EXPLORING TEACHER'S FEEDBACK TO HELP EFL STUDENTS DEVELOP SPEAKING SKILLS: A STUDY IN AN ISLAMIC JUNIOR HIGH SCHOOL

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of *Sarjana Pendidikan* in English Education

By

FARAH MAULINA HAKIM

SN. 2520127

ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITAS ISLAM NEGERI K.H. ABDURRAHMAN WAHID PEKALONGAN

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Menyatakan dengan sesungguhnya, bahwa skripsi dengan judul **"EXPLORING TEACHER'S FEEDBACK TO HELP EFL STUDENTS DEVELOP SPEAKING SKILLS: A STUDY IN AN ISLAMIC JUNIOR HIGH SCHOOL"**adalah benar hasil karya penulis berdasarkan hasil penelitian. Semua sumber yang digunakan dalam penelitian ini telah dicantumkan sesuai dengan ketentuan yang berlaku di Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan.

Apabila di kemudian hari pernyataan ini terbukti tidak benar, maka penulis bersedia menerima sanksi yang berlaku di Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan.

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Assalamu 'alaikum Wr.Wb.

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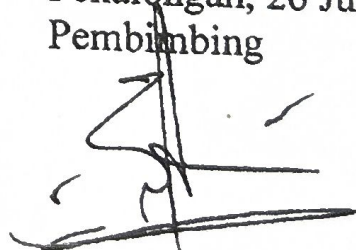Jurusan   : FTIK/Tadris Bahasa Inggris

Judul   : **EXPLORING TEACHER'S FEEDBACK TO HELP EFL STUDENTS DEVELOPMENT SPEAKING SKILLS: A STUDY IN AN ISLAMIC JUNIOR HIGH SCHOOL**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

      Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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Has been examined and approved by the panel of examiners on Monday, 10th Juli 2025 as a partial fulfillments of the requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education.
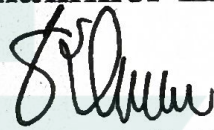
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.

MOTTO

The future belongs to those who belive in the beauty of their dreams
(Eleanor Roosevelt)

The first step is scary, but that's what makes it worth it
(March 7th)

ABSTRAK

Penelitian ini mengkaji peran umpan balik guru dalam meningkatkan keterampilan berbicara siswa EFL di sebuah Madrasah Tsanawiyah di Pekalongan, Indonesia. Menggunakan pendekatan studi kasus kualitatif, penelitian ini melibatkan satu guru Bahasa Inggris dan empat siswa sebagai partisipan. Data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur, lalu dianalisis secara tematik. Hasil penelitian menunjukkan bahwa guru secara konsisten menggunakan dua jenis umpan balik—positif dan korektif—untuk mendukung perkembangan siswa. Umpan balik positif digunakan untuk meningkatkan motivasi dan kepercayaan diri siswa, sedangkan umpan balik korektif membantu mereka memperbaiki kesalahan pengucapan. Kedua jenis umpan balik diberikan setelah kegiatan berbicara untuk mengurangi kecemasan dan menjaga kelancaran berbicara siswa. Strategi pemberian umpan balik yang tepat waktu, suportif, dan disesuaikan secara individual terbukti secara signifikan membantu peningkatan kemampuan, partisipasi, dan kepercayaan diri siswa dalam berbicara. Penelitian ini memberikan wawasan praktis bagi guru EFL dalam menerapkan umpan balik yang seimbang antara dukungan emosional dan koreksi bahasa guna menciptakan lingkungan belajar yang efektif dan memotivasi.

Kata kunci: Umpan Balik Guru, Keterampilan Berbicara, Siswa EFL

ABSTRACT:

This study investigates the role of teacher feedback in enhancing EFL students' speaking skills at an Islamic junior high school in Pekalongan, Indonesia. Using a qualitative case study design, the research involved one English teacher and four students as participants. Data were gathered through classroom observations and semi-structured interviews, then analyzed thematically. The findings revealed that the teacher consistently employed two types of feedback—positive and corrective—to support student development. Positive feedback was used to boost students' motivation and confidence, while corrective feedback helped them improve accuracy, especially in pronunciation. Both types were delivered after speaking activities to minimize anxiety and encourage fluency. The results showed that timely, supportive, and individualized feedback strategies significantly contributed to students' confidence, participation, and speaking performance. This study offers practical insights for EFL teachers in providing feedback that balances emotional support with language correction to create an effective and motivating learning environment.

