

AN ANALYSIS OF ENGLISH TEACHER'S ABILITY IN PROVIDING CONSTRUCTIVE FEEDBACK ON STUDENT ASSIGNMENTS AT SMP NEGERI 1 GIDO

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ABSTRAK

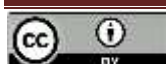
This study aims to analyze the ability of English teachers to provide constructive feedback on student assignments at SMP Negeri 1 Gido using a qualitative descriptive approach through observation, interviews, and documentation; the results of the study indicate that teachers provide feedback in evaluative, descriptive, corrective, and motivational forms using simple and clear language, direct explanations in class, the use of digital media, as well as strategies such as “two stars and a wish” and “glow and grow” to maintain student motivation; this study also identified supporting factors such as teachers’ professional experience, the use of technology, interactive learning methods, and students’ willingness to improve their assignments, while inhibiting factors included time constraints, differences in students’ English proficiency, low student self-confidence, and the large number of assignments to be graded; overall, constructive feedback was found to help students understand their mistakes, improve their assignments, and enhance their learning motivation.

Keywords: Constructive Feedback, English Teachers, Student Assignments, Qualitative Descriptive, SMP Negeri 1 Gido.

INTRODUCTION

Feedback is an important part of the learning process because it provides students with information about the quality of their work, errors, and aspects that still need improvement. In English language learning, feedback plays an important role because students are not only required to understand the material but also to develop their ability to use vocabulary, grammar, sentence structure, reading, writing, and communication in English. Therefore, teacher feedback should not only indicate whether an answer is correct or incorrect, but should also provide explanations and guidance that help students correct their mistakes and improve their learning abilities.

One important form of feedback in learning is constructive feedback. Constructive feedback is feedback delivered clearly, specifically, positively, and with guidance on how to make improvements. Good feedback does not merely point out students’ weaknesses, but also identifies aspects they have done well and provides suggestions that students can use to improve



their work. Thus, feedback can function as part of the learning process rather than merely as an evaluation of the final result.

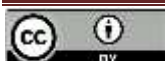
Brooks et al. (2024) demonstrate that strategy-focused feedback can help students understand the learning process and encourage the use of more effective learning strategies. Furthermore, Shaddad and Jember (2024) explain that constructive criticism serves not only to point out student errors but also to provide guidance and encouragement that can enhance student engagement, self-confidence, and language proficiency. Additionally, Panadero and Lipnevich (2022) propose that feedback performs five primary functions in learning: directive, motivational, cognitive, metacognitive, and social. In the context of language learning, Cheng and Zhang (2024) show that feedback helps students understand the gap between their current language proficiency and expected standards, enabling them to analyze errors and improve the quality of their learning outcomes.

Meanwhile, Weidlich et al. (2025) emphasized the importance of teachers' ability to provide feedback. Feedback quality is related to teacher feedback literacy and teachers' pedagogical ability to communicate meaningful information. Feedback is more effective when it is delivered clearly, relevantly, and in a timely manner, and when it is accompanied by suggestions that students can apply.

Nevertheless, the implementation of constructive feedback in learning does not always run optimally. Based on initial observations at SMP Negeri 1 Gido, feedback that was general in nature was still found, such as "good," "incorrect," or "revise," without explanations of the errors or the steps students should take to correct them. In addition, in some situations, feedback was provided after a considerable amount of time had passed, making it less helpful for students when revising their assignments. This condition may be influenced by various factors, such as teachers' experience and training, workload, limited instructional time, and the learning environment.

This issue is increasingly important because some students were still found to repeat grammar and vocabulary errors in their English assignments. Some students also obtained learning outcomes that had not reached the expected criteria. The assignments given by teachers included writing assignments, descriptive texts, procedure texts, grammar exercises, and speaking assignments. Through these tasks, teachers can identify students' abilities and errors, while the feedback provided can serve as a means of helping students understand and correct those errors.

