Students' Perceptions Towards Direct and Indirect Feedback in Speaking for Social Purposes

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ABSTRAK

Speaking is one of the most important subjects in learning a foreign language. In speaking class, there are some mistakes that students found, which must be corrected. One way that teachers usually do to help the students cope with their problems is giving feedback. This study was aimed to find out about students’ perceptions towards direct and indirect feedback in Speaking for Social Purpose class. This study was guided by these two questions: What are PBI students’ perceptions towards direct feedback given by the teacher in the Speaking for Social Purposes class? What are PBI students’ perceptions towards indirect feedback given by the teacher in the Speaking for Social Purposes class? This research involved 5 fifth-semester and 5 eight-semester students from the English Language Education Program (ELEP), Faculty of Language and Arts (FLA), Universitas Kristen Satya Wacana in Salatiga, Central Java. They were randomly chosen to be the participants for the research sample. A semi-structured interview was used to collect the data. The researchers found that there were several problems faced by students during the Speaking for Social Purposes class. Moreover, it was found that the students recognized teachers’ feedback was very important for their study, especially in speaking because it helped them to know their mistakes or problems and they can correct their mistakes. The direct feedback became the most favorite kind of feedback and was very important for the students.

INTRODUCTION

One of the most important aspects of communication is speaking (Hamsia, 2018). Speaking is an activity most often performed by humans as social creatures which means that everyone will always interact with the people around him. Human interaction can take place anywhere, such as at home, at the market, at school, and at the office. Through speaking, people can interact with others to communicate their feelings or share their opinions. But to speak a second language for daily activities in the class is not easy for students. Especially, in the Speaking for Social Purposes class, the students do some speaking activities such as discussion, role play, and so on. Through those activities the students will improve their speaking skills and become more fluent and accurate. However, in the learning process, the students sometimes make some mistakes that have to be corrected by the teacher. One way that teachers can use to correct students' mistakes is by giving feedback. Then, the feedback given by the teacher will help the students to fix their mistakes and improve their speaking skills.

Information given by a representative on a person's performance or comprehension is called feedback (Wisniewski et al., 2020). Feedback is one of the important parts of the English learning process, especially in the Speaking for Social Purposes class. According to (Ananda et al., 2017), learners will continue to make mistakes without correcting them and the errors will become entrenched, destroying the meaning of the English they use if the teachers have not addressed their faults before. Through teacher feedback, the students will be guided in the right direction. In addition, it will also help the students recognize their mistakes and not repeat them next time. It is concluded that the teacher needs to give the feedback immediately to the students. There are some types of feedback that teachers can use to correct students' performance. Oral and written feedback, evaluative and descriptive feedback, informal and formal feedback, and peer and self-feedback are some types of feedback (Laeli & Setiawan, 2019). Another important thing that teachers must consider when giving feedback is the appropriateness of the feedback for the students. Generally, feedback given by the teacher can be helpful for the students' learning process. However, if the feedback is not appropriate for the students, it will be confusing for them, which can make the students not understand the feedback. According to Spiller (Muhsin, 2016) students may complain that feedback on their performance is ineffective, unclear, or even pathetic. To
cope with that issue, teachers need to select feedback that will be effective and suit the students.

Students sometimes find it difficult to understand the feedback given by the teacher, which causes misunderstandings. Whereas the students really need teacher feedback that can be understood and useful for their learning progress. However, every student has their own opinion and matches with teacher feedback. Some students may suit to direct feedback, but other students may not. Hence, the teacher has to find a type of feedback that is highly suitable for the students.

This study aims to know the students' perceptions towards direct and indirect feedback in the Speaking for Social Purpose class so that the teacher can select one of the feedback options that is effective for the students. This study is therefore guided with two questions. The research questions for this study are: What are PBI (Pendidikan Bahasa Inggris) students' perceptions towards direct feedback given by the teacher in the Speaking for Social Purposes class? And What are PBI (Pendidikan Bahasa Inggris) students' perceptions towards indirect feedback given by the teacher in the Speaking for Social Purposes class?

