

**THE ANALYSIS OF TEACHER FEEDBACK IN LEARNING ENGLISH
AT SMP MUHAMMADIYAH TANJUNG REDEB**

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Abstract

This study investigates the use of verbal feedback by English teachers and its impact on students' understanding, motivation, and classroom engagement in an EFL setting. Conducted at Muhammadiyah Junior High School Tanjung Redeb, the research uses a qualitative descriptive method through interviews, observations, and document analysis. The findings reveal that teachers apply various feedback strategies such as praise, correction, and supportive prompts adapted to students' needs. These strategies not only help improve language accuracy but also foster emotional support and active participation. Verbal feedback, when delivered empathetically and clearly, strengthens student confidence and contributes to a positive learning environment. The study highlights the importance of feedback as both a pedagogical and motivational tool in EFL classrooms, reinforcing the need for teacher training in effective feedback practices.

Keywords: Teacher Feedback, EFL, Student Motivation, Verbal Strategy, Learning Engagement

A. INTRODUCTION

Education not only serves to improve the quality of life but also serves as the main instrument in building civilization. Therefore, a deep understanding of the concept of seeking knowledge, from both Islamic and modern educational perspectives, is very important. In Islam, seeking knowledge has a balanced spiritual and intellectual dimension. According to Al-Attas (2017), science in Islam is not merely an accumulation of information; it must also lead people to a deeper understanding of themselves and their God. Meanwhile, research by Hendawi et al. (2024) highlights that the Islamic education system focuses on balancing knowledge of the world and the hereafter, thereby forming individuals with moral

and intellectual qualities. In this context, education not only transmits knowledge but also shapes character and noble morals through interactions marked by empathy and justice.

In addition, Salde et al. (2025) conducted a comprehensive review titled "Barriers to Writing Skill Development in English Learners," and concluded that emotional variables, such as fear of being corrected and embarrassment, need to be addressed through sympathetic teacher discourse and supportive feedback environments. As a result of their employment, educators are required to strike a balance between correcting students and motivating them to eliminate resistance and improve learning. This is because students not only face linguistic constraints but also frequently encounter affective obstacles.

In English language teaching, particularly in contexts where English is taught as a foreign language (EFL), feedback is a fundamental pedagogical element. Feedback not only facilitates the correction of linguistic errors but also enhances students' cognitive development and fosters affective engagement. Yu et al. (2021) emphasize that effective teacher feedback serves a dual purpose: it makes it easier to correct linguistic errors and simultaneously improves learners' cognitive development and emotional involvement.

Despite its importance, feedback practices in EFL classrooms are often inconsistent or underutilized. Many teachers focus on error correction without engaging students in reflective thinking, or they limit feedback to praise without offering constructive guidance. Moreover, there is a tendency for feedback to be teacher-dominated, lacking in student interaction or ownership. These issues highlight the need for a deeper understanding of how feedback is practiced, particularly verbal feedback, which remains an under-researched area in Indonesian junior high school contexts.

This research aims to identify the types of verbal feedback used by English teachers and analyze the strategies of its delivery in the context of classroom learning at Muhammadiyah Junior High School Tanjung Redeb. In addition, this study also seeks to explore the impact of feedback on students' comprehension, motivation, and participation.

The significance of this research lies in its contribution to providing a contextual empirical picture of effective feedback practices, as well as data-based recommendations for teachers and educational institutions to improve the quality of learning interactions in English classes. This research is also expected to enrich the local literature on language pedagogy and serve as a reference in the development of professional teacher training.

B. METHODOLOGY

This study employs a constructivist qualitative paradigm, which assumes that knowledge is socially constructed through interaction and contextual interpretation. Reality is viewed as subjective and dynamic, shaped by participants' experiences and perspectives. This paradigm is appropriate for examining classroom discourse and teacher feedback because it emphasizes meaning-making processes within natural educational settings. As stated by Creswell and Poth (2018), qualitative research enables researchers to understand educational phenomena from participants' perspectives, while Braun and Clarke (2021) emphasize that qualitative inquiry explores how individuals make sense of their experiences through language and interaction.

