

**EXPLORING EFL TEACHERS' FEEDBACK
PRACTICES TO ENHANCE STUDENTS' LEARNING
ENGLISH**

THESIS

Submitted in Partial Fulfilment of the Requirements for Gaining
the Bachelor Degree of English Language Education



Arranged by:

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SEMARANG
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THESIS STATEMENT

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Semarang, June 12, 2025

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ABSTRACT

Title : Exploring EFL Teachers' Feedback Practices to Enhance Students' Learning English

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This study aims to explore various feedback practices in English language learning at the junior high school level in Islamic boarding schools. Feedback plays an important role in improving students' understanding and engagement, but implementation still faces challenges such as low motivation and lack of strategies used by teacher. While many studies have addressed general feedback, research specifically highlighting feedback practices in students understanding and engagement within boarding school-based educational environments remains limited. This study employs a qualitative approach with a case study research design. Data were collected through in-depth interviews and observations of English language instruction in the 9th grade class at Al-Munawwir Gringsing junior high school in the 2024/2025 academic year. The findings showed that teacher used various types of feedback, including teacher feedback (verbal and written), collaborative feedback, self-feedback, and peer feedback. These strategies are tailored to the needs and conditions of the students. Challenges include low student motivation, limited resources, and language barriers. Despite these challenges, feedback has proven to enhance student engagement and promote deeper understanding. These findings are expected to provide practical insights for teachers in selecting and implementing more effective feedback strategies in English language classroom.

Keyword: *EFL Learning, Feedback Practice, Islamic Boarding School, Junior High School, Student Engagement.*

MOTTO

“And that humans only get what they have worked for, and indeed their efforts will be revealed (to them), then they will be rewarded with the most perfect reward.”

(Q.S An-Najm: 39-42)

“Remember, Allah’s help is indeed near”

(Q.S Al-Baqarah; 214)

“Don’t be afraid to fail. Be afraid of not trying”

-Lee Haechan NCT

“The act of wanting to pursue something maybe even more precious than actually becoming that, that thing so I feel like just being in the process itself is a prize and so you shouldn’t think of it as a hard way and even if you do get stressed out you should think of it as happy stress just enjoy while pursuing it cause it’s that precious”

-Mark Lee NCT

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Semarang, May 28, 2025

The Researcher



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CHAPTER I

INTRODUCTION

This chapter provides an overview of the research background, focusing on the importance of feedback in English as a Foreign Language (EFL) learning at the junior high school level. It also outlines the research questions, objectives, significance, and limitations of the study as a starting point for understanding the context and direction of this research as a whole.

A. Background of Research

“Feedback is one of the most powerful influences on learning and achievement” (Hattie & Timperley, 2007). In an English classroom at the junior high school level, when a nervous student tries to say a sentence in English and the teacher responds gently, “Good, but try to say ‘he goes’ instead of ‘he go’.” This simple moment holds strong pedagogical power, where feedback is provided in a timely, clear, and meaningful manner. This makes the practice of feedback in education highly significant. Feedback is not merely correction but guidance toward deeper understanding.

In EFL learning, feedback not only helps students recognize their mistakes. Feedback plays a role in revising work, improving understanding, and bridging the gap between achievement and expected learning objectives (Hattie & Timperley, 2007). This is particularly crucial in English

language learning, which requires mastery of listening, speaking, reading, and writing skills (Natalia et al., 2024). For junior high school students who are still in the early stages of language acquisition, learning English is a challenge in itself and requires consistent guidance and practice. Teachers use feedback as a means to guide students toward better understanding, adjust teaching strategies, and create meaningful interactions in the classroom.

Vygotsky (1978), emphasized that cognitive development occurs through social interaction in the Zone of Proximal Development (ZPD). In this context, feedback functions as scaffolding, whereby students can achieve higher abilities with the help of others. In line with this Hattie & Timperley (2007), shows that appropriate feedback, which is tailored to students' level of understanding and able to guide them to the next step, has a significant impact on learning outcomes. Therefore, feedback given at the moment of ZPD functions as effective scaffolding to support students' optimal development.

However, despite the widely recognized benefits of feedback, its implementation in English language classrooms at the junior high school level still faces various challenges. Teachers often only provide direct corrections or general praise. Some teachers still use a limited approach, reducing student engagement as students feel they do not receive clear

guidance to understand and correct their mistakes (Ahmed & Al-Kadi, 2021). In practice, they also fail to consider students' specific needs, often constrained by time limitations, lack of appropriate word choice, low student attention, and students' frequent difficulties in maximizing feedback because they do not receive clear guidance from teachers (Natalia et al., 2024). This has the potential to reduce the positive impact of feedback on student engagement, learning processes, and outcomes.

In the context of English learning in junior high school various types of feedback can be used, such as peer-feedback, self-feedback, and teacher feedback. The forms vary: oral or written, positive or corrective, formative or summative. Each type of feedback has a different effect, depending on how it is given and received (Hattie & Timperley, 2007). Descriptive, evaluative and motivation-based feedback supports students' development of English language skills, especially when students are actively engaged through peer-feedback and self-feedback (Mualifah, 2021). The use of varied and innovative feedback approaches can also significantly improve student engagement and learning outcomes (Pradhan & Ghimire, 2022).

The psychological condition of junior high school students who are in a period of cognitive and emotional transition also affects the effectiveness of feedback. Junior

high school is an important transition period from teacher-dependent learning to more independent learning. During this phase, emotional development becomes sensitive, as students begin to manage their feelings toward criticism. Feedback that is not delivered appropriately risks being misunderstood by students, which can reduce their motivation and engagement (Sandal et al., 2022). Therefore, it is important to tailor feedback to student needs and the teaching context to significantly improve learning outcomes (Gan et al., 2021).

In addition, student engagement is an important indicator of successful learning. The way teachers provide feedback plays a big role in determining how far students feel engaged and motivated in the learning process. Fredricks et al. (2004) state that student engagement encompasses three main dimensions: cognitive, emotional, and behavioral. This engagement reflects students' participation in academic tasks, compliance with classroom rules, persistence in completing tasks, and active involvement in discussions. Clear and structured feedback can actively engage students to enhance their positive perception of learning and strengthen their involvement in every learning process. Students not only understand their mistakes but are also more motivated to improve their performance (Mohamed Safeek & Eng Hock, 2024; Sandal et al., 2022).

Various previous studies have underlined the importance of feedback in improving the quality of English language learning. For example Ahmed & Al-Kadi (2021); Pradhan & Ghimire (2022), emphasize the constraints of providing feedback and developing innovative strategies, but have not specifically examined how feedback affects student engagement. Natalia et al. (2024), highlights the importance of feedback in the Merdeka curriculum, but has not directly explored student engagement in the learning process. Meanwhile, Gan et al. (2021), linked teachers' feedback practices to learning outcomes, but in the context of higher education and not in junior high school students.

Based on this, there are still research gaps, especially in how the combination of feedback variations can maximally improve students' learning engagement and understanding in learning English in junior high school in the specific context of Islamic boarding schools, which have distinct structural and learning cultural characteristics. Most of the previous studies have mostly highlighted feedback in the context of general education, while there are still limited studies that discuss how feedback is applied in Islamic boarding school environment. Therefore, this study aims to fill this gap by exploring feedback practices in boarding junior high schools to understand how teachers use various forms of feedback, the challenges teachers face in implementing feedback, and its

impact on student engagement and learning outcomes. By identifying the most effective feedback methods, the implications of this research are expected to help teachers, especially junior high school teachers, understand and learn how to provide various types of feedback that can be applied to enhance student engagement and English learning outcomes according to students' needs.

The study "Exploring EFL Teachers' Feedback Practices to Enhance Students' Learning English" aims to explore various feedback practices in junior high school English learning. The results of this study are expected to provide immediate practical guidelines for teachers, assisting them in selecting and implementing the most appropriate feedback methods to improve student engagement and learning outcomes in English language classes tailored to student needs.

B. Research questions

This study seeks to answer the following research questions:

1. What types of feedback practices are used by English teachers in junior high school classroom?
2. What challenges do teachers encounter when delivering effective feedback to students in English language learning?

3. How do EFL teachers feedback practices enhance students' learning and engagement in English language classroom?

C. Research Objectives

1. Identify the types of feedback that are often used by teachers in English learning in junior high school.
2. Explore the challenges teachers face in providing effective in English language learning
3. Explore how EFL teachers' feedback practices enhance students' learning and engagement in English classroom.

D. Research Significance

1. Theoretical

This research can provide valuable insights into effective feedback practices that can be integrated into teaching strategies, thus improving the overall quality of education in junior high school English classes.

2. Pedagogical

By identifying the most effective feedback methods, this research will help teachers, especially junior high school teachers, to understand the variety of feedback that can be applied to improve English learning outcomes. The results of this study are expected to provide guidance to teachers when to use peer feedback to improve student collaboration and self-feedback to encourage student reflection. This research is also

expected to provide recommendations for teaching strategies that encourage student engagement, self-regulation, and academic success, by utilizing effective feedback according to the characteristics and needs of junior high school students.

3. Practical

The findings from this study will provide practical guidance for teachers in selecting and implementing different types of feedback that are most effective for improving student learning outcomes in the English language classroom. Teachers can utilize the findings to design feedback techniques that are more structured and appropriate to students' developmental levels, and increase students' engagement in the learning process.

E. Limitation of The Research

This study has some limitations in data collection that may affect the conclusions obtained. The research was conducted in class 9C of Al-Munawwir Gringsing Junior High School during the 2024/2025 academic year. Due to the unique cultural context of the Islamic boarding school environment, Students may feel uncomfortable criticizing their own friends in peer-feedback due to the boarding school culture that values hierarchy. Students tend to avoid direct criticism because it is considered disrespectful or demeaning to their friends. In line with the culture in boarding school that

still values hierarchy and manners in communication, giving teacher feedback is highly valued so that other variations of feedback are less used.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of relevant theories and previous findings to support the understanding of feedback practices in English as a foreign language (EFL) learning. This review covers previous studies, the theoretical basis used as the basis for analysis, and the conceptual framework used as a basis for examining data and answering research questions.

A. Previous Research

This research is based on various previous studies that have discussed feedback in learning. Previous research has provided many insights into the effectiveness of feedback in supporting learning. Like the research by Pradhan & Ghimire (2022), this study found that well-designed and actionable feedback can increase student engagement and learning outcomes. This study shows that there are still challenges in its implementation, such as time constraints and teachers' tendency to focus on summative assessment. The similarity with this study lies in the focus on feedback variation and its influence on student engagement. The difference is that this study was conducted in Nepal, was not specific to the junior high school level, and was not in the context of boarding schools.

Natalia et al. (2024), in her study on the implementation of feedback in the Merdeka curriculum revealed that teachers have a positive view of feedback and consider it an effective tool for improving student understanding. This study highlights the main obstacles found, namely time constraints and facilities for teachers to provide detailed and specific feedback to students, thereby hindering the effectiveness of the feedback applied. The similarity lies in the discussion of the practical challenges faced by teachers in providing feedback. The difference is that, although conducted in Indonesia, this study does not discuss the types of feedback in detail or its impact on student engagement as a whole, and was not conducted in the context of boarding schools.

Research by Gan et al. (2021), explored the use of metacognitive feedback and concluded that feedback that encourages reflection can improve deep conceptual understanding. This study found that students who were active in the feedback process were better able to identify shortcomings in their work so that they could take more effective corrective measures. Similarly, both studies highlighted the role of feedback in promoting deep understanding among students. The difference is that Gan focuses on the metacognitive aspect and does not discuss variations in feedback in English language learning or the overall involvement of junior high school students.

In addition, research by Sandal et al. (2022), states that time constraints and teachers' workloads often pose obstacles to the implementation of meaningful feedback. After the study, teachers understood that feedback is a tool to enhance student learning, but their approaches often fail to actively engage students. The similarity lies in both studies highlighting the challenges of implementing feedback, particularly time constraints and teacher workload. The difference is that this study does not discuss specific types of feedback, does not focus on the junior high school level, and is not set in a boarding school.

Research by Mualifah (2021), shows that peer feedback has a positive impact on the quality of students' writing. This study highlights that descriptive, evaluative, and motivational feedback (both verbal and written) contributes to increased student participation in English language learning. Similar to this study, it is relevant to the Indonesian context and discusses the types of feedback used by teachers. The difference is that this study does not examine the challenges of implementation or the influence of feedback on student engagement, nor is it conducted in the context of boarding schools.

Research by Mohamed Safeek & Eng Hock (2024), highlights the importance of positive feedback in supporting students' learning difficulties. In this study, teachers already

understand that feedback is quite effective in helping students overcome learning difficulties, although there is still room for improvement. Teachers must consistently provide structured feedback to create a supportive learning environment, increase student motivation, and help them overcome challenges in understanding. The similarity is that both studies link feedback to students' affective aspects and the role of a supportive classroom environment. The difference is that this study does not examine variations in feedback forms and is not conducted in boarding schools, and it focuses more on students with learning difficulties.

Research by Ahmed & Al-Kadi (2021), reveals that many junior high school teachers still use limited feedback approaches, such as direct correction or general praise. This study emphasizes the need for teacher training to develop more varied and relevant feedback practices. Similarly, this study reinforces the importance of teachers' understanding of how to deliver feedback strategically. The difference is that this study does not focus on the types of feedback or student engagement, and was not conducted in the context of Indonesia or boarding schools.

Based on previous studies, it can be understood that feedback plays a crucial role in enhancing student engagement in learning. The effectiveness of feedback depends on the method used, the way it is delivered, and the readiness of

teachers and students in giving and receiving the feedback. In addition, the application of feedback in feedback is growing, but there are still challenges for teachers in applying it.

Although various studies have discussed the importance of the effectiveness of feedback in the English language learning process, there are still not many studies that specifically explore feedback in improving student learning outcomes or understanding in English language learning in the context Islamic boarding junior high school in Indonesia. Furthermore, during the junior high school phase, students are still in a critical stage of development, necessitating further exploration of how feedback can enhance student engagement.

This research is conducted to complement previous studies by exploring more specific feedback practices in English language learning in junior high school. The main focus of this research is to understand how feedback variations can increase student engagement and thus improve student learning outcomes or understanding in English language learning and how teachers' challenges in providing more effective feedback to junior high school students.

B. Literature Review

1. The Role of Feedback in Language Learning

Feedback practice is one of the main keys to the success of the learning process in junior high school.

Feedback practice is not just a form of one-way communication between teachers and students, but a complex and purposeful learning process. Effective feedback must be contextualized and actively involve students in understanding and using the information (Chong, 2020). The importance of feedback design that enables meaningful learning, not just ordinary communication (Carless, 2022). This suggests that quality feedback practices are an important foundation in improving the effectiveness of student learning at the junior high school level.

Feedback plays a central role in the language learning process as it not only serves as an evaluation tool, but also as a learning strategy that encourages students' cognitive development. According to Vygotsky (1978), meaningful learning occurs through social interaction within the Zone of Proximal Development (ZPD), where feedback serves as scaffolding that allows students to overcome their current limits with the support of teachers or peers. In this context, effective feedback involves active engagement of students cognitively, affectively, and behaviorally, and takes into account contextual factors and individual characteristics in the learning process (Chong, 2020). In line with this Hattie & Timperley (2007), state that feedback is information

provided to students regarding their performance in relation to learning objectives. Feedback serves to reduce the gap between current understanding or performance and the desired goal. This is done by providing clear direction, encouraging reflection, and offering concrete steps for improvement.

The Zone of Proximal Development (ZPD) theory developed by Vygotsky (1978), places feedback as part of scaffolding, which is temporary assistance given to students when they are in the Zone of Proximal Development (ZPD) which is the range where students cannot yet complete tasks independently, but can do so with support from a more expert person. Scaffolding, including through feedback, allows students to build higher-level understanding and internalize skills that were previously out of their reach. ZPD becomes an important concept in understanding how social interaction and assistance from more expert people, such as teachers or peers, allow students to develop their cognitive potential to the fullest.

