

**INVESTIGATING LECTURER'S POSITIVE FEEDBACK
IN EFL ENGLISH SPEAKING CLASS**

THESIS

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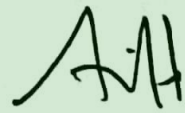
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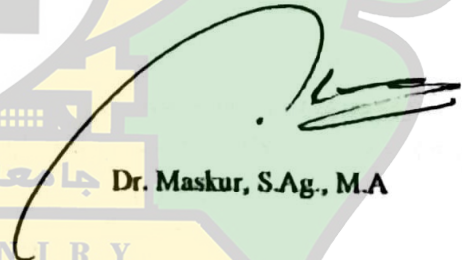

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**Investigating Lecturer's Positive Feedback
in EFL English Speaking Class**

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



Banda Aceh, 12 Juli 2024
Saya membuat surat pernyataan

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ABSTRACT

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Speaking is one of the skills in English that must be developed and improved in order to support effective communication. The simplest way to support student enthusiasm that lecturers can do is to provide motivation and positive feedback for every speaking activity that students do in class. Providing positive feedback to students has a significant influence on students' speaking activities in class. Positive feedback is an alternative for someone to provide support, motivation, suggestion, and appreciation for a certain achievement. The aims of this study is to find out how lecturers provide positive feedback in English Speaking Class and to find out how students perceive positive feedback from lecturers in the context of their speaking activities. In selecting participants, the technique used is purposive sampling. Participants of this research are six (6) students of English education class 2023. The approach used in this research is qualitative. Data is collected through observations and interviews. Observation data is used as supporting data to find out if the lecturer provide feedback during learning activities. Based on data analysis from interviews with students, the research findings show that there are several positive feedback methods provided by lecturers, namely oral feedback, corrective feedback, positive reinforcement, and critical constructive feedback. The research findings reveal that positive feedback plays an important role in increasing student motivation, boosting confidence, reducing nervousness and anxiety, with direct instruction to correct speaking errors can help students to improve their speaking skills, and creating a more positive and supportive learning environment.

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CHAPTER I

INTRODUCTION

A. Background of Study

As a lingua franca, English has a positive impact and has an important role in the modern world, especially in the context of globalization and education. English is a bridge for a person to gain more knowledge from all various parts of the world. Nowadays, information technology has developed very rapidly. Many journals and other information sources use English as the language of instruction. Then, more than 85% of research publications in writing scientific research articles use English (RAO, 2019). Therefore, by having good command of English language, one can have wider access to information and knowledge more easily.

On the one hand, one of the most important basic English skills is speaking. When people want to convey something that they feel, want to give an opinion, or have a discussion, they must do it orally. Speaking is one of the skills in English that must be developed and improved in order to support effective communication (Leong & Ahmadi, 2017). Effective communication can help students to increase their courage to perform in various aspects of classes and lectures. Students can perform by speaking in public, attending interviews, participating in debates and groups, discussions and presentations. However, most students find it difficult to speak English because they experience several problems, such as a lack of grammar, limited on vocabulary, fluency, and pronunciation.

On the other hand, improving speaking skills is one of the most important things for students to do to create and effective communication skills. There are many factors that cause students' lack of speaking skills. According to Nasution (2022), there are two factors that cause the lack of students' speaking ability, namely, internal factors include students' interest in English and their motivation, while external factors include learning methods and feedback given by lecturers to students. During the lecture period, students will do many activities in class or organizations that require them to speak in front of other students, whether they are related to class presentations or public speeches.

Speaking performance is an activity that students do in class to display their speaking skills through performance in front of other students. Nasution (2022) stated that speaking performance is the student's ability to demonstrate their speaking skills in front of an audience. Classroom speaking performances can be in the form of presentations, speeches, dialog conversations, debates, poetry, and others. Most students who are able to speak well are usually more likely to succeed both, in academic life and social life. Despite the importance of speaking skills, some students find it difficult and consider it not a serious problem. Factors such as excessive nervousness, lack of confidence, fear of mispronunciation, and deliberate avoidance of performance in front of the class can also hinder the development of speaking skills in students. At the end, students were afraid to speak English because of the fear of making mistakes. While learning English is a very needed thing, practice it at all times because the skills of students can develop rapidly with practice. Lecturers have an important role in helping students develop their

speaking skills. The simplest way to support student enthusiasm that can be provided by lecturers is by providing motivation and some feedback for every activity that students do in class. According Susanti (2013), students can learn through feedback because it is beneficial for their' skill development. They will have the responsibility to correct some mistakes they make from the lecturer.

A class will be active and fun if the students are comfortable with their learning environment. A comfortable learning environment includes many aspects, one of which is the relationship between students and lecturers. In this context, feedback plays an important role as a means of communication between the two. Hattie and Timperle (2007) stated that feedback is information provided by people around you, such as teachers or lecturers, peers, parents, or yourself, regarding the performance that has been done. Feedback can be given in various forms, namely with positive feedback and negative feedback (Waring & Wong, 2009). One of the most powerful effects of feedback is that it can impact student learning and achievement; however, the impact can be negative or positive (Hattie & Timperle, 2007). Providing feedback to students has a significant influence on students' speaking activities in class. Feedback that can be given by lecturers can be feedback that provides direction such as positive feedback.

Positive feedback is an alternative for someone to provide support, motivation, suggestion, and appreciation for a certain achievement. Sprouls, Mathur et al (2015) stated that positive feedback is defined as verbal, nonverbal, or tangible feedback, including praise, behavior points, rewards, and positive recognition of desired or appropriate behavior. The delivery of feedback can be divided into two

ways, namely, orally and written feedback. Lecturers have a very important role in students' ability to speak in class because lecturers play the main role in student academic communication. The current phenomenon, students have their own fears to speak in front of the class because they think what they say will be wrong and badly judged by the audience. Then, students lack confidence in their abilities, they feel better silent than talking to people around. Therefore, students need support, praise, and positive feedback, especially from speaking lecturers who can motivate them to speak better.

Positive feedback in the classroom is essential to creating an active and supportive learning environment. Positive feedback can be used to indicate that desired behavior has been demonstrated or can be used to reinforce successive steps toward a goal (Sprouls, Mathur et al., 2015). Feedback will be worth it if it is directly addressed to one person or if the lecturer can deliver feedback face-to-face to students. The feedback received can be digested by students, depending on how they respond. Sometimes, when lecturers give negative feedback, some students receive it positively and feel that it is a good thing to know which part of the mistake they made can be improved in the future. However, there are some students who get negative feedback that can cause them to be embarrassed and feel pressured, and there is even a sense of not wanting to come forward for fear of being wrong. Therefore, positive feedback can give students a sense of satisfaction in their achievements. With the right guidance, they will continue to improve certain aspects of speaking, such as pronunciation, clarity, or learn to further increase their confidence and motivate themselves to be more courageous in public speaking.

Most students when getting positive feedback from lecturers will certainly feel happy and satisfied with what they have done. This becomes one of the factors supporting students' motivation to improve their speaking skills and encourage themselves to participate more actively in class conversations.

It is important to understand that positive feedback not only recognizes students' achievements but also encourages them to continue growing. It can also build positive relationships between lecturer's and students and motivate them to take on new academic challenges. In addition, by giving positive feedback, students can find out where they went wrong and which parts are better. And as a result, students can overcome all forms of shortcomings in their speaking and train themselves to be more confident in performing in front of other students.

The researcher was conducted numerous literature of lecturer's positive feedback, but research on investigating positive feedback is rare in the scientific literature. However, researchers found one study on "The Impact of Positive Feedback on Student Outcomes and Perceptions," researched by Faulconer, Griffith et al (2021). This study wants to find out the impact of giving positive feedback on the performance gap of students and how this positive feedback can affect students' academic success. The subjects of this research are students who take online courses at one of the universities in the United States. The research subjects in this study totaled 1,032 students. This research uses a quantitative method by conducting a survey. The results of this study indicate that providing positive feedback to students can improve their academic performance. Then, the results revealed that giving positive feedback to students had an average score increase of 11% on the

academic assessment of student performance, which is equal to an increase of one grade level.

Another study was conducted by Asnawi and Wariyati (2021) with the research title "The Impact of Using Feedback to Increase Students Motivation at The University of Muslim Nusantara Al-Washliyah Medan". This study uses a qualitative method with data collection techniques, namely questionnaires, interviews, and observations. The subjects of this research are students of the English Education Study Program at the University of Muslim Nusantara Al-Washliyah, Medan. The research subjects amounted to 30 people. The findings of this study revealed that feedback given by lecturers to students can increase students' learning motivation. Then, the results of this study show that the level of student learning motivation depends on the feedback given by the lecturer. Finally, students prefer formative feedback over self-feedback.

Both of these studies show that giving positive feedback has a significant impact on students' academic success. Therefore, the researcher wanted to fill the gap by adding knowledge about how lecturers provide positive feedback in English classes as well as students' perspectives on positive feedback on their speaking activities. In this study, the researcher only focused on oral positive feedback provide by lecturers verbally.

Based on the research background above, the researcher is interested in conducting research by conducting observation and interviews with students. Thus, The purpose of this study is to find out how lecturers provide positive feedback in English Speaking Class and to find out how students perceive positive feedback

from lecturers in the context of their speaking activities. Based on this, the title of the research that the researcher will conduct is "Investigating Lecturer's Positive Feedback in EFL English Speaking Class".

B. Research Questions

Based on the background of study above, the researcher formulates the research question as follow :

1. How do the lecturer's provide the positive feedback in english speaking class?
2. How do students perceive positive feedback from lecturers in the context of their speaking activities?

