

**THE INFLUENCE OF NEGATIVE FEEDBACK ON STUDENTS'
MOTIVATION IN SPEAKING ENGLISH**

THESIS

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UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2026 M/1448 H**

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MOTIVATION IN SPEAKING ENGLISH**

THESIS

Has been Approved and Submitted to the Thesis Munaqasyah Defense as
One of The Requirements to Obtain a Bachelor's Degree In the Field of
Education in English Language Teaching

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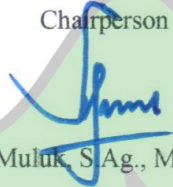
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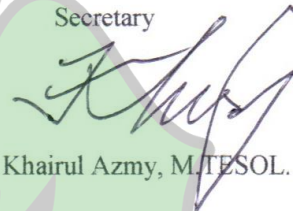
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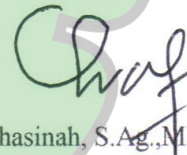
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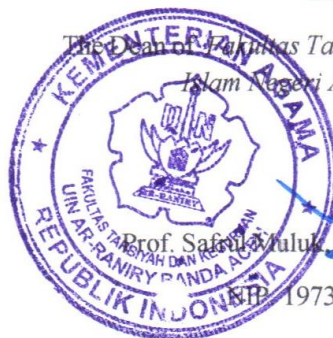
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SURAT PERNYATAAN KEASLIAN
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Influence of Negative Feedback on Students' Motivation in Speaking English

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 09 juli 2026

Saya yang membuat pernyataan



Syifaurrehmah

ACKNOWLEDGEMENT

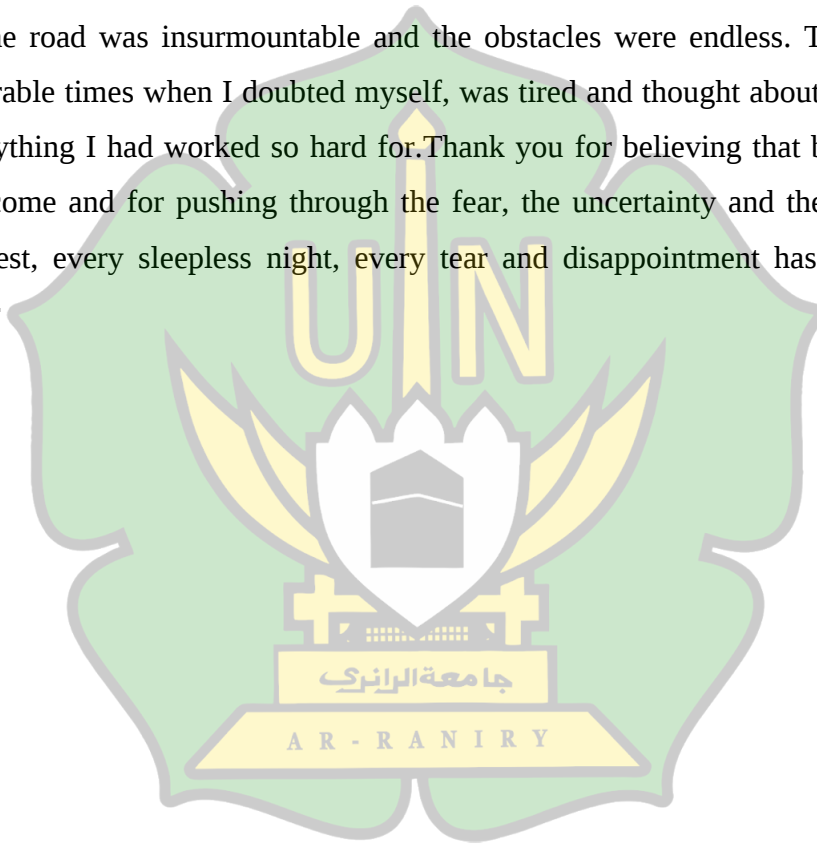
All praise to Allah SWT, the Most Gracious and the Most Merciful, for His countless blessings, guidance, and strength that enabled me to complete this thesis. Peace and blessings be upon our Prophet Muhammad SAW, who has brought us from the jahiliyyah to islamiah, and upon his family and companions who devotedly guided their community until the end of the time.

First, I would like to express my deepest gratitude to Prof. Safrul Muluk, S.Ag., M.A., M.Ed.,Ph.D. as my supervisor and my academic adviser. Thank you for being so patient with me, and also thanks for all the advice, corrections, and support from the beginning until the end. Without your help and mentorship, this thesis would not be this good. I also extend sincere appreciation to all lecturers of the English Language Education Department (PBI), Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh, who have provided knowledge, inspiration, and guidance during the writer's academic journey.

To my beloved Umi and Abu, and to my husband, thank you for your endless prayers, encouragement, patience, and unwavering support throughout this journey. To my beloved Umi and Abu, thank you for being my greatest source of love, strength and comfort. Every prayer you uttered, every sacrifice you made, and every word of encouragement you gave became the reason I kept moving on even during the most difficult times. thank you for always believing in me, especially when I didn't believe in myself. With your hard work, sacrifices and continuous support, I have been able to chase my dreams. Your actions have taught me the value of perseverance, responsibility and dedication. I hope you are proud of this accomplishment because everything that I have accomplished has been built on the foundation you have given us as a family. Your unconditional love has made me who I am today, and I can't say enough how grateful I am to have you as my parents.

To my dearest friend, Ayayu, thank you for making my university life more meaningful and brighter. Thanks for every laugh, every conversation, every moment of encouragement and every memory we made together. Your friendship was a comfort and motivation through stressful deadlines, endless assignments and unforgettable campus experiences. I am grateful to have shared this important chapter of my life with you and I hope our friendship lasts long after graduation.

Finally, I would like to thank myself. Thank you for never giving up, even when the road was insurmountable and the obstacles were endless. There were innumerable times when I doubted myself, was tired and thought about giving up on everything I had worked so hard for. Thank you for believing that better days would come and for pushing through the fear, the uncertainty and the setbacks. Every test, every sleepless night, every tear and disappointment has made me stronger



ABSTRACT

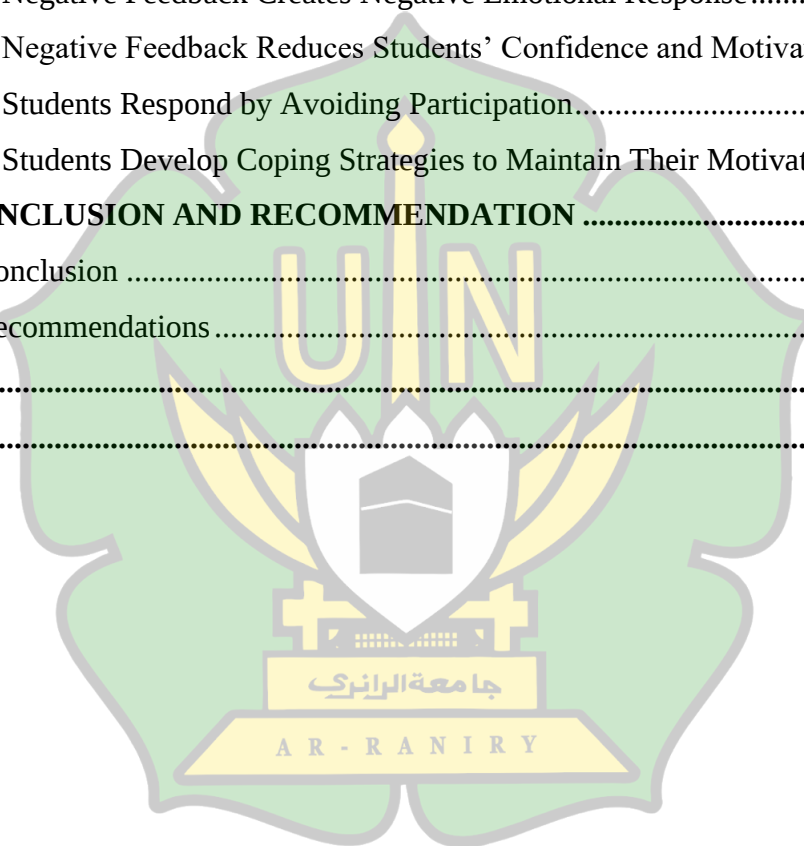
Name : Syifaurrahmah
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Thesis Title : The Influence of Negative Feedback on Students' Motivation in Speaking English
Supervisor : Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
Keywords : Negative Feedback, Speaking Motivation, Speaking Anxiety, English, EFL students

Speaking is one of the important language skills for the students of the English Education Department because they are expected to be able to communicate well in English to become the future English teachers. However, the reality is that many students still have difficulty and fear when speaking English. It is partly because of the negative feedback they have in the speaking activities in the class. If the feedback is not delivered kindly and constructively, it can cause embarrassment, anxiety and loss of self-confidence which will decrease students' motivation to speak in English. The purpose of this research is to find out the influence of negative feedback toward students' motivation in speaking English. This research also investigates how students respond and cope with negative feedback. This research was conducted on the students of semester 8th of English Education Department of UIN Ar-Raniry Banda Aceh by using qualitative descriptive approach. Data were collected through semi-structured interviews from 6 participants selected through purposive sampling technique and were analyzed using thematic analysis. The results show that students are not comfortable speaking in front of the class because of negative feedback that causes negative emotional responses such as embarrassment, nervousness, disappointment and fear. In addition, negative feedback reduces students' confidence and motivation, which results in some students staying silent and missing the opportunity to speak. However, some students exhibited positive coping strategies, such as practicing more often, preparing themselves better, seeking support from friends, and using the feedback as motivation to improve. The study concludes that the mode of feedback delivery is important for students' motivation and confidence in speaking English.

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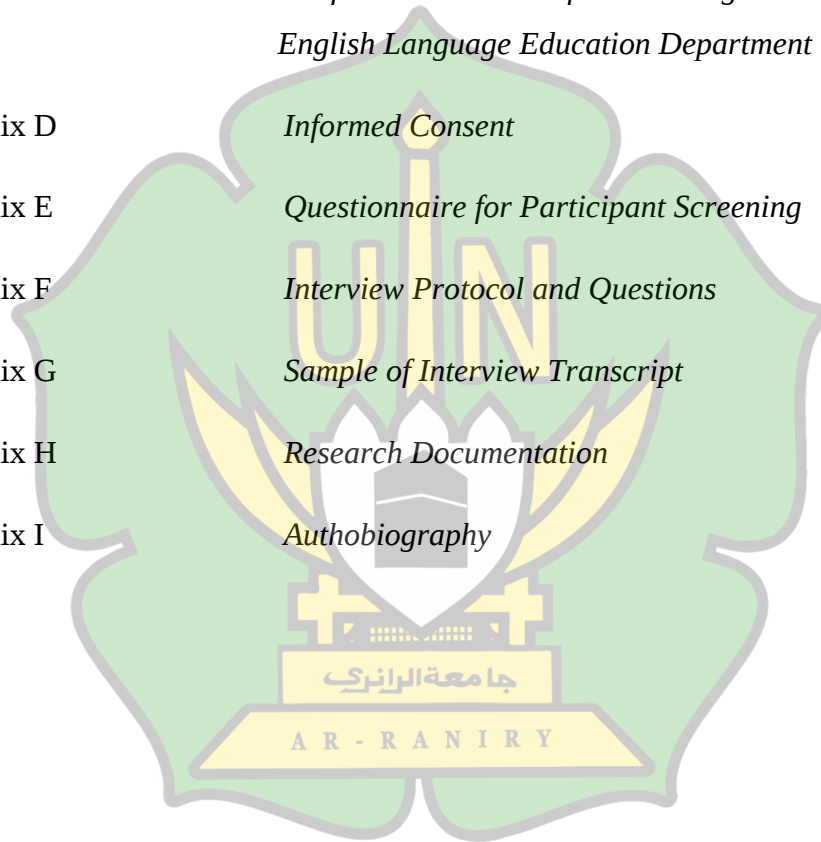
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CHAPTER I

INTRODUCTION

This chapter introduces the background and rationale of the study on the influence of negative feedback on students' motivation in speaking English. It explains the research problem, presents the research questions and objectives, and highlights the significance of the study. In addition, this chapter defines the key terms used throughout the research to provide a clear understanding of the concepts discussed. Overall, this chapter serves as the foundation for the subsequent chapters by outlining the focus and direction of the study.

