

The Effect of Corrective Feedback to Improve Students' Motivation In Speaking Skills A Perspective From EFL Learners

Azhura Dea Mahara*, Didik Hartono
Universitas Brawijaya, Malang, Indonesia
*azhuradea24@student.ub.ac.id

Abstract

The effect of corrective feedback can result in various negative to positive effects on the student's motivation in speaking skills. Corrective feedback has been used to correct the students' mistakes. This research aims to explore the use of corrective feedback to the student's motivation in learning speaking skills. It was conducted through an online platform for higher-level students at Brawijaya University. The respondents are 56 students who claimed to have experience in receiving corrective feedback as well as having knowledge of corrective feedback. The researcher used a Quantitative-Descriptive method by collecting data using questionnaires. Using quantitative methods, this study employed close-ended questions. As a result, numerical data was expected to be analyzed for the source of the research data. The results showed that although corrective feedback can be seen as a way that can improve students' academic skills, it is proven that it can be a negative aspect in improving students' motivation in speaking skills. This research is expected to bring out an awareness about giving feedback to the students in order to improve their speaking skills

Keywords: Corrective feedback; EFL Learning; Speaking Skill

Introduction

Being one of the vital sources for students to enhance their skills, teacher feedback holds significant importance from the students' perspective. When teachers offer feedback, it boosts students' awareness of their abilities and areas that require improvement (Black and Wiliam, 2018; Vattøy and Smith, 2019). According to Black & Wiliam (2018) effective feedback not only helps students identify their strengths but also highlights opportunities for growth in future assignments. This implies that feedback is necessary for students' motivation to maintain students' learning progress. Feedback is widely recognized as a fundamental element of the learning process (Ghilay and Ghilay, 2015). It serves as a mechanism through which teachers provide students with insights about their performance, aiming to enhance their overall abilities.

By offering constructive feedback, teachers can guide students towards greater understanding and mastery of the subject matter. Research has demonstrated that timely and relevant feedback significantly influences students' academic outcomes. The effectiveness of feedback is closely linked to the teachers' ability to deliver appropriate responses tailored to the classroom context. Each student has unique needs and perceptions regarding feedback, which can complicate the delivery process. Teachers must navigate these varied perceptions to ensure their feedback resonates with each student. This requires not only skillful communication but also an understanding of the students' individual learning styles and emotional responses. However, the process of providing feedback is not without its challenges. Students may interpret feedback in diverse ways, influenced by their prior experiences and confidence levels.

Some may view feedback as criticism, which can lead to disengagement or demotivation. Therefore, it is crucial for teachers to cultivate a supportive environment where feedback is framed positively, encouraging students to embrace it as a tool for improvement rather than a judgment of their capabilities. Feedback is an indispensable part of the educational experience, playing a critical role in student development. It serves as a bridge between current performance and future potential, guiding students toward self-awareness and growth. To maximize its effectiveness, educators must strive to provide feedback that is not only constructive but also sensitive to the diverse perceptions of their students. Ultimately, fostering a culture of feedback can significantly enhance student learning outcomes and promote a more dynamic educational environment.

Teacher feedback plays a crucial role in enhancing the teacher-student relationship, which is essential for achieving effective learning outcomes. The interaction between teachers and students significantly influences the learning process. When teachers communicate effectively using appropriate language, asking relevant questions, and providing feedback in suitable contexts students benefit not only from the content but also from the teacher's voice quality, including pronunciation, stress, and juncture (Rohmah, 2003). This indicates that constructive feedback can foster greater interaction in the classroom, ultimately enhancing students' performance, particularly in developing speaking skills. Moreover, the nature of teacher feedback is integral to students' rights and teachers' responsibilities. It is essential for students to receive feedback, whether in face-to-face settings or through online platforms.

This feedback helps students recognize their mistakes, particularly in writing, enabling them to avoid repeating those errors in the future. Consequently, teachers need to adopt effective strategies for delivering feedback, ensuring it is both constructive and supportive, thereby maximizing student performance and learning potential. According to Mahmoud (2011) feedback not only aids students in assessing their progress but also deepens their understanding of the target language. This process is vital for building a stronger relationship between students and teachers, as it encourages open communication and fosters a supportive learning environment. When students feel that their efforts are acknowledged and understood, they are more likely to engage actively in the learning process. To achieve these benefits, teachers are called upon to be innovative in their approach to feedback.

