

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE IMPORTANCE OF TEACHERS' FEEDBACK ON
STUDENTS' INTEREST IN DEVELOPING SPEAKING SKILLS**



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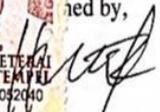
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ABSTRAK

HARDINA: Analisis Pentingnya Umpan Balik Guru Terhadap Minat Siswa Dalam Mengembangkan Kemampuan Berbicara. **Skripsi. Majene : Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui peran umpan balik konstruktif dari guru terhadap minat dari motivasi siswa dalam berbicara bahasa Inggris. Masalah ini dilatarbelakangi oleh rendahnya partisipasi siswa dalam keterampilan berbicara dikelas. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi yang dilakukan di MA Mahfudz Ash-Sidqia Limboro dengan enam siswa sebagai subjek utama. Hasil penelitian menunjukkan bahwa umpan balik konstruktif yang diberikan oleh guru, seperti pujian, koreksi halus, dan saran perbaikan, memberikan pengaruh positif terhadap kepercayaan diri dan minat siswa dalam berbicara bahasa Inggris. Selain itu, siswa menjadi lebih aktif dan berani dalam mengungkapkan ide secara lisan. Temuan ini menunjukkan bahwa peran umpan balik sangat penting dalam mendorong keterlibatan siswa dalam pembelajaran speaking. Oleh karena itu, guru disarankan untuk terus memberikan umpan balik yang bersifat membangun guna meningkatkan kemampuan dan motivasi siswa.

Kata kunci: Umpan Balik guru, Minat Siswa, Keterampilan Berbicara

ABSTRACT

HARDINA: An Analysis Of The Importance Of Teachers' Feedback On Students' Interest In Developing Speaking Skills **Undergraduate Thesis.**
Majene : Faculty of Teacher Training and Education. Universitas Sulawesi Barat,2025

This study aims to determine the role of constructive teacher feedback on students' interest and motivation in speaking English. The issue is based on the low level of student participation in speaking skills during class. This research employs a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation conducted at MA Mahfudz Ash-Sidqia Limboro, with six students as the main subjects. The results of the study show that the constructive feedback provided by the teacher, such as praise, gentle corrections, and improvement suggestions, has a positive impact on students' confidence and interest in speaking English. Moreover, students became more active and courageous in expressing their ideas orally. These findings indicate that the role of feedback is essential in encouraging student engagement in speaking activities. Therefore, teachers are advised to consistently provide constructive feedback to enhance students' speaking abilities and motivation.

Keywords: Teacher Feedback, Students Interest, Speaking Skills

CHAPTER I

INTRODUCTION

A. Background

Speaking is the ability to convey thoughts, ideas, and feelings verbally in the form of words that can be understood by others, which is one of the most important language skills, especially in everyday communication, both in formal contexts such as presentations or discussions at work, and in informal contexts such as casual conversations with friends or family, where these skills include the use of appropriate vocabulary, correct grammar, clear pronunciation, and the ability to construct logical sentences. Thus, that the message to be conveyed can be well received by the listener and communication interactions can run effectively and smoothly. This is in line with Andi's (2020) Speaking is a way of communicating language itself. By speaking everyone can understand each other, Ideas can be expressed effectively, express our thoughts and whatever is on our minds. However, in the teaching and learning process, most students have problems with speaking skills.

The ability to speak has many benefits that are very important in various aspects of life. One of the main benefits is improving communication skills, which allows us to convey messages, ideas, and information more clearly and effectively to others, this is the same as Wahyuni's (2021) who said that by having these speaking skills, the message that you want to convey verbally will be conveyed effectively and efficiently, which will make communication with other people better. This ability also plays a major role in growing self-confidence, especially when we speak in public or in social situations that require us to express our opinions. In addition, speaking actively also helps us expand our social network, because by interacting verbally, The introduction of individuals to new people occurs., build stronger relationships, and strengthen bonds with the people around us. Furthermore, speaking is a very effective way to improve language skills, because the more often we use language in

conversation, the more fluent and better our language skills will be. In other words, speaking is not only a means of communication, but also a means to develop ourselves, expand our social horizons, and convey our ideas and thoughts in a structured way that is easy for others to understand.

