CHAPTER I
INTRODUCTION

This chapter contains the research background, research questions, research purposes, research significance, research scope, conceptual framework, and previous studies.

A. Research Background

The current study aims to explore how the teacher's oral feedback supports students' self-efficacy in English speaking. Speaking is often regarded as one of the most challenging skills for students and requires not only linguistic competence, but also learners' confidence in their ability to speak English. Emotional variables such as anxiety, confidence, and motivation greatly influence students' ability to speak a second language (Krashen, 1982). In this regard, Anaktototy and Latumeten (2022) state that feedback is a fundamental part of the English learning process because it helps students develop greater self-awareness. Through feedback, students can reflect on their performance and use it as a starting point for further improvement. Therefore, providing feedback is one of the teacher's important responsibilities in supporting meaningful change and continuous learning.

Self-efficacy refers to an individual's belief in their ability to perform the actions required to accomplish specific tasks or goals (Bandura, 1997). In the context of English learning, students with high self-efficacy are more likely to participate actively in class discussions, take risks with the language, and persevere even when faced with mistakes or challenges. In contrast, students with low self-efficacy may avoid speaking opportunities, feel anxious, and give up easily, thus hindering the development of their English language skills (Maharani & Purnama, 2023). Therefore, self-efficacy is crucial in English speaking because it empowers learners to overcome psychological barriers, sustain motivation through persistent practice, and transform errors into growth opportunities, ultimately leading to greater fluency, confidence, and communicative competence, especially in classroom interactions.

On the other hand, teacher feedback is an important factor in developing students' speaking performance. Feedback is information that an agent delivers about an individual's performance or comprehension (Hattie & Timperley, 2007). Furthermore, Wisniewski et al. (2020) consider feedback effective when it helps students identify relevant cues and evaluate errors in their understanding, encouraging better information-processing strategies and deeper understanding. It is not merely a correction mechanism but also a form of communication that guides, motivates, supports learners, and serves as a social and psychological signal that can shape students' beliefs about their own abilities.

According to a preliminary observation in a senior high school in Bandung, students commonly experience difficulties in speaking English. Awareness of being observed by others can increase students' insecurity and hinder their ability to perform effectively in classroom activities. Students often experience speaking anxiety due to fear of making mistakes and of being negatively evaluated by peers, which can reduce their willingness to participate in speaking activities (Ardiya et al., 2024). Students tend to improve gradually when teachers consistently provide corrective feedback alongside supportive, encouraging responses. In this way, teachers' oral feedback becomes not merely an instructional tool but a motivational resource that supports students' development as confident English speakers.

In addition, understanding students' perspectives is crucial for teachers to gain insight into how feedback is viewed, received, interpreted, and utilised by students. The way teachers respond to students' assignments may influence their future attitudes and learning behaviours (Ubaidillah, Jati, & Sugesti, 2026). According to Brandmo and Gamlem (2025), high-quality, personalised, action-oriented feedback can positively affect students' achievement, motivation, and engagement, whereas negative or vague feedback may reduce motivation and encourage avoidance. Students may also value direct, individually adjusted feedback, and trust within the teacher-student relationship can support effective uptake of feedback. Therefore, teachers should pay attention to students' perspectives and responses to feedback to understand how their feedback is experienced and used in the learning process.

Although students tend to show gradual improvement in their speaking skills when teachers consistently provide corrective feedback alongside motivational and inspiring responses, negative feedback can have the opposite effect. Negative feedback also affects students' behaviours indirectly by reducing their self-concept and sense of self-worth. More specifically, Deci and Ryan's Self-Determination Theory (1985) state that teachers' consistent use of negative feedback leads students to doubt their teachers' concern for them, feel unworthy of praise, have lower intrinsic motivation, and require rewards to complete tasks. Overly critical feedback may increase students' anxiety and lower their confidence, causing them to avoid speaking activities. Therefore, teacher feedback is not only an instructional tool but also a source of motivation. Depending on how it is delivered, it can either support or hinder students' development into confident English speakers.

Several studies have explored the role of teachers' oral feedback in supporting students' self-efficacy in English speaking. Accordingly, Ahmed et al. (2021) examined the effect of teachers' feedback on students' academic performance, with self-efficacy as a mediator. Amir (2024) conducted a study in a high school in South Sulawesi and found a moderate positive correlation between students' self-efficacy and their English proficiency. Conversely, Syarif (2018) discovered no substantial correlation between self-efficacy and spoken proficiency among university students. The findings of this study indicate that while self-efficacy may affect language performance, other factors, such as the learning environment, teaching style, and practice opportunities, may also contribute.

While teachers' feedback has been widely explored in relation to language accuracy and speaking performance, fewer studies have focused on how feedback shapes students' self-efficacy, particularly in speaking contexts. Existing studies also tend to rely on quantitative approaches, which reveal patterns but do not fully capture how students interpret and emotionally respond to feedback in fundamental classroom interactions. This gap highlights the need for a qualitative investigation examining how teachers' feedback influences students' beliefs about their speaking ability and their confidence to participate in oral communication.

