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THE IMPACT OF TEACHERS' ORAL CORRECTIVE FEEDBACK (OCF) TO STUDENTS' ANXIETY IN SPEAKING CLASS

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Abstract: Teachers usually provide Oral Corrective Feedback (OCF) to students during classroom learning, especially when learning English, which has language skills such as reading, writing, listening, and speaking. It causes anxiety in students, which leads to fear, low self-esteem, lack of confidence, and even unmotivated. The study aims to determine the impact of the application of OCF on students' anxiety when speaking English in class. This research approach used a quantitative approach. This study used a pre-experimental with one group before- and-after design. The data were collected from 34 students of class X in the second semester at SMA 1 Ciparay. The data were collected by conducting observations, tests (pretest and posttest, and questionnaires. The data were analyzed using a paired sample test technique to determine students' speaking ability differences before and after treatment. The

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findings of the paired sample test indicated a substantial change in the anxiety levels of the students before and after OCF was given. Based on the hypothesis test results, the significance is (t = <.001, p < 0.05). It suggests a significant improvement in students' speaking ability compared to before and after receiving OCF. The results of this study also indicated that the use of OCF was able to reduce students' anxiety, especially when they had to speak in front of the class.

Keywords: *Oral Corrective Feedback (OCF), student's anxiety, speaking class, teacher feedback, speaking performance*

INTRODUCTION

Speaking is a fundamental aspect of human communication and is an essential skill that refers to expressing thoughts, ideas, or information orally through language. Speaking is a verbal communication tool in social interactions (Irsyad et al., 2013; Damayanti et al., 2020). In the current context of globalization, the ability to communicate in English is crucial for achieving linguistic proficiency and as a means of accessing opportunities and creating a global network. However, despite its importance, many students face significant challenges in developing speaking skills, mainly due to speaking anxiety. Speaking anxiety is a type of communication apprehension that interferes with learners' ability to express themselves effectively in a foreign language Horwitz et al. (1986). This anxiety can manifest in various ways, such as fear of making mistakes, low self-confidence, or pressure to perform in front of others, ultimately hampers students' speaking performance. Understanding the causes of speaking anxiety—whether they stem from personal, social, or instructional factors—can provide a foundation for addressing these issues and improving students' speaking abilities.

As English is taught as a foreign language in Indonesia, where mistakes are more likely to occur, OCF is an essential aspect of English teaching and learning. Oral Corrective Feedback (OCF) significantly affects students' language development, and it is essential for teachers

in the language teaching and learning process, especially during speaking practice (Aini & Jufrizal, 2020; Nur Amalia, 2019). Many educators assert that providing OCF is key to developing accuracy, fluency, and appropriateness in speaking proficiency. It is also consistent with the statement that OCF can prevent spoken language faults from becoming fossilized (Muslem & Zulfikar, 2021). It is a prominent feature of foreign language teaching in most classroom environments, and it is evident in instructional approaches (Sakiroglu, 2020). However, the pressure of what students need to achieve to speak English causes problems and tends to make students' emotions change into anxiety and nervousness. Anxiety is a state of discomfort that makes someone constantly worry about adverse future events and fear that they will make mistakes when speaking English poorly (Putri et al., 2020).

The use of English in a learning or teaching context where the teacher or tutor gives oral feedback to learners to correct errors in speaking or communicating in English. OCF is a form of response given to learners when they make mistakes in speaking, pronouncing words, or using incorrect grammar. As mentioned in previous research, OCF can help determine what students need to learn and teach (Mufidah, 2018). In this case, OCF is needed to support English language learning. It is also supported by earlier research, which shows that OCF significantly improves the accuracy of spoken English in terms of grammar, vocabulary, and pronunciation (Nhac, 2021). Corrective Feedback (CF) provided by teachers, whether written or oral, has been essential in foreign language teaching and learning. This is because teachers have a key role in helping learners develop language skills and facilitating oral Feedback (Li & Vuono, 2019).

After conducting observations and doing some pre-interviews with the English teacher at school, the researcher found that at SMAN 1 Ciparay, there were still 34 students of class X semester 2 who feel anxious when asked by the teacher to speak English because they are afraid of making mistakes when speaking English. Besides that, feeling anxious is evidenced by the results of previous observations.

