

**STUDENTS' PERCEPTIONS OF FEEDBACK RECEIVED
DURING ENGLISH ORAL PRESENTATIONS IN THE 12TH GRADE
CLASS AT SMAN 8 KEDIRI**

SKRIPSI

Submitted to the University of Nusantara PGRI Kediri
in partial fulfillment of the requirements
for obtaining the degree of Bachelor of Education (S.Pd.)



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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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Examination Committee of English Education Department
FKIP UN PGRI Kediri

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Has been maintained in front of the Examination Committee of
English Education Department FKIP UN PGRI Kediri
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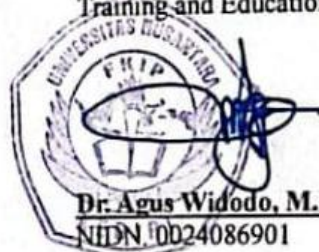
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STATEMENT OF WRITING ORIGINALITY

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Kediri, 14th July 2026

The Writer



DINSA RAVIDYA ULZAHRA HUMAIRA
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MOTTO

“Stop doubting your ability. You’ll figure it out.

You always have, and you always will!”

This Skripsi is dedicated to:

1. Allah SWT, my deepest gratitude for Your endless love, guidance, and mercy. This achievement would never have been possible without Your strength. When the world knew nothing of my lowest moments, You remained my greatest source of strength.
2. My beloved uncle or I usually call him “*Pakpoh*”, thank you for generously financing my education and providing everything I have needed since I was a little kid. Thank you for always being there whenever I needed someone to talk to about my day. Your sacrifices, endless support, and unwavering belief in me have made this achievement possible. I will always be grateful beyond words.
3. My beloved parents, *Ayah* and *Ibu*, thank you for your unconditional love, endless prayers, encouragement, and constant support throughout every step of my life. Thank you for believing in me even when I doubted myself, for standing by my side through every challenge.
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Abstract

Dinsa Ravidya Ulzahra Humaira Students' Perceptions of Feedback Received During English Oral Presentations in the 12th Grade Class at SMAN 8 Kediri, Skripsi, English Education Department, UN PGRI Kediri, 2026

Keywords: Feedback, Students' Perception, English Oral Presentation

Giving feedback is important to support students' speaking development in English oral presentations. Feedback helps students to find their strengths and weaknesses, to improve their speaking skills and to feel more confident in using English. However, students may interpret feedback differently from the way it is given and understood. Thus, it is important to understand the students' perception of feedback to support effective speaking instruction in the classroom.

The aims of this research are 1) to identify the types of feedback received by students during English oral presentations, 2) to examine the aspects of speaking addressed in the feedback, and 3) to explore students' perceptions of the role of feedback in motivating their learning process and speaking performance.

This research employed a qualitative case study design conducted at SMAN 8 Kediri. The subjects of this research were six twelfth-grade students and one English teacher. The data were collected through observation, semi-structured interviews and documentation. The technique of analyzing data was based on the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing. Source triangulation was used to guarantee the reliability of the data.

The findings of this research shows that there are four types of feedback provided for the students in the English oral presentations, which are corrective feedback, positive feedback, suggestive feedback and motivational feedback. Corrective feedback was the most frequently delivered type of feedback. Feedback was provided concerning several speaking aspects: pronunciation, grammar, vocabulary, fluency, comprehension, and content organization. Moreover, the findings indicate that students generally held positive views of the feedback they received. They stated that feedback was useful to enhance their speaking achievement, to boost their confidence, to reduce their speaking anxiety, and to encourage them to take part more in English speaking activities.

It is suggested that English teachers and future educators provide constructive and supportive feedback to promote students' speaking development, confidence, and motivation. Future researchers are encouraged to investigate feedback practices in different educational contexts. Finally, for readers, the findings of this research may assist them in understanding students' perceptions of feedback received during English oral presentations.

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Praise and gratitude always be prayed to the presence of Allah SWT, because of His mercies and blessings the preparation of this skripsi can be completed.

Skripsi entitled “Students’ Perceptions of Feedback Received During English Oral Presentations in the 12th Grade Class at SMAN 8 Kediri” is written as one of the requirements for obtaining a Bachelor Degree in Education in the English Education Department.

On this occasion, the researcher would like to express her sincere gratitude and appreciation to:

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8. Students of SMAN 8 Kediri, especially for XII-10 class, in academic year 2025/2026 who have supported the researcher to do the research by giving

the necessary data.

