



# The Role of Feedback in Motivating EFL Students in Vocational High School: A Qualitative Analysis of Students' Perceptions

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## A B S T R A C T

Feedback informs students about their language performance, assisting them in grasping their abilities as well as opportunities for improvement. The importance of feedback in educational settings is well established, with research highlighting its ability to guide learners, build up positive behaviours, and create a supportive learning environment. The purpose of the study is to find out how feedback affects the motivation of EFL students in vocational high schools. The method of this research was a descriptive qualitative design using observations with the observation sheet and semi structured interviews, it was also included the three-step analysis procedure, which included data condensation, data presentation, and conclusion. The results show that feedback in English language learning serves as a catalyst for students' self-improvement and motivation. Understanding individual preferences, providing personalized feedback, and creating a supportive learning environment are essential for maximizing the impact of feedback on students' learning outcomes. While responses to feedback may vary among individuals, there is a common theme of dedication to continuous improvement and a willingness to overcome challenges. Positive and constructive feedback generally leads to increased motivation, fostering a growth mindset among students.

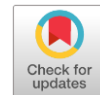
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## INTRODUCTION

Feedback is an effective educational instrument that is capable of a substantial impact on student motivation and learning performance. Understanding how feedback affects the motivation of EFL students in vocational high schools allows teachers to adjust their feedback approaches to better engage students, address their specific demands, and, ultimately, increase their English learning process. This research has significance because it provides a clear path for enhancing these students' employability and future success, so contributing significantly to their personal development. EFL learning is a rapidly changing field of study in which the interaction of pedagogical strategies and student motivation shapes the language learning experience. Learning environments for EFL present unique challenges and opportunities for both educators and learners. To improve student satisfaction, learning implementation services must be improved, particularly in the areas of feedback, teachers' engagement with students, supporting of variations in learning modes, and task appliances (Apoko & Sya'ban, 2022). English teachers ought to utilize a variety of tools, such as questionnaires, interviews, and observations, to determine their students' needs, concerns, and expectations regarding error correction. English teachers may encourage students' understanding by providing maximum feedback, which needs to be specified on a regular and consistent basis over time (Tarigan et al., 2023). EFL teachers ought to encourage students how to give effective feedback and assist them in reading and comprehending the comments they

receive (Alnefaie, 2023). The importance of feedback in educational settings is well established, with research highlighting its ability to guide learners, build up positive behaviours, and create a supportive learning environment. Understanding how feedback influences motivation is critical in the field of EFL education, where language acquisition is a complex and multifaceted process. Feedback is one important factor that has been identified as a significant contributor to learner motivation. Providing constructive criticism feedback encourage students' critical thinking competencies (Wahyuningsih, 2020). Feedback serves as vital for improving language acquisition and proficiency. Feedback informs students about their language performance, assisting them in grasping their abilities as well as opportunities for improvement. Practical feedback was also useful in reminding students of their vulnerabilities when they repeatedly made the same errors (Dakhil, 2023). In the context of EFL, feedback can refer to a variety of responses, evaluations, and guidance provided by teachers, peers, or even automated systems. This feedback is critical not only for correcting errors, but also for reinforcing positive language behaviours and creating a welcoming learning environment.

Feedback in EFL classrooms can take many forms, including responses, assessments, and guidance from educators, peers, or digital platforms. Corrective feedback, including both sides of providing and receiving feedback, has resulted in improved academic writing performance among students. With the goal of encouraging students to become more involved in the feedback and learning process, teachers ought to boost their enthusiasm with corrective feedback (Liu & Feng, 2023). Feedback enables students to strengthen their ability to compose and provides the necessary motivation to do so (Solmaz et al., 2023). Peer correction, elicitation, and repetition of corrective feedback enhances EFL learners' involvement, inspiration, and language student performance (Ghanizadeh et al., 2020). EFL teachers need to think about whether their feedback will improve or degrade the performance of students and whether it is appropriate feedback. Teachers, as experts in an educational setting, must improve their feedback effectiveness (Putri et al., 2021). EFL Teacher can address various error types in specific situations by using a variety of corrective feedback types in a flexible manner. They can make more informed decisions with better outcomes for all involved if they are equipped with the knowledge to more effectively predict the preferences of different groups of students (Van Ha et al., 2021). While previous research has investigated the impact of feedback on motivation, a more nuanced understanding of this relationship from the perspective of the learners themselves is required. A qualitative approach allows for a more in-depth examination of student perceptions, highlighting on the complexities of how feedback influences their motivation and, as a result, their language learning experiences.