The study is grounded in several theoretical frameworks related to feedback and language learning. First, the Feedback Model of feed up, feedback, and feed forward proposed by Hattie and Clarke (2019) explains that effective feedback answers three key questions: *Where am I going?*, *How am I going?*, and *Where to next?* Second, the Sociocultural. Additionally, Carless and Boud (2018) emphasize feedback literacy and its dialogic nature, while Niemiec (2020) explains that feedback supports motivation when it meets learners' needs for autonomy, competence, and relatedness. Furthermore, Wisniewski et al. (2020) underline the roles of emotional tone and feedback clarity in influencing student engagement and learning outcomes.

The research adopts a descriptive qualitative case study design, focusing on a single educational setting, Muhammadiyah Junior High School in Tanjung Redeb. This design enables a detailed exploration of naturally occurring teacher-student interactions without the manipulation of variables. The case study approach, as

explained by Yin & Yu (2021), allows researchers to investigate complex phenomena within a bounded system and capture authentic classroom practices. Data collection is conducted over approximately one month, including preparation, data gathering, analysis, and reporting.

Data sources consist of primary and secondary data. Primary data are obtained through classroom observations, semi-structured interviews with teachers and students, questionnaires, and documentation of classroom interactions. Secondary data are collected from school records, institutional documents, and relevant academic literature to support and strengthen the findings. According to Johnson and Christensen (2019), combining primary and secondary data enhances the credibility and completeness of research results. Several data collection techniques are used to ensure comprehensive information.

Classroom observations are conducted to examine teacher-student interaction, teaching methods, and student responses in real learning situations. Semi-structured interviews are used to explore participants' perceptions, experiences, and emotional responses to feedback. Questionnaires using a Likert scale gather written responses from respondents, while documentation analysis provides supporting contextual data. Field notes and recordings are used to capture both verbal and non-verbal classroom behavior. These techniques follow recommendations from Saldaña & Mallette (2017); Spadley (2016), who highlight the importance of naturalistic observation and systematic data recording in qualitative studies.

To ensure data validity, the study applies credibility, dependability, transferability, and confirmability strategies, based on Lincoln and Guba's framework (Alexander, 2019). Credibility is maintained through triangulation of data sources and methods, as well as member checking to verify findings with participants (Tisdell et al., 2025). Dependability is supported through an audit trail documenting all research procedures (Yin, 2018). Transferability is achieved by providing detailed contextual descriptions, while confirmability is maintained through reflective notes and documentation to reduce researcher bias (Patton et al., 2015).

Data analysis follows an iterative thematic process, including data reduction, data display, and conclusion drawing based on the model of Saldaña & Mallette, (2017). Collected data are coded and categorized according to feedback types such as corrective, descriptive, motivational, and metalinguistic feedback, as described by Ellis (2009) and Brookhart (2008). Patterns such as supportive language, scaffolding techniques, and emotional tone are identified and interpreted using relevant theoretical frameworks. Through systematic coding and repeated review, the study aims to produce reliable and meaningful insights into teacher feedback practices and their role in supporting student learning and engagement in English language classrooms.

C. RESULT AND DISCUSSION

1. Types and Strategies of Verbal Feedback Used in Classroom Instruction

The findings indicate that the English teacher employed multiple types of verbal feedback adapted to instructional goals, student needs, and classroom contexts. Four dominant feedback strategies were identified: direct correction, reformulation, scaffolded questioning, and praise with reflection.

First, the Initiation–Response–Feedback (IRF) pattern was frequently observed during classroom interaction. The teacher initiated questions; students responded, and feedback was provided to reinforce or correct responses. This interaction pattern encouraged student participation and supported collaborative meaning-making. The IRF structure also allowed students to reflect on their understanding before receiving explanations, promoting active engagement in learning.

Second, scaffolded feedback through clarification and clues was widely applied. Instead of directly providing correct answers, the teacher guided students through leading questions and hints such as “Do you think this verb tense is correct?” or “Let’s review this part again.” This strategy encouraged independent thinking and supported gradual knowledge construction.

Third, the teacher consistently used non-judgmental and supportive language. Rather than using harsh corrective terms such as “wrong” or “bad,” the teacher preferred mitigated expressions such as “Maybe this could be

improved.” This communication style helped maintain students’ self-confidence and created a psychologically safe learning environment.