This case related with other previous research, it showed that before and after speaking practice and corrective feedback, Pakistani undergraduate students' speaking anxiety levels are measured in order to examine the effects of anxiety (Hussain et. Al., 2023).

OCF is a widely recognized method teachers frequently use to support students' language development in the classroom. OCF is particularly suitable for students, as their characteristics—active learners eager to improve their speaking skills—align well with this method's iterative and constructive nature. OCF is an effective technique for teaching English, as it provides real-time Feedback that helps students identify and correct their mistakes (Arumugam et al., 2022). Furthermore, OCF is crucial in enhancing students' pronunciation and accelerating learning through consistent and targeted Feedback (Alsolami, 2019).

The urgency of researching OCF lies in its dual role as both a learning tool and a confidence builder. OCF helps students learn by identifying and addressing their errors, and some teachers express concerns that it might lower students' confidence or lead to boredom (Mulyani & Ningsih, 2022; Tran & Nguyen, 2020). This contrast in findings underscores the need for further research to explore how OCF can be implemented effectively in different contexts to maximize its benefits while minimizing potential drawbacks.

Although there is a considerable body of research on OCF, its relevance remains significant in the context of ever-evolving educational practices and learner needs. OCF has not yielded optimal results in some aspects, suggesting that there is still room for improvement in its implementation (Tesnim, 2019). By investigating OCF in the specific context of students, this study aims to uncover new insights into how this method can be tailored to suit learners' characteristics and overcome existing challenges. This research is crucial for advancing our understanding of how to maximize the potential of OCF in improving students' speaking abilities in practical and impactful ways.

Giving students too much correction feedback may lower their enthusiasm to study and discourage them from engaging in class

since they will not speak unless they are confident their words are accurate (Fadilah et al., 2017). Teachers' constant correctional criticism can make pupils feel more anxious and prevent them from engaging in-class activities (Tarigan et al., 2023). Thus, teachers should know how much OCF can affect students' anxiety when speaking English, and teachers must have a way of giving feedback so as not to hurt students' feelings. Moreover, it was discovered that receiving oral remedial comments when interrupted made people uncomfortable (Bulusan et al., 2019).

Corrective Feedback indicates a negative correlation, indicating that increasing speaking practice and corrective Feedback decreased speaking anxiety (Khadim, 2023). One of the most crucial points in managing language anxiety is recognizing the situations that cause worry when speaking in the target language (Neman & Ganap, 2018; Saharani, 2023). In this case, teachers can help students reduce their speaking anxiety by focusing on the student characteristics that cause anxiety, as well as by focusing on what we do as teachers and what happens in the classroom. The elements that affect students' speaking anxiety come from internal issues such as insecurity, fear of ridicule, or lack of confidence (Nababan & Lestariningsih, 2024). In order to alleviate anxiety, educators should also assist students in finding a suitable speaking partner (Samosir, 2024).

While numerous studies have explored the role of OCF in language development, such as its effectiveness in improving pronunciation, grammar, and vocabulary, limited research has specifically addressed its impact on reducing speaking anxiety in EFL contexts (Nhac, 2021; Alsolami, 2019). Additionally, contrasting findings from previous studies highlight a pressing need for further investigation. For instance, while some research suggests that OCF boosts learners' confidence and accelerates learning, others indicate that excessive correction can increase anxiety and discourage participation (Mulyani & Ningsih, 2022; Tran & Nguyen, 2020; Fadilah et al., 2017).

Furthermore, existing research has rarely examined how OCF aligns with the specific needs and characteristics of Indonesian EFL

learners, particularly in reducing speaking anxiety. Based on the problem above, this research aims to determine the effect of OCF treatment on students' anxiety in speaking class. In addition, students' speaking anxiety is expected to be reduced after being given OCF treatment so that it can improve students' speaking ability. Before coming to the purposes, state the gaps found in the previous studies on these variables.

METHOD

Research Design

The present research used quantitative research to find an in-depth understanding of the impact of teacher OCF on students' anxiety problems. In quantitative research, the researcher identifies a research problem by observing patterns in the field or recognizing the necessity of clarifying the reasons behind a particular occurrence (Creswell, 2012). This research focuses on determining the impact of teachers' use of OCF on students' speaking anxiety. Furthermore, this research seeks to understand how OCF can reduce students' anxiety and improve their speaking abilities. Based on the research objectives, an experimental one-group pretest and posttest is appropriate to use in this research to determine any changes before and after treatment is given.

