

**THE RELATIONSHIP BETWEEN STUDENTS' SELF-EFFICACY AND  
FEEDBACK PROVIDED BY TEACHERS IN EFL LEARNING**

**THESIS**

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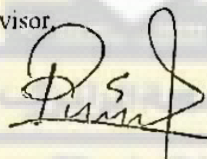
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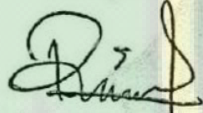
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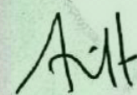
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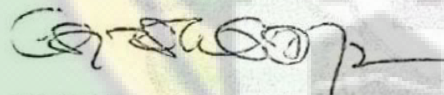
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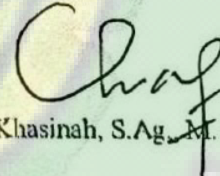
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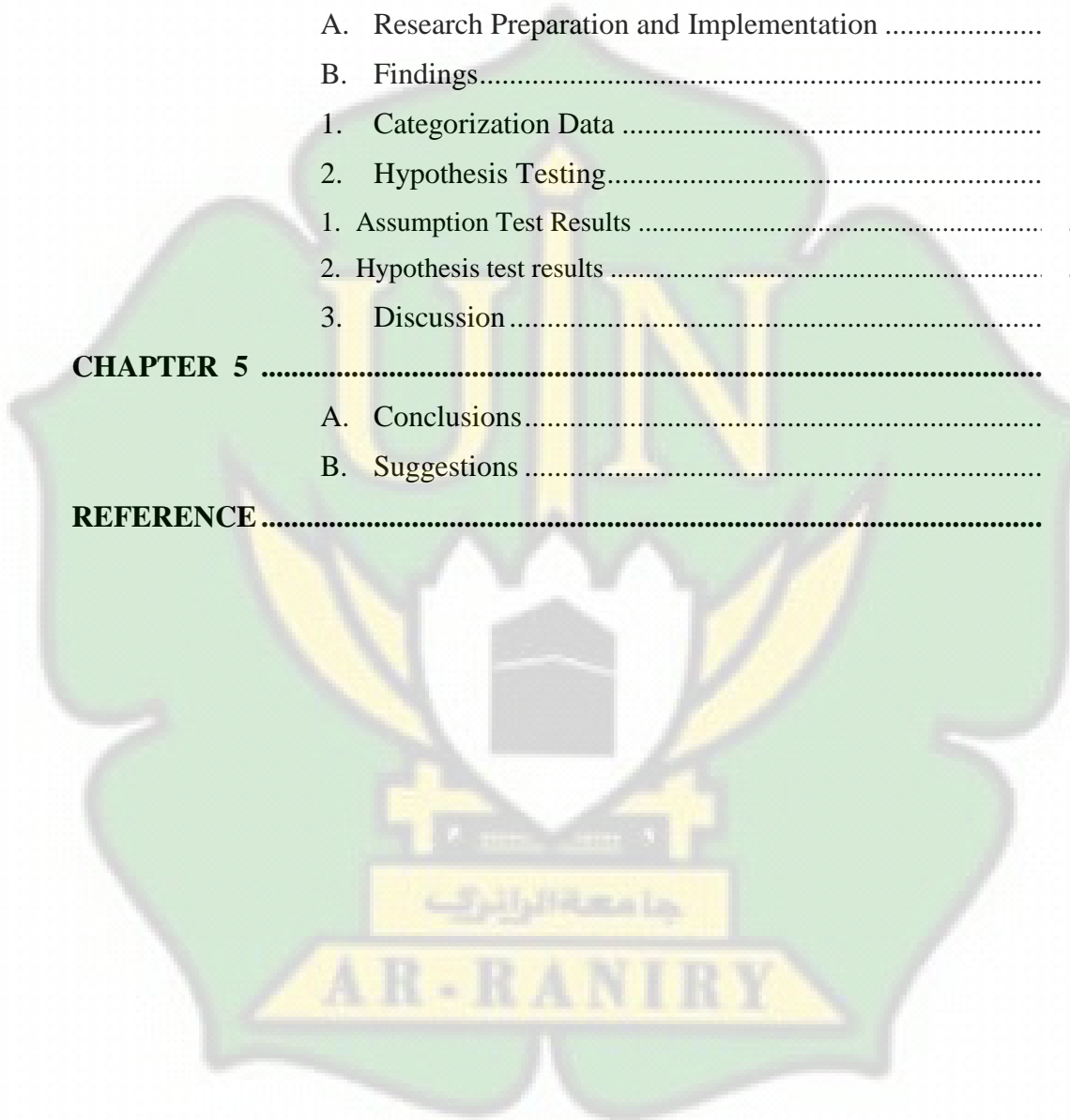
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## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENTS</b> .....	<b>iii</b>
<b>LIST OF TABEL</b> .....	<b>vii</b>
<b>LIST OF APPENDICES</b> .....	<b>viii</b>
<b>ABSTRACT</b> .....	<b>ix</b>
<b>CHAPTER 1 INTRODUCTION</b> .....	<b>1</b>
A. Background of Study .....	1
B. Research Question .....	6
C. The Aims of The Study.....	6
D. Significance of The Study.....	6
E. Research Hypothesis.....	6
F. Research Terminology .....	7
<b>CHAPTER 2 LITERATUR REVIEW</b> .....	<b>9</b>
A. Self – Efficacy.....	9
1. Definition of Self-Efficacy .....	9
2. Factors That Affect Self-Efficacy.....	11
3. Aspects of Self-Efficacy .....	13
B. Feedback .....	15
1. Definition of Feedback .....	15
2. Function of Feedback.....	17
3. Types of Feedback in Teaching and Learning .....	19
<b>CHAPTER 3 RESEARCH METHODOLOGY</b> .....	<b>22</b>
A. Research Design.....	22
B. Research Location.....	22
C. Research Participant.....	23
D. Data Collection Technique .....	24
1. Research instruments .....	24
2. Item discrimination test .....	27
3. Reliability Test.....	29