Feedback is an important part of an effective learning process and has a significant role in educational institutions. In the context of this study, the importance of feedback is mainly associated with improving students' academic achievement (Race, 2001). This suggests that the provision of feedback is very important to support students' academic success. Being one of the vital sources for students to enhance their skills, teacher feedback holds significant importance from the students' perspective. When teachers offer feedback, it boosts students' awareness of their abilities and areas that require improvement (Black and Wiliam, 2018; Vattoy and Smith, 2019). According to Black & Wiliam (2018) effective feedback not only helps students identify their strengths but also highlights opportunities for growth in future assignments. This implies that feedback is necessary for students' motivation to maintain students' learning progress. Feedback is widely recognized as a fundamental element of the learning process (Ghilay, 2015). It serves as a mechanism through which teachers provide students with insights about their performance, aiming to enhance their overall abilities. This is supported by a number of views which state that EFL learning is full of challenges that can hinder the achievement of learning outcomes (McKay, 2001; Meunier & Granger, 2008; Razak, Saeed & Ahmad, 2013). These challenges can be recognized and overcome through the implementation of a feedback system (Yi'An, 2001). In addition, providing feedback in the classroom will be more effective if various feedback methods are used in an integrated manner (Williams, 2005). A combination of feedback methods that is considered to provide optimal results is to combine oral and written feedback from the teacher (Chandler, 2003). Feedback methods have been established to improve students' understanding, level of thinking and performance (Schwartz & White, 2000). Thus, if students want to

demonstrate their language skills in a better way, it is important to provide oral and written feedback. However, the use of oral and written teacher feedback methods varies according to the context in which the feedback is given.

It is very important for students to reflect on how teachers conduct their educational actions. In general, teachers are not willing to ask for feedback from students, even though such feedback can be beneficial in the teaching and learning process, because they rely on the fact that they can physically monitor students during class. Students' sitting posture, facial expressions and body language are important cues for teachers to help them adjust. However, in contemporary society, many students do not interact in video and audio during lessons, so teachers find it very difficult to observe from their own perspective what they understand and what they do not understand. Therefore, the solution is to choose an alternative method of obtaining feedback. Feedback in the learning process is very important as it can help teachers understand the difficulties students face as well as adjust their teaching strategies to be more effective. With good feedback, teachers can create a more interactive and responsive learning environment, so students feel more supported and motivated to improve their understanding. In addition, timely feedback can help students realize their shortcomings and correct mistakes before they become habitual, Manole, (2021).

Feedback has an important role for both teachers and students because feedback has several benefits, namely activating all individuals in learning, can develop opinions, know their own weaknesses and encourage them to improve, know their own mastery of the material. Giving feedback is very necessary, especially if you want all students to be able to achieve the formulated goals to the maximum. thus in the learning process there needs to be a feedback strategy between the teacher and the students so that under these circumstances the learning process students and

teachers can interact from these events will produce active learning activities. Maruwae, (2023).

The function of feedback is very important in the teaching and learning process at school. The teaching and learning process can run well and smoothly if feedback activities are implemented effectively by the teacher at the right time. The proper implementation of feedback will provide more optimal results in improving students' understanding and skills. Therefore, feedback according to Silverius has three main benefits, namely informational benefits, motivational benefits, and communicational benefits. This feedback helps students recognize their mistakes, particularly in writing, enabling them to avoid repeating those errors in the future. Consequently, teachers need to adopt effective strategies for delivering feedback, ensuring it is both constructive and supportive, thereby maximizing student performance and learning potential. According to Mahmoud (2018) feedback not only aids students in assessing their progress but also deepens their understanding of the target language. This process is vital for building a stronger relationship between students and teachers, as it encourages open communication and fosters a supportive learning environment. When students feel that their efforts are acknowledged and understood, they are more likely to engage actively in the learning process. To achieve these benefits, teachers are called upon to be innovative in their approach to feedback.

