

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This chapter presents the findings and discussion of the study based on the data collected and analyzed regarding the role of teacher and peer feedback in English language learning. The study focuses on senior high school students' experiences in receiving and responding to feedback provided by both teachers and peers.

Specifically, this chapter is organized based on the two research questions of the study. First, it explores how teacher and peer feedback influences students' motivation and self-efficacy in learning English. Second, it describes how students respond to feedback, whether positive or negative.

The findings are presented systematically based on the themes that emerged from the data. These findings are then analyzed and interpreted to answer the research questions. Furthermore, the discussion section connects the findings with relevant theories and previous studies to provide a deeper understanding of the phenomenon under investigation.

## **1. How teacher and peer feedback influences students' motivation and self-efficacy in learning English**

### **a. When Feedback Becomes a Source of Motivation and Growth**

The interview data revealed that both teacher feedback and peer feedback provided by classmates played a significant role in shaping students' motivation in learning English. The participants perceived feedback not merely as an evaluation of their performance but as a source of encouragement, reflection, and personal growth. Most participants reported that feedback, particularly when it was delivered clearly, specifically, and regularly, increased their enthusiasm and motivated them to improve their English learning performance.

Student 1 described how feedback from teachers is commonly delivered verbally and frequently, particularly at the end of the lesson. He emphasized that both positive and negative feedback contribute to his motivation.

His story:

*“In my experience, teachers usually give feedback verbally, and it happens quite often, especially at the end of the lesson. When I receive positive feedback, I feel happy and proud of myself. It makes me want to do even better in the future.*

*At the same time, when I receive negative feedback, such as, "Your ideas are good, but you need to improve your grammar," or "Some of*

*your pronunciations were inaccurate. Please practice those words again before the next presentation." I don't feel discouraged. Instead, it motivates me to improve my weaknesses. I always try to listen carefully to what the teacher says because I know it will help me become better.*

*I have also received feedback from my friends, usually after presentations, and sometimes because the teacher asks them to give comments. Honestly, I feel helped when my friends give feedback because they can point out things that I might not notice.*

*I feel very enthusiastic whenever I receive feedback, whether from teachers or friends. For example, after a classroom presentation, the teacher and classmates provided encouraging comments such as, "Good job! Your presentation was clear and well organized," or "You explained the material confidently. Keep improving your pronunciation.", I see it as a way to improve myself in the future.*

*Of course, there were moments when I felt less confident after receiving negative feedback. However, I realized that those comments actually helped me improve my learning. For me, good feedback is feedback that is specific, clear, and not too general, so I can understand exactly what I need to fix."*

From this finding, it can be concluded that feedback functions as a motivational driver when it is perceived as constructive and meaningful. Both positive reinforcement and corrective comments contribute to students' willingness to improve, indicating that feedback supports not only academic development but also internal motivation.

#### **b. Challenged but Motivated: The Dual Impact of Feedback on Self-Efficacy**

Another important finding shows that feedback has a dual impact on students' self-efficacy. While positive feedback tends to strengthen confidence, negative feedback may temporarily reduce it. However, most students demonstrated resilience by transforming negative feedback into a challenge for improvement.

Student 2 explained that feedback from teachers is often delivered after exams and can create both emotional and cognitive responses.

His story:

*“In my experience, teachers usually give feedback verbally, especially after exams. When I receive negative feedback, I actually feel challenged rather than discouraged. It pushes me to do better next time.”*

*Of course, I always listen to the feedback carefully, and I feel happy when I receive positive feedback. It gives me confidence that I am on the right track.*

*I have also received feedback from my friends, sometimes from their own initiative, and it really helps me see my mistakes from a different perspective.*

*There was a time when my score dropped significantly, and I felt a bit less confident. However, after receiving suggestions and encouragement from both my teacher and my friends, I became more motivated to improve.*

*Whenever I receive positive feedback, My teacher and friends gave supportive comments such as, "Don't worry about this result. You can do much better next time if you practice more," and "I know you have the ability. Review your mistakes and try again." I try to become even better. On the other hand, when I receive negative feedback, For example my teacher provided corrective comments such as, "Several answers were incomplete, and you need to explain your ideas more clearly," or "Please pay more attention to grammar and sentence structure in your writing.". But, I focus on finding my mistakes and looking for solutions. For me, good feedback is when the teacher directly points out the mistakes and explains them clearly so I can fix them."*

Similarly, Student 3 shared that although feedback sometimes lowers confidence, it ultimately contributes to self-improvement.

