

Analyzing Teachers' Feedback and Challenges on Students' Speaking Skills at Smp Negeri 16 Mataram

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ABSTRACT: Teacher feedback plays a crucial role in enhancing students' speaking skills, motivation, and confidence in learning English as a foreign language (EFL). This study aims to investigate the types of feedback provided by English teachers and the challenges they encounter in offering feedback at SMP Negeri 16 Mataram. Using a qualitative research approach, data were collected through interviews with 2 teachers and 5 students. The findings reveal that teachers primarily used positive and constructive feedback to encourage students' participation and improvement. However, teachers face several challenges, including students' lack of interest, low motivation, and difficulties in pronunciation and grammar. This study highlights the need for effective feedback strategies and interactive teaching methods to enhance student engagement and learning outcomes.

Keywords: Challenges, English Learning, Speaking Skills, Student Motivation, Teacher Feedback.



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INTRODUCTION

English is widely recognized as an international language essential for global communication, academic purposes, and professional advancement. In Indonesia, English is taught as a foreign language, yet students often struggle with speaking due to limited exposure and practice opportunities. Being English teacher is not easy as people known, there are many challenges that teachers face, especially in language learning teacher play an important role in what they do, and how they do in developing their own professional knowledge and practice. They become their students' capital. (Damayanti et al., 2023). According to Goodyear et al, the ultimate roles of teachers is not restricted in transferring information and knowledge, rather they have to be facilitators, advisors, assessors, researchers, technologists, designers as well as manager-administrators. (Ariawan, 2021). The difficulties these teachers face influence for students' outcomes. Teachers must have good techniques in teaching English, especially on speaking skill. According to Brown (2004), speaking is a productive skill that requires interaction, which is often challenging in EFL contexts (Barker & Moyer, 2004). Effective teacher feedback is vital for guiding

students toward improvement and building confidence in speaking English. (Alavi & Kaivanpanah, 2009).

Teacher feedback can be categorized into different types, such as positive feedback, constructive feedback, and corrective feedback (Khusniyah & Ariawan, 2024). Positive feedback reinforces correct language use and encourages students' participation, while constructive feedback helps students understand their mistakes and improve (Sprouls et al., 2015). However, delivering feedback effectively can be challenging due to students' resistance, low motivation, and fear of making mistakes (Miliander, 2005).

This study investigates the types of feedback used by English teachers and the challenges they face in providing feedback to students at SMP Negeri 16 Mataram. Understanding these issues can help teachers develop better strategies to enhance students' speaking skills (Li et al., 2024).

Several studies have examined the role of feedback in EFL learning. (Putri et al., 2021) investigated students' perceptions of teacher feedback in an Indonesian high school. They found that positive feedback significantly enhanced students' motivation, while negative feedback led to disengagement. Similarly, (Miliander, 2005) studied oral feedback in Swedish secondary schools and found that teachers primarily provided feedback on content and pronunciation errors, with a preference for oral correction over written feedback. Another study explored teachers' emotional experiences when providing feedback. They found that while teachers experienced joy when students improved, they also encountered frustration when feedback was ignored. (Yu et al., 2021). (Ali et al., 2024) The other research examined the impact of written and oral feedback on students' writing skills. Their findings suggest that a combination of both types of feedback enhances students' learning outcomes (Fadli et al., 2022). These studies indicate that feedback is essential for language learning, but its effectiveness depends on how it is delivered and received. This study builds on previous research by focusing on teacher feedback in speaking skills rather than writing, providing a new perspective on EFL learning (Alharbi & Khalil, 2022).

According to Vygotsky (1978), feedback functions as scaffolding, helping students progress beyond their current level of ability through guided instruction. Piaget (1985) suggests that learning is an active process where students construct knowledge based on their experiences. Feedback serves as an essential tool in shaping students' understanding and improving their speaking skills. (ZULAIHA et al., 2020). Besides that, feedback is not only in the form of compliments, but also reminders or better suggestions to the teaching performance. (Suhandra & Ariawan, 2023). These theories support the idea that effective teacher feedback can significantly enhance students' language learning experiences by fostering engagement and guiding their improvement (Qassrawi et al., 2024).

