THE TEACHER'S FEEDBACK IN SPEAKING CLASS AND THE RESPONSES TO THE FEEDBACK BY THE SECOND YEAR STUDENTS AT SMP ADVENT BANDAR LAMPUNG

(Undergraduated Thesis)

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ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRACT

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By

JENNIFER ZEVANYA PARDEDE

This research investigates the types of feedback employed by the teacher in English speaking activities and the students' responses to that feedback at SMP Advent Bandar Lampung. Using a qualitative descriptive method, the data were collected through classroom observations conducted from October 28 to December 8, 2023. The findings revealed that the teacher applied two main types of feedback: direct and indirect. The teacher was frequently used to correct grammar, vocabulary, and pronunciation errors during student performance. The teacher clearly corrected sentence structure and pronunciation issues such as the use of modals and vowel sounds. Indirect feedback appeared in the form of reflective questions and prompts that encouraged students to self-correct, where the teacher guided students to reflect on their word choices and usage. Students responded positively to both types of feedback. They demonstrated increased engagement, improved error awareness, and greater confidence in speaking. The study concludes that combining direct and indirect feedback not only supports the development of speaking skills but also promotes critical thinking and active learner participation.

Keywords: Teachers' feedback, Students Responses, English speaking skill

ABSTRAK

UMPAN BALIK GURU DALAM KELAS BERBICARA DAN RESPONS SISWA KELAS DUA TERHADAP UMPAN BALIK DI SMP ADVENT BANDAR LAMPUNG

By

JENNIFER ZEVANYA PARDEDE

Penelitian ini mengkaji jenis-jenis umpan balik (feedback) yang digunakan oleh guru dalam kegiatan berbicara bahasa Inggris serta respons siswa terhadap umpan balik tersebut di SMP Advent Bandar Lampung. Dengan menggunakan metode deskriptif kualitatif, data dikumpulkan melalui observasi kelas yang dilaksanakan pada tanggal 28 Oktober hingga 8 Desember 2023. Hasil penelitian menunjukkan bahwa guru menerapkan dua jenis umpan balik utama, yaitu umpan balik langsung dan tidak langsung. Guru sering memberikan koreksi terhadap kesalahan tata bahasa, kosakata, dan pelafalan selama penampilan siswa. Koreksi secara langsung dilakukan pada struktur kalimat dan pelafalan, seperti penggunaan modals dan bunyi vokal. Umpan balik tidak langsung ditunjukkan melalui pertanyaan reflektif dan petunjuk yang mendorong siswa untuk melakukan koreksi mandiri, di mana guru membimbing siswa untuk merefleksikan pilihan kata dan penggunaannya. Siswa merespons kedua jenis umpan balik tersebut secara positif. Mereka menunjukkan peningkatan keterlibatan, kesadaran terhadap kesalahan, dan rasa percaya diri dalam berbicara. Studi ini menyimpulkan bahwa kombinasi umpan balik langsung dan tidak langsung tidak hanya mendukung pengembangan keterampilan berbicara, tetapi juga mendorong berpikir kritis dan partisipasi aktif siswa.

Kata kunci: Umpan balik guru, Respons siswa, Keterampilan berbicara bahasa Inggris

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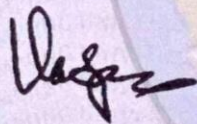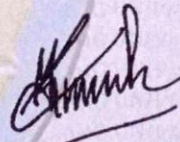
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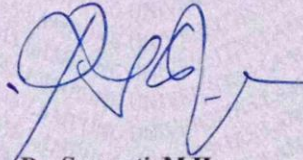
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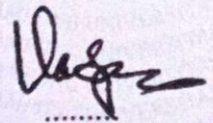
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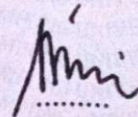**Dr. Sumarti, M.Hum.**
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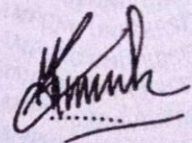1. Examination Committee

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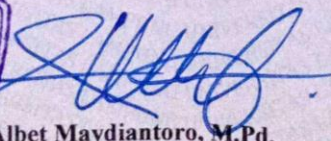
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iv

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Judul Skripsi   : The Teacher's Feedback in Speaking Class and The Responses to The Feedback by The Second Year Students at SMP Advent Bandar Lampung

Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 22 Mei 2025

Yang membuat pernyataan

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v

v

CURRICULUM VITAE

Jennifer Zevanya Pardede was born on January 8, 2003, in Jakarta. She is the eldest of four siblings. Her father, Oliver Pardede, works as an online motorcycle taxi driver, while her mother, Nani Rohani, is a housewife. She has one younger brother, Christian Pardede, and two younger siblings, Tracy Olivia Pardede and Gabriel Pardede. Currently, she resides with her family in East Jakarta.