The researcher realized that this skripsi still has many shortcomings, so it is expected that criticisms and suggestions from various parties are expected.

Finally, it is sincerely hoped that this skripsi will provide valuable insights and make a meaningful contribution to the field of education despite its limitations.

Kediri, 14th July 2026

The Writer

A handwritten signature in black ink, appearing to be 'Dinsa Ravidya Ulzahra Humaira', written in a cursive style.

DINSA RAVIDYA ULZAHRA HUMAIRA

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CHAPTER I

INTRODUCTION

This chapter explains about the subjects that are discussed, those are background of the research, the focus of the research, research problem, objective of the research, and significance.

A. Background of the Research

Speaking is an important skill in learning English as a foreign language, which enables students to express ideas, share information and take part in communication (Brown, 2004). One of the activities used in classroom learning to develop students' speaking ability is oral presentation. Liao et al., (2020) stated that oral presentations assist students in organizing and presenting ideas clearly to an audience. Recent research also indicate that oral presentations can enhance students' speaking skills and confidence (Wang et al., 2018). Thus, oral presentation is considered a complex activity where students have to manage the use of language, content and delivery at the same time.

Feedback is an important aspect in the learning process to support the development of students' speaking. Feedback is information given by the teacher about students' performance to improve their learning (Hattie & Timperley, 2007). Shute & Shute (2008) also explains that feedback helps to close the gap between students' present performance and expected outcomes. Feedback is important in language learning because it helps students to identify their mistakes and improve their performance (Mulyani et al., 2022).

The feedback can be of different kinds, according to the way the teacher gives it. As Ellis (2009) states, feedback can be divided into direct and indirect feedback. Direct feedback is a type of feedback where the teacher directly provides the correct form or directly corrects students' errors. Another type of feedback is indirect feedback, where the teacher indicates there is a mistake but does not give the correct answer but instead leaves it up to students to find and correct their own mistakes.

Apart from these categories, feedback can also be classified by mode and timing. Máñez et al., (2024) state that feedback can be delivered in oral or written forms, as well as individually or in groups. Feedback can also be provided at various points in the learning process, such as during the activity (immediate feedback) or after the activity has been completed (delayed feedback).

In spoken contexts feedback can be given in different ways, depending on the purpose of the teacher and the learning needs of the students. Feedback can be provided as corrective feedback to address students' errors, positive feedback to acknowledge successful performance, suggestive feedback to provide suggestions for improvement, and motivational feedback to motivate students and strengthen their confidence (Bandura, 1991; Brookhart, 2008). The different types of feedback might affect the understanding and the response of students to feedback (Belboukhaddaoui & Ginkel, 2019).

Feedback in oral presentations is often focused on particular aspects of the students' performance. Speaking has components such as pronunciation, grammar, vocabulary, fluency and comprehension (Brown, 2004). Another important aspect of performance is content organization, as Hughes (2003) adds. In this context, these are the aspects the teacher focuses on in the feedback given during oral presentations. Previous research have proven that the feedback on these aspects can help improve the students' speaking performance and presentation quality (Kusrin et al., 2021). Therefore, it is necessary to take attention to the aspects targeted when giving feedback on speaking activities.

This research is based on Social Cognitive Theory proposed by Bandura (1991). It is a theory that learning occurs through the interaction of the personal factors, behaviour and environment. External factors such as feedback can also affect students' motivation and confidence. Recent research also indicates that students' feedback responses are important to optimizing their learning outcomes (Woitt et al., 2025). Therefore, how students understand feedback becomes important in the learning process.

There are several previous research that explored students' responses to feedback in English learning. Mulyani et al., (2022) found that students generally gave positive responses to oral corrective feedback because it helped them improve their speaking ability and motivation. However, some students found it stressful or uncomfortable when the feedback was not delivered properly. Similarly, Putri et al., (2021) reported that most students found teacher feedback to be helpful, although some students were confused due to unclear feedback. The findings suggest that the way in which feedback is delivered may affect how students respond to it.

However, most previous research focuses on feedback in general speaking classes or oral corrective feedback while research studies that specifically examine feedback in oral presentations are still limited. Furthermore, there is limited information on the type of feedback provided by teachers and what speaking aspects are covered in the feedback given during oral presentations, especially in the context of Indonesian high schools. Further researchers are needed to analyze this issue.

