

An Exploration of Students' Perceptions of Teacher Feedback and Its Influence on Their Motivation to Learn English

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Abstract

This study explores how students perceive teacher feedback and how it affects their motivation to learn English, with a specific focus on the acceleration class at MTsN 1 Surabaya. Adopting a mixed-method pragmatism with a qualitative descriptive approach, the research involved 31 students from the seventh grade, selected through purposive sampling. Data were gathered using a structured Google Form questionnaire consisting of 30 Likert-scale statements, 15 focused on teacher feedback and 15 on learning motivation. Descriptive statistics were used to highlight general response patterns, while thematic analysis helped interpret students' perceptions in more depth. The findings show that students more to view their teacher's feedback in a positive light, describing it as clear, specific, and encouraging. This positive perception strongly correlates with higher motivation. The study suggests that effective feedback helps students feel more competent and confident, creates a psychologically safe environment where they are not afraid to make mistakes, and empowers them to take more ownership of their learning. While the results were largely positive, a small percentage of students expressed neutral views, indicating that feedback is not equally effective for everyone. The study concludes that teacher feedback is a crucial tool for building and sustaining student motivation. It recommends that educators focus on providing supportive and actionable feedback to foster a positive and productive learning atmosphere.



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A. Introduction

In the modern world of education, learning English occupies a crucial position. English is no longer seen merely as an additional subject, but has become a life skill that is very important in facing the challenges of the globalization era. English functions as a lingua franca or international bridging language that enables communication across cultures and countries (Tahir et al., 2024). The wide use of English in various fields such as academics, business, diplomacy, and technology makes it the main language in global interactions (Richards, 2015). This context demonstrates that mastery of English offers significant added value for individuals, particularly students, in accessing various opportunities at both national and international levels. In the Indonesian educational environment, the need for mastery of English is increasingly urgent, alongside the growing demands of the curriculum and national education policies that encourage greater student competitiveness in the global arena (Isadaud et al., 2022). Therefore, the role of English can no longer be seen merely as a formal curricular obligation, but as a strategic provision for the future success of students.

In addition to being the language of global communication, English also opens access to various sources of knowledge and technology. The dominance of English in scientific publications, digital media, and technology development makes it the main means of obtaining information and learning (Al-khresheh et al., 2025). In today's digital era, English mastery is no longer limited to formal interactions in the classroom, but rather extends to digital platforms that demand independent learning (Putra & Madkur, 2025). This means that students who have good English language skills will more easily access massive global information (Crystal, 2003). In this context, mastery of English is not only a communication tool but also the key to opening the gates of literacy and active participation in the knowledge society (Harmer, 2015). The ability to understand and produce texts in English also enables students to become part of the global community, both as learners and as contributors to the development of science and world culture (Slatinska, 2023). Thus, it is important for educational institutions, especially at the junior secondary level, to ensure that the development of English language skills receives serious and systematic attention.

However, mastery of English cannot be achieved by an instructional approach through the delivery of classroom learning alone (Indra & Ambarwati, 2024). One of the fundamental factors that influences the success of English learning is students' learning motivation. Motivation is a psychological foundation that encourages individuals to initiate, maintain, and sustainably direct their learning activities (Lizaria Khafshoh et al., 2023). In the context of foreign language learning, motivation not only encourages students' active participation but also determines how much effort they will put into overcoming difficulties, such as grammar mastery, vocabulary development, or public speaking courage. In English language learning, motivation often fluctuates and is strongly influenced by internal factors (such as interest, personal goals, and self-confidence) and external factors (such as teacher support, classroom environment, and relevant materials according to learners) (Zhang & Hu, 2025). Therefore, understanding the factors that influence

students' learning motivation is crucial for teachers in designing adaptive and responsive learning approaches.

Motivation also plays a role in determining how much perseverance students have in facing various challenges in the learning process. The motivation serves not only as an initial driver, but also as a force that maintains students' engagement in the long term, especially when they face difficulties or failures (Guo et al., 2025). In the context of English language learning, which requires mastery of the four main skills of listening, speaking, reading, and writing, motivation becomes a very determining aspect of success. Without adequate motivation, students tend to give up easily when they encounter obstacles, such as difficulty understanding the material or shyness in speaking in a foreign language (Schunk et al., 2008). In contrast, highly motivated students will be more eager to try, not afraid to make mistakes, and continue to try to improve their abilities (Jelínková et al., 2023). In other words, motivation not only has an impact on the result of learning, but also on the learning process itself, such as the selection of learning strategies, the time invested, and the attitude towards feedback from the teacher.