The researchers hope the result of this study can be useful for both teachers and students in English language learning, especially in the Speaking for Social Purposes course. It is hoped that the findings of this research will help speaking teachers select the appropriate feedback that will be useful for the students. Moreover, through this research, it is hoped that teachers can choose the type of feedback that is most compatible with students so that students can better understand the feedback given by the teacher. However, this research has a positive impact on education, particularly in terms of setting and developing students' speaking abilities as well as analyzing students' perceptions towards feedback strategies.

Speaking is one of the activities that is frequently done by the teachers and students in the class. But especially for students who majored in English education, students must speak English which is a second language for them. This is certainly not easy for students who are not used to using English before, because there are several things such as vocabulary, pronunciation and language structure that are different from Indonesian. Therefore, the students who learn English need to improve their ability to speak English so they can communicate in English with both other English learners and native speakers. One course designed to help students improve their public speaking abilities is Speaking for Social Purposes. Students that take this lesson are better able to express their opinions (Nariswari & Listyani, 2021). In addition, according to Bueno, Madrid, and Mclaren, (Rao, 2019), one of the most challenging skills for language learners to master is speaking. To improve speaking skills, learners have to understand some materials that relate to speaking skill. Brown (Siska, 2018) divides speaking skills into five categories: grammar, vocabulary, understanding, fluency, and pronunciation. In summary, if a student does not have knowledge of any of the above five categories, it may lead to an error in speaking. Even if small mistakes are made in our speech, it may lead to misunderstandings.

During the learning process in the class, students engage in a lot of activities such as listening to a teacher's explanations, analyzing a problem, and doing an exercise. Through such activity will heighten a sense of sensitivity to the atmosphere they are carrying on their feelings as if they were feeling happy or sad. As a cognitive mental activity of seeing, viewing, responding, and interpreting, perception is defined as the act of giving meaning to a stimuli by an individual. Moreover, according to Boger and
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Seaborne (Zulfikar & Astila, 2017) “Perception is a consciousness of the surroundings, whereby a person interprets sensory input data in various ways to get at the relevance of these circumstances.”

When teachers can create an interesting activity in class, it will create a pleasant learning atmosphere for students. With fun activities students will want to participate in the learning activities in earnest. Therefore, they can finally understand what they've learned. Beside that, a person with a bad attitude would have a negative perception when exposed to stimuli. It assumes that students’ opinion is one of the things that determine whether or not learning is successful.

In the academic field feedback is a process when an educator reviews and corrects learners' work. The purpose of giving feedback to students' performance in order to help the students find their errors and revise the mistakes. Based on Butler (Muhsin, 2016) correction is defined as an action by the instructor that seems to alter, disapprovingly relates to, or requires improvement of the student's correlation, that is the most prevalent thought used by researchers. In addition, corrective feedback, according to Ellis (Atma & Widiati, 2015) is a sort of input that provides data regarding the correctness of a statement. The information that is provided in the feedback will be a guide for students to correct their mistakes and helpful for the students to increase in the learning process.

In a learning process, feedback has an important role to guide students' learning process. According to Brown and Rodgers (Zulfikar & Astila, 2017), students' mistakes in utilizing the target language should be fixed. If the teacher does not give feedback when the students make a mistake, then the students will keep repeating a previous mistake and they can't improve their abilities. As Schmidt and Frota (1986) state, if a teacher does not correct a mistake in students’ performance, then the students and other learners may think that the performance is correct. Therefore, teachers must be careful to take notice of the mistakes made by students and give feedback afterward. (Septiana et al., 2016) analyzed the use of corrective feedback on junior and senior high school students’ speaking in Banda Aceh. They found that almost all of the students liked their lecturer’s regular feedback, believing it helped them strengthen their speaking ability.

In addition, corrective feedback, according to Tomczyk (2013) should be offered in language courses since it can avoid students from repeating the same mistakes later. When the teacher gives feedback to the students’ performance frequently, it will reduce the student's frequency to make the same mistake in the next activity. Samad, Rahma, and Fitriani (2016) support this.