### ***EFL Teachers' Feedback***

Hornby (2005: 504) defines feedback as "suggestions, criticisms, or information about how good or useful this feedback is in teaching and learning." As a matter of fact, feedback is a process of transmitting information in order to take note of the challenges that students face in teaching and learning. Feedback is defined as a process designed by educators and carried out by students that is always about improvement (Dawson et al., 2019). Feedback is a conversational process between teachers and students, highlighting learners' active role in making sense of and integrating feedback into the work they're assigned (Chong, 2022). The recognition of feedback concepts must be translated as appropriate learning designs in which feedback actions, student tasks, and assessment activities are complementary to one another. It also requires the ability to provide feedback in day-to-day interactions with students, paying attention to the responses to be conducted and how they can be integrated into a dialogic process (Boud & Dawson, 2023).

Feedback is generally divided into two types; direct feedback and indirect feedback. Direct feedback occurs when teachers rightly identify students' mistakes, whereas indirect feedback only highlights problems without correcting them (Zhong et al., 2019). Either direct

and indirect feedback has a positive benefit for students' writing skills and process (Ingdriawati, 2023). Direct feedback involves highlighting out mistakes and offering the right form or answer. It is a straightforward technique in which the teacher notifies the student immediately about the error caused. In the educational process, direct feedback is an interconnection between the process of learning and the desired learning results, presenting straight forward example that the learning process has been completed (Charles & Wynn-Williams, 2019). Indirect feedback requires telling an error without directly mentioning the correct answers. The teacher may lead the student to find the error by their own selves instead of offering the proper form immediately, Indirect feedback approach encourages student self-evaluation helps teacher-peer conversation, and contributes to the reducing performance gaps, then following the principles of effective educational practice (Tejeiro et al., 2019).

The key concepts are that feedback is continually created inside; it always requires a contrasting; and what students generate is dependent on the understanding and skills they begin with, which is usually manifested in how they perform on a task, and what they compare their accomplishments against (Nicol, 2021). Feedback is a process that requires information about a student's performance should result in a change in student work or learning strategies. Feedback, it could be argued, previously should occur to assessment submission or completion for the most useful impact. This suggests that teachers must find ways to obtain student performance early on and encourage feedback that contributes to better submissions (Henderson et al., 2021). Feedback should be acknowledged as a complex and differentiated construct with many different forms that have varying effects on student learning (Wisniewski et al., 2020).

The presented theory highlights the relation and critical role of feedback in the teaching and learning process. It sees feedback as a deliberate transmission of information aimed at continuous improvement, and it recognizes the collaborative nature of the feedback process, which involves both educators and students. The theory emphasizes the conversational aspect of feedback, emphasizing students' active participation in interpreting and incorporating feedback into their assigned tasks. It emphasizes the importance of translating feedback concepts into effective learning designs in which feedback actions, student tasks, and assessments complement one another effectively. The theory recognizes the diverse nature of feedback as a construct, recognizing its various forms and their various effects on student learning. This comprehensive viewpoint encourages teachers to recognize the diverse nature of feedback and modify their approaches to meet the diverse needs of students.

### ***Motivation in Learning English***

Teachers' teaching methods, parental encouragement, or the learners themselves all play a significant role in encouraging motivation both inside and outside of the classroom (Yakubova Guzal, 2022). There are two types of motivation according to incentive theories of motivation, intrinsic and extrinsic. According to Deci and Ryan's (1991), Intrinsic motivation is defined as a participation in an activity for the intrinsic satisfaction, pleasure, or interest that the activity provides. Individuals who are intrinsically motivated find enjoyment and personal fulfilment in the process. While extrinsic motivation refers to participating in an activity in order to obtain external rewards or avoid punishments. Individuals are motivated by external factors such as rewards in the form of cash prize, recognition, or the prevention of negative consequences in this case. Regardless of their level, students' educational success is determined by both intrinsic and extrinsic motivations.