By implementing interesting and creative techniques in the classroom, educators can make feedback more engaging and impactful. This could involve using diverse methods, such as peer reviews, interactive discussions, or digital platforms that enhance the feedback experience. Such strategies can make feedback more relatable and meaningful for students. The significance of teacher feedback extends beyond mere academic evaluation; it is a vital component in nurturing the teacher-student relationship and enhancing learning outcomes. By recognizing the importance of effective communication and feedback, teachers can create an environment that promotes growth and motivation among students. Ultimately, fostering a culture of constructive feedback can lead to improved performance and a more dynamic classroom experience, benefitting both teachers and students alike.

Feedback calls for a shift of teaching from teacher-centered classes to student-centered classes (Harizaj, 2015). Student-centered classes lead students to be more communicative and able to express their opinions in the classroom. When they know how teachers give them constructive feedback, it will allow them to make constructive self-development. When this happens, it can raise more engagement in the classroom. Engagement in the classroom could result in the improvement of the student's academic performance. In the classroom setting, motivation plays a crucial role in encouraging

students to explore their abilities and meet educational requirements. It serves as a driving force that propels students to engage actively in the learning process. According to Opre (2015) motivation is influenced by two main aspects intrapersonal factors, which pertain to the individual student's internal drive and attitudes, and interpersonal factors, which relate to the interactions and relationships within the classroom environment.

Understanding these factors can help educators create a more conducive atmosphere for learning. To provide constructive feedback that fosters motivation, educators can utilize a four-step framework. The first step involves focusing on the level of tasks, or what students are being asked to accomplish. The second step emphasizes the process levels, or how students are approaching their tasks. The third step includes addressing self-regulation strategies, guiding students in monitoring and evaluating their own learning. Finally, the self-level aspect pertains to recognizing students' personalities and individual differences. This multifaceted approach highlights the importance of self-regulation in motivating students, as two of the three feedback levels are directly related to how students manage their own learning.

Self-regulation is critical for student motivation, and research supports this connection. Agustningsih and Andriani (2021) emphasizes that feedback grounded in students' self-regulation is particularly powerful and effective. When students are encouraged to take charge of their learning through self-reflection and regulation, they become more invested in their academic journey. This heightened engagement often leads to improved performance and a greater sense of achievement. The impact of feedback on student achievement is closely tied to their motivation. Feedback that resonates with students and encourages self-regulation can significantly enhance their learning outcomes. When students feel motivated, they are more likely to respond positively to feedback, utilizing it as a tool for growth rather than merely a critique of their performance.

This creates a positive feedback loop where motivation fosters better engagement, leading to higher achievement. Fostering student motivation through effective feedback is essential for achieving educational goals. By considering both intrapersonal and interpersonal factors and implementing a structured feedback approach, educators can create a motivating learning environment. Ultimately, the effectiveness of feedback is contingent upon its ability to inspire self-regulation in students, reinforcing the vital link between motivation and academic success. Corrective feedback can serve as an effective solution for providing meaningful and appropriate responses to students' linguistic errors. It involves identifying mistakes made by students and replacing them with the correct forms, helping to enhance their understanding and proficiency in the language. According to Hartono, Basthomi, Widiastuti and Prastiyowati (2022) most teachers employ corrective feedback to promote both accuracy and fluency, particularly in addressing mistakes related to students' speaking skills.

This approach is essential in helping students recognize and rectify their errors, ultimately supporting their language development. EFL learners often view corrective feedback as a valuable tool for improvement and growth in their English language learning experiences (Alharbi, 2020). By receiving targeted corrections, students can better understand the intricacies of language use, which can significantly enhance their confidence and performance in speaking. The positive impact of corrective feedback underscores its importance in the educational process, as it not only addresses mistakes but also fosters a deeper understanding of language structures. There are several types of corrective feedback, including explicit feedback, recasts, elicitation, and repetition feedback (Kirgoz and Agcam, 2015).

Among these, explicit feedback is frequently used in speaking classes, where teachers provide immediate corrections during practice sessions. This direct approach allows students to understand their errors in real time, making it a powerful tool for reinforcing learning and improving language skills. However, while explicit feedback can be beneficial, it is essential for teachers to consider the delivery and context in which it is given. Providing corrections in a supportive manner can help maintain students' motivation and confidence. Balancing the need for immediate correction with sensitivity to students' feelings can create a more positive learning environment, encouraging greater participation and risk-taking in speaking activities. Corrective feedback plays a crucial role in the language learning process by addressing errors and promoting improvement.