Sample of the Study

This study was carried out on grade X students at SMAN 1 Ciparay Bandung. The researcher used 34 students as a sample. Purposive sampling was used to select the sample.

Treatment Procedures

The treatment in this study was in the form of providing Oral Corrective Feedback (OCF) during the English-speaking learning process in the classroom. This process is carried out consistently at each meeting, with the main focus on reducing student anxiety through constructive and supportive corrective approaches. The learning activities took place over six meetings, each of which had the

following stages.

Table 1.
Treatment Procedures

Treatment Procedures-Fase		
Pre-Teaching Activity	**Teaching Activity**	**Post-Teaching Activity**
The teacher provided an apperception related to descriptive text.	Students are provided with media in the form of pictures to describe using English sentences.	The teacher invited students to reflect on the corrected errors.
The researcher motivates students to not be afraid of making mistakes when speaking English.	Each student is asked to come forward and describe the picture in front of the class.	Students are asked to rewrite or rephrase their descriptions using the correct structure.
The teacher explains the learning objectives and emphasizes that feedback is for improvement, not punishment.	The teacher provides OCF directly when students make mistakes in pronunciation, sentence structure, or vocabulary selection.	The teacher emphasized the importance of positively accepting corrections as part of the learning process.
	The types of OCF used include explicit correction, elicitation, and recast, depending on the situation.	
	The teacher praises students' efforts that show improvement after being given feedback.	

Data Collection

In the context of this development research, the data collection instrument used is a test and questionnaires. The test in this study is conducted to evaluate the experimental group by comparing their condition before and after treatment using Pretest and Posttest measurements. The Pretest and Posttest were in the form of oral questions related to daily activities. These questions are designed based on the material provided through the module learning resources

that have been prepared.

Data collection in this study was conducted using two main instruments: speaking tests (pre- and post-tests) and speaking anxiety questionnaires. Both instruments were used to observe changes in students' speaking ability and anxiety level before and after being treated with OCF.

Pretest and Posttest

Tests were conducted twice: before (pretest) and after treatment (posttest). The test was in the form of a speaking task that required the students to describe a picture based on a descriptive text. The students were asked to describe the pictures orally in English.

Tabel 2.
Pretest and Posttest Processed

Assessment	Assessment Criteria	Score	Interrater Reliability
The assessment was conducted by two experienced English teachers from SMAN 1 Ciparay.	a. Fluency b. Pronunciation c. Grammar d. Vocabulary e. Comprehension Brown (2006)	Each aspect was scored on a scale of 1-5, so the maximum score per student was 25 points.	The Pearson Correlation formula was used to ensure consistency between raters. The test results showed a correlation coefficient of 0.87, which is in the high category, indicating a very good inter-rater reliability.

Speaking Anxiety Questionnaire

The questionnaire used was an adaptation of the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (2019), which has been translated and tested for validity and reliability in the Indonesian context.

Tabel 3.
Speaking Anxiety Questionnaire

Number of Items	Anxiety Indicators	Validity & Reliability	Scoring
26 statements on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).	a. Fear of communication b. Test anxiety c. Fear of negative evaluation d. Classroom anxiety e. Fear of correction f. Low self-efficacy / unmotivated	a. The validity test results showed r > 0.30 for all items (significant). b. Reliability was calculated using Cronbach's alpha, with a result of 0.91, which indicates high reliability.	a. The validity test results showed r > 0.30 for all items (significant). b. Reliability was calculated using Cronbach's alpha, with a result of 0.91, which indicates high reliability. c. The minimum total score was 26, and the maximum was 130. The higher the score, the higher the students' speaking anxiety level. The average group score was calculated to determine the distribution of students' anxiety before and after treatment.

Data Analysis

The data analysis of this study consisted of two stages, namely the Normality Test using Shapiro-Wilk and the Hypothesis Test using the Paired Sample Test (Brown, 2006). The results of this hypothesis test were compared between the Pretest and Posttest to determine whether there was a significant difference in students' speaking ability before and after the treatment. All data was analyzed using IBM SPSS version 27.

