

Implementation of Constructive Feedback in Developing Students' Confidence in Speaking English: A Study at SMP Negeri 3 Tondano

Aprilia Dwi Rahmayanti^{1*} , Tini Mogea² , Paula A. Rombepajung³ 

¹⁻³ English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Manado, Tondano 95618, Indonesia

ARTICLE INFO	ABSTRACT
Received: 14 September 2026	Speaking confidence is a factor influencing students' willingness to participate in classroom activities, yet many learners remain hesitant because of nervousness and fear of mistakes. This study aimed to investigate how constructive feedback contributed to the development of students' confidence in speaking English at SMP Negeri 3 Tondano. A qualitative case study design was employed. Participants were six seventh-grade students and one English teacher. Data were collected through classroom observations, semi-structured interviews, and documentation, and analyzed through data condensation, data display, and conclusion drawing. The findings indicated that constructive feedback contributed positively to students' confidence and participation in speaking activities. Observation results showed that all six students increased their confidence scores between the first and second meetings. Two students moved from the moderate-confidence category to the high-confidence category, while the other students also increased their scores. The teacher consistently implemented three constructive feedback components: feed up, which clarified speaking goals; feed back, which provided information about students' current performance; and feed forward, which offered guidance for improvement. Findings from classroom observations showed that supportive feedback made students feel more motivated, comfortable, and supported, while reducing hesitation and fear of making mistakes. However, public correction could cause embarrassment for some students, indicating that feedback should be delivered sensitively and respectfully. Overall, constructive feedback functioned not only as a corrective strategy but also as an emotionally supportive practice that encouraged students to participate, take risks, and develop greater confidence in speaking English.
Accepted: 28 October 2026	
Published: 02 November 2026	
Keywords: Constructive Feedback, Speaking Confidence, EFL Learners, Speaking Activities, Student Participation	

Copyright © 2026 The Author(s)

Published by CV Wahana Publikasi.

This article is an open access article under the [CC BY-NC-SA 4.0 License](https://creativecommons.org/licenses/by-nc-sa/4.0/)

1. Introduction

During the Teaching Practicum Program (PPL) at SMP Negeri 3 Tondano, the researcher observed that several seventh-grade students showed reluctance to participate in speaking activities. Many students rarely volunteered to speak unless directly called upon by the teacher, and some appeared nervous and unconfident when expressing themselves in English. Even when students seemed to understand the lesson, they often remained silent rather than attempting to communicate.

This phenomenon is not unique to one classroom. Speaking anxiety and low confidence are widely reported among young EFL learners in Indonesian schools. As explained by Marewangang (2024), uncertainty about language use causes some students to avoid speaking activities altogether, revealing a gap between possessing language knowledge and being able to use it fluently in real conversations. Similarly, Aini & Lubis (2023) found that speaking can trigger anxiety, particularly when students are required to speak in front of their classmates. This emotional dimension of speaking is often overlooked in language classrooms that prioritize accuracy and fluency over students' emotional readiness.

Confidence plays a central role in students' willingness to engage in speaking activities. As Cadiz Gabejan (2021) found, students' desire to speak in language lessons is strongly influenced by their level of confidence, students who lack confidence tend to remain silent even when they comprehend the material. This suggests that emotional preparation is equally as important as language knowledge in developing speaking skills. However, many speaking activities in schools continue to prioritize linguistic accuracy over building students' emotional confidence.

One strategy that has the potential to address this issue is constructive feedback. Rather than simply pointing out errors, constructive feedback acknowledges what students do well while offering respectful and clear guidance for improvement. According to Hamidi et al. (2022), positive and straightforward feedback motivates students to keep trying even when they make mistakes. Shenina & Boulhana (2025) further affirm that constructive feedback boosts students' confidence by encouraging and directing them in a supportive manner. This makes constructive feedback not only a corrective tool but also an emotionally supportive strategy in the language classroom.

Despite its potential, constructive feedback is often examined mainly in terms of error correction rather than its role in fostering students' confidence, particularly among young learners at the junior high school level. Kehing & Yunus (2021) point out that teaching strategies effective for adult learners may not be equally effective for younger students who are still developing both cognitively and emotionally. This gap in the literature highlights the need for research that focuses specifically on how constructive feedback is implemented to support the emotional and speaking development of younger EFL learners.

Therefore, this study aimed to investigate how the implementation of constructive feedback contributed to the development of students' confidence in speaking English at SMP Negeri 3 Tondano. The novelty of this study lies in its focus on students' emotional development through constructive feedback during speaking activities, rather than on language accuracy alone.