When delivered thoughtfully, it can significantly enhance students' speaking skills and overall language proficiency. By understanding the various types of corrective feedback and their implications, educators can better support their students' learning journeys. As a form of non-evaluative feedback, corrective feedback does not assign marks or grades unless it is part of a summative assessment. Instead, it focuses on the content of students' work rather than the formal aspects of language. Teachers are encouraged to pay close attention to the purpose, audience, and text type when providing feedback, ensuring that it is relevant and constructive. This approach aligns with findings from Nurmukhamedov and Kim (2009) who noted that students who received only grades exhibited no significant learning gains. The manner in which feedback is delivered plays a critical role in shaping students' reactions to the feedback process. According to Alqahtani (2011) students' responses are influenced by how feedback is given and managed.

Effective feedback should not only identify errors but also foster a supportive learning environment that encourages growth and improvement. By emphasizing content over form, corrective feedback allows students to engage more deeply with their writing and language use. This can lead to a more meaningful learning experience, as students can focus on improving their ideas and communication rather than becoming preoccupied with minor grammatical issues. The non-evaluative nature of corrective feedback, coupled with its emphasis on content, positions it as a valuable tool for promoting learning. By carefully managing the feedback process, teachers can enhance students' engagement and motivation, ultimately contributing to their academic success. However, students have their own role in this feedback process, their role is to act upon the feedback given.

Students and teachers are equally responsible for this feedback process to create a perfect learning outcome in academic achievement. This view is supported by Rossiter, Zakova, Huba, Serbezov and Visioli (2019) who state that feedback that's left uncared for cannot be considered as feedback because they do nothing to the student's self-improvement. Additionally, too much feedback might harm students' self-esteem and decrease their motivation to improve themselves. This paper searches whether corrective feedback has an influence in raising student's motivation to improve their speaking skills by looking at the perspective of the student who has experience in receiving corrective feedback beforehand. Most of the previous research has testified that corrective feedback has a negative effect on the student's motivation in speaking, therefore this paper was made to search whether those researches were in line with the condition in this area.

Methods

The study employs a quantitative-descriptive research design to explore the influence of corrective feedback on EFL students' motivation to improve their speaking skills. Data sources are derived from a questionnaire designed to gather numerical data,

facilitating generalizations about the impact of corrective feedback. The participant sample consists of 56 EFL students from Brawijaya University, selected through a random sampling method to enhance representativeness. The research instrument includes a 30-item questionnaire covering personal demographics, general perceptions of corrective feedback, psychological aspects affecting motivation, and perceived outcomes of feedback. The data collection process occurs via an online platform, ensuring accessibility for participants. Close-ended questions utilize a four-point Likert scale, ranging from Strongly Disagree to Strongly Agree, to encourage decisive responses and mitigate neutrality. Data analysis is conducted using descriptive statistics, with results presented as percentages based on the Likert scale interpretations, providing insights into the correlation between corrective feedback and student motivation in speaking skills.

Findings And Discussion

The findings of this study highlight the significant effect of corrective feedback on students' motivation to enhance their speaking skills, as evidenced by responses to the questionnaire. Participants demonstrated a strong understanding of corrective feedback, with 100% indicating agreement or strong agreement regarding its importance in the learning process. In the first section, when queried about their preferences for correction during speaking, only 3.6% disagreed with receiving immediate corrections, indicating a clear majority favoring real-time feedback.

Table 1. General Aspect

No.	Statements	Rating Scale			
		SD	D	A	SA
1.	I know about corrective feedback.	-	-	64,3%	35,7%
2.	I want my teachers to correct my errors when speaking.	-	3,6%	39,3%	57,1%
3.	I want my teachers to correct all the errors I make when speaking English.	-	7,1%	44,6%	48,2%
4.	I think teachers should only correct the errors that make my sentence difficult to understand.	-	25%	44,6%	30,4%
5.	I want my teacher explain my errors during a later dedicated grammar session and not immediately in class when I make the mistake.	1,8%	21,4%	51,8%	25%

Moreover, an overwhelming 92.9% of participants expressed a desire for corrections on all speaking mistakes, reflecting their commitment to improvement and the value they place on comprehensive feedback. This finding aligns with research Suryoputro and Amaliah (2016) which emphasizes that students perceive corrective feedback as a vital mechanism for enhancing their language proficiency and motivation. The third section of the questionnaire, which examined psychological aspects influencing motivation, included 12 statements regarding participants' perceptions of corrective feedback. Responses indicated a proactive attitude toward receiving feedback, suggesting that participants view it as an essential component of their learning process.