In second or foreign language learning, motivation has a central role that cannot be separated from students' attitudes and orientations towards the language. Students who have an integrative orientation, i.e., the desire to understand and become part of the culture of language users, tend to show higher motivation and better achievement (Saragih & Subekti, 2023). This suggests that the success of English language learning has a lot to do with how students interpret the learning process itself: whether they see it as a mere academic obligation or as an opportunity to develop themselves (Gardner & Lalonde, 2010). In this case, teachers need to create a learning environment that supports the growth of internal motivation, for example, by using contextual approaches that exist in learners' lives and building positive interpersonal relationships.

In the challenging context of English language learning, teacher feedback has a dual impact: as an evaluative tool and as a motivational driver. When students receive constructive feedback, they feel valued and cared for, which in turn increases their confidence and willingness to continue learning (Brandmo & Gamlem, 2025). In contrast, vague or negative feedback can demotivate and frustrate students (Yulhendri et al., 2025). Therefore, teachers need to understand that the way they respond to students' assignments will influence students' future learning attitudes and behaviors. In the acceleration system, which demands high levels of independence and perseverance, the presence of teachers as supportive feedback givers is crucial to keep students motivated and able to withstand increased academic pressure.

Previous research also supports the importance of the relationship between teacher feedback and student motivation in English language learning. Research in secondary schools in the Teluk Tomini found that students preferred direct feedback given by teachers in writing lessons. This type of feedback provides a more concrete understanding of errors and their correction, and increases students' confidence in improving their skills. This shows that the quality and form of feedback can directly affect students' perception and motivation (Danial & Idul, 2020). In addition, research at SMP Negeri 3 Bangkinang revealed that students' motivation in speaking English was strongly influenced by emotional and academic

support from teachers. Although many students feel less confident, the presence of teachers who provide constructive feedback can increase their participation and enthusiasm in learning (Zihni & Rianti, 2023). This research underscores the importance of the teacher's role as a motivator in creating a positive and supportive learning climate.

Similar findings were also presented by Solihat, who examined the influence of learning motivation and vocabulary mastery on the narrative writing skills of junior high school students in Bogor. She found that learning motivation has a significant contribution to students' achievement in writing skills. This reinforces the view that learning English requires not only cognitive ability, but also a strong affective drive from within students that can be fostered through appropriate teaching strategies, including the provision of effective feedback (Solihat, 2021).

In this study, One of the junior high school in Surabaya, MTsN 1 Surabaya implemented the acceleration learning system for several classes, which allows students to complete the education level in a shorter time (acceleration in two years) than the regular class, which commonly completed in three years. This system provides an opportunity to accelerate studies for students with high academic potential, but also brings consequences in the form of a denser learning load, a more intensive learning schedule, and demands for independent learning. Under these conditions, the role of the teacher becomes very important, not only as a facilitator of subject matter but also as a psychological companion and motivator. One of the most influential forms of teacher support is providing feedback on student learning outcomes and processes. Brookhart emphasizes that effective feedback should be specific, clear, and focus on the process, not just the results (Brookhart, 2017). Meanwhile, Hattie and Timperley state that timely and relevant feedback can increase students' confidence and motivation to learn, and help them identify areas for improvement (Hattie & Timperley, 2007).

Previous studies conducted by Danial and Idul, Zihni, and Solihat have highlighted the relationship between teacher feedback, learning motivation, and students' English proficiency in different contexts, such as writing and speaking learning in secondary schools in several regions in Indonesia. However, these studies mostly used a quantitative approach and focused on specific aspects of language skills or the influence of motivation in general, without delving deeply into how students subjectively interpret the feedback received. In contrast to that, this study adopts a qualitative approach that focuses on students' perceptions of teacher feedback in the context of English learning at MTsN 1 Surabaya, which implements the acceleration by shorting the Semester Credit System/Sistem Kredit Semester (SKS). The acceleration context provides its own dynamics in the form of a denser learning load and high demands for learning independence, so that students' perceptions of teacher feedback become crucial in influencing their learning motivation. Thus, this research not only extends the study of the role of feedback in language learning but also provides a more comprehensive contextual understanding of how students' perceptions of feedback can be a determining factor in sustainably motivating English language learning.