2. Literature Review

2.1 Speaking

Speaking is an important ability to develop when learning a new language. It refers to how people use language to express their ideas, feelings, and thoughts to others. Speaking helps English language learners communicate and use the language in real life. According to Houn & Em (2022), speaking is an interactive process for creating meaning that includes both producing and receiving information. Sabudu et al. (2021) found that effective learning strategies can enhance students' English-speaking ability, showing that speaking

development is an essential part of language education. Speaking might be difficult for EFL students due to a lack of confidence, vocabulary, or fluency. In this study, the major skill observed was speaking, specifically how students gained their confidence when speaking English in class.

There are several types of speaking that students engage in during classroom activities. Brown (2004) describes six categories of speaking performance: imitative, intensive, responsive, transactional, interpersonal, and extensive. Imitative speaking involves repeating or imitating words and phrases, focusing on pronunciation. Intensive speaking requires students to produce short stretches of language to demonstrate grammatical or phonological competence. Responsive speaking involves short interactions such as answering questions or giving simple responses. Transactional speaking focuses on exchanging information, while interpersonal speaking is used for maintaining social relationships. Extensive speaking involves longer monologues such as oral reports or presentations. In this study, the type of speaking activity primarily observed was intensive and responsive speaking, as students were asked to respond to the teacher during classroom speaking activities.

Speaking also involves several key components that learners need to master. According to Zakirovich (2023), speaking competence deals with accuracy and fluency, where accuracy refers to the correct use of pronunciation, vocabulary, and grammar, while fluency refers to the ability to speak without pausing or hesitation. Speaking activities in the classroom provide students with opportunities to practice using English in meaningful ways, including conversations, discussions, role-playing, and presentations. Moge & Oroh (2022) found that classroom discussion activities provide students with opportunities to express their ideas, interact with others, and improve their speaking ability through active participation. The purpose of teaching speaking is not simply to make students speak but to help them communicate clearly, confidently, and correctly in different situations.

2.2 Students' Confidence in Speaking English

Confidence is generally understood as a person's belief in their own abilities and worth. Confidence is domain-specific, meaning that a person can be confident in one area of their life but not in another, and it is influenced by past experiences, feedback from others, and personal beliefs about one's abilities. In the context of language learning, confidence plays a crucial role in determining how willing a learner is to engage in communication.

Confidence consists of several key elements. Key elements of self-confidence include self-esteem, which is the evaluative aspect of one's self-perception and refers to an individual's overall subjective emotional evaluation of their own worth, and self-efficacy, which as proposed by Albert Bandura is the belief in one's ability to accomplish specific tasks and goals. These two elements work together to shape how a learner perceives their ability to communicate in a foreign language. A learner with high self-esteem and strong self-efficacy is more likely to take risks in speaking, persist through errors, and remain motivated during learning activities.

Students' confidence in speaking English refers to their belief in their ability to speak without excessive fear, anxiety, or hesitation, which is frequently caused by EFL students' fear of making mistakes or being criticized, causing them to remain silent even when they understand the lesson. Confident students are more willing to express their ideas and participate in discussions. This confidence includes emotional readiness, positive self-perception, willingness to speak, and response to feedback during activities. Kansil et al. (2022), confidence strongly influences students' readiness to speak in a foreign language. found that self-confidence has a significant effect on students' speaking skill. Their study showed that students with higher self-confidence tend to perform better in speaking activities and participate more actively in classroom communication.

2.3 *Constructive Feedback*

Constructive feedback is a helpful response given by teachers or students to help students enhance their learning, especially in speaking activities. It is not simply praise or criticism, but feedback that is clear, specific, respectful, and focused on development. According to Donovan (2021), good feedback considers both what the student performed well and what could be developed. Feedback should be straightforward, respectful, and specific so that students know what to work on. This means good feedback is considered constructive when it not only points out mistakes but also guides students on how to develop their speaking ability.

What distinguishes constructive feedback from negative feedback lies in its indicators and approach. Effective feedback must be specific, actionable, timely, and balanced vague comments such as "Good job!" or "Try harder" do not provide enough information for students to act on. Constructive feedback focuses on observable behaviors rather than personal judgment, provides clear guidance on what to improve and how to improve it, and is delivered in a respectful and encouraging manner. Negative feedback, by contrast, tends to highlight errors without offering direction, which can discourage students and increase anxiety. Constructive comments should turn negative commentary into positive suggestions, helping learners notice their strengths and weaknesses in the target language, while also respecting students' personalities and learning styles to avoid embarrassment or demotivation.