She began her formal education at TK Pertiwi. In 2009, she enrolled at SDN 012 Petang Jakarta Timur. Following a family relocation, she continued her elementary education at SD Advent Martoba in 2012 and later at SD Dharma Putra Advent Jakasampurna, where she completed her studies in 2015. From 2015 to 2018, she attended SMPN 135 Jakarta, where she participated in handball as an extracurricular activity.

Her senior high school education was completed at SMAN 100 Jakarta, majoring in Science, from 2018 to 2021. During this time, she was an active member of the PMR (Palang Merah Remaja/PMR). In 2021, she was accepted into the English Education Study Program at the University of Lampung.

Throughout her university years, she was actively involved in student organizations. She served as the president of IMAL (Ikatan Mahasiswa Advent Lampung) and contributed to the media center division of SEEDS (Society of English Education Department Students). Additionally, she was involved in PCM WIUM (Public Campus Ministry).

In the period of January to February 2024, she took part in the university's Community Service Program (KKN) in Bumi Daya Village, Palas. During the same period, she also completed her Teaching Practicum (PLP) at SMPN 2 Palas, teaching English to seventh and eighth grade students.

To fulfill the requirements for her undergraduate degree, she conducted a research study entitled "The Teacher's Feedback in Speaking Class and the Responses to the Feedback by the Second-Year Students at SMP Advent Bandar Lampung."

MOTTO

"Sekalipun Ia membunuh aku, namun aku akan berharap kepada-Nya."
– Ayub 13:15, TB –

"Sebab Aku ini mengetahui rancangan-rancangan apa yang ada pada-Ku mengenai kamu, demikianlah firman TUHAN, yaitu rancangan damai sejahtera dan bukan rancangan kecelakaan, untuk memberikan kepadamu hari depan yang penuh harapan."
– Yeremia 29:11 (TB) –

"Hardships often prepare ordinary people for an extraordinary destiny."
– C.S. Lewis –

DEDICATION

In the name of God Almighty, the writer sincerely dedicates this thesis to her beloved parents, Oliver Pardede and Nani Rohani, her dearest siblings, Christian, Tracy Olivia, and Gabriel also to her partner, Hizkia Fresly, who ensured that she completed this thesis on time, who have always provided endless support and Prayers. Furthermore, this thesis is dedicated to all teachers and lecturers who have guided her throughout her academic journey, her closest friends who never stopped encouraging her, the students and educators who continue striving to improve education in Indonesia, and her beloved alma mater – the University of Lampung, especially the lecturers of the English Education Study Program.

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TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter provides an in-depth description of the research's contents, including research background, research questions, research objectives, research advantages, research scope, and essential term definitions.

1.1 Research Background

The four fundamental language skills are listening, speaking, reading, and writing. To achieve fluency in a target language (TL), whether in speaking or writing, foreign language learners need to develop strong proficiency in these core areas. However, foreign language learners must remember that unless they speak the TL, they will never accomplish the level of fluency they want. The English language holds a pivotal position as a global lingua franca, and Skill in English has become indispensable in various spheres of life. Communicating effectively in English is a valuable skill and a key to accessing various educational and professional opportunities. Hence, the cultivation of proficient English speaking skills is crucial, particularly for students during their junior high school years.

Teacher feedback is pivotal in language education, particularly in the context of English as a Foreign Language (EFL). Effective Feedback can significantly enhance students' speaking skills, fostering their linguistic abilities, confidence, and engagement in using the language. This study focuses on the impact of teacher feedback on improving English speaking skills among secondary school students at SMP Advent Bandar Lampung.