Since feedback is one of the important parts of the learning process, the teacher has to choose a good strategy when giving the feedback to the students. Feedback, according to Schachter (Rahimi & Sobhani, 2015) is a "nutritional requirement" for language learners, with two dimensions: negative/positive on one axis and implicit/explicit on the other. Teachers have to be careful about giving feedback. When teachers give feedback in ways that match the students' abilities, then the students can understand the teachers' feedback so well that they can correct the mistakes they've made. Meanwhile, "overcorrection of mistakes" would harm students' self-esteem since they will be ashamed when the teachers offer criticism in front of other (Chasanah, 2019). when the teacher gives the feedback that is not appropriate for the students then it will be confusing for the students and the feedback can't help students to correct their mistakes.
Direct feedback is a process when the teacher corrects the students’ performance or works by saying it explicitly to the students about their mistake and showing the correct example. When a teacher offers a learner a specific correction to assist them remedy their mistakes, direct feedback is delivered in the proper form (Javadi & Sadeghi, 2016) whether in linguistic form or linguistic structure of the target language. In direct feedback the teacher will highlight the parts where the students make mistakes. Moreover, the teacher will show the right way to fix the students’ mistakes. That way, the feedback given by the teacher will be clear for the students, and they can understand it better.

Elsaghayer and Amaliah (Öztürk, 2016) conducted a study to examine the use of oral corrective feedback among EFL diploma students. The study found that oral corrective feedback provided a lot of benefits for the development of speaking abilities. Oral corrective feedback, according to the students, enhanced their awareness of mistakes. This kind of feedback helped students to realize their errors on their performance. The second finding was that oral corrective feedback enhanced students’ motivation to engage in conversation. The study also found that direct corrective feedback was particularly helpful to students in repairing the grammar and pronunciation errors. When the teacher gave direct feedback to the students, the teacher could give a direct example of how to pronounce and grammar right to the student. In addition, the teacher can repair the wrong vocabulary on students’ performance with the correct one directly.

According to Li (2010) (Wisniewski et al., 2020) meta-analysis, empirical research on the effectiveness of corrective feedback, found that explicit feedback is more effective than implicit feedback in the short term, and that the effects of implicit feedback did not decrease or increase over time. Although the use of explicit feedback gives many benefits to students, there certainly is a hitch in explicit feedback usage of the timeline. Where this feedback was provided orally by teachers at the time students practice, so there are no supporting media such as writing or recording that could store feedback data from the teacher. This has resulted in the benefit of feedback may last only for a brief period of time. Even students may sometimes forget the previous feedback given by teachers, and it can result in a similar repetition of mistakes.

Apart from direct feedback, there is also indirect feedback that teachers can use to give feedback to the students. Indirect feedback occurs when an educator signs a mistake but does not supply the right forms, leaving the students to repair their mistakes on their own. In indirect feedback, students are included in the process of correcting their work so that an understanding of the process of the feedback can be remembered in detail by students. Knowledge of this feedback process will be an example for students not to repeat the same mistakes in the future.

In indirect feedback the teachers train the students to find their errors on their own performance. This indirect feedback at once becomes a practice for the students to check their understanding of the materials they have learnt before. According to Pollard (1990), learners are intellectually pushed to respond to the indications offered by the teacher through indirect feedback. Feedback indications on indirect feedback can help students to find the mistakes they have already made. Furthermore, the student also received the correct direction to correct any wrongs.

There are several studies that are related to this study conducted by some researchers. The first study is about The Effect of Direct VS. Indirect Feedback on the Speaking Accuracy of Iranian Learners at Elementary Level of Proficiency (Fard &
Mehdiabadi, 2016). The aim of this study was to investigate the influence of direct and indirect feedback on the speaking accuracy of Iranian EFL learners at the elementary level. The participants of this study included 90 Iranian EFL primary students from Meli and Parto-e Danesh English institutions in Torbat-e-jam, who were chosen through a placement exam. ANOVA and interviews were utilized as data gathering instruments in this study. The results of this study showed that participants who received direct feedback at the elementary level were more competent in their speech than those who received indirect feedback.

The second study is about EFL Learners’ Preferences of Corrective Feedback in Speaking Activities (Gamlo & Abdul-Aziz, 2019). This study investigated Saudi EFL students’ attitudes and opinions about the implementation of corrective feedback during speaking exercises. The participants were 60 EFL pre-intermediate female students in their preparatory year at King Abdulaziz University in Saudi Arabia's English Language Institute (ELI). The study used both quantitative and qualitative methods, including a questionnaire, then interviewing 10 learners. This study found that the learners had a good attitude toward corrective feedback during speaking exercises, they firmly agreed that the corrective feedback given by the professors may help them develop their speaking abilities. The survey also discovered that students preferred quick corrective input from their professors, whom they judged to be the best suited to deliver such criticism.