In line with scaffolding Hattie & Timperley (2007), emphasizes that effective feedback is feedback that is given exactly when students need it, is tailored to their level of understanding, and leads to the next step-having a significant influence on improving learning

outcomes. Therefore, when feedback is given at the appropriate time in students' ZPD, it not only reinforces the learning process, but also serves as an important tool in helping students' cognitive development

Feedback is one of the main factors that can affect student achievement in learning (Hattie & Timperley, 2007). Feedback practice is an effective tool in enhancing learning, improving understanding, and encouraging students to play an active role in their learning process. In the context of English language learning, scaffolding feedback has been shown to increase students' learning engagement and independence (Guo, 2024). Timely and relevant feedback not only improves understanding, but also motivates students to play an active role in their learning process. According to research conducted by Gan et al. (2021), feedback given effectively can improve student motivation and learning outcomes optimally.

Effective feedback should emphasize relevance to the learning objectives to be achieved, and be delivered clearly and directly on the aspects that need improvement. The main focus of feedback should be on the learning process, so that it can help students develop awareness and understanding of their mistakes, not just pointing out the mistakes themselves (Tarigan et al., 2023). In line with research by Gan et al. (2021), that the

use of feedback needs to adjust to the needs of students and the teaching context in order to achieve the learning objectives to be achieved.

In his definition Hattie & Timperley (2007), also explains that feedback is not only about providing corrections, but also includes information that motivates students to continue learning and developing. Effective feedback has the potential to double student learning outcomes compared to traditional teaching methods, especially when delivered in a way that supports students' cognitive, emotional and behavioral engagement in learning.

Hattie & Timperley (2007), feedback model provides an in-depth understanding of how feedback can effectively improve student engagement and learning outcomes. In the context of English language learning at junior high school level, this model is very relevant because it emphasizes three main interrelated components, namely: Feed Up (Where am I going?), Feed Back (How am I going?), and Feed Forward (Where to next?). The Feed Up component helps students understand what is expected of them, i.e. the learning objectives to be achieved. For example, in a writing assignment, teachers can explain that students need to master paragraph structure and correct grammar usage.

This explanation is important, especially for junior high school students who are still in the early stages of language acquisition, so that they understand the direction of learning explicitly.

The second component, Feed Back, provides information on the extent to which students have achieved the learning objectives. In speaking skills, for example, teachers can give appreciation for clear pronunciation as well as point out areas that still need improvement, such as grammar or intonation. This feedback helps students recognize where they are in the learning process. Meanwhile, Feed Forward provides concrete directions on the steps students should take to correct and improve their performance, for example through effective reading strategies or sentence structure revision in writing.

Hattie & Timperley (2007), feedback model provides a structured framework for providing feedback that is meaningful and relevant to the learning needs of junior high school students. However, the effectiveness of feedback will be maximized if it is linked to cognitive development, especially the Zone of Proximal Development (ZPD). The ZPD theory proposed by Vygotsky (1978), states that the most effective learning process occurs when students complete tasks that they

cannot complete on their own, but can be completed with the help of teachers or peers. This range is referred to as the zone of proximal development, where assistance from teachers in the form of feedback can be a very important form of scaffolding to encourage student learning progress.

Feedback given in the context of the ZPD will serve as a temporary aid that allows students to move from the zone of dependence to the zone of independence. Herein lies the direct link between Hattie & Timperley (2007) feedback model and Vygotsky (1978) ZPD theory. The three elements in Hattie's model can be viewed as stages of scaffolding within the ZPD. Feed Up serves to help students recognize goals that they have not yet achieved independently, but may achieve with the help of both teachers and peers. Feed Back assesses students' performance within their proximal zone, providing reinforcement as well as identifying learning gaps. Feed Forward provides specific direction as a development strategy, allowing students to move forward and ultimately become independent learners.

Thus, combining Vygotsky (1978) ZPD theory and Hattie & Timperley (2007) feedback model provides a strong conceptual framework to explain how feedback can be an effective learning instrument. Not only does it

improve understanding and learning outcomes, but it also provides the socio-cognitive support needed by junior high school students who are in a developmental phase. The teacher does not only deliver corrections, but also becomes a facilitator of students' learning growth by providing the right help at the right time. Feedback becomes an instructional strategy that increases students' learning engagement and understanding, expands students' potential in learning English and supports their overall development.

2. Types of Feedback in EFL Classrooms

Feedback practice has various types that can be used to help improve student engagement in English learning. One of them is peer-feedback, self-feedback, and teacher feedback. Where all three are very important in the success of feedback when applied in the learning process (Hattie & Timperley, 2007). Indonesian teachers often use verbal feedback to improve students' pronunciations in speaking (Tarigan et al., 2023).

The benefits of applying feedback in learning are diverse and have a significant impact on the development of junior high school students who are in the cognitive growth phase. Hattie & Timperley (2007), state that appropriate feedback can increase learning outcomes up to two times compared to ordinary teaching methods.

Mualifah (2021), emphasizes that feedback can help students recognize their weaknesses and provide concrete guidance for improvement, so they are more confident in facing academic challenges. In addition Mohamed Safeek & Eng Hock (2024), also emphasizes the importance of feedback given structurally so that it can increase students' motivation in learning.

Peer-feedback, self-feedback, and teacher feedback have their own advantages. Peer-feedback allows students to learn from each other's perspectives, which can increase their social engagement. Self-feedback encourages students to reflect on their work independently, building learning independence. Meanwhile, teacher feedback provides authority and expertise in delivering more specific and in-depth directions (Pradhan & Ghimire, 2022). Each feedback has its own effectiveness advantages, here is a comparison of feedback effectiveness and when each method is more effective in learning:

Feedback Method	Definition	Effectiveness	When it's More effective
Peer-Feedback	Feedback provided by peers, which	Enhances students'	When students have an equal level of

Feedback Method	Definition	Effectiveness	When it's More effective
	can help students understand their mistakes during discussion or collaboration.	active engagement.	understanding of the task.
		Encourages collaboration and evaluation skills among students.	In creative or collaborative tasks, such as essays or group discussions.
		Provides diverse perspectives and enhances reflection.	When teachers provide guidance on giving constructive feedback.
Self-Feedback	Feedback obtained from students' own self-reflection on their own work.	Improves student self-regulation and responsibility .	When students understand the grading criteria or rubric of the assignment.
		Helps students	In individual tasks, such as

Feedback Method	Definition	Effectiveness	When it's More effective
		recognize gaps between work and learning objectives.	grammar exercises.
		Develops independent learning and reflection.	For students with good reflection skills and motivation to learn.
Teacher Feedback	Feedback given directly by teachers who guide students can improve learning outcomes. Teacher feedback is considered the most	Provide specific and in-depth guidance based on teacher expertise.	When students require an in-depth understanding of a complex concept or task.
		Helps students overcome major mistakes and	In situations where students need strategic guidance or additional

Feedback Method	Definition	Effectiveness	When it's More effective
	influential source of feedback if it is specific and targeted.	provides learning strategies.	motivation from authority.
		Especially important for students with learning difficulties who need individualized attention.	To provide direction that cannot be done by students or peers.

Table 1. *Feedback Effectiveness Comparison*

According to Hattie & Timperley (2007), effective feedback is feedback that is able to provide specific directions to correct errors, improve understanding, and develop students' skills. Relevant and structured feedback can also increase students' motivation and engagement in the English learning process. Research by Ahmed & Al-Kadi (2021), noted that relevant feedback can increase students' engagement cognitively, emotionally, and behaviorally, so that they focus more on reflection and self-development.

Thus, feedback not only plays a role in correcting mistakes, but also increases students' active involvement in learning so that students better understand what the teacher is saying so that students are more motivated to learn. In addition, feedback also plays a role in building students' learning independence, increasing self-confidence, and creating a supportive learning environment to achieve optimal results.

3. Feedback and Student Engagement in Junior High School

Appropriate and meaningful feedback has a significant impact on student engagement in learning, especially at the junior high school level. Providing feedback from teachers contributes 32.7% to increasing students' learning engagement in the classroom, indicating that feedback not only corrects errors, but also motivates students to be more active and focused in learning (Djou et al., 2023). Vygotsky (1978), stated that social interaction, which includes interaction through feedback, plays an important role in constructing meaning and learning engagement. When feedback is given within students' ZPD, they are more encouraged to be active, ask questions, and reflect on learning.

Student engagement is one of the indicators of successful learning, especially at the junior high school

level. With the right feedback, students not only understand their mistakes but also feel more engaged and motivated to continue improving their performance (Mualifah, 2021). One type of feedback that significantly affects students' understanding, active involvement, and learning outcomes is peer feedback or collaborative feedback (Rahmawati et al., 2024).

In addition to classroom-based feedback, reflective tools such as learning logs have shown promise in fostering student engagement. Dewi, N. M., Warsono., & Faridi (2018), found that integrating learning logs in Collaborative Strategic Reading (CSR) activities not only enhanced reading comprehension but also encouraged students to engage in self-assessment and reflection. These reflections acted as self-feedback that promoted awareness of personal progress and encouraged autonomy in learning. Such findings support the notion that feedback is not limited to teacher-led practices but also includes learner-initiated reflections, which are particularly valuable in developing self-regulated learners in junior high school settings.

During junior high school, students are in a very important phase of development, where their cognitive, emotional, and behavioral abilities are in a crisis stage of development. Junior high school students begin to

develop their ability to think abstractly, understand complex concepts and build learning independence. In this phase, feedback plays a central role to support by guiding and accompanying students to reflect on the results of their work and understand the shortcomings that need to be corrected (Mualifah, 2021).

It is also during this phase that emotional development becomes more sensitive, students begin to manage their feelings towards criticism. Feedback that is not delivered appropriately can be perceived as negative criticism and can have the effect of demotivating students. Students' emotional engagement is strongly influenced by the way feedback is given. Feedback given by teachers has a significant effect on students' learning activities (Djou et al., 2023). Constructive feedback can help students manage emotions, increase self-confidence, and overcome emotional challenges that arise when receiving criticism, thus supporting their overall development (Mohamed Safeek & Eng Hock, 2024).

Despite knowing how the junior high phase is a critical developmental phase, there are still many teachers who use direct correction or general praise without paying attention to the specific needs of students, reducing student engagement in the learning process (Ahmed & Al-Kadi, 2021). Feedback that is not specific

or too general, such as just giving a check mark without clear direction, often fails to motivate students to learn better (Henderson et al., 2019).

Fredricks et al. (2004), explains student engagement as a multidimensional concept including three main components that refer to students' participation in academic tasks as well as positive behaviors such as obeying class rules, perseverance in completing tasks, and active involvement in discussions. In the context of English learning, specific feedback on positive behaviors can encourage students to be more active and participate in the learning process.

As explained by Fredricks et al. (2004), Student engagement in learning is a complex concept that includes three main dimensions: cognitive, emotional, and behavioral. These dimensions are interrelated and play an important role in determining the success of the learning process.

a. Cognitive Engagement

Cognitive engagement refers to a student's effort to deeply understand the learning material. Cognitively engaged students tend to use more effective learning strategies, such as self-reflection and problem-solving. In the context of feedback, students who receive specific directions tend to

focus more on improving their assignments, thus increasing their understanding of the material.

b. Emotional Engagement

Emotional engagement relates to students' emotional connection to teachers, peers and learning activities. Positive and supportive feedback can create a conducive learning environment, where students feel motivated and valued. This increases students' emotional connection to the learning process and increases their participation.

c. Behavioral Engagement

Behavioral engagement involves students' active participation in learning activities, such as completing tasks, discussing, or revising their work. Structured feedback encourages students to engage in task revision and improve the quality of their work, thus reinforcing a sense of responsibility for learning.

These three dimensions of engagement are interrelated and play an important role in improving student learning. As described by Vygotsky (1978), when feedback is delivered at the student's zone of proximal development (ZPD), the learning process will be more meaningful, purposeful, and involve the student as a

whole. Feedback given when students are in the ZPD serves as scaffolding that not only supports cognitive understanding, but also strengthens emotional connections and encourages behavioral engagement. By providing clear and developmentally appropriate guidance, teachers help students to be more active, motivated and focused on developing their skills in the learning (Fredricks et al., 2004; Hattie & Timperley, 2007; Vygotsky, 1978).

Specific feedback can support all three components of student engagement promoting deep understanding, creating positive emotional bonds with teachers and peers in learning, and increasing active participation. As asserted by Hattie & Timperley (2007), that effective feedback should lead students to reflection, revision, and improvement of learning quality.

4. Feedback Practices in EFL Contexts

In the EFL context of junior high school, students' understanding and learning outcomes are measured through key skills such as writing, speaking, reading and listening. Each of these skills requires a different and structured feedback approach. According to Anderson et al. (2001) in the revision of Bloom's Taxonomy, learning outcomes are the abilities achieved by students after experiencing the learning process, including knowledge,

skills, and attitudes that support students' development in thinking critically and communicating effectively.

According to Hattie & Timperley (2007), feedback is one of the most influential factors in improving students' understanding and learning outcomes, with its effectiveness varying depending on how it is given and tailored to students' needs. When feedback is applied in a structured manner and tailored to individual needs it shows significant improvement in comprehension of English language skills (Pradhan & Ghimire, 2022).

Feedback provided during the learning process serves as a guide to address the gap between students' current understanding and the learning objectives. Hattie & Timperley (2007) feedback model, which includes Feed Up, Feed Back, and Feed Forward provides a framework that can be adapted in an EFL context to help students understand learning objectives, evaluate progress, and design improvement strategies.

Fredricks et al. (2004), emphasized that the importance of student engagement in feedback, low engagement can hinder the success of feedback. This is reinforced by Gan et al. (2021), who states that students who are active in the feedback process are more aware of their mistakes and are able to improve their understanding more effectively. Mualifah (2021), also

points out that peer feedback encourages students to critically reflect on their own mistakes and improve their work.

Furthermore, Vygotsky (1978), through the concept of Zone of Proximal Development (ZPD) provides a deep understanding of the importance of social assistance in the learning process. The ZPD explains that students can work on more complex tasks with help from teachers or peers, and this is where feedback plays a role as scaffolding. In EFL contexts, incremental feedback, both teacher feedback and peer feedback, helps students move from what they have already mastered towards their full potential. Thus, feedback practices in EFL contexts not only support the achievement of learning outcomes, but also play a role in shaping reflective, independent and active students in the learning process.

However, as Natalia et al. (2024), found teachers often experience constraints in providing in-depth feedback due to time constraints and workload. As a result, feedback is often corrective without strategic direction. To overcome this challenge, special strategies are needed to implement more effective feedback. One of them is to maximize the use of teacher feedback to provide clear direction so that students understand what to improve and encourage the use of peer-feedback and

self-feedback to increase student engagement so that they are more critical and reflexive in learning. the combination of feedback from teachers and peers encourages self-reflection and self-learning (Guo, 2024). By using specific strategies in its implementation, feedback not only helps students understand their mistakes but also encourages them to be more active in correcting and improving their understanding and quality of learning.

5. Challenges in Implementing Feedback Practices.

Although many studies emphasize the importance of feedback, its implementation in the field is not free from challenges. Challenges include ineffective feedback (such as comments that are too general), contextual limitations (e.g. teacher workload), and individual capacity on the part of both teachers and students (Henderson et al., 2019). In addition Carless & Winstone (2023), emphasize the importance of feedback literacy, both on the part of teachers and students. Feedback literacy includes the ability to understand, respond to and use feedback effectively, as well as designing meaningful feedback interactions. Hattie & Timperley (2007), also warns that inappropriate or poorly understood feedback can be unproductive for learning.

Feedback plays a crucial role in English language learning as it contributes directly to improving students' understanding, skills and engagement. Sandal et al. (2022), however, points out that in practice feedback is still often lacking in active student engagement, so a deeper understanding of its application is needed. Hattie & Timperley (2007), states that well-structured feedback can motivate students to try harder and understand steps to improve their performance. In the middle school phase, students are more open to receiving peer feedback and reflecting on their work more independently, which is very influential in improving the learning of English language learning.

Feedback in EFL Context of junior high school is very important, where junior high school students are still in a significant phase of cognitive and emotional development, they begin to hone their abstract thinking skills and build learning independence. Feedback becomes an important tool in supporting this development in providing concrete guidance for improvement (Mualifah, 2021). In addition Natalia et al. (2024), research confirms that feedback helps junior high school students deal with learning difficulties by providing relevant directions to improve the quality of their work.

