

TEACHER'S PROVIDING DIRECT ORAL FEEDBACK ON STUDENTS' PRONUNCIATION OF READING ALOUD AND STUDENTS' RESPONSES

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Abstract. This study investigates the role of teacher feedback in improving students' pronunciation during English reading activities and explores students' responses to the feedback provided. Conducted as a qualitative case study, the research involved classroom observation and student interviews in an English for Specific Purposes (ESP) context at the Islamic Economic Law Department. The findings revealed that students frequently mispronounced common English words due to a reliance on spelling rather than pronunciation rules. Corrective feedback from the teacher, delivered immediately after each student's reading, helped students identify and correct their errors. The majority of students responded positively, showing increased motivation, attentiveness, and willingness to prepare for future reading sessions. These findings support the idea that timely, specific, and supportive feedback plays a significant role in enhancing students' reading accuracy and engagement. The study contributes to the ongoing discussion about effective feedback strategies in EFL classrooms and suggests that oral corrective feedback is a valuable tool in teaching English pronunciation.

Keywords: Oral Feedback, Feedback, Pronunciation, Reading.

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1. INTRODUCTION

Feedback played a crucial role in language learning, especially in the development of reading skills. Effective feedback not only helped learners identify their strengths and weaknesses but also fostered motivation and deeper engagement with the learning material [1]. In the context of English as a Foreign Language (EFL), timely and specific corrective feedback became even more significant, as it provided learners with opportunities to notice and rectify linguistic errors. In developing students' ability in pronouncing the words or sentences, the teacher should help the students by repairing their pronunciation. Students would be assisted by feedback of the teacher. As stated by Roach, P [2] that the main goal of pronunciation activities was learners' pronunciation sufficiently to permit effective communication with native speakers.

Pronunciation is one of the key aspects of learning English because it plays a direct role in the success of oral communication. Even if learners have mastered vocabulary and grammar, pronunciation errors can cause the message they convey to be misunderstood by their conversation partner. In the context of English as a Foreign Language (EFL), challenges in mastering pronunciation often arise due to significant differences between the sound systems of English and the students' first language. Therefore, learning strategies are needed to help students identify and correct pronunciation errors on an ongoing basis. One strategy considered effective is the provision of feedback by the teacher, because through appropriate and immediate feedback, students can identify the mistakes they make while receiving guidance to produce more accurate pronunciation.

Nowadays, reading seemed still problematic. Students could not understand English text and students were not interested reading an English book. These problems occurred due to Noormah's article (2000) found that the students were lacking of vocabulary, hardly understand the words, and less interest to English subject. In line with that, another research from Fhonna [3] in Indonesian context, found the areas in which the learners, as a whole, made most errors, such as in subject-verb agreement (43.4%), followed by spelling (20.5%), and article, determiner, and plurals (18%). Based on that case, the researcher conducted a research to describe or identify how the teacher repair students' pronunciation and how students' respond to teacher's feedback.

2. RESEARCH METHODS

The research used qualitative method. A case study research design was used. Case study was a qualitative research approach used to understand an issue or problem by using a case [4]. A case study research design was used to describe how the teacher correct student's pronunciation of reading in the learning process and how students respond to teacher's feedback. The states were described and elaborated as they existed. The data were obtained from observation and interview. By using descriptive approach, it was expected that the researcher would describe the phenomena of teacher's providing feedback to the first-grade students of Islamic Economic Law Department which could inspire the practitioners in education field.

This study conducted in the classroom setting of Sekolah Tinggi Ilmu Syariah al-Syaikh Abdul Wahid Bau-Bau. First-grade students of Islamic Economic Law Department was chosen because the class considered to be the source of rich data relevant to the research questions in this study. The participants of the current study were the students and the English teacher who involved in first-grade students of Islamic Economic Law Department. There were 25 students. After collecting the data, the researcher analyzed all of the obtained data by using three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification (Miles & Huberman,1994).