C. Research Aim

The purpose of this study is to find out how lecturers provide positive feedback in English Speaking Class and how students perceive positive feedback from lecturers in the context of their speaking activities.

D. The Significance of Study

The results of this study are expected to be a useful reference to improve the quality of learning and students' speaking ability. The results of this study are expected to help lecturers, students, and other researchers.

a. English Education Students

The results of this study are expected to be a guide for students and provide useful

insights to improve their speaking skills and increase their knowledge of topics related to research. It is hoped that with this research in English language education, students can enrich their learning experience.

b. Teachers

The results of this study are expected to provide insights for teachers to improve their learning methods in developing students' speaking skills in the classroom. The results of this study are expected to help teacher's address students' speaking problems by providing better positive feedback. So, the focus of this study is to investigate how lecturers provide specific positive feedback and how students perceive positive feedback on their speaking skills.

c. Other Researchers

The results of this study are expected to provide an in-depth understanding of the impact of positive feedback on the development of students' speaking performance in the classroom. Other researchers can use the findings of this study as a reference for future research by adding trends or filling in the gaps of this study.

E. Research Terminologies

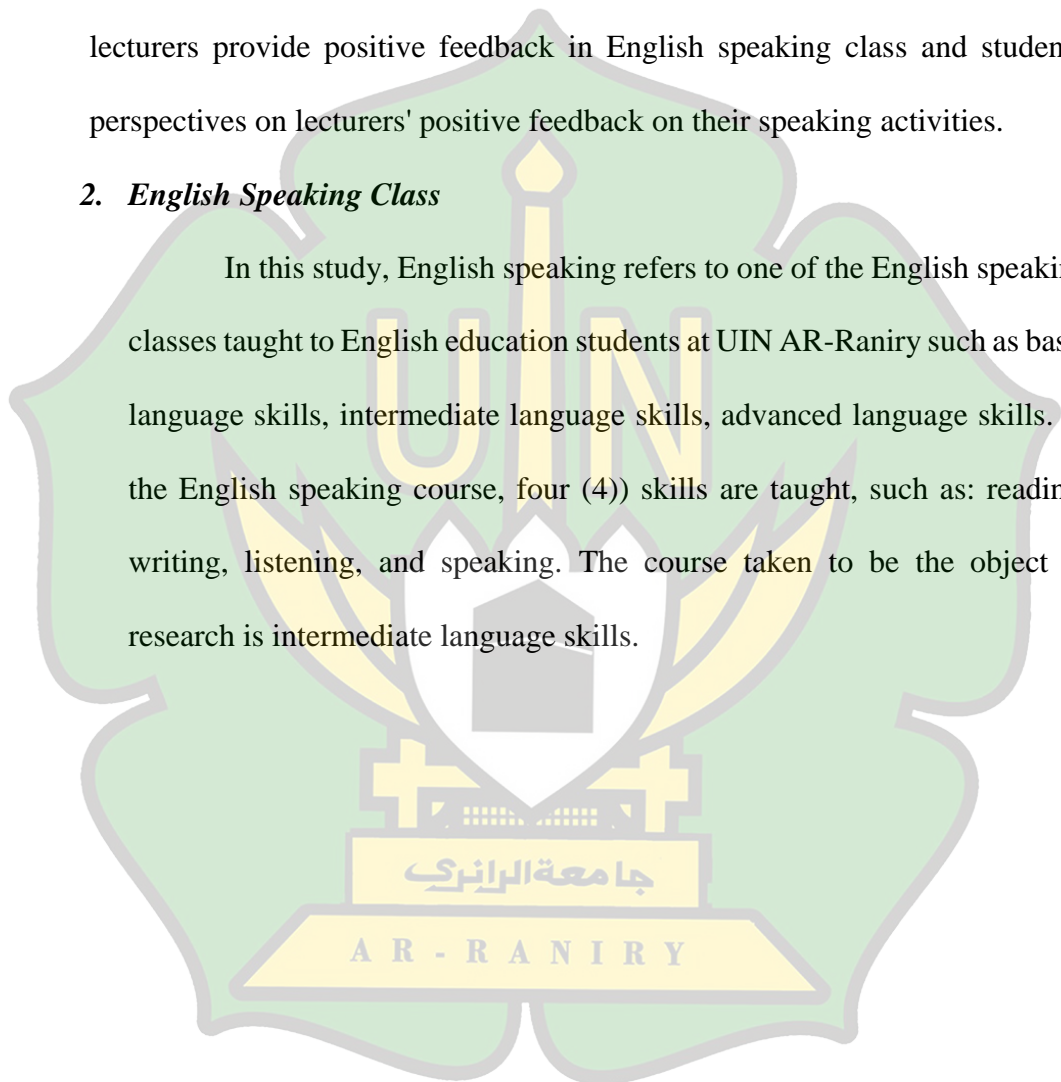
1. Lecturer's Positive Feedback

Sprouls, Mathur et al (2015) stated that positive feedback is defined as verbal, nonverbal, or tangible feedback, including praise, behavior points, rewards, and positive recognition of desired or appropriate behavior. Positive feedback in this study refers to feedback provide by lecturers to English

language education students regarding performance or something that is done well. Positive feedback provide by lecturers can be a means to motivate students, correcting students' speaking errors, build self-confidence, improve students' speaking skills, and others. This study focuses on investigating how lecturers provide positive feedback in English speaking class and students' perspectives on lecturers' positive feedback on their speaking activities.

2. *English Speaking Class*

In this study, English speaking refers to one of the English speaking classes taught to English education students at UIN AR-Raniry such as basic language skills, intermediate language skills, advanced language skills. In the English speaking course, four (4)) skills are taught, such as: reading, writing, listening, and speaking. The course taken to be the object of research is intermediate language skills.



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents the theoretical description and literature review related to the research topic about the definition of feedback, the purpose of feedback, the types of feedback, forms of positive feedback, the definition of speaking, components of speaking skills, the definition of speaking performance, and previous research.

A. Feedback

1. The Definition of Feedback

Feedback plays a crucial role within the ideal teaching process, as it usually naturally develops from instructing and responding to students performance (Asnawi & Wariyati, 2021). The primary object of feedback is to assist students in knowing their actions to achieve better learning outcomes (Shute, 2008). Providing feedback to students has the benefit of increasing students' motivation to learn and improve their speaking skills (Gudu, 2015). Feedback is the intermediary between instructor and students in creating ideal interactions, providing understanding, and creating a comfortable and enjoyable classroom environment (Jennings & Greenberg, 2009). Feedback from the instructor serves to identify where students are making mistakes in their performance. The information that students get from the feedback has the potential to improve their student performance. However, feedback also has a role for the instructor in calling the instructor's attention to the

fact that the learning objectives have not been achieved properly so that the teaching methods might be adjusted (Hattie, 2011).

Harmer (2007) suggests that giving feedback to students who are performing in front of the class is very important. It is important for students to know the mistakes of their speaking performance. The lecturer's should pay attention and listen to the students' speaking performance in front of the class, after which the students' can give correct on their grammar correction, word stress, and pronunciation (Amiruddin, 2019). In addition, when giving feedback to students, lecturers should consider the words that will be issued. This implies that lecturer's should take their students into account when providing feedback (Muslem, et all, 2021). This is because most students who get interrupted in the middle of their performance will often experience some significant problems, such as difficulty in continuing their performance, feeling anxious, and the fatal result is that they will start speaking hesitantly and have difficulty in expressing ideas that they have previously mastered well. (Muslem et all, 2021). One of the most powerful effects of feedback is that it can impact student learning and achievement; however, the impact can be negative or positive (Hattie & Timperle, 2007).

Feedback in this study refers to positive feedback. Sprouls, Mathur et all (2015), stated that positive feedback is defined as verbal, nonverbal, or tangible feedback, including praise, behavior points, rewards, and positive recognition of desired or appropriate behavior. Positive feedback in the classroom is essential to creating an active and supportive learning environment. Positive feedback can be used to indicate that desired behavior has been demonstrated or can be used to

reinforce successive steps toward a goal (Sprouls & Mathur et al, 2015). Positive feedback is an alternative for student to provide support, motivation, and appreciation for a certain achievement.

2. The Types of Feedback

According to Susanti (2013), there are two types of feedback, namely positive feedback and negative feedback.

a) *Positive Feedback*

Positive feedback is one of the learning approaches that can be adopted by lecturers by providing feedback either verbally, nonverbally, or tangibly, the way is by giving praise, behavior points, awards, and the positive recognition desired by students (Sprouls, Mathur et al, 2015). Positive feedback can pertain to a student's understanding, their level of effort, or their objectives (Faulconer, Griffith et al, 2021). According to Lizzio and Wilson (2008), positive feedback is preferred because it indirectly recognizes the effort that has been put in rather than the final result or achievement of the students. For instance, “Your pronunciation and clarity were excellent. It made your speech very easy to follow and understand.” Additional, Plakht, et al (2013) suggests that good quality positive feedback can be related to perceptions of having a positive image of the lecturer.

According to Suherman (1998), stated that Positive feedback has a very important role in the student learning process, there are several benefits of providing positive feedback:

- 1) Motivating students to keep learning and improving their skills.
Indirectly, by giving positive feedback, students know that their appearance or performance always gets attention and enlightenment from the lecturer.
- 2) Indirectly giving positive feedback to students can help them evaluate abilities that they cannot personally observe and feel. Therefore, students need feedback from lecturers in order to find out mistakes so that later they will try to evaluate themselves.
- 3) Displaying effective teacher actions In this case, the feedback received by students will be related to the teacher's involvement during the learning process. Teachers need to pay attention and observe every movement of students in the learning activities they do in the classroom.
- 4) Assist teachers in evaluating student learning outcomes related to students' ability to achieve the understanding that is the learning objective.