In EFL classrooms, constructive feedback is important because it helps students learn without losing confidence. For example, instead of only saying "Wrong," teachers can correct mistakes in a supportive way that encourages improvement. According to Shenina & Boulhana (2025), constructive feedback boosts students' confidence because they are encouraged and directed. This type of feedback helps reduce fear of making mistakes and motivates students to participate more actively in speaking activities. In this study, constructive feedback was understood as a teaching strategy that combined correction and encouragement to develop students' speaking ability and confidence.

3. Method

This study used a qualitative research method to explore how constructive feedback contributed to the development of students' confidence in speaking English. According to Creswell (2014), qualitative research is used to investigate and comprehend people's experiences, perspectives, and social interactions.

This study used a case study design. According to Annamalah (2024), case study is appropriate when a researcher wants to investigate a current occurrence in its real-life situation. This study investigated the use of constructive feedback during speaking activities in a seventh-grade English classroom at SMP Negeri 3 Tondano.

A case study design was used because the researcher was interested in understanding how constructive feedback is applied in a real classroom context and how it contributes to students' confidence in speaking English. What makes this case unique is that the English teacher consistently provided constructive feedback during speaking activities through encouragement, respectful corrections, and suggestions for improvement. This classroom practice provides an opportunity to explore students' experiences, perceptions, and the development of their confidence in a natural learning environment. Therefore, the case study design is considered appropriate because it allows the researcher to investigate this phenomenon in depth within a real educational setting.

4. Result

The findings of this study are presented based on observations conducted during two classroom meetings. The observations focused on two main aspects, namely students'

confidence in participating in English speaking activities and the implementation of constructive feedback by the teacher. The results are presented in the following tables and are subsequently described to explain the changes in students' confidence and the consistency of the teacher's constructive feedback practices.

Table 1. Students' Confidence Observation Results

Participant	Meeting 1	Confidence Level	Meeting 2	Confidence Level
S1	13	High Confidence	14	High Confidence
S2	9	Moderate Confidence	10	Moderate Confidence
S3	11	Moderate Confidence	14	High Confidence
S4	10	Moderate Confidence	11	Moderate Confidence
S5	11	Moderate Confidence	13	High Confidence
S6	9	Moderate Confidence	10	Moderate Confidence

Table 1 presents the results of observations of students' confidence during two classroom meetings. The findings show that none of the six participants was classified as having low confidence in either meeting, indicating that all students had at least a basic willingness to participate in English speaking activities. In the first meeting, S1 demonstrated high confidence with a score of 13, while S2, S3, S4, S5, and S6 were classified as having moderate confidence, with scores of 9, 11, 10, 11, and 9, respectively. In the second meeting, all participants showed an increase in their confidence scores. S1 increased from 13 to 14 and remained in the high-confidence category, while S2 increased from 9 to 10 and remained moderately confident. S3 increased from 11 to 14, moving from moderate to high confidence, and S4 increased from 10 to 11 while remaining in the moderate-confidence category. Similarly, S5 increased from 11 to 13 and moved from moderate to high confidence, whereas S6 increased from 9 to 10 and remained moderately confident. Overall, these findings indicate a positive development in students' confidence during the observation period, with S3 and S5 showing a categorical improvement from moderate to high confidence.

Table 2. Teacher's Constructive Feedback Observation Results

Indicator	Meeting 1	Meeting 2
Feed Up: Where am I going? (Teacher clearly states the speaking goal or expected performance)	✓	✓
Feed Back: How am I going? (Teacher gives specific comments about students' current speaking performance)	✓	✓
Feed Forward: Where to next? (Teacher provides clear suggestions or guidance for improvement)	✓	✓

Table 2 shows the results of observations of the teacher's constructive feedback during the two classroom meetings. The findings indicate that all three indicators of constructive feedback were consistently present in both meetings. The first indicator, Feed Up, was observed in both meetings, demonstrating that the teacher clearly stated the speaking goals or expected performance. The second indicator, Feed Back, was also consistently implemented, indicating that the teacher provided specific comments regarding the students'

current speaking performance. The third indicator, Feed Forward, was present in both meetings, showing that the teacher provided clear suggestions or guidance for students' improvement. The consistent implementation of these three indicators suggests that constructive feedback was systematically provided throughout the observation period. This practice included communicating clear expectations, providing information about students' current speaking performance, and offering guidance for subsequent improvement.