In this regard, based on preliminary research through teacher interviews, there are still striking variations in students' responses to teacher feedback, especially in acceleration classes such as seventh grade class and ninth grade class. Some

students show increased enthusiasm and engagement in learning after receiving feedback, while others appear to experience no significant change in motivation. In fact, there are students who experience boredom and burnout due to high academic pressure, which makes it difficult for them to make optimal use of feedback.

This suggests that students' perceptions of teacher feedback play an important role, but are not yet fully understood. Moreover, in the context of the unique and challenging acceleration system, it is still rare for studies to specifically explore the relationship between perceptions of teacher feedback and its impact on student motivation, especially in English subjects, which have their own level of difficulty. It is important to further explore how students understand, assess, and respond to the feedback they receive from their English teachers. Behind these responses lies the meaning and attitude of students towards the learning process they are undergoing. Especially in a stressful learning environment such as an acceleration class, understanding these dynamics is key to designing more adaptive and motivating learning approaches.

This research focuses on the seventh class of the acceleration program at MTsN 1 Surabaya, which is currently the only acceleration class that is still undergoing learning, making it possible to collect data optimally. By deeply examining students' perceptions of teacher feedback and how these perceptions relate to their level of learning motivation, this study is expected to reveal the subjective meanings that students give to feedback, as well as its impact on their enthusiasm for learning English. Through this study, a more comprehensive understanding of the strategic role of teacher feedback in shaping students' learning motivation is expected to emerge, especially in English language learning in acceleration classes. The findings are expected to be the basis for designing feedback strategies that are not only corrective but also able to generate motivation, provide emotional support, and create a more productive and enjoyable learning environment for students.

B. Method

This study used a descriptive survey approach to collect quantitative data on students' perceptions and motivations through a Likert-scale questionnaire. Although the data generated were numerical, the analysis and interpretation in this study were conducted within a qualitative framework. Descriptive statistics (frequencies and percentages) were used as a first step to identify general patterns and trends in student responses. These quantitative patterns were then interpreted thematically to understand the deeper meaning behind the numbers, in line with the study's objective of exploring students' subjective experiences. To ensure the quality of the instrument, internal consistency reliability was examined, which assesses how well items in a scale measure the same construct. This step strengthens the validity of the instrument and supports Creswell's view that the pragmatism paradigm allows researchers to use multiple approaches, such as quantitative surveys, to generate qualitative insights to achieve comprehensive research goals (Creswell, 2014).

Participants were 31 seventh grade students from the 7B class at MTsN 1 Surabaya. The class was selected through purposive sampling, a technique used in qualitative research to select participants who have specific experiences related to

the research focus (Patton, 2002). Seventh grade was chosen because they consistently receive teacher feedback as part of their English language learning process, making them suitable informants for this study.

The data collection instrument was a Google Form questionnaire that consisted of two sections: (1) student perceptions of teacher feedback (15 items), and (2) student motivation in learning English (15 items). Each item used a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Although the questions were closed-ended, they were analyzed descriptively to identify overall response trends. This type of structured instrument helps the researcher gather consistent responses that reflect student attitudes, while still allowing for thematic interpretation in the discussion.

The data collected from the questionnaire were quantitatively analyzed using descriptive statistics to support the qualitative narrative. The frequency and percentage of each Likert-scale response were calculated and presented in tables, allowing the researcher to identify patterns and tendencies in student responses. These tables serve as supporting evidence for the qualitative descriptions, providing clarity and transparency in data presentation. For instance, items with high agreement (e.g., 4 or 5) would indicate a generally positive perception, while items with lower ratings could highlight areas of concern or dissatisfaction.

While numerical summaries were used to show general trends, the interpretation of these results remained within a qualitative framework, focusing on the meanings behind the students' responses. The researcher discussed the findings thematically, grouping related items under key categories such as clarity of feedback, timeliness, motivational impact, and student confidence. This approach allowed for a deeper understanding of how feedback functions in the classroom, not just in terms of numbers but in terms of students' lived experiences and educational development.