Keywords: Teacher Feedback, Speaking Skills, EFL Students

PREFACE

I sincerely express my gratitude and praise to Allah SWT for His blessings, which have granted me guidance, health, and patience throughout the process of preparing my research proposal, titled " **Exploring Teacher's Feedback to Help EFL Students Develop Speaking Skills: A Study In An Islamic Junior High School"** This research is submitted to the English Education Department at UIN K.H. Abdurrahman Wahid as a requirement for the Thesis.

The successful completion of this proposed study would not have been possible without the invaluable support of several individuals, to whom I extend my deepest appreciation:

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The Researcher

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CHAPTER I
INTRODUCTION

1.1   Research Background

Speaking is one of language skill which is very important to be mastered by students in order to be a good communicator. According to Fulcher (2003), speaking is the verbal use of language to communicate with others. Speech is about making choices. Students must choose how to interact in expressing themselves and forming social relationship through speech in another statement, (Richards J. , 2008) added that speaking in traditional methodology usually means repeating what the teacher says, memorizing dialogues, or responding to exercises, all of which reflect the sentence-based view of proficiency that applies in audio-lingual methodology and other drill-based or repetition-based methodologies. For example, when the teacher speaks words or sentences in English, students also imitate them afterward, which is expected to also help students to speak according to the correct pronunciation. Many language learners prioritize speaking skills because they feel that if they can speak well, they will be considered proficient language speakers. Teaching speaking skills to EFL students involves developing their ability to communicate effectively in English, with a focus on fluency, accuracy, and interaction. As mentioned, "the goal of teaching speaking skills is communication efficiency (Kyzykeyeva, 2014). This emphasizes the importance of learners' understanding in real-life contexts.

The use of English can be divided into two categories: English as a second language (ESL) and English as a foreign language (EFL) (Richards J. &., 2010). In EFL countries, English is used for several purposes such as education. Related

to the educational function, English is taught in schools starting from elementary school. Junior High School students must be able to speak using English to enhance their communication skills, which are essential for academic success, career opportunities, and social interactions in an increasingly globalized world (Ikrar, 2020). However, in real conditions, it is still difficult for Junior High School students to practice their English skills in daily conversations even though they have studied English in school before (Musthafa, 2001).

The challenges faced by Junior high school students in speaking skills include: first, speaking anxiety, as many junior high school students experience anxiety when speaking in English, particularly due to the fear of making mistakes or being embarrassed in front of others. Second, there is a lack of vocabulary, which makes it difficult for students to express themselves effectively. Third, the limited English-speaking environment poses a challenge, as the natural use of English in their surroundings is very restricted, with few people able to communicate or speak English, hindering their speaking ability. Finally, many students experience a lack of confidence in their speaking ability due to insufficient experience speaking English in front of others; they fear being mocked by peers or criticized by teachers, which can lead to a lack of mastery in speaking skills (Chand, 2021). To improve students' speaking skills, of course, they also need help from teachers in the classroom.

In the ELT (English Language Teaching) classroom, teachers are expected to teach effectively to guide students and maintain classroom discipline. However, the most important role expected of teachers is to provide and maintain a high

quality of education (Leu, 2005). A good teacher is one who assesses students' speaking ability or skills through observation and quizzes or exams designed to evaluate the learners' speaking proficiency. However, in many language teachings, the assessment of students' speaking skills is often overlooked. To perfect students' speaking skills, the teacher plays the role of an assessor (Harden, 2000). Providing feedback during speaking learning also has an important role in improving students' speaking skills in the EFL context (Hattie J. &., 2007). Feedback can be given in the form of verbal corrections, positive reinforcement, and structured comments.

Feedback is very important to develop student ability; from feedback we can help student to get ore knowledge and ability for develop their speaking. Definition of feedback is information provided by an agent (e.g., teacher, peer, book, parent, self) regarding aspects of one's performance or understanding (Hattie J. T., 2007). Teachers provide feedback to develop students' performance and guide their learning. Positive and constructive feedback can help students develop their learning in speaking English and make them more confident.