In the context of English language learning, feedback has a very important role because it covers four main skills: reading, writing, listening, and speaking which require different feedback approaches. Students' involvement as both givers and receivers of feedback encourages self-reflection and collaborative learning, for example, in speaking learning, peer feedback helps students recognize their mistakes independently (Tarigan et al., 2023).

Research by Ahmed & Al-Kadi (2021), shows that many teachers still use limited approaches, such as direct correction or general praise. moreover, feedback applied in a boarding school-based environment that combines religious and academic education requires a more flexible feedback strategy. some obstacles in applying feedback include:

a. Lack of teacher understanding of feedback variations

Lack of understanding about feedback among teachers is one of the obstacles faced in implementing feedback in junior high school, teachers do not understand how to provide feedback that is varied and relevant to students' needs to encourage independent learning (Cuocci et al., 2023). Teachers are more likely to focus on

direct correction or general praise without providing specific directions.

The importance of feedback literacy among teachers is also highlighted in professional development contexts. Tarwiyah et al. (2018), demonstrated that coaching programs designed to improve pedagogical competence significantly relied on structured feedback from mentors. These coaching sessions, which included guided planning, implementation, and reflection, provided teachers with meaningful feedback that shaped their instructional practices. This suggests that empowering teachers with effective feedback mechanisms through professional learning communities can indirectly influence the quality of feedback delivered to students, thus addressing one of the root challenges in feedback implementation.

Ahmed & Al-Kadi (2021), research shows that many teachers still use limited approaches, such as direct correction or general praise, without considering students' specific needs. This approach is less able to encourage students' deep engagement in the learning process.

b. Time and resource constraints

The process of providing in-depth feedback is often constrained by busy schedules. Students in boarding schools have very busy schedules because there are too many lessons that they have to learn every day, making them have to be able to divide their time between public and religious schools. This has an impact on providing feedback where in-depth feedback takes a long time to do.

According to Natalia et al. (2024), in her research also found that in implementing feedback, teachers often experience difficulties due to time constraints. With the density of the schedule owned by students causes limited time for teachers to provide effective feedback.

c. Difficulty in choosing suitable feedback in English learning

In English language learning, feedback plays a different role in each skill. Feedback plays a crucial role in developing the four main skills in English language learning: reading, writing, listening and speaking. Each skill requires a different feedback approach in order to optimally support students' learning needs. This poses a challenge for teachers in implementing suitable

feedback methods for each skill in English language learning.

Ahmed & Al-Kadi (2021), revealed that many teachers at the junior high school level still use limited feedback approaches, such as direct correction or general praise, which are less effective in increasing student engagement. These approaches do not provide specific directions for students to understand and correct their mistakes, so more varied feedback strategies are needed that suit the needs of each skill in English language learning.

C. Conceptual Framework

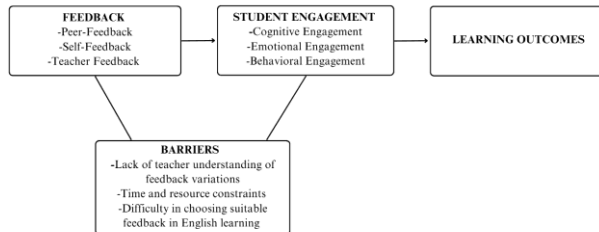


Figure 1. *conceptual framework*

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research approach and methods used in this study. The description covers the research design, data collection techniques, data analysis procedures, trustworthiness, and ethical considerations. This methodology is designed to gain an in-depth understanding of feedback practices in English language learning at the junior high school level in Islamic boarding schools.

A. Research Design

This study uses a qualitative approach with a case study design. This method and approach were chosen because the research aims to explore in depth the practice of feedback in English language learning at the boarding school-based junior high school level. As explained by Creswell (2014), the qualitative approach focuses on the exploration and deep understanding of a phenomenon. A case study was chosen because this research focuses on exploring the variety of feedback (peer-feedback, self-feedback, and teacher feedback) used in English language learning. This approach makes it possible to collect relevant data to gain a comprehensive understanding of feedback practices and the challenges faced in using feedback to improve student engagement and learning outcomes. This study does not aim

to measure the quantity of learning outcomes but focuses on the depth of meaning, experience, and interpretation of participants in the context of natural learning.

By using a qualitative method-case study, the research was able to explore teachers' direct experiences in implementing and providing feedback and the challenges they face. Data obtained from this study using data collection techniques, namely interviews conducted with English teachers at Al-Munawwir Gringsing Junior High School who have had teaching experience for approximately 2 years and apply feedback during learning and observation using note sheets or documentation during learning to obtain accurate data about the application of feedback in English classes.

1. Research Location

This study was conducted in a boarding school-based junior high school, namely AL-Munawwir Gringsing Junior High School, Batang. The researcher chose this location because of the characteristics of a typical learning culture, where the relationship between teachers and students is more hierarchical, basically in a boarding school environment still highly upholds manners so that students may tend to be passive in responding to feedback. In addition, the unique learning system that combines formal education and religious

values allows researchers to explore how feedback is applied in a boarding school environment.

2. Participants of The Research

The participant in this study were English teacher at Al-Munawwir Junior High School. Participants were selected using purposive sampling. Purposive sampling was used to ensure that the selected participants were truly capable of providing relevant and in-depth data related to the feedback practices being studied. The participant in this study were English teacher at SMP Al-Munawwir with approximately two years of teaching experience who actively used feedback in the learning process, thereby possessing sufficient knowledge about various feedback methods. These participants were selected by the researcher to ensure relevant data on feedback practices in English language learning classroom. Additionally, the focus of the study was directed at one class, namely class 9C in English language learning with the topic “Song.”

3. Research Focus

This research focuses on exploring various feedback practices in English language learning in Islamic boarding school-based junior high schools, including the types of feedback (peer, self, and teacher feedback) in increasing student engagement and thus

improving student learning outcomes, as well as teacher perceptions and challenges towards the implementation of feedback. This study also aims to provide practical guidelines for teachers to design relevant feedback strategies in junior high schools.

B. Techniques of Collecting Data and Instruments

The data in this study were collected through several techniques:

1. Interview

Semi-structured interview was conducted with selected participants to gain an in-depth understanding of teacher perceptions and experiences with feedback practices. The interviews explored the variety of feedback practices provided and the challenges in implementing various feedback practices. According to Yin (2018), emphasizing that interviews can provide more in-depth information than other sources because they allow for direct exploration of participant perspectives. The interview guide included questions about how teachers provide feedback and the role of feedback on student engagement in English learning outcomes. The interview questions used open-ended questions that allowed participants to elaborate on their experiences and provide insights into the effectiveness of feedback during learning.

No	Category	Questions for Teachers
1	Common experience	How do you usually give feedback to students after they have completed an English assignment or exam?
2	types of feedback	What type of feedback do you give students most often, e.g. written, verbal or other forms of feedback?
3	types of feedback	What type of feedback do you feel is most effective in helping students improve their English?
4	Strategies for delivering	Do you give feedback immediately or give students time to reflect and improve before receiving feedback?
5	Effect of feedback	How do you assess the influence of feedback on students' language skill development in the classroom?
6	Effect of feedback	Are there concrete examples where the feedback you provide helps students in improving their understanding of the material?
7	Challenges in Providing	What are the biggest challenges you face when giving feedback to

No	Category	Questions for Teachers
		students in English language learning?
8	Receiving Feedback	To what extent do you feel students accept and apply the feedback you give?
9	Student Motivation	What kind of feedback do you think motivates students to be more active in learning English?
10	Use of Feedback	Do you incorporate motivational aspects in the feedback you give? How?
11	Changes in Feedback Practices	Do you feel the need to change the way you give feedback to improve its effectiveness? If so, what changes would you like to make?
12	Desire to Improve	How do you ensure the feedback you give is clear and easily understood by students?
13	General Evaluation	What do you think is the best way to improve feedback practices to have more impact on student engagement and learning outcomes?

No	Category	Questions for Teachers
14	Support or training for teachers	What kind of support or training do you think could help you improve the way you give feedback to students?
15	Student engagement	How do you think students can be more involved in the feedback process to make it more effective?

Table 2. *interview instrument with participants*

2. Observation

Classroom observation during English language learning took place to see firsthand how feedback was given as well as witness real-time interactions between students and teacher during the implementation of feedback. According to Creswell (2014), observation is one of the main techniques in qualitative research that allows us to understand behavior and interactions directly. Observation focuses on aspects such as the frequency and manner of providing feedback (verbal, individual or group) and student engagement during learning that applies feedback practice so as to improve student learning outcomes. Structured observation sheets were used to document indicators such as students' participation in discussions, the application of feedback

in assignments, and teacher strategies in providing constructive feedback.

No	Aspects Observed	Observation Indicator	Observation Findings (Notes)
1	Types of Feedback	- Is the feedback given verbally, in writing, or a combination of both?	
		- Type of feedback (positive/negative, correction, additional explanation)	
2	Feedback Giving Process	- Is feedback given immediately after students have done the task?	
		- Is the feedback given individually or in groups?	
3	Student engagement in Feedback	- Are students actively listening and receiving feedback?	

No	Aspects Observed	Observation Indicator	Observation Findings (Notes)
		- Do students engage in discussion or clarification regarding the feedback received?	
4	Alignment of Feedback with Learning	- Is the feedback provided in line with the learning objectives?	
		- Does the feedback focus on areas that students need to improve or enhance?	
5	Student Motivation and Reaction to Feedback	- Do students look more motivated after receiving feedback?	
		- Does the feedback help students feel more confident in learning English?	

No	Aspects Observed	Observation Indicator	Observation Findings (Notes)
6	Frequency of Feedback	- How often is feedback given during the learning session?	
		- Is feedback given consistently throughout each part of the lesson?	
7	Clarity and Clearness of Feedback	- Is the feedback delivered in a way that is easy for students to understand?	
		- Does the teacher explain or give examples to clarify the feedback?	
8	Feedback Follow-up	- Does the teacher provide opportunities for students to correct mistakes or assignments after the feedback?	

No	Aspects Observed	Observation Indicator	Observation Findings (Notes)
		- Is there space for students to ask questions or clarify the feedback given?	
9		Is there a post-feedback reflection or discussion session to evaluate the feedback results?	
		Does the teacher provide space for students to give each other feedback (active peer-feedback)?	

Table 3. *observation sheet*

C. Data Analysis Technique

The data collected in this study was analyzed using a thematic analysis approach as developed by Braun & Clarke (2006), this approach is used because of its flexibility in identifying patterns and themes in qualitative data. Thematic analysis is used to identify patterns and challenges in the application of feedback to student learning outcomes. This

method allows for a more in-depth exploration of teachers' experiences in implementing feedback, especially in the context of Boarding School which have distinctive cultural characteristics. By using this approach, the research can provide richer insights into how feedback is used in English language learning in boarding school as well as the challenges and opportunities that exist in its application.

This approach allows the researcher to structure the analysis process through several phases. Each phase in Thematic Analysis according to Braun & Clarke (2006) helps in identifying, organizing, and interpreting data. With this analysis, it can be seen how feedback is given, received, and processed in the context of learning in boarding school. The following are the 6 stages of analysis conducted in this study:

1. Familiarization with Data: Reading and understanding the data obtained from interviews and observations to identify initial information relevant to feedback practices.
2. Initial Coding: Marking key sections in the data with initial codes, such as types of feedback, delivery strategies, challenges of its application to student engagement and learning outcomes.
3. Theme Search: Clustering similar codes into main themes, e.g. diversity of feedback methods,

implementation challenges, role on student engagement and learning outcomes.

4. Theme Revisiting: Revisiting the original data to ensure that the themes identified are relevant and do not overlap, and refining the theme structure where necessary.
5. Theme Definition and Naming: Establishing clear names and definitions for each theme to specifically describe the aspects found in the data.
6. Data Reporting and Interpretation: Compiling the results of the analysis in a research report by linking the findings with relevant theories and discussing their practical implications for English language learning in boarding school.

This study uses Braun & Clarke (2006) thematic analysis method to process interview and observation data. By going through six stages of analysis, the researcher was able to identify important patterns related to the practice of giving feedback in English language learning in boarding school. This process helped us understand how feedback is given, received, and processed by teachers and students.

1. Familiarization with the data

In this process, the researcher re-reads in depth the transcripts of the interview results and observation notes, then from in-depth interviews with teachers and the teacher's experience of providing feedback in the

classroom identified important parts related to the practice of feedback in English language learning in Junior high school which is the focus of research.

Theme	Sub-theme	Code	Question	Source
Type of feedback used by the teacher	Teacher Feedback (verbal/ written)	TF	TI-Q1, Q2, Q4. O-Q1, Q2	Teacher Interview and Observation
	Collaborative Feedback	CF	TI-Q3, Q4, Q8. O-Q1, Q2, Q8	Teacher interview and observation
	Self-feedback	SF	TI-Q3, Q4, Q8. O-Q1, Q8	Teacher Interview and Observation
	Peer-feedback	PF	TI-Q2. O-Q1, Q8	Teacher Interview and observation
Challenges in the Implementation	Student Motivational Issues	SMI	TI-Q5, Q7, Q13, Q10	Teacher interview

Theme	Sub-theme	Code	Question	Source
ation of Feedback	Limited Teaching Media	LTM	TI-Q3, Q7	Teacher Interview
	Time Constraints	TC	TI-Q7	Teacher Interview
	Language clarity/ Simplification	LCS	TI-Q7, Q12. O-Q7	Teacher Interview and observation
The Role of Feedback to enhancing student Engagemen	Enhancing Engagemen and Motivation	EM	TI-Q5, Q9, Q10, Q11, Q13, Q15. O-Q3, Q5, Q8.	Teacher Interview and observation
	Supporting Understanding and Mastery	UDM	TI-Q6, Q12, Q14, Q15. O-Q4, Q6, Q7, Q8	Teacher interview and observa-tion

Theme	Sub-theme	Code	Question	Source
learning English				

Table 4. *Familiarization with the data*

This study explains what feedback is used by teachers, its challenges, and how feedback plays a role in student engagement and student learning comprehension in English. TF (Teacher Feedback), PF (Peer-Feedback), SF (Self-Feedback), CF (Collaborative Feedback), SMI (Student Motivation Issues), LTM (Limited Teaching Media), TC (Time Constraints), LCS (Language Clarity and Simplification), EM (Enhancing Engagement & Motivation), UDM (Understanding & Mastery). Data was obtained from TI (Teacher Interview) from Q1-15 (Question 1-15) and O (Observation) from Q1-8 (Question 1-8) findings.

2. Thematizing and Coding

Theme	Sub-theme	Code	Total Trend
	Teacher Feedback (verbal/written)	TF	5

Theme	Sub-theme	Code	Total Trend
Type of feedback used by the teacher	Collaborative Feedback	CF	6
	Self-feedback	SF	5
	Peer-feedback	PF	3
Challenges in the Implementation of Feedback	Student Motivation Issues	SMI	4
	Limited Teaching Media	LTM	2
	Time Constraints	TC	1
	Language clarity/simplification	LCS	3
The Role of Feedback to enhancing student Engagement and Deeper Understanding in learning English	Enhancing Engagement and Motivation	EM	9
	Supporting Understanding and Mastery	UDM	8

Table 5. *Thematizing and Coding*

D. Trustworthiness

To ensure the Credibility of this qualitative study, several strategies were used, focusing on credibility and dependability. Credibility was achieved through data triangulation techniques by comparing the results of interviews, observations and documentation. In addition, member checking will be carried out by asking for feedback from several respondents about the initial findings. Data collection will be conducted by the same researcher on several occasions to ensure consistency of observations and interview results.

E. Ethical considerations

This study was conducted in accordance with the principles of qualitative research ethics as described by Creswell & Poth 2018, which include informed consent, identity protection, data confidentiality, voluntary participation, and avoidance of psychological risks to participants. Before the data collection process was carried out, the researcher provided an open explanation to the main participants, namely the 9th grade English teachers, regarding the objectives, procedures, and benefits of the research. The teachers concerned gave their verbal consent to participate in the research and to have their names mentioned directly in this thesis, considering that the information provided was academic in nature and not harmful.

