



The Importance of Immediate Constructive Feedback on Students' Instrumental Motivation in Speaking in English

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Abstract: *The research discusses the importance of immediate constructive feedback in increasing instrumental motivation towards English speaking. This research is on the students' perspectives as teachers advice on the students' state of performance contributes to the students' increased motivation in speaking the English language in a teaching and learning process. Therefore, this research provides the understanding that teachers' behavior could compliment students' increased instrumental motivation in learning English language during the teaching and learning process in their respective classroom would complement their proficiency in speaking in English language. 227 final year bachelor degree students of a private higher learning institutions from five schools; School of Business and Management, School of Engineering Technology, School of Built Environment and School of Computing and Creative Media are the samples of this research. The research instrument used in this research is a set of five Likert scale questionnaire and it brings a result of a relationship between immediate constructive feedback with students' instrumental motivation and also that there is an influence of immediacy constructive feedback towards students' instrumental motivation in speaking English language. Therefore, the research concluded that providing immediate constructive feedback is crucial in a teaching and learning process especially as it boosts students' motivation in speaking in English language.*

Keywords: *constructive feedback; immediacy constructive feedback; instrumental motivation*

I. Introduction

The effect of the colonization of the British Empire, English language had influenced the local to use English language in their daily life. As time goes by, the language became one of the requirement to Malaysian students to score at least band three in the Malaysian University English Test (MUET) in order to be enrolled in the course that deals with science and technology, medical and health, accounting and business and even law in any Malaysian Universities. Therefore, it is a great challenge for the Education Ministry to make sure that the students are well prepared with English language competencies for the tertiary level of education use because most of the courses use English language as the medium of knowledge transmission. The demand of proficient English speaker also highly demanded in the industry due to the effect of globalization in which English language is the medium of the international communication especially in the economics and trade, science and technologies, politics and diplomatic and also used in military purposes too (Thirusanku&Melor, 2012). Regardless of the demand and the need of English proficient user, yet the Malaysian University English Test (MUET) still showed an unsteady proficiency among students. Therefore, it is a need for the researcher to conduct this research with the aim of this research is to identify how immediate and frequent constructive feedback affect students' motivation towards English speaking.

II. Review of Literature

1. Motivation

Zaman (2015) suggest that, a person who need to achieve an objective accordingly, that particular person change the behavior added with commitment, enthusiasm and persistence (Guerrero, 2014). As in the context of learning environment, the learning motivation signified

students' self-worth or self-concept that reflected their goals, beliefs, attitudes, involvement, approach on learning experiences that in the end it leads to the emergence of a group of "mastery-oriented" students that are very interested to learn and master new knowledge (Ames, 1990). Because instrumental motivation comes with an inducement or influence, the impact to the students' learning are greater as at the end (Gardner &MacIntyre, 1990) they aimed themselves to be hired by various industries as the end product of a learning process that a students endured (Mahadi&Jafari, 2012). This happens because instrumental motivation suit the practical needs of the students' satisfaction in achieving an objective (Sharanraj&Shahila, 2016) because of the students' target is their satisfaction of learning in order to be hired by industries. Motivation is also related to Maslow's Hierarchal theory in which motivation drive the person to achieve an objective that satisfy them (McLeod, 2007).

2. Constructive Feedback

Feedback is an information provided by an agent regarding aspects of one's performance or understanding (Hattie &Timperley, 2017). Through feedback, it helps the students' learning growth, provides direction and helps to boost students' confidence in learning as it also increases their motivation and self-esteem (Clynes&Raftery, 2008) in a learning process. Furthermore, according to Voerman, Meijer, Korthagen, and Simons (2012), feedback given to students are an essential tool in order to have an instruction with quality and quantity. According to Pourmandnia and Behfrouz (2014), constructive feedback is a professional comments and recommendations aimed at betterment and development of professional identity. Constructive feedback is considered valuable as it helps people achieve the target set. It is believed that constructive feedback able to influence the job satisfaction and the willingness of individuals in the organization (Sommer& Kulkarni, 2012) to become more productive, effective and efficient.

3. Immediate Constructive feedback

Ahmad Abdullah (2013) suggests that immediate constructive feedback improves and enhanced students' communication skills and learning outcomes because it happens in a "reduced distance, enhance closeness, reflect liking and affect, and increase sensory simulations between communicators". Also, an immediate constructive feedback helps students recalling materials learned, improved enrollment of the same course, institutional integration and the completion of degree course among students (LeFebre& Allen, 2014). As in working environment, immediate constructive feedback assists the employees to learn and adopt more efficient task strategies without delay or forgetting it, thus it compliment their working performance (Kuvaas et al., 2016).

