

The Feedback-Motivation Connection: Driving Better Speaking Outcomes for Students

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This study aims to determine the correlation between feedback, student motivation, and students' speaking performance at SMAN 1 Tirawuta. This research uses a quantitative design. Data were collected through observation, questionnaires, and interviews. A purposive sampling method was used to select the sample. A total of 34 third-grade students were selected from a population of 211. The results show that: (1) There is a positive and significant correlation between feedback and students' speaking performance. This indicates that higher levels of feedback lead to better speaking performance. (2) There is a positive and significant relationship between student motivation and speaking performance, which means that the higher the motivation to learn speaking, the better the students' speaking performance will be. (3) There is also a positive and significant correlation between feedback and student motivation on students' speaking performance when considered together. The correlation between feedback, student motivation, and speaking performance is at a moderate level.

Keywords: *Correlation, Student Motivation, Speaking Performance, Feedback*

Abstrak

Penelitian ini bertujuan untuk mengetahui korelasi antara umpan balik, motivasi siswa, dan performa speaking siswa di SMAN 1 Tirawuta. Penelitian ini menggunakan desain kuantitatif. Data dikumpulkan melalui observasi, kuesioner, dan wawancara. Metode pengambilan sampel purposive digunakan untuk memilih sampel. Ada 34 sampel siswa di kelas tiga telah dipilih dari 211 populasi. Hasil menunjukkan bahwa (1) ada korelasi positif dan signifikan antara umpan balik dan performa speaking siswa. Ini menunjukkan bahwa umpan balik yang lebih tinggi akan membuat kinerja berbicara siswa lebih tinggi. (2) Ada hubungan positif dan signifikan antara motivasi siswa dan performa speaking siswa, yang berarti bahwa semakin tinggi motivasi dalam belajar berbicara, semakin baik kinerja berbicara akan dicapai oleh siswa. (3) Ada juga korelasi positif yang signifikan antara umpan balik dan motivasi siswa terhadap performa speaking siswa secara bersama-sama. Korelasi antara umpan balik, motivasi siswa, dan performa speaking siswa berada pada tingkat sedang.

Kata Kunci: *Korelasi, Motivasi Siswa, Performa Berbicara, Umpan Balik*

INTRODUCTION

The productive skill that students need to master as it is a direct way and expression in delivering learners' ideas, feeling, and opinions is speaking. In other words, students can be regarded as a good student in English if they can communicate effectively. Nunan (1991) pointed out that master the art of speaking is an important aspect of learning a foreign language and success is measured in terms of the ability to carry out a conversation in the target language. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.

Speaking is one of the difficulties of productive skill in language to be learned because there are some components that students should be concern with. To master speaking ability students have to practice continuously, particularly in pronunciation English word as a foreign language in our country. To have an ability to speak English, the students should know the English sounds, structure, vocabulary, and culture system of the language. The students should be able to think the idea to explain whether they initiate a conversation as response the previous speaker.

Teaching speaking is not easy. The teachers commonly find problems in teaching this kind of English skill. Practically, in the process of teaching speaking, students make a lot of mistakes or error. The speaking problem that students still make is in accuracy even though the students have already learnt grammar and vocabularies repeatedly. Ur (1996) stated that the problems of students is that

they do not know what to say, the low of participation, the theme to be spoken, and the use of mother tongue.

Therefore, one thing that teacher should do in supporting the process of teaching and learning speaking effectively is increasing students' motivation. When a teacher has an obvious enthusiasm in teaching, it will make a positive atmosphere in the classroom. Harmer(2001) stated that physical appearance and the emotional atmosphere can have a powerful effect on the initial and continuing motivation of students. Many factors may influence the students' motivation. Harmer (1991) claimed that intrinsic and extrinsic motivation is a good predictor to determine students' success in English classroom. One of intrinsic motivation is the teacher. When a student likes his or her teacher, she or he will likely be engaged in learning and teaching process. In order to be effective teaching, teachers should have equal competence and performance in doing their tasks. Not only like the teacher but also the subject.