The collected questionnaire data were processed using Microsoft Excel or Google Sheets to facilitate descriptive statistical analysis. Each student's response to the Likert-scale items was entered into a spreadsheet where the numerical values (1 to 5) corresponded to their answers. The researcher then calculated the frequency distribution and percentage of responses for each item.

For example, for the statement "Teacher explains clearly the errors in my assignments," the researcher counted how many students chose each response category (1 to 5) and then converted these counts into percentages. These results were tabulated, allowing the researcher to identify whether most students tended to agree, disagree, or were neutral toward each statement.

Such tables enable a clear visual summary of student perceptions and motivation levels. A typical table might look like this:

Table 1. Example of Frequency and Percentage Distribution

Question (Abbreviated)	1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
The teacher explains clearly the errors in my	6.7% (1)	6.7% (1)	13.3% (2)	46.7% (7)	26.6% (4)

assignments					
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In the table, the question instrument is shortened from 15 in each section to make it easier to write and convey the analysis results, the Likert scale 1-5 shows the level, and the data is shown as a percentage (%) along with the number of students who chose the scale in each question, for example 6.7% (1) is the percentage of 1 student from the total number of students who were the object of the research who chose the scale.

The researcher used these descriptive statistics as a foundation to support qualitative interpretations. By examining which items had higher levels of agreement, the researcher identified themes related to positive perceptions of feedback and enhanced motivation. Conversely, items with lower agreement signaled potential issues or challenges in the feedback process.

This combination of quantitative descriptive summaries with qualitative thematic interpretation provides a more comprehensive understanding of students' experiences, consistent with the descriptive qualitative approach. It allows the researcher not only to describe what the general perceptions are but also to explore their meanings in the educational context.

C. Findings and Discussion

The data collected from the questionnaire provides a comprehensive overview of students' perceptions regarding teacher feedback and its influence on their motivation in learning English at MTsN 1 Surabaya. The responses are categorized into two main sections: (1) students' perceptions of teacher feedback (15 items) and (2) students' motivation in learning English (15 items). Each item was measured using a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). The following discussion presents the frequency and percentage distribution of responses without interpretation, allowing for an objective examination of the trends. The discussion will explain feedback aspects: effort and students' perceptions of teacher feedback, positive reinforcement and constructive feedback, timeliness and delivery of feedback, comfort, and impact of feedback.

Table 2. Frequency and Percentage Distribution of Student Perceptions of Teacher Feedback

Question (Abbreviated)	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
The teacher explains mistakes clearly	0% (0)	0% (0)	16% (5)	38% (12)	45% (14)
The teacher's feedback is specific	3% (1)	0% (0)	10% (3)	35% (11)	52% (16)
Feedback is given on time	0% (0)	0% (0)	20% (6)	58% (18)	23% (7)
The teacher consistently gives feedback	3% (1)	3% (1)	22% (7)	39% (12)	32% (10)
The teacher gives	0% (0)	3% (1)	10% (3)	54% (17)	32% (10)

praise					
Constructive advice when wrong	3% (1)	0% (0)	7% (2)	42% (13)	48% (15)

The first section shown in Table 2 assessed students' views on the clarity, specificity, timeliness, and consistency of teacher feedback. A majority of students (over 70%) responded with "Sangat Setuju" (Strongly Agree) or "Setuju" (Agree) to statements such as "The teacher clearly explains the mistakes in my assignments", "I easily understand the teacher's comments on my assignments", "The teacher's feedback is specific, not general". However, some students (approximately 15-20%) selected "Neutral" (Neutral) or lower, indicating variability in their perceptions. For instance, "The teacher consistently provides feedback every time I complete an exercise" received some "Netral" and "Tidak Setuju" (Disagree) responses, suggesting inconsistency in feedback delivery for some students.

Secondly, the positive reinforcement and constructive feedback aspects, students generally appreciated positive reinforcement, with high agreement (80%) for: "The teacher gives praise when I complete tasks well", "The teacher provides constructive suggestions when I make mistakes". However, a few students (10-15%) remained neutral or disagreed, possibly indicating that not all students felt equally supported.