For instance, a majority indicated a preference for corrections explained during later dedicated grammar sessions rather than immediately during speaking activities, highlighting the need for a balanced approach to feedback that considers emotional

responses and cognitive processing. These findings underscore the importance of fostering a supportive learning environment where students feel comfortable receiving and acting upon feedback. Research by Maemuna (2020) supports this, noting that constructive feedback can enhance motivation and self-regulation among learners. Overall, the data reveal a clear inclination among participants to embrace corrective feedback, suggesting that integrating effective feedback mechanisms can significantly enhance language learning outcomes and student motivation.

The results from the questionnaire highlight the participants' recognition of the value of corrective feedback and their desire for comprehensive corrections in their speaking practice. These insights can inform educators on how to approach feedback in their teaching methodologies, ensuring that it aligns with students' preferences and enhances their learning experience. However, the fourth statement revealed that 75% of participants believe teachers should focus on correcting only significant mistakes, leaving minor errors unaddressed. This preference contrasts sharply with the earlier statement where the majority expressed a desire to be corrected for all their mistakes, suggesting a nuanced understanding of feedback effectiveness while they value corrections, they may prioritize addressing impactful errors to enhance their learning.

Furthermore, 76.8% of participants indicated a preference for receiving corrections in separate sessions rather than immediately in front of their classmates. This response suggests a lack of confidence when faced with public corrections, highlighting concerns about potential embarrassment or anxiety associated with being corrected in a group setting. These mixed responses point to a complexity in students' attitudes toward feedback. On one hand, they recognize the importance of correction for their growth; on the other hand, they prefer a more discreet approach that allows them to reflect on their mistakes without the pressure of immediate public scrutiny. Such preferences for private corrections may foster a more supportive learning environment, enabling students to engage with feedback more positively.

These insights have important implications based on previous research. For instance, studies by Shinta and Suganda (2022) suggest that students' preferences for feedback delivery can significantly impact their motivation and engagement in language learning. Similarly, Napitupulu, Napitupulu and Kisno (2024) found that students often feel more comfortable receiving feedback in a private setting, which aligns with the findings of this study. Additionally, Elsaghayer (2014) emphasize that tailored feedback approaches that consider students' emotional responses can enhance their overall learning experiences. These findings collectively suggest that educators should adopt a balanced approach to feedback, integrating both immediate and private correction strategies to accommodate diverse student preferences and foster a supportive learning atmosphere.

The findings highlight the importance of understanding students' preferences regarding feedback. While there is a strong desire for corrections, many participants feel more at ease receiving them in a private setting, which can help build their confidence and encourage a more positive attitude toward learning. Using the rating scale from Table 1, the first aspect of the questionnaire received an average score of 3.3 points, which falls within the range of Strongly Agree, as shown in Table 2. This indicates that most students express a strong preference for being corrected when they make mistakes, highlighting the significance of providing corrective feedback to enhance their speaking skills. The data suggest that students are eager to receive guidance, emphasizing their desire to improve their spoken English.

The findings align with previous research indicating that EFL learners often struggle with understanding and applying English sentence structures. As noted by Tarigan et al., (2023) these difficulties can hinder their ability to accurately convey

feelings and ideas when speaking English. By acknowledging their need for correction, students demonstrate an awareness of the importance of feedback in addressing these challenges and improving their language proficiency. Moreover, students recognize that receiving corrections is essential for avoiding future mistakes. They understand that feedback helps them learn the correct sentences and appropriate ways to express themselves in English.

This proactive approach to learning reflects their commitment to developing their speaking skills and overcoming language barriers. The results emphasize the critical role of corrective feedback in the language learning process. By actively seeking corrections, students demonstrate their desire for improvement and their understanding of the complexities of English sentence structure. This awareness not only fosters their language development but also cultivates a positive attitude toward learning. Previous research, such as that by Hamidi, Azizi and Kazemian (2022) suggests that while corrective feedback can enhance language accuracy, its effectiveness largely depends on how it is implemented.