In increasing students' motivation, teacher's innovation is needed in teaching speaking. Teacher needs to find appropriate method to solve students' problem. Corrective feedback is one of speaking techniques that teacher can apply in correcting students' accuracy mistakes. There are six types of corrective feedback, such as recast, repetition, clarification recast, explicit correction, elicitation, and metalinguistic feedback. Interaction between teacher and students in giving corrective feedback has been highlighted whether it can give a beneficial effect on students' learning or not. Brown (2007) pointed out that when positive feedback is so high, the errors will still exist on students' utterance. Meanwhile when negative feedback is low, it may lead students to stop trying in communication. It is because over corrective feedback could decrease self- confidence but too little correction can be counter- productive for students' learning. In relation to the Brown statement, furthermore Harmer (2007) divided correction into two ways: firstly, teacher can tell students that a mistake has been made, and secondly, teacher can help them to do something about it. In this respect, corrective feedback should always be delivery carefully associated with students' attitudes and personality. The reason for this is because each student has different characteristic and will affect their motivation in learning. Thus, teacher should see when and how to correct the students' error in considering to the students' attitude and personality in oral correction process.

In the pre-research done at third year of SMAN 1 Tirawuta, the researcher found that students still have low interest in learning English especially in speaking. It can be seen from the students' involvement in the classroom during teaching process in which most students have lack initiation to speak. They just speak in the class if they were given a task to do conversation. In the classroom interaction, most students speak Bahasa. In Interviewing process, the researcher also found that some students like to speak but they have only little opportunity to do so. Lack of vocabularies, grammatical issue, and the lack of confidence was the main problem. Therefore, teacher' teaching style and students' motivation can be the factors that influence students' interesting in speaking.

Based on the issues above, the researcher decided to investigate the corrective feedback in teaching speaking because there were some studies had conducted related to corrective feedback and the result of this technique showed positive effect on students' speaking performance. The researcher correlated the corrective feedback, motivation, and gender types in students' speaking performance. As for theory, the variables correlated but the researcher would like deeply to explore how big the correlation and influence of the variable.

METHOD

This study used mixed method combining quantitative data and qualitative insights, which led to a more in-depth knowledge of participants' experiences. This is in line with Nair & Prem (2020) who stated that a mixed-method research approach combines both quantitative and qualitative research techniques to enhance the comprehension of the subject matter and allows for a more

extensive scope in empirical investigations. Moreover, Turner et al. (2017) claimed that mixed methods research integrates various methodologies to enhance the quality of responses to research inquiries, addressing the shortcomings associated with singular approaches.

The population of this research was the third grade of SMAN 1 Tirawuta. The total number of the students is 211 which is divided in seven classes. The sample of this study was XII MIPA 1 as the most excellent class based on a certain consideration proposed by the teacher who understands characteristics of the students well.

The effectiveness of these approaches quantitatively was measured through two types of questionnaire. They are corrective feedback questionnaire to investigate students' response toward corrective feedback and students' motivation in learning. Qualitatively, the researcher conducted observation and interview.

FINDINGS

Based on the questionnaire, observation, interview responses and data analysis processes, here are the data to answer the research question about correlation between corrective feedback, students' motivation, and students' speaking performance.

Table 1. Correlation Between Corrective Feedback and Speaking Performance

		Corrective Feedback	Speaking Performance
Corrective Feedback	Pearson Correlation	1	.469**
	Sig. (2-tailed)		.005
	N	34	34
Speaking Performance	Pearson Correlation	.469**	1
	Sig. (2-tailed)	.005	
	N	34	34

**. Correlation is significant at the 0.01 level (2-tailed).

From the table above, it can be seen that Sig. value is 0.005. It was lower than 0.05. Then r-table at significant level (α) = 0.05 for N=34, it was found that r-table was 0.329. The result showed that the coefficient correlation was higher than the r-table ($0.469 > 0.329$). Based on the analysis above, it can be stated that H_0 was accepted and the alternative hypothesis was rejected. It can be concluded that there was a significant correlation between corrective feedback and students' speaking performance

Table 2. Correlation Between Speaking Performance and Students' Motivation

		Speaking Performance	Students' Motivation
Speaking Performance	Pearson Correlation	1	.501**
	Sig. (1-tailed)		.003
	N	34	34
Students' Motivation	Pearson Correlation	.501**	1
	Sig. (1-tailed)	.003	
	N	34	34

** . Correlation is significant at the 0.01 level (1-tailed).

The result showed that Sig. value was 0.003, it was lower than 0.05. The significant correlation was 0.501 while r-table at significant level (α) = 0.05 for N=34 was 0.329. The result was coefficient correlation was higher than r-table ($0.501 > 0.329$). Based on the analysis above, it can be stated that H_0 is rejected and the alternative hypothesis was accepted. It can be concluded there was a significant correlation between students' motivation and students' speaking performance.