Teachers are the most significant factor in the students' motivation to learn English in this study. Extrinsic motivation includes this as one of its components. Meanwhile, in terms of intrinsic motivation, students' personal targets received the most votes (Ulfa & Bania, 2019). With key factors including expectations of appreciation, good grades, better information, and completing assignments, extrinsic motivation is relatively greater than intrinsic motivation for Indonesian EFL students in reading (Indrayadi, 2021). Supporting students' psychological

needs for autonomy, competence, and relatedness in educational settings improves intrinsic and self-motivation, that leads to positive outcomes across numerous of educational levels and cultural contexts (Ryan & Deci, 2020). Efforts should be made in particular to enhance intrinsic motivation across the board, as it can sustain interest in learning EFL, of which is required to achieve vision 2030 (Alghamdi et al., 2023).

Motivation is a multifaceted phenomenon with numerous theories attempting to explain its various aspects. It is crucial in shaping human behavior, influencing individual choices and driving them toward personal and professional goals. The whole picture of intrinsic and extrinsic motivation in educational environments emphasizes the collaboration of numerous components and the importance of a balanced approach to create wholehearted motivation that supports students' performance and interest in learning.

## METHOD

In accordance to the research's purpose which aims to discover EFL Students' perceptions on the role of feedback in motivating EFL students, and this research employed a descriptive qualitative design. Nassaji (2015) stated that individual learners and their experiences are the focus of qualitative research, whereas phenomena and their characteristics are the focus of descriptive research. Stevens & Palfreyman (2012) defined about the qualitative method as if it compared to traditional top-down techniques, qualitative methods can improve the advancement of preference-based measures of health-related quality of life through featuring suitable language, content validity, and responsiveness to change. Sandelowski (2000) also stated that the qualitative description approach avoids the common misconception that it is a lower-level style of investigation by providing full contributes of cases in common terms. The use of the descriptive qualitative method in exploring EFL Students' perceptions of feedback's role in motivating them serves as a powerful and nuanced approach aligned with the research's purpose. This method allows for an in-depth examination of individual learners and their unique experiences, shedding light on the intricate dynamics that influence EFL students' motivation.

### Participants

The context and the participants of the research focused on the 10<sup>th</sup> grade students in one of state vocational high school in Jakarta, Indonesia. Researchers explored more deeply towards the perspectives of 10<sup>th</sup> grade students on the important role of feedback in their English learning process by using observation and semi-structured interview methodologies. The data sources used a purposive sampling technique. The researchers took nine students from three classes which are classified from the higher achiever, middle achiever and lower achiever as it might provide diverse and rich data that enhances study findings.

### Instruments

This research employed two instruments, which are observations and interviews. The first instrument used an observation sheet that was adapted from previous assessment and classroom learning from Black & Wiliam (1998), Hattie & Timperley (2007), and Shute (2008). The interview used a semi structured interview to provide a better understanding of the respondents' ideas and feelings (Ozkut, 2015). The second instrument used was se semi-structured interview, and there are nine students selected to be interviewed.

### Procedures

Observation with the observation sheet that adapted from Black & Wiliam (1998); Hattie & Timperley (2007); Shute (2008) and semi structured interviews used in this study as the procedure of collecting data. Observation is an important data collecting method of emergency research, enhancing understanding of treatment and social interactions (Fry et al., 2017). In this study, the researcher conducted observations in three meetings, implementing

the research observation sheet as a guide and indicator for the researcher in the observation procedures. As the observation sheet focuses on indicators of the role of feedback in motivating students in learning, researchers will conduct classroom observations regarding the feedbacks that provided by teachers in the learning activities using observation sheets. Meanwhile, semi-structured interviews are a qualitative research technique that enables in-depth study of academics' opinions about informal publication and distribution (Shehata et al., 2015). In qualitative research, semi-structured interviews provide for a more comprehensive understanding of the respondents' thoughts and feelings (Ozkut, 2015). As there are nine selected students for the interview, each of them had 15-20 minutes for the interview after they were willing to be the participants of the interview.