The last study is about Students’ Preferences toward Oral Corrective Feedback in Speaking Class at English Department of Lambung Mangkurat University Academic Year 2015/2016 (Ananda et al., 2017). The goal of this study was to determine which types of oral error corrective feedback students like, how oral error corrective feedback should be delivered in a way that students prefer, and when oral error corrective feedback should be delivered in a way that students prefer. The subjects of this study were 76 English Department students from Lambung Mangkurat University's batch 2015 who enrolled in the Speaking I course. The individuals were provided questionnaires to conduct the data using the entire sampling approach. Afterward, the information will be examined and computed. As a result, students favored repetition as the most desired type of vocal error correction feedback. Second, when it came to how oral error feedback should be supplied, most students preferred that the lecturer provide remedial comments privately or individually for each mistake made by the students. Finally, the majority of children liked to be corrected instantly in the classroom.

There are several studies examining the use of corrective feedback in the speaking class, the effect of giving feedback, and learners’ preferences regarding the feedback given by teachers. However, few studies analyzed the opinions of the students in responding to the feedback given by the teacher on their speaking performance. Students' insight and response to accepting feedback should also be analyzed because it will affect their increased skills. Because each student has a different view and learning method, the feedback they have to get is probably different from one student to the next. Although previous research has focused on the use of corrective feedback it seems that addressing students' perceptions of corrective feedback provision through every activity would be beneficial.
METHODS

The study was conducted in semester II, 2022/2023 academic year in Speaking for Social Purpose class, English Language Education Program, Faculty of Language and Arts, A Universitas, Central Java. Afterwards, the research was conducted from January-March 2023. The fifth participants have taken the Speaking for Social Purpose class in semester 4, 2022/2023 academic year and the rest have taken this class in semester 2, 2020/2021 academic year. This research answered the following research questions:

1. What are PBI students' perceptions towards direct feedback given by the teacher in the Speaking for Social Purposes class?
2. What are PBI students' perceptions towards indirect feedback given by the teacher in the Speaking for Social Purposes class?

The participants of the study were Speaking for Social Purpose class students at the English Language Education Program (ELEP), Faculty of Language and Arts (FLA), Universitas Kristen Satya Wacana. The participants consisted of 5 students from batch 2020 in their eighth semester. They have taken a Speaking for Social Purpose class in semester 2, 2020/2021 academic year. Furthermore, the other 5 students were from batch 2021 who have taken the Speaking for Social Purposes class in semester 4, 2022/2023 academic year. The researchers chose the participants because they have got some experience about feedback given by the teacher in Speaking for Social Purpose class.

The researchers used a semi structured interview with open-ended questions to collect the data. By using semi structured with open-ended questions, the participants could recall their experience and explain it freely. (Dolczewski, 2022) states that most frequently, semi-structured interviews follow a procedure, with topics and questions designed to be applied consistently throughout all interviews to ensure objectivity and accuracy. This method allowed the researchers to obtain detailed information about the participants' experiences through several questions. For the instruments, the researchers used interviews to collect the data. The researchers gained some detailed information about the participants' experiences by using semi-structured interviews.

The researchers started to contact the participants who had taken the Speaking for Social Purpose class in semester 2, 2020/2021 academic year, and in semester 4, 2022/2023 academic year to arrange the schedule for the interview on January 12 via WhatsApp. Five (5) students were interviewed face to face and the other 5 students were interviewed through WhatsApp chat. The interview was conducted on 13-29 January 2023. The interview session was being recorded to save the data. Then, the researchers transcribed the data from the interview and analyzed the data.