In addition to interviews, data was also collected through observations of 9th grade class C during the English learning process. Students, as part of classroom activities, were observed with great care and without direct intervention. The researcher only recorded the learning interaction process and did not identify students personally. Therefore, student identities were not recorded, and all observation descriptions were kept within ethical boundaries. All data obtained were used solely for academic purposes and kept confidential, in accordance with the principles of accountability and ethical responsibility in qualitative research.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the results of the research on the practice of providing feedback in grade 9th English language learning at Al-Munawwir Gringsing Junior High School, which is a boarding school, meaning that it is still under the foundation or auspices of Al-Munawwir boarding school. The analysis focused on three main aspects in accordance with the problem formulation, namely: types of feedback used by English teacher in the classroom, Challenges in providing effective feedback and the role of feedback practices on student engagement and learning outcomes. The research data was obtained through in-depth interviews with Mrs. Siti Yulaikha as the 9th grade English teachers at Al-Munawwir Junior High School and observation of English learning activities in class 9C, the observation was conducted for 2 teaching Hours.

A. Findings

1. Type of feedback used by the teacher

In this section, we explain the types of feedback that are often used by teacher based on interview and observation data. In the learning process of English class 9C at Al-Munawwir Gringsing Junior High School, the teacher applies various types of feedback to attract attention from students so that students are actively

involved in learning, thus affecting students' understanding of learning in class. The types of feedback used include teacher feedback (verbal and written), collaborative feedback, self-feedback, and peer-feedback. Each of these feedbacks is used according to the conditions and needs of students in the class.

The types of feedback that are known are obtained based on the results of interviews with resource persons, namely 9th grade English teachers who have experience as educators for approximately 20 years at the junior high school level. The interview was conducted on Monday, April 28, 2025. In addition, the data obtained also from observations in class 9C which was conducted on Wednesday, April 23, 2025. Observations were made during the English language learning process with the English teacher who was the resource person, the material studied was "Song" for 2 teaching hours.

From the data, it is found that the provision of feedback is not done in one direction only, but also involves students in various strategies tailored to classroom conditions and student needs. The findings of the types of feedback used by teacher show that teacher do not only focus on a single form of feedback, but combine various approaches so that the learning process becomes meaningful and contextualized.

a. Teacher Feedback

Code	Category	Quote
TF-TI Q1	Teacher Feedback- Verbal	If for example it is formative I can immediately give feedback directly in the form of appreciation such as “Good” “Great you are” and sometimes also with thumbs up gestures.
TF-TI Q1	Teacher Feedback- Written	For summative, I usually give points and stamps. In this stamp there is a Checked in the form of Excellent, Nice, very good, and good, I always give this during summative assessment in the children's books or on test sheets
TF-TI Q2	Teacher Feedback- Verbal	The feedback I give most often is verbal. I usually immediately give appreciation with words like “good” or applause, like

Code	Category	Quote
		yesterday when someone came forward “give a round of applause for Sekar, children's applause”.
TF-TI Q2	Teacher Feedback- Verbal	Every day most often appreciation such as getting points when bringing a dictionary and coming forward to write difficult vocabulary.
TF-TI Q4	Teacher Feedback- Verbal	Adjusting the conditions, if I have returned to the children but the children have not responded I provoke but no one answers either, it goes back to me

Table 6. *Teacher Feedback according to Teacher*

Table 6. shows the excerpts from the interview with the teacher. From the table, it is found that teachers in the learning process use 2 types of feedback, namely oral feedback and written feedback. From the data, it can be seen that direct oral feedback in the form of praise and positive

affirmation is the form most often used by teacher in the learning process in the classroom.

From the quote of TF-TI Q1,

“If for example it is formative I can immediately give feedback directly in the form of appreciation such as “Good”, “Great you are” and sometimes also with thumbs up gestures.”

The teacher conveyed that verbal feedback is given directly and spontaneously. The teacher uses positive expressions such as "Good", "Great you are", and also uses gestures such as thumbs up as a form of appreciation towards students. This shows that teacher try to create a supportive classroom atmosphere and motivate students directly.

In addition, in TF-TI Q2, the teacher also mentioned that oral feedback is given in the form of praise in front of the class, such as giving applause to students who dare to come forward. The teacher said,

“Give a round of applause for Sekar, children's applause”. (TF-TI Q2)

Which shows that oral feedback is used as a form of public appreciation that can increase students' self-confidence.

Verbal feedback is also part of the daily routine, such as giving points for students who bring dictionaries or actively write down vocabulary on the board. As stated by the teacher *“Every day most often appreciation such as getting points when bringing a dictionary and coming forward to write difficult vocabulary”* (TF-TI Q2).

This confirms that the teacher uses feedback as a strategy to encourage students' active participation in daily learning activities.

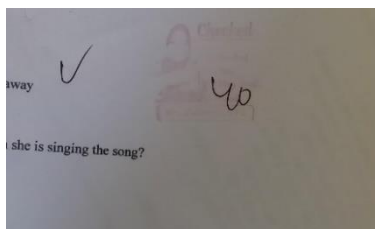


Figure 2. *stamp check used by teacher*

Meanwhile, written feedback is mostly used in the context of summative assessment. As mentioned in TF-TI Q1, the teacher stamps the assessment consisting of several checked categories “Excellent”, “Nice”, “Very good”, and “Good”, where each option has a checkbox stamped in the student's book or on the test sheet then the teacher checks one of the categories.

“I choose the checked according to the student's score, I check if the score is the highest, I give excellent, hopefully it will be a motivation for students to improve their learning” (TF-TI Q1).

The teacher explained that this form is used to show appreciation for students' work in a formal and documented manner.

This Result shows that teacher adapt various feedback strategies based on the learning objectives. Teacher adjust the form of feedback used based on classroom conditions and students' responses, as illustrated in TF-TI Q4:

“Adjusting the conditions, if I have returned to the children but the children have not responded I provoke but no one answers either, it goes back to me”

Code	Category	Observation Notes
TF-O Q1	Teacher Feedback- Verbal	During the lesson the teacher more often uses oral feedback than written feedback
TF-O Q1	Teacher Feedback- Written	the teacher gives written feedback but by discussing first with the students “how do you spell it ‘Summer’?” after

Code	Category	Observation Notes
		that the teacher corrects the writing on the board.
TF-O Q1	Teacher Feedback- Verbal	The feedback given by the teacher is more positive by giving affirmations to students who come forward “give a round of applause for Sekar”, “Great”, ‘Good’, “good job”.
TF-O Q1	Teacher Feedback- Written	the answer from the student is “A daughter asks her mother condition” from this answer the teacher provides additional explanation that there is a writing error, the teacher invites students to discuss together which part is wrong and justifies it.
TF-O Q2	Teacher Feedback- Verbal	Feedback is given directly after students answer questions from the teacher. As when students answer questions from the teacher “how about your holiday?”

Code	Category	Observation Notes
		students answer “cool”, ‘fun’ then given feedback directly by the teacher “Good”.

Table 7. *Teacher Feedback Based on Observation*

Based on the observation data in Table 7. it is found that teacher use verbal feedback more often than written feedback. This can be seen from the teacher habit of giving appreciation directly to students during the learning process.

In some sessions, the teacher gave positive affirmations to students such as “Good,” “Great,” “Good job,” and even invited the whole class to give a round of applause as a form of appreciation to students who came forward, as shown in the observation notes TF-O Q1:

“The feedback given by the teacher is more positive by giving affirmations to students who come forward “give a round of applause for Sekar”, “Great”, ‘Good’, “Good job”.

This verbal feedback was not only given in the form of praise, but was also done directly and spontaneously as soon as students answered the teacher questions. For example,

“When students answer questions from the teacher ‘how about your holiday?’ students answer ‘cool’, ‘fun’ then given feedback directly by the teacher ‘Good’. (TF-O Q2).

This shows that oral feedback was used quickly to reinforce students' responses and keep them engaged in the discussion.

Meanwhile, written feedback is used in certain situations, especially when it comes to correcting writing or errors in written assignments. Interestingly, the provision of this written feedback did not stand alone, but was combined with the discussion approach. For example, when a student miswrote the word *“summer”* into *“sumer”*, the teacher did not immediately correct it, but first discussed with the student with questions such as *“how do you spell it ‘summer’?”*, before finally correcting the writing on the board (TF-O Q1).

A similar approach was also found in the situation when students wrote the sentence *“a daughter asks her mother condition”*. The teacher gave an additional explanation that there was a mistake in the sentence structure, and invited the students to jointly identify the wrong part and

correct it (TF-O Q1). This process shows that the written feedback given by the teacher is formative and participative, because it not only corrects but also guides students through dialog.

The data indicates that the teacher utilized a combination of direct verbal and written discussion-based feedback to increase students' engagement and help them understand their mistakes and correct them actively. This reflects a flexible and responsive approach to students' learning needs in the classroom.

b. Collaborative Feedback

Code	Category	Quote
CF-TI Q3	Collaborative Feedback	The most effective in my opinion is more of a discussion. I invite them to find mistakes together
CF-TI Q3	Collaborative Feedback	I invite them to find mistakes together, so it's not just one-way from me. With discussion they will gain experience

Code	Category	Quote
CF-TI Q4	Collaborative Feedback	I provoke it first, I chat first, yesterday I read it together and finally found the location of the mistake together.
CF-TI Q8	Collaborative Feedback	Actually, from myself, the feedback is more of a discussion

Table 8. *Collaborative Feedback According to teacher*

Based on interview data, teacher stated that the most effective form of feedback in improving students' understanding is to involve them directly in the process of finding and correcting mistakes.

In CF-TI Q3, the teacher said:

“The most effective in my opinion is more of a discussion. I invite them to find mistakes together, so it's not just one-way from me.”

This approach reflects that feedback is not given in a one-way manner, but through a two-way interaction between teacher and students, where students are invited to think and actively analyze their own mistakes.

Teacher also emphasizes that the discussion process provides a more meaningful learning

experience for students. In the CF-TI Q3 follow-up quote, it states:

“With discussion they will gain experience”.

This shows that through active participation in discussions, students not only receive corrections, but also learn to understand the context of their mistakes and how to correct them.

In certain situations, when students do not understand what is conveyed by the teacher, the teacher does not immediately tell the students, but the teacher uses a strategy to provoke student responses first before providing additional explanations. As stated in CF-TI Q4:

“I provoke it first, I chat first, yesterday I read it together and finally found the location of the mistake together. I often return to the children first if no one can, I give another explanation until the children understand and can answer the questions I give”.

This strategy gives students the opportunity to think critically and work together to identify errors, making the learning process more interactive and less daunting.

Furthermore, in CF-TI Q8, the teacher reiterated that discussion is the main form of feedback used in daily learning:

“Actually, from myself, the feedback is more of a discussion”. (CF-TI Q8)

Code	Category	Observation Notes
CF-O Q1	Collaborative Feedback	The answer from the student is “A daughter asks her mother condition” from this answer the teacher provides additional explanation that there is a writing error, the teacher invites students to discuss together which part is wrong and justifies it.
CF-O Q2	Collaborative Feedback	The teacher conducts a combination of both feedback either individually or in a group discussion.

Code	Category	Observation Notes
CF-O Q8	Collaborative Feedback	Teachers tend to use the discussion method to get students actively involved in learning.

Table 9. *Collaborative Feedback Based on Observation*

Table 9. The observation results show that teacher consistently use collaborative feedback as one of the main strategies in the English learning process. This form of feedback is demonstrated through students' involvement in a joint discussion to find and correct errors, rather than simply receiving corrections directly from the teacher.

One concrete example can be seen in the observation notes of CF-O Q1, when a student made a mistake in writing the sentence “*A daughter asks her mother condition.*” The teacher did not correct it immediately, but gave additional explanation and invited the whole class to discuss to identify the wrong part and correct it together. This shows how the teacher uses mistakes as learning opportunities, with an approach that encourages participation and deep understanding.

Another Observation finding CF-O Q2 also noted that teachers use a combination of individual feedback and group discussion, depending on the learning context. This provides flexibility in delivering feedback and ensures that all students, both active and passive, still get attention and opportunities to learn:

“The teacher conducts a combination of both feedback either individually or in a group discussion”. (CF-O Q2)

Furthermore, in CF-O Q8 it is noted that the discussion method is the dominant strategy used by teachers to increase students' active involvement in the learning process:

“Teachers tend to use the discussion method to get students actively involved in learning”. (CF-O Q8)

This result indicates that collaborative feedback not only serves as a correction tool, but also as a method to build effective two-way communication in the classroom. Through discussion, students are encouraged to think critically, share their understanding, and correct mistakes constructively. It also creates a comfortable learning environment where students

feel valued and motivated to be actively involved in the learning process.

c. Self-Feedback

Code	Category	Quote
SF-TI Q3	Self-Feedback	they will make their own efforts to find their own mistakes, so they are not justified by me like “this is wrong”. That way they can be actively involved in every learning activity process.
SF-TI Q4	Self-Feedback	I returned to them to try to answer who knows where the sentence is missing, until yesterday I told them to read the sentence together first, finally the child who came forward to write the sentence, namely the one who came forward first.
SF-TI Q4	Self-Feedback	I often return to the children first if no one can, I give another explanation until the

Code	Category	Quote
		children understand and can answer the questions I give.
SF-TI Q8	Self-Feedback	write a sentence, for example, there was a mistake in the letter s. I gave an additional explanation first, if no one answered, I told them to read, until finally someone answered who came forward first.

Table 10. *Self-Feedback According to Teacher*

Based on the interview results, it can be seen that the teacher does not immediately provide answers or corrections to students' mistakes, but instead provides space for students to think independently and find the location of their mistakes. As stated in SF-TI Q3, the teacher explained that by giving students the opportunity to evaluate their own mistakes, students become more actively involved in the learning process:

“They will make their own efforts to find their own mistakes, so they are not justified by me like “this is wrong”. That way they can be actively involved in every learning activity process”. (SF-TI Q3)

This strategy not only aims to improve language comprehension, but also fosters students' sense of responsibility for their learning process. In real situations in the classroom, the teacher gives hints or guides students to reread the wrong sentences together so that they themselves can realize the mistakes. This can be seen in the quote of SF-TI Q4:

“I returned to them to try to answer who knows where the sentence is missing.....finally the child who came forward to write the sentence, namely the one who came forward first”.

This process shows that the teacher provides tiered opportunities: students are given time to respond, and if no one can answer, the teacher will provide additional explanation as a guide. As the teacher said in the interview:

“If no one can, I give another explanation until the children understand and can answer the questions I give”. (SF-TI Q4)

This approach is also used when correcting grammar during learning, such as when students forget to add the letter “s” in a sentence. The teacher does not correct immediately, but gives an

opportunity for other students to reread and realize the mistake. Seen in SF-TI Q8:

“When they were asked to write a sentence, for example, there was a mistake in the letter s. I gave an additional explanation first, if no one answered, I told them to read, until finally someone answered who came forward first”.

Code	Category	Observation Notes
SF-O Q1	Self- Feedback	when answering the question “what song did we learn yesterday” the student answered ‘forgot’ then the teacher gave an additional explanation that the song was themed about Kartini Day, namely the figure of the mother, after that the student just answered that the title of the song was “mother, how are you today?”.

Code	Category	Observation Notes
SF-O Q8	Self- Feedback	The teacher provides opportunities for students to correct their mistakes after answering questions such as the student who answered “a daughter asks her mother's condition” the student realized that there was a mistake after discussing with classmates he was given the opportunity to correct the wrong one in writing Back

Table 11. *Self-Feedback Based on Observation*

The observation results show that teacher consistently provide space for students to do self-feedback, which is a reflective moment where students are given the opportunity to recognize and correct their own mistakes before receiving direct correction from the teacher.

In one of the learning sessions SF-O Q1:
“Then the teacher gave an additional explanation that the song was themed about Kartini Day, namely the figure of the mother, after that the

student just answered that the title of the song was “mother, how are you today?”.

When the teacher asked the question “*what song did we learn yesterday?*”, a student initially answered “*forgot*”. The teacher did not immediately give an answer, the teacher first gave a contextual clue that the song had a theme about Kartini Day and a mother figure. After getting this clue, the student was finally able to remember and answer correctly: “*Mother, how are you today?*”. Another example can be seen in SF-O Q8:

“The teacher provides opportunities for students to correct their mistakes after answering questions such as the student who answered “a daughter asks her mother's condition” the student realized that there was a mistake after discussing with classmates he was given the opportunity to correct the wrong one in writing back”.