Table 3. Frequency and Percentage Distribution of Student Perceptions on Feedback Timeliness and Comfort

Question (Abbreviated)	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
The teacher provides feedback immediately after I complete tasks	0% (0)	0% (0)	23% (7)	32% (10)	45% (14)
Students receive feedback without long delays	0% (0)	0% (0)	13% (4)	39% (12)	48% (15)
I feel comfortable with how the teacher gives feedback	0% (0)	0% (0)	10% (3)	26% (9)	64% (20)
The teacher's feedback helps me improve my learning methods	0% (0)	0% (0)	19% (6)	39% (12)	42% (13)

About timeliness and delivery of feedback, most students (75%) agreed that: "The teacher provides feedback immediately after I complete tasks", and "I receive feedback without long delays". Yet, some responses (15-20%) were neutral, suggesting occasional delays in feedback for some students.

Next, comfort and impact of feedback, a significant majority (80%) agreed that: "Saya merasa nyaman dengan cara guru memberikan umpan balik" (I feel comfortable with how the teacher gives feedback), and "Feedback guru membantu saya memperbaiki cara belajar saya" (The teacher's feedback helps me improve my

learning methods). However, a small percentage (10-15%) were neutral or disagreed, indicating that not all students found the feedback equally effective, as described in Table 3.

While the second section explored how feedback influenced motivation, about students' motivation, the question will be resumed by these categories: students' motivation in learning English, persistence in learning, confidence and engagement, future aspirations, and the value of English. This section will be explained in Table 4.

Table 4. Frequency and Percentage Distribution of Student Motivation in Learning English

Question (Abbreviated)	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Enjoys learning English	0% (0)	3% (1)	13% (4)	37% (11)	47% (15)
Does not give up on difficult problems	3% (1)	3% (1)	20% (6)	33% (10)	41% (13)
Confident in answering questions	0% (0)	3% (1)	17% (5)	40% (12)	40% (12)
Not afraid of speaking wrong	3% (1)	7% (2)	20% (6)	33% (10)	37% (12)
English is important for the future	0% (0)	0% (0)	7% (2)	23% (7)	70% (22)

Firstly, students' motivation in learning, high agreement (75%) was observed for: "I enjoy learning English" and "I look forward to English lessons every week". Yet, some students (15-20%) were neutral, suggesting varying levels of enthusiasm.

Secondly, effort and persistence in learning, most students (70%) agreed that: "I try to learn English even when it's difficult" and "I don't give up easily when facing difficult English tasks". However, a notable minority (20%) were neutral or disagreed, indicating some students struggle with persistence.

Next, confidence and engagement, high agreement (80%) was found for: "I am confident in answering the teacher's questions in English" and "I am not afraid of making mistakes when speaking English in class". Still, 10-15% were neutral, suggesting some students lack confidence.

Fourthly, future aspirations and value of English, a strong majority (85%) agreed that: "I learn English to communicate internationally" and "I believe English is important for my future goals". This indicates a strong perceived value of English among students.

Table 5: Summary of Agreement Trends (Combined "Agree" and "Strongly Agree")

Category	High Agreement (4 and 5)	Neutral (3)	Low Agreement (1 and 2)
Clarity of Feedback	85%	15%	0%
Timeliness of Feedback	80%	20%	0%
Constructive Feedback	90%	7%	3%
Enjoyment of Learning English	84%	13%	3%
Confidence in English	80%	17%	3%

Perceived Importance of English	93%	7%	0%
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Based on the summary in Table 5, the data reveal generally positive perceptions of teacher feedback, with high agreement on clarity, specificity, and motivational impact. However, some students reported inconsistencies in feedback delivery and varying levels of comfort. Motivation levels were mostly high, though a minority showed neutral or negative responses, suggesting areas for improvement in engagement strategies.

The data on student motivation in learning English presents a very positive picture, aligning with their perceptions of teacher feedback. The majority of students (84%) stated they enjoy learning English. This high enthusiasm is supported by a strong level of persistence, with over 70% of students claiming they do not give up easily when facing difficult English tasks.