His story:

*“I usually receive feedback verbally from my teacher at the end of the lesson. When I get negative feedback, I actually feel motivated to improve. Of course, I listen carefully, and I feel happy when I receive feedback.*

*My friends have also given me feedback on their own initiative, and I find it very helpful. For example, when I practice speaking and receive praise, such as “Very good! Your pronunciation is much better today.” I feel encouraged to learn more.*

*There were times when I felt less confident because of feedback, but I realized that it helped me improve my learning. When I receive positive feedback, I feel motivated to develop myself further. When I receive negative feedback, for example “Some words were pronounced incorrectly”, I usually ask my friends for suggestions and then try to fix my mistakes.”*

These findings indicate that feedback influences self-efficacy in complex ways. While negative feedback may initially reduce confidence, students tend to reinterpret it as a challenge. This suggests

that students develop adaptive beliefs about their abilities, where difficulties are seen as opportunities for growth rather than failure.

## **2. How students respond to positive or negative feedback**

### **a. Learning Through Feedback: Students' Strategies for Improvement**

Another key finding of this study reveals that students actively develop strategies in responding to feedback, both positive and negative. Feedback is not passively received; instead, students engage in reflective and corrective actions to improve their learning.

Student 4 explained how feedback helps him regulate his learning process.

His story:

*“In my experience, teachers give feedback both verbally and in written form, usually after we complete assignments. When I receive negative feedback, I feel challenged, and I try to understand it carefully. I also feel proud when I receive positive feedback.*

*I have also received feedback from my friends, and it helps me improve. I feel enthusiastic when receiving feedback, especially when I get good scores and praise from both teachers and friends.*

*There were times when I felt less confident, but I realized that feedback helps improve my learning. When I receive positive feedback, I try to maintain my performance. When I receive negative feedback, I listen carefully and fix my mistakes. For me, good feedback is when both teachers and friends give appreciation and support.”*

Student 5 further emphasized reflective strategies in dealing with feedback.

His story:

*“I usually receive feedback both verbally and in written form, and quite often. When I receive negative feedback, I feel motivated, and I always try to listen carefully. I feel happy when I receive positive feedback.*

*I have also received feedback from friends, usually because the teacher asks them to give comments, and it really helps me.*

*I feel quite enthusiastic when receiving feedback, although sometimes I feel less confident. However, I still try to improve my learning.*

*When I receive positive feedback, I try to become better than before. When I receive negative feedback, I reflect on it, find my mistakes, and fix them. For me, good feedback is when teachers and*

*friends continue to support and motivate us, even when we get low scores.”*

These findings show that students apply various strategies such as reflecting on mistakes, seeking clarification, maintaining performance, and making improvements. This indicates the development of self-regulated learning, where students take active control of their learning process.

#### **b. Accepting Feedback with Resilience: Confidence and Emotional Response**

The final finding highlights how students differ in their emotional responses to feedback. While some students experience decreased confidence, others remain stable and resilient regardless of the type of feedback received.

Student 6 provided a unique perspective by showing consistent confidence when receiving feedback.

His story:

*“In my experience, teachers usually give feedback verbally at the end of the lesson. When I receive negative feedback, I feel normal. I accept it and try to learn from it. I also feel happy when I receive positive feedback.*

*I have received feedback from friends, usually because the teacher asks them to give comments, and I find it helpful.*

*Honestly, I feel quite neutral when receiving feedback from both teachers and friends. I have never felt less confident because of*

*feedback. Instead, I remain confident and use the feedback to improve my learning.*

*When I receive positive feedback, I feel grateful. When I receive negative feedback, I stay strong and keep improving so I don't repeat the same mistakes. For me, good feedback is feedback that is delivered honestly, openly, and directly."*

From this finding, it is evident that students' emotional responses to feedback vary. However, resilience plays a crucial role in maintaining self-efficacy. Students who are able to accept feedback calmly tend to benefit more from it, as they focus on improvement rather than emotional reactions.

## **B. Discussion**

### **1. Learners' Encounters with Feedback Practices in English Learning (RQ1)**

Theme: The Necessity of Combining Teacher and Peer Feedback as Complementary Practices

A further pivotal result from this study highlights students' perceptions regarding the necessity of integrating both teacher and peer feedback in English learning. Although teacher feedback is generally perceived as more authoritative and structured, peer feedback is also recognized as valuable in providing additional perspectives and emotional support. Students do not rely solely on one source of feedback; instead, they benefit from the combination of both.

Student 4 clarified that feedback from teachers is often delivered formally, either verbally or in written form, while peer feedback tends to be more informal but still meaningful. According to him, both types of feedback contribute to improving his learning. Student 4's experience indicates that teacher feedback and peer feedback serve different but complementary functions. Teacher feedback provides formal guidance for learning, whereas peer feedback offers additional perspectives that help students reflect on their performance.

From this description, it is evident that students do not position teacher and peer feedback as separate or competing elements. Instead, they propose a complementary relationship between the two. Teacher feedback provides clarity, authority, and direction, while peer feedback offers relatability and collaborative reflection.