The data was analyzed using Thematic Analysis. Thematic analysis is a method for data analysis that attempts to identify themes or patterns in the data that has been discovered by the researchers (Heriyanto, 2018). The researchers can discover comprehensive information about the data and the relationships between the study's issues by employing this approach of analysis. The researchers did the transcribe after finishing the interview with all the participants. Then the researchers classified students’ answers to emerge the themes. Finally, the researchers analyzed the data to find out the result. The data analysis was determined according to the result from the interview.
RESULT AND DISCUSSIONS

This section will discuss the results of research on Student Perceptions Towards Direct and Indirect Feedback in Speaking for Social Purposes class. The data was collected from January 13 to 29, 2023 from 5 students of batch 2020 and 5 students of batch 2021 through interviews. The results of the interviews showed that students faced some problems during the Speaking for Social Purposes class. Therefore, students had positive responses about feedback in a lesson. Participants also expressed their opinions about the type of feedback they preferred.

Students’ Problems in Speaking for Social Purposes Class

In speaking class there are some problems that common students face in their learning process. All PBI students in this study also faced some problems in Speaking for Social Purpose class. The problems that were faced by PBI students are divided into two aspects. The first aspect was psychological problems, that is nervousness. Then linguistic problems such as poor pronunciation, grammar and word stress become the second aspect of the problems faced by PBI students in Speaking for Social Purpose class.

Based on the result of the interview, 2 out 10 (20%) of the PBI students in this study said that they had a psychological problem in speaking English. It was found that nervousness was the only one psychological problem that they faced in Speaking for Social Purpose class. On the other hand, 100% of the PBI students in this study had a linguistic problem. Five (5) out 10 students said that their problem in speaking was pronunciation. Then, 4 out 10 students still doubted their grammar skill, therefore the PBI students in this study sometimes felt nervous to speak English. Besides, two students got a problem with the word stress used in speaking. Since word stress was a new topic that they had heard. The next section will discuss the psychological and linguistic problems that students in this study faced in Speaking for Social Purpose class.

Psychological Problems

Nervousness

From the interview result, it was found that improper grammar was the main point of 2 out 10 (20%) of students feeling nervous about speaking in English. They felt anxious because they were looked at by friends and feared being judged when making a mistake while speaking. However, the anxious problem may cause potential problems such as impaired focus, the brains going out of sync, and grammar errors. Below is the students’ statement about nervousness.

Excerpt 1:
"The difficulty I faced when speaking was the nervousness of speaking. I fear my grammatical usage is wrong, and I get nervous when people get their eyes on me" (Interview, January 26, 2023, translated by the researchers).

Excerpt 2:
“I felt nervous about grammatical mistakes, and I felt inadequate and scared of being judged by professors, so this caused me to fail” (Interview, January 29, 2023, translated by the researchers).

The students’ statements above are in line with Boonkit (2010) (Indrianty, 2016). A number of factors to consider are possibly a lack of confidence or fear of making mistakes. This statement is supported by Thornbury (2005) (Indrianty, 2016) stating that lack of vocabulary, poor grammar, and anxiety about making errors are some things that might lead to speaking failure and increase pressure when it comes to speaking. Students felt nervous when speaking in front of the class because their friends were looking at them. In addition, students felt uncertain of their speaking skills and were afraid of making mistakes. Moreover, the students who are anxious may make mistakes when they talk because their attention is diverted from the anxiety itself (Widya et al., 2023). This was what led to the failure of speaking.

**Linguistic Problems**

**Pronunciation**

Pronunciation was one of the problems half of the students mentioned at the interview. Five (5) out 10 (50%) students said that they faced pronunciation problems during the Speaking for Social Purpose class. The difficulty that they experienced in pronunciation was the difference in the written word and the way it was read. In addition, they also had to get used to using intonation in their pronunciation, which was different from Indonesian, so they found it a little difficult to adapt to this. The students’ statement about the pronunciation problem will be explained below.

**Excerpt 3:**

“I felt that I was not used to speaking English and the use of intonation when speaking in English, for example Banana” (Interview, January 13, 2023, translated by the researchers).

**Excerpt 4:**

“It was difficult because the intonation goes up and down, and sometimes there are words that are written and read differently. For example "queue", this word is written and read differently” (Interview, January 13, 2023, translated by the researchers).