A. Background of Study

English is one of the most widely used international languages and plays an important role in education, communication, science, and professional development. English proficiency is regarded as a basic skill for higher education students to access academic resources and take part in global communication. Speaking is one of the four basic abilities of the language and the most important means of conveying ideas, opinions and experiences (Brown, 2001). Speaking skill is very important for the students of the English Education Department since they are expected to communicate well in English and acquire the competence as future English instructors. Thus, speaking is not only a language skill but also an important component of students' academic and professional preparedness.

Speaking development is also influenced by the learning environment and the way speaking activities are conducted. Muluk et al. (2025) found that learning activities designed to actively involve students can improve students' speaking abilities and reduce their speaking anxiety. This shows that students need a learning environment that encourages them to participate and practice speaking English. Therefore, classroom interaction and the way lecturers respond to students' speaking performance are important parts of speaking development.

In reality, many English as a Foreign Language (EFL) students still experience difficulties in speaking English despite having learned the language for several years. They are generally reluctant to share their opinions fearing they may make mistakes in grammar or pronunciation, and will be negatively assessed by others. Diana and Maulida (2024) mention that fear of poor evaluation is among the primary variables that lead to students' speaking anxiety in EFL classrooms. Similarly, Alwin (2022) observed that many university students were uncomfortable, lacked confidence and were afraid of making mistakes when participating in speaking activities. These psychological barriers reduce students' willingness to communicate and limit their opportunities to improve their speaking ability.

One explanation for these problems may be the negative feedback students get during speaking activities. Feedback is an essential element of language learning because it enables learners to know their strengths and weaknesses and improve their performance. However, when feedback is given in a negative, discouraging or unsupportive way, it will lead to negative emotional experiences instead of helping growth. Purwandari (2022) mentions that students who receive oral corrective feedback tend to feel embarrassed, disappointed, and lose their self-confidence, particularly if the feedback is provided in public. Therefore, students may be hesitant to take part in speaking activities and lose their motivation to communicate in English.

Motivation is generally considered one of the most essential aspects impacting success in language learning. According to Deci and Ryan (2000), motivated learners are more willing to engage in learning activities, persist when facing challenges, and actively practice their language skills. In contrast, poor experience in the classroom might lead to a decline in students' inner motivation and desire to talk. Fadilah, Hartati and Wulandari (2023) revealed that corrective feedback, speaking anxiety, and motivation are closely associated. This means that students who have negative emotional reactions to feedback likely to be less motivated to speak English. This points to the fact that the way feedback is presented could

have a substantial effect on students' engagement and confidence in speaking tasks.

Some previous studies have discussed oral corrective feedback, speaking anxiety and students' motivation in learning English. Mulyani, Rahmawati and Yusuf (2022) investigated students' perceptions of oral corrective feedback in the speaking classroom and discovered that feedback plays an essential role in improving the speaking performance of students when it is presented effectively. Likewise, Mahara and Hartono (2024) examined students' views of oral corrective feedback and its impact on motivation. The study found that positive feedback promotes students to be more active in speaking activities. However, past research have mostly focused on oral corrective feedback and students' views, and little emphasis has been paid to how negative feedback directly effects students' motivation in speaking English, especially university students in the Indonesian EFL environment.

This topic is especially pertinent for students of the English Education Department of UIN Ar-Raniry Banda Aceh, where speaking competency is an important academic prerequisite and a vital talent for future English teachers. Negative feedback during speaking activities might influence students' confidence and willingness to participate in classroom communication. Therefore, this phenomena should be understood because the motivation is intimately tied to the students' readiness to practise and enhance their speaking skill.

This study is limited to investigate the influence of negative feedback to students' motivation in speaking English at English Education Department at UIN Ar-Raniry Banda Aceh. The research focuses only on students' experience and impression of receiving negative feedback during speaking exercises and does not examine teachers' perception or the effectiveness of different feedback tactics. The purpose of this restriction is to gain a more concentrated knowledge of how negative feedback influences the students' motivation in the EFL speaking classroom.

Therefore, this study intends to find out the impact of negative feedback on students' motivation in speaking English and to find out the students' responses and coping strategies while receiving negative feedback in speaking activities. The findings are expected to contribute to the understanding of the relationship between negative feedback and speaking motivation, enrich the body of knowledge on EFL learning, and offer practical implications for lecturers and students to create a more supportive and motivating speaking environment.

B. Research Question

Based on the background of this study, the researcher formulates the research question as follows:

1. How does negative feedback influence students' motivation in speaking English?
2. How do students respond to and cope with negative feedback during speaking activities?

C. Research Aim

Based on the research questions above, the aims of this study are:

1. Investigate how negative feedback influences students' motivation in speaking English.
2. Explore how students respond to and cope with negative feedback during speaking activities.

D. Significance of Study

This study is expected to provide both theoretical and practical contributions regarding the influence of negative feedback on students' motivation in speaking English.

1. Theoretical Significance

This study is expected to contribute to the existing literature in the field of English Language Teaching (ELT) especially in the relationship between negative feedback and students' motivation in speaking English in theory. The results may help to understand how negative feedback influences psychological factors of the

students such as motivation, confidence and willingness to communicate in EFL speaking classes. In addition, this study can be a reference for the future researchers who are interested in exploring the feedback practices, speaking motivation and learner psychology in the setting of English as a Foreign Language (EFL). This study was mainly about negative feedback and added further insights to the studies of vocal corrective feedback and student motivation.

2. Practical Significance

a. For Student

This study is expected to help students become more aware of how negative feedback can influence their motivation and speaking performance. The results may motivate students to adopt positive coping strategies in receiving feedback and perceive feedback as an opportunity of improvement rather than a source of dismay. Besides, students might be more aware of the importance of maintaining motivation and confidence in order to develop their English-speaking skills.

b. For Lecturers

This study is expected to provide valuable insights for teachers and lecturers regarding the impact of negative feedback on students' motivation in speaking activities. The findings may help educators to reflect on their feedback practices and to give feedback in a more constructive, supportive and encouraging way. Understanding how students react to negative feedback can assist teachers in fostering a more positive classroom atmosphere. In such an environment, students are likely to be more engaged, less nervous when speaking, and more assured in their use of English.

c. For Institution

This study is expected to contribute to the improvement of English language teaching practices at UIN Ar-Raniry Banda Aceh and other higher education institutions. The findings may offer useful information to curriculum developers, department administrators, and educational policy makers to design learning environments that support students' motivation and speaking development. In

addition, the study can inspire institutions to support professional development programs aimed at improving the skills of lecturers in delivering effective and supportive feedback to students.

E. Research Terminology

1. Negative Feedback

Negative feedback refers to comments or corrections that highlight students' mistakes in a way that feels discouraging, hurtful, or embarrassing. According to Altunkaya (2022), negative feedback is feedback that focuses mainly on errors and is delivered in a tone or manner that reduces students' confidence and emotional comfort in the classroom. This type of feedback can include harsh corrections, unfriendly tone, public criticism, or responses that make students feel ashamed.

negative feedback in this study is identified through students' experiences of receiving comments or corrections during English speaking activities that cause feelings such as embarrassment, nervousness, fear, disappointment, discomfort, or loss of confidence. It may also be identified when students report that the feedback makes them less willing to participate, stay silent, avoid speaking, or become afraid of making mistakes.

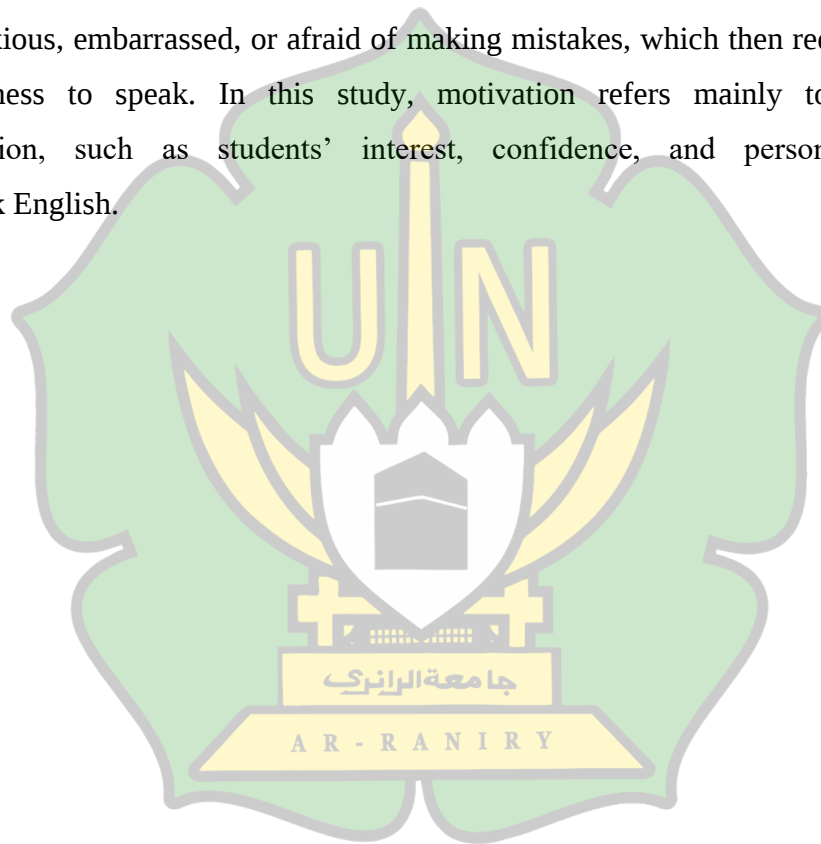
Therefore, negative feedback in this research is understood from the students' perspectives. The focus is not only on what the lecturer or classmate intended to say, but also on how the student experienced and interpreted the feedback during speaking activities.

2. Motivation in Speaking English.

Motivation in speaking English refers to the internal drive that encourages students to speak, participate, and improve their speaking ability. In the context of language learning, motivation plays a crucial role in determining how actively a student engages in learning and practicing a new language.

According to Dörnyei & Ushioda (2021), motivation is an important aspect in the factors that influence the amount of effort learners put into using a foreign language, especially in speaking activities that need confidence and real-time communication. Motivated students are more likely to take risks, practise more, and feel more confident about expressing ideas in English.

However, speaking motivation can decrease when students experience negative emotional events in the classroom. Negative feedback can make students feel anxious, embarrassed, or afraid of making mistakes, which then reduces their willingness to speak. In this study, motivation refers mainly to intrinsic motivation, such as students' interest, confidence, and personal desire to speak English.



CHAPTER II

LITERATURE REVIEW

This chapter reviews the theories and previous research related to speaking skill, feedback in educational contexts, types and causes of feedback, negative feedback, motivation in learning English, the influence of negative feedback on students' motivation in speaking English, and previous studies.

A. Speaking Skill in Language Learning

One of the most crucial abilities in learning a foreign language is speaking, as it helps learners to communicate ideas, thoughts and feelings in real time circumstances. Brown (2001) says that speaking is a productive oral skill that involves students able to make meaningful sounds and well-structured utterance. Also, fast thinking, the right vocabulary, precise grammar, accurate pronunciation and fluency are involved in speaking. All these variables make speaking one of the most difficult abilities to master for EFL learners.

Speaking is usually encouraged in the classroom through activities such as conversations, presentations, debates, dialogues and group works. These beneficial activities provide opportunities for students to communicate ideas and boost confidence (Harmer, 2007). However, many EFL students are reluctant to speak due to fear, fear of making mistakes, fear of being corrected and fear of being judged by peers or lecturers. Students often are afraid to answer even if they know the answer.

The educational environment is also very important to speaking skills. Students are encouraged to practise and take risks when the setting is supportive. But if a situation is critical, harsh, or judgemental, students can be discouraged from speaking altogether. This is even more important for university students in English Education programs who need to develop good speaking skills to prepare for their future profession as English teachers. This could influence their motivation and could impact their progress and confidence in the future.

The classroom environment also plays an important role in students' speaking development. Muluk et al. (2021) explained that lecturers in EFL speaking classes need to create classroom conditions that support students' participation. Their study also found that students' lack of self-confidence and vocabulary were among the challenges in speaking classes. This suggests that lecturers need to provide appropriate classroom activities and support students' confidence so that they are willing to speak. In relation to the present study, the way lecturers respond to students' speaking performance may also influence students' confidence and willingness to participate.

B. Feedback in Educational Contexts

Feedback is an important part of the learning process. It helps students identify their strengths and areas for improvement. Feedback, as defined by Hattie and Timperley (2007), is any information given to students concerning their performance relative to learning goals. In language acquisition, feedback is particularly crucial because in order to achieve accuracy and fluency in speaking, students need to recognise mistakes.