Fourth, nonverbal feedback elements, including tone of voice, facial expressions, and gestures such as smiling and nodding, were integrated into the delivery of verbal feedback. These paralinguistic features reinforced the intended message and contributed to a positive classroom atmosphere.

Additionally, praise and positive reinforcement were regularly used to acknowledge student effort and achievement. Expressions such as “Good job,” “Well done,” and “I’m proud of your progress” were observed throughout instructional activities. These expressions served both motivational and relational purposes, strengthening teacher-student interaction and encouraging continued participation.

2. Influence of Teacher Feedback on Students’ Understanding, Motivation, and Engagement

The findings demonstrate that teacher feedback significantly influenced students’ learning processes across three interrelated domains: cognitive development, emotional engagement, and behavioral participation.

First, feedback contributed to students’ cognitive understanding, particularly in grammar and sentence construction. The teacher provided explanations alongside corrections, enabling students to reconstruct their understanding of language structures rather than relying on memorization. This approach supported deeper conceptual learning and improved language accuracy.

Second, feedback played an important role in increasing student motivation and self-confidence. Students responded positively to constructive and supportive feedback, which encouraged them to participate more actively in classroom activities. One notable observation revealed that previously passive students became more confident and willing to communicate in English after receiving encouraging feedback.

Third, feedback facilitated the development of positive social relationships between teachers and students. Supportive feedback strengthened

trust and created a respectful classroom environment. When students perceived feedback as helpful rather than judgmental, they demonstrated greater openness to learning and increased willingness to engage in classroom interaction.

Further findings revealed that feedback practices varied according to student characteristics and learning situations. High-achieving students were given more challenging feedback, while struggling students received supportive guidance and encouragement. This differentiated approach ensured that feedback remained constructive and relevant to individual learning needs.

The study also highlighted the importance of timing and delivery context. Feedback was provided during classroom discussions, assignment correction, and individual guidance sessions. Individual feedback sessions were considered particularly effective, as they allowed teachers to adjust their communication style according to students' emotional readiness and academic performance. Moreover, the use of positive body language and empathetic tone enhanced the effectiveness of verbal feedback. Students reported feeling more comfortable and motivated when feedback was delivered with supportive gestures and expressions. This indicates that feedback effectiveness depends not only on content but also on the emotional quality of delivery.

D. CONCLUSION

This study was conducted to investigate the types and strategies of verbal feedback used by English teachers and to examine how these practices influence students' comprehension, motivation, and engagement in learning. The research was carried out at Muhammadiyah Junior High School, Tanjung Redeb, through classroom observations and semi structured interviews with an English teacher. The findings revealed that verbal feedback serves as a purposeful, multidimensional pedagogical practice that supports both instructional and relational aspects of classroom interaction. The teacher applied a variety of feedback strategies, including scaffolded questioning, affirmational praise, corrective reformulation, and reflective prompting. Each strategy served specific instructional purposes, such as correcting linguistic errors, guiding students toward deeper understanding, encouraging independent thinking, and strengthening students' confidence in using

English. Constructive and empathetic language was consistently used, with the teacher avoiding harsh criticism and instead offering suggestions in a supportive manner. In addition, nonverbal communication, such as gestures, eye contact, facial expressions, and tone of voice, played an important role in reinforcing the meaning and emotional tone of feedback, thereby contributing to a positive and inclusive classroom environment.

Furthermore, the findings demonstrate that verbal feedback significantly influences students' cognitive, emotional, and behavioral engagement in learning. Timely and specific feedback enabled students to recognize their linguistic errors and improve their understanding of grammar and sentence structure, promoting deeper conceptual learning rather than surface level memorization. Supportive and encouraging feedback was also found to increase students' motivation and self confidence, leading to more active participation in classroom activities. Students who previously showed hesitation became more willing to express their ideas after receiving constructive feedback. Moreover, the use of guided questions and hints encouraged learners to reflect on their responses and develop independent problem solving skills. This approach reduced students' anxiety about making mistakes and fostered a safe learning atmosphere that supported both academic achievement and emotional development. Overall, the study highlights the importance of meaningful, empathetic, and context sensitive verbal feedback as an essential component of effective English language teaching.

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