English language learners may find the stress and intonation patterns strange and confusing, according to Kelly, 2000 as cited in Tambunsaribu & Simatupang, n.d.). One of the many reasons why some L2 learners struggle with L2 pronunciation is this. This is due to the experience of Student 1, she studied English as a second language and had to adapt to the differences between her first and second language. She found it difficult to pronounce English because of the intonation that she did not know before. So when
speaking English she became confused and not fluent. Furthermore, when comparing spoken and written English, Yule, 1996, as cited in Shak et al., 2016) noted that the majority of English sounds do not coincide. Student 2 found it difficult to pronounce some English words because of the writing and pronunciation of the words differently.

**Grammar**

The results of the interview showed that grammar was one of the problems that PBI students in this study faced during the Speaking for Social Purpose class. There were 4 out of 10 students (40%) who felt doubtful about the grammar they used when speaking English. Hence, it causes them to feel hesitant and not fluent in speaking English. During the interview session the student's answer is up.

**Excerpt 5:**

“When speaking English, I was not sure whether I had used the correct grammar or not, so I paid less attention to grammar when speaking English” (Interview, January 26, 2023, translated by the researchers).

**Excerpt 6:**

“I felt not fluent enough when speaking English because I was still not sure about my grammar skills” (Interview, January 29, 2023, translated by the researchers).

The present statements seem to be consistent with Ellis’s (1994) findings, which said that problems showing gaps in a student's knowledge; they exist because the learner does not recognize the right structure. Students 9 and 10 had the same problem with grammar. They were not sure whether the grammar they used when speaking was correct or not. the feeling of doubt they had reflected that they had not mastered grammar skills. This led to some mistakes when speaking.

**Word Stress**

From the interview, it was found that 2 out of 10 (20%) students were facing problems with word stress during the Speaking for Social Purpose class. Since the word stress was something they had just learned in college, they still did not have much knowledge about word stress. They had just adapted themselves to the use of word stress in English which they had never learned before in elementary school, junior high school, or senior high school. Listed below are some of the students' responses to word stress.

**Excerpt 7:**

“An example of my problem is word stress, because this is the first time I know about word stress” (Interview, January 13, 2023, translated by the researchers).

**Excerpt 8:**
“I have made mistakes in speaking when I first learned about wordstress” (Interview, January 26, 2023, translated by the researchers).

According to Liu (2017) a crucial aspect that has received little attention is the learning of word stress in L2. Word stress is important when speaking English, as expressed by Liu (2017) that improper main stress placement in L2 words might cause communication to break down. This is in line with the opinions expressed by Students 3 and 7. Due to the fact that they had no basic knowledge about word stress, they had problems when learning speaking in depth. The use of word stress is also very rarely used in Indonesian so they are not used to using word stress and have to get used to using it when speaking English.

The Importance of Feedback According to the Participants

From the interview result, all of the participants (100%) stated that feedback is really important in speaking class. They said that feedback is very helpful in developing their speaking skills. Recognizing the mistakes they had made, they would correct those mistakes and would not repeat the same mistakes in the future. Talking about this issue, some of the interviewees said as the following.

**Excerpt 9:**
“Feedback is very important to me because it has a big impact on my speaking. When I make a mistake, I know what I did wrong, and I can correct it for future speaking” (Interview, January 13, 2023, translated by the researchers).

**Excerpt 10:**
“Of course feedback is very useful, as I said earlier feedback is encouraging and makes students more advanced in thinking so that they minimize the occurrence of errors when speaking” (Interview, January 16, 2023, translated by the researchers).

**Excerpt 11:**
“I think feedback is important because mistakes that are ignored will become habits that are difficult to overcome” (Interview, January 26, 2023, translated by the researchers).

In accordance with the results of this study, a recent study by Fitriani (2016) stated that in order to keep pupils from committing the same errors again, corrective feedback should be given in language classes. Based on the experiences of Students 2, 4, and 9, they improved their speaking skills through the feedback given by the lecturer on their previous mistakes. They avoided making the same mistakes and to prevent fossilization. This is supported by Khunaivi and Hartono (2015) who state that to
minimize the chance of incorrect target language use which results in fossilization, corrective feedback should be given in speaking lessons.

