



Universitas Muhammadiyah Jember

Article Defense

“Exploring Oral Personalized Feedback Affects
the Improvement of English-Speaking
Proficiency”



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Published in Journal La Sociale

SINTA

BACKGROUND of the Research

- ▼ Speaking plays a pivotal role in acquiring a foreign or second language (Rao, 2018).
- ▼ Students find speaking English the most challenging (Shen & Chiu, 2019).
- ▼ The learning process involves the teacher handling students' mistakes and feedback (Harmer, 2007).
- ▼ The focus of feedback is to help learners identify and amend errors (Yang et al., 2021).
- ▼ Oral Personalized Feedback (Hattie & Timperley, 2007).



PROBLEM

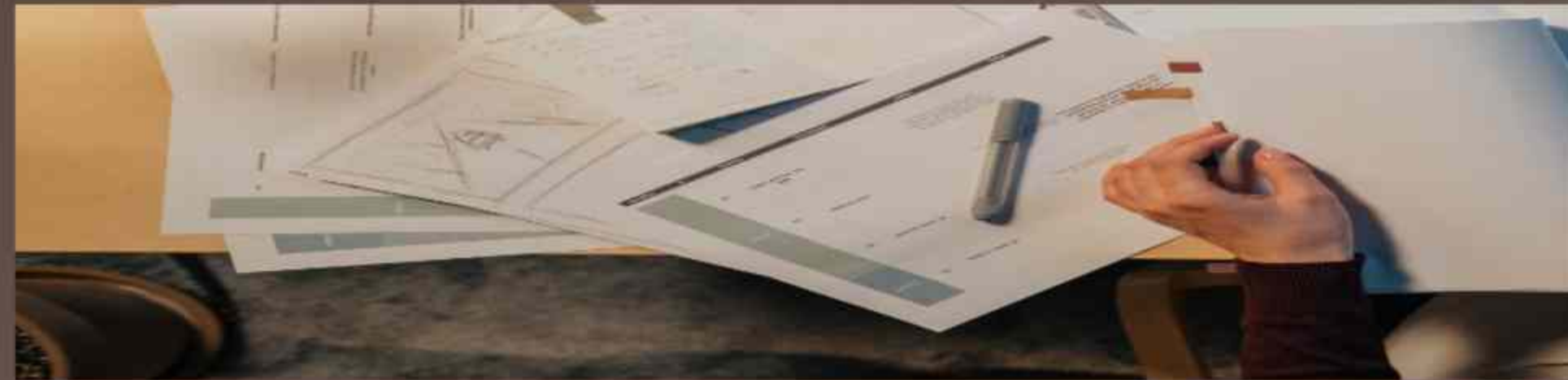
of the Research

Does oral personalized feedback lead to significant improvements in students' speaking performance?

OBJECTIVE

of the Research

To determine whether there is a significant change in students' speaking performance after receiving oral personalized feedback.



SIGNIFICANCE of the Research

Theoretical

This study shows that oral personalized feedback helps students improve their English-speaking skills. It supports the idea that learning is more effective when students receive direct, individual help, especially in small classes.

Practical

This study offers English teachers a useful and effective approach for classroom application. It provides a clear example of how focused oral personalized feedback can be implemented to improve students' speaking performances.





SCOPE of the Research

01

Investigate the implementation of oral personalized feedback.

02

One of the English Course in Jember.

03

The students present two performances on the same topic.

04

Focusing on fluency, pronunciation and content organization.



LITERATURE REVIEW

(Shen & Chiu, 2019)

Learner's speaking difficulties and the strategies they use.

(Harmer, 2007)

Types of Feedback (immediate and Delayed).

(Finn, 2019)

Positive impact of small class size.

(Whisenhunt et al., 2019)

Implement the personalized feedback through digital form such as Email.

METHOD

of the Research



Approach: Qualitative Case Study (Ary et al., 2014)

Duration: September - Desember 2023

Participants: 20 High-School Students from TEXAS English Course

Topics: Skincare Product Review

TECHNIQUES of Data Collection

- Recordings of students' speaking performances
To compare before and after receiving oral personalized feedback.
- Classroom Observation using Field Notes
To capture how the teacher provided feedback and how students responded during the class.

INSTRUMENTS of the Research

Observation
Field Notes

Speaking
Transcripts

RESULT of the Research

R14, R15, R16, R17, R18
R13, R17, R19

The results of the study show that a majority of students experienced noticeable improvement in their fluency after receiving oral personalized feedback.

Furthermore, several participants such as R2, R4, R5, R8, and R11 maintained their fluent delivery across both performances, both before and after receiving feedback.

RESULT of the Research

R0, R7, R9, R10, R11, R12, R13, R14, R15, R16, R18, R19, R20.	mispronu
R4, R8, R17	There is mispronu

Most students improved their pronunciation after receiving oral personalized feedback. They corrected previously mispronounced words, especially related to product ingredients and usage instructions.

However, three students — R4, R8, and R17 — showed no mispronunciations in both performances, indicating consistently accurate pronunciation from the beginning.

RESULT of the Research

	Omitted how to use the product and the texture of the product.	The omission)
R19	There is no omission.	The
R20	There is no omission.	The

Most students improved after receiving oral personalized feedback. Initially, many omitted key points such as product texture, usage instructions, or where to buy. After feedback, most of them were able to complete the missing parts.

However, some students (R1, R2, R3, R5, R14) still had missing content in their second performance

RESEARCH FINDINGS

This study found that oral personalized feedback, delivered immediately and directly in a real-time, face-to-face small class, significantly improved students' English-speaking performance, especially in four key aspects:

1. Fluency
2. Pronunciation
3. Content
4. Organization

🔍 What Is New in This Research?

- This study is one of the few that applied oral personalized feedback in real-time within a small EFL class, where the teacher could provide immediate and individualized responses.
- It introduced a unique speaking task: reviewing skincare products, which required students to use technical vocabulary and structured presentation skills.
- The research also discovered a new pattern: students frequently forgot “texture” and “how to use” even after feedback, suggesting content gaps and interpretation issues that need repeated or more targeted feedback.





DISCUSSIO

N The study showed that oral personalized feedback helped students improve their fluency, pronunciation, content, and organization in speaking. Most students reduced fillers and corrected mispronunciations. However, some still omitted key content (e.g., texture, how to use) even after feedback, suggesting that one-time feedback may not be enough for full improvement. The use of a real-life task (skincare product review) also gave practical insights into students' ability to apply structured language.

CONCLUSION

Oral personalized feedback in a small class setting was effective in improving speaking skills. However, repeated and more focused feedback may be needed to help students fully include all required content. Future studies should test this method in larger classrooms for broader results.



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Thank you

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