

Exploring Oral Corrective Feedback on Students English Speaking Performance Within Indonesian Context: A Systematic Literature Review

Literature Review

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Received : 11 October - 2025

Accepted : 10 November - 2025

Published online : 15 November - 2025

Abstract

This systematic literature review synthesizes research on oral corrective feedback (OCF) and its effects on students' speaking performance within the Indonesian context. Following the PRISMA guidelines, 19 studies published between 2014-2024 were analyzed. The findings reveal diverse OCF practices employed by teachers, with explicit correction and recasts being the most commonly used types. However, a key challenge lies in the mismatch between the OCF strategies preferred by students, such as explicit correction and metalinguistic clues, and those predominantly used by teachers. OCF was found to evoke both positive emotions like motivation and perceived importance, as well as negative emotions including embarrassment, lowered confidence, and nervousness about making mistakes. The studies underscore the need for teachers to consider factors such as error types, timing of correction, students' proficiency levels, and potential emotional impacts when providing OCF. Tailoring OCF practices to individual student needs and preferences emerges as crucial for optimizing effectiveness and fostering a supportive learning environment.

Keywords: Oral Corrective Feedback, Speaking Performance, Indonesian EFL Context, Student Preferences, Teacher Practices.

1. Introduction

Errors are always considered something negative that should be avoided in the language classroom. Skinner's behaviorist theory believes that errors could prevent students from achieving a positive self-image as language learners (Place, 1988). However, recent research recognizes that making mistakes or speaking errors are an inevitable and necessary part of the language learning process, especially in foreign language acquisition (Sarandi, 2016). Errors can serve as a source of learning if they are corrected properly. In language learning contexts, oral corrective feedback (OCF) plays a crucial role in facilitating learners' acquisition and mastery of a target language. OCF has been extensively studied in second language acquisition research, with numerous studies highlighting its crucial role in developing speaking proficiency (Lyster & Ranta, 1997). Various taxonomies have been proposed to categorize the different types of OCF, with Lyster and Ranta's (1997) classification being widely adopted. This



taxonomy includes explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition.

The majority of students believe that their speech will become less accurate if they are not corrected by the teachers (Kim et al., 2022). In line, the main purpose of OCF is to help students become aware of the language, error patterns, develop self-correction, and error understanding skills. By understanding errors, students can produce good utterances according to their language proficiency (Stevani et al., 2022).

There are two major components of feedback namely assessment and correction. Students are informed about how well they have performed a certain task during the assessment component. Then, some specific information is provided on aspects of the student's performance during the correction component, such as through explanations or the provision of better alternatives (Mufidah, 2017). In this case, OCF addresses students' linguistic errors and enhances their speaking proficiency. It gives an implicit or explicit indication of language misuse to students. When the students produce mispronounced words or make syntactic errors, students need to receive oral corrective feedback that helps them perceive and recognize their errors and also avoid repetition of the same errors. By applying OCF, teachers verbally tell students how they are performing in English conversation and it is considered an effective way to reduce speech problems rather than delayed feedback. The emphasis is on eliminating errors as soon as possible before they become ingrained habits and the incorrect forms become part of the students' interlanguage.

The novelty and significance of this systematic literature review lies in the absence of similar research which focuses on oral corrective feedback (OCF) specifically for speaking performance in the Indonesian context. Previous studies have primarily concentrated on writing corrective feedback (Chong, 2019; Meng, 2013; Rasool et al., 2022). However, there is a need to explore OCF practices and impacts within the realm of speaking and in the Indonesian educational setting. Given the importance of OCF in improving speaking proficiency and the lack of research in the Indonesian setting, this systematic review aims to fill that gap. The review will comprehensively examine the landscape of OCF for speaking within Indonesian language learning environments. By examining the types of oral corrective feedback employed, its effectiveness in language acquisition, teacher practices and beliefs, and learners' perceptions and responses, this study seeks to provide a comprehensive understanding of the role and impact of oral corrective feedback in speaking within Indonesian language learning settings.