Indicates that the student initially answered a question with an incorrect sentence: “*a daughter asks her mother's condition*”. The teacher did not immediately correct, but gave the student the opportunity to realize the mistake independently. This process shows that students can reflect on

their answers and understand where they went wrong after being given time and opportunity.

The result reflect that teachers use the self-feedback strategy as a pedagogical tool to encourage critical reflection among students. By not directly giving answers, teacher enable students to develop self-analysis and evaluation skills, which in turn will help them become more independent and confident.

d. Peer-Feedback

Code	Category	Quote
PF-TI Q2	Peer- Feedback	Material for a while after that which difficult vocabulary and then look for the meaning together.

Table 12. *Peer-Feedback According to Teacher*

In the excerpt of PF-TI Q2, the teacher explains that after the delivery of brief material, the activity is continued by finding the meaning of difficult vocabulary together:

“Material for a while after that which difficult vocabulary and then look for the meaning together”. (PF-TI Q2)

This process shows that students not only receive information from the teacher, but also

discuss and give input to each other, especially in translating or understanding the meaning of unfamiliar words.

Code	Category	Observation Notes
PF-O Q1	Peer- Feedback	The word written is wrong “sumer” it should be written “summer” the teacher gives written feedback but by discussing first with the students
PF-O Q1	Peer- Feedback	the teacher invites students to discuss together which part is wrong and justifies it.
PF-O Q8	Peer- Feedback	peer-feedback appears informally in the discussion.
PF-O Q8	Peer- Feedback	The teacher really gives space for students to give input to each other so that an informal form of active peer-feedback is seen during group discussions.

Table 13. *Peer-Feedback Based on Observation*

Based on the observation, it was found that peer-feedback actively emerged, although it took

place informally in the context of group discussions. The teacher creates a conducive space for students to give each other feedback and work together in correcting language errors.

In one of the learning activities PF-O Q1:

“The teacher gives written feedback but by discussing first with the students”

“The teacher invites students to discuss together which part is wrong and justifies it”.

When a student wrote the word “summer” incorrectly into “sumer”, the teacher did not correct it immediately. Instead, the teacher invites students to discuss first to identify the mistake together.

This approach opens up opportunities for students to act as learning resources for each other, where they can correct and advise each other. PF-O Q8 notes that this form of peer-feedback emerges naturally in group discussions, not in an official format:

“Peer-feedback appears informally in the discussion”

“The teacher really gives space for students to give input to each other so that an informal form

of active peer-feedback is seen during group discussions". (PF-O Q8)

The results from interviews and observations show that peer-feedback in grade 9th at Al-Munawwir Junior High School is informal but effective. Teacher consciously provide space for students to give each other feedback, such as when looking up the meaning of vocabulary or correcting writing errors. This interaction between students contributes to a collaborative learning environment, where students can learn not only from the teacher, but also from their peers actively.

2. Challenges in the Implementation of Feedback

This section presents findings on the challenges faced by teacher in providing feedback during English language learning in grade 9th at Al-Munawwir Junior High School. Data obtained from in-depth interviews with English language teachers and classroom observation show that giving feedback does not always take place ideally, there are definitely obstacles in giving it.

Although the practice of giving feedback is one of the effective strategies in supporting student engagement and improving learning outcomes, its implementation is not free from challenges. Based on the results of

interviews with English teacher as well as direct observation in grade 9th of Al-Munawwir Gringsing Junior High School, it was found that the process of delivering feedback faced a number of obstacles that affected its effectiveness. These challenges are not only related to internal factors from students, such as low motivation to learn, but also include external aspects such as limited supporting facilities, narrow time allocation, and communication barriers using English because students are not accustomed to using English on a daily basis.

The results of interviews and observations show that there are four challenges in providing feedback during the English learning process, namely: student motivation issues, limited teaching media, time constraints, and language clarity or simplification. The four challenges provide an overall picture of the complexity of the learning context in a boarding school environment that has special characteristics. Teacher are required to not only be material deliverers, but also as facilitators who are able to adapt to these various conditions, so that providing feedback continues to run meaningfully. The following table is the result of the interviews and observation that have been conducted:

Code	Category	Quote/Observation Notes
SMI-TI Q5	Student Motivation Issues	Feedback is very influential in class, if we don't give feedback to them in the form of praise, score, points or other appreciation it makes them not enthusiastic.
SMI-TI Q7		The condition of children who are often not enthusiastic in learning, if not given motivation they are just silent.
SMI-TI Q7		Indeed, there are many challenges here, I have to be smart in motivating students to be enthusiastic because of the condition of the students, looking for strategies in order to attract students' interest in learning English.
SMI-TI Q10		There must always be motivation. Motivation is important if you don't give motivation just to come

Code	Category	Quote/Observation Notes
		forward and then say “thank you, please sit back down” they will not be enthusiastic.
SMI-TI Q13		Given a lot of motivation otherwise they will not be enthusiastic about learning.
LTM-TI Q3	Limited Teaching Media	I give my best because each child has different understanding and here the facilities are also very limited so I maximize, I sometimes lend laptops and cell phones for the learning process as media
LTM-TI Q7		limited media is also a challenge because here the media and facilities are very limited, it is not allowed to bring digital devices for students because the children are boarding school
		Besides that, because of the tight schedule here, the name

Code	Category	Quote/Observation Notes
TC-TI Q7	Time Constraints	is also boarding school so there are many schedules, they are often tired
LCS-TI Q7	Language Clarity/ simplification	challenge is the communication barrier, they often have difficulty expressing ideas or speaking in English
LCS-TI Q12		if I give feedback verbally, they answer together, it means they can catch what is meant. like when I ask “do you understand” they respond by answering “yes” or can explain again, it means they understand.
LCS-O Q7		Feedback is given with simple sentences and is easily understood by students. sometimes teachers use double language, namely English and Indonesian

Table 14. *Challenges in the Implementation of Feedback.*

Table 14. describes the challenges faced by English language teacher during the provision of feedback in the English language learning process in grade 9th at Al-Munawwir Junior High School. The challenges faced by teacher during giving feedback include:

a. Student Motivation Issues

Student motivation is a major challenge in providing feedback. Based on interviews, teachers stated that students tend to be discouraged if they are not given concrete forms of motivation such as praise, points, or other appreciation. As stated in quote of SMI-TI Q5:

“Feedback is very influential in class, if we don't give feedback to them in the form of praise, score, points or other appreciation it makes them not enthusiastic”.

In addition, students who are often passive, tired from hut activities, and lacking in confidence cause them to remain silent if not encouraged. In SMI-TI Q7, the teacher added:

“The condition of children who are often not enthusiastic in learning, if not given motivation they are just silent”.

For this reason, teacher must find appropriate motivational strategies and approaches to make students feel more enthusiastic. As said in SMI-TI Q10 and Q13, providing motivation cannot be formal and monotonous, but must actively build enthusiasm in a supportive classroom atmosphere.

b. Limited Teaching Media

The limitation of learning media is also a real obstacle in providing effective feedback. Teacher admits that the facilities at school are quite limited, especially since students are prohibited from bringing digital devices due to boarding school rules. In this situation, teacher take the initiative to lend personal devices to support learning.

As stated in LTM-TI Q3:

“I sometimes lend laptops and cell phones for the learning process as media”.

and in LTM-TI Q7:

“Limited media is also a challenge because here the media and facilities are very limited, it is not allowed to bring digital devices for students because the children are boarding school”.

This condition limits the variety of forms of feedback that can be given, especially for technology-based or digital feedback. So, teacher

have to find media strategies to use to keep students engaged in learning. Such as lending laptops and bringing their own projectors for media.

c. Time Constraints in Giving Feedback

The time factor is also a challenge in providing feedback. As a boarding school, students have a busy schedule, which causes them to be often tired. This makes it difficult for teachers to provide individualized and in-depth feedback to each student in the time available.

In TC-TI Q7 the teacher explained:

“Because of the tight schedule here, the name is also boarding school so there are many schedules, they are often tired”.

This condition encourages teacher to provide more motivation so that students remain enthusiastic about learning English and rely on group discussion methods so that feedback can still be given efficiently without burdening students' time and conditions.

d. Language Clarity/simplification

Language barriers also arise in feedback practices, especially as many students have difficulty in understanding instructions or

explanations in English. In LCS-TI Q7 the teacher states:

“They often have difficulty expressing ideas or speaking in English”.

To overcome this, teachers use simple and clear sentences, and often combine English and Indonesian language when giving feedback, as noted in LCS-O Q7:

“Feedback is given with simple sentences and is easily understood by students. sometimes teachers use a double language, namely English and Indonesian”.

Due to students who are not used to speaking English every day, this makes communication and language difficulties in learning English. The use of customized language is important so that feedback can be received well by all students and does not cause confusion.

3. The Role of Feedback to enhancing student Engagement and Deeper Understanding in learning English.

In English language learning, feedback not only serves as an assessment, but also plays an important role in building students' active engagement and deepening their understanding of the English language material

studied. Based on the results of interviews with English teacher and observation in grade 9th at Al-Munawwir Junior High School, it was found that the feedback practices implemented by teacher had a direct impact on these two aspects of the learning process which included student motivation and engagement, as well as mastery and deep understanding of English materials.

Teacher not only provides feedback in the form of grades or direct corrections, but it is also used to foster students' enthusiasm for learning, strengthen self-confidence, and encourage active participation in both class discussions and individual assignments. On the other hand, feedback is also utilized to direct students' understanding on key aspects of learning, such as grammar usage, vocabulary, and pronunciation, through habituation, daily practice, and discussion.

This section will present findings from interview and observation on the role of feedback in English language learning. First, how feedback encourages students' engagement and motivation in the English learning process. Second, how feedback supports students in achieving a more meaningful understanding and mastery of the material.

- a. The Role of Feedback to enhancing student Engagement and motivation.

Based on the results of interviews with English teacher and findings from observation during English learning in class, it was found that student motivation is strongly influenced by the way teacher provide feedback, either verbally, in writing, or through symbolic rewards such as points and praise.

Code	Category	Quote/ Observation Notes
EM-TI Q5	Enhancing Engagement and Motivation	Feedback is very influential in class, if we don't give feedback to them in the form of praise, score, points or other appreciation it makes them not enthusiastic.
EM-TI Q9	Enhancing Engagement and Motivation	Well, grades, points, getting praise is what motivates students to learn the most. When they want to answer if they are given points then they will

Code	Category	Quote/ Observation Notes
		immediately be active to answer.
EM-TI Q9	Enhancing Engagement and Motivation	The most important thing is that they are happy to get points and secondly, they are also happy when they get praise or appreciation.
EM-TI Q10	Enhancing Engagement and Motivation	Motivation is important if you don't give motivation just to come forward and then say “thank you, please sit back down” they will not be enthusiastic
EM-TI Q11	Enhancing Engagement and Motivation	If the children are already active then using verbal feedback, directly, and giving positive

Code	Category	Quote/ Observation Notes
		affirmation or praise has helped them master the material is enough. But if the condition is dropped, not enthusiastic, it must be changed.
EM-TI Q11	Enhancing Engagement and Motivation	If in a silent class, motivation must be increased, given feedback values, points and praise, then they will be active in class.
EM-TI Q11	Enhancing Engagement and Motivation	Children nowadays are like that, it is difficult, if they are seen actively answering questions and coming forward, sometimes they are teased by their

Code	Category	Quote/ Observation Notes
		friends, so they must be motivated so that they remain active in class, namely with the feedback that I gave earlier.
EM-TI Q11	Enhancing Engagement and Motivation	if it is monotonous just a score or thank you, they will not be enthusiastic, they must be given feedback again points or prizes.
EM-TI Q13	Enhancing Engagement and Motivation	We must look for creative media so that they are actively involved, then look for materials that are liked by children adjusted to methods that are liked by children as well, we

Code	Category	Quote/ Observation Notes
		must be diligent in finding strategies, materials and methods that are interesting so that they are actively involved during learning.
EM-TI Q15	Enhancing Engagement and Motivation	The most important thing is to build students' motivation first, then I try to get closer to them. The communication is more relaxed like a friend
EM-TI Q15	Enhancing Engagement and Motivation	if the answer is wrong I will definitely give an additional explanation, after that I return it to the

Code	Category	Quote/ Observation Notes
		students “bro/sis is there anyone else who wants to answer” or “anyone wants to try it again?” Just don't judge students when they don't understand, so I discuss it together first. They have experience first to correct their mistakes, so they remain actively involved in learning no one is afraid, embarrassed or not confident when answering questions.
EM-TI Q15	Enhancing Engagement and Motivation	positive appreciation must indeed be given even though the answer is not

Code	Category	Quote/ Observation Notes
		necessarily correct so that children remain involved in English language learning and active in discussions.
EM-O Q3	Enhancing Engagement and Motivation	Students actively listen to the feedback given and often respond with nods or answer follow-up questions given by the teacher.
EM-O Q3	Enhancing Engagement and Motivation	Students are very actively involved in discussions because they are also influenced by teachers who always involve students in active discussions in learning, so that students are active in

Code	Category	Quote/ Observation Notes
		discussing to correct mistakes.
EM-O Q5	Enhancing Engagement and Motivation	After getting feedback from the teacher and discussion together students become enthusiastic in learning especially after the teacher gives praise “great”, “good job”, “give applause” students look very enthusiastic in learning.
EM-O Q5	Enhancing Engagement and Motivation	Because teachers are more likely to discuss together in every learning activity, student participation also increases in learning English after

Code	Category	Quote/ Observation Notes
		being given positive feedback by the teacher.
EM-O Q8	Enhancing Engagement and Motivation	Peer-feedback appears informally in the discussion. Teachers tend to use the discussion method to get students actively involved in learning.
EM-O Q8	Enhancing Engagement and Motivation	The teacher really gives space for students to give input to each other so that an informal form of active peer-feedback is seen during group discussions.

Table 15. *feedback to Enhancing Engagement and Motivation*

Providing feedback not only serves as a grade or correction, but also plays an important role in

increasing student engagement and motivation during the learning process. Based on the results of interview with Grade 9 English teacher and observation in Grade 9C at Al-Munawwir Junior High School, it was found that student motivation is strongly influenced by the way teacher provide feedback, either verbally, in writing, or through symbolic rewards such as points and praise.

Teacher stated that students would be more energized when given positive appreciation, whether in the form of grades, points, or direct words of praise. As stated in EM-TI Q5 and Q9:

“Feedback is very influential in class, if we don't give feedback to them in the form of praise, score, points or other appreciation it makes them not enthusiastic”. (EM-TI Q5)

“When they want to answer if they are given points then they will immediately be active to answer”. (EM-TI Q9)

In addition, teacher also emphasize the importance of a variety of motivational strategies. It is not enough to give grades or formal comments, students need constructive and personalized interactions, as in EM-TI Q15:

“The communication is more relaxed like a friend ... positive appreciation must indeed be given even if the answer is not necessarily correct so that children remain involved in English language learning and active in discussions.”

The teacher strategy in generating enthusiasm for learning is also done by adjusting the approach to class conditions. In EM-TI Q11:

"But if the condition is dropped, not enthusiastic, it must be changed. I once had a student who was not enthusiastic about learning and then I found a ballpoint pen and said “later those who score 100 get a pen” or gave other prizes that made them excited again."

Mentioned that if students look passive, then the teacher will change the form of feedback to be more interesting, such as giving prizes or creating small competitions between students. This shows that teacher are adaptive to class dynamics and use feedback as a tool to build an active and fun learning atmosphere.

In terms of observation, this finding is reinforced by student behaviours' that show positive responses to feedback. In EM-O Q3 and Q5, students were seen actively responding, both

verbally and nonverbally (such as nodding), as well as enthusiastically answering the teacher questions after receiving praise such as “Great,” “Good job,” or “Give applause”.

“Respond with nods or answer follow-up questions given by the teacher”. (EM-O Q3)

“After getting feedback from the teacher and discussion together students become enthusiastic in learning”. (EM-O Q5)

Student participation also increased when the teacher provided space for group discussion, where peer-feedback emerged informally and interactively. As observed in EM-O Q8:

“The teacher really gives space for students to give input to each other so that an informal form of active peer-feedback is seen during group discussions”.