Table 3. Correlation Between Corrective Feedback, Students' Motivation, and Speaking Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.559 ^a	.313	.268	6.360

The result of ANOVA showed that Sig. value was 0.003, it was lower than 0.05. It can be concluded that there was a significant correlation between corrective feedback and students' motivation for students' speaking performance. Based on the analysis, it can be stated that H_0 was rejected and the alternative hypothesis was accepted. Based on the table above, the value R was 559. This indicated that correlation between corrective feedback, students' motivation, and students' speaking performance was moderate

Therefore, the coefficient of determination of corrective feedback, students' motivation, and students' speaking performance was 0.313. It meant that 31.3% variation of students' speaking performance can be predicted by corrective feedback and students' motivation and 63.7% can be predicted by other factors.

Based on the result of the correlation between corrective feedback, students' motivation, and students' speaking performance through statistic tests, it was indicated that they are correlated. To find out how they were correlated, interview and observation were used to analyze it. Students and teacher interaction in classroom speaking activities were documented by recording. During the observation, the researcher found that the teacher gave the task to make a conversation in a group pair and perform in front of the class. The teacher gave corrective feedback in students' speaking performance when students made error but it did not distract students' activity in the class. Some students gave some questions when the teacher corrected them. One student said that "I need to be corrected, because without correction from teacher i do not know my mistakes when speaking" (student 1)

Based on the data above, it was needed for students to get teachers' correction that makes them aware of their errors and then avoid making similar errors again. In other words, corrective feedback was useful to students through the help of the teacher as an initiator in correcting their inaccurate speech. Thus, It can be implied that corrective feedback is required by the students because it has benefits in correcting students' errors. The researcher also asked about their feeling when the teacher corrected them. Most common answer from students. "I feel ashamed if i am corrected in front of many people. But acctually it is good for me to know my errors" (student 2), "I am happy when teacher corrects my errors. I feel my teacher cares to me" (student 3)

The result of the students' interview, students felt various feelings when their teacher corrected their error. The majority of students like to be corrected. While there also students' felt embarrassed to be corrected. Discovering the correlation between corrective feedback and motivate students in effecting students' speaking performance was the second objective in this study. It can be known from students' opinions that collected through interviews. "I was motivated when the teacher corrects me. I practice more often. It makes me speaking fluently" (student 4), "It increases motivation by having corrective feedback. I was motivated to recheck my pronunciation through a dictionary. The impact is my pronunciation is better." (student 5), "The teacher's correction motivates me to practice more often. For example, I have already got a correction, I will repeat my sentence in the right form for several times. i feel more confident to speak in front of the class" (student 6)

Based on the data above, it can be concluded that students need to be corrected to know their mistakes and avoid the same mistakes in the next performance. Giving corrective feedback helped motivate students. By students' motivation, they would have an effort to learn. Moreover, it impacts students' speaking performance.

DISCUSSION

From the statistics analysis, it was found that there was a positive and significant correlation between corrective feedback and students' speaking performance. Zohrabi & Ehsani (2018) found the importance of providing corrective feedback in an EFL setting where teacher's instruction and feedback are the most important ways through which learners can improve their language proficiency. It is related to Sa'adah's study (2018) that found that Oral corrective feedback is necessary implemented in the class because it assists students' second language learning.

Furthermore, motivation plays a big role in helping students to learn. Motivation relates to personal goals and desires. Successful learners know their preferences, strengths, and weaknesses. According to Brown (2008), motivation is a term for explaining the success and the failure or virtually any complex. Motivation is important in supporting learners to speak English. This presents study wants to find out the correlation between students' motivation and students' speaking performance. Based on the result analysis, students' motivation contributed to students' speaking performance. These findings are supported by Toni's study (2012) who find out that speaking abilities and motivation are positively and significantly correlated

The analysis showed that there was a positive and significant correlation between corrective feedback, students' motivation, and students' speaking performance at SMAN 1 Tirawuta. These findings are supported by MezhoudMeriem's study (2014), the result was students' motivation depend on the teacher's correction. While Tuan and Mai (2015) found that an important effect on students' speaking performance was listening to the ability and motivation to speak.