Slameto (1998), stated that the function of positive feedback is as a communication medium between lecturers and students who have mutual influence on each other. There are there (3) functions of providing positive feedback, such as motivational function, informational function, and communicational function (Slameto, 1998). These three functions have a very important role in the student learning process. Students shared their experiences when they received positive feedback, they felt that positive

feedback could increase their self-confidence (Weaver, 2006), which not only that by providing positive feedback, it could minimize negative feelings that might arise when receiving feedback related to student performance (Lizzio, et all, 2003). Therefore, positive feedback has been recognized to influence the way students view receiving critical feedback (F. Hyland & Hyland, 2001).

Positive feedback not only recognizes students' achievements but also encourages them to keep improving. In addition, positive feedback is not just about giving praise or appreciation, but also providing direction and feedback to improve and enhance students' speaking. For instance, "Your speaking skills are much better, but your pronunciations still need to be improved". It can also build positive relationships between lecturers and students and motivate them to take on new academic challenges. Therefore, lecturers are encouraged to implement strategies that stimulate and reinforce positive behaviors that students create within the classroom, as well as reduce problem behaviors by focusing students' attention on establishing appropriate behavioral traits within the classroom environment (Sprouls, Mathur et all, 2015). According to Chalk and Bizo (2004), positive feedback specifically identifying desired behaviors has been shown to be efficient in encouraging appropriate behavior among college students. Moreover, if positive feelings dominate and are influenced by positive feedback, it indicates that the desired goal has been achieved.

The positive feedback students want usually refers to the extent of mastery goals they have, how well they perform new skills, and they want to achieve the goal of significantly increasing their confidence (Fishbach, Eyall

et al., 2010). Positive feedback can increase students' confidence in their ability to achieve their goals, and this can encourage them to anticipate success in achieving those goals (Fishbach, Eyal et al., 2010).

b) Negative Feedback

Negative feedback is information provided in the form of an incongruity in a language structure or an expression exhibited by learners (Jabbari & Niroomizadeh, 2008). According to Audia and Locke (2003), students are more likely to receive positive feedback than negative feedback because positive feedback can boost students' self-confidence and drive them to learn more, whilst negative feedback might undermine students' self-confidence. Negative feedback is often perceived as something that can demotivate students and hinder their skill development (Fang, et al., 2021).

In this context, negative feedback will not give significant results if it is not accompanied by the student's learning process and making efforts in evaluating himself from mistakes. According to Lestraningsih (2018), negative feedback that contains comments from the teacher often focuses only on the student's weaknesses without including any guidance or encouragement for improvement. For instance, "Your grammar still has a lot of errors". Therefore, students will continue to make repeated mistakes. However, negative feedback would be better if it is accompanied by correcting the mistakes given by the teacher. In contrast, when students' performance is directly corrected, students will immediately know where they went wrong (Fishbach, Eyal et al., 2010).

In other words, by giving negative feedback, it indirectly arouses the students' conscious mentality to be more trained.

3. Forms of Feedback

a) *Oral Feedback*

Oral feedback is the lecturer's comments and responses to student performance in the classroom (Khairani & Refnaldi, 2020). According to Mahdi and Saadany (2013), oral feedback becomes an important communication medium between the lecturer and the student who receives the feedback, the lecturer can directly correct the part where the student's performance is wrong and the student can ask for an explanation of the lecturer's correction. Commonly, Lecturers give that oral feedback when in a speaking class situation (Laeli & Setiawan, 2019). Cowie (2005), argues that giving oral feedback can affect students' emotions both negatively and positively. Lecturers provide oral feedback in the classroom to enable students to identify or know their mistakes during the learning process (Khairani & Refnaldi, 2020). Therefore, students can understand where they need to improve. Hence, Oral feedback will be one of the most effective ways of providing correction, as it can easily be given according to the student's situation (Yusofi, 2023).

Solikhah (2016), argues that student mistakes made previously can be a basis so that the possibility of future mistakes does not recur because it has been corrected. The things that are often corrected from students are pronunciation, grammar, and vocabulary errors (Suci, 2021). Oral feedback

encourages and assists students' development in improving their speaking skills, which in turn can improve their overall performance (Eine, Gorjian & Pazhakh, 2013). When students perform speaking in front of the class and make mistakes, that's when they need correction from the lecturer through oral feedback. It can be an evaluation for students in the future in improving their speaking performance.

According Irawan and Saliya (2017), there are five types of teachers' oral feedback:

1) Evaluative Feedback

Evaluative feedback is a way of assessing student performance or work outcomes (Tunstall & Gipps, 1996). He categorized some ways of evaluative feedback as punishing, rewarding, approving or disapproving.

2) Corrective Feedback

Corrective feedback is a comment or response given by the teacher to a mistake made by the student (Ellis, 2006). According to Lyster and Ranta (1997), there are several ways in corrective feedback, such as recast, explicit correction, elicitation, metalinguistic feedback, and repetition.

3) Descriptive Feedback

Descriptive feedback is information that clearly conveys a student's strengths and weaknesses in learning and then immediately provides an explanation for improvement (Hargreaves, McCallum & Gipps,

2000). According to Tunstall and Gipps (1996), corrective feedback is categorized into the achievement and improvement of student performance.

4) Interactional Feedback

Interactional feedback is the provision of comments that have an important role in improving students' language production skills (Garcia, 2005). Cullen (2002) classifies this feedback into 4 ways namely reformulation, elaboration, commentary, and repetition.

5) Motivational Feedback

Motivational feedback has the main purpose of encouraging students to be more enthusiastic about learning in developing their skills (Mackiewicz & Thompson, 2013). This feedback can be classified in several ways, namely by giving praise, encouragement and a sense of optimism, showing concern for students, providing sympathy and empathy, and finally maintaining students' feelings and control (Mackiewicz & Thompson, 2013).

b) *Written Feedback*

Bahri (2019) states that teacher's written feedback plays an important role in learning and academics, providing improvement in an academic activity. For example, “well expressed, I like the choice of vocabulary and the use of appropriate grammar”. Written feedback is a form of feedback that is given through writing (Winata, 2019). According to Winata (2019), in the academic field, written feedback is an access for lecturers and students to

interact with each other in order to improve students' writing. Students need to know where their writing is in error, so the role of the lecturer is needed here. Iqbal, Gul, Lakhani and Rizvi (2014), claimed that feedback can be useful for students to identify their strengths and weaknesses. Teachers Feedback has a significant impact on students' writing ability because feedback can help students learn from previous mistakes and gain new knowledge (Winata, 2019).

According to Ferris (1997), improving student error writing through teachers written feedback has a significant effect on student writing. Written feedback will be given by the teacher after students submit a writing task and then the teacher will check for errors and will provide clarification of the errors (Winata, 2019). Students can digest and learn through written feedback provided by the lecturer. This provides the possibility that students will learn from mistakes and hopefully will not repeat the same mistakes again.

B. English Speaking

1. The Definition of English Speaking

Speaking is the most important point in communication (Hussain, 2017). Speaking is the verbal communication that dominates a language teaching and learning process (Nuha & Saputri, 2021). Speaking has an important role in learning a foreign language, such as learning English which will be useful in education, work, finding information in a foreign language, and others (Choudhury, 2014, as cited in Suci, 2021). The teaching of speaking skills aims to improve the quality of

students' speaking (Liu, 2009). Most language teachers will think about how they can help students develop and improve their language proficiency (Bahrani & Soltani, 2012).

Most students assume that by learning a language, they will only speak that language (Bahrani & Soltani, 2012). In fact, when learning a foreign language, we must first know how their culture is, as well as the grammar, vocabulary, sentence structure, and how to write and listen in the language. (Harmer, 2001, as cited in Vilimec, 2006) stated that speaking has two different aspects that must be considered, namely accuracy, where the use of vocabulary, grammar, and how to pronounce correctly in communication, then fluency is the ability to speak spontaneously. Language learning can be claimed successful if students are able to carry out conversations in the target language fluently (Nunan, 1994, as cited in Bahrani & Soltani, 2012).

Furthermore, learning a foreign language has efficient benefits for a variety of things, including proper and smooth communication. Most students think speaking skill is one of the hardest English skills to master, even most still can't speak English smoothly (Zhang, 2009). Some of the students will feel nervous and do not believe in their own abilities when speaking English. Students tend to think that the language they speak orally is wrong and badly rated by others. Zhang (2009), claim that there are a number of problems that students encounter when they have difficulty speaking English, namely, lack of vocabulary and difficulty coming up with ideas, uncertainty, often afraid of mistaken speech, and fear of getting negative feedback from teachers. (Dixon, Zhao, Quiroz, and Shin, 2012 as

cited in Suci, 2021) stated that there are also several factors that affect learning English, such as the first language of the student or the socio-economic status of the family.

It can be concluded that speaking skills are the most important aspect of communication. Students can be said to be able to speak English well when they have a smooth conversation with others. It's not far from the role of the teacher, the teacher can help students improve their speech skills by using techniques and learning methods that fit their students. As well as the teacher feedback can be helpful for students to know the correction of their mistakes and learn from their errors, so that in the future their speaking skills become better.