III. Research Method

Due to the aim of this research is to explore the positive and significant relationship between immediate constructive feedbacks towards students' instrumental motivation in speaking in English, therefore this research is a quantitative cross-sectional study. To measure the instrumental motivation through a set of questionnaire in this research, the items in the questionnaire are divided into five sections to in which it is adapted from Wimolmas' survey study of motivation in English language learning of first year undergraduate students at Sirindhorn International Institute (10 items). To measure constructive feedback, an adaption of Ishii's survey of learners' preference about teachers' feedback on writing (10 items). In another section of the questionnaire is to measure immediacy feedback is an adaptation of LeFebre et al. teacher immediacy and student learning: An examination of lecture/laboratory and self-

contained course (10 items). This research involves a group of 227 final year bachelor degree students who have undergone the English class as required by the university as the sample of this research.

Stratified random sampling method is applied in this research, in which it has the advantage of being more representative as it improves accuracy of the parameter estimation and is also very efficient to handle (Fei Shi, 2014) and also has a better precision as the samples are proportional to the random samples (Bhesh Raj 2018). The samples are stratified into gender in which of 227 of them, 101 are male and 126 of them are female. 33 percent of the respondents are from the School of Engineering Technologies, 27.4 percent are from Schools of Business Management, 35.2 percent are from School of Built Environment and only 4.4 percent from the School of Computing and Creative Media. A pilot test is conducted with the sole purpose to identify any problems that exist in between a research in which it must be corrected before the real research is conducted (Zailinawati, Peter, & Danielle, 2006) for validity reason. A 30 second year bachelor degree students are involved in the pilot test in which the result of the pilot test reliability that are analyzed with Cronbach's Alpha coefficient is .958. With the coefficient result produced from Cronbach's Alpha coefficient shows that the validity is reliable as Santos (1999) suggests that 0.7 is to be the lowest acceptable reliability coefficient but lower thresholds are sometimes used in the literature. Therefore it is also reliable to be used to the final year bachelor degree students.

IV. Results and Discussion

The analyzed correlation coefficient analysis between immediacy constructive feedback towards instrumental motivation shows that there is a weak correlation between immediacy constructive feedback towards instrumental motivation ($r=.279^*$, $p<.05$).

Table 1. Correlations of immediacy, frequency constructive feedback towards students' motivation in speaking English language

Variables	CF	ICF
IM	.168	.279*

Note:

** Correlation is significant at the 0.05 level;

IM = Instrumental motivation; CM = Constructive feedback; ICF = Immediacy Constructive Feedback; FCF = Frequency Constructive Feedback

A stepwise method of regression analysis proved that there is an influence of immediacy constructive feedback towards instrumental motivation ($\beta=.244$, $p<.05$) in English speaking in which the influence changes at the rate of 6 percent of the students' instrumental motivation in speaking English language. Meanwhile, both constructive feedback ($\beta=.188^*$, $p<.05$) and immediacy constructive feedback ($\beta=.271^*$, $p<.05$) showed an influence towards students' instrumental motivation in which the influence give an effect of 13 percent of increase of students' instrumental motivation in learning to speak in English language.

Table 2. Regression using stepwise method

Model	IV	Beta Coefficient β	R	R ²	AGR ²	F Value
1	CF	.244*	.244	.060	.056	14.28*
2	CF	.188*	.360	.130	.122	16.71*
	ICF	.271*				

Note:

** Significant at the 0.05 level

CF=Constructive Feedback; ICF=Immediacy Constructive Feedback

It is clear that according to the analyzed data, constructive feedback and instrumental motivation complement each other as it improves weaker students better although mistakes surfaced at the beginning of a learning process (Nazifah, Shafiq&NurFarhinaa, 2012). Besides that, immediacy constructive feedback also a “reduced distance, enhance closeness, reflect liking and affect, and increase sensory simulations between communicators” as suggested by Ahmad (2013). This research also benefits the lecturers that practice immediate constructive feedback because it build students’ trust and perception of their lecturers’ expertise and quality of teaching as at the same time it became an attraction to the students to keep on coming to class and get themselves involved with the lesson. Moreover, constructive feedback result from lecturers’ teaching practices is a reflection of a teaching practice that is developed to be supportive in developing the students’ learning performance. Indirectly, the practice of providing the students with immediacy constructive feedback reflect the determination of the organization’s teaching team to develop and enhance students’ learning performance thus it bring good image to the organization. This would affect the organization’s students’ intake because with such quality of education, parents would influence their children to further their higher learning in the organization (Kim, 2017).