METHOD

This study employs a qualitative research approach to explore the types of feedback used by English teachers and the challenges they faced. The research was conducted at SMP Negeri 16 Mataram, involving 2 English teachers and 5 students. Data were collected through semi-structured interviews with teachers and students. Interviews focused on the following key

questions: 1) What types of feedback do teachers provide in English learning? 2) What challenges do teachers face when giving feedback? Thematic analysis was used to identify common patterns and themes from the interview transcripts. The findings were categorized into types of feedback and teacher challenges.

RESULT AND DISCUSSION

Kind of feedback the English Teachers provide during the English learning

The interview at SMP Negeri 16 Mataram was conducted on Wednesday, 5th, 2025. There are 2 teachers and 5 students as informants and 4 questions that the researcher asked to the informants. This researcher used code in which T1 as Teacher 1, T2 as Teacher 2, S1 as Student 1, S2 as Student 2, S3 as Student 3, S4 is Student 4, and S5 as Student 5.

The interview results of teachers at SMP 16 Mataram found that teachers used positive feedback and constructive feedback.

The interview result with teacher 1 found that T1 used positive feedback in the learning process and provided it to one one-on-one of students and sometimes used group discussion. T1 realizes that English is a foreign language, which means students usually do not use English. The objectives of teacher 1, which used positive feedback hopefully students dare to try, to improve students' skill especially on speaking skill, to increase the quality of learning and to optimize students' potential.

T1

"I used positive feedback in learning English. Sometimes I gave the students feedback one on one of them, but in other time I provided feedback in a group discussion, it depends on the situation. I used positive feedback hopefully students will dare to try, increase their skill of speaking and optimize students' potential"

The impact of the positive feedback that teacher 1 provided, students more interested in learning grammar and rare objects. Well, based on the interview, S1 confirmed that teacher 1 provided feedback one-on-one, and it makes students focus on the feedback. Teacher 1 provided positive feedback with soft spoken words, explained the material with a projector and asked students to do the instructions in front of their friends. S1 said that he is interested in learning vocabulary, which helps student makes sentences and increases their speaking skill. S1 also said the teacher always gave a positive response, positive direction and motivation when students do errors or mistakes.

T1:

"The impact of my feedback is students more interested in learning grammar, they more interested learn the structure of the word than learn pronunciation, and I also gave them rare objects"

S1:

"Vocabularies is my favorite section in English, I try to make long sentences with my new vocabularies and I feel excited. My teacher explained the material with projector to make us imagine the material as well as we can. My teacher is very kind, always give us positive responses and motivation when we do mistakes or errors."

Moreover, the interview results from T2 found that the teacher used positive and constructive feedback. T2 stated that positive and constructive feedback can help students to grow up, motivate students, and happy to learn English. T2 realized that students learn English from zero, and English is not our mother language, we need the process in accept it. Students need a good and comfortable feeling to start the lesson and enjoy it until students back to home. Increasing students' confidence is also important during the learning process, as like said, good or very good with the students' skills. It is the way T2 used positive and constructive feedback.

T2:

"In the learning process, I used positive and constructive feedback. I knew students learn English from zero, they need a good approach, they need a good support, that why I appreciate their skill, even though its wrong or do the make errors, but I always said good, or very good. It can increase students' motivation in learning, make students more confident, and I'm sure they can understand."

The one impact of positive and constructive feedback in the process of learning is that students are more interested to learn after receiving the feedback. It makes students curious and try to speak without worrying about their grammar. It was also confirmed by student 2 that he like to learned English every skill, but is more interested in learning grammar. Students increase his skills and always struggle to make a sentence.

T2:

"The one impact from positive feedback, students more interest to learn, increase their grammar and curious how to compile the word become sentence with the right structures"

S2:

"I like to learn English, especially Grammar, I always try to make sentence. My teacher always given me positive respond of my task, give an advice, motivated us to increase our skill."

Teachers' Challenges on Providing Feedback

The two respondents confirmed that there are several problems that they found when providing the feedback to students. The first problem was from Teacher 1 that found students are not interested to learn English, they felt lazy and the students ignored the teachers' instructions. There are students who gave a bad response to what teacher said. Students ignored the teacher instruction and enjoyed with their friends.

T1:

“In learning process, several students focused with what I explained, learn seriously, but also there are students that ignored me, they are not interested, felt lazy and enjoyed with their friends”

Teacher 1 stated students felt lazy and ignore the instruction just because they did not interest with English. Students should force by the teacher to do the instruction. This problem almost happened in every school, that why teacher 1 should find a various method to make students interest in learning English.