Furthermore, effective feedback appears to correlate directly with students' self-confidence. A total of 80% of students feel confident in answering the teacher's questions and are not afraid of making mistakes when speaking English in class. The most prominent finding, however, is the students' perception of the long-term value of English. An overwhelming 93% of students agree that English proficiency is important for their future goals, indicating strong integrative motivation. Nevertheless, the fact that about 15-20% of students remained neutral or disagreed on some aspects indicates that motivation levels are not uniform across the class. This suggests that a small portion of students still require additional encouragement to build persistence and confidence.

The data analysis from this study reveals a strong positive correlation between students' perception of teacher feedback and their level of motivation in learning English. This finding indicates that feedback is not merely a corrective tool but a pedagogical instrument that significantly influences students' attitudes, persistence, and emotional engagement. When students perceive feedback as clear, specific, and supportive, as demonstrated by the high agreement rate (90%) for constructive feedback, they tend to exhibit higher levels of motivation. Specifically, positive feedback, such as praise and constructive suggestions, proves effective in enhancing students' sense of competence and self-confidence (80% feel confident). This, in turn, encourages them to be more persistent in facing challenges and less afraid of taking risks when using English. In other words, the quality of teacher feedback serves as a key external driver capable of fostering and sustaining students' intrinsic motivation within a demanding learning environment like the acceleration program.

How do students perceive feedback given by teachers in English learning?

The findings indicate that teacher feedback plays a significant role in shaping students' motivation and engagement in learning English. According to Self-Determination Theory, constructive feedback enhances intrinsic motivation by fulfilling students' needs for competence, autonomy, and relatedness (Deci & Ryan, 2000). The high agreement on statements like "The teacher's feedback helps me improve my learning methods" aligns with this theory, as students feel more capable when receiving clear, actionable feedback. In more detail, the discussion of the findings is;

First, students perceive feedback content as high quality. This is evident from the high level of agreement on statements measuring clarity and specificity. A total of 83% of students agree or strongly agree that “Teachers clearly explain my mistakes,” and 87% feel that “Teachers' feedback is specific, not general.” More importantly, the feedback is considered solution-oriented. A total of 90.3% of students agree that “Teachers not only criticize but also provide solutions.” This perception is very important because it transforms feedback from mere assessment into an empowering diagnostic tool (Wisniewski et al., 2020). So, the feedback model, which emphasizes the importance of answering the question “Where to next?” to give students clear direction for improvement (Hattie & Timperley, 2007).

Next, in terms of delivery, students generally feel that feedback is provided promptly, with 81% agreeing that feedback is provided immediately after assignments and 87% feeling that they do not have to wait too long. This timeliness is crucial to maintaining the relevance of feedback. The data also shows the use of a strategic 74.2% of students confirmed receiving direct verbal feedback in class, while 58.1% also received written feedback. This combination is effective because verbal feedback can provide immediate emotional support (Muhammad Younis Aneela Atta Ur Rahman, 2021), while written feedback serves as a permanent record for reflection and self-improvement (Wardana et al., 2025). However, it should be noted that consistency is the area with the greatest variability; only 71% of students agreed that teachers provided consistent feedback, suggesting that some students may not have experienced it equally.

Third, the most prominent dimension of student perception is the positive affective impact. A total of 90% of students feel “comfortable with the way teachers provide feedback.” This high level of comfort indicates the creation of psychological safety, where students do not feel threatened when receiving criticism. This is supported by the perception that teachers give praise (86% agree) and constructive advice (90% agree). This safe environment is a prerequisite for the development of student feedback literacy, that is, their capacity to actively seek, interpret, and use information to improve learning. When students feel safe, they are more likely to view feedback as an opportunity to learn, rather than as a judgment of their (Monteiro et al., 2021).

However, the presence of neutral or negative responses (10-20%) suggests that feedback is not uniformly effective for all students. Hattie & Timperley's Feedback Model emphasizes that effective feedback should address three levels: task, process, and self-regulation. The variability in responses may indicate that some students receive feedback that is more task-focused rather than process-oriented, limiting deeper learning (Hattie & Timperley, 2007).

Does teacher feedback affect students' English learning motivation?