On the other hand, teachers' ability to provide constructive feedback is not only related to their ability to identify students' errors, but also to their ability to communicate corrections



appropriately and constructively. Teachers need to adjust the language of feedback to students' developmental level and abilities. At the junior high school level, the use of simple language, concrete examples, direct explanations, and opportunities for students to ask questions and revise their work are important. The results of this study also show that clear, specific feedback, supported by examples and delivered in supportive language, can help students understand their errors and increase their motivation and confidence in learning English.

Based on these conditions, there is a need to examine more specifically how English teachers provide constructive feedback in the context of junior high schools. Previous studies on feedback have largely discussed its effectiveness on learning outcomes or students' writing ability, whereas studies specifically analyzing teachers' ability to provide constructive feedback, the forms of feedback used, how it is delivered, and the supporting and inhibiting factors in the context of SMP Negeri 1 Gido remain limited. This represents an important research gap to be examined.

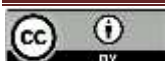
This study aims to analyze English teachers' ability to provide constructive feedback on student assignments at SMP Negeri 1 Gido, focusing on the types of constructive feedback used, how teachers provide feedback during the learning process, the supporting and inhibiting factors affecting teachers' ability, and the impact on students' learning processes and development. This focus is consistent with the research questions in the thesis, which cover these four aspects.

The novelty of this study lies in its focus on teachers' ability as feedback providers in the context of English language learning at the junior high school level, rather than only on students' learning outcomes after receiving feedback. Thus, this study is expected to provide an empirical description of constructive feedback practices in the classroom and serve as input for teachers and schools in improving the quality of feedback as part of the English learning process.

LITERATURE REVIEW

Feedback in Learning

Feedback is an important component of the teaching and learning process because it provides information about students' progress and performance. In the educational context, feedback is a response given by teachers to students' work, achievement, or learning outcomes. Through feedback, students can identify the strengths and weaknesses of their work and understand the aspects that need improvement to achieve learning objectives.



In English language learning, feedback plays an important role because students often experience difficulties in mastering grammar, vocabulary, pronunciation, sentence structure, as well as writing and speaking skills. Therefore, teacher feedback needs to be adjusted to students' needs and ability levels so that it can be understood and used as a basis for correcting errors.

Constructive Feedback

Constructive feedback is feedback provided with the aim of helping students improve their performance and develop their learning abilities. Constructive feedback does not merely point out errors, but also explains those errors and provides suggestions or solutions for improvement.

Constructive feedback is regarded as feedback that has several main characteristics, namely providing specific explanations, offering solutions or suggestions for improvement, focusing on improving students' performance, using positive and supportive language, enhancing students' motivation and self-confidence, and encouraging students to participate actively.

Thus, constructive feedback differs from feedback that merely evaluates whether a student's work is correct or incorrect. For example, the comment "Wrong. Revise it" only indicates that the student's work is incorrect without explaining the specific error or how it can be corrected. In contrast, feedback that explains which parts have been done well, identifies areas that need improvement, and provides examples of how to improve them represents a more constructive form of feedback

Functions of Constructive Feedback

Constructive feedback has several functions in the learning process. Brooks et al. (2024) explained that effective feedback helps students understand their role in the learning process and the activities they need to undertake to improve learning outcomes. Strategy-oriented feedback can also encourage students to use more effective learning strategies.

Furthermore, Shaddad and Jember (2024) emphasized that constructive criticism can increase students' engagement, confidence, and language ability. Feedback does not only function to identify errors but also provides guidance and encouragement so that students continue to develop their abilities.

Panadero and Lipnevich (2022) identified five main functions of feedback in learning:

1. Directive function: providing guidance on what needs improvement;
2. Motivational function: encouraging student engagement in learning;
3. Cognitive function: helping students understand material and concepts;



4. Metacognitive function: helping students develop the ability to manage and evaluate their learning processes; and
5. Social function: helping build positive relationships between teachers and students.