The research questions guiding this review are formulated to delve into key aspects of oral corrective feedback in speaking class. This study aims to answer the following questions: What are the OCF practices in the Indonesian context? What are the effects of oral corrective feedback on students' emotions? What are the opportunities and drawbacks of certain types of oral corrective feedback on speaking performance? What are the mismatches between teachers' and students' preferences regarding the type of oral corrective feedback on speaking performance? Finally, what areas constitute potential directions for future OCF research?

By synthesizing the existing literature on OCF for speaking performance in the Indonesian context, this systematic review aims to provide valuable insights into the types of OCF strategies employed, their effectiveness in facilitating language acquisition, teachers' practices and beliefs, and learners' perceptions and responses. This can inform pedagogical approaches and contribute to the advancement of language education in Indonesia.

2. Methods

2.1. Research Design

This systematic literature review followed PRISMA guidelines which comprised a 27-item checklist and a flowchart (see figure 1) to ensure that the review process is transparent (Liberati et al., 2009).

2.2. Data collection

The articles were searched through electronic indexing database such as ERIC and Google Scholar. In detail searched also conducted through reputable publisher including Elsevier's ScienceDirect, SpringerLink, Wiley Online Library, ProQuest, Cambridge, Oxford, JSTOR, SAGE, Taylor & Francis, and Emerald Insight. Moreover, some search terms were used to search the data: "speaking" AND "corrective" AND "feedback" AND "Indonesia"

2.3. Study selection

Table 1. Inclusion and exclusion criteria

Inclusion	Exclusion
The study was conducted in Indonesia	The study was not conducted in Indonesia
Research about speaking corrective feedback in language learning.	Research not about speaking corrective feedback in language learning
Written in English	Not written in English.
From reputable journal (Index in Q1, Q2, Q3, Q4, S1, S2, S3)	From non-reputable journals
Within the last ten years 2014-2024	Published before 2014

2.4. Evaluation

The included article needs to be evaluated for quality. This review followed Mullet et al. (2017) rubric which comprised seven criteria: (1) objectives and purposes, (2) literature review, (3) theoretical frameworks, (4) participants or respondents, (5) methods, (6) results and conclusions, and (7) significance. Each of the criteria was scored using 4-point scale which are 1= Does Not Meet Standard, 2= Nearly Meets Standard, 3= Meets Standard, and 4= Exceeds Standard. The total possible score was between 7 and 28. The minimum score for each article was 15. An article that has less than the minimum score were excluded because it was not meeting the quality standard.

2.5. Data analysis

This study applied thematic analysis to identify, analyze, and report the data. The theme is used to highlight important information in the data. Braun & Clarke (2006) proposed six phases of thematic analysis: (1) becoming familiar with the data, (2) generating initial codes (3) Generating initial themes trough collecting the codes, (4) reviewing each theme for extract relevance, (5) Defining or naming the theme, and (6) producing the report from the themes by relating them back to the research questions.