Teacher feedback is a critical tool in the educational process, guiding students toward better understanding and mastery of the language. Teacher feedback is a cornerstone of effective language teaching, providing students with the guidance necessary to enhance their speaking skills. Feedback serves multiple purposes, from correcting errors to motivating students and fostering their confidence. Recent

studies have shed light on the effectiveness of various feedback strategies in educational settings. For example, Reinoso (2023) highlights that direct Feedback offers immediate clarification and reinforces correct usage, particularly in addressing grammatical and pronunciation issues. However, the overuse of direct Feedback may lead to dependency on teachers, potentially stifling students' critical thinking and self-reliance.

In contrast, indirect Feedback, as discussed by Reinoso (2023), encourages students to reflect on their performance and independently identify errors, fostering long-term learning. While this approach promotes autonomy, it may pose challenges for students with lower skill levels who struggle to identify or correct their mistakes. Additionally, formative Feedback, which provides continuous and personalized guidance, has been recognized as instrumental in motivating students and supporting skill improvement. Cohen-Sayag (2016) notes that formative Feedback, by emphasizing growth and highlighting areas for improvement, helps sustain student engagement and progress. However, its generality may leave some students uncertain about specific actionable steps.

Observations in this study reveal how these feedback strategies are applied in a junior high school setting to enhance English-speaking Skills. Teachers utilize direct Feedback for immediate error correction, indirect Feedback to promote critical thinking, and formative Feedback to provide constructive, motivational input. For instance, formative Feedback was the most frequently used in the observed classes, emphasizing the teacher's role in fostering ongoing development while balancing immediate corrections through direct Feedback and fostering independence via indirect Feedback. Despite the benefits, implementing these strategies presents challenges. Students may feel overwhelmed by indirect Feedback or may lack motivation when Feedback is too general. This research explores the nuanced application of feedback strategies in junior high school classrooms, focusing on what types of Feedback teachers employ in speaking activities. By addressing the role of teachers' Feedback in shaping learners'

outcomes, this study contributes to the discourse on effective practices in EFL education.

1.2 Research Question

Based on the background above, the researcher determined the research question as below:

1. What sorts/types of feedback does the teacher employ in speaking activities at SMP Advent Bandar Lampung?
2. What were the students' responses to the teacher's Feedback?

1.3 Research Objectives?

Concerning the formulated research question, the objective of the research is formulated as follows:

1. To identify the types of feedback employed by the SMP Advent Bandar Lampung teacher.
2. To analyze the student's responses to the teacher's Feedback in SMP Advent Bandar Lampung.

1.4 Benefits of The Research

In relation to the objectives of the research, the findings of the study may be useful both theoretically and practically:

1. Theoretically

   The results of this research may support previous theories and contribute helpful information for future research regarding the impact of teacher feedback on improving speaking skills.

2. Practically

   The results of this research can hopefully be used as a reference for teachers and/or students who want to improve their speaking skills through teacher feedback.

1.5 Scope of The Research

This research was conducted at SMP Advent Bandar Lampung, focusing on the role of teacher feedback in enhancing 8th-grade students' speaking skills. The study investigates how specific feedback strategies—such as direct, indirect, and formative Feedback—contribute to improving students' fluency and accuracy in English speaking, as observed in fundamental classroom interactions.

1.6 Definition of Key Terms

In this research, some terms commonly appear in each chapter. To avoid misunderstandings, the researcher provides the definition of those terms below:

1. Teachers Feedback: The information and responses provided by teachers to students regarding their performance and understanding of course materials. This can include comments on spoken work, corrections of errors, and suggestions for improvement.

2. English Speaking Skill: English speaking skill is the ability of an individual to effectively communicate in spoken English. It encompasses various aspects of language use, including pronunciation, fluency, grammar, vocabulary, and the ability to understand and be understood in conversations.

CHAPTER II

LITERATURE REVIEW

Related to the various things that have been explained in the previous chapter, this chapter outlines some theories from several previous studies regarding the use of X to support the study.

2.1 Previous Study

The relationship between teachers' feedback and student's skill in English speaking is multifaceted. Vattøy (2019) highlights that students perceive feedback as more useful when it is mediated by factors such as self-efficacy, goal orientation, and self-regulation. Specifically, the perceived external goal orientation, self-regulation, and self-efficacy positively influence how students perceive the feedback from their teachers. This indicates that understanding and enhancing these factors can lead to more effective feedback practices, ultimately improving student's skill in English speaking.