In language learning, Cheng and Zhang (2024) showed that feedback helps students understand the gap between their current language ability and the expected ability. Through continuous feedback, students can analyze errors and improve the quality of their writing.

Teachers' Ability to Provide Constructive Feedback

Teachers' ability to provide constructive feedback is an important part of the successful implementation of feedback in learning. Teachers must not only be able to identify students' errors, but also be able to deliver feedback in a clear, appropriate, understandable manner and provide guidance for improvement.

In this study, teachers' ability to provide constructive feedback was examined in terms of feedback clarity, accuracy of comments, types of feedback provided, timeliness of feedback, feasibility of the suggestions provided, and the supportive nature of the feedback. Teachers also need to adjust how feedback is delivered to students' characteristics and ability levels.

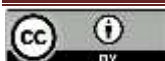
Weidlich et al. (2025) emphasized that feedback quality is closely related to teacher feedback literacy and teachers' pedagogical ability to communicate meaningful information to students. Feedback is more effective when it can be understood by students, is relevant to their needs, is provided at the right time, and includes suggestions that can be applied to subsequent assignments.

In the context of junior high school students, teachers can use simple language, provide concrete examples, explain errors directly, use symbols or colors, and give students opportunities to ask questions and improve their assignments. The thesis also notes the use of digital media such as Google Docs, Canva, and WhatsApp as strategies that can be used in providing feedback.

Constructive Feedback in English Language Learning

Constructive feedback has an important position in English language learning because it helps students gradually correct language errors. Feedback can be provided on various forms of assignments, such as writing assignments, descriptive texts, procedure texts, grammar exercises, and speaking assignments. Through these tasks, teachers can identify students' abilities in using vocabulary, grammar, sentence structure, and communication skills.

Feedback that is delivered clearly and uses concrete examples can help students understand the reasons behind errors. In addition, the use of positive and motivating language



can make students feel valued and less afraid of making mistakes. This condition can encourage students to ask questions, participate in learning, and try to use English more confidently.

RESEARCH METHOD

This study used a qualitative approach with a descriptive design. This approach was chosen because the study aimed to obtain an in-depth description of English teachers' ability to provide constructive feedback on student assignments, rather than to test hypotheses or statistically measure relationships among variables. Through this approach, the study describes teachers' practices, strategies, experiences, and challenges in providing feedback to students. The study was conducted at SMP Negeri 1 Gido, located at Jalan Pemuda No. 5, Hiliweto Village, Gido District, Nias Regency. The study was conducted in May 2026. The research site was selected based on its suitability for the research objectives and the availability of the required data.

The focus of the study was English teachers' ability to provide constructive feedback on student assignments. The unit of analysis was the feedback provided by teachers during the learning process. The analysis covered feedback clarity, accuracy of comments, types of feedback provided, timeliness, actionable suggestions, and the supportive nature of the feedback.

The research data consisted of qualitative data obtained from three main sources: observation, interviews, and documentation. Observation data were obtained by observing teachers' activities in providing feedback during the learning process. Interview data were obtained from English teachers and several students to understand their perceptions, experiences, strategies, challenges, and responses to the feedback provided. Meanwhile, documentary data consisted of student assignments that had received teacher feedback, such as writing assignments, descriptive texts, procedure texts, grammar exercises, and speaking assignments.

Data were collected using three techniques. First, non-participant observation, in which the researcher observed the learning process without directly participating in learning activities. The observation focused on how teachers provided feedback, their interactions with students, responses to students' errors, and the creation of a supportive learning environment. Second, interviews were conducted with English teachers and students to obtain more in-depth information about practices and experiences in providing constructive feedback. Third, documentation involved student assignments and the feedback provided by teachers. These three techniques were used together to obtain data from various sources and increase the credibility of the research findings through methodological triangulation.



Data were analyzed using thematic analysis based on the interactive model of Miles, Huberman, and Saldaña. The analysis consisted of several stages: data collection and familiarization, data condensation or initial coding, data display, and conclusion drawing and verification. Interview data were transcribed, observation notes were organized, and student assignment documents were examined to identify information related to constructive feedback. Relevant information was then coded and grouped according to themes or categories corresponding to the research focus.