B. Research Questions

The current research aims to investigate the role of teacher's oral feedback on students' self-efficacy in English speaking skills. To achieve this objective, several research questions are formulated to explore how teacher's oral feedback influences students' self-efficacy in speaking English. These research questions are presented as follows:

1. How do students perceive the teacher's oral feedback in supporting their self-efficacy in English speaking?
2. How does the teacher view the role of oral feedback in supporting students' self-efficacy in English speaking?

C. Research Purposes

Based on the research questions above, the purposes of the current study are formulated to achieve the objectives of the study, as presented below:

1. To explore students' perceptions of the teacher's oral feedback in supporting their self-efficacy in English speaking.
2. To explore the teacher's view of oral feedback in supporting students' self-efficacy in English speaking.

D. Research Significances

The results of this research make theoretical and practical contributions to English language learning, particularly regarding students' speaking ability. In theory, the findings help students better understand the psychological aspects of English language learning, especially factors that influence students' self-efficacy in speaking English. This study also explains how teacher's oral feedback during the learning process relates to students' confidence and their belief in their ability to speak English. Additionally, it serves as a reference for future researchers who are interested in investigating similar topics related to teacher feedback and students' self-efficacy in language learning.

In practical terms, this study offers benefits for various educational stakeholders, especially in English language teaching. For English teachers, the findings can provide valuable insights into how the type and delivery of feedback

affect students' self-efficacy in speaking. Curriculum developers can also use these findings to design speaking-learning approaches that focus not only on linguistic aspects but also on students' affective Development.

Understanding the role of teachers' oral feedback in students' self-efficacy in English-speaking skills also offers several benefits for teachers. The way teachers provide feedback during speaking activities can influence students' confidence and willingness to participate in classroom interactions. Teachers who recognize this relationship can provide feedback in a more supportive and constructive manner, so that students feel encouraged rather than discouraged when they make mistakes.

E. Research Scope

The current research aims to explore teacher's oral feedback in supporting students' self-efficacy in English speaking. Moreover, the current research is conducted in the context of English as a Foreign Language (EFL), focusing on tenth-grade vocational high school students, for whom speaking skills often pose a challenge at the early stage of secondary education. At this stage, students' English proficiency generally ranges from A2 (Beginner) to B1 (Intermediate). Therefore, this study explores students' perspectives on how the teacher's oral feedback influences their self-efficacy in English speaking. This study is limited to speaking skills and does not cover other language skills such as listening, reading, or writing. In addition, this study focuses solely on teachers' feedback and does not examine feedback from peers, parents, or external sources.

F. Research Framework

This research explores how teachers' oral feedback supports students' self-efficacy in English speaking. Specifically, it examines students' views on how the feedback relates to their belief in their ability to perform speaking tasks in the classroom, including their confidence and willingness to participate in speaking activities. It also explores the teacher's perspective on the role of oral feedback in supporting students' self-efficacy, particularly in improving their speaking performance, encouraging participation, and helping them recognize areas for improvement. Accordingly, it guides the discussion of theories related to the

conceptual framework. These theories include speaking skills in English language learning, teachers' feedback in the learning process, and the concept of self-efficacy in language learning.

According to Baron (2020), speaking is a process of producing meaning through various stages, including production, reception, and processing of information, making it interactive. Moreover, speaking represents ideas, opinions, feelings, and thoughts to others using words or sounds to provide information, convince, and entertain (Novianda, 2017). Speaking in a classroom involves interaction between teachers and students, or among students, depending on how classroom activities are organized. It is also an essential communicative skill that enables learners to express ideas, interact with others, and convey meaning effectively in classroom communication.

On the other hand, teacher feedback underpins effective pedagogy, bridging the gap between students' current performance and their learning objectives (Hattie & Timperley, 2007). It is an essential instructional component that can influence students' learning experiences. In the speaking classroom, the teacher's oral feedback provides guidance, clarification, and motivation, enabling students to understand their strengths and areas for improvement. Through feedback, teachers inform students about their performance, helping them identify strengths and areas for improvement in English speaking. Students who received feedback that included information about their performance showed higher levels of self-efficacy than those who received only feedback that provided correct answers (Peifer et al., 2020). This suggests that feedback that allows students to understand the results of their efforts can more effectively boost their confidence in their abilities.