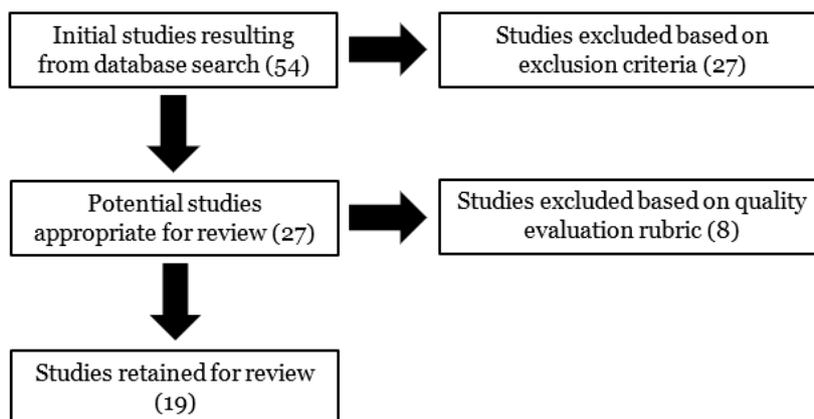


Figure 1. Diagram of the screening process

3. Results and Discussion

Table 1. Included Studies

No	Title	Author(s) (Year)	Research Purpose	Method	Location	Respondents	Major Findings
1.	Teacher Practices and Student Preferences of Oral Corrective Feedback in Indonesian EFL Classrooms: A Vygotskian Perspective	Irfani and O'Boyle (2024)	To investigate the extent of congruency between teacher practices and student preference for OCF in Islamic Senior High School in Indonesia.	Mixed method	15 state Islamic senior high schools in the rural area of Lampung	444 students and 12 teachers	
2.	An Investigation of Male and Female Teachers' Oral Feedback in English Classroom: A Focus on Elicitation & Reformulation	Khairisyah and Fithriani (2023)	To analyze the elicitation and reformulation used by male and female teachers in English classes.	Qualitative	Madrasah Tsanawiyah Negeri in Medan City, North Sumatra	10 teachers (5 males, 5 females)	Male and female teachers' oral feedback, teachers' oral feedback practices, and reasons for teachers' oral feedback practices
3.	EFL Students' Emotional Responses to Oral Feedback: The Case of Indonesia	Purwandari (2023)	To investigate how students emotionally react to oral feedback.	Qualitative	3 senior high schools in Jakarta	18 students	
4.	Oral Corrective Feedback and Error Analysis: Indonesian Teachers' Beliefs to	Tarigan et al. (2023)	To investigate Indonesian teachers' beliefs about the application of OCF in	Mixed method	Two senior high schools in North Sumatra	36 teachers and 65 students	

No	Title	Author(s) (Year)	Research Purpose	Method	Location	Respondents	Major Findings
	Improve Speaking Skill		Indonesian EFL classrooms.				
5.	Investigating The Use of EFL Teachers' Oral Corrective Feedback in Speaking Classes	Nadifa (2022)	To investigate the distribution of oral corrective feedback (OCF) types provided by EFL teachers in speaking classes, understand reasons for ignoring errors by teachers, and reveal commonly used OCF types.	Qualitative	East Java	1 Native English teacher and 1 non-native English teacher	
6.	Students' Perception Towards Oral Corrective Feedback in a Speaking Class	Mulyani et al. (2022)	To investigate students' perceptions towards oral corrective feedback in a speaking class and the types of oral corrective feedback used by the lecturer.	Qualitative	South Sulawesi	35 university students	
7.	Oral Corrective Feedback in the Perception of Islamic Junior High School English Teachers and Students	Muwaffaqoh and Wahyuni (2023)	To investigate oral corrective feedback (OCF) practice, teachers' and students' perceptions toward it, and the relationship among those three.	Qualitative	A state-Islamic Junior High School in Kediri	2 teachers and 108 students	
8.	Corrective Feedback in Learning Interaction: Integration of Surface Strategy Taxonomy	Sari et al. (2021)	To ascertain types of errors in classroom learning interactions, analyze strategies for correcting student errors, and understand aspects of Surface Strategy Taxonomy in learning	Qualitative	State Islamic University (PTKI) Metro, Lampung, Indonesia.	6 lectures and 40 students	

No	Title	Author(s) (Year)	Research Purpose	Method	Location	Respondents	Major Findings
			interaction errors.				
9.	Students' Perception Toward Oral Corrective Feedback in Speaking Classes	Muslem et al. (2021)	To investigate students' perceptions towards oral corrective feedback from lecturers in their speaking class	Quantitative	UIN Ar-Raniry, Banda Aceh	100 university students	
10.	Students' Preferences toward Lecturers' Types in Giving Corrective Feedback on their Speaking	Rahmi and Munir (2020)	To investigate students' preferences regarding types of corrective feedback applied by lecturers on their speaking.	Mixed method	Institut Agama Islam Negeri Batusangkar, Sumatera Barat, Indonesia	151 university students	
11.	The Impacts of Teacher's Oral Corrective Feedback to Students' Psychological Domain: A Study on EFL Speech Production	Hartono et al. (2022)	To investigate the students' psychological problems after receiving teachers' oral corrective feedback, and psychological problems that impede students' speaking performance in the English as a Foreign Language (EFL) speaking classroom.	Quantitative Case study	Universitas Brawijaya, Malang	25 university students	
12.	Male and Female Students' Preference on The Oral Corrective Feedback in English as a Foreign Language (EFL) Speaking Classroom	Amalia et al. (2019)	To investigate the male and female students' preferences on the six types of OCF	Qualitative	Sebelas Maret University, Surakarta, Central Java	1 lecturer and 39 university students	
13.	Oral Corrective Feedback in English Speaking Class: Its Frequency, Students' Perception, and Preference	Laeli and Setiawan (2019)	To investigate the types of corrective feedback used by an English lecturer in a speaking class, along with students' perceptions and	Quantitative Case Study	Jember, Indonesia	30 university students	