Thus, it can be seen that feedback used by teacher plays an active role in increasing students' engagement and motivation to learn. Teacher do not only act as information providers, but also as emotional facilitators who build a comfortable and supportive classroom atmosphere.

- b. The Role of Feedback to Supporting Deeper Understanding in Learning English.

Findings from interview and observation show that teacher use feedback not only to correct students' mistakes, but also as a strategy to strengthen understanding and mastery of English materials gradually and thoroughly. This approach is sustainable, starting from habituation in the use of English in small activities, to reflection on test results and adjustment of teaching strategies.

Code	Category	Quote/ Observation Notes
UDM-TI Q6	Supporting Understanding and Mastery	One of the things that is applied in English learning, when asking permission to leave the class, I make the children get used to using English and when giving instructions at the beginning or end of learning
UDM-TI Q6	Supporting Understanding and Mastery	at the beginning of the semester, I said that if you use English even if

Code	Category	Quote/ Observation Notes
		it is only one sentence, whether asking questions, asking permission or giving instructions, I will give positive points. At the end of the semester the one who speaks English the most will be given a reward from me.
UDM-TI Q6	Supporting Understanding and Mastery	There was a pronoun change in their English pronunciation after I implemented the habit.
UDM-TI Q6	Supporting Understanding and Mastery	At the end of the semester, I hold a test to list the vocab they have learned during the semester so there is an increase in vocab mastery not the same

Code	Category	Quote/ Observation Notes
		as when they first entered grade 9th.
UDM-TI Q6	Supporting Understanding and Mastery	So, for changes, students can pronounce English sentences well, increase vocab mastery, be more courageous in saying words in English because the above habits are always applied.
UDM-TI Q6	Supporting Understanding and Mastery	for the mastery of the material, the name of the language lesson does not have a benchmark, for example, when given the material for the procedure text “how to make fried rice” later on the exam, the text

Code	Category	Quote/ Observation Notes
		may not necessarily come out, the students will be confused, therefore I am more concerned with mastering vocabulary so that students know the meaning of the word and they can understand the meaning of the question.
UDM-TI Q12	Supporting Understanding and Mastery	If with summative there are tests and tests, I score first and then see how many students understand, if there are still scores that are lacking and do not understand, they will be corrected and evaluated again.

Code	Category	Quote/ Observation Notes
UDM-TI Q14	Supporting Understanding and Mastery	We have to attend training such as workshops, review of English materials, review of teaching methods, review of teaching strategies, how to give summative and formative assessments. Everything must be upgraded if not upgraded, we will be left behind, because every year must be different and the children faced every year must be different. Every level that we face continues to develop, if we don't

Code	Category	Quote/ Observation Notes
		upgrade, we will be left behind.
UDM-TI Q15	Supporting Understanding and Mastery	After getting into the material, we have to be good at responding to the material taught, dictionaries are given points, then writing vocabulary in front gets more points, when someone comes forward, I definitely say “Good”, “very good”. “Thank you” whether their answers are wrong or right, I definitely give positive affirmations to them. If I don't judge students wrong

Code	Category	Quote/ Observation Notes
UDM-O Q4	Supporting Understanding and Mastery	Feedback is given in accordance with the learning objectives. For example, the wrong grammar in “a daughter asks her mother's condition” is corrected together and pronunciation is also corrected by joint discussion when students sing the song given by the teacher.
UDM-O Q4	Supporting Understanding and Mastery	The feedback given by the teacher focuses on areas that need to be improved or improved by students. such as the mastery of vocabulary that is lacking by students, the teacher asks students to write

Code	Category	Quote/ Observation Notes
		down difficult vocabulary and interpreted in discussion together.
UDM-O Q4	Supporting Understanding and Mastery	Students who wrote the difficult words were given positive affirmation for having the courage to come forward and also correct pronouns and grammar and writing such as “sumer” was corrected together to become “summer”.
UDM-O Q6	Supporting Understanding and Mastery	Feedback is consistent in every part of the lesson. Especially when discussing together, coming forward, and singing English songs to

Code	Category	Quote/ Observation Notes
		correct the pronunciation.
UDM-O Q7	Supporting Understanding and Mastery	Teachers more often use concrete explanations or repeat statements to clarify rather than giving examples to students. For example, when correcting grammar with the initial sentence “a daughter asks her mother condition”, the teacher asks students to discuss which part is wrong and then students correct it to “a daughter her mother asks condition”
UDM-O Q8	Supporting Understanding and Mastery	The teacher provides opportunities for students to correct their

Code	Category	Quote/ Observation Notes
		mistakes after answering questions such as the student who answered “a daughter asks her mother's condition” the student realized that there was a mistake after discussing with classmates he was given the opportunity to correct the wrong one in writing Back to the front and correct the pronunciation of students who greet in singing English songs students are given the opportunity to pronounce the word then correct together.

Code	Category	Quote/ Observation Notes
UDM-O Q8	Supporting Understanding and Mastery	when the teacher asked “What is the title of the song we learned yesterday” students responded by answering “Forgot” after being explained that the song was about mothers’ students clarified and answered the title of the song “mother, how are you today” then the teacher asked “mother means what” students answered with ‘mother’ the teacher responded with “good, okay” students nodded their heads in response.

Table 16. *feedback to Supporting Understanding and Mastery*

Table 16. results from interview with teacher and observation during English learning in class 9C. Table 16. shows how feedback applied by English teacher plays an important role in helping students develop sustainably in aspects of English understanding and skills.

From the results of the interview (UDM-TI Q6), the teacher explained that learning begins with habituation during English learning such as using English when asking permission to leave the class or when giving instructions. Students who are used to doing this will get positive points, and at the end of the semester are given special awards. This strategy is proven to encourage students to be more courageous in using English in simple contexts, and gradually improve their vocabulary and sentence structure:

"There was a pronoun change in their English pronunciation after I implemented the habit".
(UDM-TI Q6)

In addition, teacher routinely conduct vocab evaluations that students have learned over the course of a semester, to ensure that their understanding is growing. As seen in the quote:

“At the end of the semester, I hold a test to list the vocab they have learned during the semester so there is an increase in vocab mastery not the same as when they first entered grade 9th”. (UDM-TI Q6)

The teacher also said that her approach does not focus on memorizing texts or specific forms of test questions, but rather on understanding vocabulary and context meaning, which is considered more flexible and relevant to students' needs:

“Therefore, I am more concerned with mastering vocabulary so that students know the meaning of the word and they can understand the meaning of the question”. (UDM-TI Q6)

In practice, teacher also conduct post-feedback follow-up through revision and discussion. For example, when students make mistakes in grammar or pronunciation, teacher provide time and guidance so that students can recognize, discuss, and correct these mistakes independently or with friends (UDM-O Q8).

"He was given the opportunity to correct the wrong one in writing Back to the front and correct

the pronunciation of students who greet in singing English songs".

Observations also show that feedback is given consistently and relevant to the learning objectives, for example when the teacher corrects sentences such as "a daughter asks her mother's condition" through discussions that lead students to realize the right grammar structure (UDM-O Q4, Q6, Q7). Instead of giving direct answers, teacher often use concrete explanations or repetition of sentences for students to fully understand.

"Teacher more often use concrete explanations or repeat statements to clarify rather than giving examples to students". (UDM-O Q7)

In addition, the teacher attitude of not judging students' mistakes, but instead using them as learning opportunities, is also seen in daily practice. Feedback is delivered in a tone of positive affirmation such as "Good", "Very good", or "Thank you", both for correct and incorrect answers (UDM-TI Q15).

"When someone comes forward, I definitely say 'Good', 'Very good'. 'Thank you' whether their

answers are wrong or right, I definitely give positive affirmations to them”.

These findings show that feedback not only has an impact on students' academic results, but also on the development of students' English language skills. By focusing feedback on understanding and mastery, teacher create a learning environment that is conducive, supportive, and allows students to develop in their own way with the teacher as a companion and supporter of students to achieve good learning outcomes.

B. Discussions

This section aims to discuss the findings that have been obtained from the interview and observation process in learning English in class 9C of Al-Munawwir Gringsing Junior High School. The discussion is organized to answer the three main focuses in the problem formulation, namely: types of feedback used by teacher, challenges in the application of feedback, and the role of feedback in improving students' engagement and deeper understanding in English learning.

1. Type of feedback used by the teacher

The results of the research findings obtained through in-depth interview with Mrs. Siti Yulaikha as the 9th grade English teacher as well as direct observation

conducted in class 9C for 2 hours on the learning material “Song” at Al-Munawwir Gringsing Junior High School, show that teacher use various types of feedback, including teacher feedback (verbal and written), collaborative feedback, self-feedback, and peer-feedback. The diversity of feedback variations used by teacher illustrates that teacher try to adjust the feedback method to the characteristics of students and the situation in the classroom.

The use of feedback by teacher is not a single method, but rather flexibly combined various variations of feedback. If the class is felt to be active the teacher will more often use collaborative feedback or peer-feedback. Whereas in a classroom situation that is considered passive the teacher will use more verbal teacher feedback such as praise and positive affirmations to motivate students to enthusiastically participate in learning, when students are re-motivated and actively involved in learning the teacher will change the feedback given by using collaborative feedback and peer-feedback more often but still giving positive affirmations according to student characteristics. This finding shows that teacher do not rely on only one form of feedback, but try to adjust the approach to the needs of students and the learning situation.

In line with the theoretical framework proposed by Hattie & Timperley (2007), these findings corroborate the theory regarding the application of different types of feedback in English language learning. In practice, teacher not only provide feedback as a form of evaluation, but also as a learning guide that answers three essential questions: where am I going, how am I going, and where to next? The consistent use of verbal teacher feedback in the form of praise such as “Good” or “Very Good” reflects the feed up and feedback approach, which strengthens motivation while directing students to realize their position in learning.

Furthermore, this practice of providing feedback also reflects the principle of the Zone of Proximal Development (ZPD) proposed by Vygotsky (1978), namely that learning will be more meaningful when students are guided to complete tasks that they cannot complete on their own, but can be achieved with the help of teacher or friends. In this context, the feedback strategy applied by teacher is not only an evaluation tool, but also a form of scaffolding that encourages students to develop their language skills through guidance and social interaction.

One of the dominant forms of feedback used is verbal teacher feedback. Teacher actively give

compliments such as “Good job,” “Excellent,” and use body expressions such as smiles and applause to provide positive reinforcement. This direct praise is proven to increase students' enthusiasm, especially those who tend to be passive. In addition, this strategy is aimed at increasing students' motivation and confidence in using English. This supports the findings of Ahmed & Al-Kadi (2021), who emphasized that verbal appreciation can strengthen students' self-confidence, especially in the context of challenging foreign language learning.

On the other hand, teacher feedback-written is given in the form of comments on students' exercise books or assignment results. This feedback is summative in nature, the teacher in addition to assessing student learning outcomes during tests or adventures also provides assessment stamps consisting of several categories checked “Excellent”, “Nice”, “Very good”, and “Good”, where each option has a checkbox, then the teacher checks one of these categories, such as when the student gets the highest score then the teacher will check the “excellent” stamp box. The use of written feedback demonstrates the teacher attention to documenting learning outcomes, as well as giving students the opportunity to review their work more personally and independently.

Teacher also actively implement collaborative feedback in the form of open discussions. When students make mistakes in writing or structuring sentences, the teacher does not immediately correct them, but rather provides hints and invites students to analyze the mistakes together. For example, when students make mistakes in writing song lyrics or sentence structure, the teacher provides hints and provokes students to rethink through open-ended questions. This approach reflects Vygotsky (1978), ZPD learning practice, which states that learning will be more effective when students are guided to complete tasks within the range of abilities they are close to mastering, with the help of teacher or friends, where interaction with teacher helps students build deeper understanding. This finding is supported by the research of Gan et al. (2021), which shows that students' involvement in collaborative feedback can increase metacognitive awareness and a sense of responsibility for their learning outcomes.

Teacher also facilitates self-feedback by asking students to reread their answers and review the parts they think need improvement before receiving correction from the teacher. This practice fosters students' self-awareness of the quality of their work. In addition, peer-feedback emerges informally when students ask each other

questions and correct each other's answers in group activities. The emergence of peer feedback reflects the teacher efforts to foster a culture of mutual learning among students. This finding strengthens the argument of Pradhan & Ghimire (2022), who showed that active engagement in the feedback process, especially through collaborative and peer feedback, is able to increase students' metacognitive awareness and encourage their active participation in learning.

By applying peer-feedback and collaborative feedback in learning, teacher make students feel important and valued during the learning process. Feedback that actively involves students can increase participation, self-confidence, and critical thinking skills. This is in line with what is revealed by Fredricks et al. (2004), student involvement in the learning process is not only seen from physical participation, but also from emotional (feeling appreciated, being heard) and cognitive aspects (reflection and thinking strategies). This kind of engagement can grow through collaborative and reflective feedback activities. This is also in line with Mualifah (2021), finding which show that the practice of peer-feedback in English classes encourages positive social interactions and helps students correct mistakes independently.

Furthermore, this finding shows that teacher do not only provide feedback as a form of evaluation, but also as a strategy to build students' engagement, confidence and sense of responsibility for learning. This reinforces the views of Mohamed Safeek & Eng Hock (2024), who emphasize the importance of a learning environment that is supportive and responsive to students' needs, especially for those who face difficulties in learning. Teacher in this study have shown efforts to build a classroom climate that encourages positive interactions through the use of varied feedback.

Overall, the diversity of feedback types used by teacher in English language learning in boarding junior high schools supports previous theories and research, while expanding the understanding of how feedback practices can be adapted in complex and religious contexts, especially in the context of its application in boarding schools that have unique challenges such as time constraints, tight schedules, and restrictions on the use of digital technology. In this situation, teacher still managed to apply feedback adaptively through a combination of teacher feedback, collaborative discussion, and peer and self-feedback.

Thus, the feedback practices found in this study not only reflect the principles of theory and previous

research, but also show how feedback can be further developed flexibly and contextually to address students' learning needs in a typical educational environment. This finding is in line with the findings of Mohamed Safeek & Eng Hock (2024); Mualifah (2021), who emphasize the importance of flexibility, clarity and social support in creating an effective, participatory and meaningful learning atmosphere.

2. Challenges in the Implementation of Feedback

The implementation of feedback in English learning in boarding junior high schools cannot be separated from various complex and interrelated challenges that have a direct impact on the quality of learning. Based on the results of interview and observation in class 9C of Al-Munawwir Gringsing Junior High School, four main obstacles were found in the implementation of feedback, namely low student motivation, limited learning media, limited time, and difficulties in using English effectively.

First, low student motivation was the most prominent challenge. In practice, many students showed passivity when they did not receive verbal appreciation from the teacher. The teacher said that without any form of appreciation such as praise, scores, or other verbal reinforcement, many students appear passive and do not

respond enthusiastically to feedback. Students tend to be reluctant to respond to feedback or engage in improvement activities when feedback is not accompanied by a form of motivational reinforcement. This shows the importance of effective aspects in learning. As explained by Fredricks et al. (2004), who emphasized that student engagement is influenced by emotional dimensions, including interest, appreciation, and intrinsic drive. Ahmed & Al-Kadi (2021), research also corroborates that students respond more positively to feedback delivered with a supportive approach and appreciate their efforts, especially in English subjects that are challenging for students because they are in the early stages of language acquisition. This result reflects the need for teachers to not only focus on the content of feedback, but also on the way it is delivered in order to build students' confidence.

Second, the limitation of learning media is a significant obstacle, especially due to the boarding school policy that restricts the use of digital devices by students. Teacher has to find alternative ways to deliver materials and provide feedback such as using printed media. In some cases, teacher even have to lend their personal devices to show videos or documents that support learning activities. This certainly limits the variety in

providing feedback, especially those that are visual or technology-based. This reinforces the finding of Natalia et al. (2024), who stated that limited facilities can limit the variety of feedback delivery and reduce the intensity of personalized and in-depth feedback. In this situation, teacher are required to develop creativity and flexibility in using available resources to keep the feedback process running, albeit in a simple way.

