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## FEEDBACK ON SPEAKING ACTIVITY IN ESP CLASS: TEACHER'S ROLE IN ENHANCING STUDENT'S MOTIVATION

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**Abstract:** One of the most noted obstacles found in ESP class that impede the learner's effective enhancement for speaking skill lies not only in accuracy and fluency, but also student's low motivation. Therefore, teacher use feedback as strategy to help student noticing their weakness and mistakes, and enhancing motivation. It is strongly believed that feedback can be beneficial for student improvement, but it may demotivate the student if it is applied inappropriately; hence this descriptive qualitative study aims at finding out the teacher's role in delivering the feedback on speaking activity to enhance student motivation in ESP class. Employing questionnaire, interview and observation as data collection techniques, the study found that all students perceived feedback as a media to recognize themselves and motivates them to be better. It is concluded that to be effective in delivering the feedback, teacher should maximize the role by empowering and participating the students in the process of giving feedback to each other (facilitator), giving informational feedback: correction and example (counselor) and most importantly giving affective feedback: positive encouragement through words, expression and gesture (motivator).

**Keywords:** Feedback, speaking activity, teacher's role, motivation

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### INTRODUCTION

Speaking skill is one of the most prominent English skills that should be mastered in order to be able to communicate with other people. Furthermore, Morozova (2013) states that to reach effective communication, mastering speaking skill is a must since without oral communication skill, people will get difficulties to build relationship with others. Knowing this importance does not automatically overcome the problem of low motivation of English learner in higher educational setting, especially in non-English department. One of the major obstacles that the learners have to overcome in learning speaking is the anxiety that is generated over the risk of producing wrong, stupid or incomprehensible utterances. Learners are usually reluctant to be judged by hearers (Brown, 2007). Based on *Giving Feedback on Speaking: Part of Cambridge Papers in ELT Series* (2017). This condition is definitely stronger in lower level learners. They are under intense pressure when they must deal with the fact that they have to speak in public, in front of others (peers or teachers) who probably judging how well they perform. More often, this uncomfortable feeling lead them to adopt a limited participation strategy: the less

they say the fewer mistakes they will make. When this condition occurs in the process of teaching learning, there is possibility of reduction in mastering target language.

From the researcher's experience, low motivation is clearly reflected in speaking activity. The result of preliminary study conducted to one ESP class namely *English for Nursing 6* in STIKES Widyagama Husada Malang in 2018 revealed that poor performance in speaking activity was partly caused by poor preparation. This poor preparation appeared due to student's low motivation. The fact that English is non-core subject, the students' attribution to English as difficult subject and anxiety of making mistake are some of the list of reason behind the student's low motivation. In group presentation project, students generally divided the material for presentation to the group member equally. They did not provide specific time to rehearse or have simulation, hence peer checking on the language accuracy and fluency was impossible to do. Simply put, student's low motivation affect the willingness to have good preparation, and that finally result lack of confidence and poor speaking performance in terms of accuracy, fluency and also communicative aspects such as eye contact, body language, and facial expression.

Having the above fact and understanding, feedback is then assumed to be one of the strategies that can help learners noticing their incorrectness, doing improvement and enhancing their motivation for the next speaking performance. According to Mak in Gulo (2017), feedback is the main point to the learning process, a right and effective feedback will be a powerful way to enhance student's ability and motivation in learning language. Furthermore, Some previous research suggest that students want and expect to be corrected. In fact, they want to be corrected more than their teacher feels ready to do so (Roothoof & Breeze, 2016). This finding is uncontroversial since most adult learners in educational context expect their errors to be corrected, and they believe that teacher is the best person to provide it with explicit feedback as their choice (Lyster et al., 2013:7; Zhang & Rahimi, 2014: 433).

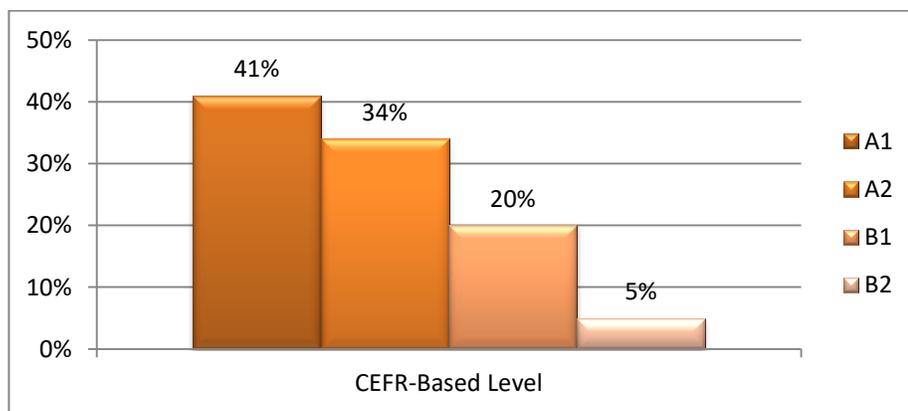
Many literatures and research has provided knowledge about when, how and what kind of feedback to give to the students, however the role of teacher in delivering such feedback has not got much attention and this is need to be addressed since teacher is considered the prominent agent that can deliver such feedback effectively. Thus the questions raised in this research are:

1. Do feedback given in ESP class speaking activity perceived as motivating by students?
2. What are the roles of teacher in delivering feedback in speaking activity?