5. Discussion

The findings revealed that most students felt comfortable and supported when receiving constructive feedback during speaking activities. The teacher's supportive manner helped students perceive mistakes as opportunities for improvement rather than as forms of judgment. This finding is consistent with Mahara and Hartono (2024), who argue that feedback delivered in a supportive and sensitive manner can encourage students to feel more comfortable and confident during speaking activities. However, not all students responded positively to corrective feedback, particularly when it was delivered publicly. Student 6, for example, expressed embarrassment when being corrected by the teacher in front of classmates. This finding is consistent with Hartono et al. (2022), who warn that excessive or insensitive corrective feedback may reduce students' confidence and cause discomfort during speaking activities. Therefore, constructive feedback should be delivered respectfully, sensitively, and appropriately, particularly when correction is provided in front of peers, to minimize potential negative emotional responses.

The findings also indicated that constructive feedback contributed to the development of students' self-confidence. After receiving positive and supportive feedback, students became more willing to participate in speaking activities and demonstrated greater confidence in expressing themselves in English. This finding complements Hartono et al. (2022), who found that constructive feedback can enhance students' confidence and willingness to communicate. Rather than discouraging students from speaking, appropriate feedback appeared to provide reassurance that their mistakes were a normal part of the learning process and could be addressed through continued practice and guidance. Thus, constructive feedback not only functions as a mechanism for correcting students' linguistic errors but also plays an important role in creating a supportive classroom environment in which students feel encouraged to communicate.

In addition, the research found that constructive feedback positively influenced students' emotional responses during speaking activities. Students reported reduced nervousness and increased motivation to develop their speaking skills after receiving supportive feedback. They tended to perceive mistakes as learning experiences rather than failures, which helped them become more comfortable participating in classroom interactions. This finding is consistent with Hartono et al. (2022), who reported that supportive feedback can improve students' emotional responses and motivation to engage in speaking activities. Similarly, Sabudu (2025) emphasizes the importance of emotional engagement in the learning process, suggesting that students who feel supported and involved in classroom activities are more likely to develop positive attitudes toward learning and participate actively in classroom interactions. These findings suggest that the emotional dimension of feedback should not be overlooked because students' feelings of safety, acceptance, and encouragement can influence their willingness to take risks and communicate in a foreign language.

The results further revealed that the teacher implemented constructive feedback through clear correction, encouragement, and helpful guidance during speaking activities. Rather than merely identifying students' errors, the teacher provided explanations and suggestions that enabled students to understand how their performance could be improved. This finding supports Hattie and Timperley (2007), who explain that effective feedback should provide information about students' current performance while also indicating directions for future

improvement. In this context, constructive feedback served both a corrective and developmental function. Clear correction helped students recognize areas requiring improvement, while encouragement and guidance helped them understand that improvement was achievable through practice. The combination of these approaches contributed to a more positive and supportive speaking-learning environment.

Finally, the teacher perceived constructive feedback as an essential component in developing students' confidence in speaking English. The teacher believed that feedback should help students recognize their weaknesses while simultaneously maintaining their motivation and positive attitudes toward learning. This perspective is supported by Donovan (2021), who argues that constructive feedback can facilitate learners' improvement while maintaining positive attitudes toward the learning process. The findings of the present study support this perception, as students demonstrated greater willingness to participate in speaking activities and increased confidence after receiving supportive feedback. Overall, the findings indicate that constructive feedback has an important role not only in improving students' speaking performance but also in shaping their emotional experiences, self-confidence, and willingness to communicate. Effective feedback therefore needs to balance correction with encouragement and guidance so that students can recognize their weaknesses without feeling judged or discouraged.

6. Conclusion

Based on the findings of the study, it can be concluded that the implementation of constructive feedback positively contributed to the development of students' confidence in speaking English at SMP Negeri 3 Tondano. The teacher consistently provided constructive feedback through encouragement, respectful corrections, supportive comments, and specific suggestions for improvement during speaking activities. The observation results showed an increase in the confidence scores of all participants, with two students moving from the moderate-confidence category to the high-confidence category. Constructive feedback also encouraged students to participate more actively and helped reduce their fear and anxiety about making mistakes when speaking English. Therefore, constructive feedback can be considered an effective classroom strategy for supporting students' confidence in speaking English and fostering a supportive, comfortable, and enjoyable learning environment.

Acknowledgments

The authors would like to express their gratitude to SMP Negeri 3 Tondano for providing support and facilitating the implementation of this research.

Funding

This research received no specific funding from any public, commercial, or not-for-profit funding agency.

Conflict of Interest

The authors declare that they have no conflict of interest.

Authors' Contribution

Aprilia Dwi Rahmayanti: Conceptualization, Data curation, Formal analysis, Investigation, Methodology, Writing – original draft, Writing – review & editing.