2. Component of English Speaking

a) Pronunciation

Pronunciation is one of the most important points in English when to communicate. The words we say must sound clear and understandable. Pronunciation is one of the actions or efforts to make a sound in the form of pronouncing words with the right accent and the correct number of syllables (Mulatasih, 2015). When learning English, people must also learn how to pronounce words correctly, because it is not only vocabulary that it must reproduce, but pronunciation also plays an important role in the fluency of English. Therefore, people need to improve pronunciation in order to know how sounds are emitted in various words. Pronunciation is an important part of English because one of the reasons is that good and correct pronunciation

indicates that students can match the ability of native speakers in speaking (Mulatasih, 2015).

b) Grammar

Grammar is the pattern of language structure in a correct sentence, and it combines linguistic elements and phrases to form a sentence with the correct structure (Richards & Schmidt, 2002). According to Brinton (2000, as cited in Rakhmawati & Pertiwi, 2017), he stated that grammar is the set of sentence rules in a language. The use of grammar in every sentence is quite difficult because sometimes someone will speak fluently if they don't pay too much attention to the grammar structure. However, this is certainly wrong because it is best to learn a language if we can also learn every rule in the language. Then, having the ability to master grammar well can affect the mastery of english skills (Rakhmawati & Pertiwi, 2017). There are two common approaches in learning grammar, namely, deductive and inductive approaches (Harmer, 2007, as cited in Rakhmawati & Pertiwi, 2017).

c) Vocabulary

Vocabulary is one of the most important parts of foreign language communication, both orally and in writing (Laufer & Nation, 1999, as cited in Arsana & Maharani, 2021). The reason why vocabulary is one of the important parts is because without mastering a large vocabulary, it will certainly hinder the communication process, both in speaking, listening, writing, and reading (Arsana & Maharani, 2021). Vocabulary plays an important role in mastering a foreign language because it affects the oral and written communication that

is issued (Laufer & Nation, 1999, as cited in Arsana & Maharani, 2021). Vocabulary can be said to be the main role in a sentence that someone says to all the words used in a conversation (Hornby, 2006, as cited in Arsana & Maharani, 2021). Therefore, when someone wants to learn English, the basic thing needed is to master a variety of vocabulary, ranging from daily vocabulary to more complicated vocabulary. It can be concluded that vocabulary is a basic element of a language that plays a very accurate role in learning English, this is in order to communicate with others appropriately (Arsana & Maharani).

d) Fluency

Fluency is the ability to use language quickly and precisely without giving too long pauses and hesitations in communication so that it can hinder communication (Bailey, 2003, as cited in Ho, 2018). According to Ho, (2018), Fluency is the ability that people want to gain proficiency in English (Ho, 2018). In line with, fluency is the main element in the ability to communicate (Shahini and Shahamirian, 2017). According to (Gorkaltseva, Gozhin, & Nagel, (2015) stated that the success of a communication if fluency in a communication is achieved.

e) Comprehension

Comprehension is the ability to understand something based on existing situations and facts (Suci, 2021). Comprehension here means how a person can understand a written text, an oral conversation, or other related situations. Comprehension can be divided into 4 comprehension, namely, reading

comprehension, listening comprehension, writing comprehension, and listening comprehension.

C. Speaking Performance

Nasution (2022) states that speaking performance is the ability of students to demonstrate speaking skills in front of an audience. Students' speaking performance in front of the class can be in the form of presentations, speeches, poetry recitation, drama, conversational dialog, and others. Therefore, it is important for students to improve their speaking performance. Bahrani and Soltani (2012), argues that improving speaking performance is not only focusing on vocabulary or grammar, but many other aspects must be considered, one of which is self-confidence.

Tuan and Mai (2015), also considered there are several factors that can improve students' speaking performance, namely affective factors (self-confidence, motivation, and anxiety), the amount of support, planning, and being able to receive and listen to feedback from the teacher. Having good speaking performance skills is an important point for students to have good confidence in getting their ideas out thoroughly and appearing confident in front of other students. This is of course not far from the role of lecturers and the learning environment. Feedback from lecturers will greatly affect students' speaking performance if it is accompanied by learning inputs that can improve students' abilities.

Feedback can be given gradually when students show a much better change than before. Feedback is crucial in the context of students' speaking performance because it allows them to know the weaknesses and strengths in their speaking

ability, and teachers can provide direction and guidance so that students are motivated to improve their speaking performance.

D. Previous Studies

B.F Skinner's reinforcement theory suggests that a person's behavior is influenced by the actions taken. This reinforcement theory explains specifically how individuals learn behavior and learn how to act. This relates to student motivation in encouraging them to improve their abilities. Reinforcement theory is divided into three (3) types, namely positive reinforcement, negative reinforcement, and punishment reinforcement. In this context, positive feedback can be considered as a positive reinforcement that increases the likelihood that a person will repeat the desired behavior. When individuals receive praise or recognition for a certain action, they tend to be motivated to maintain or improve that behavior.

Many researchers have conducted research on the impact of giving positive feedback to students. It is a fact that giving positive feedback to students can improve student performance, confidence, and increase student motivation. Faulconer, Griffith and Gruss (2021), demonstrated that their study aimed to understand the impact of positive feedback with performance gap feedback on 176 online undergraduate students. The result of this study was that students who received both positive feedback and performance gap feedback tended to have high grade averages, whereas those who only received performance gap feedback had standardized grades. Then, the findings of this researcher stated that giving positive feedback to students can improve students' academic performance.

Suci (2021), showed that her study aimed to explore students' perceptions in depth about how teacher feedback in the English classroom. The results of this study show that students think that corrective feedback has a good impact on students, especially students can learn from the mistakes they made before, motivate students, and improve their performance in English.

A study by Asnawi and Wariyati (2010), also proved that the impact of using feedback can increase student motivation. The sample of this study was 30 students from the English Education Study Program at Al-Washliyah Nusantara Muslim University, Medan. The findings of this study revealed that feedback given by lecturers to students can increase students' learning motivation and this study showed that the level of student learning motivation depends on how feedback is given by lecturers.

Another study by Asnawi, Zulfikar, and Astila (2017), also prove the same this study on 4th semester students of English Education Uin Ar-Raniry Banda Aceh. They collected data through surveys and interviews. There were 100 survey participants, selected using simple random sampling to represent the entire population of English education students. The questionnaire analysis found that students believe that the feedback given by their lecturers is valuable and makes them learn something and students feel happy when getting feedback from lecturers because it can improve their speaking skills and increase students' motivation to learn and increase their self-confidence.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research approach used in this study. The topics discussed in this chapter include research design, research location, research participants, data collection techniques, and data analysis techniques. Each topic is clearly written as it concerns the design of the research conducted.

A. Research Design

Research design is one of the most important aspects in the design of research studies, such as in education, science, social science, and other research studies (Abutabenjeh & Jaradat, 2018). According to O'Sullivan (2007), research design is a set of research plans and procedures that play an important role in determining how data collection procedures and how to analyze the data. Research design is a series or procedure that aims to assist researchers in designing a study to find accurate and reliable results. Research design has different approaches in describing the types of questions in qualitative, quantitative, and mixed methods approaches to provide specific directions for the steps in this research studies (Creswell, 2018). The use of research design is useful for collecting, interpreting data, and analyzing data using qualitative and quantitative research approaches (Creswell, 2007). Researchers use a qualitative research in solving problems in research. According to Creswell (2009), qualitative research is a means to explore more knowledge and gain understanding in the problems of individuals or groups of people who can be analyzed. The reason for using qualitative research methods

is to find in-depth results on how lecturers provide positive feedback on students' speaking performance in class. The researcher explored in-depth information about how lecturers provide positive feedback in English speaking classes and students' perceptions of positive feedback on their speaking activities.

B. Research Location

This research was conducted at the Department of English Education in Faculty of Tarbiyah and Teacher Training at Ar-Raniry State Islamic University (UIN Ar-Raniry), Banda Aceh. Ar-raniry State Islamic University (UIN Ar-Raniry) was established in 1960 which is located on Sheikh Abdul Rauf St., Darussalam, Banda Aceh. The research sites included classrooms attended by students enrolled in the English Department.

C. Research Participants

1. Population

Creswell (2012), states that population is a number or set of individuals who have similar characteristics or traits. According to Sulisty (2006), also considers that the population is part of the research object. The population of this study is the 2023 batch students which amounted to about 175 students majoring in English Education at Ar-Raniry State Islamic University.

2. Sample

Acharya, et al (2013), stated that sample is a small portion of the overall population chosen to represent the entire population. In selecting participants, the technique used in this research is purposive sampling. According to Obilor and

Issac (2023), purposive sampling is one of the most efficient sample techniques because this sample is based on the researcher's ability to determine participant criteria that are in line with the research. There are two sampling techniques, namely probability sampling and non-probability sampling. In probability sampling, sampling can be done randomly, while non-probability sampling must be in accordance with predetermined criteria. Purposive sampling is included in non-probability sampling, meaning that the sample or informant selected is based on the criteria and data needs set by the researcher to achieve the research objectives.

The participants in this study consist of six (6) of English Education students are the study sample. Participants in qualitative research are usually around 5 to 10 study sample (Creswell, 2007). The participants chosen were students who are currently taking Intermediate Language Skills class. Based on the sample that has been selected, namely purposive sampling. There are several criteria for selecting research participants, such as:

1. The students of the Department of English Language Education of UIN Ar- Raniry Batch 2023.
2. The students who are currently taking Intermediate Language Skills course.
3. The students who have received feedback.

