

CHAPTER V

CLOSURE

A. Conclusion

This research sought to investigate students' experiences in receiving teacher and peer feedback and to assess its impact on their motivation and self-efficacy in learning English. This study aims to understand how students interact with feedback practices in the classroom context.

This study addressed two research questions regarding students' experiences with teacher and peer feedback in learning English.

1. The findings revealed that teacher and peer feedback positively influenced students' motivation and self-efficacy. Students perceived feedback as an important part of the learning process, particularly when it was delivered clearly, specifically, and supportively. Positive feedback increased students' confidence, motivation, and enthusiasm to learn, while negative feedback, although sometimes reducing confidence temporarily, was generally interpreted as constructive guidance that encouraged students to improve their performance.

2. The findings showed that students employed various strategies in responding to both positive and negative feedback. They reflected on their mistakes, identified areas for improvement, sought clarification from teachers or classmates, and worked to maintain or improve their performance. These responses demonstrate that students actively used feedback as a learning resource to develop greater self-regulation and continuously improve their English learning.

B. Suggestion

Based on the findings of this study, several suggestions are proposed for teachers, students, and future researchers.

1. For Teachers

Teachers are encouraged to provide feedback that is clear, specific, and constructive. Feedback should not only focus on identifying mistakes but also offer practical guidance for improvement. In addition, teachers should balance positive and negative feedback to maintain students' motivation and confidence. Creating a supportive classroom environment is also important so that students feel comfortable receiving and responding to feedback.

Furthermore, teachers are recommended to involve students in peer feedback activities. By encouraging students to give and receive feedback from their peers, teachers can promote collaborative learning and enhance students' critical thinking and reflection skills.

2. For Students

Students are encouraged to view feedback as an opportunity for growth rather than as criticism. They should actively reflect on the feedback they receive, identify their weaknesses, and make efforts to improve their performance. In addition, students should develop confidence in giving and receiving peer feedback, as it can provide valuable insights and support their learning process.

3. For Future Researchers

Future researchers are suggested to explore feedback practices in different educational contexts, such as different grade levels, subjects, or learning environments. Further studies may also investigate other psychological aspects related to feedback, such as anxiety, self-esteem, or emotional regulation.

In addition, future research can use different methodologies, such as mixed methods or experimental designs, to provide a more comprehensive understanding of the impact of feedback on students' learning outcomes.