

Exploring the Impact of Feedback on English as a Foreign Language Speaking Proficiency

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Abstract : Helping students recognize both their strengths and weaknesses is a beneficial strategy for teachers to be implemented in the classroom, and feedback has been acknowledged as an effective tool to achieve this goal. It will allow teachers to assess the students' progress, provide targeted support for them, and adjust both teaching and learning strategies. This research has investigated the importance of feedback in English as a Foreign Language (EFL) speaking class in East Nusa Tenggara Province, Indonesia. Through a qualitative study, it has shed light on the crucial roles of feedback in the process of English Language Teaching (ELT), especially, in the context of developing oral communication or speaking skills. Additionally, it has also examined students' responses to feedback from their teacher by grouping them based on their semester, scores (GPA), and gender. This study, which seeks to provide insights into how feedback practices can be optimized to maximize learning outcomes in the English-speaking classroom, has revealed that these groups of students have different level of needs for feedback, yet all prefer constructive feedback. Looking at the results, it is highly expected that this study can contribute to a deeper understanding of the correlation between feedback and English language learning outcomes, particularly, in terms of speaking proficiency.

Keywords : feedback, English as a foreign language, speaking class, English language teaching

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