D. Technique of Data Collection

In this study, the researcher collected the data through interviews and observations. Creswell (2012), stated that interview is one of the data collection techniques to find the data sought in accordance with the research related to

opinions, thoughts, beliefs, knowledge based on the topic to be asked, and during the interview process, important points are noted and recorded. In this study, the researcher conducted semi-structured interviews. The researcher has provided a list of 12 questions to be answered by the interview participants, interviews are conducted personally, namely face-to-face. Before the interview began, the researcher gave a brief explanation of the description of the research being conducted so that participants knew where the interview was going. The researcher also informed the participants that their identity would be kept confidential. To help the data collection process, the researcher does it by listening carefully, noting important points, and the most influential way when interviews are conducted is by audio recording. Audio recording can be the most useful alternative because afterwards, the transcript of the recording can be compiled into an analytical document. In addition, the researcher conducted observations. Observation is a data collection technique that aims to observe a phenomenon or behavior so as to gain knowledge (Kumar, (2022)). The researcher used structured observation.

When the researcher conducts structured observation, the researcher focuses and observes the parameters that have been determined, such as the provision of positive feedback from lecturers, how it is delivered, and what kind of student response regarding positive feedback. The researcher took structured notes on each of these parameters. From the data collection, it can be analyzed in more depth and detail.

E. Technique of Data Analysis

After collecting data, the researcher analyzed the data in order to understand, interpret, find answers to research questions, and draw conclusions to achieve research objectives. In the data analysis process, the researcher applied one of the methods introduced by Miles and Huberman (1994). According to Miles & Huberman (1994), he identified that there are several stages in analyzing qualitative data, which include data reduction, data presentation, and verifying conclusion.

1. Data Reduction

Data reduction is the process of summarizing data results based on themes and characteristics that have been determined at the beginning. When the reduction is carried out, the data is sorted according to the theme, if there are data results that do not match, the data can be reduced. The purpose of data reduction is to assist researchers in maximizing important data results so that it makes it easier for researchers to draw conclusions.

2. Data Display

The next step is data display, which is the presentation of data in visual form such as tables, graphs, or charts. In addition, to make it easier to display data, it can be written in the form of a brief description or using narrative text. Data display can make it easier for researchers to understand and summarize the meaning of data that has been neatly presented.

3. *Verifying Conclusion*

After going through two stages of analyzing data, namely, data reduction and data display, Therefore, the last step needed is a conclusion drawing. Conclusion drawing is an effort made by researchers to draw conclusions from previously analyzed data related to research questions and research objectives. The data that is concluded is valid and consistent in order to answer the research questions.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings based on the results of the data collection. In collecting the data, the researcher used semi-structured interviews and observations. The findings are presented to answer the research questions on how lecturers provide positive feedback and students' perspectives on the impact of positive feedback in their speaking activities in English speaking class.

A. Findings

This section contains the presentation of research findings, where the data were collected through observations and interviews. Data from observations and interviews are used to answer the research questions about "How do the lecturer's provide positive feedback in an English-speaking class? How do students perceive positive feedback from lecturers in the context of their speaking activities?". To find out whether lecturers provide positive feedback in English-speaking classes, the researcher conducts structured observation. The researcher will focus on and observe the parameters that have been determined, such as lecturers providing positive feedback to students, the form of positive feedback that lecturers provide during learning, and the impact on students when receiving positive feedback. The researcher observed during classroom learning that almost some lecturers give positive feedback to their students in the intermediate language skills class. From the results of these observations, researchers found that lecturers more often give

oral positive feedback than written positive feedback to their students. This observation was done only as supporting data, while the primary data was taken from the results of the research interview.

Researcher used a semi structured interview. This research was conducted at Ar-Raniry State Islamic University English education study program with the research population being English education students class of 2023 who were taking intermediate language skills courses. In selecting participants, the study used purposive sampling method. Participants in this study amounted to 6 students, namely MK, HS, AM, MH, NA, and AM. The selected participants are in accordance with the participant criteria that have been set by the researcher. Each participant spent about 8-15 minutes answering 12 research questions to share their experiences and opinions on this research topic. The results of this research interview can be presented in two topics to answer the first and second research questions, as follows:

Research Aim	Data Collection	Data Analysis
Lecturer's provide positif feedback in English Speaking Class	Interview data	<ul style="list-style-type: none"> - Students often get oral positive feedback (oral feedback). - Lecturers usually directly correct if there are mistakes in speaking (corrective feedback). - Giving appreciation and rewards after students do speaking activities (positif reinforcement). - Provide in-depth explanations and constructive suggestions to the

		students speaking performance (critical constructive feedback).
	Observation data	<ul style="list-style-type: none"> - Lecturers provide positive feedback during classroom learning. - Lecturers more often provide positive feedback than written feedback. - Lecture also provide corrective feedback, positif reinforcement, and critical constructive feedback. - Feedback is provide directly after student speaking.
Students perceive positif feedback from lecturers in the context of their speaking activity	Interview Data	<ul style="list-style-type: none"> - Oral feedback is most effective than written feedback. - Positive feedback can encourage students' motivation to improve their speaking skills. - Positive feedback can increase student self-confidence. - Positive feedback can reducing anxiety and nervousness. - Positive feedback can correct students' speaking errors.
	Observation Data	<ul style="list-style-type: none"> - Students actively participate in speaking during the learning process in class. - Showed a positive response from students.

		<ul style="list-style-type: none"> - Encouraging student motivation. - Increasing student confidence. - Help students identify speaking errors.
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Tabel 1.1 data display from interview and observation

1. The lecturer's provide the positive feedback in English Speaking Class

Based on the research observation, lecturer's provide oral feedback more often than written feedback by giving it directly after students' speaking activity. It certainly makes it easier for students to absorb feedback and direction from lecturers and they can ask directly what are the shortcomings and strengths in their speaking and can ask for a more in-depth explanation of the speaking mistakes they made so that in the future it will not be repeated.

Based on the research interview, some participants have different answers about the methods they receive when lecturers give positive feedback, but there are some who have almost similar experiences when getting positive feedback from lecturers. Based on the participants' answers, they showed that there are several ways that lecturers give positive feedback to students in speaking classes, namely (a) oral feedback (b) corrective feedback (c) positive reinforcement (d) critical constructive feedback.

a. Oral Feedback

All research participants said that lecturers give feedback during speaking lessons in class which is oral feedback. Oral feedback is one of

the types of positive feedback, oral feedback is usually given directly to students after a presentation or speaking activity. According to Mahdi and Saadany (2013), oral feedback becomes an important communication medium between the lecturer and the student who receives the feedback, the lecturer can directly correct the part where the student's performance is wrong and the student can ask for an explanation of the lecturer's correction. This was confirmed by MK:

“What I often receive is Oral positive feedback and in my opinion oral positive feedback is more effective in giving to students, because students can receive feedback directly, so we can more directly listen to what the lecturer's input is. If for example it is written, it is a bit difficult to understand, maybe we don't know clearly where our mistakes are”.

Similar to MK, NA also demonstrated her opinion:

“For myself, I often get oral positive feedback, in my opinion the most effective for me is oral positive feedback. Because, if it is given in oral form, we can directly listen and know where our mistakes are. However, if I get feedback in written form, I am afraid I will not read it and tend to ignore it”.

Based on the two statements above, we can conclude that oral positive feedback is the most effective form of feedback compared to written feedback. Through oral feedback, students can find out directly which parts need improvement so that students can easily understand the

input that the lecturer provides. In addition, oral positive feedback also benefits students because they can more freely ask about the strengths and weaknesses of their speaking.

b. Corrective Feedback

Corrective feedback is a comment or response given by the teacher to a mistake made by the student (Ellis, 2006). This feedback focuses on correcting students' speaking errors so that the role of the lecturer is needed to provide guidance to his students to make improvements. In the context of speaking classes, corrective feedback certainly has a significant role in students' speaking skills, because students can directly identify and correct errors in their language use, thus improving their speaking skills. This was evidenced by statements from HS:

“I am usually corrected directly where my speaking mistakes are, for example yesterday I had a grammar mistake, then the lecturer immediately told me that this one was wrong and told me that I should use this grammar”.

HS's statement shows that corrective feedback helps her directly to find out grammatical errors in her speaking, in addition, the feedback that the lecturer provides not only tells where the grammatical errors are but also provides assistance to correct the use of grammar correctly.

NA also had a similar experience with HS, namely:

“So, I often have difficulty in pronunciation and here my lecturer immediately gives direction and input without

directly blaming. However, he directly says if there are some pronunciations of vocabulary that you have to improve again. Some of my other friends when getting feedback immediately felt down and not confident anymore. Whereas I myself feel that this positive feedback gives me a great opportunity to learn and practice my pronunciation because the lecturer has given corrections to my previous speaking activities”.

In conclusion, corrective feedback is one of the most important forms of feedback to improve students' speaking ability in language learning. It can help students to know directly their speaking mistakes and the lecturer can also tell how to use the language correctly. With the feedback that the lecturer gives, of course, it can provide motivation for students to improve their language skills.

c. Positive Reinforcement

Another method of positive feedback that lecturers give in English speaking class is positive reinforcement. Positive reinforcement is giving a reward or praise after someone does something good so that they will want to do it again in the future. In the learning environment, positive reinforcement has an important role that is able to foster students' confidence, increase their motivation, and improve their performance in speaking skills.

This was confirmed by SR, who said:

“The feedback that I often get from the lecturer is in the form of praise for the presentation that I have done. The lecturer highlights certain aspects that are good in my speaking performance because of that I am more motivated to continue to improve my ability in English”.