Through these stages, the study produced a description of the types of constructive feedback used by teachers, how teachers provided feedback, supporting and inhibiting factors, and the impact of feedback on students' learning development. These aspects were consistent with the objectives of the study in the thesis.

RESULTS AND DISCUSSION

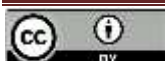
Forms of Constructive Feedback Provided by Teachers

The results showed that English teachers at SMP Negeri 1 Gido had provided several forms of feedback on student assignments. The feedback identified included evaluative feedback, descriptive feedback, corrective feedback, and motivational feedback. Feedback was provided both orally and in writing, using language that was simple and easy for students to understand.

When providing evaluative feedback, teachers assessed students' work to indicate their level of achievement. Meanwhile, descriptive feedback was provided by explaining specific parts of students' work that had been done well or still needed improvement. Corrective feedback was used when teachers identified errors, particularly in grammar, vocabulary, sentence structure, pronunciation, and other aspects of English language ability. In addition, teachers provided motivational feedback in the form of praise, encouragement, and recognition to maintain students' motivation.

These findings show that the feedback provided by teachers was not only oriented toward the final result of an assignment, but was also intended to help students understand their errors and make improvements. Teachers used direct explanations in class, concrete examples, and digital media when providing feedback. Some of the strategies identified were "two stars and a wish" and "glow and grow," which were used to communicate aspects that had been done well while also providing guidance on aspects that still needed development.

These findings are consistent with Mulia and Febrian (2025), who stated that corrective feedback plays a role in helping students understand errors and supporting the development of



English language ability. Clearly delivered feedback enables students to identify the parts that need improvement so that they can enhance the quality of their assignments.

How Teachers Provide Constructive Feedback

The results showed that teachers provided feedback in several ways, including direct explanations in class, written comments on assignments, the use of examples, and the utilization of digital media. Teachers attempted to use simple language so that feedback could be understood by students with different levels of English proficiency.

When providing corrections, teachers did not merely state that students' answers were wrong, but explained the errors and provided examples of how to correct them. This approach helped students understand why an answer was considered inappropriate. Teachers also gave students opportunities to ask questions and make improvements to assignments that had received feedback.

This practice shows that teachers' ability to provide feedback is not only related to their ability to identify errors, but also to their ability to communicate feedback effectively. Weidlich et al. (2025) explained that feedback quality is related to teacher feedback literacy, particularly teachers' ability to communicate information that is understandable, relevant, timely, and applicable to students.

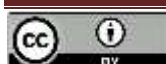
Thus, the feedback practices of teachers at SMP Negeri 1 Gido demonstrated the characteristics of constructive feedback because feedback did not stop at identifying errors, but was accompanied by explanations and guidance for improvement.

Supporting Factors in Providing Constructive Feedback

The study identified several factors that supported teachers' ability to provide constructive feedback. These factors included teachers' professional experience, the use of technology, the implementation of interactive learning methods, and students' willingness to improve their assignments.

Professional experience helped teachers determine forms of feedback appropriate to students' conditions. Teachers with teaching experience can recognize students' difficulties and adjust how corrections are delivered. The use of technology also provided teachers with alternatives for delivering feedback more flexibly, particularly when feedback could not be provided directly in class.

In addition, interactive learning methods enabled two-way communication between teachers and students. Students could ask questions about the feedback provided and receive further explanations. Students' willingness to improve their assignments was also an important



factor because constructive feedback provides greater benefits when students are willing to accept, understand, and apply the suggestions given by teachers.

These findings are consistent with Fatkhurrozy (2024), who stated that guidance, additional information, and constructive feedback can increase students' active participation and understanding of the knowledge and skills being learned.