Third, the limited time experienced by teacher due to the busy activities of students in boarding also hinders the process of providing ideal feedback. In boarding schools, students' activity schedules are very tight because they follow academic and non-academic activities in one full day. Learning time in class becomes very limited, so teacher do not have sufficient opportunities to provide in-depth and individualized feedback to each student. Teacher end up choosing alternative strategies such as collective feedback or group discussions as a form of efficiency. This result reinforces the research results of Sandal et al. (2022), who mentioned that time limitation is a common obstacle in implementing effective feedback, especially in schools with a dense curriculum structure.

Fourth, the difficulty in using English is also a challenge. Some students do not have sufficient ability to

understand feedback delivered in English. Teachers have to simplify the language or use a combination of English and Indonesian so that students still understand the message. This strategy does help in terms of communication, but it also shows a linguistic gap that can hinder the effectiveness of feedback as a learning tool. In line with Carless (2022), opinion that clarity in the delivery of feedback is very important, especially in EFL classes, so that students can reflect and respond to feedback appropriately. When language cannot be understood, the main purpose of feedback as a tool to improve learning is not optimally achieved.

These four challenges also impact the effectiveness of feedback as a guidance tool. In line with Vygotsky (1978), Zone of Proximal Development (ZPD) theory, where students are supposed to be assisted through interaction to achieve skills that cannot be achieved independently. However, when low motivation, time constraints, language barriers, and lack of media make it difficult for teacher to provide optimal assistance. This also hampers Hattie & Timperley (2007), the principle that feedback should be clear, actionable, and delivered in a context that students understand. If these conditions are not met, then feedback loses its potential to help students achieve learning goals.

Thus, the challenges faced by teacher in implementing feedback in boarding schools indicate the need for more contextualized and flexible strategies. As stated by Gan et al. (2021); Pradhan & Ghimire (2022), the success of feedback is greatly influenced by teacher ability to adapt the approach to students' backgrounds, needs, and learning conditions. Therefore, teacher training in designing and delivering feedback that is adaptive and responsive to classroom dynamics is essential to ensure feedback continues to function as an effective and meaningful learning tool.

3. The Role of Feedback to enhancing student Engagement and Deeper Understanding in learning English

Findings from in-depth interview by the English teacher in class 9 and observations in class 9C at Al-Munawwir Gringsing show that the practice of giving feedback in the English classroom plays an important role in increasing student engagement and deepening their understanding of the English material. Teacher consistently uses feedback that is not only corrective, but also constructive, reflective and delivered directly in classroom interactions. These forms of feedback include verbal praise, corrective hints, open discussions that encourage students to revise their own answers or discuss

with peers. This practice shows that feedback has become part of the teaching strategy that not only corrects errors, but also encourages students' active engagement and improves their understanding of English material in the learning process.

In terms of engagement, feedback practices in the classroom showed a contribution to the three main dimensions of student engagement. As described by Fredricks et al. (2004), namely behavioral, cognitive, and emotional engagement. Behavioral engagement is evident in students' active participation when they are given the opportunity to discuss, answer questions, or provide feedback to peers. Emotional engagement is reflected in students' positive responses when the teacher gives praise and uses supportive verbal expressions such as smiles or positive gestures from the teacher. This creates an open learning atmosphere. Meanwhile, cognitive engagement is seen when students are asked to self-reflect, evaluate their answers, and engage in collaborative feedback through group discussions. For example, when students are asked to find and correct sentence structure errors in their song lyrics or assignment exercises.

These forms of feedback are in line with the feedback model by Hattie & Timperley (2007), Feed Up,

Feed Back, Feed Forward. Feed Up is seen when the teacher conveys learning objectives and success criteria at the beginning of the activity. Feed Back occurs when the teacher assesses student achievement based on the tasks that have been done. Feed Forward is seen when the teacher gives directions on the next steps to correct and improve the quality of answers. Students are directed to better understand their position in the learning process and how they can develop. Teacher in this study implemented this approach implicitly through various forms of feedback, both verbal and written, which made students more aware of their mistakes and able to correct them independently. For example, when students are wrong in writing the sentence structure of the song, the teacher does not immediately blame, but gives hints and invites students to discuss the correct structure. This process not only assesses results, but also directs students' development in a sustainable manner.

Providing feedback has also been shown to promote a deeper understanding of English materials. In learning the four main skills of reading, writing, listening and speaking, feedback helps students improve their sentence structure, spelling, vocabulary usage, and understanding of the cultural context of the texts used in learning. Students are not only aware of errors, but

understand why they occur and how to correct them. This is in line with the findings of Gan et al. (2021); Pradhan & Ghimire (2022), which show that active engagement in the feedback process is positively correlated with improved learning outcomes and conceptual understanding of students.

In the context of boarding schools, providing feedback is an important means to build learning independence and meaningful interactions between teacher and students. With limited time and learning media, teachers optimize in-class moments to provide feedback that is targeted and relevant to students' needs. This is in line with Mohamed Safeek & Eng Hock (2024), who state that positive and supportive feedback can increase students' learning motivation, especially those who have difficulty in understanding the lesson.

Furthermore, the feedback practices found in this study also reflect Vygotsky (1978), Zone of Proximal Development (ZPD) principle, where teachers act as scaffolders through feedback that guides students with targeted support that allows students to work towards what they can achieve on their own with support. For example, in collaborative feedback activities, teacher guide students to analyze errors gradually through questions and answers that encourage students to think

critically. This process shows that feedback is not just a correction, but an interactive tool that expands students' learning potential. When this interaction occurs in a supportive social space, then students' cognitive development runs optimally in accordance with the ZPD framework.

Thus, the findings of this study strengthen and expand the understanding of the role of feedback in English language learning. Feedback is not just a correction tool, but an integral component in the learning process that encourages active engagement, increases cognitive capacity, and helps them build a deeper and more meaningful understanding of the English language material being studied. Feedback that is given appropriately, purposefully, and interactively helps students develop holistically, both in academic and affective aspects. This is even more important in an environment such as boarding school, where time and media limitations must be balanced with an adaptive, reflective and interaction-based approach.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, researchers present conclusions and provide suggestions based on the findings obtained.

A. Conclusion

This study highlights the importance of feedback practices in enhancing engagement and deeper understanding in English learning. This study found that English teacher in boarding junior high schools use various types of feedback, such as feedback from the teacher (verbal or written), collaborative feedback, self-feedback, and peer feedback whose application is tailored to the classroom situation and students' characteristics. A combination of these types of feedback is essential to create a more participatory learning atmosphere and encourage active engagement in understanding English materials.

In its implementation, teacher face several challenges, such as low student motivation, limited learning media due to cottage rules that restrict access to digital devices, time constraints due to tight activity schedules, and communication barriers due to the unfamiliar use of English. To overcome this, teachers simplify the language and use a bilingual approach so that feedback is still understood and has an impact.

Overall, appropriate and contextualized feedback was able to increase student engagement and a deeper understanding of the English material. Student engagement is shown through increased active participation, self-confidence, and independent reflection. Feedback provided interactively and dialogically not only helps students understand their mistakes, encourages them to improve, and improves the quality of learning outcomes. By providing feedback in the zone of proximal development (ZPD), feedback becomes an effective form of scaffolding in supporting students' academic growth and learning motivation.

B. Suggestions

Based on the research results and findings in the field, the following suggestions are addressed to relevant parties so that the practice of feedback in English language learning can be optimized and have a positive impact on student engagement.

1. For Teachers

For English teachers, it is suggested to continue developing and varying feedback techniques. Teachers should not only rely on direct correction or general praise, but also involve students in the process of discussion and reflection on their mistakes. Approaches such as collaborative feedback and self-feedback need to be integrated consistently to make students more active, think critically, and engage in the learning process. In

addition, the use of clear, simple and contextualized language is essential, especially when students are still in the early stages of mastering English.

2. For School

For schools or educational institutions, it is important to provide institutional support in the form of professional training on effective and adaptive feedback strategies, especially in the context of boarding school education. Schools can also consider providing alternative learning media that do not violate boarding school rules but still support meaningful feedback, such as the use of visual aids, reflection cards, or printed media that support interactive learning.

3. For Future Researchers

For future researchers, it is recommended to conduct further studies involving students' perspectives directly to find out the extent to which they understand, respond to, and utilize the feedback received in the English learning process. In addition, future research can also expand the scope by examining the long-term effectiveness of using peer-feedback and self-feedback on student learning outcomes, especially in the development of writing and speaking skills.

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APPENDICES

Appendix 1: Teacher Interview Transcript

Name of Teacher : Mrs. Siti Yulaekah, S.Pd.Gr

Last Education : S.Pd. at IKIP PGRI University Semarang
2005

Teaching Place : Al-Munawwir Gringsing Junior High
School

Teaching Experience : Since 2003, teaching at the junior and
senior high school levels.

Specialization : English Language Learning at junior
high school level.

Additional Information: Has been actively teaching private
lessons, and became a coach of the
extracurricular English Club which aims
to train English speaking and has long
experience managing English language
learning, especially at the junior high
school level.

Note : The participant's name is included with verbal permission
granted directly by the individual during the interview session.
Personal information provided, including name and teaching
history, was voluntarily shared and approved for inclusion in the
thesis to clarify the context.

Transcript

Researcher : Assalamu'alaikum Wr. Wb. I am Maulida Nur Labhibah, I am a student from Walisongo State Islamic University Semarang. I am currently writing my thesis on the topic of feedback practices in English language learning at the junior high school level. Therefore, I would like to share my experiences and views on this topic. Before that, I would like to thank you for taking the time to be interviewed.

Teacher : Wa'alaikumsalam Wr. Wb, yes, you're welcome. Go ahead.

Researcher : Before we get into this question, if you don't mind, can I know your name and a little bit about your teaching background? For example, when did you start teaching and where have you taught?

Teacher : Sure, my name is Siti Yulaikha. I started teaching in 2003. I teach at the junior and senior high school levels in Demak and Semarang, but now I focus on Al-Munawwir Junior and Senior High School. I graduated from IKIP PGRI Semarang in 2005, majoring in English Education. Here I have been teaching English for a long time. In the past when I was in Semarang, I also taught private lessons and

now here I am the English Club extracurricular coach.

Researcher : Well, Ms. Yul, thank you very much for explaining your background. Your experience is very interesting and certainly very relevant to my research topic. If I may, I would like to get into some of the main questions related to the practice of giving feedback in English language learning in the classroom.

Teacher : You're welcome, yes please, how is it?

Researcher : My first question, ma'am. How do you usually give feedback to your students after they finish an English assignment or test?

Teacher : Yes, when giving feedback I usually adjust it to the material, if for example it is formative I can immediately give feedback directly in the form of appreciation such as “Good” “Great you are” and sometimes also with thumbs up gestures. For summative, I usually give points and stamps. In this stamp there is a Checked in the form of Excellent, Nice, very good, and good, I always give this during summative assessment in the children's books or on test sheets such as yesterday's question, I gave this stamp and there was a photo of me, they were happy when I gave the task a stamp, they said “there is a

photo of Mrs. Zul”. I choose the check according to the student's score, I check if the score is the highest, I give excellent, hopefully it will be a motivation for students to improve their learning again “oh I got excellent yesterday, tomorrow it must be good again”. I also use points as a form of motivation, such as when there are students who bring dictionaries, I definitely give positive points to increase their enthusiasm for learning.

Researcher : Okay Ms, then what type of feedback do you most often give to students, for example written feedback, verbal, or in other forms?

Teacher : The feedback I give most often is verbal. I usually immediately give appreciation with words like “good” or applause, like yesterday when someone came forward “give a round of applause for Sekar, children's applause”. For example, during the song practice they chose their own songs and music and then came forward one by one. I appreciated their applause together. Every day most often appreciation such as getting points when bringing a dictionary and coming forward to write difficult vocabulary, right indeed the children here are not used to speaking English only using English in class hours so it feels unfamiliar, Material for a while after

that which difficult vocabulary and then look for the meaning together, which advances points who can find the meaning can get points also to encourage them in learning English.

Researcher : What type of feedback do you feel is most effective in helping students improve their English?

Teacher : The most effective in my opinion is more of a discussion. I invite them to find mistakes together, so it's not just one-way from me. With discussion they will gain experience, they will make their own efforts to find their own mistakes, so they are not justified by me like “this is wrong”. That way they can be actively involved in every learning activity process. I try to maximize children's abilities. I give my best because each child has a different understanding and here the facilities are also very limited so I maximize. I sometimes lend laptops and cell phones for the learning process as media, like when practicing songs yesterday.

Researcher : Do you give immediate feedback or give students time to reflect and improve before receiving feedback?

Teacher : Adjusting the conditions, if I have returned to the children but the children have not responded I provoke but no one answers either, it goes back to

me, like yesterday when writing a sentence that lacks s “daughter asks her mother condition” I returned to them to try to answer who knows where the sentence is missing, until yesterday I told them to read the sentence together first, finally the child who came forward to write the sentence, namely the one who came forward first, justified it to be “a daughter asks her mother’s condition”, right like that I provoke it first, I chat first, yesterday I read it together and finally found the location of the mistake together. I often return to the children first if no one can, I give another explanation until the children understand and can answer the questions I give.

Researcher : How do you assess the effect of feedback on students' language skill development in the classroom?

Teacher : Feedback is very influential in class, if we don't give feedback to them in the form of praise, score, points or other appreciation it makes them not enthusiastic. However, if we give feedback like that it makes them more enthusiastic, especially getting points and being praised by me, they are more enthusiastic in learning.

Researcher : Are there any concrete examples where your feedback helped students improve their understanding of the material?

Teacher : One of the things that is applied in English learning, when asking permission to leave the class, I make the children get used to using English and when giving instructions at the beginning or end of learning such as instructions for preparing friends to pray when starting and leaving using English. At the beginning of the semester, I said that if you use English even if it is only one sentence, whether asking questions, asking permission or giving instructions, I will give positive points. At the end of the semester the one who speaks English the most will be given a reward from me. Giving instructions at the beginning and end of the lesson I actually require all students to be able to do it, I also allow them to read the text when giving instructions, but back again to the students who dare to give instructions. There was a pronoun change in their English pronunciation after I implemented the habit. In addition, at the beginning of the new semester in class 9 I gave assignments to students to write vocab that they had memorized whatever they wrote, then I also made it a habit to write vocabulary that they

did not know the meaning of in every lesson and translated together. At the end of the semester, I hold a test to list the vocab they have learned during the semester so there is an increase in vocab mastery not the same as when they first entered grade 9. Therefore, I require them to bring a dictionary and given points so that they are enthusiastic in learning English. So, for changes, students can pronounce English sentences well, increase vocab mastery, and be more courageous in saying words in English because the above habits are always applied. for the mastery of the material, the name of the language lesson does not have a benchmark, for example, when given the material for the procedure text “how to make fried rice” later on the exam, the text may not necessarily come out, the students will be confused, therefore I am more concerned with mastering vocabulary so that students know the meaning of the word and they can understand the meaning of the question.

Researcher : What are the biggest challenges you face when giving feedback to students in English learning?

Teacher : The first challenge is the communication barrier, they often have difficulty expressing ideas or speaking in English, like yesterday there was a text

in English “a daughter asks her mother's condition” I asked “what is the main idea of the text” they wanted to express the idea of the text in English, it was difficult so they used Indonesian first to answer and then translated it into English. Secondly, the condition of children who are often not enthusiastic in learning, if not given motivation they are just silent because they are afraid of being wrong when they answer so they must be given motivation to build their enthusiasm. Limited media is also a challenge because here the media and facilities are very limited, it is not allowed to bring digital devices for students because the children are boarding school so sometimes, I use a projector, laptop, and my own cell phone to support the media to make the material more interesting. Indeed, there are many challenges here, I have to be smart in motivating students to be enthusiastic because of the condition of the students, looking for strategies in order to attract students' interest in learning English, such as I always ask students “what do you want to learn for tomorrow's meeting”, so that students at the next meeting are enthusiastic in learning, because the children here when they are indoctrinated tomorrow to learn this material, they will not be enthusiastic in

learning so they must be asked first. Besides that, because of the tight schedule here, the name is also boarding school so there are many schedules, they are often tired and sleep in class, to attract these students I motivate them, chat with them, give inspiring stories about how to easily learn English which adds to their motivation so they are excited to learn again. Extra energy is needed to increase their enthusiasm for learning with their background as boarding school children.