Praise from lecturers has a good impact on students, especially in the aspect of encouraging student motivation. With lecturers highlighting parts of students' speaking that are good, it encourages students to continue to improve and develop their speaking skills. MH also stated that :

“The form of feedback that I often get is positive feedback where the lecturer often gives appreciation and direction after the speaking activity is completed so that I am more confident when presenting at the next meeting”.

In conclusion, positive reinforcement can create a supportive learning environment that can attract students to continue to improve their speaking performance. With lecturers giving appreciation and positive feedback, it also encourages students to continue to make improvements on the parts that may still need to be improved. Positive reinforcement can increase students' motivation and confidence and build a positive learning environment.

d. Critical Constructive Feedback

Besides praise, students also need a method of feedback that provides constructive criticism and suggestions to improve their speaking, this type of feedback is called critical constructive feedback. The purpose of this feedback is to guide students to find out where their weak points are and provide concrete suggestions to overcome these mistakes, so that students can improve their language skills and performance. In line with AM statement below:

“The form of feedback that I often get is that the lecturers explain what I lack after my presentation or after my speaking club or my speaking class and my lecturers also give feedback that is very clear and easy to understand”.

In alignment with this perspective, MK also shared a similar view:

“Usually, after appreciating my presentation, I am given constructive feedback to improve my speaking and my lecturer also gives suggestions to improve my speaking in certain parts so that I try to improve my language skills”.

Based on the responses of the participants, we can conclude that critical constructive feedback plays an important role in helping students like AM and MK to know where they are weak and understand how to improve their speaking. By incorporating positive comments and constructive feedback, lecturers can increase student motivation, boost confidence, and create a collaborative classroom environment.

Tabel 1.2 example of positif feedback

Metode of Feedback	Grammar	Pronunciation	Vocabulary	Fluency	Comprehension
Oral Feedback	“Your sentence structure is good, it just needs a little improvement on the use of tense in some parts.”	“Your pronunciation is quite clear, just need a little attention on some words like 'analysis' and 'data' to get closer to standard pronunciation.”	“The vocabulary you use is already quite extensive, but it could be improved by adding more terms that are relevant to the topic you are discussing.”	“You speak very fluently and there are hardly any long, distracting pauses. Just might need a bit more practice to refine the transitions between sentences to make the flow more fluid.”	“You have shown a very good understanding of the material covered, it would be even better if you could connect the concepts you explained with additional examples to deepen the audience's understanding.”
Corrective Feedback	“Your presentation was very good. To make it more perfect, try to correct the use of articles like in this sentence: 'The data is' to 'The data are' because 'data' is plural.”	“Your pronunciation is clear. To improve, correct the pronunciation of the word 'synthesis' which should be pronounced 'SIN-thuh-sis' rather than 'SYN-thesis'.”	“Your vocabulary is very good. To be more precise, replace the word 'big' with 'significant' in this section to make it more academic.”	“You speak fluently. To make it smoother, improve the transition between this sentence and the next by connecting the ideas more clearly.”	“You have shown a good understanding of this material. However, to ensure the audience understands more easily, try giving concrete examples or illustrations that are directly related to the theme you are explaining.”
Positive Reinforcement	“Your grammar is already very good. With a little adjustment in some sentences, you will reach a higher level of accuracy.”	“Your pronunciation is already very clear. If you practice a few extra words, your presentation will be even easier to understand.”	“The vocabulary you have chosen is already very effective and diverse. Adding some new terms will make	“The way you speak is already very fluent. With a little extra practice, you will achieve a very impressive fluency.”	“Your understanding of the material is strong and very good. Including some concrete examples will make your explanation clearer and more impactful.”

			your presentation even more outstanding.”		
Critical Constructive Feedback	“The sentence structure you use is very good and easy to understand. If you can be more consistent in using subject-verb agreement, your presentation will be stronger and more accurate.”	“You've spoken confidently, and most of the words are clearly pronounced. To further refine your presentation, try to pay attention to the pronunciation of words like 'development' and 'entrepreneur' so that they sound more natural and easy for the audience to understand.”	“You have chosen the right words to convey the main ideas. To increase the power of your presentation, try using synonyms or more specific terms to replace some common words that are often repeated.”	“You speak very fluently and the flow is easy to follow. To be more effective, try to use less filler words like 'um' or 'like', so that your delivery of ideas will feel more assertive and confident.”	“Your understanding of the material is very good, and it shows in your explanation. To improve, try to relate key concepts to practical examples from everyday life, so that audiences who are not familiar with the topic can more easily understand and follow your presentation.”

2. The Students Perceive Positive Feedback from Lecturers in The Context of Their Speaking Activities

Positive feedback has a positive impact on students, especially in improving their speaking skills. Not only that, positive feedback can encourage student motivation, increase self-confidence, correct speech errors, and reduce anxiety in speaking English. Every participant has almost the same opinion that positive feedback is very important to know the extent of their speaking ability and what aspects need improvement and increase deeper language learning. This was confirmed by SR who said, "I think it is very important, because with the positive feedback from the lecturer I know what kind of value we have in ourselves, I know

which parts are less and more. So, when I want to improve my speaking skills, it will be easier because I will try to improve on the parts that are my speaking obstacles, such as lack of vocabulary and grammar". Each student has various perspectives on this positive feedback and there are some who have almost the same view.

a. Preference of Oral Feedback

All research participants argued that oral positive feedback is more effective than written positive feedback. This is because, oral positive feedback is more qualified to be given to students, because it is given directly after a presentation or speaking activity. Therefore, students can directly know the strengths and weaknesses in their speaking and can ask what they don't understand, whereas if given in writing, students will have a little difficulty understanding the wrong aspects and cannot ask further how to overcome the speaking mistakes. This situation was confirmed by NA:

"I think the most effective for me is oral positive feedback.

Because, if it is given in oral form, we can directly listen and know where our mistakes are. However, if I get feedback in written form, I am afraid I will not read it and tend to ignore it".

SR shared a similar experience with NA, SR said:

"I feel that oral positive feedback is more effective because it is given directly in class, so we can immediately know

where we went wrong. Sometimes if it's written, we might not be aware of it, because when we get home, we might just put it down and not check it again. Because oral it feels like it will absorb the input that the lecturer gives better than written”.

From the two statements above, we can conclude that oral positive feedback tends to have a significant impact on students. NA and SR felt that oral positive feedback from lecturers was more effective in helping them to understand and correct their speaking errors. Oral positive feedback is a way of interaction between students and lecturers on what areas that the students should improve. Whereas, if the lecturer provides written positive feedback, students do not get a more in-depth explanation of their speaking errors so NA and SR tend to ignore and do not look back at the feedback given in the written form.

b. Increasing students motivation

Motivation is an important role that supports student achievement both in education and other fields. To be able to encourage student motivation, lecturers act as facilitators who can provide positive feedback that students need as material for their self-evaluation. Positive feedback is an important part of increasing students' motivation to continue learning and developing in improving language skills. Based on the observation, students showed enthusiasm and encouraged their motivation to correct their speaking mistakes by asking the lecturer about the correct aspects of

speaking after getting feedback. Based on the interview analysis, all participants argued that the positive feedback that lecturers provide can encourage their motivation to learn languages. This was proven by MK:

“Yes, of course, because with the feedback from the lecturer, it motivates me to practice speaking more often and increase my English vocabulary and learn from various platforms that can be used to improve speaking”.

Similarly to MK, NA also described her statement:

“Yes, I myself feel that when I get feedback, it motivates me to continue to increase my interest in learning to improve my speaking skills. And it motivates me to learn English from English apps that are available nowadays or I usually watch movies without subtitles”.

Based on the two statements above, the researcher can conclude that positive feedback not only encourages motivation to continue to increase interest in learning for students. However, students actively participate in developing their language skills by often practicing speaking from various methods they can use such as learning on English language applications and watching western movies without subtitles.

c. Increasing students' self-confidence

Based on the data from observation, positive feedback has a significant influence on increasing student confidence because students actively participate in speaking during the learning process in class. This is proven by SR's statement:

“Yes, I feel so, especially when the lecturer gives appreciation to my speaking performance, it immediately increases my confidence in the future to be more courageous to come forward”.

In alignment with this perspective, MH also shared a similar view:

“Of course, because when we are given positive feedback, I feel like I am given trust by the lecturer, oh this is the result of what I have done, of course it can increase my confidence to be more courageous in speaking with friends or presenting on other occasions”.

In conclusion, the researcher can conclude that lecturers give praise or feedback to students, making them tend to feel more valued so that on other occasions they are more courageous to carry out their speaking activities such as presentations or other speaking performances. In addition, the increased confidence of students do not only have an impact on their performance in education but students can be more confident to interact with friends using English.

d. Reducing nervousness and anxiety

Based on the data from the participants, there are two differences in the effect of positive feedback on students' nervousness. Some participants feel that positive feedback has a positive influence in reducing anxiety, but the others feel that positive feedback does not help them in overcoming their anxiety for speaking English. This was proven by NA:

"I personally feel that this feedback can reduce the nervousness that I often experience. Because, at first I felt afraid and shy to come forward so I experienced excessive nervousness. However, every time I speak in English and then get positive feedback from the lecturer, I immediately feel calm so that in the future I am more brave to come forward, of course also with careful preparation".

In contrast to HS who felt that this positive feedback did not help him to overcome his nervousness, he said:

"Not in my opinion, because the anxiety in me is sometimes difficult to control especially if I am asked to speak suddenly without preparation, it is certain that I will feel anxious to speak because I am afraid of speaking wrong."