Table 2. Physiological Aspect

No.	Statements	Rating Scale			
		SD	D	A	SA
1.	I'm afraid when teacher correct all of my mistakes that I make in speaking.	3%	25%	46,4%	23,2%
2.	I believe that I wish I had not spoken anything.	19,6%	23,2%	23,2%	33,9%
3.	I believe that, I just listen, not speak anymore.	16,1%	23,2%	25%	35,7%
4.	I resent being corrected by teacher in the classroom.	7,1%	26,8%	37,5%	28,6%
5.	I feel insulted when teacher correct me in front my peers.	8,9%	21,4%	25%	44,6%
6.	I feel offended when my teacher interrupting while I am speaking.	3,6%	26,8%	32,1%	37,5%
7.	I hate making oral mistakes because they make me doubt myself.	3,6%	10,7%	55,4%	30,4%
8.	I resent it when I keep making oral mistakes.	1,8%	12,5%	55,4%	30,4%
9.	I think of the reasons why I make mistakes.	3,6%	16,1%	32,1%	48,2%
10.	I'm upset when I don't get what the teacher's explanation about my mistakes.	3,6%	25%	26,8%	44,6%
11.	I think the teacher does not need to correct me all the time.	16,1%	28,6%	26,8%	28,6%
12.	I feel annoyed when I get correction while speaking	7,1%	28,6%	39,3%	25%

The findings from Table 4 reveal significant concerns among students regarding the nature of corrective feedback. Over 69% of students reported feeling afraid when the teacher corrects all of their mistakes, indicating that a high volume of corrections may

lead to discomfort and reduced participation. This aligns with the work which found that excessive corrective feedback can produce anxiety and discourage learners from speaking. The reluctance expressed by 68% of students to engage in speaking activities after receiving corrections echoes the idea that feedback should be balanced and supportive rather than overwhelming. Furthermore, items 4, 5, and 6 demonstrate that over 68% of students felt insulted when corrected in front of their peers.

This finding corroborates previous studies by Calsiyao (2015) which highlight the negative emotional responses associated with public corrections, suggesting that they can create a challenging classroom environment. Such public humiliation can lead to a decline in students' self-esteem and willingness to participate, ultimately hindering their language development. The fact that many students prefer to listen rather than speak after receiving feedback reinforces the importance of delivering corrective feedback in a manner that fosters a safe and supportive learning atmosphere. These insights can guide educators in tailoring their feedback strategies to better support students' needs, ensuring that corrective feedback is both constructive and encouraging.

An approach that balances correction with affirmation can significantly enhance students' confidence and competence in speaking English, aligning with best practices in language education. By creating a supportive environment, educators can help students navigate their language learning journey more effectively. Additionally, the findings indicate that 63% of students feel angry when teachers correct all of their mistakes without providing clear explanations. This frustration is exacerbated when corrections occur mid-speech, disrupting their thought process and leaving them feeling unsupported. Previous studies, such as those Nurfitri, Rozimela and Refnaldi (2019) suggest that interrupting a student while they are speaking can create anxiety and hinder fluency. Students may prefer to complete their thoughts before receiving feedback, as this approach allows them to maintain their flow of speech and build confidence.

The analysis reveals a complex relationship between corrective feedback and student motivation. While feedback is essential for learning, the manner in which it is delivered significantly influences students' emotional responses and their willingness to engage in speaking activities. Research by Tarigan et al., (2023) emphasizes that effective feedback should be timely, specific, and constructive to enhance motivation. Educators should consider these insights to create a more supportive feedback environment that fosters confidence and encourages active participation in the classroom. By addressing students' concerns and adjusting feedback strategies accordingly such as allowing students to finish speaking before corrections are made teachers can significantly improve the learning experience. This aligns with findings from previous literature, which highlight that a positive feedback culture can lead to better learning outcomes and greater student engagement.