Teachers' feedback plays a significant role in shaping student's perceptions, motivation, and engagement in learning English. Effective feedback practices help students understand their learning goals, feel supported in their learning process, and build their confidence in their abilities to succeed in English language tasks (Li, 2017). This can lead to improved English speaking skill as students become more motivated and engaged in their learning. Feedback from teachers should be constructive, clear and actionable to maximize its impact on student learning and motivation (Tunstall, 1996). The teacher should also customize the type of feedback that teacher will use to each of their students to avoid undesirable

2.2 Teachers Feedback

Feedback can be understood as information given by various sources—such as a teacher, peer, book, parent, the learner, or personal experiences—about certain aspects of a person's performance or understanding. For instance, a teacher or parent might offer corrections; a peer might suggest a different approach, a book might help explain a concept more clearly, a teacher could encourage, or a learner might check their answer for accuracy. In this sense, feedback is the result or outcome of one's performance Hattie & Timperley (2007).

Effective feedback includes both oral and written feedback from their mentors, aimed at encouraging dialogue between students and mentors, as well as promoting student's thinking and reflection skills.

The four characteristics of continuous feedback outlined by Askew & Lodge (2000) are as follows: (i) Engaging students in a dialogue concerning learning that enhances their awareness of performance quality; (ii) Facilitating a feedback process that stimulates students to develop the ability to monitor and evaluate their learning; (iii) Increasing student's capacity for lifelong learning by supporting the development of skills in goal setting and learning planning; and (iv) Designing assessment tasks to encourage ongoing student involvement, where feedback from various sources is generated, processed, and utilized to enhance performance across different stages of assignments. To effectively apply meaningful feedback, teachers should observe these principles. When students make errors, it is essential for teachers to intervene rather than delaying, thereby enabling immediate correction promptly.Feedback in assessing learning outcomes can be differentiated into four levels (Roper, 1977). At the first level, feedback consists of a simple indication of correctness or incorrectness. Moving to the second level, feedback includes the correctness indication along with the correct answer provided if the student's response is incorrect. The third level of feedback extends to correctness indication, provision of the correct answer, and an explanatory note. Finally, at the fourth level of feedback, in addition to correctness indication, the correct answer, and an explanation, further teaching or additional concepts are introduced to strengthen comprehension.

Some experts suggest that teacher feedback serves multiple functions, depending on the concept and context. Which are as follows : (i) Motivation: Feedback serves as a motivational tool for students. When students are aware of their strengths and weaknesses, they are driven to improve and perform better (Harsono, 1988)n other words, the description of the ability that a student has will become a driving force if the teacher is able to convey it appropriately through providing stimulus so that students are more diligent in practising. (ii) Feedback reinforces good behaviours or correct responses and discourages mistakes, helping students to repeat positive actions (Apruebo, 2005) (Reinforcement). (iii) Improvement Strategy, For students who make mistakes, feedback can assist them in refining their learning strategies for better outcomes in the future. (Smith, 2023). (iv) Feedback motivates students to find the right solutions to past errors by following the teacher's instructions. As a result, students become more enthusiastic about improving their performance in upcoming speaking tests. Several studies have explored the various types of teacher feedback and their impact on student learning.

2.2.1 Types of Feedback

Feedback plays a vital role in the development of English speaking skills, particularly in guiding learners to recognize and correct their spoken language errors. Through effective feedback, teachers can help students become more aware of their language use, refine their speaking performance, and gradually develop greater fluency and accuracy. Among the different forms of feedback, corrective feedback is considered one of the most essential, as it directly targets spoken language errors and supports learners in improving their oral communication. Corrective feedback can be categorized into two main types: direct feedback and indirect feedback (Hyland & Hyland, 2006; Ellis, 2009).

1. Direct Feedback

   Direct feedback involves the teacher explicitly correcting students' spoken errors by providing the correct form immediately. This type of feedback is particularly useful when learners require clear and immediate guidance to notice and internalize the correct use of language. In speaking contexts, this

might occur when a teacher reformulates a student's incorrect sentence or pronunciation on the spot to model the correct version.