Moreover, teacher 2 said there is no students gave a bad response, teacher 2 stated that students just difficult to start, especially in teaching and learning Speaking. That statement has reason, students background gives a significant impact to students' motivation, spirit, and awareness, especially English is not the first language, and the perspective of English has a crucial place to motivate students in learning. T2 said that students in SMP Negeri 16 Mataram are not like the others students in different place which have prepare themselves with the course, the contrast motivation with students in this place which live in a rural area. In case, teacher 2 found there are students still do an error with their pronunciation, as like “name” in English, but students pronounced it as “name” in Bahasa.

T2:

“There is no bad response from students, as we know everything is difficult at the first. We just need a process. Students who lived in rural, not easy to learn English, not like others areas that have prepared themselves in learn English especially they have a different background that's has impact with their motivation. Students just think English is difficult, that why We just need to make them comfortable in learning English”

Besides that, the teacher faced the difficulties when teacher provided feedback bout writing. There are students that have a good pronunciation, but less in writing (Chen et al., 2025). Students usually wrote what they said, but students did not know how to write it. Teacher gave pronunciation and while push students to write it.

T2:

“There are also students that have excellent pronunciation, but they didn't know how to write it. Students wrote like what they said”

From this research, the results of this study showed that positive and constructive feedback is essential for the development of students' speaking skills. Encouragement helps build confidence, but teachers still struggle to engage students, solve students' pronunciation, and improve writing skills. Overcoming these challenges requires a supportive learning environment, appropriate feedback, and ongoing encouragement.

Based on interviewed, the researcher found there are 3 students are not interested in learning English. They have own reasons, student 3 said he felt bored in class, he still confused about English, sometimes student 3 played with his friends while learning process. Student 3 said teachers always provided feedback, gave motivation and advices. While, same statements also came from student 4 and student 5, they said English is difficult, they were not interested, felt lazy and bored

when learning process. Sometimes teachers angry because some of students just busy with themselves and ignored teacher' instruction.

S3:

"I am not interested to learn English. Even though teacher always give us motivation, clear instruction, but I like sport. I feel bored when teachers explain the materials, because I don't understand the English."

S4:

"I dislike English, because it difficult for me, I am not interested to learn. I often feel bored when teacher explain the material"

S5:

"I don't understand what teacher says, that make me confused and also lazy to learn. Sometimes, teacher got angry because some of us just busy with themselves and ignored teacher' instruction"

The findings from SMP Negeri 16 Mataram revealed that teachers predominantly used positive feedback and constructive feedback in their English teaching practices. Teacher 1 emphasized the importance of positive feedback to encourage students to speak English with confidence, while Teacher 2 combined both positive and constructive feedback to motivate students and help them feel more comfortable learning a foreign language. These results are consistent with previous studies on teacher feedback by (Nurdiansyah, 2019) that there was a positive relationship between positive feedback and students' physical and psychological learning outcomes.

Specifically, positive feedback was beneficial in enhancing students' motivation, self-confidence, self-efficacy, and learning skills. Furthermore, this study also confirmed the benefits of combining positive and negative feedback to improve students' learning outcomes and enhance their learning skills. Another study that discussed feedback by Putri et al. (2021), that have interviewed 10 students and found there are 8 students gave Positive Feedback (PF) and two students gave a Negative Feedback (NF). Positive Feedback become vital things to improve students' motivation to learn English. The Negative perceptions came from students who felt the teacher just forced them to study hard and were unmotivated to learn English.

The positive feedback has a good place to students' motivation in learning English. It is also suggested that the feedback that is delivered effectively has the power to increase effort, motivation, and engagement. These results are also confirmed by Omer and Abdularhim according to which constructive feedback stimulates learners and improves learning and boost their professional development (Aslam et al., 2024). (Busse, 2013) also explored how first-year students in German degree programs at UK universities perceive feedback in relation to their motivation. The study underscores the crucial role of well-structured feedback in fostering student confidence and engagement. Effective feedback should be clear, constructive, and supportive, helping students develop self-efficacy and sustain motivation throughout their academic journey (Ariawan, 2023; Ariawan & Suhandra, 2023).