In summary, implementing feedback practices that prioritize clarity, support, and timing not only enhances language learning but also nurtures a classroom atmosphere where students feel valued and motivated to participate. By adopting such approaches, educators can create an environment conducive to both linguistic competence and emotional well-being. The results indicate that the majority of EFL students who have previously received corrective feedback recognize its impact on their motivation to speak. This aligns with the findings of Roothoof and Breeze (2016) who emphasize the importance of how corrections are delivered. If feedback is provided insensitively, it can discourage students and negatively affect their willingness to participate. Over-correcting students' mistakes may lead to a decline in motivation, as they may become apprehensive about speaking in class.

The findings are consistent with previous research by Lubis and Ritonga (2023), which highlighted that many students feel reluctant to speak due to the fear of making mistakes. This fear is compounded by the way feedback is administered, suggesting that a supportive and constructive approach to corrections is crucial. When students feel that their mistakes are addressed in a thoughtful manner, they are more likely to engage actively in speaking activities. These insights underscore the need for educators to be mindful of their feedback strategies. By creating an environment where corrections are framed positively and sensitively, teachers can help foster greater confidence and motivation among students. Balancing the need for correction with an understanding of students' emotional responses is vital for enhancing their speaking abilities.

The data not only reflect students' awareness of the effects of corrective feedback on their motivation but also highlight the critical role of the feedback delivery process. Ensuring that corrections are made in a supportive and constructive manner can significantly improve students' experiences and outcomes in language learning. Contradicting the previous aspect of the questionnaire where students expressed a desire for corrections to avoid future mistakes, this aspect highlights the need for teachers to exercise caution when providing oral corrective feedback. The way teachers deliver feedback can significantly influence students' feelings toward it, which varies based on individual student conditions and the strategies employed by the teacher.

If feedback is perceived as overly critical or insensitive, rather than boosting motivation to speak English in the classroom, it can have the opposite effect. Students may begin to avoid speaking altogether if they feel that corrections undermine their confidence or create anxiety. This shift in attitude towards corrective feedback indicates that the emotional impact of how feedback is delivered is just as important as the content of the feedback itself. Therefore, it is essential for educators to adopt strategies that promote a supportive learning environment. By being mindful of their approach to feedback, teachers can help students feel more comfortable and motivated to engage in speaking activities. Constructive feedback, when delivered thoughtfully, can encourage students to take risks and improve their language skills rather than instilling fear of making mistakes.

In summary, while students may initially seek corrective feedback to enhance their learning, the manner in which it is provided can profoundly affect their willingness to participate. Teachers must balance the need for corrections with sensitivity to students' emotional responses, fostering a classroom atmosphere that encourages communication and growth.

Table 3. Output

No.	Statements	Rating Scale			
		SD	D	A	SA
1.	I feel unhappy when teacher corrected all of my mistakes.	8,9%	14,3%	37,5%	39,35
2.	I feel frustrated when teacher corrected all of my mistakes.	19,6%	17,9%	23,2%	39,3%
3.	I feel embarrassed when teacher corrected all of my mistakes.	5,4%	26,8%	26,8%	41,1%
4.	I freeze up when teacher corrected all of my mistakes	3,6%	26,8%	44,6%	25%
5.	I feel bad when teacher corrected all of my mistakes.	19,6%	25%	26,8%	28,6%
6.	I speak less after being corrected by teacher in the class.	7,1%	21,4%	55,4%	16,1%

Corrective feedback can significantly influence EFL students' motivation in speaking, largely depending on their emotional responses to the feedback they receive. The data presented indicates mixed feelings among students regarding corrective feedback. Statement number 1 shows only a small gap between those who feel happy and those who feel unhappy about receiving corrections. However, this positive sentiment sharply contrasts with responses to subsequent statements, where more than half of the participants reported feelings of frustration, embarrassment, and a tendency to "freeze up when corrected. These negative emotional responses can lead to decreased participation in speaking activities, ultimately lowering students' motivation to engage in classroom discussions. When students feel uncomfortable after receiving corrections, they are less likely to take risks in speaking, which is essential for language acquisition. This trend underscores the importance of understanding students' feelings towards feedback and its impact on their overall motivation.

To foster a more positive environment, educators need to consider how they deliver corrective feedback. By creating a supportive atmosphere where students feel safe to make mistakes, teachers can help mitigate feelings of embarrassment and frustration. When students perceive feedback as constructive rather than punitive, they are more likely to embrace it as a valuable part of their learning journey (Nurfitri et al., 2019). Interestingly, the data reveal a notable gender difference in students' responses to corrective feedback. A larger proportion of male students expressed disagreement with statements regarding the positive effects of corrective feedback compared to their female counterparts. While nearly all female students indicated either Strongly Agree or Agree, a small group consisting of 5 male students and just 1 female student expressed disagreement. This trend suggests that female students may be more sensitive to corrective feedback and its implications for their learning experience.