**Students’ Feelings Towards Teachers’ Feedback**

Feedback is something that is commonly given in a learning process. It is expected that students can learn and correct their mistakes through the feedback given. However, not all students feel happy when getting feedback from the teacher. This section will describe the results of interviews regarding some of the students' feelings when getting feedback. When getting feedback in Speaking for Social Purposes class, some participants felt different things.

Some students felt happy, embarrassed, nervous, and even sad. Based on the results of the interview, the most common feeling felt by students when getting feedback was feeling happy. Six (6) out of 10 students felt happy when getting feedback from the lecturer. The 6 students included Students 1, 2, 6, 7, 8, 9. They felt happy because they got good feedback from the lecturer and felt happy because they got attention from the lecturer. A few more felt happy because they could correct their mistakes directly with the lecturer's help. This was then followed by embarrassment.

There were two students who said that they felt embarrassed when getting feedback, which were Students 4 and 5. These two students felt embarrassed when they received feedback because they were being watched by their classmates so that their classmates could find out their weaknesses. In addition, there was also a student who felt nervous when getting feedback, which was Student 3. Student 3 felt nervous when getting feedback because she thought she had made a mistake. The last one was the student who felt sad, Student 10. He mentioned that he felt sad for the mistake he had made. The following are some of the statements given by students during the interview:

**Excerpt 12:**
“At the beginning of getting feedback, I was definitely nervous because I had made a mistake” (Interview, January 13, 2023, translated by the researchers).

**Excerpt 13:**
“The first time I got feedback, I was a bit embarrassed because it was online and all my friends also knew my weaknesses, but the embarrassment became a motivation to be able to correct the mistakes” (Interview, January 16, 2023, translated by the researchers).

**Excerpt 14:**
“When I got feedback I felt happy because I can immediately know the correct pronunciation” (Interview, January 25, 2023, translated by the researchers).

**Excerpt 15:**
“I felt a little sad when I got the feedback but only briefly. I just accept it, because I don't feel fluent in English” (Interview, January 29, 2023, translated by the researchers).

The feeling when getting feedback from the teacher can affect students' learning motivation depending on how students receive it. For example, Student 4, although he felt embarrassed at the beginning of getting feedback, it motivated him to study harder. In addition, there is also Student 6 who felt happy to get feedback because it really helped her in her learning process. Therefore, he could enjoy and not be burdened while learning. Some of these examples relate to the statements of McNamara (1999) and Ayoun (2001). Who stated that public comments from lecturers may have a beneficial or detrimental impact on students' learning attitudes.

The Types of Feedback Students Liked Most

Direct Feedback

Based on the interview, almost all of the participants liked direct feedback. Nine (9) out of 10 students preferred to get direct feedback from the teacher. They felt that immediate feedback really helped them to find out what they did wrong so that they could correct it immediately. The direct feedback also helped them not to forget the mistakes they had made and prevented them from repeating the same mistakes in the future. From the mistakes they have made before, they could learn to improve their speaking skills. Here are some of the participants' opinions when interviewed on this topic.

Excerpt 16:
“I like direct feedback. Although it is a bit embarrassing to be corrected in public, because we are given direct feedback we will not easily forget the content of the feedback given” (Interview, January 13, 2023, translated by the researchers).

Excerpt 17:
“I prefer direct feedback, because we get to know where we have made mistakes and we can correct it” (Interview, January 13, 2023, translated by the researchers).

Excerpt 18:
“Direct feedback was needed so that it could be corrected right away, otherwise I was afraid I would forget. If I get feedback at that time, it would prevent mistakes afterwards” (Interview, January 26, 2023, translated by the researchers).

Excerpt 19:
“By getting direct feedback, it was better so it was not only me who knew but other friends also knew what was wrong and what was right” (Interview, January 26, 2023, translated by the researchers).

Similar to Students 1, 3, 8, and 9 preferred, in her study, (Mahfoozifard & Mehdiabadi, 2016) discovered that 31 ESL students preferred direct feedback since it was the easiest method for them to bring improvements. Immediate feedback may be sufficient for beginning students or in cases when mistakes are "untreatable" and do not lend themselves to self-correction, such as sentence structure and word choice. Based on some of the students' opinions above, direct feedback is very effective to use. With direct feedback they can easily realize their mistakes and know how to correct them.