3. RESULTS AND DISCUSSION

Table 1. Students' Pronunciations (Reading) and Teacher's Feedback

No.	Data	Sentences	Students' Pronunciation (Reading)	Teacher's Feedback
1.	Data 1	Kuta is a very beautiful beach	Kuta is a <u>feri</u> , <u>beautiful</u> , <u>bic</u>	Veri, biu-ti-ful, bi:tʃ (biiich)
2.	Data 2	Kuta beach is located in Badung regency	Kuta bic <u>loketit</u> in Badung <u>regensi</u>	Biich, lou-kei-ted, rej-en-si
3.	Data 3	It's close to the Ngurah Rai airport and is about 9 km from Denpasar	It's klos tu <u>de</u> Ngurah Rai <u>airport</u> and is about 9 <u>ka em</u> from Denpasar	ðə, 'er'pət, kei--em
4.	Data 4	Kuta is a <u>beach</u> <u>that</u> is <u>very</u> <u>popular</u> <u>both</u> in Indonesia and international	Kuta is e <u>bec</u> <u>det</u> is <u>feri</u> <u>populer</u> <u>bot</u> in Indonesia en Internasional	bi:tʃ (biich), ðæt, vɛri, popyeler, boə
5.	Data 5	In Kuta beach, <u>there</u> are a <u>variety</u> of <u>facilities</u> <u>including</u> <u>accommodation</u>	In Kuta bic, <u>der</u> ar e <u>feriti</u> of <u>fasilitis</u> <u>inklading</u> <u>akomodasen</u>	ðer, və'raɪəti, fə'silitiz, mklu:diŋ, ə,kamə'deɪʃən
6.	Data 6	<u>restaurant</u> , bar, as well as a very <u>famous</u> surfing spots in the <u>world</u>	<u>Restauran</u> , <u>famous</u> , <u>word</u>	'restərə:nt, feɪməs, wɜ:lɪd/ wɜ:rlɪd

In the data 1, the student mispronounced words of "very, beautiful, and beach." The explanations of each are provided in the table above. While, In the data 2, the student mispronounced words of "located and regency". In the data 3, the student mispronounced words of "the, airport, and km". In the data 4, the student mispronounced words of "beach, that, very, popular and both". In the data 5, the student mispronounced words of "there, variety, facilities, including, and accommodation. In the data 6, the student mispronounced words of "restaurant, famous, and world". Based on the data, it was evident that students in the Islamic Economics Law program required significant assistance from a teacher to correct their pronunciation errors. Some students pronounced words exactly as they were written, despite the fact that English pronunciation often differs from spelling. They greatly need a teacher's guidance to listen and correct their spoken words.

This indicated that teachers were required to possess strong skills in guiding students to improve their reading performance in term of pronunciation. According to Singh [5], feedback is interactive and continuous two-way communication that encourages teaching and learning among educators and students. In addition, teachers should be sensitive to students' learning needs, as some students still required direct feedback from teacher, while others only need suggestions or guidance before making their own efforts to revise their work. Teachers who pay less attention to give feedback to students will have a negative impact on student writing performance. When teachers use feedback procedures effectively, their feedback will have a strong and positive impact on student writing [6]. As stated by Hattie & Timperley [7], Feedback is very powerful in enhancing learning

4.1 Students' Responses to Teacher's Feedback

To explore students' responses toward the teacher's corrective feedback during reading sessions, a series of random interviews were conducted with several participants. The interviews aimed to capture authentic and spontaneous student reactions following the classroom activity. Approximately 18 students responded to the feedback by repeating their reading after it was corrected. Additionally, four students reacted with surprise, lifting their heads to look at the teacher before continuing their reading. On the other hand, three

other students appeared confused when hearing the teacher's correction directly, turning to a classmate beside them and then continuing their reading.