Researcher : To what extent do you feel students accept and apply the feedback you give?

Teacher : Actually, from myself, the feedback is more of a discussion, so I adjust it, I return it first to the students if they are already silent and no one answers, then I return it to them. They have applied it well, such as when they were asked to write a sentence, for example, there was a mistake in the letter s. I gave an additional explanation first, if no one answered, I told them to read, until finally someone answered who came forward first.

Researcher : What kind of feedback do you think motivates students to be more active in learning English?

Teacher : Well, grades, points, getting praise is what motivates students to learn the most. When they

want to answer if they are given points then they will immediately be active to answer. I share the results of the points and grades with the students, so they know all the grades and points so that they are more enthusiastic about learning English. The most important thing is that they are happy to get points and secondly, they are also happy when they get praise or appreciation.

Researcher : Do you incorporate motivational aspects in your feedback? How?

Teacher : There must always be motivation. Motivation is important if you don't give motivation just to come forward and then say “thank you, please sit back down” they will not be enthusiastic, there must be motivation such as “Good, thank you tomorrow come forward again”, “clap for sis/bro, this is an example” it must be applied, even bringing a dictionary if I don't give points they will not be enthusiastic to bring and open it when studying, so points must be given so that they are enthusiastic.

Researcher : Do you feel the need to change the way you give feedback to increase its impact on student engagement and learning outcomes? If yes, what changes would you like to make?

Teacher : Yes, we have to change it according to the conditions. If the children are already active then using verbal feedback, directly, and giving positive affirmation or praise has helped them master the material is enough. But if the condition is dropped, not enthusiastic, it must be changed. I once had a student who was not enthusiastic about learning and then I found a ballpoint pen and said “later those who score 100 get a pen” or gave other prizes that made them excited again. If in a silent class, motivation must be increased, given feedback values, points and praise, then they will be active in class. because they are afraid of being wrong and embarrassed when they come forward so they have to adjust the class conditions first. Children nowadays are like that, it is difficult, if they are seen actively answering questions and coming forward, sometimes they are teased by their friends, so they must be motivated so that they remain active in class, namely with the feedback that I gave earlier. Usually what I prepare in the teacher's room today will be different from the situation in the classroom. if it is monotonous just a score or thank you, they will not be enthusiastic, they must be given feedback against points or prizes. Like giving instructions,

there must be points and also prizes at the end of the semester otherwise no one wants to give instructions. Even asking for permission using English, if I don't use it, I don't allow it, I have to get used to using English. Feedback must also be changed according to the condition of the class.

Researcher : How do you ensure that the feedback you give is clear and easily understood by the students?

Teacher : I have to make sure. if I give feedback verbally, they answer together, it means they can catch what is meant. like when I ask “do you understand” they respond by answering “yes” or can explain again, it means they understand. if with summative there are tests and tests, I score first and then see how many students understand. If there are still scores that are lacking and do not understand, they will be corrected and evaluated again.

Researcher : What do you think is the best way to improve feedback practices to have more impact on student engagement and learning outcomes?

Teacher : We must look for creative media so that they are actively involved, then look for materials that are liked by children adjusted to methods that are liked by children as well, we must be diligent in finding strategies, materials and methods that are interesting

so that they are actively involved during learning. because the children here must be given interesting material, given a lot of motivation otherwise they will not be enthusiastic about learning.

Researcher : What kind of support or training do you think could help you improve the way you give feedback to students?

Teacher : We have to attend training such as workshops, review of English materials, review of teaching methods, review of teaching strategies, how to give summative and formative assessments. Everything must be upgraded if not upgraded, we will be left behind, because every year must be different and the children faced every year must be different. Every level that we face continues to develop, if we don't upgrade, we will be left behind. I always join the English teachers' association either in Semarang or here. if you don't learn anymore, you will be left behind, so training is needed for teachers every year so that they continue to upgrade.

Researcher : okay mom for the last question, how do you think students can be more involved in the feedback process to make it more effective?

Teacher : The most important thing is to build students' motivation first, then I try to get closer to them. The

communication is more relaxed like a friend, for example when I am absent using their nickname, then they respond “present” we give feedback “okay good thank you” it builds communication with them to be closer to me. So, they feel considered and appreciated, they feel recognized by me. After getting into the material, we have to be good at responding to the material taught, dictionaries are given points, then writing vocabulary in front gets more points, when someone comes forward, I definitely say “Good”, “very good”. “Thank you” whether their answers are wrong or right, I definitely give positive affirmations to them. If I don't judge students wrong “oh don't be like that kid is wrong”, “you are wrong” I won't do it, if the answer is wrong I will definitely give an additional explanation, after that I return it to the students “bro/sis is there anyone else who wants to answer” or “anyone wants to try it again?” just don't judge students when they don't understand, so I discuss it together first, they have experience first to correct their mistakes, so they remain actively involved in learning no one is afraid, embarrassed or not confident when answering questions. because children if judged and blamed in front of their friends will make children not

confident, embarrassed, afraid and then in the future those who were previously active in answering become unwilling to answer for fear of being judged so that they are lazy to learn English. positive appreciation must indeed be given even though the answer is not necessarily correct so that children remain involved in English language learning and active in discussions.

Researcher : Alhamdulillah, once again thank you very much Mrs. Yulaikha for your time and willingness to share your experience and this valuable information. Your answers really helped me in preparing my thesis, especially regarding the practice of giving feedback in English learning in junior high school.

Teacher : Yes, you're welcome. I hope your thesis goes well and you're always successful.

Researcher : Aamiin, thank you very much, Ms. Yul. I ask for your prayers and blessings too. Then I will end this interview, Wassalamu'alaikum warahmatullahi wabarakatuh.

Teacher : Wa'alaikumussalam warahmatullahi wabarakatuh.

Appendix 2: Observation sheet

Teacher name : Mrs. Siti Yulaekah, S.Pd.Gr

Class : 9C

Date day : 23 April 2025

Meeting : 2 Teaching hours

No	Aspects observed	observation indicator	Observation Findings (Notes)
1	Types of Feedback	- Is the feedback given verbally, in writing, or a combination of both?	During the lesson the teacher more often uses oral feedback than written feedback but in certain situations when students come forward to write the word they do not know the meaning of the song given and the word written is wrong “sumer” it should be written

No	Aspects observed	observation indicator	Observation Findings (Notes)
			“summer” the teacher gives written feedback but by discussing first with the students “how do you spell it ‘Summer’?” after that the teacher corrects the writing on the board and after giving the question the teacher will assess the student's answer.
		- Type of feedback (positive/negative, correction, additional explanation)	The feedback given by the teacher is more positive by giving affirmations to students who come

No	Aspects observed	observation indicator	Observation Findings (Notes)
			forward “give a round of applause for Sekar”, “Great”, ‘Good’, “good job”. As well as additional explanations such as when students are asked to come forward to write the English word from “a daughter who asks her mother how she is” the answer from the student is “A daughter asks her mother condition” from this answer the teacher provides additional explanation that

No	Aspects observed	observation indicator	Observation Findings (Notes)
			there is a writing error, the teacher invites students to discuss together which part is wrong and justifies it. Meanwhile, explicit correction is done by subtly not directly reprimanding the student where he is wrong, such as when answering the question “what song did we learn yesterday” the student answered ‘forgot’ then the teacher gave an additional explanation that

No	Aspects observed	observation indicator	Observation Findings (Notes)
			the song was themed about Kartini Day, namely the figure of the mother, after that the student just answered that the title of the song was “mother, how are you today?”.
2	Feedback Giving Process	- Is feedback given immediately after students have done the task?	Feedback is given directly after students answer questions from the teacher. As when students answer questions from the teacher “how about your holiday?” students answer “cool”, ‘fun’ then given feedback

No	Aspects observed	observation indicator	Observation Findings (Notes)
			directly by the teacher “Good”.
		- Is the feedback given individually or in groups?	The teacher conducts a combination of both feedback either individually or in a group discussion.
3	Student Involvement in Feedback	- Are students actively listening and receiving feedback?	Students actively listen to the feedback given and often respond with nods or answer follow-up questions given by the teacher.
		- Do students engage in discussion or clarification regarding the feedback received?	Students are very actively involved in discussions because they are also influenced by

No	Aspects observed	observation indicator	Observation Findings (Notes)
			teachers who always involve students in active discussions in learning, so that students are active in discussing to correct mistakes.
4	Alignment of Feedback with Learning	- Is the feedback provided in line with the learning objectives?	Feedback is given in accordance with the learning objectives. For example, the wrong grammar in “a daughter asks her mother's condition” is corrected together and pronunciation is also corrected by joint discussion when students sing

No	Aspects observed	observation indicator	Observation Findings (Notes)
			the song given by the teacher.
		- Does the feedback focus on areas that students need to improve or enhance?	The feedback given by the teacher focuses on areas that need to be improved or improved by students. such as the mastery of vocabulary that is lacking by students, the teacher asks students to write down difficult vocabulary and interpreted in discussion together, for example

No	Aspects observed	observation indicator	Observation Findings (Notes)
			“summer”, “promise’, and ”dreams”. Students who wrote the difficult words were given positive affirmation for having the courage to come forward and also correct pronouns and grammar and writing such as “sumer” was corrected together to become “summer”.
5	Student Motivation and Reaction to Feedback	- Do students look more motivated after receiving feedback?	After getting feedback from the teacher and discussion together students become

No	Aspects observed	observation indicator	Observation Findings (Notes)
			enthusiastic in learning especially after the teacher gives praise “great”, “good job”, “give applause” students look very enthusiastic in learning.
		- Does the feedback help students feel more confident in learning English?	Because teachers are more likely to discuss together in every learning activity, student participation also increases in learning English after being given positive feedback by the teacher.

No	Aspects observed	observation indicator	Observation Findings (Notes)
6	Frequency of Feedback	- How often is feedback given during the learning session?	Feedback is always given regularly during teaching and learning activities. The teacher gives direct verbal feedback after students successfully answer questions from the teacher.
		- Is feedback given consistently throughout each part of the lesson?	Feedback is consistent in every part of the lesson. Especially when discussing together, coming forward, and singing English songs to correct the pronunciation.

No	Aspects observed	observation indicator	Observation Findings (Notes)
7	Clarity and Clarity of Feedback	- Is the feedback delivered in a way that is easy for students to understand?	Feedback is given with simple sentences and is easily understood by students. sometimes teachers use double language, namely English and Indonesian, to give feedback if students do not understand the feedback given by the teacher.
		- Does the teacher explain or give examples to clarify the feedback?	Teachers more often use concrete explanations or repeat statements to clarify rather than giving examples to

No	Aspects observed	observation indicator	Observation Findings (Notes)
			students. For example, when correcting grammar with the initial sentence “a daughter asks her mother condition”, the teacher asks students to discuss which part is wrong and then students correct it to “a daughter her mother asks condition”, instead of giving examples, the teacher explains and clarifies the statement and then asks students to reread the sentence

No	Aspects observed	observation indicator	Observation Findings (Notes)
			so that students find the wrong part and then correct it to “a daughter asks her mother's condition”.
8	Feedback Follow-up	- Does the teacher provide opportunities for students to correct mistakes or assignments after the feedback?	The teacher provides opportunities for students to correct their mistakes after answering questions such as the student who answered “a daughter asks her mother's condition” the student realized that there was a mistake after discussing with

No	Aspects observed	observation indicator	Observation Findings (Notes)
			classmates he was given the opportunity to correct the wrong one in writing Back to the front and correct the pronunciation of students who greet in singing English songs students are given the opportunity to pronounce the word then correct together.
		- Is there space for students to ask questions or clarify the feedback given?	There is time for students to ask questions or respond to feedback that has been given by the

No	Aspects observed	observation indicator	Observation Findings (Notes)
			teacher. As when the teacher asked “What is the title of the song we learned yesterday” students responded by answering “Forgot” after being explained that the song was about mothers’ students clarified and answered the title of the song “mother, how are you today” then the teacher asked “mother means what” students answered with ‘mother’ the teacher responded

No	Aspects observed	observation indicator	Observation Findings (Notes)
			with “good, okay” students nodded their heads in response.
		Is there a post-feedback reflection or discussion session to evaluate the feedback results?	There is no formal reflection after the discussion, but peer-feedback appears informally in the discussion. Teachers tend to use the discussion method to get students actively involved in learning.
		Does the teacher provide space for students to give each other feedback	The teacher really gives space for students to give input to each other so that an informal form of active

No	Aspects observed	observation indicator	Observation Findings (Notes)
		(active peer feedback)?	peer-feedback is seen during group discussions.

Appendix 3: Permission Letter to Conduct Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fuk.walisongo.ac.id>

Nomor : 1734/Un.10.3/K/DA.04.10/4/2025

Semarang, 21 April 2025

Lamp : -

Hal : Izin Riset/Penelitian

Kepada Yth.
Kepala Sekolah SMP AL-Munawwir Gringsing
di tempat

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat, bahwa dalam rangka memenuhi tugas akhir skripsi mahasiswa Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Maulida Nur Labhibah

NIM : 2103046193

Semester : Genap (8)

Judul Skripsi : BROADENING HORIZONS: EXPLORING VARIOUS FEEDBACK
PRACTICES TO ENHANCE STUDENT LEARNING ENGLISH IN
JUNIOR HIGH SCHOOL

Dosen Pembimbing: Dra. Nuna Mustikawati Dewi, M.Pd

untuk melakukan riset/penelitian di SMP Al-Munawwir Gringsing yang Bapak/Ibu pimpin, sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul sebagaimana tersebut diatas, yang akan dilaksanakan pada tanggal 22 April 2025 sampai dengan tanggal 22 Mei 2025.

Demikian, atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.



a.n. Dekan,
Kepala Bagian Tata Usaha

Siti Khotimah

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Appendix 4: Certificate of Research Completion



معهد المنور الاسلامي

YAYASAN PONDOK PESANTREN AL MUNAWWIR
SMP AL MUNAWIR GRINGSING
TERAKREDITASI B

Jl. Raya Lama No. 16 Telp. (0294) 3645135 HP. 085641340992 Gringsing – Batang 51281

SURAT KETERANGAN

NOMOR: 096.I/SMP Almun/SK/VI/2025

Yang bertanda tangan dibawah ini :

Nama : Ahmad Rozikin, S.Pd.
NIP : -
Jabatan : Kepala SMP AL MUNAWIR GRINGSING

Menerangkan dengan sesungguhnya bahwa :

Nama : Maulida Nur Labhibah
NIM : 2103046193
Program Studi : Pendidikan Bahasa Inggris (PBI)
Mahasiswa : FTIK UIN Walisongo Semarang

Benar telah melaksanakan Penelitian di SMP Al Munawir Gringsing pada Tanggal 22 April 2025 s/d 22 Mei 2025 untuk menyelesaikan tugas akhir skripsi dengan judul "BROADENING HORIZONS: EXPLORING VARIOUS FEEDBACK PRACTICES TO ENHANCE STUDENT LEARNING ENGLISH IN JUNIOR HIGH SCHOOL".

Demikian surat keterangan ini kami buat, agar dapat dipergunakan sebagai mestinya. Atas perhatiannya kami ucapkan banyak terima kasih.

Gringsing, 11 Juni 2025

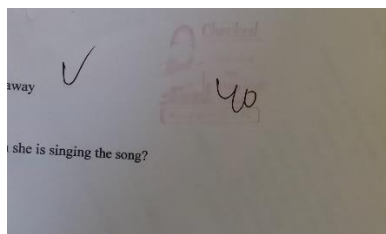
Kepala Sekolah

Ahmad Rozikin, S. Pd
NIP:-

Appendix 5: The Interview with Teacher



Appendix 6: Documentation of the Observation



CURRICULUM VITAE

A. Personal Data

Name : Maulida Nur Labhibah
Place of Birth : Batang
Date of Birth : February, 12th 2002
Email : Uliymaulida15@gmail.com
Phone Number : 085773114323
Address : Gringsing, Gringsing, Batang

B. Education Background

1. RA Nawa Kartika Gringsing
2. MI Salafiyah Gringsing
3. SMP Al-Munawwir Gringsing
4. MAN Kendal
5. Universitas Islam Negeri Walisongo Semarang

Semarang, June 16, 2025

The Researcher



Maulida Nur Labhibah
2103046193