In SMAN 8 Kediri, oral presentations are held on a regular basis in English classes, and the teacher provides feedback to the students following their presentations. However, based on preliminary observations, the students respond differently to the feedback given. Some students find the feedback useful, while others find it difficult to grasp or apply. This condition highlights the need to investigate how feedback is delivered and understood by students in this context.

Furthermore, Indonesia's educational policy recognizes the value of feedback. Permendikbud No. 22 of 2016 requires teachers to provide continuous and constructive feedback to support students' learning development. The Kurikulum Merdeka also emphasizes formative assessment, with feedback playing an important role in strengthening students' learning engagement. This indicates that feedback is an essential component of classroom practice.

Based on the explanations above, this research aims to explore the types of feedback provided by the teacher, the aspects of speaking addressed in the feedback, and students' responses to the feedback during English oral presentations in the 12th-grade at SMAN 8 Kediri. This research is expected to provide a better understanding of how feedback is delivered and how it helps students strengthen their speaking skills.

B. Focus of the Research

This research focuses on exploring students' perceptions of the feedback they received during English oral presentations at SMAN 8 Kediri. This research is qualitative in nature, with the goal of gaining detailed insights into how students perceive, interpret, and respond to the teacher's feedback.

The participants in this research consist of six students of the 12th-grade at SMAN 8 Kediri who have experience delivering oral presentations in their English classes. In addition, one English teacher is involved as a supporting participant to provide information regarding the feedback given during the presentations. The scope does not cover other language skills (e.g., reading, writing, listening) or feedback in subjects outside of English. Furthermore, while teacher feedback may be discussed, the research focuses on the viewpoints of the students rather than assessing the efficacy or quality of the feedback from a teacher's point of view. Its findings are intended to provide a detailed understanding of feedback experiences at SMAN 8 Kediri rather than to represent all Indonesian high schools. The research is also limited to recent practices and experiences within the current academic year to ensure relevance and accuracy of students' responses.

C. Research Problem

1. What types of feedback do 12th-grade students at SMAN 8 Kediri receive during English oral presentations?
2. What aspects of speaking are addressed in the feedback given during English oral presentations for 12th-grade students at SMAN 8 Kediri?
3. How do 12th-grade students perceive the role of feedback in motivating their learning process and speaking performance?

D. Objective of the Research

1. To identify the types of feedback received by 12th-grade students during English oral presentations at SMAN 8 Kediri.
2. To explore the aspects of speaking addressed in the feedback given during English oral presentations for 12th-grade students at SMAN 8 Kediri.
3. To explore 12th-grade students' perceptions of feedback in motivating their learning process and speaking performance during English oral presentations at SMAN 8 Kediri.

E. Significance

The results of this research can give significance as follows:

1. Theoretical

The results of this research are expected to contribute to the existing knowledge in the field of English Language Teaching (ELT), especially regarding students' perception of the feedback received in the process of oral presentation in English. This research is based on the feedback theory proposed by Hattie & Timperley (2007). The feedback theory explains that feedback provides information about learners' current performance and assists learners to understand aspects that need additional attention in the learning process. In addition, the research adopts Ellis's (2009) perspective on corrective feedback, which emphasizes the function of feedback to draw learners' attention to language errors during the process of language learning. Moreover, this research is guided by Bandura's Social Cognitive Theory (1991) that emphasizes the interaction of personal, behavioral, and environmental factors in the process of learning experiences and learners' responses to feedback.

Based on these theoretical perspectives, this research provides a more in-depth understanding of the types of feedback received by students, the speaking aspects addressed in teacher feedback, such as pronunciation, fluency, vocabulary, grammar, comprehension, and content organization, and students' perceptions of feedback during

English oral presentations. Furthermore, the findings are expected to contribute to the context-specific research on feedback practices in the Indonesian senior high school contexts and the wider discussion of feedback in foreign language learning contexts.

2. Practical

The results of this research benefit several stakeholders. Teachers at SMAN 8 Kediri will gain a better understanding of how their feedback is perceived, allowing them to adjust their teaching methods for greater impact. By learning more about how they react to feedback, students will be better able to reflect on themselves and use feedback more skillfully during the learning process. The results can be used by school administrators to direct teacher professional development programs along with improving curriculum design in general. Moreover, educators and researchers from other schools can use the research as a reference for future research or comparative studies, and policymakers can apply the insights to inform decisions about national curriculum or local teaching strategies related to feedback and formative assessment.

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