Based on the two statements above, the researcher can conclude that positive feedback from lecturers has a different impact on each student. Some students feel that feedback is a significant effort in draining their nervousness and can increase their confidence. However, other

participants felt that feedback from lecturers does not always improve anxiety, which is often an obstacle for students to develop their speaking. Therefore, it is important to provide more personalized support or support from people around them to make students feel less nervous so that they are more courageous in showing their language skills.

e. Correcting speaking errors

All research participants have almost the same opinion that positive feedback has a positive impact on students to identify speaking errors that are often made. This was confirmed by one of the participants, MH:

“Of course yes, because when we get positive feedback, I can realize the mistakes I often make where and the direction that the lecturer gives me to learn to fix it and can improve my speaking skills so that on the next occasion, I can speak better”.

According to MH, the feedback that lecturers give directly to students can help them to know the mistakes in their speaking. So that he has the opportunity to correct his speaking mistakes so that it can improve his speaking ability.

Similar to MH's statement, AM confirmed like this:

“I personally feel very helpful, because when the lecturer gives positive feedback, whether it's a form of appreciation or suggestions for improvement, I indirectly realize where my weak points and strengths are in speaking. Especially if the

lecturer directly tells me to improve in the pronunciation section because I feel lacking there, then I will focus more on improving how to pronounce each word correctly”.

A gave reinforcement by saying that positive feedback makes students realize their strengths and weaknesses in speaking that require significant improvement. When lecturers provide specific feedback or improvements, such as improvements to pronunciation, students can focus more on that aspect to improve their skills.

In conclusion, the findings supported by statements from MH and A, emphasized the importance of positive feedback in helping students to make improvements to their speaking. Positive feedback from lecturers plays an important role in providing motivation by providing input and corrections to students' speaking to develop their speaking skills more effectively.

f. Students' expectations of positive feedback from lecturers

Based on the answers from the research participants, it is very clear that the participants have very high expectations of lecturers in providing positive feedback in English classes. There are various expectations but it can be concluded that the desire of all participants is that students get constructive direction that awakens their enthusiasm for learning to improve their English language skills. The following is the hope of one of the participants, HS, he hopes that:

“My hope is of course for lecturers to give positive feedback to their students more often, so that we know how good our speaking skills are and know the shortcomings that we can later improve so that in the future my own speaking ability can develop”.

Similar to HS, NA also described her expectations:

“My own hope is that the lecturer can give more feedback to his students, so that students know where to improve or students know that they are more qualified in this section. And if possible, lecturers also give recommendations to their students to read articles or YouTube channels related to improving student speaking”.

NA hoped that lecturers would give positive feedback more often in speaking class in every presentation or other speaking activity, so that students know their strengths and weaknesses so that students can improve certain aspects that need to be improved. NA also hopes that lecturers can provide recommendations for learning resources either from articles or YouTube channels.

Based on the two expectations above, the researcher can conclude that the main expectation of students is that lecturers can often provide positive feedback, provide constructive and specific corrections, and students hope that lecturers can provide recommendations for additional learning resources to support the improvement of students' speaking skills.

Lecturers can also create an effective learning environment where students can be more active in participating in language classes, positive feedback not only helps students understand their progress, but also motivates them to continue improving their speaking skills effectively.

B. Discussion

This study investigates the use of positive feedback by lecturers in improving the speaking skills of English language education students. Based on the research findings from the interview, it shows that the provision of positive feedback has a positive impact on improving students' speaking.

1. The lecturer's provide the positive feedback in English Speaking Class

The first research question is about how the lecturer provides the positive feedback in English speaking class. The findings of this study show that lecturers provide positive feedback with various positive feedback methods, namely by means of oral positive feedback, corrective feedback, positive reinforcement, and critical constructive feedback.

Oral positive feedback provide directly by lecturer's, by giving praise and feedback after the presentation or speaking activity, has a good effect on students. This is because students can receive real feedback, so that students can understand the corrections and input from lecturers on their speaking. Students can also ask directly the part that still needs deeper explanation to the lecturer without having to wait for tomorrow or another day. In addition, oral positive feedback can increase student motivation and can build a positive learning environment. Feedback that

lecturers provide directly after speaking makes students more motivated to correct speaking errors, because students still remember clearly how well they have performed and what parts still need improvement (Pirhonen, 2016).

In addition to oral positive feedback, the method of giving positive feedback that lecturers provide is through corrective feedback. The purpose of this feedback is to correct students' speaking errors constructively, thus helping students to understand their speaking weaknesses and strengths. According to Profozic, (2013) claimed that corective feedback is a way that can be shown to learners that there are errors in their speech that require correct changes or corrections to match the target language. Lecturers also provide correct corrections to speaking that requires improvement so that errors in that section can be corrected and improved so that students' speaking skills become even better.

In english speaking class, lecturers also provide feedback in a positive reinforcement manner. In this method, the lecturer provides appreciation and praise for the speaking of students who have experienced good improvement. Positive reinforcement is a gift in the form of appreciation or praise given immediately after the speaking activity is completed which is expected to make the performance even better in the future (Diedrich, 2010). This feedback shows a good effect in increasing students' motivation to actively participate during class learning, then this method can also increase student confidence and support student performance to continue to improve their speaking skills that are still needed to be improved. Research conducted by Conroy (2009) found that lecturers can improve a

supportive classroom environment by establishing positive interactions with students effectively by conducting positive reinforcement such as praise.

Then, lecturers provide critical constructive feedback, this feedback is given to provide reinforcement and also help students identify errors in their speaking, lecturers will provide specific suggestions for student speaking along with a more in-depth explanation so that students can understand the corrective suggestions from the lecturer appropriately. According to Bahri (2019) stated that the critical feedback that teachers provide can be useful in helping students learn to develop and improve their skills. Because getting clear direction from the lecturer really helps students to improve their speaking to be even better. Providing critical constructive feedback is one of the most influential methods that can encourage students to increase self-confidence, increase student motivation towards speaking skills, provide an increase in self-regulation which helps students to achieve maximum learning outcomes (Aslam & Khan, 2020). Thus, all positive feedback methods have an important role to play in the development of student speaking, it will have a good impact if it is given in a way that suits the needs of students as well.

2. The Students Perceive Positive Feedback From Lecturers in the Context of Their Speaking Activities

The second research question addressed students' perceptions of positive feedback given by lecturers in English classes. The research findings show that students prefer oral positive feedback than written positive feedback because oral positive feedback is more effective as it is provide directly than written positive

feedback. In addition, oral positive feedback makes it easier to understand which part of speaking needs improvement, and students can ask questions if they still do not understand. Furthermore, other opinions from students regarding positive feedback have a significant impact on their learning motivation. Students argue that by getting positive feedback, they feel more motivated to improve their speaking skills because they already know their weaknesses and strengths, so they can focus on improving.

Furthermore, positive feedback provide from lecturers can also increase students' self-confidence to be more active in participating in class. In addition, to increasing students' motivation and self-confidence, Positive feedback also plays an important role in giving appreciation and correcting student speech errors. By knowing which part of their speaking is wrong, they can correct the mistake appropriately. According to Alshausan and Issuisi (2023), positive feedback can boost self-confidence and help students to identify their mistakes, encouraging them to learn from them. This finding is in line with the research of Chiviacowsky et al. (2018), which shows that positive feedback has effectiveness in encouraging motivating students to improve their academic as well as self-efficacy. Therefore, it is very important to provide feedback that is clear and easy for students to understand, and positive feedback can also be accompanied by appreciation and input. There are some students who feel that getting positive feedback can reduce their nervousness and anxiety when doing speaking activities, but some other research participants argue that positive feedback does not help reduce the nervousness they often feel when they are suddenly about to make a presentation

or when they are about to start speaking. Actually, nervousness arises when our thoughts tell us that we are not capable enough to do this, so fears of failure arise.

Therefore, the expectations of students towards lecturers when provide positive feedback, namely every input and direction of improvement from lecturers, can be a guide for students to develop their speaking so that in the future it will be even better. In addition, another expectation from students is that lecturers can provide them with recommendations for learning English, be it from articles or YouTube channels that can help students improve their speaking skills.



CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

In this chapter, researchers put forward two discussions, the first of which contains conclusions and suggestions for future research. The results of the research and discussion will be summarized in a conclusion. Based on the conclusions that have been presented, there will be some useful suggestions for future researchers that will be related to the topic of positive feedback as well.

A. Conclusion

This study investigates lecturer's positive feedback in EFL English speaking class. Based on the findings and discussion in the previous chapter, the researcher can conclude that lecturer's provide feedback in english speaking class with various positive feedback methods, including oral positive feedback, corective feedback, positive reinforcement, and critical constructive feedback. Each of these methods has its own role in meeting the needs of the students and certainly has a significant impact on the students' speaking development. These positive feedback methods not only contribute to improving students' speaking skills but also create a supportive and effective learning environment. In addition, the presence of lecturers provide positive feedback in English classes can create positive interactions between students and lecturers. Positive feedback can be a reference by students in speaking improvement, therefore positive feedback is very helpful for students in improving their speaking skills.

Furthermore, students' perspectives on positive feedback from lecturers in their speaking activities. Based on the interview results and research findings, students gave several opinions about positive feedback from lecturers, including that oral feedback is more effective than written feedback, increasing student motivation, increasing student confidence, reducing nervousness and anxiety, correcting speaking errors, aligning with student expectations for continuous support. Overall, positive feedback from lecturers in English classes has a significant impact in increasing motivation, boosting confidence, and can improve students' speaking skills, as well as creating a more positive and supportive learning environment.