No	Title	Author(s) (Year)	Research Purpose	Method	Location	Respondents	Major Findings
			preferences towards the feedback.				
14.	Oral corrective feedback: Exploring the relationship between teacher's strategy and students' willingness to communicate	Sa'adah et al. (2018)	The objective of this study was to investigate the types of oral corrective feedback implemented in class and its effect on students' willingness to communicate.	Qualitative Case Study	A private school in Surakarta, Indonesia.	1 teacher and 3 high school students	
15.	Students' Preferences toward Oral Corrective Feedback in Speaking Class at English Department of Lambung Mangkurat University Academic Year 2015/2016	Ananda et al. (2017)	To find out the kinds of oral corrective feedback, how it should be given, and when it should be given based on students' preferences.	Quantitative	Lambung Mangkurat University, Banjarmasin, South Kalimantan.	76 university students	
16.	EFL Students' Preferences for Oral Corrective Feedback in Speaking Instruction	Fadilah et al. (2017)	To investigate OCF preferences including the timing, types of error, strategies of CF, and providers of error correction. This also investigates the relationship between foreign language anxiety and preferences for CF among students.	Mixed method	Universitas Negeri Malang, Indonesia	257 university students	
17.	Students' Preferences toward Corrective Feedback on Students' Oral Production	Fitriana et al. (2016)	To investigate students' preferences regarding types of corrective feedback on their oral productions and understand the reasons behind these preferences.	Mixed method	A high school in Samarinda, Indonesia	196 students	

No	Title	Author(s) (Year)	Research Purpose	Method	Location	Respondents	Major Findings
18.	The Effectiveness of Positive Feedback in Teaching Speaking Skill	Muhsin (2016)	To find out the students' responses and perceptions toward the corrective feedback given in teaching speaking activity	Quantitative	Muhammadiyah University Makassar	33 university students	
19.	EFL Students' Preferences for Corrective Feedback in Speaking Instruction across Speaking Course Levels	Atma and Widiati (2016)	To investigate the preferences of freshmen and sophomores for corrective feedback in speaking instruction, which include perception of CF, types of error to be corrected, timing of correction, and types of CF.	Quantitative	Universitas Negeri Malang	147 university students	

3.1. Demographic Studies

Of 19 included studies, 10 involved English teachers and students from universities in Indonesia, 7 from senior high schools, and 2 from junior high schools. Furthermore, most of the included studies employed a qualitative method (n=8), followed by a quantitative method (n=6), and a mixed method (n=5). In terms of the location of the study, almost all of the studies were conducted in the western part of Indonesia.

The reviewed studies employed a mix of quantitative, qualitative, and mixed methods approaches to investigate oral corrective feedback (OCF) in Indonesian EFL classrooms. Quantitative methods involved the use of questionnaires, both closed-ended (Articles 9, 15, 18) and open-ended (Article 13). Qualitative methods included interviews, which were semi-structured (Articles 1, 5, 12, 14) and structured (Article 16), as well as observations (Articles 2, 7, 12, 14), focus groups (Article 1), audio/video recordings (Articles 5, 7), and stimulated recalls (Article 5). Mixed methods studies combined quantitative questionnaires with qualitative interviews and observations (Articles 1, 4, 16).