Informational benefits relate to providing information to students about the extent of their understanding of the material that has been taught. Through feedback, students can find out their strengths and weaknesses, so that they can make improvements and further development.

Motivational benefits relate to the encouragement given to students to be more enthusiastic in learning. Positive feedback can increase students' self-confidence, while corrective feedback, if delivered in the right way, can be a trigger for students to be more active in improving their abilities.

Communicational benefits relate to the interaction between teachers and students in the learning process. Feedback given in an effective way can create a more interactive and dynamic learning atmosphere. With good communication through feedback, students feel more cared for and motivated to be active in learning activities. Therefore, teachers must be able to provide quality feedback and in accordance with the needs of students so that learning objectives can be achieved optimally. Gusmaneli (2024).

This study was conducted because the researcher had an experience that showed that some students of MA Mahfudz Ash-Sidqia Limboro at the research site tended to feel anxious or afraid when asked to come to the front of the class and read an English text consisting of simple sentences. Based on the preliminary study conducted at the school, it was found that students are more comfortable with learning methods that focus on writing activities compared to methods that involve reading texts in front of the class through a pointing system. Further observations showed that students feel more confident and more motivated in the learning process when they are given the opportunity to write without the pressure to perform in front of their classmates. This became one of the main reasons for the researcher to further investigate the effect of learning methods on students' interest and motivation in learning English, particularly in reading and writing skills.

It shows that some students of MA Mahfudz Ash-Sidqia Limboro at the research site tend to feel anxious or afraid when asked to come to the front of the class and read an English text consisting of simple sentences. Based on the preliminary study conducted at the school, it was found that students are more comfortable with learning methods that focus on writing activities compared to methods that involve reading texts in front of the class through a pointing system. Further observations showed that students feel more confident and more motivated in the learning process when they are given the opportunity to write without the pressure

to perform in front of their classmates. This became one of the main reasons for the researcher to further investigate the effect of learning methods on students' interest and motivation in learning English, particularly in reading and writing skills.

Students' speaking ability at MA Mahfudz Ash-Sidqia Limboro is still relatively low. Most students have difficulty in pronouncing English vocabulary correctly and stringing words into good and correct sentences. This obstacle is caused by the lack of speaking practice in the school environment and the lack of confidence in using English orally.

In addition, another factor that affects students' low speaking ability is the lack of exposure to English in everyday life. At MA Mahfudz Ash-Sidqia Limboro, the use of English is still limited in the classroom, and students rarely have the opportunity to practice speaking outside of formal learning. The lack of a variety of teaching methods that focus on speaking skills is also a challenge, so students tend to learn more theory than direct speaking practice.

However, many students, in fact almost all of them, are still afraid to try speaking in English in every lesson. This is due to the lack of input or encouragement, both from family and teachers, resulting in shyness or awkwardness that students often experience in their daily lives. This factor is the reason why the researcher chose MA Mahfudz Ash-Sidqia Limboro as the research location. This school is located in Limboro sub-district.

One way to overcome the problem of students' lack of interest in developing English speaking skills is that a number of studies have shown that the role of teachers who provide good feedback can show that it affects students' interest in language learning. Appropriate and targeted feedback from teachers can help students identify their strengths and weaknesses in speaking English, as well as provide encouragement to continue trying to improve their speaking skills. According to Liu and Littlewood (1997), teachers who provide feedback that meets students' needs encourage them to feel motivated and committed in developing their speaking skills. Thus, through good interactions between teachers and

students, students can feel supported and motivated to develop English speaking skills with confidence (Liu & Littlewood, 1997).

B. Problem Identification

Based on the problem stated, the following issues can be identified:

1. The lack of appropriate feedback strategies from teacher
2. Chers in speaking lessons leads to low positive student response to speaking activities.
3. Teachers tend not to consistently apply effective feedback strategies in speaking lessons, so students do not get adequate direction or encouragement to improve their speaking skills.

C. Research Focus

In accordance with the research title, this study focuses on how the teacher provides effective input or motivation to increase students' interest in learning English, particularly in learning to speak English. Therefore, the research questions developed in this study are as follows:

1. What is the impact of teacher constructive feedback on students' motivation in developing English speaking skills?
2. Does teacher constructive feedback has a role toward students' interest in speaking English?