## METHOD

The study implemented the descriptive qualitative method as it aimed at describing social phenomena. It was also conducted directly to the data source, the data collected as in the form of words and it emphasized the process and meaning.

The study was conducted in STIKES Widyagama Husada Malang, East Java, Indonesia. 39 respondents from one class of 6B Nursing Science Study Program of 2017-2018 were involved in the study. They were students who took English for Nursing (EFN) 6 course subject. EFN 6 is the last English course that should be taken by the students. In other words, the students had taken the previous English subjects, EFN 1- EFN 5. The composition of the 39 students is heterogeneous. The following is the distribution of EFN 6 student based on *Common European Framework of Reference (CEFR)* for languages.



**Figure 1 The Level of English for Nursing (EFN) 6 Students Based on CEFR**

The data was collected through observation, open-ended questionnaire and in-depth interview. There were 3 group speaking projects with different topics during EFN 6. At the end of every speaking activity, the students were given feedback explicitly from peers and teacher covering the accuracy or fluency depends on the student’s needs individually or group. At the end of the whole speaking projects, the students were asked to answer open-ended questionnaire dealing with feedback on speaking activity to gain their response. The questions were written in English, but explanation of each question as given to avoid misunderstanding. To answer the question, the respondents are allowed to use Indonesian to avoid problem in expressing their idea. In the process of tabulation, some expressions with similar meaning were then combined to obtain condensed answer. Following the tabulation of questionnaire, in-depth interview was performed to 18 respondents that were selected proportionally based on the level of CEFR. It was intended to gain detailed information and crosscheck some ambiguous answers. The result of observation was then added to support other data in the process of analysis.

Data analysis in this study was performed at the time of data collection and after the data was complete. It employed Miles and Huberman model as stated in Sugiyono (2016) as

interactive qualitative data analysis that is performed continuously and the activity during analysis consists of data reduction, data display and conclusion drawing/ verification. To test the credibility, discussion with collegiums and member check was conducted. Member check was performed after data was completely collected and finding or conclusion was drawn.

## FINDINGS AND DISCUSSION

In enhancing student's motivation in learning English, teachers always try to use various strategies and techniques. It's due to the important position of motivation in the process of teaching and learning. Students who have strong learning motivation tend to have more positive attitude towards study that finally influence their mastery of English. However, enhancing motivation is uneasy job, one saying "you can lead a horse to water, but you can't make him drink". Motivating students is as problematic as that. It involves not only leading them to English, but also making them thirsty for knowledge and understanding of English. (Kong, 2009). The discussion of the finding is presented below based on data of the study from questionnaire, interview and observation. To start the discussion, it is prominent to mention that the teacher of *English for Nursing* (EFN) 6 assigned the student several speaking activities during the semester. This includes individual story telling (my last experience in nursing practice), pair-work (presenting nursing-related procedures) and group presentation (planning, media and simulation of doing health promotion). The feedback was given after each activity, to individual or group. At the end of the semester, the data about the students' response were collected, and those are elaborated with existed theories.

### Feedback in Speaking Activity

On *Giving Feedback on Speaking: Part of Cambridge Papers in ELT Series* (2017), it is mentioned that feedback is any kind of information that learners receive about their performance. This can be corrective feedback which focuses on learner's attention on errors, or it can be non-corrective, in the form of praise or encouragement. Furthermore, Stone and Nielson in Adityas (2008) mentioned two kinds of feedback: informational feedback and affective feedback. Informational feedback refers to any information which is functioned as correction, clarification, evaluation and identification of incorrect responses produced by the students, this can be about accuracy and fluency; while affective feedback is positive reinforcement to correct the student's response which is intended to secure performance and create positive emotional reaction on the classroom. It can be in the form of praise or complement. Praising students is often considered to be excellent way to motivate them, especially underachieving or reluctant learners. In implementing feedback in speaking activity, EFN 6 teacher combined the two kinds of feedback pertaining heterogeneous student's proficiency, student's error and psychological aspects. Considering the student's psychological aspect is also important in order to achieve the goal of giving feedback: learning improvement and increased motivation.

Based on the data, 39 respondents (100%) perceived that feedback is necessary given after speaking activity. They considered feedback as an important part of speaking activity due to following reasons:

1. It makes the student recognize themselves (strengths and weaknesses)
2. It builds the student's confidence.
3. It encourages students to have better self-awareness about the goal in learning.
4. It provides knowledge for the students indirectly.