Perspective is a complex concept that refers to an individual's point of view, which is shaped by various factors, including personal experiences, beliefs, values, biases, and cultural influences (Baker, 2024). This suggests that perspective is not simply an individual's way of viewing something; it also reflects how personal experiences and beliefs shape how individuals understand and respond to particular situations. In education, students' perspectives matter because they play a crucial role in shaping how learning occurs and develops in the classroom (Gentilucci,

2004). This concept can be reflected in how students view, interpret, and respond to teacher feedback. Students may develop different perspectives on teacher feedback based on their previous learning experiences, beliefs about learning, and individual needs. These differences may influence how students understand the feedback they receive and how they respond to it during the learning process. Therefore, understanding students' perspectives can clarify how they experience and interpret teacher feedback.

Self-efficacy refers to an individual's belief in their ability to perform the actions required to achieve particular goals or outcomes (Bandura, 1997). In the educational context, self-efficacy reflects students' beliefs in their ability to complete learning tasks, which can influence their engagement, strategy choices, and academic adjustments (Lin & Thalib, 2025). Furthermore, self-efficacy involves individuals' beliefs in their ability to control their motivation, behaviour, and social interactions (Jimin, Chianson-Akaa, & Amua, 2023). These beliefs influence how individuals perceive their abilities, approach challenges, and respond to difficulties. Students with higher self-efficacy tend to be more willing to take on challenging tasks and persist despite making mistakes. In this regard, teachers' oral feedback can support students' self-efficacy through corrections, explanations, and encouraging comments. Such feedback helps students recognize their strengths, identify areas for improvement, and maintain their efforts to overcome learning difficulties.

G. Previous Studies

Several studies have explored the teacher's oral feedback and its role in supporting students' self-efficacy in English speaking. Firstly, the study conducted by Turda, Ferenț, and Crișan (2021) focuses on the impact of teacher’s oral feedback on students' self-confidence and motivation in the learning process. The researchers used a quantitative, quasi-experimental, correlational design and collected data through a questionnaire administered to adolescent participants aged 14 to 18 years. The results indicate that, although teacher feedback cannot predict the extent to which students’ intrinsic motivation and self-efficacy increase during learning, it acts as a moderator. In contrast, the current study uses a qualitative

approach to explore the role of teacher's oral feedback, specifically in English-speaking skills, to provide an understanding of how teachers deliver feedback and how students perceive it in shaping their self-confidence.

Secondly, Rifai and Rahman (2023) examined the implementation of teacher's oral feedback in English language classrooms. Focusing on the types of feedback teachers used and the challenges encountered during speaking activities. This study used a qualitative case study approach, collecting data through interviews, observations, and document analysis, and examined a teacher's feedback practices in teaching speaking skills. The results showed that teachers applied various types of feedback during the teaching and learning process, including explicit corrective feedback, recast, clarification requests, and metalinguistic feedback. However, the study focused mainly on the types of feedback used, leaving a gap in understanding how such feedback affects students' psychological aspects, particularly self-efficacy.

Third, Joni and Wirastuti (2018) examined the effect of self-efficacy on elementary-level students, the factors contributing to high self-efficacy, and its influence on students' English-speaking ability. This study used a correlational design and employed questionnaires, a speaking test, and a focus group discussion (FGD) guide to examine the relationship between students' self-efficacy and speaking ability. The findings indicated that self-efficacy had a statistically significant impact on students' speaking performance, accounting for approximately 91% of the variance at a basic level. Furthermore, all four dimensions of self-efficacy were found to significantly influence speaking ability, with students' psychological and emotional states emerging as the most dominant factor in shaping their performance. However, this study primarily focused on the internal factor of self-efficacy without considering the role of external support, such as teacher feedback, which creates a gap that the present study aims to address.

Fourthly, Wardana et al. (2025) examined the factors affecting teacher feedback on writing achievement, self-efficacy, and self-regulation among junior high school. It focused on the effectiveness of teacher corrective feedback (TCF) in enhancing students' English paragraph writing skill. A mixed-method design was

employed, the research participants were 180 junior high school students, and the data obtained from tests and questionnaires. The findings indicated that the success of TCF depends on individual factors such as student readiness, self-awareness, and external factors such as teacher influence, peer dynamics, and the school environment. However, the current research focuses on the role of teacher's oral feedback on students' self-efficacy in speaking skills; consequently, there is a gap in the literature regarding research that focuses on students' writing skills.

Lastly, a study by Au and Bardakçı (2020) analysed the impact of teacher and peer feedback on speaking performance and confidence among students enrolled in an English as a foreign language (EFL) programme at the university level. Using a quasi-experimental design with pre- and post-tests, the research participants were A1 university students. This study showed that both types of peer and teachers' feedback led to significant improvements in students' speaking performance and confidence, with teacher's oral feedback resulting in greater improvements in oral performance than peer feedback. Therefore, the current study differs by adopting a qualitative approach to explore in depth the role of teacher's oral feedback in shaping students' confidence in speaking skills in a secondary school context.

Some similarities and differences were found in the previous studies mentioned. However, these studies provide valuable insights and support the current research, which focuses on the role of teacher's oral feedback on students' self-efficacy in English language skills, especially speaking.