Feedback also influences students' motivation in other fields. Another research also highlighted the importance of feedback in shaping students' writing development, emphasizing that teachers'

linguistic and sociocultural backgrounds influence feedback effectiveness. Understanding these differences can improve teacher training and feedback strategies to enhance student learning outcomes (Busse, 2013).

In addition, most teachers overused direct correction, not using corrective and written feedback. It is essential to have engagement and interaction with students when providing feedback (Guénette & Lyster, 2013). The positive interaction between teachers and students is more interesting than a bad interaction, it is effective to develop students' motivation, curiosity and brave to speak and answer the teachers' questions. Songsiri (2007) stated that students' increased confidence in speaking English was influenced by teaching learning strategies, using authentic materials and presenting the activity in non-threatening terms. Student-centered approaches, including pair and group work, cooperative learning, giving the opportunity to practice, time to rehearse, and promoting positive attitudes towards language learning also contributed to improving outcomes. Rusakova et al. (2023) Further factors included a general interactive approach to teaching and teacher roles, using communication strategies, promoting positive attitudes, and a positive atmosphere.

This present research finding teacher sometime use group discussion to provide feedback that is in line with Crisianita & Mandasari (2022) who stated small group discussion is one of the ways to teachers and students to use it while students learn how to develop their speaking skill and teachers easy to focus on students and help the teacher give feedback to students individually.

Meanwhile, in the process of providing feedback, teachers often faced difficulties. There are several challenges that teachers face in the learning process. Teacher 1 observed that some students were not interested in English, felt lazy, and ignored instructions, often spending time chatting with friends. Examining English is not continuously simple and fun for them; a few of children are feel that English are boring lesson and they are too apathetic to ponder that. The children's apathy in considering English is caused by the following components: contrasts in composing and articulation, misinterpretation in instructing, and children's misguided judgment around English (Nisa, 2013). (Henderson et al., 2019) also stated that assessment feedback is crucial but often unsatisfactory in school and higher education. Challenges include ineffective practices, contextual constraints, and individual capacity. Key issues involve producing useful comments, student-educator attitudes, and time limitations. Feedback must be seen as an interaction among these factors. This lack of motivation required finding creative teaching methods to engage students.

The finding in the present research is also supported by Riadil (2020) stated that Pronunciation issues that students encounter are sometimes mispronounced in English. Psychological disorders include loss of self-confidence, fear, and shyness. The loss of confidence has its problems. Difficulties in speaking English are not only encountered by high school students but also by many university students. They still cannot pronounce words correctly. At the secondary school level, the difficulties mentioned in the results of this study were well understood by Teacher 2.

CONCLUSION

This study has shown that teacher feedback is an essential component in developing students' speaking skills, particularly in the EFL context at SMP Negeri 16 Mataram. The findings revealed that teachers predominantly employed positive and constructive feedback to encourage students' participation, boost their confidence, and motivate them to engage more actively in English learning. Positive feedback was especially effective in building students' self-confidence and reducing anxiety, while constructive feedback guided them toward recognizing and correcting their errors. Both forms of feedback, when delivered effectively, proved valuable in fostering student improvement and sustaining motivation (Attia & Algazo, 2025).

Nevertheless, the study also highlighted several challenges faced by teachers in providing feedback. Among these were low student motivation, lack of interest in learning English, difficulties with pronunciation and grammar, and negative perceptions of English as a difficult subject. Some students admitted feeling bored, confused, or disengaged during lessons, which further complicated teachers' efforts to provide meaningful feedback. These challenges indicate that while feedback is a powerful tool for language learning, its effectiveness is influenced by contextual factors such as students' backgrounds, attitudes, and learning environments.

To address these issues, teachers must adopt flexible strategies that combine feedback with interactive and student-centered learning methods. Encouraging collaborative activities, integrating authentic materials, and creating a supportive classroom atmosphere can help students feel more comfortable and motivated to practice their speaking skills. Furthermore, teachers should continually adapt their feedback approaches to align with students' needs and levels of understanding, ensuring that feedback is clear, constructive, and motivating.

In conclusion, teacher feedback plays a pivotal role in enhancing speaking skills, but it must be accompanied by innovative teaching practices and efforts to overcome motivational and linguistic barriers. By balancing encouragement with constructive guidance, teachers can maximize the impact of feedback and support students in achieving better learning outcomes in English.

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