Feedback should also be considered as part of classroom interaction. In EFL speaking classes, lecturers need to consider not only the correction itself but also the students' feelings and confidence. Muluk et al. (2021) reported that classroom management in speaking classes involves creating suitable activities and supporting students' participation and confidence. Therefore, feedback should be provided in a way that helps students understand their mistakes without making them afraid to speak. This is important because students may respond differently depending on how feedback is delivered and how they perceive the lecturer's response.

Recent studies have also emphasized that oral corrective feedback is not only intended to correct learners' errors but also to support the language learning process when it is delivered appropriately. Teachers and students generally consider the provision of oral corrective feedback as an important part of learning

English as a language, as it allows learners to improve their speaking accuracy and language performance (Ha et al., 2021). But effectiveness of feedback depends on many factors such as type of feedback, time of correction and manner in which it is given. Feedback that is sensitive to learners' emotional readiness is more likely to foster participation and language learning than feedback that is given in a harsh or discouraging manner.

Feedback has various forms, such as vocal, written, direct, indirect, explicit, implicit, etc. In speaking classes, feedback is mostly oral and instant. Teachers correct pronunciation, grammar use, vocabulary use or content while or after the student talks. Good feedback helps students to progress.

However, feedback is useful not only if it is accurate, but also how it is provided. Tone, facial expressions and body language have a big impact on how students take feedback (Hyland and Hyland, 2019). A positive, encouraging tone can inspire, whereas a harsh tone might lower confidence and create emotional pain.

There is also feedback in educational settings through connection with peers. Sometimes students have remarks, corrections or reactions to their classmates. If these peer answers are negative, disrespectful, and discouraging, they can cause emotional damage on the victim. So it's crucial to know about feedback and how it impacts learning in building a healthy classroom atmosphere.

C. Types and Causes of Feedback

Feedback is important for students to develop their speaking ability. In language learning, students get feedback in speaking exercises, either from their teachers or from their classmates. comments can assist students to comprehend their faults but the type and manner of comments strongly impact how students feel and how motivated they are to speak. There are usually few types of common feedback in the speaking classroom.

Common Types of Feedback

1. **Positive Feedback:** Positive feedback is used to encourage students by acknowledging their effort or proper performance. For example, when a student speaks properly or uses correct language, the teacher may say “Good job” or “That’s right”. Harmer (2007) states that positive feedback can improve students’ confidence and increase their willingness to participate. It also develops a pleasant classroom environment where students feel safe to express themselves without any fear of being judged.
2. **Constructive Feedback:** Constructive feedback corrects the students’ mistakes but maintains their emotional comfort. This type of feedback usually focuses on giving suggestions rather than pointing out mistakes harshly. For example a teacher could say, 'It's an amazing plan, but let's make the pronunciation of this expression better. Constructive feedback is offered to help students progress without shame or discouragement. When done well, it pushes students to keep learning and growing.
3. **Corrective Feedback:** Corrective feedback explicitly points out verbal faults, including grammar, pronunciation or vocabulary use. Lyster and Ranta (1997) suggest that corrective feedback is crucial for language development as it helps students to detect what needs to be improved. However, the effect depends on the way the feedback is given. If done kindly it’s good for students. But when provided aggressively, it can be negative criticism and damage students’ confidence.
4. **Negative Feedback:** Negative feedback is when you are told you have made a mistake in a way that is harsh, discouraging or embarrassing. This may be unpleasant tone, sarcasm, impatience or laughing at students’ mistakes. According to Altunkaya (2022), negative comments could lead to emotional discomfort for

students as well as feelings of feelings of shame or anxiety. Negative feedback is particularly damaging in speaking classes, as students must perform in front of others. They might not want to talk in the future if they get negative feedback.

In classroom practice, these different types of feedback do not always appear separately. Sometimes lecturers want to give positive input, but seem negative because of their tone or facial expression. Students are sometimes highly sensitive about how feedback is provided, especially in speaking exercises, when they are already feeling nervous. This sensitivity separates speaking lessons from other disciplines. Written feedback allows students time to silently process it. But verbal feedback is instant and public, which can add pressure.

In addition to correcting language errors, teachers need to decide which errors to correct and who should give the feedback. Ha and Nguyen (2021) found that both teachers and students agreed that the oral corrective feedback should be focused on errors that cause communication breakdowns. Furthermore, their research revealed that students appreciated feedback from teachers because they believed teachers to be more reliable sources of language correction. These results suggest that successful corrective feedback should be directed at meaningful communication and should maintain students' confidence and emotional health.

Another key point is that students may not always interpret comments similarly. One student might find something to be beneficial that another student might find to be unacceptable. The emotional reaction of learners to feedback is influenced by their self-confidence, personality and previous experiences in the classroom (Hyland & Hyland, 2019). Confident learners may like clear correction but shy students may be embarrassed even by small statements. This requires that teachers exercise caution and customise their feedback to the requirements and emotional readiness of diverse learners.

Peer feedback also plays a large role in shaping classroom atmosphere. In certain classes, students support each other by helping or encouraging. But

sometimes peers reply with laughter, sarcasm or taunting. Peer response can be more damaging than the teacher's response since students worry so much about how their peers judge them. One time a student says something wrong and gets laughed at and they have long lasting speaking anxiety. This concern is not just about the mistake but also the social shame that comes with it.

The influence of classroom climate also cannot be ignored. When students are respectful and supportive of one another, feedback is softer and easier to process. On the other hand, a class where students are constantly criticising each other is tense and scary. Students in these settings can leave, keep from volunteering, and say as little as possible. It's not that they are unable to perform it, but that they wish to protect themselves from bad reactions." Many of the EFL learners reported that they know the answer but do not want to answer due to the fear of criticism.

Another factor that plays into negative feedback is teacher stress or teaching style. Some teachers think that if they are severe and correct students this will make them better. Other teachers are not aware that their tone sounds harsh. Teachers can be weary, under pressure to meet curriculum requirements, or instruct huge students, and feedback can be more direct than planned. In the classroom this may be regarded as negative feedback even if the teacher did not mean it that way.

Overall, the combination of feedback type, delivery style, classroom atmosphere, and students' emotional readiness all shape how feedback influences speaking behavior. It's important to understand these aspects. Speaking is a skill, it is developed with practice, confidence and emotional safety. feedback especially negative feedback, if not handled well, can lead to anxiety, silence and less motivation. It is therefore important to look at feedback in the context of speaking because it can improve the learning environment and help students' participation in speaking activities in English.

D. Negative Feedback

Negative feedback refers to comments, corrections, or reactions that highlight students' mistakes in ways that makes them feel uncomfortable, discouraged, or embarrassed. Altunkaya (2022) describes negative feedback as any response that reduces learners' emotional comfort because of its language, presentation, or content. Negative feedback often occurs in speaking classes when teachers or classmates are too direct, too harsh, or insensitive to the student's feelings. For example, a teacher corrects the pronunciation with an irritated tone, or a classmate laughs when someone mispronounces a word. This can be very emotionally damaging even when the intention is to provide help, especially in speaking lessons when students have to perform in front of people.

Negative feedback can come in a wide variety of forms. It can be expressed by an unfriendly tone, sarcasm, harsh correction, or comments that make the student feel lower than others. It sometimes appears in indirect ways, for example when a teacher sighs loudly after a student makes a mistake, or when classmates whisper and smile at each other after someone has given a wrong answer. These reactions may seem minor, but they can make students who already feel nervous about speaking feel ashamed. When speaking in a language classroom requires courage, negative feedback can easily snuff out a student's desire to participate. Brown (2001) states that speaking is a high-pressure skill because learners have to think and respond at the same time. The pressure is even greater when students anticipate negative reactions.

Negative feedback influences not only the performance but also the emotions and psychological state of the students. Many EFL learners say they feel anxious, embarrassed or even humiliated after negative comments. Such feelings may last for a long time and may influence their performance in the next speaking task. For example, a student who is strongly corrected in front of the class may never raise his or her hand again, even if he or she knows the answer. Some people might begin to speak very quietly, avoid eye contact, or give only very short answers, to reduce the risk of making a mistake. These behaviors are not signs of low ability,

but signs of fear that comes from bad experiences. Such fear can develop into speech anxiety over time which can have a great impact on language learning.

Recent research has shown that learners' perception of feedback influences strongly their reactions to correction in speaking activities. Students who have positive beliefs toward oral corrective feedback are likely to perceive correction as an opportunity to improve their speaking ability. On the other hand, students who perceive feedback as overly critical or emotionally threatening are more likely to experience anxiety, reduced confidence, and less motivation to engage in classroom communication. Therefore, teachers are encouraged to provide corrective feedback in a way that supports students' emotional needs, meanwhile, helps students improve their language performance.

Another important thing is that negative feedback is not always intentional. Teachers may not realize their tone is harsh, or peers may see teasing as harmless. In fact students are sensitive in different degrees. A confident student might take direct correction easily, whereas a shy or insecure student could be deeply wounded by the same remark. As Hyland & Hyland (2019) state, feedback is not only a matter of the words we use but also the emotional meaning that we communicate through them. This emotional meaning can decide if students feel motivated or demotivated. In many cases the emotion is more memorable than the correction itself.

The effect of negative feedback is more severe when it occurs more than once. When students are exposed to discouraging comments repeatedly, they may develop an internalized belief that they are "bad at speaking English." They may believe that no matter how hard they try, they will still be criticized. This type of thinking lowers self confidence and creates a negative cycle of the student speaking less, practicing less, and therefore improving more slowly. Negative feedback, if not handled properly, can lead to loss of interest in speaking, avoidance of participation and low motivation to continue learning in the long run. This is especially a problem for English Education students, who need to

have good speaking skills for their future careers. Negative feedback that hinders their motivation at the beginning of their academic career could affect their confidence as future teachers.

Classroom climate is also affected by negative feedback. If one student is severely corrected or ridiculed for saying something wrong, then other students are probably afraid too. They may think, "If I speak, the same thing will happen to me," and choose to remain silent. This produces a quiet and nervous class with a few brave students involved. A negative environment like this slows down the learning process for all students, because speaking requires active participation from all students. If students are not secure in their feelings, they will not perform well orally, no matter how well they speak.

Although negative feedback is often associated with negative emotional and motivational effects, it does not always produce negative outcomes. Fong et al. (2019) explained that negative feedback may sometimes have neutral or even positive effects on students' intrinsic motivation. Based on their meta-analysis of 78 studies, they found that the effect of negative feedback depends on how the feedback is presented and how learners respond to it. Negative feedback can be less demotivating when it provides information about how learners can improve their performance.

Negative feedback can also provide useful information about students' weaknesses and the gap between their current performance and their learning goals. Steinbach et al. (2025) explained that negative feedback can be beneficial to learning because it provides information that helps students recognize what they need to improve. Their study showed that students' performance could improve after receiving negative feedback, although some motivational aspects, such as self-concept and intrinsic value, could decrease. This finding indicates that negative feedback may have different effects on students' learning and motivation.

In addition, negative feedback may encourage students to make greater effort when they see the feedback as information that can help them achieve their goals. Steinbach et al. (2025) explained that, depending on individual factors, negative feedback may either increase students' motivation and effort or decrease their motivation. Therefore, negative feedback should not always be understood as something that produces negative outcomes. In some situations, students may use negative feedback to recognize their weaknesses, correct their mistakes, and improve their performance.

Therefore, negative feedback can have both negative and positive effects on students. On the negative side, it may cause embarrassment, anxiety, loss of confidence, and reduced motivation. On the positive side, it may help students become more aware of their weaknesses, encourage them to make greater effort, and improve their performance. The effect depends on how students perceive the feedback and how they respond to it. In this study, this distinction is important because the researcher examines not only the negative emotional and motivational effects of negative feedback but also how students may use their negative feedback as motivation to improve their speaking ability.

In conclusion, negative feedback has an important role in influencing students' speaking behaviour. Feedback is essential to improve but how it is delivered decides whether it supports or hurts the learner. Harsh or discouraging feedback can produce fear, anxiety and avoidance, lowering students' motivation to speak English. Negative feedback can significantly hinder EFL learners, who depend heavily on the opportunities to practice speaking that classroom provides, from making progress. Therefore, it is important to understand the type and effect of negative feedback in order to create a learning environment in which students feel safe, respected and motivated to participate.