Their overwhelmingly positive responses indicate a greater acceptance of feedback as a tool for improvement, while the reluctance of some male students to embrace corrective feedback may reflect differing attitudes toward receiving criticism or participating in speaking activities. Understanding these differences is crucial for educators, as it highlights the need for tailored feedback approaches that consider students' varying sensitivities. By recognizing that female students may respond more favorably to corrective feedback, teachers can foster an environment that encourages all students to benefit from constructive criticism. Research by Dweck (2006) emphasizes the significance of adopting a growth mindset, which can be cultivated through supportive feedback practices. Additionally, a significant observation is that many participants indicated that receiving corrective feedback constantly can diminish their motivation to speak in the classroom.

Frequent corrections can be perceived as overwhelming thus, teachers should be discerning about when to correct students and when to allow them to continue speaking. Reading the classroom dynamics before providing feedback is essential. Furthermore, clear and constructive corrections can help EFL students gradually accept feedback as a means to improve rather than as a source of anxiety. In summary, while corrective feedback has the potential to enhance EFL students' speaking skills, its effectiveness is closely tied to students' emotional reactions. By fostering a positive feedback culture that accounts for individual differences, particularly in gender responses, educators can better support students in overcoming their fears and developing their language skills effectively. By balancing correction with encouragement, teachers can promote greater participation and engagement in speaking activities, ultimately enriching the learning experience for all students.

Conclusion

The use of corrective feedback in the classroom affects the EFL students' motivation in speaking skills. Based on the findings of the research, the effect of corrective feedback when given too much can harm students' motivation to speak and make them speak less in the classroom. This brings up the light for the teacher to choose the right strategy for improving the students' motivation to speak through corrective feedback. It was stated that at first, students wanted to be corrected in a way to improve their ability to speak, but when the feedback was given too much, they started to lose interest in speaking English due to the annoyance of being corrected all the time. Although corrective feedback can be seen as a way that can improve students' academic skills, it is proven that it can be a negative aspect in improving student's motivation in speaking skills. In this case, in order to reach student-centered settings in the classroom, the teacher needs to find the correct strategy for improving communication around the classroom. This shows that feedback is two ways of communication which able to reach the peak of communicative learning that can affect both teacher and students in the best way. This can be started by using the corrective feedback correctly in the right way. However, this may require a lot of energy from the teacher, who often, was not paid enough to do corrective feedback perfectly. However, it should be counted that the students who have filled out the questionnaire do not know or may not correspond to their actual feelings when they are given corrective feedback in the classroom. Nevertheless, identifying what the students feel about corrective feedback and how it affects their motivation in speaking skills is the first step towards the development of giving feedback to teachers, and the students' awareness about corrective feedback.

References

- Agustiniingsih, N., & Andriani, F. (2021). A Study on Direct Corrective Feedback in Improving Students' Writing Performance and Motivation at MTs YP KH Syamsuddin Ponorogo. *AJMIE: Alhikam Journal of Multidisciplinary Islamic Education*, 2(1), 1–13.
- Alharbi, M. A. (2020). Exploring The Potential Of Google Doc In Facilitating Innovative Teaching And Learning Practices In An EFL Writing Course. *Innovation in Language Learning and Teaching*, 14(3), 227–242.
- Alqahtani, A. A. (2011). EFL Teachers' Feedback To Oral Errors In Efl Classroom: Teachers' Perspectives. *Arab World English Journal*, 2(1), 214–232.
- Black, P., & Wiliam, D. (2018). Classroom Assessment And Pedagogy. *Assessment In Education: Principles, Policy & Practice*, 25(6), 551-575.
- Bochiş, L. N., Clipa, O., & Popa, C. A. (2021). The Conception Of Pre-Service Teachers On School Assessment And The Correlation With Their Self-Efficacy Level. *Romanian Journal of School Psychology*, 14(27), 19-35.
- Calsiyao, I. (2015). Corrective Feedback in Classroom Oral Errors among Kalinga-Apayao State College Students. *International Journal of Social Science and Humanities Research*, 3(1), 394-400.
- Elsaghayer, M. (2014). Affective Damage to Oral Corrective Feedback among Students in Libyan Secondary Schools. *IOSR Journal of Research & Method in Education (IOSRJRME)*, 4(6), 74-82.
- Ghilay, Y., & Ghilay, R. (2015). FBL: Feedback Based Learning in Higher Education. *Higher Education Studies*, 5(5), 1–10.
- Hamidi, H., Azizi, D. B., & Kazemian, M. (2022). The Effect of Direct Oral Corrective Feedback on Motivation to Speak and Speaking Accuracy of EFL Learners. *Education and Self Development*, 17(3), 50–63.