Teacher feedback is very important in developing students' speaking skills. Research (Tran, 2020). "Teachers' Perceptions of Oral Corrective Feedback in EFL Speaking Classes: A Case Study in Higher Education Institutions in Mekong Delta, Vietnam, Teacher feedback can improve students' speaking skills. Feedback requires communication which is important in the teaching process. Overall, feedback that focuses on the learning process and provides detailed explanations

can develop students' speaking skills. This approach helps students not only correct grammatical errors but also develop better speaking skills.

The significance of teacher feedback in its ability to enhance student motivation by helping to build their confidence and engagement in language learning activities. It develops speaking proficiency by assisting students in identifying areas that need development, such as pronunciation, vocabulary use, and sentence structure. Additionally, it provides guidance for self-improvement, allowing students to reflect on their own performance. Effective feedback also helps students achieve a balance between fluency and accuracy in speaking, ensuring they not only speak smoothly but also correctly (Vélez-Ruiz, M, 2020)

This research is expected to support in students in developing their English-speaking skills. This study aims to contribute to existing knowledge by providing insights into how teacher feedback can be effectively utilized to develop students' speaking abilities in the context of English as a Foreign Language (EFL).

1.2 Formulation of the Problem

This study provides two research questions:

1. What kind of feedback does the teacher use to help EFL students develop speaking skills?

2. How does teacher's feedback help the students develop their speaking skills?

1.3   Operational Definitions

Teacher's Feedback   :   Teacher Feedback is a critical component of the learning process, providing students with information about their performance and guiding them toward improvement (Angelo, 1993).

EFL Student   :   English as a Foreign Language (EFL) refers to the study of English by learners in countries where English is not a dominant or official language (Richards J. C., 2010). These students typically study English to improve their language skills for various purposes (McCulloch, 2012).

Speaking Skills   :   In EFL learning, speaking skills—which involve pronunciation, fluency, coherence, and interactive responses—are crucial for real-life communication. (Christine C. M. Goh, 2012).

1.4   Aim of The Study

The purpose of this study is to understand how feedback is given and the most appropriate type of feedback given to help develop EFL students' speaking skills in Indonesian Junior High School. This study aims to explain how teacher feedback can be used effectively to develop students' speaking skills in the context of English as a Foreign Language (EFL).

1.5 Significances of the Research

The significance of this research is explained as follows:

1. Theoretical Uses : This research is expected enrich literature in feedback to development speaking skills.

2. Practical Uses : This research is expected to be useful for teachers to students to use the most appropriate type of feedback to help develop their speaking skills.
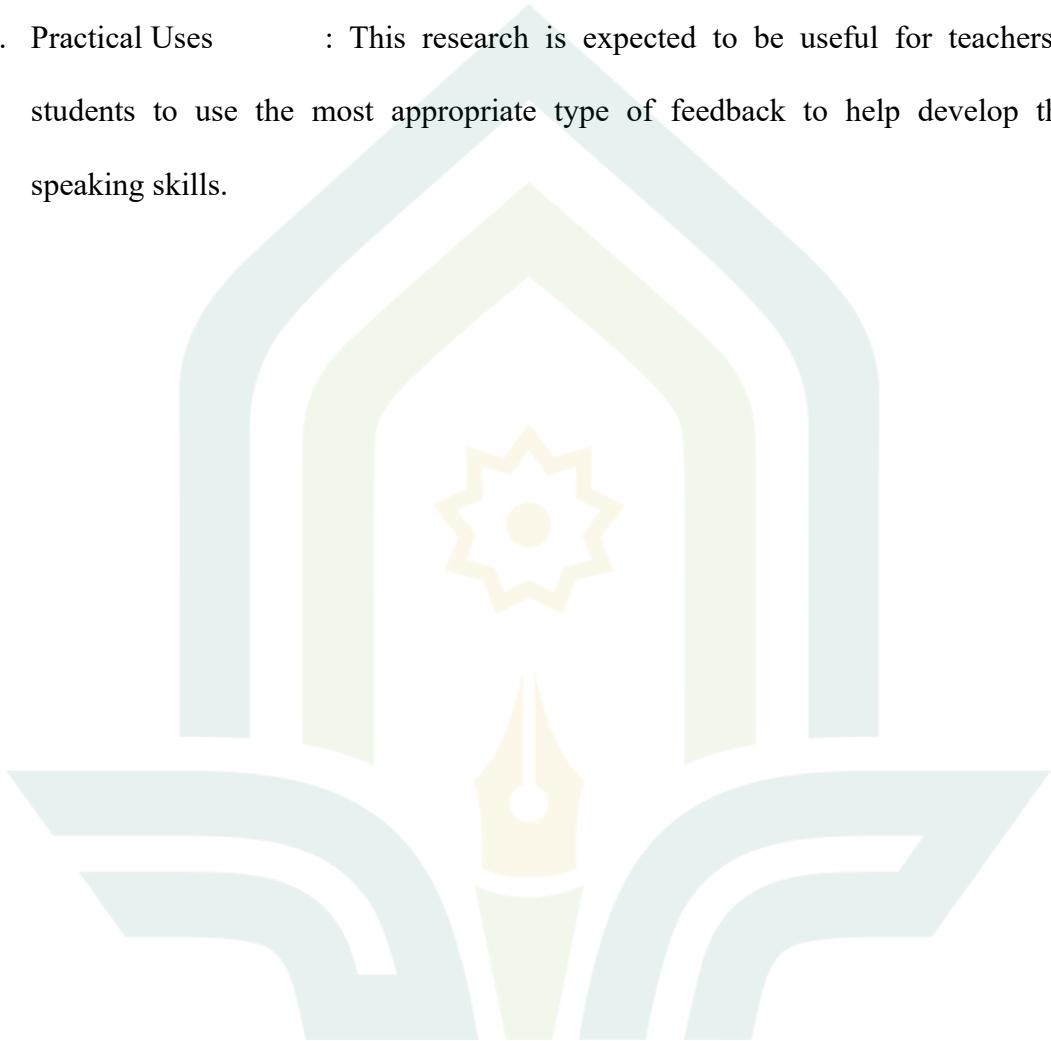
CHAPTER V
CONCLUSION AND RECCOMENDATION