E. Motivation in Learning English

Motivation is one of the most important factors in the process of learning a foreign language. It influences students' willingness to learn, how long they can

persist when faced with difficulties and their participation in classroom activities. Motivation in language learning according to Gardner (1985) includes three important elements: the desire to learn the language, positive attitudes towards learning and the effort that students invest to achieve their goals. In simple terms, students who are motivated tend to work harder, practice more and demonstrate more interest in learning English. Even the most intelligent students can fail to make progress if they lack the inner drive to learn because they are not motivated.

There are two main types of motivation: intrinsic and extrinsic. Intrinsic motivation is inside the student. This includes happiness, interest, personal satisfaction or confidence. Students who are intrinsically motivated will often speak English because they really want to get better, because they like to express themselves or because they feel proud when they get better. Extrinsic motivation is driven by external factors like grades, rewards, teacher expectations, or parental pressure. Extrinsic motivation can motivate students to study, but intrinsic motivation is usually stronger and more long lasting especially in speaking activities where students need confidence and interest, not just obligation.

In speaking English, motivation becomes more important. Speaking requires students to perform in front of others, to respond quickly and to control their anxiety. More motivated students are often more willing to take risks, speak up, make mistakes and learn from feedback. They know that failure is part of the learning process and so are not easily discouraged. However, students with low motivation tend to avoid speaking tasks, to participate less in discussions, and to rely on others to answer questions. This lack of involvement affects their speaking development and limits their exposure to English.

Another important aspect of motivation is the emotional factor. Dörnyei & Ushioda (2021) argue that motivation is not only about effort and desire but also about emotional experiences in the classroom. This is when motivation increases when students feel happy, confident and supported. But they lose motivation when they feel embarrassed, anxious, or afraid. Speaking classes often provoke

strong emotional responses as students are required to expose their language ability. They feel vulnerable because of it. They can become more confident if treated kindly. But if they have bad experiences, such as harsh corrections, or negative feedback, their motivation can decline.

Learners' motivation also affects their interpretation and acceptance of corrective feedback. Students with high learning motivation tend to have more positive attitudes towards feedback as they regard correction as a key factor in language improvement. In contrast, learners who are less motivated are more likely to interpret corrective feedback as criticism rather than a constructive guidance. This suggests that motivation and learners' beliefs are important in deciding whether the feedback is positively or negatively related to the students' development in speaking.

Motivation is also affected by the learning environment. A positive learning environment includes supportive teachers, kind classmates and activities that promote communication. In this kind of environment, students feel safe to play with language, ask questions and make mistakes. They also feel accepted and a sense of belonging which increases the intrinsic motivation. Conversely, a negative environment where students are criticised, mocked or laughed at can quickly kill motivation. Students who feel judged may associate speaking English with fear rather than fun. The emotional connection shapes how they behave in the classroom.

In many EFL settings, students are often anxious about negative evaluation. That means they fear judgment from others for their mistakes. One of the biggest obstacles in speaking class is fear of negative evaluation (Diana & Maulida, 2024). Even motivated students may stop talking if they feel embarrassed or insecure. This suggests that motivation is not fixed, but can change depending on the situation. A student who feels good about themselves going into a lesson may lose interest if they receive negative feedback that hurts their feelings.

Motivation is also an important factor in language development in the long term. Students with high motivation are more likely to speak English outside the classroom, to join English clubs, to watch English content, and to use the language in daily life. Such actions help them to learn faster. At the same time, students who are not motivated may not practice, depend only on classroom activities and feel stuck in their learning. The gap in speaking ability between motivated and unmotivated students increases over time.

Motivation is even more critical for students in English Education programs. They are expected to learn English and also to teach it in the future. Their motivation for speaking English in the early stage of their studies might affect their study achievement and their confidence as future English teachers. Good teaching requires good communication. If you are not confident about speaking English, this can be a problem. Therefore it is important to keep them motivated for academic and professional preparation.

Finally, motivation is closely related to the treatment students receive in class. When teachers and other students create a positive and respectful environment, students feel more emboldened to speak up. But if they are treated negatively, such as harsh corrections, rejection or ridicule, their motivation can be destroyed. Therefore, it is necessary to know how negative feedback affects motivation so that students will still have confidence and willingness to speak English.

F. Influence of Negative Feedback on Students' Motivation in Speaking English

Negative feedback can have a strong and direct influence on students' motivation to speak English, especially in language classrooms where speaking requires confidence and emotional readiness. If students are criticized negatively, for example, are corrected harshly, are told sarcastic comments, or are mocked while speaking, they may feel embarrassed, ashamed, or scared. This can immediately kill their motivation to speak. Students' motivation is deeply

affected by their emotional experiences in the classroom, and a single negative moment can have long-lasting effects on how students perceive speaking tasks (Dörnyei & Ushioda, 2021). Because speaking exposes students in front of others, the impact of negative feedback is even more serious than feedback in writing or reading.

One of the big effects of negative feedback is the fear of making mistakes goes up. Many students are already afraid to speak English. This fear increases when they are corrected harshly or laughed at. They start to associate speaking with negative feelings instead of opportunities to learn. They may therefore avoid volunteering to speak, to answer questions, or to keep their answers as brief as possible. It's not the lack of ability, but the fear of being judged that drives this behavior. Diana (2024) found that fear of negative evaluation is one of the reasons behind the silence of many EFL learners in class. Even those students who know the answer might not speak up for fear of being embarrassed.

Negative feedback also damages students' confidence which is a critical element of speaking motivation. Confidence allows students to express ideas, to take risks and to try out new vocabulary or structures. But when students get negative feedback in a way that is humiliating or discouraging, it can lower their confidence. Such an incident may make them begin to doubt themselves, thinking they are "not good at speaking" or "always making mistakes". These negative beliefs reduce their motivation to practice and consequently delay their progress. This lack of confidence often leads students to stay away from speaking at all, leading to what many researchers call a "silent classroom" where only a few confident students run the discussion and the rest remain quiet.

Another outcome of negative feedback is the development of speaking anxiety. Speaking anxiety is a state of nervousness, tension, or fear that occurs when students have to speak English. The anxiety is compounded by negative feedback, and students start to expect criticism beforehand. They may already feel the tension, and fear being harshly reprimanded before they even say a word. This

anxiety affects their performance. They may forget vocabulary, lose fluency or speak with hesitation. Over time, this builds into a cycle of anxiety causing poor performance, and poor performance bringing more negative feedback. This cycle is extremely damaging to motivation.

Negative feedback impacts the individual student, as well as the classroom environment. Other students see what happens when they give one student a harsh correction. They know that speaking in class means a chance of embarrassment, so they choose silence to protect themselves. This creates a classroom environment of tension, fear and unwillingness to speak. An emotionally unsafe classroom reduces the motivation of all students, not just the one who is receiving the feedback. Students can also begin to compete with one another, or compare negatively, which can widen confidence gaps.

Furthermore, negative feedback impacts long-term motivation. A single negative experience can stay in a student's head for months or even years. Some learners say that they withdrew after being teased once during an oral task. Some don't want to take English classes because they're afraid they'll be judged. This long-term emotional impact is dangerous for students in the English Education Department who are expected to master speaking skills for their future profession. If students lose motivation early in their studies, they may have problems speaking throughout their academic life and even in their future career as teachers.

Negative feedback also has an influence on students' attitudes to learning English. When feedback is harshly given, students may develop negative attitudes such as "English is too difficult" or "I am not good in English". Such attitudes often lead students to withdraw from learning activities. Students might stop trying, avoid tasks that require speaking, or rely on rote learning instead of real understanding. This negatively impacts the quality of their learning and blocks them from developing real communicative competence.

Finally, negative feedback affects students' coping behaviors. Some students may shut down or keep quiet while others may try harder to avoid criticism. But

most learners react by avoiding speaking opportunities because they think silence is safer than trying. This damaging practice time decreases this coping behavior because speaking skills are gained through repeated practice. “A student who does not speak will not improve and a student who does not improve becomes even more afraid to speak creating a continuous cycle of low motivation.

Overall, negative feedback has a significant effect on students’ motivation in speaking English as it lowers confidence, increases anxiety, triggers fear of embarrassment and causes avoidance of speaking activities. Speaking needs emotional safety and courage so negative feedback can be a big problem for language development. Understanding this influence is important for creating a supportive learning environment in which students feel encouraged, respected and motivated to speak without fear.

G. Previous Study

Several previous studies have investigated the relationship between feedback, speaking performance, anxiety and students’ motivation in English language learning. The studies provide important information on the role of feedback in EFL classes and form the basis of the present study.

The first previous study was conducted by Mulyani, Rahmawati, and Yusuf (2022) entitled Students’ Perceptions of Oral Corrective Feedback in Speaking Classrooms. The current study aims to explore students’ perceptions of oral corrective feedback in speaking activities. The researchers used a qualitative approach and discovered that most students viewed constructive feedback in a positive light because it enhanced their speaking performance and increased their confidence. However, some participants felt embarrassed when the feedback was given in front of the class. This study is similar to the present study in that both examine feedback in the speaking activity. The previous study, however, focused on students’ perceptions of oral corrective feedback in general, whereas the present study looks specifically at the effect of negative feedback on students’ motivation in speaking English.

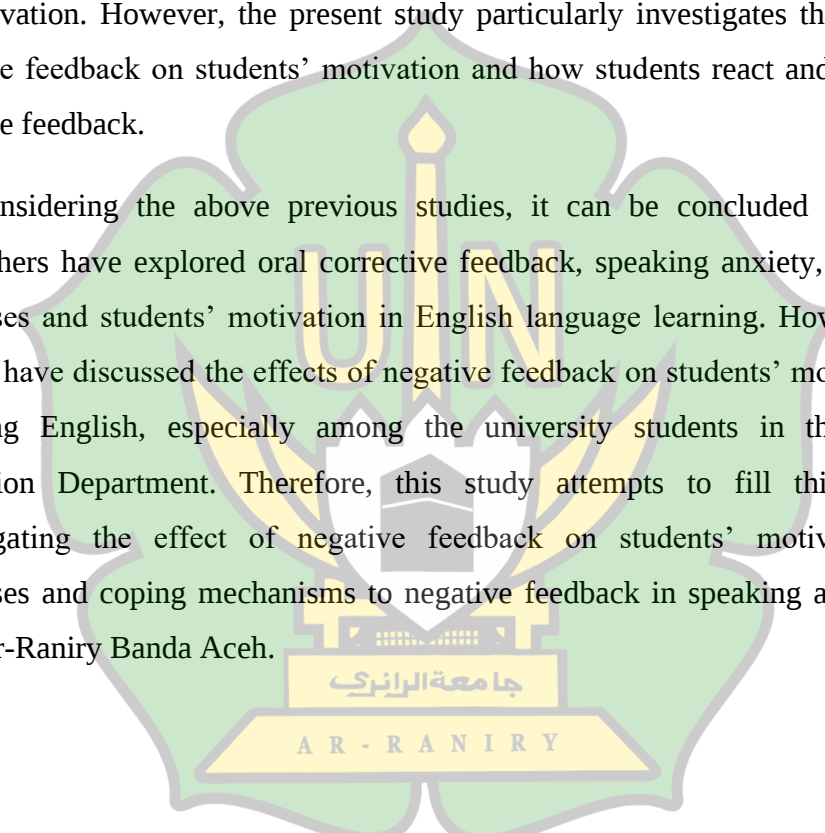
The second study was performed by Mahara and Hartono, titled “Students’ Perceptions of Oral Corrective Feedback and Its Influence on Motivation” (2024). The researchers explored students’ perceptions on oral corrective feedback and its relationship with learning motivation. The results revealed that constructive feedback and supportive comments led to higher student engagement and improved their motivation to develop their speaking skills. This study discusses feedback and motivation but it discusses positive and constructive feedback more than negative feedback. Therefore, the present study extends the discussion by investigating the effect of negative feedback on students’ motivation in speaking English.

The third study was conducted by Purwandari (2022) entitled Students’ Emotional Responses to Oral Corrective Feedback. This study examined students’ emotional reactions to oral corrective feedback in EFL classrooms. Students often reported feeling embarrassed, disappointed, and less confident after receiving feedback, especially if it was delivered in front of the class. These emotional reactions influenced students’ willingness to participate in speaking activities. This study is relevant because it sheds light on the psychological effects of feedback. However, it mainly focuses on emotional reactions while the present study focuses on students’ motivation and reactions to negative feedback.

The fourth study was conducted by Diana and Maulida (2024) entitled Students’ Speaking Anxiety in EFL Classroom. The researchers found that fear of negative evaluation was a significant predictor of speaking anxiety of EFL students. Students who were afraid of making mistakes were likely to avoid speaking activities and had less participation in classroom discussions. This study is related to the present study because both of the studies deal with psychological factors that influence speaking performance. However, the previous study was on speaking anxiety whereas this study examined the effect of negative feedback on students’ motivation to speak English.