- Harizaj, M. (2015). Discussions As An Active Learning In EFL. *European Scientific Journal*, 11(16), 231-236.
- Hartono, D., Basthomi, Y., Widiastuti, O., & Prastiyowati, S. (2022). The Impacts Of Teacher's Oral Corrective Feedback To Students' Psychological Domain: A Study On EFL Speech Production. *Cogent Education*, 9(1), 2152619.
- Kirgoz, Y., & Agcam, R. (2015). Teachers' Perceptions on Corrective Feedback in Turkish Primary Schools. *Procedia - Social and Behavioral Sciences*, 192, 574-581.
- Lubis, Y. W., & Ritonga, A. A. (2023). *Mobilization School Program: Implementation Of Islamic Religious Education Teacher Preparation In Elementary*, 06(01), 144–158.
- Mahmoud, G. (2011). Effects Of Corrective Feedback On Learners Of English As A Second Language (Esl). *International Journal of Education*, 6(4), 1–4.
- Muhayyang, M. (2020). The Effect Of Lecturer's Corrective Feedback On Students Writing Motivation. *Proceeding of The International Conference on Science and Advanced Technology (ICSAT)*, (3), 556–563.
- Napitupulu, S., Napitupulu, F. D., & Kisno, K. (2024). *The Corrective Feedback in t he Students' Speaking Ability: A Comparative Study*, 3(9), 75-88.
- Nurfitri, R. Y., & Refnaldi. (2019). *The Effect of Teachers' Corrective Feedback on Students' English Presentation Skill at STIE Sakti Alam Kerinci, Sungai Penuh City*. 335(ICESSHum), 557–562.
- Nurmukhamedov, U., & Kim, S. H. (2009). Would You Perhaps Consider...: Hedged comments in ESL writing. *ELT Journal*, 64(3), 272-282.
- Opre, D. (2015). Teachers' Conceptions of Assessment. *Procedia - Social and Behavioral Sciences*, 209(7), 229–233.
- Rohmah, Z. (2003). Teacher's Questions in Reading Classes. *TEFLIN Journal*, 13(2), 163–174.
- Roothoof, H., & Breeze, R. (2016). A Comparison Of Efl Teachers' And Students' Attitudes To Oral Corrective Feedback. *Language Awareness*, 25(4), 318-335.
- Rossiter, J. A., Zakova, K., Huba, M., Serbezov, A., & Visioli, A. (2019). A First Course In Feedback, Dynamics And Control: Findings From An Online Pilot Survey For The Ifac Community. *IFAC-PapersOnLine*, 52(9), 298-305.
- Shinta, D. K., & Suganda, S. P. (2022). The Implementation Of Implicit Corrective Feedback Through Recordings Towards Efl Students In Listening And Speaking English Class: Case Study. *International Review of Humanities Studies*, 7(1), 9.
- Suryoputro, G., & Amaliah, A. (2016). EFL Students' Responses on Oral Corrective Feedbacks and Uptakes in Speaking Class. *International Journal of Language and Linguistics*, 3(5), 73-80.
- Tarigan, K. E., Stevani, M., Ginting, F. Y. A., Prayuda, M. S., Sari, D. W., & Lumbanraja, B. (2023). Oral Corrective Feedback and Error Analysis: Indonesian Teachers Beliefs to Improve Speaking Skill. *World Journal of English Language*, 13(6), 140-150.
- Vattøy, K. D., & Smith, K. (2019). Students' Perceptions Of Teachers' Feedback Practice In Teaching English As A Foreign Language. *Teaching and Teacher Education*, 85, 260-268.