2. Indirect Feedback

    Indirect feedback refers to a teacher indicating that an error has occurred without directly stating the correct form. In speaking activities, this could involve prompting the student with a facial expression, a pause, or a question that signals something was incorrect, encouraging the student to self-correct. This method fosters learner autonomy and helps students become more actively engaged in the speaking process (Hyland & Hyland, 2006).

2.3 Students Responses to the Teachers Feedback

Aligned with socio-constructivist perspectives that regard feedback as a social practice shaped by both individual and contextual factors, Price et al. (2011) introduced a model outlining the stages of student engagement with teacher feedback that lead to a considered response. These stages include: receiving teacher feedback, initial attention, cognitive processing, and either an immediate or delayed response. Price et al. observed that the failure to collect or access feedback is common at the first stage, despite it being the most visible indication of a student's intent to engage. At the second stage, while most students tend to read or listen to feedback at least once, some choose to disregard it entirely. The third stage—cognitive engagement—is viewed as the most critical, as it involves students processing and internalizing feedback in relation to their learning goals. However, this level of engagement was found to be relatively rare. In the final stage, students' likelihood of acting on feedback is influenced by a combination of intrinsic and extrinsic motivational factors. Importantly, the model suggests that while each stage may vary in significance, each has the potential to foster or hinder engagement in subsequent stages.

Although Price et al.'s (2011) model significantly contributes to understanding how students respond to teacher feedback, integrating a self-regulated learning (SRL) perspective offers a more comprehensive explanation of student feedback behavior.

Various SRL frameworks illustrate how students actively generate and utilize feedback in their daily academic routines (e.g., Butler & Winne, 1995; Nicol & Macfarlane-Dick, 2006). As students complete academic tasks, they continuously monitor and regulate their own performance, both in terms of outcomes and strategies used. In doing so, they produce internal feedback that informs and guides subsequent cognitive engagement. Moreover, students also construct personal interpretations of external feedback received from sources such as teachers and peers. This external feedback may reinforce, expand, or challenge their understanding of the task and learning path. SRL models thus highlight the integral role of students as active participants in the feedback process, closely tied to their self-regulatory learning behaviors.

Nonetheless, a limitation of the aforementioned theoretical models is their lack of emphasis on motivational factors that influence why students choose to respond to or seek feedback. Dweck (1999) argues that students possess distinct motivational frameworks that shape both their reactions to external feedback and their engagement in self-regulated learning. Particularly relevant to the current study is the Expectancy-Value Theory (EVT), widely recognized as a key theoretical approach for explaining individual behavioral choices in relation to specific domains or tasks (Wigfield & Eccles, 2000). From the EVT perspective, students' subjective values—such as intrinsic interest and perceived usefulness—directly influence their educational decisions and actions (Pintrich, 2004). Building on this framework, the present study defines student motivation toward feedback as a function of their interest in and perceived value of classroom feedback practices.

2.4 English Speaking Skill

In today's global environment, communication is critical for success in all disciplines (RAO, 2019) Especially in a globalized world where English is the primary language for worldwide communication, business, and education. The purpose of this literature study is to investigate the primary variables and elements that influence an individual's English speaking Skill. Speaking is one of the linguistic skills that foreign language learners must develop. Speaking performance is made up of numerous components. According to (Harris, 1969), English speaking skill consists of five components, which are:

1. **Pronunciation**: Pronunciation refers to the clarity and understandability of the speech sounds generated by speakers. To define how pronunciation works, a phonetic symbol is commonly used as a graphic depiction of how words are pronounced. The subskills of pronunciation include word and phrase stress, intonation, rhythm, and the usage of a language's individual sounds. Finally, pronunciation refers to how well pupils pronounce English words that correspond to the phonetic transcription.

2. **Grammar**: Grammar is the ability to construct correct and precise sentences in accordance with established rules. According to (Batstone, 1994) grammar is the system used to organize words in a language to convey meaning effectively. It encompasses not only rules and structures but also the practical use of language in real communication contexts. In speaking skills, the grammar component serves as a tool to ensure consistency in applying rules across various subjects, thereby minimizing misunderstandings. In conclusion, the grammar aspect focuses on how proficiently students use grammar in their utterances to ensure clarity and comprehensibility.

3. **Vocabulary:** The vocabulary aspect of speaking skills encompasses the entire set of words that constitute a language and the ability to choose appropriate diction to convey ideas, feelings, or opinions. This aspect should include understanding the meanings of vocabulary and their functions within a given context. In summary, the vocabulary aspect pertains to the suitability of word usage within the context.