**Indirect Feedback**

Based on the results of the interview, out of 10 students interviewed, there was 1 student who preferred Indirect feedback. This participant thought that by being given indirect feedback, he could analyze his own mistakes and he could learn from his mistakes so that he would not repeat the same mistakes later. He was satisfied when he could solve his problem. The participants responded that he did like indirect feedback because:

**Excerpt 20:**

“So, if I am given indirect feedback, I will feel challenged to look for my weak points and mistakes in more detail. So I can learn from my mistakes with my own efforts. It felt satisfying if I had managed to overcome and correct my mistakes, if I myself tried to look for and find them” (Interview, January 26, 2023, translated by the researchers).

The previous statement would appear to be consistent with Pollard’s (1990) statement who stated that students are given cognitively challenging indirect feedback to respond to the cues provided by the instructor, who serves as a Reflective Agent who gives the pupils meaningful and appropriate direction (Mahfoozifard & Mehdiabadi, 2016). From the two statements above, it can be concluded that in indirect feedback students can become more active and participate in analyzing their own problems. This is very useful for students to recognize their weaknesses so that they can improve them. That way they will be more careful and be aware of their mistakes in the future.

**Students’ Perceptions toward Feedback in Speaking for Social Purpose Class**

Based on the results of the interview, all participants (100%) liked the feedback given by the lecturer in the speaking for social purposes class. They thought that the feedback given by the lecturer had a positive impact on their learning process. Through the feedback they got, they could learn from their mistakes to improve their speaking skills. There were also students who said that feedback was like a direction that could
guide students to the right track. All participants who found teacher feedback very helpful during their learning process gave the following reasons:

**Excerpt 21:**
“I think this feedback should be continued, because if there is no feedback, students will not know what is wrong and what is right” (Interview, January 13, 2023, translated by the researchers).

**Excerpt 22:**
“I think feedback is necessary because through feedback students know their mistakes and also they are able to improve their mistakes from the feedback given by the lecturer. Feedback is also one of the means for students to improve and train their performance in speaking” (Interview, January 26, 2023, translated by the researchers).

**Excerpt 23:**
“Feedback is very useful, especially in learning English. This feedback can make students more focused because it is directed directly by the lecturer. Yes, the point is that feedback is very important for student development, mental training and the desire to learn” (Interview, January 29, 2023, translated by the researchers).

In accordance with the opinions of participants who liked feedback from lecturers, Kalam (2016) found that Bangladeshi EFL students had a good attitude toward oral Corrective Feedback and saw its usefulness in helping them learn English (Gamlo, 2019). Through the teacher's correction, the participants thought that they could revise their mistakes and avoid the same mistakes in the future. In addition, feedback also helps them to practice their skills and mentality when speaking. Therefore, it can be concluded that the implementation of feedback in learning will be very useful to lead students to improve their skills appropriately.

**CONCLUSION**

This study aimed to find out about students’ perceptions towards direct and indirect feedback in Speaking for Social Purpose class. It was found that all the participants liked getting feedback from the teachers. The teachers’ feedback gave a positive impact on their learning process. All the participants agreed that feedback was very important because it allowed them to know and revise their mistakes immediately.
The students also stated that feedback was very helpful in improving their speaking skill. The type of feedback that the students liked most was direct feedback. Almost all of the participants preferred to get direct feedback on their learning process. Some of these students argued that by getting direct feedback they will not easily forget the feedback given so that they do not repeat the same mistakes again later. Besides that, when getting direct feedback, not only students who received feedback but the classmates could also learn from the feedback given by the lecturer.

Meanwhile, from all of the participants just one participant preferred indirect feedback. This student said that by getting indirect feedback he felt challenged to find his mistake. Furthermore, when he had found his mistake with his own ability he would feel very satisfied and he would learn from his mistakes.

This study had found the final result of the questions, but just focused on the students’ opinion about teachers’ feedback and the type of feedback they liked. It demands further study. Similar research is important to be done because the kind of feedback and the students’ opinion about indirect feedback has to be investigated clearly in order to improve the learning process in the class. Further research is recommended to analyze the timing for giving feedback. In addition, the future researchers can concentrate on additional forms of corrective feedback, including elicitation, recasting, meta-linguistic, focused, and unfocused feedback.

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