The fifth study was conducted by Fadilah, Hartati, and Wulandari (2023) titled *The Relationship between Corrective Feedback, Speaking Anxiety and Motivation among EFL Students*. The researchers used a quantitative approach to find a significant relationship between corrective feedback, speaking anxiety and students' motivation. Results indicated that students with negative emotional reactions to feedback were probably less motivated to speak English. The study looks at corrective feedback in general and correlation with anxiety, but does not look at motivation. However, the present study particularly investigates the effect of negative feedback on students' motivation and how students react and deal with negative feedback.

Considering the above previous studies, it can be concluded that many researchers have explored oral corrective feedback, speaking anxiety, emotional responses and students' motivation in English language learning. However, few studies have discussed the effects of negative feedback on students' motivation in speaking English, especially among the university students in the English Education Department. Therefore, this study attempts to fill this gap by investigating the effect of negative feedback on students' motivation and responses and coping mechanisms to negative feedback in speaking activities at UIN Ar-Raniry Banda Aceh.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research design, population and sample, research instrument, data collection procedure, and data analysis technique used in this study. The purpose of this chapter is to explain how the researcher carried out the study to investigate the influence of negative feedback on students' motivation in speaking English.

A. Research Design

This study employed a qualitative descriptive research design to explore how negative feedback influences students' motivation in speaking English and how students respond to and cope with negative feedback during speaking activities. A qualitative descriptive design was considered appropriate because this study aimed to understand students' experiences, feelings, and perceptions rather than to measure variables or test hypotheses.

According to Creswell and Poth (2018), qualitative research is an approach used to explore and understand the meanings that individuals or groups assign to a social or human problem. It focuses on participants' experiences and allows researchers to gain a deeper understanding of a particular phenomenon from the participants' perspectives.

Similarly, Sandelowski (2000) states that qualitative descriptive research is suitable for studies that seek to provide a straightforward description of participants' experiences in everyday language without extensive interpretation. This design allows researchers to present participants' views clearly and accurately

B. Research Participants

1. Population

The population of this study was all students of the English Education Department of UIN Ar-Raniry Banda Aceh semester 8. The total population is 202 students. This group was considered particularly relevant as Semester 8 students, having reached the final semester of their study, had already completed several speaking courses and had accumulated substantial experience of receiving feedback, both from lecturers and peers, on various speaking activities throughout their academic journey. Their reflections on how feedback influenced their motivation to speak English were considered especially valuable, as speaking competence was not only an academic requirement but also an essential skill for their future careers as English teachers, given that they were preparing to graduate and enter the teaching profession.

The researcher was also a student of English Education Department at UIN Ar-Raniry, but this research was not limited to a particular class or lecturer. The focus was on students' personal experiences and emotional reactions to negative feedback during speaking activities in general, as this phenomenon was considered common across different classes and speaking courses in the department, regardless of who delivered the feedback or in which course it occurred.

2. Sample

This study used purposive sampling to select participants who could provide rich and relevant data about their experiences of negative feedback and its influence on their motivation to speak English. Purposive sampling was suitable for this qualitative research as it allowed the researcher to select participants who had direct experience with the phenomenon being studied (Creswell, 2012).

The study involved six- eight semester students, who were selected based on certain criteria to guarantee they could give useful insights into the research questions. All participants must be active Semester 8 students of the English

Education Department, because they would have adequate exposure to speaking activities and could reflect on their experiences in a comprehensive manner. Participants also had to have taken at least one speaking course as this criterion ensured that they had personally engaged in classroom speaking practices where feedback was commonly given.

In addition, participants needed to have experienced receiving feedback, especially negative feedback, during speaking activities from either lecturers or peers, as this was the central phenomenon under investigation. Finally, participants had to be willing to participate voluntarily and provide honest responses during the interview, ensuring that the data collected genuinely reflected their personal feelings and experiences rather than responses given out of obligation.

A sample size of six participants was considered appropriate for this qualitative study, which aimed to explore students' experiences in depth rather than to generalize statistically. The sample size of less than ten participants is acceptable in qualitative research. In qualitative research, the recurring patterns or themes can also emerge in a small group, and the data can be sufficient for descriptive and thematic analysis (Creswell, 2009). Purposive sampling was used to ensure that all six participants had significant and relevant experience with negative feedback in speaking activities, which was necessary to answer the research questions about how negative feedback affected their motivation and how they responded to and coped with it.

C. Data Collection

Data for the study were collected through semi-structured interviews. The selection of this way was due to the fact that it allowed the participants to describe the personal experiences of negative feedback in speaking classes descriptively and naturally. Semi-structured interviews also provided the researcher with flexibility to ask follow-up questions as required. Creswell (2012) said that

interviews are useful tools to explore the participants' feelings, perceptions and opinions of an issue.

In this research, the interviews were aimed at students' experiences in receiving negative feedback in speaking activities and its effect on their motivation to speak English. The interview questions were open-ended and designed to encourage participants to share their stories freely, such as how they felt, what their reactions were, and whether the negative feedback affected their confidence or willingness to speak.

Interviews were conducted individually, either in person or online (e.g. Zoom or Google Meet), depending on the participant's comfort and availability. Each interview was approximately 10 to 15 minutes long. All interviews were recorded (with the consent of participants) to ensure accuracy of the transcription and to avoid missing any important information shared during the session.

The researcher explained the purpose of the study and sought participants' consent before the interview began. The participants were guaranteed confidentiality and the use of the information obtained was for research purposes only. This process ensures that data were collected ethically and responsibly.

D. Data Analysis

The data collected were analyzed in six phases using thematic analysis (Braun & Clarke, 2006) to determine the pattern of the influence of negative feedback on students' motivation in speaking English and how the students responded and coped with it. Thematic analysis was appropriate for this qualitative study as it provided a systematic approach to describing and interpreting meaningful themes emerging from the data with a high degree of theoretical flexibility. This method allowed the researcher to move beyond surface descriptions to interpret the emotional and motivational meanings underlying participants' experiences of receiving negative feedback in speaking activities.

The first stage of analysis involved transcribing the data and becoming familiar with it. All interview transcripts were transcribed verbatim for accurate

capture of participants' words. The transcripts were left unchanged, so the exact words spoken by the participants would be seen, including their emotional responses and personal stories. This was done to maintain the authenticity of their experiences with negative feedback. Following transcription, the researcher reviewed all transcripts multiple times to acquire an intimate familiarity with the data, taking initial notes on interesting features, patterns, or potential themes that arose across participants' accounts.

In the second stage, a systematic coding of interview data was performed. The researcher read each transcript line by line and identified meaningful segments related to negative feedback and students' motivation in speaking English and gave descriptive codes to these segments. Codes were developed both inductively from the data and deductively from the theoretical frameworks of motivation (Deci and Ryan, 2000) and students' emotional responses to feedback (Purwandari, 2022). Examples of codes were types of negative feedback received, emotional reactions, decreases in confidence, changes in classroom participation and coping strategies. This coding process was carried out manually in order to systematically organize and manage the codes.

The third phase was the search for themes, by collating the codes into potential themes, that is, broader patterns of meaning. The researcher reviewed all of the codes created and reflected on how they may be connected to form larger themes that responded to the research questions of how negative feedback impacted motivation and how students responded to negative feedback. This process involved reading and re-reading the codes and raw data to identify and support themes that were incorporated into the actual experiences and language of participants. Supporting codes and relevant data extracts were recorded for potential themes. The initial thematic map illustrated relationships between each theme and sub-theme.

In the fourth phase, the identified themes were reviewed and refined to ensure that they worked at both the level of individual data extracts and across the whole

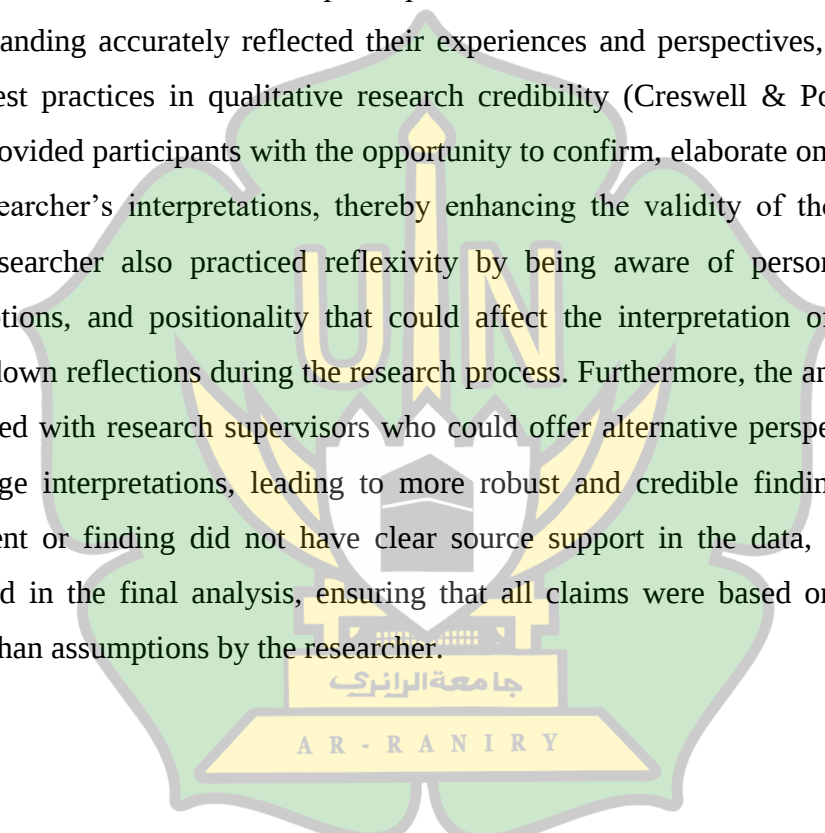
data set. The researcher checked whether the themes were a true reflection of the coded data and whether they provided a coherent and believable story of the data in relation to the research questions. Some themes were merged if they were too similar, split if they contained multiple ideas, or dropped if they did not have enough evidence. This iterative process ensured that the final themes were both distinct and related, with clear boundaries and sufficient data to support them. The researcher also made sure that all relevant data were included within the themes and that the themes answered the research questions comprehensively.

The fifth stage consisted of explicitly naming and defining each theme. The researcher provided a detailed discussion for each theme, what the theme meant, why it was important, and how it related to the research questions and theoretical framework. Representative quotations from participants were used to illustrate each theme and clearly and authentically demonstrate the theme. Analysis went beyond simply stating what participants said to interpreting what their experiences told us about the emotional impact of negative feedback, the decline in speaking motivation, and the coping strategies students developed. The themes were analyzed using the theoretical perspectives of self-determination theory of motivation (Deci & Ryan, 2000) and the perspective on the emotional consequences of oral corrective feedback (Purwandari, 2022). For example, participants' descriptions of feeling embarrassed and losing confidence after receiving feedback in front of the class were analyzed in light of Deci and Ryan's (2000) distinction between intrinsic and extrinsic motivation whereby negative feedback undermined students' inner drive and willingness to communicate in English.

The last stage was the production of the research report in which the themes were presented with sufficient evidence from the data and analyzed in relation to existing literature and theoretical frameworks. The goal of the analysis was to provide a coherent and convincing narrative on how negative feedback impacted students' emotional experiences and their motivation to speak English and what coping strategies helped them to sustain their motivation despite these challenges.

The findings were thus situated within the broader academic conversations around feedback and speaking anxiety (Alwin, 2022; Diana & Maulida, 2024) and research into the connection between corrective feedback, anxiety and motivation (Fadilah, Hartati, & Wulandari, 2023).

During the analysis process several validation strategies were used to ensure trustworthiness and credibility of the findings. Member checking involved sharing interpretations with selected participants to confirm that the researcher's understanding accurately reflected their experiences and perspectives, consistent with best practices in qualitative research credibility (Creswell & Poth, 2018). This provided participants with the opportunity to confirm, elaborate on or dispute the researcher's interpretations, thereby enhancing the validity of the findings. The researcher also practiced reflexivity by being aware of personal biases, assumptions, and positionality that could affect the interpretation of data and wrote down reflections during the research process. Furthermore, the analysis was discussed with research supervisors who could offer alternative perspectives and challenge interpretations, leading to more robust and credible findings. If any statement or finding did not have clear source support in the data, it was not included in the final analysis, ensuring that all claims were based on evidence rather than assumptions by the researcher.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study entitled The Influence of Negative Feedback on Students' Motivation in Speaking English. The findings are based on data collected through semi-structured interviews with six students who have experienced negative feedback during speaking activities. The interview data were analyzed using thematic analysis following the procedures proposed by Braun and Clarke (2006), including familiarizing with the data, generating codes, identifying categories, developing themes, and interpreting the findings.

