ABSTRACT

Alfarabi, Nikmatul Azkiyah Fasha. (2026). Exploring Teacher's Oral Feedback in Supporting Students' Self-Efficacy in English Speaking.

This study explored students' views on how the teacher's oral feedback supported their self-efficacy in English speaking, as well as the teacher's perspective on the role of oral feedback in supporting students' self-efficacy. This research used a qualitative case study approach at a vocational high school in Arcamanik, Bandung. Participants included one class of tenth-grade vocational students and one English teacher. Six students participated in semi-structured interviews, while questionnaire data were collected from the class. Additional data were obtained through classroom observations conducted in three meetings. The findings indicated that students generally perceived oral feedback as supportive of their self-efficacy in English speaking. Corrections, explanations, and encouraging feedback helped students recognize their strengths and weaknesses, understand areas for improvement, and maintain their willingness to participate in speaking activities despite making mistakes. Students also showed self-efficacy through their engagement in speaking tasks and interactions with classmates. From the teacher's view, oral feedback supported students' speaking development through pronunciation and intonation corrections, guidance, and encouragement. However, opportunities for explicit student reflection were not equally evident across all observed meetings. Overall, the findings suggest that teacher's oral feedback supports students' self-efficacy by helping them recognize their capabilities and continue developing their English-speaking skills.

Keywords: Teacher's Oral Feedback, Self-Efficacy, English Speaking, Qualitative Case Study

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