Student 4 explained that teacher feedback helped him understand his strengths and weaknesses through clear guidance, while peer feedback provided additional perspectives for improvement. This finding aligns with Hattie and Timperley (2007), who argue that effective feedback helps learners understand their current performance and identify directions for future improvement.

At the same time, this finding is also consistent with David Nicol and Debra Macfarlane-Dick (2006), who argue that peer feedback plays a crucial role in developing self-regulated learning.

Through peer interaction, students engage in reflection, evaluation, and collaborative meaning-making.

Students 1 and 2 explained that good feedback was feedback that clearly identified mistakes and provided specific suggestions for improvement. This supports Susan M. Brookhart (2017), who states that feedback must be specific, clear, and actionable in order to support learning. Students in this study explicitly mentioned that “good feedback” is feedback that directly explains mistakes and provides guidance for improvement.

Students 1, 2, and 3 reported feeling proud after receiving praise but sometimes less confident after receiving corrective feedback. Their emotional responses, such as feeling proud, motivated, or sometimes less confident—indicate that feedback influences their internal states. This aligns with Edward L. Deci and Richard M. Ryan’s (2020) theory, which explains that supportive feedback enhances motivation by fulfilling learners’ psychological needs.

In summary, students’ encounters reveal that effective feedback in English learning requires the integration of teacher and peer feedback. This combination creates a more comprehensive learning experience that addresses both cognitive and emotional aspects of learning.

## **2. The Influence of Feedback on Students' Motivation and Self-Efficacy (RQ2)**

The findings of this study further reveal that feedback significantly influences students' motivation and self-efficacy in learning English. These psychological constructs are not only shaped by the type of feedback received but also by how students interpret and respond to it.

Firstly, Students 1, 2, and 3 consistently reported that positive feedback increased their enthusiasm, while negative feedback motivated them to improve their weaknesses.

increased motivation emerged as a primary outcome of feedback. Both positive and negative feedback were found to encourage students to improve their performance. Positive feedback generated feelings of happiness, pride, and enthusiasm, while negative feedback was often interpreted as a challenge rather than a failure. This finding supports the theory of Edward L. Deci and Richard M. Ryan (2020), which explains that motivation can be enhanced when individuals perceive feedback as supportive and meaningful.

Secondly, Students 2 and 3 explained that although negative feedback initially reduced their confidence, they eventually used it to improve their performance.

feedback plays a crucial role in shaping students' self-efficacy. According to Albert Bandura (1997), self-efficacy refers to

individuals' beliefs in their ability to succeed. In this study, positive feedback strengthened students' confidence, while negative feedback sometimes reduced it temporarily. However, most students demonstrated resilience by using feedback as a tool for improvement. This indicates that feedback functions as a form of verbal persuasion that can either strengthen or challenge self-efficacy beliefs.

Student 2 viewed mistakes as challenges rather than failures, while Student 3 regarded criticism as an opportunity to improve future performance. Furthermore, the findings reflect the concept of growth mindset proposed by Carol S. Dweck (2006). Students in this study tended to view mistakes as opportunities for learning rather than as indicators of failure. This perspective allows them to remain motivated even when receiving criticism, which is essential for long-term academic development.

Thirdly, Students reported responding to feedback by revising mistakes, asking classmates for suggestions, and practicing more frequently. feedback contributes to the development of self-regulated learning strategies. Students reported that they respond to feedback by reflecting on their mistakes, seeking solutions, asking for clarification, and trying to improve their performance. This finding is consistent with Barry J. Zimmerman (2000), who argues that self-regulated learners actively control their learning through processes such as planning, monitoring, and evaluating.

Students 2 and 3 described seeking clarification and discussing feedback with classmates before revising their work. This finding supports David Nicol and Debra Macfarlane-Dick (2006), who state that feedback helps students identify gaps in their learning and adjust their strategies accordingly. The students in this study demonstrated these behaviors clearly, indicating that feedback facilitates independent learning.

Students in this study demonstrated different emotional responses to feedback. Student 1 reported feeling less confident after receiving negative feedback, although the feedback eventually helped improve his learning. Similarly, Student 3 also admitted experiencing a temporary decrease in confidence after receiving corrective feedback but continued to use the feedback to improve future performance. In contrast, Student 2 interpreted negative feedback as a challenge rather than a setback, explaining that it motivated her to identify mistakes and perform better in subsequent tasks.

These findings support Bandura's (1997) theory of self-efficacy, which explains that individuals interpret performance feedback differently depending on their beliefs about their own capabilities. Students with stronger self-efficacy are more likely to perceive corrective feedback as useful information for improvement rather than as evidence of failure. This pattern was reflected in Student 2's experience, who viewed negative feedback as an opportunity to

improve, whereas Students 1 and 3 initially experienced lower confidence before gradually rebuilding their self-efficacy through reflection and continued effort.