Tini Moge: Conceptualization, Methodology, Supervision, Validation, Writing – review & editing.

Paula A. Rombepajung: Supervision, Validation, Writing – review & editing.

All authors have read and approved the final version of the manuscript.

Statement of the Use of AI

Artificial intelligence (AI) tools were used solely for English grammar checking and language proofreading. AI was not used for data analysis, data interpretation, research methodology, or the development of the research findings and conclusions. All analytical processes and substantive academic decisions were conducted by the authors.

References

- Aini, N., & Lubis, Y. (2023). Investigating EFL students' speaking anxiety: A case study at English Department of UINSU. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 7(1), 35–46. <https://doi.org/10.29240/ef.v7i1.6959>
- Annamalah, S. (2024). The value of case study research in practice: A methodological review with practical insights from organisational studies. *Journal of Applied Economic Sciences*, 19(4), 485–498. [https://doi.org/10.57017/jaes.v19.4\(86\).11](https://doi.org/10.57017/jaes.v19.4(86).11)
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Cadiz-Gabejan, A. M. (2021). Enhancing students' confidence in an English language classroom. *International Journal of English Language Studies*, 3(5), 16–25. <https://doi.org/10.32996/ijels.2021.3.5.3>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Gafurov, B. Z. (2023). Accuracy and fluency in language teaching. *International Journal of Social Science & Interdisciplinary Research*, 12(5), 19–25.
- Hamidi, H., Azizi, D. B., & Kazemian, M. (2022). The effect of direct oral corrective feedback on motivation to speak and speaking accuracy of EFL learners. *Education and Self Development*, 17(3), 50–63. <https://doi.org/10.26907/esd.17.3.05>
- Hartono, D., Basthomi, Y., Widiastuti, O., & Prastiyowati, S. (2022). The impacts of teacher's oral corrective feedback to students' psychological domain: A study on EFL speech production. *Cogent Education*, 9(1), Article 2152619. <https://doi.org/10.1080/2331186X.2022.2152619>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- Houn, T., & Em, S. (2022). Common factors affecting Grade-12 students' speaking fluency: A survey of Cambodian high school students. *Jurnal As-Salam*, 6(1), 11–24. <https://doi.org/10.37249/assalam.v6i1.360>
- Kansil, V. E., Tuna, J. R., & Liando, N. V. F. (2022). Analysis of the effect of students' self-confidence on speaking skill. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(5), 653–675.
- Kehing, K. L., & Yunus, M. M. (2021). A systematic review on language learning strategies for speaking skills in a new learning environment. *European Journal of Educational Research*, 10(4), 2055–2065. <https://doi.org/10.12973/eu-jer.10.4.2055>
- Mahara, A. D., & Hartono, D. (2024). The effect of corrective feedback to improve students' motivation in speaking skills: A perspective from EFL learners. *Cetta: Jurnal Ilmu Pendidikan*, 7(4), 42–53. <https://doi.org/10.37329/cetta.v7i4.3649>
- Marewangang, R. S., Asriati, & Sudding Sally, F. H. (2024). Factors influencing students' unwillingness to speak in EFL classroom. *Klasikal: Journal of Education, Language Teaching and Science*, 6(3), 639–647. <https://doi.org/10.52208/klasikal.v6i3.1221>
- Mogea, T., & Oroh, E. Z. (2022). Applying small group discussion to enhance students' speaking ability at SMA N 1 Poigar. *Jurnal Pendidikan dan Sastra Inggris*, 2(2), 101–107. <https://doi.org/10.55606/jupensi.v2i2.499>
- O'Donovan, B. M., den Outer, B., Price, M., & Lloyd, A. (2021). What makes good feedback good? *Studies in Higher Education*, 46(2), 318–329. <https://doi.org/10.1080/03075079.2019.1630812>

- Sabudu, D. (2025). Students' learning engagement in contextual teaching and learning strategies management: The voices from English education classroom. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 9(2), 623–642. <https://doi.org/10.29240/jsmp.v9i2.14070>
- Sabudu, D., Rawis, J. A. M., Wullur, M. M., Rotty, V. N. J., & Al Katuuk, U. K. (2021). Language laboratory management in improving students English speaking ability. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 5(2), 231–247. <https://doi.org/10.29240/jsmp.v5i2.3663>
- Shenina, K. M., & Boulhana, N. B. (2025). The impact of constructive feedback on speaking self-efficacy among English department students, Faculty of Arts, Misurata University. *Faculty of Arts Journal*, 20, 147–160. <https://doi.org/10.36602/faj.2025.n20.08>