A. Findings

After transcribing and analyzing the interview data, the researcher identified several codes from participants' responses. These codes were then grouped into categories based on their similarities. The categories later developed into four major themes that answer the research questions of this study.

Table 4.1 Code Grouping into Categories

Codes	Categories
Embarrassment, Nervousness, Fear of Mistakes, Overthinking	Emotional Responses to Negative Feedback
Reduced Confidence, Fear of Speaking, Discouragement	Impact on Motivation
Staying Silent, Avoiding Participation	Behavioral Responses
Self-Improvement, More Practice, Positive Thinking	Coping Strategies
Supportive Feedback, Positive Classroom Environment	Supportive Learning Environment

Based on the coding process, five categories were identified. These categories reflect participants' emotional experiences, motivational changes, behavioral reactions, coping strategies, and expectations regarding classroom support after receiving negative feedback.

The categories were then organized into four themes. Two themes address the first research question regarding the influence of negative feedback on students' motivation in speaking English, while the other two themes address the second research question regarding students' responses and coping strategies toward negative feedback.

1. The Influence of Negative Feedback on Students' Motivation in Speaking English

The analysis of interview data revealed two major themes related to the influence of negative feedback on students' motivation in speaking English:

1. Negative Feedback Creates Negative Emotional Responses
2. Negative Feedback Reduces Students' Confidence and Motivation

Table 4.2 Distribution of Themes Across Participants

Code	P1	P2	P3	P4	P5	P6
Embarrassment	✓	✓	✓	-	✓	✓
Nervousness	✓	-	-	-	-	✓
Fear of Mistakes	✓	✓	✓	-	✓	✓
Overthinking		✓	✓	-	✓	-
Reduced Confidence	✓	✓	✓	✓	✓	✓

As shown in Table 4.2, reduced confidence was reported by all participants. Feelings of embarrassment and fear of making mistakes were also frequently mentioned during the interviews. These findings indicate that negative feedback influences students emotionally and affects their motivation to speak English.

Theme 1: Negative Feedback Creates Negative Emotional Responses

The first theme reveals that negative feedback often creates negative emotional responses among students. Most participants reported feeling embarrassed, nervous, uncomfortable, and afraid of making mistakes after receiving negative feedback during speaking activities. These feelings usually appeared when they were corrected in front of classmates or when the feedback was delivered in a way that made them feel judged.

Participant 1 stated:

“I feel a little shy and nervous.”

This statement shows that negative feedback can make students feel nervous when speaking English. The participant felt less comfortable and became more aware of his mistakes after receiving feedback.

Similarly, Participant 2 explained:

“It made me feel a little embarrassed especially when it happens in front of the whole class.”

This statement indicates that receiving negative feedback publicly can create embarrassment. The participant felt uncomfortable because the correction happened in front of other students. This suggests that public correction may have a stronger emotional impact than private feedback.

Participant 3 shared a similar experience:

“It made me feel a bit embarrassed, like I was doing something wrong in front of others.”

This statement shows that negative feedback can affect students' feelings about themselves. The participant felt self-conscious and worried about how others perceived his speaking performance.

Participant 5 also reported:

“I usually feel embarrassed and uncomfortable.”

This statement suggests that negative feedback may create unpleasant emotions that affect students' classroom experience. Feeling uncomfortable can make students less willing to participate actively in speaking activities.

Likewise, Participant 6 stated:

“At that moment, I felt a bit embarrassed and nervous, especially when it happened in front of many people.”

This statement demonstrates that receiving feedback in front of others may increase feelings of nervousness and anxiety.

Besides embarrassment and nervousness, fear of making mistakes also emerged as a common emotional response. Participant 1 stated:

“I start to worry that I will make mistakes again.”

Similarly, Participant 3 said:

“I feel scared to make mistakes.”

Participant 5 also explained:

“I become more afraid of making mistakes.”

These statements indicate that negative feedback can make students focus more on avoiding mistakes than on expressing their ideas. As a result, students may feel more anxious when speaking English.

Overall, the findings show that negative feedback frequently creates negative emotional responses among students. Feelings of embarrassment, nervousness, discomfort, and fear of making mistakes were commonly experienced by participants after receiving negative feedback during speaking activities.

Theme 2: Negative Feedback Reduces Students' Confidence and Motivation

The second theme shows that negative feedback affects students' confidence and motivation to speak English. All participants reported that receiving negative feedback influenced how they viewed their speaking ability and reduced their confidence.

Participant 1 stated:

"It makes me feel less confident. I start to worry that I will make mistakes again, so I become afraid to speak."

This statement shows that negative feedback can lower students' confidence. The participant became afraid to speak because he worried about repeating the same mistakes.

Participant 2 also explained:

"It definitely affects my confidence. After receiving negative feedback, I tend to overthink before speaking."

This statement indicates that negative feedback may cause students to overthink before speaking. Instead of focusing on communication, they become more concerned about making errors.

Similarly, Participant 5 stated:

"Negative feedback can reduce my confidence. I become more afraid of making mistakes."

This statement suggests that negative feedback influences students' belief in their own speaking ability. When students lose confidence, they may become less motivated to participate.

Participant 6 shared a similar opinion:

"This negative feedback can reduce my confidence, especially if it is given in a harsh way."

This statement highlights that the manner in which feedback is delivered also plays an important role. Harsh feedback may discourage students and reduce their motivation.

Participant 4 further stated:

“Negative feedback makes me down.”

This statement indicates that negative feedback can make students feel discouraged and less enthusiastic about speaking English.

Overall, the findings reveal that negative feedback affects students' confidence and motivation. Students become more hesitant, less confident, and less willing to participate in speaking activities after receiving negative feedback.

2. Students' Responses and Coping Strategies toward Negative Feedback during Speaking Activities

The analysis of interview data revealed two major themes related to students' responses and coping strategies toward negative feedback:

1. Students Respond by Avoiding Participation
2. Students Develop Coping Strategies to Maintain Their Motivation

Table 4.3 Distribution of Themes Across Participants

Code	P1	P2	P3	P4	P5	P6
Staying Silent	✓	✓	✓	✓	✓	✓
Avoiding Participation	✓	✓	✓	-	✓	✓
Self-Improvement	✓	✓	✓	✓	✓	✓
More Practice	✓	✓	✓	✓	✓	✓
Positive Thinking	✓	✓	✓	-	✓	✓
Supportive	✓	✓	✓	✓	✓	✓

Feedback						
Positive Classroom Environment	✓	✓	✓	✓	✓	✓

As shown in Table 4.3, all participants reported staying silent after receiving negative feedback. In addition, all participants mentioned practicing more and emphasized the importance of supportive feedback and a positive classroom environment. These findings indicate that students respond to negative feedback in different ways. While some students withdraw from speaking activities, others try to improve themselves and regain their motivation.

Theme 3: Students Respond by Avoiding Participation

The third theme reveals that students often respond to negative feedback by reducing their participation in speaking activities. Most participants reported staying silent, avoiding speaking, or becoming reluctant to continue speaking after receiving negative feedback.

Participant 1 stated:

"I usually stay quiet and listen."

This statement shows that the participant preferred not to speak after receiving negative feedback. Instead of participating actively, he chose to remain silent and listen to others. This suggests that negative feedback may reduce students' willingness to speak during classroom activities.

Similarly, Participant 2 explained:

"Sometimes I choose to stay silent because I'm afraid of making mistakes again."

This statement indicates that fear of making mistakes plays an important role in students' responses to negative feedback. The participant avoided speaking because he did not want to receive another negative comment or correction.

Participant 4 also reported:

"I just stay silent and accept the negative feedback."

This statement suggests that some students respond passively when receiving negative feedback. Rather than continuing to participate, they choose to remain silent and avoid further interaction.

Likewise, Participant 5 stated:

"I usually stay quiet and listen."

This response shows that remaining silent is a common reaction among students who receive negative feedback. Students may feel safer listening rather than speaking because they are afraid of making mistakes.

Participant 6 shared a similar experience:

"Sometimes I feel a bit shy and prefer to stay quiet for a while after that."

This statement indicates that feelings of embarrassment and nervousness influence students' behavior after receiving negative feedback. The participant needed time before feeling comfortable enough to speak again.

In addition, Participant 3 explained:

"Sometimes I don't want to continue speaking."

This statement suggests that negative feedback may reduce students' willingness to continue participating in speaking activities. Some students may temporarily avoid speaking because they feel discouraged or uncomfortable.

Overall, the findings show that withdrawing from speaking activities is one of the most common responses to negative feedback. Many participants reported

staying silent, avoiding participation, or choosing not to continue speaking after receiving negative feedback. These responses seem to be closely related to feelings of embarrassment, nervousness, and fear of making mistakes.

Theme 4: Students Develop Coping Strategies to Maintain Their Motivation

Although participants experienced negative emotions and reduced confidence after receiving negative feedback, they also reported several strategies to overcome these challenges. Most participants explained that they tried to improve their speaking skills through practice, positive thinking, and self-improvement. They also emphasized the importance of supportive teachers and classroom environments.

Participant 1 stated:

“I tell myself that making mistakes is part of learning. I also practice more at home.”

This statement shows that the participant tried to maintain a positive mindset after receiving negative feedback. Instead of giving up, he viewed mistakes as a normal part of learning and used them as motivation to improve.

Similarly, Participant 3 explained:

“I usually remind myself that making mistakes is normal. I also try to practice more.”

This statement indicates that positive thinking helps students cope with negative feedback. The participant chose to focus on improvement rather than becoming discouraged by mistakes.

Participant 5 also reported:

“I practice by myself, like speaking in front of a mirror or recording my voice.”

This statement shows that students actively seek ways to improve their speaking ability. Independent practice allows them to build confidence before speaking in front of others.

Likewise, Participant 6 stated:

“I try to think positively and remind myself that making mistakes is part of learning.”

This statement suggests that maintaining a positive attitude is an important strategy for dealing with negative feedback. Positive thinking helps students stay motivated even after experiencing criticism.

Besides self-improvement, participants highlighted the importance of supportive feedback from teachers.

Participant 2 stated:

“Teachers should give feedback in a more supportive and polite way.”

This statement indicates that students prefer feedback that helps them improve without making them feel embarrassed or discouraged.

Similarly, Participant 5 explained:

“Teachers should give feedback in a kind and supportive way.”

This statement suggests that the way feedback is delivered can influence students' motivation. Supportive feedback may encourage students to continue learning and speaking English.

Participants also emphasized the importance of a positive classroom environment.

Participant 1 stated:

“A friendly and relaxed place where no one laughs at mistakes.”

This statement shows that students want a classroom environment where they feel safe to make mistakes without being judged by others.

Likewise, Participant 6 explained:

“A supportive and non-judgmental classroom environment is very important.”

This statement suggests that students are more comfortable speaking English when they know that teachers and classmates will support them rather than criticize them.

Participant 4 also mentioned that:

“Feedback should be given face to face and in a good way.”

This statement highlights that students appreciate feedback that is constructive and respectful. Such feedback can help them improve while maintaining their confidence.

Overall, the findings reveal that students use different strategies to cope with negative feedback. Most participants reported practicing more, thinking positively, and learning from their mistakes. In addition, supportive feedback and positive classroom environments were considered important factors in helping students maintain their motivation and confidence. These findings suggest that although negative feedback can have negative effects, students are still able to regain their motivation when they receive support and focus on self-improvement.

B. Discussion

This discussion aims to interpret the findings of this study by relating them to the research questions, relevant theories, and previous studies. The discussion is organized based on the four themes identified through thematic analysis.

1. Negative Feedback Creates Negative Emotional Response

The first theme shows that negative feedback creates a range of negative emotional responses from students in speaking activities. Most of the participants said that they felt ashamed, anxious, disappointed, and scared after they received

negative feedback from their lecturers or classmates. These feelings made them uncomfortable speaking English in front of other people. Rather than being inspired to do better, they were more worried about making mistakes.

These findings were in line with the theory of Diana and Maulida (2024) who explained that one of the main causes of speaking anxiety among EFL students is the fear of negative evaluation. Students experience anxiety and unwillingness to express their ideas when they feel their mistakes will be criticized or negatively judged. This condition leads to more stressful speaking activities and reduces students' confidence in using English.