### **Feedback and Student's Motivation**

Motivation might be construed as a state of cognitive and emotional arousal which leads to conscious decision to act in order to achieve set goal (William & Burden, 1977). Furthermore, Cheryl in Kong (2009) mentioned two kinds of motivation, namely intrinsic and extrinsic motivation. Intrinsic motivation is a response to the needs that exist within the learners, such as curiosity, the need to know, and feeling of competence or growth. It exists when someone works because of an inner desire to accomplish a task successfully without bothering the existence of external value; while extrinsic motivation is outwards force in the form of expectation, praise and rewards that powers the student in learning. Referring to that theory, feedback is a part of extrinsic motivation. It is believed that feedback given in speaking activity can improve student's motivation. This statement is supported by Mollestam and Hu in Gulo (2017) that feedback, especially the corrective one helps the students improving their learning but if it is inappropriately delivered, it may result low motivation among students.

Based on the data, 39 respondents (100%) considered feedback has motivating influence. In general, they noted that the increased motivation is not only attribute to learning development, but also their state of mental. In addition, they related their increasing motivation to the following evidence:

1. Readiness to have better preparation prior to the oral presentation.
2. Awareness to check unfamiliar pronunciation.
3. Process the information (about strengths and weaknesses) to further find strategy to have better performance.
4. Improvement in confidence and feeling of being responsible.
5. Eager to find new knowledge and experience about speaking from internet and peer discussion.

In addition, when this result was related to the result of observation and student's development, some interesting facts were obtained. Although 100 % respondents perceived feedback as motivating influence, the development in their speaking performance was varied. In average, students from lower level (A1) had improvement in terms of their confidence that was clearly reflected on their gesture and facial expression. However, the level of content and language accuracy remained the same. Students from higher level (A2-B1) indicated better performance after getting feedback. Knowing their weaknesses and the next step to do for

better improvement led them to have more organized performance. They showed development in their accuracy and fluency although some errors were still found, and most notably their much better confidence to speak in public. Students from higher level (B2) who had better accuracy and fluency indicated the most significant development in their performance. They made improvement based on the feedback given previously and way more natural in delivering the oral presentation. They showed great effort to use their body language, eye contact and facial expression to convey the meaning of their utterances. When feedback actually provides information to the learners that enable them to identify certain aspects of their performance that are acceptable and capable of improving them, it should prove both motivating and helping them to move to the next level of development.

### **Teacher's Role in Giving Feedback**

One of the challenges that the teacher has in speaking class is to ensure that the atmosphere is supportive and enables the students to have communicative speaking activities. Therefore, feedback given by the teachers and peers can also be perceived as a supportive way to achieve communicative atmosphere in class. It was indicated from the data that in giving feedback, teachers should have the following roles in order to be effective in enhancing student's motivation:

1. Facilitator

Teacher is demanded to be a good facilitator during speaking activity in class. There should be equal chance for every student to participate in fruitful communication, and teacher should manage it. It is teacher who can direct the students to participate in peers' development by involving them in the process of giving feedback. At the first chance, mostly the student hesitated to express their evaluation and suggestion for their friend's performance. The students looked more relax in giving feedback to each other over time, and become aware of peer performance along with their own performance. In general, the respondents stated that they prefer the combination of teacher and peer feedback given after the performance of each group was completely done. Feedback from peer doubled the encouragement that had already given by the teacher. It is the teacher job to make it possible. Cooperation between all students and teacher involved in class would definitely create supportive atmosphere that finally increase students' motivation.

2. Counselor

In giving feedback in speaking activity, teacher needs to record any strengths and weaknesses of the student's performance and later decide which information should be given first. It is teacher decision to choose the number and point of the informational feedback to be stated clearly to the targeted students. Giving all informational feedback at one time would not be the best option related to motivation enhancement. Excessive feedback would only cause confusion and demotivates the student. There is possibility that the students feel nothing can be

done for numerous error they made. Based on the data, student's requested proportional feedback: not too many at one time and the teacher give solution, example or steps that can be taken by the students to be better in the next performance.

### 3. Motivator

Affective feedback in the form of praise or other positive encouragement is considered vital in increasing student's motivation. Teacher's intonation, gesture and expression in delivering such feedback determine effectiveness of the feedback itself. Teacher should always motivate the student whatever condition they have. The respondents stated that praise and encouragement should always come together with the informational feedback.

## Conclusion

Feedback given on speaking activity in ESP classis perceived as motivating influence by the learners. This can be one of the alternatives reinforcement used by teachers to motivate the students in learning English speaking. In order to be effective in delivering the feedback, teacher should maximize the role by empowering and participating the students in the process of giving feedback to each other (facilitator), giving informational feedback: correction and example (counselor) and most importantly giving affective feedback: positive encouragement through words, expression and gesture(motivator). When the teacher maximally play the role in delivering the feedback, the students will get better motivation to correct themselves and make effort to be better.

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