4. **Fluency**: Fluency refers to the ability to communicate ideas clearly, accurately, and smoothly, with minimal interruptions, pauses, or errors. According to Weir (1993:42), fluency is a crucial element of verbal communication, indicating the capability to perform tasks or engage in interactions seamlessly and effectively, whether in routine or spontaneous contexts. In conclusion, fluency pertains to how smoothly students can speak.

5. **Comprehension**: Comprehension is the ability to understand and process information provided in communication activities is known as comprehension. Comprehension, according to (Kintsch, 2005), It refers to the cognitive processes that allow individuals to grasp the meaning of spoken words, phrases, and sentences in various contexts, both familiar and new. Comprehension is essential for effective communication as it enables the listener to process spoken information, infer meanings, and respond appropriately.

2.4.1 The Use of Teachers Feedback in English Speaking Skill

Teacher feedback plays a crucial role in the teaching and learning process, particularly in speaking classes. It significantly impacts student's performance and motivation, providing essential information that helps them understand their strengths and identify areas for improvement. Feedback facilitates language learning while also promoting critical thinking, active learning, and creativity. Immediate and specific feedback is considered the most effective, as it addresses student's errors promptly, ensuring they are not overlooked. It is imperative that feedback is conveyed in a constructive and positive manner to inspire rather than demoralize students. According to (Umarella, 2023), students often feel anxious or fearful upon initially receiving feedback, but with time, they typically recognize its value for their improvement. Preferences for the timing of feedback vary among students, with some favoring immediate feedback during the learning process and others preferring it post-performance to allow for reflection and comprehensive evaluation. Ultimately, the effectiveness of feedback largely hinges on how it is received and acted upon by students. Feedback delivered in a supportive and friendly manner fosters a comfortable learning environment, making students more receptive to criticism and suggestions, thereby enhancing their classroom engagement and overall speaking performance. Teacher-provided feedback offers highly valuable insights into student's performance and serves as an evaluative tool. (Chu, 2011) posits that corrective feedback can yield positive outcomes for speaking accuracy. Improperly delivered feedback can have detrimental effects on students, such as diminishing their enthusiasm. Ensuring that feedback is delivered appropriately is thus crucial.

2.5 Advantages and Disadvantages of Teachers Feedback in English Speaking Skill

Teaching English speaking skills through Teachers Feedback offers several advantages and disadvantages:

2.5.1 Advantages

Teaching English speaking skills through Teachers Feedback offers several advantages:

1. Improved Language Accuracy: Teacher feedback helps students identify and correct errors in grammar, pronunciation, and vocabulary usage. This purposeful correction results in more accurate language use over time.

2. Increased Self-Confidence: Constructive and positive feedback from teachers increases student's confidence in their speaking ability. Recognition of their progress and encouragement helps students feel more comfortable and less anxious when speaking in English.

3. Personalized Learning: Feedback from teachers can be customized to address the specific needs and areas for improvement for each student. This personalized approach ensures that the feedback is relevant and effective.

4. Development of Critical Thinking Skills: Feedback often includes questions and suggestions that encourage students to think critically about their language use and communication strategies. This reflective process encourages deeper understanding and self-assessment.

5. Promotion of Active Learning: Receiving and applying feedback requires students to be actively involved in their learning process. They have to listen, reflect and apply the suggestions given by their teachers.

6. Transferable Skills: Through teacher feedback, students develop not only speaking skills but also other language skills such as listening, reading, and writing. They also acquire transferable skills such as presentation, and problem-solving skills that can be applied in various academic and professional environments.

7. Improved Communication Skills: Through feedback, students learn not only the technical aspects of language but also effective communication strategies such as tone, clarity, and appropriateness.

Overall, improving English speaking skills through teacher feedback has benefits that are also very important in life.

2.5.2 Disadvantages

There is limited research on the disadvantages of Improving English speaking skill through Teachers Feedback. However, some potential challenges and disadvantages can be identified based on the existing literature:

1. **Anxiety and Stress:** Receiving feedback, especially in front of peers, can cause anxiety and stress for some students. This anxiety may inhibit their willingness to participate in speaking activities and negatively impact their overall learning experience.