FINDINGS

Based on the results of the research and data analysis, one group pretest and posttest were used. The results are presented in the following.

The Impacts of Oral Corrective Feedback (OCF) Treatment in English Language Learning on Students' Anxiety in Speaking Class

In this section, the researcher ensured the initial condition of the students by assessing the five components of speaking before giving the Oral Corrective Feedback (OCF) treatment. The researcher used a pretest to determine students' ability in fluency in English speaking before being given the treatment. The pretest was conducted at the beginning of the class to assess students' skills before treatment, using adjective vocabulary, pictures, and descriptive text examples through PowerPoint. The picture was used as a warm-up, then students were asked to describe the picture.

Based on the pretest scores, some students scored low; most were average, and some were good, but none were excellent. Errors included lack of vocabulary, pronunciation errors such as "wearing," pronounced "wiring," and grammatical errors such as "She is a wavy hair black," which is supposed to be "She has wavy black hair." Some students had difficulty understanding the instructions in English. However, some students scored better due to correct pronunciation, use of more vocabulary, and proper grammar.

Overall, students showed improvement in the posttest, such as vocabulary, grammar, pronunciation, fluency, and comprehension. They recognized more vocabulary and pronounced words correctly. They used correct grammar, such as saying "wearing" as /ˈweərɪŋ/ correctly and saying "she has wavy black hair" as "she has a wavy black hair" correctly.

Table 4.
Descriptive Statistic

		Pretest	Posttest
N	Valid	34	34
	Missing	0	0
Mean		12.59	16.74
Median		12.00	16.50
Std. Deviation		3.026	2.832
Range		13	12
Minimum		7	11
Maximum		20	23
Sum		428	569

Analyzing the statistics of the data, the researcher used SPSS 27 to obtain specific data based on their scores; it can be depicted that the 34 students participating in the experiment had 7 for the minimum score and 20 for the maximum score on the pretest, and the average score was 12.59. Then, on their posttest, they had 11 for the minimum score and 23 for the maximum score. Then, the pretest had a standard deviation of 3.026, and the posttest had a standard deviation of 2.832.

Based on the data statistics, their scores are very narrative. From the scores obtained by the students, the researcher concluded that they had poor speaking skills at the beginning of the class in the pretest but improved in the next meeting, as seen in the posttest.

Table 5.
Frequency of the percentage of pretest and posttest

No	Classification	Score	Pretest		Posttest	
			F	%	F	%
1	Excellent	21-25	-	-	3	9%
2	Good	16-20	4	11%	17	50%
3	Average	11-15	22	65%	14	41%
4	Poor	6-10	8	24%	-	-
5	Very Poor	0-5	-	-	-	-

Table 4 shows the result of the pretest and posttest in speaking. On the pretest, I got zero students in excellent, increasing to 3 students (9%) on the posttest. In addition, the good classification increased from 4 (11%) to 17 (50%) in the posttest because some students

improved their ability to the next level. Then, an average classification got 22 (65%) and decreased to 14 (41%) in a posttest, and a poor classification got 8 (24%) to 0 (0%). It indicated that they improved their ability from the first meeting to the last meeting.

Table 6.
Improvement of students' speaking skills

Variable	Pretest	Posttest	Improvement
Speaking	12.59	16.47	32.9%

Table 6 shows "mean" in pretest is 12.59 and posttest is 16.74. It indicates the improvement of the pretest before the experiment and the posttest after the experiment with the result 32.9%. The table showed that students' skills improved after the treatment of the experiment. The improvement was formulated as follows:

$$(\%) = \frac{Md2 - Md1}{Md1} \times 100$$
$$= \frac{16.74 - 12.59}{12.59} \times 100$$
$$= 32.9\%$$

Where:
Md1: the mean score of the pretest
Md2: the mean score of the posttest

Where:

Md1: the mean score of the pretest
Md2: the mean score of the posttest

The improvement has proved that the students can improve because of the OCF treatment the researcher gave them. So, the students can get a better score after the researcher gives a treatment with a learning media in their class.