5.1 Summary of the findings

This study aimed to explore the types of teacher feedback used to help EFL students develop their speaking skills in an Islamic Junior High School. The research revealed that the teacher employed two main types of feedback: positive feedback and corrective feedback. Positive feedback was used consistently to praise students' efforts and build their motivation and confidence, often through affirming phrases such as *"Good job being brave to speak"* and *"Excellent performance"*. Corrective feedback, on the other hand, focused on pronunciation errors and was always provided after students completed their speaking performance. This approach avoided interrupting fluency and minimized performance anxiety. These findings align with Elizabeth Gibson's (2007) classification of feedback types and Sprouls' (2015) emphasis on the role of positive reinforcement in student engagement. Observations showed that the teacher implemented these feedback strategies thoughtfully—offering praise first, then addressing errors using polite and constructive language. This implementation strategy created a supportive classroom atmosphere where students were more willing to take risks in speaking English.

The second aim of this study was to examine how the teacher's feedback contributed to the development of students' speaking skills. Data from interviews and classroom observations indicated that feedback played a crucial role in develop students' confidence, motivation, and accuracy, particularly in

pronunciation. Positive feedback helped students feel appreciated and encouraged, which enhanced their willingness to participate. Corrective feedback, delivered with sensitivity and after performance, helped students become more aware of their mistakes without feeling embarrassed. These findings support Hattie and Timperley's (2007) feedback model, which asserts that effective feedback should close the gap between current performance and learning goals, and also reflect Krashen's Affective Filter Hypothesis, which highlights the importance of lowering student anxiety to promote language acquisition. In practice, the teacher adapted feedback delivery to match students' individual confidence levels—providing gentler comments to shy learners and more direct corrections to confident students. This differentiated strategy ensured that feedback was not only pedagogically effective but also emotionally supportive, thereby promoting both fluency and learner autonomy in speaking.

5.2 Recommendation

Based on the findings and encountered during this study, several recommendations are proposed to improve the effectiveness of teacher feedback in English as a Foreign Language (EFL) speaking instruction. First, English teachers are encouraged to continue using positive and corrective feedback, as both types have been proven to enhance student motivation and improve pronunciation skills. To ensure students' comfort during speaking activities, teachers should provide feedback after students have completed their speaking tasks, rather than while they are speaking. This approach allows students to speak more fluently without interruption and helps reduce anxiety or nervousness. In

addition, feedback should be adjusted according to each student's individual characteristics, such as their level of self-confidence, language ability, and emotional sensitivity. By using supportive and constructive language, teachers can create a more inclusive learning environment and encourage students to participate more actively.