### Data analysis

Following the collection of data, the researcher analysed the findings on the three-step analysis procedure, which included data condensation, data presentation, and conclusion drawing/verification, provided a complete and systematic technique to obtaining valuable findings from the accumulated qualitative data (Miles et al., 2014). The first phase entailed systematically curating material from interview transcripts and relevant documentation. The procedure involved selectively extracting, maintaining focus, reducing complexity, and modifying data to create a concentrated and comprehensible information for study. The second phase in this data analysis created narrative summaries that describe the patterns and themes arising from the data. The summaries make understanding of difficult material while presenting the results to others. The next stage is to draw and verify conclusions by looking for repeating patterns and themes in the data. This entails recognizing comparisons, contrasts, and patterns that can address the research questions.

## FINDINGS AND DISCUSSION

### Findings

#### *Awareness of the Role of Feedback*

In the interview results on this indicator, students consider that feedback for them is important for self-development, feedback from teachers helps students identify shortcomings and mistakes in learning English, such as in speaking and pronunciation. With this feedback, students can introspect themselves and improve their abilities. Feedback becomes a motivation for students to improve their English skills. In addition, feedback is also a reference or guideline for students in determining the next steps in learning. Feedback helps to improve students' knowledge of English. With feedback, students can know which areas need to be improved and what steps need to be taken to improve their understanding of English. Feedback provides encouragement for students to make positive changes in their English learning, whether it is improving their ability or knowledge of English. The interview results show that feedback from teachers has an important role in English learning. Feedback helps students to do self-introspection, improve their shortcomings, and become a motivation to improve their abilities. Feedback is also a reference for students in determining the next steps in learning. With feedback, students can improve their knowledge of English and make positive changes in their learning. Therefore, feedback from teachers plays an important role in helping students improve their English skills by providing direct guidance, constructive criticism, and motivation to study harder. Below is described their answers from the interview session:

"Feedback in English lessons is important because it can be a reference for myself, it can be a motivation for myself, so I can go well in the future in English lessons." (S1)

"Honestly it helps me, I know more about my lack here in the grammar section maybe or what, so I can study it more deeply." (S3)

"Agreed, because being given motivation means that we are also given the opportunity to continue learning, so I know that I can get that feedback, it feels that maybe I need to improve again to be better." (S7)

"It helps me a lot because of the feedback from the teacher, I know where I went wrong and what I need to improve, so it's very helpful for the learning process." (S8)

### **Feedback Experience**

The interview results showed that feedback from English teachers plays an important role in students' self-development. Some students regard criticism from teachers as an encouragement to correct mistakes and improve their academic performance. They realize that feedback helps them to introspect and improve their weaknesses. However, there are also students who see feedback as an opportunity to learn and grow. The interviews show that feedback from teachers can be an additional motivation for students to improve their English skills. Positive feedback or constructive feedback from teachers provides encouragement to learn more deeply. However, the particular moment at which teacher feedback motivates students to learn English further may vary depending on students' learning preferences or personal involvement in the learning process. The interviews also show variations in how students respond to positive or negative feedback in English language learning. Some respond to feedback openly, seeing it as an opportunity to learn and improve, while others feel burdened or lack interest in the subject.

Feedback from English teachers has a mixed impact on students. For some students, such feedback becomes an encouragement to improve their academic performance or even an opportunity to learn and grow. However, students' responses to positive or negative feedback may vary depending on factors such as personal perceptions, views of peers, and interest and motivation in the subject. Therefore, it is important for teachers to give feedback wisely and pay attention to students' individual needs and preferences to ensure a positive impact in English learning. Below is described their answers from the interview session:

"Of course, I have that experience, when I got a grade below the KKM, I was immediately criticized "How do your score anyway" like this. Then I immediately had the motivation to study again, so from that criticism, I learnt. Now I can finally improve my score." (S2)

"Oh, I have that experience when the teacher usually does like an oral test. Well, everyone gets to come forward, well the teacher told me where the shortcomings are. Like the grammar, like the pronunciation is lacking, like it's all still lacking, then the teacher told me to study again." (S5)

"I have that experience, in that lesson we are assigned to read in English, then maybe my pronunciation is not good enough, she gives me feedback, then in the end, it becomes my lesson for me, so I can practice it again in a better way." (S7)