The research settings were diverse, spanning senior high schools (Articles 1, 3, 4), Islamic schools (Articles 1, 7), vocational schools (Article 16), and universities (Articles 2, 4, 6, 9, 10, 12, 13, 15) across various regions in Indonesia, such as Lampung (Article 1), Medan (Article 2), Jakarta (Article 3), East Java (Article 5), Surakarta (Articles 12, 14), Banjarmasin (Article 15), Malang (Articles 4, 16), and Samarinda (Article 16).

The participants in these studies were equally varied, including EFL students ranging from high school to university levels (Articles 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 18), English teachers (Articles 2, 5, 7, 14), and lecturers (Articles 6, 8, 9, 13). Sample sizes differed based on the research approach, with qualitative studies involving a few participants (e.g., one teacher and three students in Article 14), while quantitative surveys had larger sample sizes, such as 257 students (Article 16) and 196 students (Article 16).

In summary, the studies employed a range of methods, instruments, settings, and respondents to investigate OCF practices and preferences in Indonesian EFL contexts, providing a comprehensive understanding of the phenomenon from diverse perspectives and educational levels.

3.2. The Oral Corrective Feedback Practices in Indonesia

The included studies showed that teachers focus on students' errors in terms of vocabulary, grammar, and pronunciation. From this, it can be implied that teachers are focused on students' speaking accuracy. For vocabulary errors, students made inappropriate word or phrase choices (Sari et al., 2021). In addition, for pronunciation errors, teachers demonstrate correcting the students' intonation (Sa'adah et al., 2018). Meanwhile, in grammar, students have difficulty in formulating noun phrases (Sari et al., 2021), recognizing subject-verb agreement, using correct articles, and choosing the right grammar structure (Tarigan et al., 2023). Not all of the types of oral corrective feedback are employed by the teacher in the classroom.

In terms of the source of the correction, students agree that teachers must take the major responsibility. Teachers, in line with students' perceptions, believe that they have a sense of error detection as they are aware that their students are likely to make a specific type of mistake (Khairisya & Fithriani, 2023).

The studies reviewed reveal diverse OCF practices employed by teachers in Indonesian EFL classrooms. Various types of OCF were utilized, including explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition (Articles 1, 2, 5, 6, 8, 9, 12, 13). Among these, explicit correction and recast were the most commonly used OCF types by teachers and lecturers (Articles 5, 6, 9, 12). However, some studies found mismatches between the OCF types used by teachers and the types preferred by students (Articles 12, 13, 16). For instance, while teachers tended to use recast more frequently, many students preferred explicit correction as it provided direct answers and explanations (Articles 12, 16).

Interestingly, one study (Article 2) highlighted differences in OCF practices based on the gender of teachers, with male teachers dominantly using transformation (a type of reformulation) and female teachers preferring restructured statements. In terms of considerations for using OCF, teachers provided feedback for different error types, such as vocabulary, pronunciation, and grammar errors (Articles 1, 9). Additionally, teachers sometimes ignored errors due to factors like tiredness or lack of knowledge about the error (Article 5).

Both teachers and students generally agreed that the teacher should be the primary provider of OCF (Articles 1, 4, 16). Furthermore, teachers employed various OCF strategies, such as negotiated feedback (more preferred by students), clarification requests (least used by teachers), and elicitation feedback (used by native teachers to promote learner autonomy) (Articles 1, 5, 7).

Overall, the studies (Articles 1, 2, 4, 5, 6, 7, 8, 9, 12, 13, 16) highlight the diverse OCF practices in Indonesian EFL classrooms, with varying preferences and approaches based on factors like teacher gender, error types, and feedback strategies. Aligning OCF practices with student preferences emerges as a crucial consideration for enhancing the effectiveness of OCF in improving students' speaking skills.

3.3. The Effects of OCF on Students' Emotions

The studies revealed that OCF given by teachers could positively and negatively affect students' emotions (Purwandari, 2023; Hartono et al., 2022). The positive effects are students

feel motivated and increasing knowledge. Oral corrective feedback encourages students to learn new things. It also makes the students feel that their teachers are aware of them.