Normality Test

The normality test is carried out as a preliminary step before conducting hypothesis testing, which aims to determine whether the data obtained shows that the data is usually distributed. This study uses the Shapiro-Wilk test formula to assess normality using SPSS version 27 for Windows. According to the criteria set for this normality test, data is deemed generally distributed if the significance value (sig.)

exceeds 0.05. Conversely, if the significance value (sig.) is less than 0.05, the data is considered to deviate from normality. The outcomes of the normality test are presented in Table 7.

Table 7.
Normality Test of Students' Speaking Test

Test type	Shapiro-Wilk		
	Sig	α	Statement
Pretest	0.152	0.05	Test distribution is normal
Posttest	0.119	0.05	Test distribution is normal.

Based on the results of table 4, it can be seen that the significance value (sig.) of the pretest is 0.152 and the significance value (sig.) of the posttest is 0.119. It means that the significance (sig.) of the two classes is more significant than 0.05, so it can be concluded that the pretest and posttest data distribution is normally distributed.

Hypothesis Testing

This hypothesis test aims to determine whether OCF treatment can affect students' speaking skills by seeing if there is a significant difference between the speaking skills of students who are given OCF treatment and students who do not receive treatment. The use of OCF significantly affects students' speaking ability and helps them correct their speaking errors. It means that there is a significant difference between the pretest and posttest. As a rule, a hypothesis can be accepted if the significant value is lower than 0.05. The result of the hypothesis test is presented in Table 8.

Table 8.
Paired Samples Test

		Mean	Std. deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-4.147	1.726	.296	-4.749	-3.545	-14.013	33	<.001

The paired sample t-test in Table 5 shows the difference between two data sets from one sample. The significance of the data showed <0.001. the significance is accepted if <0.05. This means that the pretest and post-test have different results.

OCF treatment reduces students' anxiety in speaking class

The researcher experimented to determine the level of students' anxiety based on the categories adopted by (Horwitz et al., 2019), the Foreign Language Classroom Anxiety Scale (FLCAS). It has a 26-item (valid and reliable) five-point Likert scale questionnaire. It was achieved through the use of a questionnaire designed to measure fear of communication, Test Anxiety, fear of negative evaluation, anxiety in the classroom, fear of correction, and low self-efficacy/ unmotivated. The answer for each item can be one of these: strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaires are presented as follows.

Table 9.

Fear of Communication

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
I never felt confident with myself when I speak English in class.	11,8	44,1	38,2	5,9	0
I tremble when I know that I will be called upon to speak in class.	17,6	23,5	50	8,8	0
I am afraid if I don't understand what the the teacher is saying in English in class.	26,6	29,4	32,4	11,8	0
I keep thinking that other students are better at speaking English than me.	14,7	38,2	35,3	11,8	0
I feel uncomfortable when speaking English in class.	2,9	17,6	64,7	14,7	0
Total	73,6	152,8	220,6	53	0
Average (%)	14,7	30,6	44,1	10,6	0

The majority of students (45.3%) experience fear or anxiety when communicating in English in class. Nearly half of the students (44.1%)

feel neutral, which might indicate uncertainty or variability in their anxiety experiences. Only a small minority (10.6%) did not feel anxious speaking English in class, and no students did not feel anxious. This data suggests that communication fear is a fairly common issue among students.

Table 10.
Test Anxiety

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
I start to panic when I have to speak unprepared in class	23,5	52,5	14,7	8,8	0
I worry about the consequences of failing to speak English in class.	5,9	29,4	44,1	20,6	0
I get so nervous that I forget things I know when I start speaking English.	14,7	44,1	26,5	5,9	8,8
I feel upset when I don't understand what the teacher corrects.	20,6	29,4	41,2	8,8	0
Even though I have prepared myself well for speak, I still feel anxious.	17,6	47,1	29,4	5,9	0
I feel confident when speaking English in class.	2,9	23,5	61,8	11,8	0
Total	85,2	226	217,7	61,8	8,8
Average (%)	14,2	37,7	36,3	10,3	1,5

The majority of students (51.9%) experienced test anxiety. Most others (36.3%) felt neutral, which may indicate some uncertainty or variability in their experience of test anxiety. A small proportion of students (11.8%) did not feel test anxiety, with few not feeling anxious. This data suggests that test anxiety is a fairly common issue among students.