### **Factors that Influence the Impact of Feedback**

Interview results showed that teacher feedback has a significant impact on students' learning motivation in English language learning. Factors such as personalized feedback and attention, motivation for introspection, self-adjustment, provision of clear directions, and increased self-confidence are all things that encourage students to continue learning and improving their English language skills, in *The Effect of Learning Environment on Responses to Teacher Feedback* shows that the learning environment, including classmates and classroom atmosphere, affects how students respond to teacher feedback. Preference for privacy, feelings of embarrassment or hurt, differences in perception of feedback, and the influence of others' views are factors that influence students' responses to teacher feedback.

Both show that teacher feedback has a great impact on students' motivation and response in English learning. Factors such as personalized criticism and feeling comfortable in receiving feedback personally, as well as a supportive learning environment, can increase the effectiveness of feedback and motivate students to study harder. Therefore, teachers need to pay attention not only to the content of the feedback given, but also the way it is delivered and the environment in which it is delivered in order to maximize its impact on students'

motivation and response in English learning. Below is described their answers from the interview session:

"it's really important for myself to be more advanced, so it's like I consider it as criticism, it's okay if it's about being more enthusiastic or not, I think it's normal because I'm not interested." (S8)

"It has an impact because teacher's feedback is not only about English, there are also many others, so it makes me think more like, oh, it turns out we really have to do this, it really has an impact on life." (S4)

"It has an impact, yes definitely, so it's more to find out about my mistakes in a good way, so I am more motivated to learn again." (S6)

"After being given feedback, it feels like we are being cared for, so I like being given feedback by teacher." (S9)

### ***Preference for Feedback Types***

The interview results showed that students have diverse preferences with regard to direct or indirect feedback in English language learning. Some students favoured direct feedback as it provided clarity and the opportunity to ask questions, although some felt uncomfortable with this approach. Meanwhile, oral feedback is considered more reasonable and easier to understand by some students.

In the question on Preference for Confrontational Attitudes or Praising Feedback, this indicator showed mixed preferences regarding confrontational attitudes or praising feedback in increasing motivation to learn English. Some students felt more motivated by harsh and scathing criticism, while others were more motivated by praise and complimentary feedback. Below is described their answers from the interview session:

"Honestly, it's more like confrontational feedback. I'm more motivated to make like 'oh yes', which means I'm wrong. I have to be like this again in the future, I can't be like this.' I'm afraid if it's just compliment feedback. I think it's just like relaxing. it's not really boost me to be better." (S3)

"Confrontational is a bit hurt, maybe it makes Trauma, like that. So, I'm afraid of not succeeding again, afraid of being wrong again. I prefer if the teacher criticizes it nicely. It can be more like the lesson." (S6)

"Honestly, the confrontational ones because it makes me scared, then I would think that I have a desire to be better in the future." (S4)

"I prefer positive criticism because it makes me feel more energized and if it's negative, I feel even lazier." (S8)

Preferences for direct or indirect feedback and confrontational or complimentary feedback vary depending on individual student preferences. Direct feedback tends to provide clarity and an opportunity to ask questions, while indirect feedback can reduce social discomfort. Similarly, confrontational feedback can be a trigger for improvement, while praise can boost confidence and enthusiasm for learning. For this reason, it is important for teachers to understand students' individual preferences and responses in providing feedback to create a supportive and motivating learning environment. Below is described their answers from the interview session:

"I prefer the spoken words. I'm more connected if I talk directly in front of the person." (S3)

"If it's not direct, it's definitely just a note because we are like thinking this is already right but how come it's wrong so we don't know if there are words like that because if there is an exclamation mark, it's a bit like oh this is angry, so it's better directly so that we know what the mistake is and then we can understand it too." (S4)

"If I prefer verbally because it's just like directly, knowing when our way of speaking is criticized by the teacher, for example the pronunciation is directly criticized. Instead of writing it down, we don't know whether the teacher will criticize it or not. Usually, if the score from the book is not given criticism, it is only given a score, so we don't know what will be better in the future." (S5)

**Observation Result**

Based on the observations provided regarding students' responses toward feedback in Class A, we can draw several conclusions regarding their behaviours, attitudes, and motivations. When they are receiving feedback, students generally seem shy to ask for further clarification but show understanding through body language such as nodding. They immediately engage in concrete actions like revisions, often utilizing resources like books and the internet. While some students are excited by certain feedback, not all exhibit this reaction. Some of students actively seeks clarification or additional explanations.

