

**HOW DOES FEEDBACK MAKE A DIFFERENCE?
A NARRATIVE STUDY OF TEACHER AND PEER
FEEDBACK ON SENIOR HIGH SCHOOL STUDENTS'
MOTIVATION AND SELF-EFFICACY
IN LEARNING ENGLISH**

**By
Hadid Wijatmiko**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 AD / 1447 AH**

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Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

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I, the undersigned, Hadid Wijatmiko declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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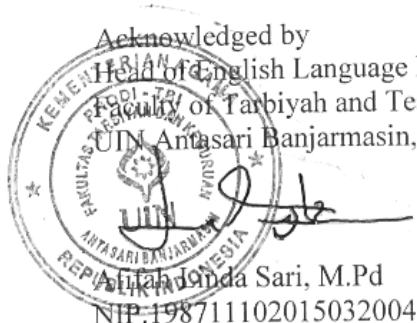
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ABSTRACT

Hadid Wijatmiko. 2026. *How Does Feedback Make a Difference? A Narrative Study of Teacher and Peer Feedback on Senior High School Students' Motivation and Self-Efficacy in Learning English.* Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Rahmila Murtiana, M.A.

Keywords: Feedback; Motivation; Self Efficacy; Narrative Study

This study explores how teacher and peer feedback influence senior high school students' motivation and self-efficacy in learning English, as well as the strategies students use in responding to both positive and negative feedback. The study employed a qualitative approach using narrative inquiry to understand students' lived experiences related to feedback practices in English classrooms. The research was conducted at SMAN 4 Banjarbaru, South Kalimantan, involving six eleventh-grade students selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings revealed that both teacher and peer feedback play significant roles in shaping students' motivation and self-efficacy. Positive feedback increased students' confidence, enthusiasm, and willingness to improve their English performance, while negative feedback was generally perceived as a challenge that encouraged self-improvement rather than discouragement. In addition, students actively responded to feedback by applying several strategies, such as reflecting on mistakes, revising their work, seeking clarification, maintaining good performance, and using criticism as motivation for further improvement. The study also found that supportive, clear, and specific feedback contributes positively to students' emotional and academic development. Overall, this study concludes that teacher and peer feedback are important components in English learning, as they not only support academic achievement but also enhance students' motivation, self-efficacy, and self-regulated learning. Therefore, teachers are encouraged to provide constructive feedback and promote collaborative feedback activities to create a more supportive and meaningful learning environment.

ABSTRAK

Hadid Wijatmiko. 2026. *How Does Feedback Make a Difference? A Narrative Study of Teacher and Peer Feedback on Senior High School Students' Motivation and Self-Efficacy in Learning English.* Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Dosen Pembimbing: Dr. Rahmila Murtiana, M.A.

Keywords: Umpan Balik; Motivasi; Kepercayaan Diri; Narrative Study

Penelitian ini mengkaji bagaimana umpan balik dari guru dan teman sebaya memengaruhi motivasi dan efikasi diri siswa sekolah menengah atas dalam belajar bahasa Inggris, serta strategi yang digunakan siswa dalam menanggapi umpan balik positif maupun negatif. Penelitian ini menggunakan pendekatan kualitatif dengan metode naratif untuk memahami pengalaman nyata siswa terkait praktik pemberian umpan balik di kelas bahasa Inggris. Penelitian ini dilakukan di SMAN 4 Banjarbaru, Kalimantan Selatan, dengan melibatkan enam siswa kelas sebelas yang dipilih melalui teknik sampling purposif. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik. Temuan menunjukkan bahwa umpan balik dari guru dan teman sebaya memainkan peran penting dalam membentuk motivasi dan efikasi diri siswa. Umpan balik positif meningkatkan kepercayaan diri, antusiasme, dan kemauan siswa untuk meningkatkan kemampuan bahasa Inggris mereka, sedangkan umpan balik negatif umumnya dipersepsikan sebagai tantangan yang mendorong perbaikan diri, bukan sebagai hal yang membuat mereka putus asa. Selain itu, siswa secara aktif menanggapi umpan balik dengan menerapkan beberapa strategi, seperti merefleksikan kesalahan, merevisi pekerjaan mereka, mencari klarifikasi, mempertahankan kinerja yang baik, dan menggunakan kritik sebagai motivasi untuk perbaikan lebih lanjut. Penelitian ini juga menemukan bahwa umpan balik yang mendukung, jelas, dan spesifik memberikan kontribusi positif terhadap perkembangan emosional dan akademik siswa. Secara keseluruhan, penelitian ini menyimpulkan bahwa umpan balik dari guru dan teman sebaya merupakan komponen penting dalam pembelajaran bahasa Inggris, karena tidak hanya mendukung prestasi akademik, tetapi juga meningkatkan motivasi, keyakinan diri, dan pembelajaran yang diatur sendiri pada siswa. Oleh karena itu, para guru didorong untuk memberikan umpan balik yang konstruktif dan mendorong kegiatan umpan balik kolaboratif guna menciptakan lingkungan belajar yang lebih mendukung dan bermakna.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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