Inhibiting Factors in Providing Constructive Feedback

Although teachers had attempted to provide feedback constructively, the study identified several obstacles. These obstacles included limited time, differences in students' English proficiency, low self-confidence among some students, and the large number of assignments that teachers had to assess.

Limited time was one of the challenges because teachers had to divide their time among delivering materials, conducting learning activities, assessing assignments, and providing feedback. This condition could cause feedback to be given briefly or not always immediately after an assignment was completed.

Differences in students' English proficiency also required teachers to adjust the form and depth of feedback. Feedback that could be understood by students with higher proficiency was not necessarily easy to understand for students who still experienced difficulties with vocabulary or grammar.

In addition, low self-confidence among some students could affect their responses to feedback. Less confident students tended to be afraid of making mistakes or reluctant to ask questions when they did not understand the teacher's corrections. The large number of assignments that needed to be assessed also made it challenging for teachers to provide detailed feedback to every student.

Kondisi tersebut memperlihatkan bahwa efektivitas constructive feedback tidak hanya ditentukan oleh kemampuan guru, tetapi juga oleh kondisi pembelajaran dan karakteristik siswa. Temuan awal dalam penelitian juga menunjukkan bahwa masih terdapat feedback yang bersifat umum seperti “good”, “incorrect”, atau “revise”, serta feedback yang diberikan terlambat sehingga mengurangi manfaatnya bagi proses revisi siswa.

Impact of Constructive Feedback on Student Learning

The results showed that constructive feedback had a positive impact on students' learning development. Feedback helped students understand their errors, improve their assignments, and increase their learning motivation. Students became more aware of which parts of their work needed improvement and received guidance on the steps needed to make those improvements.



Feedback delivered using positive language also helped create a more supportive learning environment. When teachers not only pointed out errors but also acknowledged aspects that had been done well, students tended to be more motivated to make improvements. This is consistent with Mutia and Zaitun (2023), who showed that positive and structured feedback can increase students' confidence in developing their English communication skills.

These findings are also consistent with Panadero and Lipnevich (2022), who explained that feedback has directive, motivational, cognitive, metacognitive, and social functions. Thus, feedback not only helps students identify errors, but also provides guidance, increases motivation, supports understanding of the material, and encourages students to reflect on and improve their learning processes.

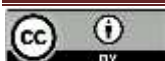
Overall, the results showed that English teachers at SMP Negeri 1 Gido had implemented constructive feedback through various forms and strategies. Teachers used not only evaluative and corrective feedback, but also descriptive and motivational feedback. The use of simple language, direct explanations, concrete examples, digital media, and the strategies “two stars and a wish” and “glow and grow” demonstrated teachers' efforts to make feedback part of the learning process.

However, the implementation of constructive feedback still faced several challenges, particularly limited time, differences in students' abilities, low student confidence, and the workload involved in assessing assignments. Therefore, improving teachers' ability to provide feedback needs to be supported through professional development, the use of technology, time management, and efficient feedback strategies.

The findings of this study reinforce the view that constructive feedback is an important part of English language learning. Feedback that is clear, specific, positive, timely, and provides guidance for improvement can help students understand their errors and improve the quality of their assignments. Thus, teachers' ability to provide constructive feedback is an important aspect of creating a more effective English learning process that supports student development.

CONCLUSION AND SUGGESTIONS

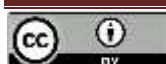
The results showed that English teachers at SMP Negeri 1 Gido had implemented constructive feedback in the forms of evaluative, descriptive, corrective, and motivational feedback through direct explanations, examples of corrections, digital media, and the strategies “two stars and a wish” and “glow and grow.” The feedback helped students understand their errors, improve their assignments, and increase their learning motivation. Its implementation was supported by teachers' experience, technology, interactive learning methods, and students'



willingness, but still faced challenges related to limited time, differences in students' abilities, low self-confidence, and the large number of assignments. Therefore, teachers are advised to improve the quality of feedback so that it is clearer, more specific, timely, and provides guidance for improvement, while schools should provide support through training and the use of educational technology.

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