Table 11.
Afraid of Negative Evaluation

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
I am afraid that my language teacher is ready to correct every mistake I make.	11,8	14,7	50	23,5	0
I can feel my heart pounding when I will be called upon to speak in class.	20,6	41,2	29,4	2,9	5,9

I always feel that other students speak English better than me.	20,6	44,1	23,5	8,8	2,9
Total	53	100	102,9	35,2	8,8
Average (%)	17,7	33,3	34,3	11,7	2,9

The majority of students (51%) experience fear of negative evaluation. Most (34.3%) feel neutral, which might indicate uncertainty or variability in their feelings toward negative evaluation. A small minority of students (14.6%) do not fear negative evaluation, with very few who do not feel afraid. This data suggests that fear of negative evaluation is a significant issue among students.

Table 12.

Anxiety in Classroom

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
I feel nervous and confused when speaking English in class.	20,6	35,3	29,4	14,7	0
I feel relaxed when the teacher corrects orally.	5,9	32,4	44,1	14,7	2,9
I feel nervous when I do not understand every words the teacher says.	17,6	44,1	35,3	0	2,9
I feel overwhelmed by the number of rules I have to learn to speak English.	5,9	14,7	64,7	14,7	0
I fear other students will laugh at me when I speak English.	17,6	38,2	17,6	20,6	5,9
Total	67,6	164,7	191,1	67,7	11,7
Average (%)	13,5	32,9	38,2	12,9	2,3

The majority of students (46.4%) experience anxiety in the classroom. Most of the rest (38.2%) feel neutral, which might indicate uncertainty or variability in their feelings of anxiety. A small minority of students (15.2%) do not feel anxious in the classroom, with very few who do not feel anxious. This data suggests that classroom anxiety is a fairly common issue among students.

Table 13.

Fear of Correction

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
I feel humiliated when corrected by the teacher in front of my friends.	2,9	2,9	44,1	38,2	11,8
I hate it when I make verbal mistakes.	11,8	26,5	41,2	20,6	0
I am reluctant to express my ideas orally because I am afraid the teacher will correct the way I say them.	14,7	20,6	35,3	26,5	2,9
Total	29,4	50	120,6	85,3	14,7
Average (%)	9,8	16,7	40,2	28,4	4,9

The data shows that a small minority of students (26.5%) experience fear of correction. Most students (40.2%) feel neutral, which might indicate uncertainty or variability in their feelings toward correction. A smaller minority (33.3%) do not fear correction. This data suggests that fear of correction exists but is not dominant among students.

Table 14.

Lowering Self Efficacy / Unmotivated

Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
I have no motivation to repeat the sentences given by the teacher after being corrected.	0	20,6	44,1	26,5	8,8
I tend not to care/ignore corrections from my teacher.	0	5,9	29,4	47,1	17,6
I feel doubtful about my speaking ability when receiving correction.	5,9	41,2	23,5	17,6	11,8
I feel sad when my teacher corrects my speaking mistakes.	8,8	14,7	44,1	23,5	8,8
Total	14,7	82,4	141,1	114,7	47,0
Average (%)	3,7	20,6	35,3	28,7	11,7

Most students (24.3%) agree or strongly agree that they experience decreased self-efficacy or a lack of motivation. Most of the remaining students (35.3%) feel neutral about this issue, which might indicate uncertainty or variability in their feelings toward a decrease

in self-efficacy or a lack of motivation. A small minority of students (40.4%) do not feel they experience this problem. This data suggests that a decrease in self-efficacy or a lack of motivation is an issue among students, although it is not dominant.

DISCUSSION

Based on the results, calculations, and statistical analysis of the study conducted at SMAN 1 Ciparay, it is concluded that students experienced an improvement in their speaking skills, particularly in speaking English, through the use of descriptive text to describe images after receiving OCF. In this research, there was a significant difference between before and after receiving OCF in terms of helping them correct grammar and pronunciation, enriching vocabulary, and improving speaking fluency. In the pretest, the score was 12.59; in the posttest, it increased to 15.74, showing a significant increase of 32.9% in students' speaking ability.