The results are also similar with the study by Alwin (2022) that university students often feel nervous, afraid of mistakes, and have low self-confidence when they are involved in speaking activities. Like the participants in this study, Alwin's students were uncomfortable because they were concerned about negative comments from others.

However, the present study clearly shows that the emotional impact is closely related to the way in which feedback is delivered. When negative feedback is given in a harsh or unsupportive way, students often take it as criticism rather than constructive guidance. In consequence, they have more intense emotional reactions such as embarrassment and fear that impact their willingness to communicate in English.

Therefore, it can be concluded that negative feedback not only has a temporary effect on students' emotions, but also creates psychological barriers that might prevent students from participating in speaking activities confidently.

2. Negative Feedback Reduces Students' Confidence and Motivation

The second theme shows that negative feedback reduces students' confidence and motivation in speaking English. Many participants reported that after receiving negative feedback, they lost confidence, doubted their ability to speak, and did not feel motivated to actively participate in the classroom

discussions. Some students chose not to speak up, fearing they would make yet another mistake.

The present findings are also consistent with recent studies of oral corrective feedback. Ha et al. (2021) state that students generally recognize the value of oral corrective feedback in language proficiency improvement, but they are more likely to respond positively when the feedback is given in a respectful manner that takes into account their emotional state. Ignoring the feelings of the learners in providing feedback may undermine the students' confidence and motivation to participate in the speaking activities. This finding is consistent with the findings from the present study in which participants reported a loss of confidence and motivation following negative feedback.

The results of the study are in line with the Self-Determination Theory (Deci & Ryan, 2000) that motivation is developed when the learners feel competent, autonomous and supported during the learning process. However, if students receive negative feedback constantly, they may lose their feeling of competence and think that they cannot do well. Therefore, while their motivation is decreasing gradually.

The findings also support Fadilah, Hartati and Wulandari (2023) that there is close relationship among speaking anxiety, corrective feedback and motivation. Students' negative emotional reactions after receiving feedback are less likely to be motivated and less willing to communicate in English.

Similarly, Purwandari (2022) found that oral corrective feedback given publicly usually causes embarrassment and decreases students' self-confidence. This condition might not allow students to join the next speaking activities.

The findings suggest that negative feedback has an impact on the emotions of students and also on their learning motivation. If students lose confidence, they will not be willing to practice speaking which is important in improving speaking ability.

3. Students Respond by Avoiding Participation

The third theme indicates that students have the tendency to avoid speaking activities in response to negative feedback. A lot of participants said they liked to be silent, did not volunteer to answer questions or only participated if the lecturer made them. They reasoned that if they were quiet, they would be less likely to be criticized further.

The findings are strongly related to the idea of fear of negative evaluation, which states that students tend to avoid situations in which they are negatively evaluated by others. Students are unwilling to talk, even though they know the answer, when they associate speaking activities with criticism.

The results are also in line with Diana and Maulida (2024) who found that students who experience speaking anxiety tend to avoid classroom interaction due to their fear of making mistakes and being negatively evaluated. Similarly, Alwin (2022) found that anxious students tended to reduce their participation in speaking activities as a strategy to avoid embarrassment.

But the current study suggests that the reason for avoidance behavior is not simply students' lack of ability. Instead, it is influenced by previous negative experiences in speaking activities. Students choose silence because they want to protect themselves from similar negative feedback again. As a result, negative feedback may unintentionally decrease classroom interaction and limit students' chances to improve their speaking skills.

4. Students Develop Coping Strategies to Maintain Their Motivation

The fourth theme indicates the emotional effects of negative feedback on students, but many participants have difficulty coping with these experiences by developing other coping strategies. Some students said they practiced English more often, thought positively, asked friends for support or saw feedback as a chance to improve rather than personal criticism.

These results are in accordance with Deci and Ryan (2000) who explain that motivated learners will continue to learn in the face of challenges when they

have internal motivation and supportive learning environments. Even if they feel negative emotion, students can still keep their motivation to improve their speaking skills by finding positive ways.

Ha and Nguyen (2021) also found that teachers and students tend to have similar beliefs about the importance of oral corrective feedback, especially in cases where the errors interfere with communication and the feedback is delivered in a constructive manner. Their results indicate that positive corrective feedback motivates learners to continue speaking rather than to drop out of the activity. This is in line with the present study where participants preferred feedback to be constructive so that it would help them improve without damaging their confidence.

In addition, the results are in line with Mahara and Hartono (2024) who found that students are more confident and active during speaking activities when they get constructive and supportive feedback. Students are more likely to accept feedback positively when it is given in a respectful and encouraging manner.

In addition, Mulyani, Rahmawati, and Yusuf (2022) mentioned that oral corrective feedback can improve speaking performance if students feel it is guidance, not criticism. This indicates that how feedback is delivered, in addition to what is said, determines its effectiveness.

Overall, the findings indicate that students are not passive recipients of negative feedback. They do get frustrated or nervous in the beginning but a lot of students find ways to manage it and keep their motivation up. Therefore, lecturers play an essential role in providing feedback to support students' emotional well-being and enhance their speaking performance.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and recommendations of the study on the influence of negative feedback on students' motivation in speaking English. It summarizes the main findings of the study based on the research questions and discusses the overall influence of negative feedback on students' motivation to speak English. In addition, this chapter provides recommendations for students, lecturers, and future researchers based on the findings of the study. Overall, this chapter concludes the research by highlighting the main findings and suggesting possible ways to support students' speaking motivation.

A. Conclusion

This study aimed to explore the influence of negative feedback on students' motivation in speaking English among students of the English Education Department at UIN Ar-Raniry Banda Aceh. In addition, this study also investigated how students respond to and cope with negative feedback during speaking activities. The findings were obtained through semi-structured interviews and analyzed using thematic analysis..

First, this study found that negative feedback creates various negative emotional responses among students during speaking activities. Most participants explained that they felt embarrassed, nervous, disappointed, anxious, and afraid after receiving negative feedback from lecturers or classmates. These emotional responses appeared because students worried about making mistakes and being judged negatively by others. As a result, they became uncomfortable speaking English in front of the class. This finding indicates that negative feedback does not only affect students' speaking performance but also influences their emotional condition during the learning process. Therefore, the way feedback is delivered plays an important role in shaping students' learning experiences in the speaking classroom.

Second, this study found that negative feedback reduces students' confidence and motivation to speak English. Most participants reported that they became less confident after receiving negative comments about their speaking performance. They started to doubt their own abilities and became afraid of making similar mistakes in the future. Consequently, their motivation to participate actively in speaking activities gradually decreased. Instead of viewing feedback as guidance for improvement, many students perceived it as criticism that discouraged them from practicing English. This finding shows that students' motivation is closely related to the emotional experiences they have during classroom interaction.

Third, the findings reveal that students respond to negative feedback in different ways. Many participants preferred to remain silent during classroom discussions, avoided volunteering to answer questions, or spoke only when they were required by the lecturer. They believed that remaining silent could help them avoid receiving further criticism. This behavior limits students' opportunities to practice speaking English and may slow down the improvement of their speaking skills.

Fourth, despite experiencing the negative effects of feedback, many participants also demonstrated positive coping strategies to maintain their motivation. Some students reported practicing English more frequently, preparing themselves better before speaking, asking friends for support, and trying to think positively after receiving criticism. Others explained that they gradually accepted feedback as part of the learning process and used it as motivation to improve their speaking ability. These findings indicate that students are not passive recipients of negative feedback. Instead, they actively seek ways to overcome negative experiences and continue developing their speaking skills.

Overall, this study concludes that negative feedback has a significant influence on students' motivation in speaking English. Although feedback is an important element in language learning, feedback delivered in a harsh, discouraging, or unsupportive manner may decrease students' confidence,

increase speaking anxiety, reduce classroom participation, and lower students' motivation to communicate in English. On the other hand, when students receive constructive support and develop positive coping strategies, they are better able to maintain their motivation and continue improving their speaking ability..

B. Recommendations

Based on the findings of this study, several recommendations are proposed for lecturers, students, the English Education Department, and future researchers.

Firstly, lecturers are encouraged to give feedback in a more constructive, supportive and respectful manner in the speaking activities. Correcting students' mistakes is an important part of language learning, but the findings of this study suggest that feedback that is delivered in a harsh or discouraging way might decrease students' confidence and their motivation to speak English. Therefore, lecturers need to be mindful not only of what they say, but also how they say it, in giving feedback. A mix of positive encouragement and corrective feedback can help students realize their mistakes without feeling shame and discouragement. In addition, lecturers are also encouraged to create a classroom atmosphere where students feel comfortable to share their ideas and not afraid to make mistakes, because this kind of atmosphere can improve students' readiness to communicate and actively engage in speaking activities.

Second, students are encouraged to develop a more positive attitude to feedback. Being criticized or corrected should not always be taken as something negative, but rather as an opportunity to improve your speaking ability. Students have to realize that making mistakes is a natural part of the language learning process and that all learners require continuous practice to become better. Therefore, the students are expected to keep their motivation by practicing English regularly, participating actively in the classroom discussion, and developing confidence by having communication with lecturers, classmates, or the English-speaking communities.

Third, English Education Department is expected to keep supporting the learning environment which is beneficial to students' motivation and confidence on speaking English. The department may consider doing workshops or professional development programs for lecturers on effective feedback strategies and positive classroom interaction. The department is also encouraged to provide more opportunities for students to practice their English speaking in supportive environments through activities such as English clubs, discussion forums, seminars, presentation sessions or other speaking programs. These activities can help students to improve their speaking ability and reduce their anxiety and increase their confidence to use English.

Fourth, future researchers should replicate similar studies with participants from other universities or educational levels to get a wider and more comprehensive findings about the impact of negative feedback on students' motivation in speaking English. In future studies, other variables concerning speaking motivation like speaking anxiety, self-confidence, willingness to communicate, peer feedback, teacher feedback styles or classroom climate may be investigated. Moreover, future studies can explore the use of other research techniques, such as mixed method or quantitative methods, to add to the findings of qualitative studies and gain further insight into the impact of different types of feedback on students' motivation and speaking performance.

Finally, this study is expected to contribute to the awareness of all stakeholders involved in the learning of English language that feedback should be a tool for students' learning support not a source of fear or discouragement. A supportive feedback, constructive communication and positive learning environment are expected to make students more confident, motivated and ready to speak English actively. If the above conditions are maintained, the students will have more opportunities to improve speaking competence and gain better learning outcomes.

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APPENDICES

Appendix A

Appointment Letter of Supervisor



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1711 TAHUN 2025**

**TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Km.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN**
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU : Menunjuk Saudara : **Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.**
- Untuk membimbing Skripsi **جامعة الرانيري**
Nama : Syifaurrahmah
NIM : 220203052
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Negative Feedback on Students' Motivation in Speaking English
- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
- KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 22 Desember 2025
Dekan,

Safrul Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-4782/Un.08/FTK.1/TL.00/7/2026

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203052

Nama : SYIFAURRAHMAH

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Gampog Tiba Raya Meunasah Dayah Tiba Raya

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***THE INFLUENCE OF NEGATIVE FEEDBACK ON STUDENTS' MOTIVATION IN SPEAKING ENGLISH***

Banda Aceh, 02 Juli 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 07 Agustus 2026

A R - R A N I R Y

Appendix C

Confirmation Letter of Conducting Research at the English


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
 Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Email : phi.fk@ar-raniry.ac.id Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-414/Un.08/PBI/Kp.01.2/7/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : SYIFAURRAHMAH
 NIM : 220203052
 Prodi : Pendidikan Bahasa Inggris
 Alamat : Gampong Tiba Raya Meunasah Dayah Tiba Raya

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"THE INFLUENCE OF NEGATIVE FEEDBACK ON STUDENTS' MOTIVATION IN SPEAKING ENGLISH"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

A R - R A N I R Y

Banda Aceh, 6 Juli 2026
 Ketua Prodi Pendidikan Bahasa Inggris,

 Syarifah Dahliana

Appendix D

Informed Consent Form

Research Project Title: The Influence of Negative Feedback on Students' Motivation in Speaking English

Researcher: Syifaurrahmah

Thank you for agreeing to participate in this research. You are invited to participate because you are a student of the English Education Department at UIN Ar-Raniry Banda Aceh who has experienced receiving negative feedback during speaking activities. This research aims to explore how negative feedback influences students' motivation in speaking English and how students respond to and cope with negative feedback during speaking activities.