Students engage in improvement activities to varying degrees; while some are proactive, others may not engage as readily. Collaboration among students in seeking help, particularly from classmates, is common. Some students are proactive in correcting errors based on feedback. Positive feedback generally increases motivation, although some students may not exhibit this due to a lack of understanding of the material. Students respond well to constructive criticism aimed specifically at increasing their English ability, which boosts their motivation to learn. There is a relationship between feedback that leads to improvement and a rise in students' motivation levels, as they attempt to better their work. Students generally accept critical feedback respectfully, although resistance or disagreement may arise in some instances. They demonstrate the ability to manage feedback that could be perceived as criticism of their abilities, with some handling it more gracefully than others. Challenging feedback encourages students to make attempts to comprehend and overcome their limits, demonstrating resilience and determination. Students actively explore improvement options or seek additional help when feedback identifies deficiencies, often turning to teachers for guidance.

Students' responses to feedback vary in terms of their engagement, motivation, and ability to manage criticism. While some exhibit proactive behaviours and increased enthusiasm, others may require more support in understanding and implementing feedback for improvement. Overall, feedback plays a crucial role in shaping students' learning experiences and outcomes.

Based on the detailed observations provided regarding students' responses toward feedback in class B, we can derive nuanced insights into their behaviors, attitudes, and motivations. Students exhibit various expressions and body language when receiving feedback, indicating a level of engagement with the information provided. Some nod their heads in agreement, suggesting understanding and acceptance of the feedback. Students respond quickly when given feedback to implement. They engage in concrete actions such as revisions, actively seeking additional resources like books and internet materials to enhance their understanding and improve their work. Certain types of feedback, particularly those that are constructive and aimed at correcting tasks rather than simply criticizing, raise excitement among some students. This indicates that positive and constructive feedback plays a significant role in motivating students. All students demonstrate a commitment to engaging in improvement activities to achieve better results. They actively seek help from both teachers and classmates, utilizing collaborative learning strategies to address areas of weakness and enhance their performance.

Positive feedback consistently leads to increased motivation among all students, enhancing a sense of persistence and dedication to learning. However, not all students exhibit increased enthusiasm when receiving constructive feedback, suggesting individual differences in response to different types of feedback. Despite initial resistance or disagreement, students generally show respect and acceptance of critical feedback, demonstrating maturity in handling constructive criticism. They manage feedback that may be perceived as criticism of their abilities with honor and professionalism. Students who receive challenging feedback make genuine efforts to understand and overcome their limitations. They actively explore improvement options and seek additional help, often collaborating with classmates to address deficiencies and enhance their learning experience.



Students' responses to feedback are multi-faceted and influenced by various factors such as the nature of the feedback, individual motivation levels, and the perceived relevance of the information provided. However, overall, there is a clear pattern of proactive engagement with feedback, demonstrating a commitment to continuous improvement and a willingness to overcome challenges in their academic journey.

Based on the extensive observations provided regarding students' responses to feedback in class C, we can delve into detailed explanations and draw comprehensive conclusions about their behaviors, attitudes, and motivations. Despite some students still feeling shy about seeking further clarification, overall, there is a strong interest and curiosity among students when receiving feedback. Their expressions, often marked by smiles and nods, indicate an eagerness to understand and improve. Students demonstrate a proactive approach by immediately engaging in revision and improvement efforts. They utilize various resources such as the internet and books to correct errors and seek assistance from classmates, reflecting a commitment to enhancing their work. While not universally shared among all students, there is a understandable sense of excitement, especially when receiving feedback perceived as certain and constructive. This excitement stems from the acknowledgment that the feedback provides valuable insights for improvement. Despite varying levels of engagement, students generally prioritize improvement activities. While some may not fully engage, they still demonstrate efforts to address feedback and seek improvement, even though alongside other activities. Students essentially seek help from their classmates rather than solely relying on teachers. Collaborative efforts among peers, including group discussions and sharing of resources, play a crucial role in the revision process. While not all students, there is a notable portion who proactively correct errors based on feedback. This proactive attitude underscores their commitment to self-improvement and learning from mistakes.