2. **Inconsistency in Feedback:** The quality and consistency of feedback can vary depending on the teacher's experience, teaching style, and available time. Inconsistent feedback can confuse students and lead to uneven progress in their speaking skills.

3. **Time Constraints:** Providing detailed and individualized feedback to each student can be time-consuming. In large classes, it may be challenging for teachers to give adequate feedback to all students, potentially leading to some students receiving less attention.

4. **Misinterpretation of Feedback:** Students may misinterpret feedback, especially if it is not clear or specific. Misunderstandings can lead to confusion about what needs to be improved and how to make those improvements effectively.

It is important to note that these potential disadvantages can be mitigated through proper planning, training, and support from educators and institutions. Additionally, further research is needed to explore and address these challenges to optimize the benefits of Teachers feedback in English speaking skill.

CHAPTER III

METHODS

This chapter outlines the research methodology, encompassing the research design, population and sample, data collection techniques, research procedures, instruments, instrument credibility, and data analysis. The research methodology is crucial for the entire research process, ensuring the reliability and validity of the results obtained.

3.1 Research Design

This study aims to examine the impact of teacher feedback on students' speaking skills. To achieve this objective, the researcher employed a qualitative research design, incorporating total participant observation and interviews (Setiyadi, 2018). Observations were conducted by the researcher through video recordings and immediate written observation notes. The researcher recorded English language learning activities in the classroom for observational purposes, and the data will be presented descriptively to address the research questions.

3.2 Population and Sample

3.2.1 Population

A population encompasses the entire group of subjects being studied. It includes all individuals possessing specific characteristics and qualities as defined by the researchers, from which conclusions are derived. In this research, an equal 33 students of 8th grade of SMP Advent Bandar Lampung in the academic year of 2024/2025.

3.2.2 Sample

A sample is a subset of the population that reflects the characteristics of the entire group. In research, it is crucial to identify a sample as the participants and purposive sampling is employed as the technique for selecting these participants. Therefore, the class will be chosen by random sampling. There were approximately 33 students in the class, and the chosen class represented the population of the school as the sample for this research.

3.3 Data Collecting Technique

To obtain the necessary data for this study, the researcher employed classroom observation as an initial data collection technique. Observation is defined as a systematic method of collecting data by watching and recording behaviors, events, or situations as they occur in their natural setting (Setiyadi, 2018).

In this study, the observation focused on identifying the types of feedback used by the teacher during English speaking activities and the students' responses to the feedback provided. The researcher acted as a non-participant observer, meaning that while the researcher was present in the classroom and involved in the learning environment, they did not actively participate in the teaching or feedback-giving process.

A total of 33 students from Grade 8 participated in this study. Observations were conducted over the course of three classroom sessions. During these sessions, the researcher observed how the teacher delivered feedback, categorized the types of feedback (e.g., direct, or indirect), and documented how students responded, both verbally and non-verbally.

The primary aim of the observation was to gather contextual and behavioral data that would help assess the effectiveness of the feedback strategies used, as well as students' affective and cognitive reactions. These findings will later support the analysis and interpretation of the research results.

3.4 Instrument of the research

The researcher used classroom observation as the main instrument to collect data. Observation was conducted to identify the types of feedback given by the teacher and the students' responses during English speaking activities. To ensure data validity, the researcher included observation sheets and classroom transcripts as supporting evidence.

3.4.1   Observation Sheet

According to Almi, R. S. (2019) this will be used to record the types of feedback provided by the teacher during classroom activities. The observation sheet should be structured to capture: Types of feedback (corrective, motivational, praise); Delivery method (verbal, written); Timing of feedback (immediate or delayed); Student reactions to feedback (positive, neutral, negative).

Table 3. 1 Observatin Sheet

Category	Details
Types of feedback	Direct , Indirect
Delivery method	verbal, written
Timing of feedback	immediate or delayed
Student reactions to feedback	positive, neutral, negative; e
Notes on Specific Student Reaction	(Detailed notes about how the student responded to the feedback)

3.5 Data Analysis

To analyze the data collected from the research instruments (observation sheet) Creswell, J. W. (2014), a thematic analysis approach will be used. Thematic analysis involves identifying patterns or themes within qualitative data. Below are the steps that were taken to analyze the data from the provided research instruments. 3.5.1 Data Analysis of observationThe data obtained through classroom observation were analyzed using qualitative descriptive analysis, as described by Creswell (2012). The researcher categorized the types of feedback used by the teacher based on observation sheets and transcripts. Then, the students' responses were interpreted to identify recurring patterns and understand the context in which the feedback occurred. Finally, the findings were described narratively to explain the role of feedback in students' English speaking proficiency. This process involved data reduction, data display, and conclusion drawing as outlined by Miles and Huberman (1994).