D. Research Objective

The purpose of this study is to examine the impact of teacher feedback on students' motivation in developing English speaking skills as well as the role of teacher constructive feedback in increasing students' interest in speaking in English. Thus, this study aims to:

1. To expolore the impact of teachers' constructive feedback on students' motivation in developing English speaking skills.
2. To investigate wheter teacher's constructive feedback has a role toward students' interest in speaking English

E. Research Benefit

The researcher hopes that this research can make a major contribution to the world of education, especially those related to English education and also knowledge about the importance of motivation in students' learning intentions to speak English.

1. Future Readers and Researchers

This research can be used to increase knowledge and can be used as a reference by future researchers. This research can be used as a foothold or foundation for further researchers in developing research that is in accordance with the theme of this research.

2. Teachers and Schools

Teachers may be able to take this research into consideration in determining learning methods that can be used to develop student motivation in learning. This research is expected to be used as input in efforts to improve the quality of English education at school.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher aims to discuss the final part of this study. This chapter presents and elaborates on the conclusions and suggestions of the research. The first part is the conclusion, which summarizes all the research findings into several sentences that answer the research questions. The suggestions are recommendations for improvements that should be considered by all parties involved in this study, such as teachers and future researchers.

A. CONCLUSION

Based on classroom observations and interviews at MA Mahfudz Ash-Sidqia Limboro, it can be concluded that constructive feedback from the teacher plays a significant role in increasing students' motivation and interest in speaking English.

1. Teacher Feedback and Student Motivation

Students who receive constructive feedback, especially clear praise and correction, tend to feel more supported and motivated. Delivering feedback in a friendly tone boosts their confidence, reduces fear of making mistakes, and encourages them to take risks—such as using new vocabulary or sentence structures.

2. Teacher Feedback and Students' Speaking Interest

Teacher feedback also encourages students to increase their interest in participating in speaking activities. After receiving positive and constructive feedback, many previously inactive students became more enthusiastic and motivated because they felt noticed, appreciated, and guided.

B. SUGGESTION

Based on the results of the research obtained, the researchers feel it is necessary to provide several suggestions that are expected to be useful for teachers, students, schools, and future researchers.

1. For Teachers

Feedback that consists of a combination of praise and corrections has been proven to increase student motivation. In addition, teachers should tailor their feedback style to each student's character and abilities, such as giving gentle encouragement to shy students and providing more challenges to more active students. In this way, each student feels recognized, valued, and more confident in developing their speaking skills

However, based on the results of the study, several weaknesses were found during the speaking learning process. One of the main weaknesses is that teachers have not implemented learning methods that are specifically focused on developing speaking skills. Speaking activities in the classroom are still carried out using general English learning strategies, so that the learning process becomes less varied and is not yet fully optimal for speaking practice. Therefore, teachers should apply learning methods that are more oriented towards speaking skills, such as communicative activities, role play, or task-based learning, so that speaking learning becomes more interesting, interactive, and effective.

2. For Students

Students are expected to view feedback not only as criticism, but also as a way to improve themselves. By responding positively to feedback, students can understand their strengths and weaknesses in speaking English. To that end, students are encouraged to be more proactive in asking for, listening to, and using feedback both inside and outside the classroom so that their speaking skills can improve.

3. For Schools and English Programs

Schools are expected to support teachers by organizing training or workshops on how to give effective feedback. In addition, it is very important for schools to create a positive learning atmosphere, such as through English extracurricular activities or English Day events that give

students the opportunity to practice speaking more often in a fun environment. These efforts will help strengthen the culture of communication in English at school.

4. For Future Researchers

This study still has limitations, particularly in terms of the small number of participants and the use of only qualitative methods. Therefore, future researchers are expected to increase the number of respondents, apply a mixed approach (quantitative and qualitative), or conduct a more in-depth investigation of the impact of teacher feedback on other aspects of speaking skills, such as fluency, confidence in public speaking, and progress in student motivation over a longer period of time.

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