Corrective feedback plays a big role in students' speaking. Through corrective feedback, students can learn much. As a result of the questionnaire, students' had a positive response toward the use of corrective feedback. It is supported by the result of the students' interviews. The majority of the students of this present study agreed that they have learned a lot by being corrected and it is beneficial for them. The most cited reason during the interview, students need to be corrected to help

them to notice their errors. By giving corrective feedback, it made students know their errors and make a correct one. It indicated that students' errors need to be corrected. Students thought that if they know the part of their errors, they would not make the same mistakes in the next performance because they already knew the correct one. Besides, students felt satisfied when the teacher corrects them. Hattie and Timperley (2007) said that feedback is more effective when it is addressed not carry high threats to self-esteem. Most of the students in this study agreed that they have a good feeling by being corrected. On the other hand, some students had a negative feeling by having corrective feedback.

According to Truscott (1999), Corrective Feedback can give negative emotional experiences. Corrective feedback has negative effects on learning because it could make the students feel embarrassed, annoyed, and inferior. The data revealed with some students at SMAN 1 Tirawuta who agreed to the statement that they feel embarrassed when they were corrected. It indicated that students feel a various feeling. However, feeling embarrassed does not mean that students' do not want to be corrected. Based on the result, It indicated that feedback from teacher-supported students in their speaking performance.

The next factor that has effects on students speaking is motivation. Motivation in learning has an important role to gain success. Lighbown and Spada (1993) pointed out that if students want to speak English in various situations, then they will try to convey the language communication value and make themselves being motivated to reach a better mastery level towards the language, so that they will give more effort to interact with a native speaker. Based on data, motivation took place on students' speaking activities. Students who were motivate had more effort to practice and had positive habitual in speaking. Another idea of motivation and students' speaking performance was also proposed by Krashen (1981), with high motivation, self-confidence, good self- esteem, and low anxiety, the student will be better for success in second language acquisition. Besides, he also suggested that when students have the high motivation they will have a desire to learn more and practice to get achievement in speaking.

Besides, Doryei (2007) stated that some strategies can use to increase students' motivation, one of them is providing students with feedback. To be motivated in learning, students need the support of their learning efforts. Teachers can support students by giving corrective feedback. Students at SMAN 1 Tirawuta believed that teacher's corrective feedback is helpful to motivate them in learning. By having corrective feedback, students will know their part of error then motivated to learn more in correcting their errors.

Mehregan & Sheresht (2014) in the investigation of teachers' corrective feedback and learners' motivation, pointed out that teachers' feedback did not only play in a significant role to improve teaching, learning, and assessment but also has a role in learner motivation. Based on students' experience, it caused students to have new vocabularies, more confidence, more fluency in speaking, and they had better pronunciation and grammatical structure of English. As a result, it can be said that corrective feedback and students' motivation have a positive impact on students' speaking performance.

CONCLUSION

There are three hypothesizes for the first research question. The finding for the first hypothesis shows that there is a positive and significant correlation between corrective feedback and students' speaking performance. The result shows that the sig value is 0.005. It is lower than 0.05. Then the coefficient correlation is higher than r-table ($0.469 > 0.329$). It means that H_0 is rejected and the alternative hypothesis is accepted. The second hypothesis is there is a positive and significant correlation between students' motivation and students' speaking performance. The result shows that Sig. value is 0.003. It is lower than 0.05. The significant correlation is higher than r-table ($0.501 >$

0.329). It can be stated that H_0 is rejected and the alternative hypothesis is accepted. The last hypothesis is there is a significant correlation between corrective feedback and students' motivation on students' speaking performance. Based on the statistics analysis, it is found that the R-value is 0.559. It indicates that the gravity of correlation in this study is at a moderate level. Then R square is 0.313, it means that corrective feedback and students' motivation contributes 31.3% on students' speaking performance and 68.7% by other factors.

Furthermore, corrective Feedback and students' motivation has a positive impact on students' speaking performance. Students who get corrective feedback are motivated in learning. The teacher's feedback motivates students to give more effort to learn in correcting their errors in improving their speaking performance. As a result, students get new vocabularies, more confidence to speak, speak more fluently, and have better pronunciation and grammar.

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