B. Suggestion

Based on the above conclusions, there are some useful recommendations for lecturer's, students, and other researchers related to the use of positive feedback which is proven to have a significant impact on improving student speaking.

1. For English Language Teachers

To improve students' speaking skills, the researcher suggests that lecturers incorporate various positive feedback methods such as oral feedback, corrective feedback, positive reinforcement, and critical constructive feedback. By combining these methods, lecturers can create a richer and more effective feedback approach, which can meet students' individual needs and support the holistic development of their speaking skills. Lecturers also need to create a supportive learning

environment and encourage students' active participation and initiative in speaking practice by giving students appreciation as often as possible.

2. For the students

For the students, the researcher suggests to be more sensitive to the feedback given from the lecturer. Students can actively reflect on where their speaking weaknesses and strengths lie. By understanding this, students can improve their speaking skills by practicing more intensively. By identifying their weaknesses through feedback, students can focus on the areas that need improvement and continue practicing their speaking skills to achieve better progress and be more confident in participating in speaking learning activities.

3. For other researchers

For other researchers, it is recommended to further explore the effects of positive feedback on students' speaking skill development. In addition, other researchers could conduct a blended approach in a similar study in order to provide a more comprehensive insight into students' experiences and perceptions of positive feedback, as well as its effectiveness in various educational contexts. Other researchers can also conduct research that focuses on the effectiveness of using written positive feedback in improving students' speaking skills.

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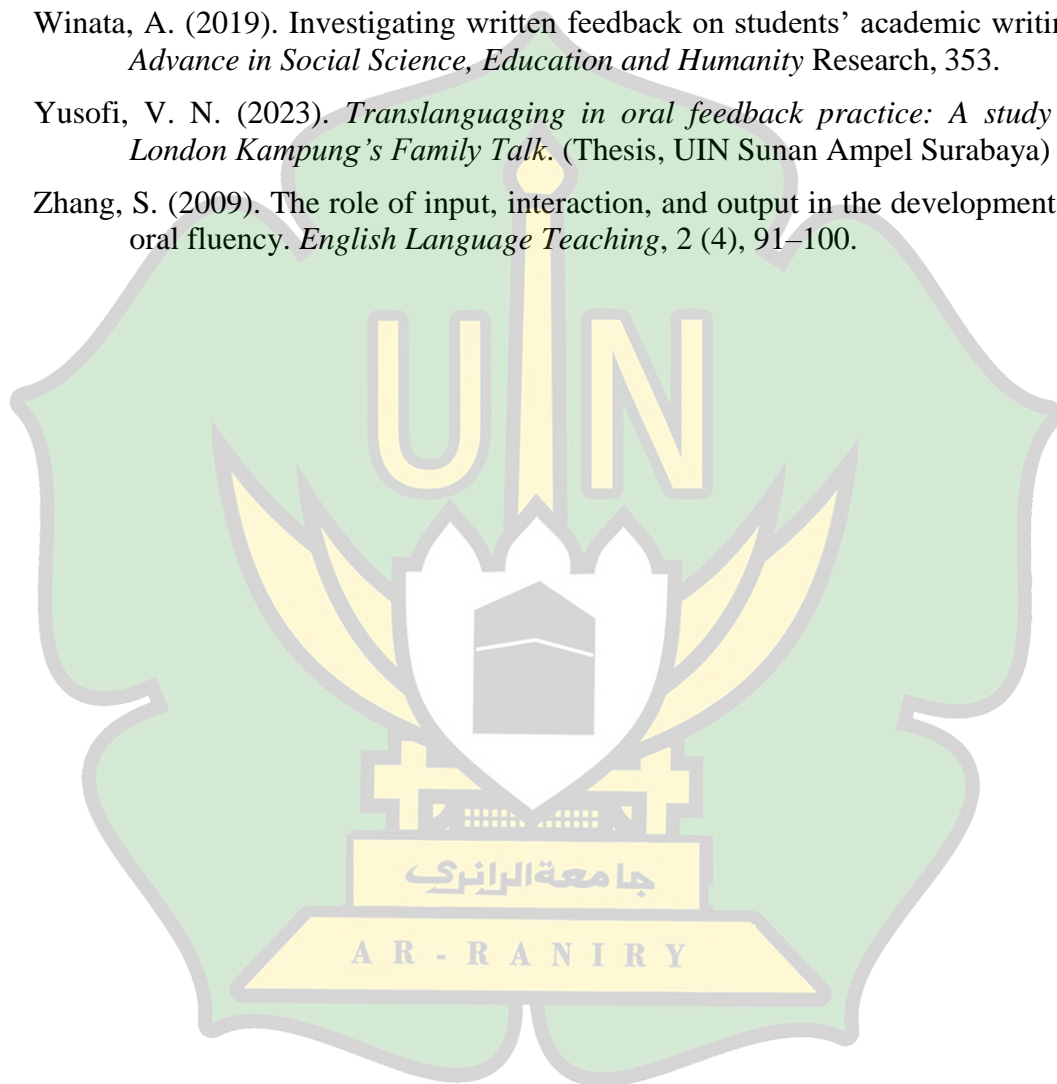
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APPENDICES

APPENDIX A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-1730/Un.08/FTK/Kp.07.6/01/2024

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

DEKAN FAKULTAS TARBİYAH 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/Kmk.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 :
Syamsul Bahri, S.Ag., M.A

Untuk membimbing Skripsi

Nama : Suci Febriyanti

NIM : 200203027

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Investigating Lecturer's Positive Feedback in EFL English Speaking Class

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-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Surat 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 : 31 Januari 2024
Dekan,


Saiful Muluk

- Tembusan**
1. Sekjen Kementerian Agama RI di Jakarta;
 2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
 3. Direktur Perguruan Tinggi Agama 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 to Conduct Field Resesarch

10/10/24, 10:31 AM

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4127/Un.08/FTK.1/TL.00/5/2024
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SUCI FEBRIYANTI / 200203027**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Rukoh, Banda Aceh.

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 *Investigating Lecturer's Positive Feedback in EFL English Speaking Class*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 14 Mei 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 28 Juni 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C: Research Instrument (Interview Questions)

Research Interview

Name :

Student ID/NIM :

Adress :

Phone Number :

1. Have you ever gotten feedback from a lecturer?
2. What kind of feedback do you often get?
3. How do you feel when you get positive feedback from your lecturer after presenting or speaking in class?
4. How important do you think positive feedback from lecturers is to your speaking skills in class?
5. In your experience, does positive feedback from lecturers have an effect on improving your speaking skills in class?
6. Positive feedback is divided into 2, namely oral positive feedback and written positive feedback, what type of positive feedback do you think you receive most often and is most effective in improving your speaking skills in class?
7. In class, the lecturer will give feedback in various forms. In your opinion, do you prefer positive feedback given directly in front of the class or face-to-face?
8. Does positive feedback from lecturers motivate you to continue improving your English speaking skills?
9. Do you feel that positive feedback from your lecturer has helped you to increase your confidence in speaking in class?

10. Do you feel that positive feedback from your lecturer helps you to improve your anxiety when speaking in front of the class?
11. Do you feel that the lecturer's positive feedback helped you to correct your frequent speaking errors?
12. Explain what you expect from your lecturer when giving positive feedback on your speaking performance?

**Note: all respondents' answers will be recorded for research purposes.*



APPENDIX D: Research Intrument (Observation Checklist)

No.	List Observasi	Checklist	
		✓	x
1.	Dosen ada memberikan feedback selama pembelajaran di kelas.		
2.	Dosen memberikan feedback dalam bentuk positif feedback.		
3.	Dosen memberikan feedback berupa pujian atau menambahkan komentar spesifik seperti (menyoroti kemajuan dalam pengucapan atau koreksi dari kesalahan berbicara).		
4.	Dosen memberikan positif feedback secara oral feedback.		
5.	Dosen memberikan positif feedback secara langsung (setelah aktivitas speaking)		
6.	Mahasiswa turut aktif berbicara selama proses pembelajaran di kelas.		

**Observasi khusus : (catat kejadian atau sikap khusus yang relavan dengan tujuan penelitian yang berkaitan dengan positif feedback).*

7.	Mahasiswa menunjukkan respon yang positif ketika mendapatkan feedback dari dosen.		
8.	Positif feedback yang diberikan dosen dapat memberikan dorongan motivasi kepada mahasiswa untuk meningkatkan kemampuan speaking.		
9.	Positif feedback dapat meningkatkan kepercayaan diri mahasiswa dalam speaking.		
10.	Positif feedback yang diberikan dosen dapat membantu mahasiswa dalam mengetahui kesalahan dalam speaking yang sering dilakukan.		
Additional Notes :			

AUTOBIOGRAPHY

Name : Suci Febriyanti

Place/Date of Birth : Binjai/06 February 2002

Nationality/Ethnic : Indonesia

Religion : Islam

Sex : Female

Marital Status : Single

Occupation : Student

Address : Blang Bladeh, Meukek, Aceh Selatan.

E-mail : 200203027@student.ar-raniry.ac.id

Educational Background

- a. Elementary School : SD Negeri 2 Blang Bladeh (2008-2014)
- b. Junior High School : MTs Muhammadiyah Meukek (2014-2017)
- c. Senior High School : SMA Negeri 1 Meukek (2017-2020)
- d. University : Department of English Language Education,
Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry.

Parent's Bio

Father's Name : Alm. Zulkifli

Mother's Name : Susilawati

Address : Blang Bladeh, Meukek, Aceh Selatan.