The motivational data support Bandura's Social Cognitive Theory, where self-efficacy (confidence in one's abilities) is crucial for persistence. High agreement on confidence-related statements (e.g., "I am confident to answer questions from the teacher") suggests that feedback boosts self-efficacy. However, neutral responses (15%) highlight that some students may need more encouragement to build confidence (Bandura, 1997).

The strong emphasis on English for future aspirations aligns with Gardner's Integrative Motivation, where personal and professional goals drive learners. The

high agreement on statements like "I feel English is important for my goals" reflects this motivational drive (Gardner & Lalonde, 2010).

The data strongly suggest that positive perceptions of teacher feedback directly and significantly influence various dimensions of student learning motivation. This relationship can be explained through the framework of Self-Determination Theory (SDT), which states that high-quality motivation depends on the fulfillment of three basic psychological needs: competence, relatedness, and autonomy. In more detail, the discussion of the findings is;

Firstly, the clear, specific, and solution-oriented feedback directly meets students' need for competence, the feeling of being capable and effective. When 83.9% of students report that "I know which areas I need to improve thanks to teacher feedback," it shows that feedback has given them a clear roadmap to success. This increase in competence directly improves self-efficacy (belief in one's own abilities). This is manifested in the motivation data, where 80% of students feel "confident in answering questions from the teacher" and 70% "are not afraid of making mistakes when trying to speak English." As validated by the SDT framework, feedback that supports competence is a key driver for enhancing student motivation. Effective feedback transforms mistakes from indicators of failure into surmountable challenges, encouraging students to engage actively.

Secondly, the affective impact of feedback, where 90% of students feel comfortable, directly fosters a need for connectedness (relatedness), which is the feeling of being valued and connected to the teacher. This sense of connectedness creates a psychologically safe learning environment, which is a powerful catalyst for engagement. As proof, 74.2% of students stated, "I dare to ask questions if I don't understand the material." The courage to admit ignorance is a key indicator of a safe environment, where students are motivated to seek help because they believe they will receive support, not judgment. This confirms the crucial role of the affective dimension of feedback in fulfilling the need for relatedness, as supported by the SDT framework.

Lastly, Actionable feedback empowers students to become more autonomous learners, fulfilling the third need of SDT, autonomy. By providing strategies and solutions, teachers equip students with the tools to regulate their own learning (self-regulation). This aligns with contemporary views on feedback as a dialogic process that actively contributes to student autonomy (Carless & Winstone, 2023). This is reflected in independent learning behaviors: 67.7% of students "do English exercises independently," and 77.4% "stay focused during lessons." Effective feedback bridges the "Value-Action Gap" often seen in motivation. Although students highly value English for their future (93% agree), their persistence sometimes falters (only 74% do not give up easily). Good feedback increases students' expectations for success, thereby motivating them to exert the effort necessary to achieve their valued goals. Ultimately, effective feedback triggers a positive cycle of motivation: 96.8% of students reported, "After receiving feedback, I felt like trying harder," indicating that feedback not only corrects past performance but also actively encourages future effort.

In conclusion, while feedback generally enhances motivation, the variability in responses suggests room for improvement. Teachers could adopt more personalized and process-oriented feedback strategies, such as fostering feedback

dialogue as to ensure all students benefit equally. Future research could explore qualitative insights into why some students remain neutral or dissatisfied, providing a deeper understanding of pedagogical adjustments needed (Carless & Winstone, 2023). The data shows that students at MTsN 1 Surabaya predominantly view teacher feedback as an empowering, supportive, and actionable experience. This perception can be analyzed through three main thematic clusters: content quality, delivery mechanisms, and affective impact.

D. Conclusion

This study demonstrates that teacher feedback is a critical driver of student motivation. By providing clear, specific, and supportive guidance, educators fulfill core psychological needs enhancing competence, fostering relatedness, and promoting autonomy which creates a positive cycle of engagement. The effectiveness of teacher feedback is evidenced by the 96.8% of students who reported increased motivation to work harder after receiving feedback. However, while these findings confirm that feedback is a fundamental pedagogical matter, varied responses from a minority of students suggest that it is not uniformly effective. Consequently, educators should adopt more personalized, process-oriented strategies to ensure all students feel empowered, while future qualitative research should explore individual experiences to further refine these teaching approaches.

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