For future researchers, it is recommended to examine the long-term effects of teacher feedback on students' speaking skill development in order to determine whether the observed improvements are sustainable. Comparative studies involving different types of feedback—such as teacher versus peer feedback, or immediate versus delayed feedback—may also provide deeper insights into best practices in language teaching. Lastly, future studies should consider involving a larger number of participants and more varied settings so that the findings can be generalized across different school contexts, age groups, and levels of English proficiency.
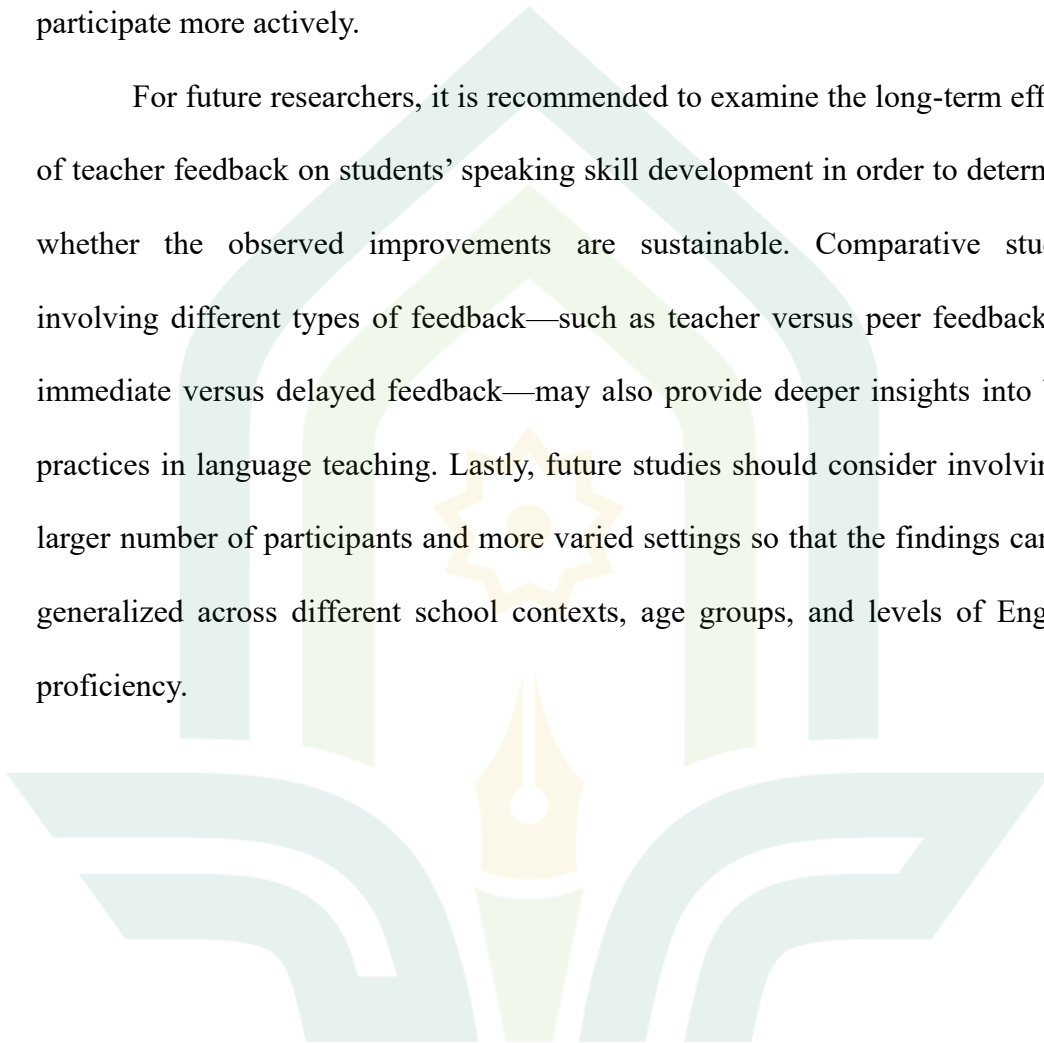
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