With OCF, students pay closer attention to the teacher's instructions, especially pronunciation, and self-correction, when speaking. Additionally, this agrees with the findings indicating that both teachers and students believe that OCF positively impacts students by helping them recognize their errors, take more responsibility for their learning, and increase their motivation and knowledge (Van, 2023). It will help them process the information, recognize their mistakes, and remember the correct sentence structure to avoid repeating the same mistakes in the future. Therefore, OCF is essential for controlling and managing students to grow or strengthen their skills (Mahmudah & Anggunsari, 2023). In addition, the most excellent way to provide corrective Feedback is to do so immediately after an error was made by the pupil (Fadilah et al., 2017).

Overall, the data indicates that anxiety and fear issues among students are pretty significant. Furthermore, most students experienced anxiety when communicating in English in class (45.3%); students feel anxious when they have to answer questions and lack confidence when speaking in front of other people. Anxiety when facing exams (51.9%).

However, fear of negative evaluation (51%) is the highest of all anxiety types, especially in first-year students, who tend to fear the evaluation and judgment of others (Surjowati et al., 2022). In addition, anxiety in the classroom was also quite common (46.4%). However, another research found that (28%) of students get anxiety when they speak up in front of the class (Putri et al., 2020).

Further, anxiety towards correction and decreased self-efficacy or lack of motivation seemed to vary more among students. Although a minority of students experienced fear of correction (26.5%), students felt that if they made errors, their peers would evaluate their abilities poorly and make them feel ashamed, as opposed to seeing Feedback as a way to provide constructive criticism (Batiha et al., 2018). In addition, the data showed that students experienced decreased self-efficacy or lack of motivation (24.3%), and most students felt neutral on both issues.

The results of this study found that students' performance and motivation were negatively affected by spoken corrective Feedback (Mahmoud, 2018). It may suggest the presence of uncertainty or variation in students' experiences related to fear of correction and a decrease in self-efficacy or lack of motivation. These psychological issues show up as anxiety when performing alone, shyness or nervousness, fear of taking tests, worry that friends won't understand, fear of the teacher correcting you right away, fear of making mistakes, beliefs about how hard it is to speak English, and fear of peer and teacher evaluation in formal classroom settings (Nurilahi & Suhartono, 2022).

Therefore, they also manifest as panic attacks and fear of being laughed at by friends. Overall, the data confirms that anxiety and fear issues are significant problems in the educational environment and require serious attention and handling to improve student well-being. In this case, students do not need to be anxious because anxiety can arise from the way students learn, the methods used by the teacher, the atmosphere of the class, and the lack of motivation to learn English.

In keeping with earlier studies, teachers need to additionally make an effort to provide a calm, comfortable learning environment where students can take chances and make errors without worrying about looking foolish (Lian & Budin, 2014). Therefore, one proof that the method plays an important role in students' speaking ability is when they can overcome the anxiety they face.

It is because when students get new learning methods that are fun and effective, they can increase their motivation and be less anxious. Although the OCF method cannot overcome various kinds of student anxiety problems in learning English, the OCF method, which has been proven effective, can at least help to overcome student anxiety. It can increase their confidence (Xuan et al., 2021).

CONCLUSION

The research findings at SMAN 1 Ciparay reveal a significant improvement in students' speaking ability after being given OCF treatment by the teacher, which reduces students' anxiety when speaking English in class. Particularly in the use of descriptive text to describe images after receiving OCF. This improvement is evidenced by an increase in the average scores from 12.59 in the pretest to 15.74 in the posttest, representing a substantial 32.9% enhancement in speaking ability. It indicates that there was a noticeable improvement when comparing the speaking abilities of the students before and after getting OCF.

The study's findings also showed that students' anxiety might be lowered by using OCF, mainly when they had to talk in front of the class. The researcher suggests for future research to know more in depth about how OCF treatment on student anxiety in other lessons related to speaking in front of many people such as presentations, speeches, conversations, and other materials related to speaking both in English and other languages.

DECLARATION OF AI AND AI-ASSISTED TECHNOLOGIES

The authors declare that the Grammarly (EduVersion) application was used exclusively for proofreading purposes during the

preparation of this manuscript. This application was employed to enhance language clarity and readability. The authors have carefully reviewed and edited the content to ensure its accuracy and quality and take full responsibility for the final version of the publication.

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