On the other hand, OCF can cause some negative emotions in students. For instance, students feel embarrassed, especially when teachers correct them in front of their peers or use loud voices (Purwandari, 2023). This feeling possibly makes students reluctant to speak and unwilling to participate in classroom discussions. Secondly, students feel upset when they repeatedly receive OCF (Purwandari, 2023). However, this is not because of their teachers' corrections, but because students do not understand what the teacher is correcting (Hartanto, 2022) and are upset because they are unable to make improvements (Purwandari, 2023). Thirdly, OCF can make students unmotivated to learn, particularly when the teachers' feedback is offensive.

Even though oral corrective feedback has negative effects on students' emotions, it should be given when necessary. The negative effects cannot be entirely avoided, but teachers can minimize them by making students aware of the purpose of the corrections. Furthermore, teachers should apply appropriate techniques when giving feedback, such as avoiding judgment and using humor (Hartono et al., 2022). This encourages students to perceive oral corrective feedback more positively.

Studies have shown that OCF can evoke both positive and negative emotions among Indonesian EFL students. On the positive side, students expressed feeling happy and motivated when receiving good feedback from teachers, indicating their performance was well (Article 3). All students, regardless of achievement levels, perceived OCF as an important part of language learning that gave positive results to their speaking performance (Article 9). However, OCF can also lead to negative emotions. Students reported feelings of embarrassment, disappointment, and discouragement in response to teachers' OCF (Article 3). Some experienced a lowering of self-efficacy and confidence, feeling angry with themselves when they did not understand the correction (Article 6). Others felt nervous and worried about making mistakes in the language class after receiving OCF (Article 6).

Despite the potential negative emotions, students also acknowledged the need for OCF and the advantages it provided when appropriate techniques were used (Article 6). The level of anxiety among students was found to influence their preferences for OCF, with freshmen students having lower anxiety levels showing a higher preference compared to sophomores with low anxiety (Article 16). This suggests that teachers need to consider students' emotional reactions, anxiety levels, and use appropriate techniques when providing OCF to minimize negative impacts and maximize its benefits for language learning.

Overall, the studies (Articles 3, 6, 9, and 16) highlight the complex interplay between OCF and students' emotions, underscoring the importance of tailoring OCF practices to individual students' needs, proficiency levels, and emotional states. While OCF is seen as crucial for improving speaking skills, its delivery must be thoughtful and sensitive to avoid potential negative consequences on students' affective domains. The studies highlight that OCF can evoke both positive emotions (motivation, perceived importance) and negative emotions (embarrassment, lowered confidence, nervousness) among students. Teachers need to consider students' emotional reactions and use appropriate techniques when providing OCF to minimize negative impacts and maximize its benefits for language learning.

3.4. The practical opportunities and drawbacks of certain types of OCF

Based on the students' and teachers' reports in the included studies, there is no best type of oral corrective feedback (OCF). Instead, each type of OFC employed by the teachers has its opportunities and drawbacks. From the students' perspective, explicit correction is straightforward and helps students quickly grasp the correct form, but it can be embarrassing

and make students overly dependent on the teacher. Explicit correction provides direct answers and explanations, aiding student understanding (Articles 1, 4, 12, 16), Preferred by many students as it is clear and easy to comprehend (Articles 1, 4, 10, 12, 16)

Recasts, on the other hand, correct errors subtly and keep the conversation flowing, beneficial for maintaining a smooth conversation flow (Articles 4, 16) prevents embarrassment for students (Article 16). However, it might make students miss the correction or not realize the feedback given by the teachers. Some students find it difficult to understand (Articles 4, 16). Recast is the Least preferred type of OCF by students (Article 15). Furthermore, elicitation and metalinguistics feedback can encourage students to actively engage and self-correct. They can promote students' critical thinking and activate students' knowledge (Articles 4, 8, 16) and promote learner autonomy (Article 5), but can also create pressure and frustration if the students could not understand or find the right answer. Additionally, Clarification Requests and Repetition seen as time-consuming by some students (Articles 12, 13) Potentially causing confusion or requiring more thinking time (Article 12)