3.6 Validity

In qualitative research, validity refers to the accuracy and truthfulness of the data, interpretations, and conclusions drawn from the study. It ensures that the findings genuinely represent the participants' experiences and the social context being investigated. According to Creswell and Poth (2018), researchers can achieve validity through careful data collection, ongoing reflection, and the use of verification strategies during analysis. This study adopts triangulation as the main approach to enhance the validity of its findings.

3.6.1 Triangulation

Triangulation is a method of cross-checking data from multiple sources to ensure that interpretations are consistent and supported by evidence. In this study, triangulation was achieved by combining three instruments: video recordings of classroom observations, field notes, and verbatim transcripts from the videos. These sources allowed the researcher to observe the same events from different perspectives and verify the credibility of the findings.

The video recordings captured real-time interactions between teachers and students, providing authentic examples of how feedback was delivered and received. The field notes, written during each session, documented the classroom atmosphere, student behavior, and the researcher's observations that were not visible on video, such as subtle gestures or tone changes. Meanwhile, the transcripts offered a detailed textual record of the dialogue, which supported thematic analysis and coding. According to Nowell et al. (2017), triangulation contributes to research validity by ensuring that emerging themes are backed by more than one type of data.

By comparing and cross-validating information from these three sources, the researcher was able to draw more accurate and trustworthy conclusions about the types of teacher feedback and students' responses in speaking activit

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will present the conclusions of the study and provide recommendations for university students, prospective researchers, and English language teachers.

5.1 Conclusion

This study aimed to investigate the types of feedback employed by the teacher and the responses demonstrated by students in English speaking activities at the junior secondary level. The findings reveal that the teacher consistently utilized two principal types of feedback: direct and indirect. Each feedback type played a distinct yet complementary role in enhancing students' speaking proficiency.

Direct feedback was found to be effective in providing immediate correction, thereby reinforcing students' understanding of grammar, vocabulary, and pronunciation. Indirect feedback, on the other hand, encouraged student reflection and self-correction, promoting greater autonomy and critical thinking. The strategic combination of these feedback types allowed the teacher to address various learning needs while fostering active student engagement.

The majority of students responded positively to the feedback, demonstrating both cognitive engagement and behavioral adjustment. This suggests that teacher feedback, when delivered clearly and supportively, contributes significantly to improving language awareness, fluency, and communicative confidence. Furthermore, the students' responsiveness indicates a constructive feedback environment that supports both linguistic development and learner motivation.

the teacher's feedback practices in the observed speaking classes effectively facilitated students' oral language development. The study confirms that thoughtful, timely, and varied feedback enhances not only the accuracy of students' speech but also their willingness to participate, reflect, and improve. These findings underscore the importance of pedagogically sound feedback strategies in EFL instruction.

5.2 Suggestion

Based on the findings of the research on the role of teachers' feedback in improving student's English speaking skill, the researcher aims to provide recommendations for readers, particularly English Education students, future researchers, and English language teachers.

1. **Further Researcher**

   This study was limited to three classroom observations and did not include interviews or questionnaires, which could have provided deeper insight into students' perceptions and emotional responses to feedback. Moreover, the focus was solely on speaking skills, excluding other language components such as writing, listening, or reading that may involve different feedback dynamics.Therefore, future researchers are encouraged to involve more varied instruments, explore other language skills, and conduct studies across different educational settings to gain a more comprehensive understanding of teacher feedback in EFL classrooms.

2. **English Teacher**

   Based on the findings of this study, it is recommended to maintain a balanced use of direct and indirect feedback depending on the students' needs and proficiency levels. While direct feedback is essential for immediate error correction and language modeling, indirect feedback should also be used to foster students' independence and reflective learning. Teachers should continue to deliver feedback in a supportive and positive tone to maintain students' motivation and reduce anxiety

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