Positive feedback generally leads to increased motivation, particularly among those who understand how to implement it effectively. However, not all students experience this heightened motivation, suggesting that individual factors influence its impact. Despite initial discomfort, students generally accept critical feedback with grace and use it as a catalyst for improvement. Their willingness to acknowledge areas needing improvement reflects maturity and a growth mindset. Students demonstrate resilience in the face of challenging feedback, making concerted efforts to understand and overcome limitations. They actively seek additional resources and guidance, both from teachers and peers, to address identified deficiencies comprehensively. Students' responses to feedback are characterized by a blend of enthusiasm, proactiveness, and collaborative learning. While there may be variations in individual responses, the overall theme is a dedication to ongoing development and a desire to use feedback to help them advance academically.

## Discussions

The research question aimed to find out EFL Students' perception on the role of feedback in motivating EFL students. Based on the results of data analysis from the interview and observation, it highlights the importance of feedback for students' self-development in English as a Foreign Language (EFL) learning. This aligns with existing literature that emphasizes the role of feedback in enhancing language skills and self-regulated learning.

According to Dagnev Chekol (2020), peer feedback significantly improves EFL students' speaking achievement, particularly in grammar, fluency, and vocabulary. The findings support this, as students expressed that feedback, especially from teachers, helps them identify shortcomings and make improvements. For instance, one student (S1) mentioned, "Feedback in English lessons is important because it can be a reference for myself, it can be a motivation for myself, so I can go well in the future in English lessons." This sentiment reflects the broader consensus that feedback acts as a crucial reference point for students. Moreover, the study by Putri et al. (2021) highlights that EFL students perceive teacher feedback as both positive and negative, but it ultimately leads to improved self-regulated learning and self-evaluation. This

have a response in the interviews, where students reported using feedback for self-introspection and improvement. For example, student S8 stated, "It helps me a lot because of the feedback from the teacher, I know where I went wrong and what I need to improve, so it's very helpful for the learning process."

The study reveals that feedback from teachers plays a crucial role in students' academic development, with mixed reactions to the nature of the feedback. Some students see it as an opportunity to improve, while others might feel burdened by negative feedback. This variability in response is consistent with findings from Ghanizadeh et al. (2020), who noted that corrective feedback, including peer-correction, elicitation, and repetition, improves EFL learners' engagement, motivation, and language achievement.

In the interviews, S2 shared, "When I got a grade below the minimum score mastery, I was immediately criticized 'How do you score anyway' like this. Then I immediately had the motivation to study again, so from that criticism, I learned." This response illustrates how corrective feedback, even if initially perceived as harsh, can serve as a powerful motivator. However, not all students respond positively to negative feedback. Student S7 reflected, "I have that experience, in that lesson we are assigned to read in English, then maybe my pronunciation is not good enough, she gives me feedback, then in the end, it becomes my lesson for me, so I can practice it again in a better way." This positive reception to feedback underscores the importance of how feedback is delivered and the individual student's perception and resilience.

The study indicates that several factors influence how students respond to feedback, including the personalization of the feedback, the learning environment, and the manner in which the feedback is delivered. These findings are consistent with Gao & Brown (2023), who found that students' conceptions of feedback impact their motivational beliefs and achievement goals. Adaptive feedback perceptions promote self-efficacy and task value beliefs, while maladaptive feedback perceptions can hinder performance. From the interviews, S6 mentioned, "It has an impact, yes definitely, so it's more find out about my mistakes in a good way, so I am more motivated to learn again." This supports the notion that personalized and constructive feedback can enhance motivation and learning outcomes. On the other hand, S8's response, "it's really important for myself to be more advanced, so it's like I consider it as criticism, it's okay if it's about being more enthusiastic or not, I think it's normal because I'm not interested," suggests that the effectiveness of feedback can also depend on the student's intrinsic motivation and interest in the subject.