The responses indicate that most students perceived the feedback as beneficial and motivating. Below were selected excerpts from student statements:

Student 1: *"I like receiving immediate corrections like that because it helps me identify where I made mistakes, especially when reading confusing words."*

Student 2: *"Yes, it was really fun. I was able to distinguish between what was correct and incorrect."*

Student 3: *"All this time, I thought my reading was correct, but it turns out I was wrong."*

Student 4: *"I felt excited! It made me pay closer attention and listen carefully to my classmates' reading before it was my turn."*

Student 5: *"Yes, haha. I ended up using the dictionary more often. Normally, I would be too lazy to look things up."*

Student 6: *"It kept me from feeling sleepy because I was waiting for my turn."*

Student 7: *"Yes, I was afraid of making mistakes. It would be embarrassing if I couldn't read correctly."*

Student 8: *"Especially if there are a lot of mistakes."*

When they were asked whether they would be willing to receive similar feedback in future sessions, all students responded affirmatively.

Interviewer: *"If in the next session similar feedback is provided, would you be interested?"*

All students: *"Definitely!"*

All students: *"I think I would prepare much earlier if we already knew the title of the reading in advance."*

4.2 The classroom observation on how the teacher provided corrective feedback and how the students responded to it offered a new perspective. Feedback could serve as an effective approach to improving students' reading skills in English.

The findings align with existing literature emphasizing the importance of immediate and specific corrective feedback in language learning contexts [7][8]. In line with what was stated by Park, Song, and Shin [9] in their article, namely that corrective feedback led the learners to correct the error form after the teacher underlined the errors.

Additionally, these students' responses reflected the positive impact of formative feedback on student motivation, engagement, and self-awareness in reading performance. Furthermore, students' willingness to prepare ahead of time upon receiving feedback indicates an increase in metacognitive awareness and responsibility for their own learning progress. For students who have high enthusiasm, they would try to correct the writing errors they make. Then written feedback served to encourage students to be responsible and active in their learning process [10]. Similarly, Farrah, Zahida, and Zaru [11][12], in their study, stated that learners received detailed and constructive feedback from the teacher, it increased their motivation and creativity to write. This implied that when teachers provided feedback procedures effectively, their feedback would have a strong and positive impact on student writing [6].

Concerning students who responded with surprise, confusion, or a brief pause, they only required a small amount of encouragement and guidance from the teacher. In addition, such students still need a degree of motivation and patience from the teacher when providing feedback in order to assist them become accustomed to it. Silver and Lee [13] viewed the teacher feedback as crucial as it helps to pinpoint students' strengths and weaknesses, and helps them to be better motivated during the learning process. In addition to the findings above, the data further demonstrate that corrective feedback not only improved students' pronunciation but also shaped their learning attitudes. The immediate corrections provided by the teacher

helped students become more attentive to details in pronunciation, while at the same time reducing their reliance on rote reading. Moreover, students’ varied reactions ranging from confidence, surprise, hesitation, to motivation highlight the diversity of learning needs within the classroom. This diversity underscores the importance of differentiated feedback strategies, where the teacher adapts the type and intensity of feedback to suit individual student responses. The results also suggest that corrective feedback played a dual role: cognitive and affective. Cognitively, it helped learners to recognize errors and internalize correct forms, which aligns with the noticing hypothesis in second language acquisition. Affectively, feedback motivated students, sustained their engagement, and built greater self-awareness regarding their learning progress. Therefore, effective feedback not only enhanced linguistic accuracy but also contributed to fostering learner autonomy and long-term improvement in reading skills.

4. CONCLUSIONS

The results of this study underscore the positive influence of teacher feedback on students’ reading performance and engagement. Students not only accepted the feedback positively but also reported behavioural changes such as increased use of dictionaries, greater attentiveness, and a willingness to prepare more thoroughly. These responses indicate that feedback, when delivered constructively and immediately, serves as an effective pedagogical tool in language instruction. While most students showed enthusiasm and increased motivation, some required additional encouragement and patience to adapt to feedback practices. This suggests that teachers must be both skillful in providing feedback and sensitive to individual student needs. Ultimately, feedback not only strengthens students’ linguistic competence but also fosters metacognitive awareness, responsibility, and sustained engagement in the learning process. Future research may explore how different types of feedback (oral vs. written, peer vs. teacher) impact students’ long-term language development. Additionally, incorporating student reflection activities may further enhance the benefits of feedback in EFL contexts.

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