Meanwhile, from the teacher's perspective, teachers use elicitation to verify their students' level of comprehension (Khairisya & Fithriani., 2023). By using elicitation, teachers' also believe that it could make the class more active (Khairisya & Fithriani., 2023)

In summary, explicit correction presents opportunities for clear understanding and aligning with student preferences, while metalinguistic clues and elicitation can activate learners' critical thinking and autonomy. Recasts may facilitate conversation flow but can be challenging for some students to comprehend. Clarification requests and repetition, though useful, may be time-consuming and confusing for certain students.

These opportunities and drawbacks highlight the importance of considering student preferences, proficiency levels, and the specific context when selecting appropriate OCF types. A balanced approach that combines different types of OCF and aligns with students' needs and preferences can optimize the effectiveness of OCF in improving speaking skills in Indonesian EFL classrooms.

3.5. The Mismatch Between Teachers' and Students' Preferences of OCF

Oral Corrective Feedback (OCF) is a crucial component of language learning, aimed at helping students improve their speaking accuracy and fluency. However, a significant challenge arises when there is a mismatch between teachers' practices and students' preferences regarding OCF. This discussion synthesizes findings from recent studies to highlight these mismatches and their implications for EFL classrooms. Some studies found mismatches between teachers' practices and students' preferences regarding the type of errors corrected, the strategy or type of OCF used, and the timing of the correction.

Research has shown discrepancies between the types of errors teachers choose to correct and the types that students prefer to be corrected. For instance: Students generally favor feedback on vocabulary errors, while teachers often focus more on correcting pronunciation errors, possibly due to a belief in the importance of phonological accuracy for overall intelligibility (Irfani & O'Boyle, 2024). There is also a mismatch between the feedback strategies preferred by students and those commonly used by teachers. Students tend to prefer negotiated feedback, which involves interactive correction that allows them to engage in self-correction. However, teachers predominantly use clarification requests and recasts, which are more direct forms of correction (Irfani & O'Boyle, 2024; Fadilah et al., 2017). The overall perception of OCF's importance also varies: teachers generally believe that OCF is a motivating factor that helps students improve their language skills, while students see OCF as less important (Muwaffaqoh & Wahyuni, 2023). Regarding Timing of Correction, Students typically prefer delay feedback All students prefer delayed feedback (Fadilah et al., 2017) All

students prefer to get delayed correction. They want the teacher to correct them after finishing the speaking activity. Students stated that immediate feedback bothers their concentration (Atma & Widiati, 2016).

In terms of timing of correction, teachers have two times possible, immediately after the students make errors or after the speaking activity finishes (delay OCF). Teachers who preferred to use immediate correction (Sa'adah et al, 2018) stated that this type of correction could improve students' awareness of their errors and in turn improve their speaking accuracy. Compared to delayed feedback, immediate feedback allows students to correct their mistakes right away, which helps reinforce proper usage and prevents the reinforcement of incorrect patterns. This prompt correction is thought to be more effective in helping students internalize correct language forms and improve their overall proficiency.

Aligning OCF practices with students' preferences can enhance language learning and create a more positive learning environment. Research found several types of OCF that align well with student preferences to be considerations for teachers; Repetition and Explicit Correction: Students find repetition effective for improving speaking skills and prefer explicit corrections for their clarity and directness (Laeli & Setiawan, 2019). Metalinguistic Feedback: This type of feedback, which provides cues and encourages self-correction, is particularly favored by students with limited language exposure and knowledge (Rahmi & Munir, 2020). Elicitation: Students appreciate elicitation feedback as it promotes critical thinking and self-correction (Fitriana et al, 2016). Additionally, Students' preferences for OCF may vary based on factors such as proficiency level, anxiety level, gender, and course level. It was found that male students preferred explicit OCF, while female students preferred recast and metalinguistic feedback (Amalia et al., 2019). Freshmen students preferred grammar correction, while sophomores preferred phonological error correction (Fadilah et al., 2017) It reflect their evolving language needs and focus areas. Researchers suggest aligning OCF practices with students' preferences to enhance language learning and create a positive learning environment because the mismatch between teachers' practices and students' preferences could lead to ineffective learning experiences and demotivation among students.