The research shows that students have diverse preferences regarding direct or indirect feedback and confrontational or complimentary feedback. This diversity in preference is crucial for educators to understand and address. Some students, like S3, prefer confrontational feedback, stating, "Honestly, it's more like confrontational feedback, I'm more motivated to make like 'oh yes, it means I'm wrong, I have to be like this again in the future, I can't be like this.'" This preference aligns with the idea that clear and direct feedback can be a strong motivator for some students. Conversely, others, like S6, prefer more gentle, constructive criticism: "confrontational is a bit hurt, maybe it makes trauma, like that. So, I'm afraid of not succeeding again, afraid of being wrong again. I prefer if the teacher criticizes it nicely." This highlights the importance of tailoring feedback to individual student needs to avoid negative emotional impacts and to foster a supportive learning environment.

The findings from the study emphasize the significant role of feedback in EFL learning, supporting existing literature. Students generally view feedback as a critical tool for self-improvement, with teacher feedback particularly valued for its direct guidance and constructive criticism. However, the impact of feedback is influenced by several factors, including how it is delivered, the learning environment, and individual student preferences.

For teachers, this underscores the importance of providing personalized feedback and creating a supportive classroom atmosphere that can accommodate diverse student needs. By

doing so, teachers can enhance the effectiveness of feedback, thereby improving student motivation, engagement, and overall language achievement.

Both the study and the literature indicate that feedback significantly impacts students' motivation. Constructive and positive feedback generally enhances motivation, as seen in the proactive behaviors and engagement observed in classes. The variability in students' responses to feedback, as observed in this study, aligns with the findings of Gao & Brown (2023) and Ghanizadeh et al. (2020). This underscores the importance of understanding individual preferences and delivering feedback in a manner that is most effective for each student.

Observations from the study highlight the role of collaborative learning in responding to feedback. Students often sought help from peers and engaged in group discussions to address feedback, which aligns with the idea that a supportive learning environment enhances the effectiveness of feedback.

The findings support the notion that feedback fosters self-regulated learning and self-evaluation, as students used feedback to guide their revisions and improvement activities. This is consistent with the research by Putri et al. (2021). The ability of students to handle critical feedback with maturity and to use it as a catalyst for improvement reflects resilience and a growth mindset. This behavior was observed across all classes and is supported by the broader literature on the positive impact of constructive criticism on learning outcomes. The integration of interview and observational data with existing research provides a nuanced understanding of the role of feedback in EFL learning. Feedback is a critical tool that influences student motivation, engagement, and self-regulated learning. However, its impact varies based on individual student preferences, the nature of the feedback, and the learning environment. Educators should consider these factors when providing feedback to maximize its effectiveness and support students' continuous improvement in their language learning journey.

## CONCLUSIONS

Feedback from teachers plays a crucial role in students' self-development and motivation to improve their English skills. It serves as a reference, motivation, and guidance for students to identify and address their weaknesses. Feedback from teachers, whether positive or constructive, has a mixed impact on students. While some perceive it as encouragement to improve, others may feel burdened or lack interest. Individual perceptions and personal involvement in the learning process influence students' responses to feedback. Personalized feedback, attention, clear directions, and a supportive learning environment are crucial factors that enhance the effectiveness of feedback. Students' preferences for feedback types, whether direct or indirect, confrontational or complimentary, vary and should be considered by teachers. Students have diverse preferences regarding feedback types, with some favouring direct feedback for clarity, while others prefer oral feedback for ease of understanding. Preferences also vary regarding confrontational or praising feedback, indicating the need for tailored approaches. Students exhibit varied responses to feedback, including engagement through body language, proactive actions towards improvement, seeking help from peers, and differing levels of enthusiasm. Despite initial discomfort, students generally accept critical feedback and demonstrate resilience in addressing identified deficiencies. While responses to feedback may vary among individuals, there is a common theme of dedication to continuous improvement and a willingness to overcome challenges. Positive and constructive feedback generally leads to increased motivation, fostering a growth mindset among students. In summary, feedback in English language learning serves as a catalyst for students' self-improvement and motivation. Understanding individual preferences, providing personalized feedback, and creating a supportive learning environment are essential for maximizing the impact of feedback on students' learning outcomes.

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