V. Conclusion

This research on the immediacy and frequency constructive feedback in increasing instrumental motivation towards English speaking among students in the selected location would be beneficial for the institution. Students are in a desirable point to improve the state of their English language proficiency, specifically speaking because it is demanded by the nation and also the industry. As the institution that use English language as the medium of knowledge communication, therefore, the desire to be able to develop the English language proficiency among the students are at the high stake. Moreover, this research will help the instructors to improve their teaching method and practices as any information, comments and useful responses given to the students to improve their current proficiency would influence the students’ motivation to improve to a better performance.

Students’ motivation was very much influenced by an objective to be achieve. Through this study, more understanding on the motivation to improve learning process will be considered as according to Mahadi and Jafari (2012), motivation influence students’ development in learning. There are two types of motivation that involves in language learning: integrative and instrumental motivation. In this research, instrumental motivation takes place because instrumental motivation is driven by a purpose such as for occupation use or for further use. As for integrative motivation, it is driven by the integration of the learning environment, tools and also the students’ culture. Therefore, the students’ instrumental motivation will be under the

attention of this research as the main motive of the students to further their study in the institution is driven by an objective to be employed once they completed their duration of study. By considering the students' instrumental motivation, this research also helps the institution to understand the students' need of being knowledgeable and skillful in speaking English as a preparation for employment requirement in their desired career.

Besides that, Voerman et al., (2012) suggests that constructive feedback helps students to develop as any information given or provided by their lecturer to the students on their performance and level of understanding of the subject learned as it become a supplement to the students' weak learning performance in classroom. The constructive feedback become the improvement factor to the students that need to work on. In the conduct of this research, it opens up a new insight that providing constructive feedback to the students in speaking English motivate them to improve to a better state of performance in speaking in English language.

According to LeFebre and Allen (2014), immediacy has a direct influence on what students perceive in the classroom in which it motivates students to participate with the learning process conducted by the teacher although the learning environment is in a laboratory and in lecture. In this case of research, this will help the institution to enhance the immediate feedback or respond given to the student because the immediate action taken by the lecturer or instructor shows the determination to improve students' current performance to a better performance as expected in the learning objective. By doing so, the lecturer would benefit the end product of the immediate actions taken to improve the students' performance. The learning objective also can be achieved as the students evolve from the current state of performance to the expected performance they need to achieve accordingly because immediacy constructive feedback responses influence of their motivation in learning and then improve themselves.

Frequency constructive feedback according to Diaconu (2013) is a frequent feedback in a form of a dialogue between teacher and learner to enhance the subject matter attempted by the learner, especially on improving the performance of the learner. It would influence the learner and also their performance in learning. As this research is conducted, the finding by Diaconu (2013) on the frequency constructive feedback supports the students' speaking English learning process as they need to improve their weakness and an improved performance would help them to be employed as at the same time they had been instrumentally motivated. Therefore, this research will help lecturers too frequently providing constructive feedback to the students thus helps the students to improve their performance.

Briefly, immediacy and frequency constructive feedback towards students' motivation in speaking English language would benefit the institution chosen for this research. Indirectly it develops more awareness to improve the lecturers or instructors teaching styles, practices and methods to meet the desirable result performed by the students and also the expectation of the lesson towards the students' performance after they completed their lesson.

Efficient immediacy constructive feedback benefits all parties; the lecturers, students and also the organization. The practice of supplementing teaching and learning process with an immediate constructive feedback helps students to develop their learning proficiency because the initiative of responding to the students' need in the learning process boosts students' instrumental motivation to learn a subject matter. With this culture of supporting students' learning with an immediate constructive feedback, it helps the lecturers to make their teaching process become more understandable and clearer to the students in which it helps the whole teaching and learning process to achieve the desired teaching and learning objective. Such

positive practice also signifies the quality of the organization's teaching team effectiveness in developing their graduates as it also became an attractive factor to the organization's students' enrollment. Therefore, according to this research immediacy constructive feedback boosts students' instrumental motivation towards English speaking.

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