3.6. Limitations and Direction for Future Research

This review identified several limitations across the examined studies. One of the most common constraints was the small sample size (Articles 6, 9, and 10). For instance, some studies noted that their findings were limited because they did not involve larger groups of participants, while others highlighted methodological constraints such as a single location and a qualitative design. Another key limitation concerns the restricted generalizability of findings (Articles 9 and 16), as some research focused only on private universities or single institutional settings, making it difficult to extend the results to broader educational contexts. Additionally, there was a lack of analysis based on proficiency levels (Article 13), with several studies not differentiating learners according to their language ability or specific types of speaking classes. Lastly, an absence of teacher perspectives (Article 13) was also identified, as most studies primarily explored students' experiences and perceptions without considering teachers' views on oral corrective feedback.

Building upon these limitations, several directions for future research are proposed. First, future studies should validate instruments and involve larger, more balanced samples (Articles 6 and 10) to improve the reliability and representativeness of findings, ensuring a fair distribution of gender and participant numbers. Second, researchers are encouraged to investigate other contexts and educational settings (Articles 7, 9, and 16), such as rural or remote areas and private-Islamic institutions, to capture diverse experiences and better understand contextual influences. In addition, future research should aim to conduct

longitudinal studies (Article 16) to observe how learners' preferences and responses to oral corrective feedback evolve over time. Another essential direction is to compare students' preferences with teachers' actual classroom practices (Article 4), which would help bridge potential gaps between expectation and implementation. Finally, it is important to investigate preferences across proficiency levels and age groups (Articles 4 and 13), taking into account learners' individual characteristics and prior language knowledge when selecting appropriate corrective feedback strategies that foster improvement without creating additional pressure.

Overall, the researchers acknowledged limitations related to sample size, generalizability, and lack of analysis based on proficiency levels or teacher perspectives. Future research directions included validating instruments, exploring diverse contexts, conducting longitudinal studies, comparing students' preferences with teachers' practices, and investigating preferences across proficiency levels and ages.

4. Conclusion

The studies reviewed highlight the diverse oral corrective feedback (OCF) practices employed by teachers in Indonesian EFL classrooms and the importance of aligning these practices with students' preferences. Teachers and students agree that oral corrective feedback is beneficial to help students' language acquisition and to improve students' motivation in learning. A key finding is the mismatch between the types of OCF used by teachers and the types preferred by students (Articles 12, 13, 16). Teachers tended to use recasts more frequently, while many students preferred explicit correction as it provided direct answers and explanations (Articles 12, 16). Student preferences for OCF types were influenced by factors such as the clarity of feedback, activation of critical thinking, and the desire to maintain a smooth conversational flow (Articles 1, 4, 8, 16). Explicit correction, metalinguistic clues, and elicitation were favored by students for these reasons (Articles 1, 4, 8). However, OCF can evoke both positive and negative emotions in students (Article 3, 6, 9). While OCF motivated students and increased their knowledge (Article 3, 9), it could also lead to embarrassment, lowered confidence, and nervousness about making mistakes (Article 3, 6).

The studies underscore the need for teachers to consider factors such as the timing of correction, error types, students' proficiency levels, and potential emotional impacts when providing OCF (Articles 4, 6, 9, 13). Tailoring OCF practices to individual student needs and preferences is crucial for optimizing its effectiveness and minimizing negative consequences. Overall, the research highlights the complex interplay between OCF practices, student preferences, and affective factors in Indonesian EFL classrooms. Ongoing exploration of these dynamics and alignment of OCF practices with student needs is essential for enhancing language learning outcomes and creating a supportive learning environment.

4.1. Acknowledgments

This research was supported by a grant from the American Corner. We would like to express our sincere gratitude for their financial support, which enabled us to conduct this research and share our findings.

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