If you agree to participate, you will be involved in a semi-structured interview. The interview will include questions about your experiences of receiving negative feedback, your feelings after receiving the feedback, how the feedback influences your motivation to speak English, and the ways you respond to and cope with negative feedback during speaking activities. The interview will take approximately 15–20 minutes. With your permission, the interview will be audio-recorded to ensure the accuracy of the data collected.

Voluntary Participation

Your participation in this study is entirely voluntary. You are free to decline participation, refuse to answer any question, or withdraw from the study at any time without penalty, explanation, or any impact on your academic status. You also have the right to withdraw your data before the data analysis process begins.

Confidentiality

All information provided in this study will be kept confidential. Your name and any personal information will not appear in any report or publication related to this research. Participant codes (P1, P2, P3, P4, P5, and P6) will be used to protect

your identity. All interview recordings, transcripts, and other collected data will be stored securely and used only for academic and research purposes.

If you have any questions or concerns regarding this research, please contact:

Researcher:

Syifaurrahmah

Department of English Language Education UIN Ar-Raniry Banda Aceh

Email: 220203052@student.ar-raniry.ac.id

Phone: +6283150830445

Statement of Consent

I have read and understood the information provided above. I have had the opportunity to ask questions, and all of my questions have been answered satisfactorily. I understand that my participation in this study is voluntary and that I am free to withdraw at any time without any consequences. By signing below, I voluntarily agree to participate in this research.

Banda Aceh,2026

Researcher

Syifaurrahmah

(.....)

Participant

(.....)

Appendix E

Questionnaire for Participant Screening

Research Title:

The Influence of Negative Feedback on Students' Motivation in Speaking English

Instruction:

Please read each statement carefully and respond honestly based on your real experiences during speaking activities (either in class presentations, discussions, or other oral tasks). There are no right or wrong answers. Your responses will be kept confidential and will be used only for academic research purposes. Your identity will not be revealed in any part of the research report.

Please answer based on your actual feelings and experiences, not based on what you think is expected.

Response options:

1 = Strongly Disagree

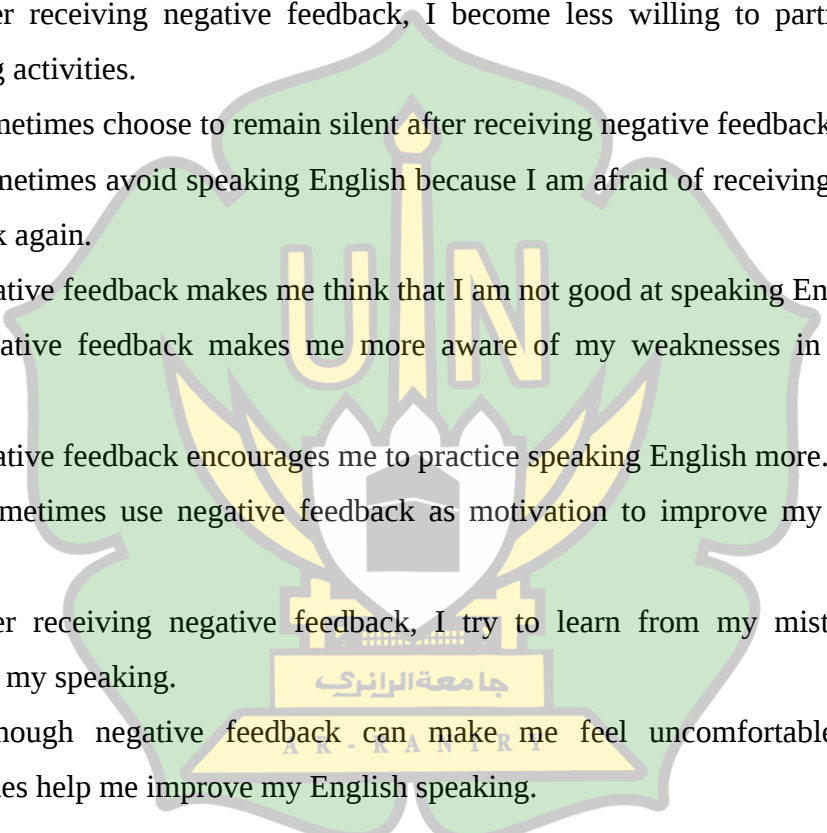
2 = Disagree

3 = Agree

4 = Strongly Agree

Question :

1. I have received negative feedback about my English speaking performance from a lecturer or classmate.
2. I have been criticized for making mistakes when speaking English.
3. I have received feedback about my pronunciation, grammar, vocabulary, or fluency when speaking English.
4. I have experienced receiving negative feedback in front of other students.
5. I have experienced feedback that made me feel embarrassed or uncomfortable when speaking English.
6. I feel nervous after receiving negative feedback about my English speaking.

7. I feel embarrassed when my speaking mistakes are pointed out in front of others.
 8. Negative feedback makes me afraid of making the same mistakes again.
 9. I feel disappointed with myself after receiving negative feedback about my speaking.
 10. Negative feedback makes me lose confidence when speaking English.
 11. Negative feedback makes me less motivated to speak English.
 12. After receiving negative feedback, I become less willing to participate in speaking activities.
 13. I sometimes choose to remain silent after receiving negative feedback.
 14. I sometimes avoid speaking English because I am afraid of receiving negative feedback again.
 15. Negative feedback makes me think that I am not good at speaking English.
 16. Negative feedback makes me more aware of my weaknesses in speaking English.
 17. Negative feedback encourages me to practice speaking English more.
 18. I sometimes use negative feedback as motivation to improve my speaking ability.
 19. After receiving negative feedback, I try to learn from my mistakes and improve my speaking.
 20. Although negative feedback can make me feel uncomfortable, it can sometimes help me improve my English speaking.
- 

Appendix F

Interview Protocol and Question

Interview Protocol

Research Project Title: The Influence of Negative Feedback on Students' Motivation in Speaking English

Time of Interview:

Date:

Place:

Research Investigator: Syifaurrahmah

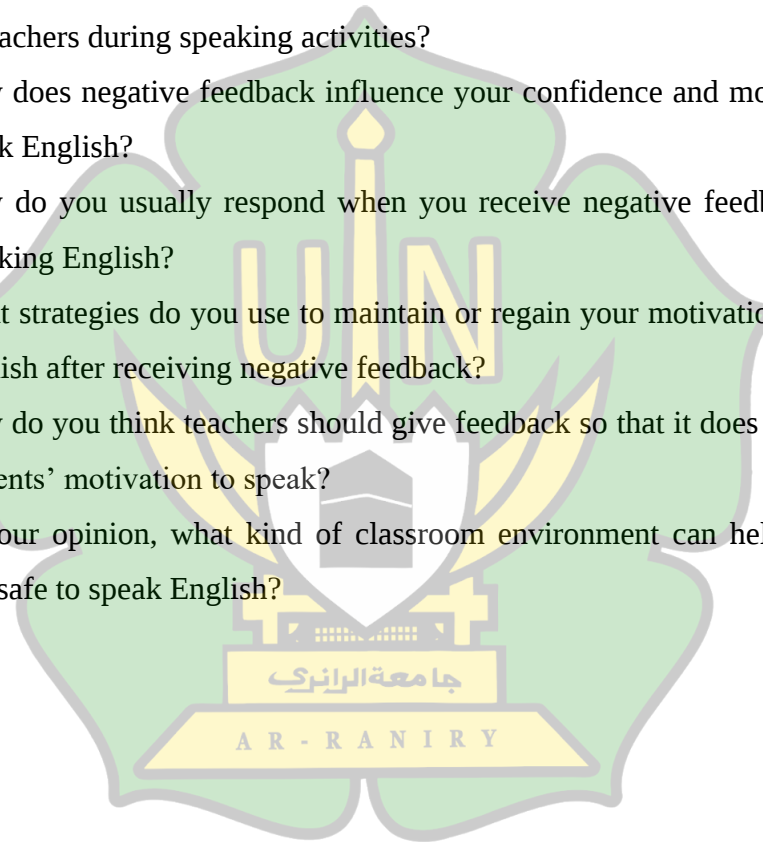
Participant:

Position of Interview: Students of the English Education Department, UIN Ar-Raniry Banda Aceh

This research explores the influence of negative feedback on students' motivation in speaking English. The study aims to understand how students experience negative feedback during speaking activities, how it affects their motivation and confidence, and how they respond to and cope with these experiences. Data will be collected through semi-structured interviews, and with the participant's permission, the interview will be audio-recorded to ensure the accuracy of the data. All information shared by the participants will be kept confidential and used only for academic research purposes. During the interview, participants will be asked several questions related to their experiences of receiving negative feedback, their feelings after receiving the feedback, its influence on their motivation to speak English, and the strategies they use to cope with negative feedback. The interview is expected to take approximately 15–20 minutes.

Questions

1. Could you please introduce yourself briefly?
2. How long have you been studying in the English Education Department?
3. Do you enjoy speaking English? Why or why not?
4. Can you describe your experience of receiving negative feedback when speaking English in class?
5. What kinds of negative feedback do you usually receive from classmates or teachers during speaking activities?
6. How does negative feedback influence your confidence and motivation to speak English?
7. How do you usually respond when you receive negative feedback while speaking English?
8. What strategies do you use to maintain or regain your motivation to speak English after receiving negative feedback?
9. How do you think teachers should give feedback so that it does not reduce students' motivation to speak?
10. In your opinion, what kind of classroom environment can help students feel safe to speak English?



Appendix G

Sample of Interview Transcript

Interview : Syifaurrahmah

Participant 1

S	Thank you for agreeing to participate in my research. This interview will take around 10 until 15 minutes. Your answer will only be used for academic purpose and your identity will remain confidential. Is it okay if I record this interview?
P4	Yes, of course.
S	How long have you been studying in the English Education Department?
P4	I am currently in my eighth semester at the English Education Department, UIN Ar-Raniry Banda Aceh. I have been studying here for almost four years.
S	Do you enjoy speaking English?
P4	Yes I do
S	Why?
P4	I enjoy speaking English because it helps me improve my communication skills and build my confidence. Although I sometimes feel nervous and make mistakes, I believe that speaking regularly is the best way to improve my English. As an English Education student, I also think speaking English is an important skill that I need to develop for my future career as an English teacher.
S	Okay, the first question is can you describe your experience of receiving negative feedback when speaking English in class?
P4	My experience of receiving negative feedback, especially in speaking in a class, maybe like the lecture, comments, how I speak, or my pronunciation, or maybe the lack of vocabulary, so I speak not fluent. So yeah, the negative feedback, it's actually not the negative, but it makes me improve from the negative feedback to my speaking.

S	Okay, what kinds of negative feedback do you usually receive from classmate or teacher during speaking activities?
P4	It's like the same from my answer, just no. Usually, if from classmates, maybe... Actually, I don't often get the negative feedback from my classmates. Maybe from the Lecture, like I said wrong pronunciations or the intonations or something.
S	Okay, next, how does negative feedback influence your confidence and motivation to speak English? It makes me feel less confident.
P4	It has a big influence for me, especially in confidence. Because to speak English, to start speaking English, it has a big motivation or something. So when I get the negative feedback, maybe it really makes me down. And so, maybe my confidence increases when I get the negative feedback from someone.
S	How do you usually respond when you receive negative feedback while speaking English?
P4	Actually, I just... I just stay silent. And if my speaking is really bad, I just stay silent. And accept the negative feedback.
S	Okay, what strategies do you use to maintain or regain your motivation to speak English after receiving negative feedback?
P4	The strategies that I use is like more practice speaking. And yes, I practice and also repair my pronunciations or intonations or anything to speak more good than before.
S	Okay, how do you think teachers should give feedback so that it does not reduce student motivation to speak?
P4	Okay, that's actually a good one. So I think how the teachers should give the feedback to the students so that it doesn't reduce student's motivation is to comment or give them feedback face to face. Just not in front of the public or just not in front of the class or something. So it can be the good feedback or positive feedback to the person. So they can improve their

	speaking and doesn't get any shame. Because the students give the negative feedback in front of the class.
S	Okay, last question. In your opinion, what kind of classroom environment can help students feel safe to speak English?
P4	Okay, in my opinion, the classroom environment that can help the students' motivation or the students' confidence to feel safe speaking English. Even if the speaking is not perfect, all the participants, all the classmates or all the people is not being judgmental. Like everyone is learning and everyone is making mistakes and no one judges. So we can say and make a mindset to all the people in one circle or something. No one judges others' speaking. So everyone feels safe and get their confidence even if they make a mistake in speaking.
S	S : Okay, thank you for participating in my research.
P4	Okay, welcome.



Appendix H

Research Documentation