E. Data Analysis .....	31
1. Test Assumptions.....	31
2. Hypothesis Testing.....	32
<b>CHAPTER 4 FINDING AND DISCUSSION.....</b>	<b>34</b>
A. Research Preparation and Implementation .....	34
B. Findings.....	35
1. Categorization Data .....	35
2. Hypothesis Testing.....	40
1. Assumption Test Results .....	40
2. Hypothesis test results .....	42
3. Discussion .....	43
<b>CHAPTER 5 .....</b>	<b>46</b>
A. Conclusions.....	46
B. Suggestions .....	46
<b>REFERENCE .....</b>	<b>48</b>





## LIST OF TABEL

Tabel 3. 1 Blueprint Scale Self-Efficacy.....	26
Tabel 3. 2 Blueprint Scale Feedback .....	26
Tabel 3. 3 Self-Efficacy Scale Item Discrimination Coefficient .....	28
Tabel 3. 4 Feedback Scale Item Discrimination Coefficient .....	28
Tabel 3. 5 Alpha Cronbach's Self-Efficacy.....	30
Tabel 3. 6 Alpha Cronbach's Feedback.....	31
Tabel 4. 1 Description of Self-Efficacy Scale Research Data .....	36
Tabel 4. 2 Self-Efficacy Scale Categorization .....	37
Tabel 4. 3 Description of Feedback Scale Research Data .....	38
Tabel 4. 4 Feedback Scale Categorization .....	40
Tabel 4. 5 Normality Test of Research Data.....	40
Tabel 4. 6 Linearity Test of Research Data Relationship .....	41
Tabel 4. 7 Hypothesis Test of Research Data .....	42
Tabel 4. 8 Analisis Measure of Association.....	43

## LIST OF APPENDICES

- Appendix A : Research Questioner Self-efficacy Scale
- Appendix B : Research Questioner Feedback Scale
- Appendix C : Tabulation Of Feedback Scale Research Data
- Appendix D : Tabulation Of Self-Efficacy Scale Research Data
- Appendix E : Test the discriminative power items and Reliability test of self-efficacy and Feedback
- Appendix F : Research Data Categorisation
- Appendix G : Normality Test of Research Data
- Appendix H : Linearity Test of Research Data
- Appendix I : Hypothesis Testing of Research Data
- Appendix J : Autobiography
- Appendix K : Appointment Letter of Supervisor
- Appendix L : Research letter from School

## ABSTRACT

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Student self-efficacy is an individual's belief in his or her ability to complete a task. This belief becomes important in the context of education because it has a direct effect on academic performance and student challenges in learning. Feedback from teachers is one of the external factors that can strengthen student self-efficacy. The purpose of this study is to determine the relationship between students' self-efficacy and teacher feedback in English learning. This study used quantitative approach with Pearson correlation analysis method. The population in this study were ninth grade students with a sample of 30 students. Sampling research with *purposive sampling* method. The measuring instruments in the study used a scale of student self-efficacy and teacher feedback in teaching. The results showed the correlation coefficient  $\rho$  of 0.602 with a significance value ( $p$ ) of 0.000. The value of  $p < 0.05$  means that the hypothesis is accepted, which means that there is a positive relationship between student self-efficacy and feedback in teaching. The higher the teacher's feedback in teaching, the better the students' self-efficacy in learning. Conversely, the lower the teacher's feedback in teaching, the lower the students' self-efficacy in learning at MTs Darul Ulum.

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Foreign language learning in Indonesia has a long history. Starting in the colonial era, foreign languages (such as Dutch as the language of the colonizers, Japanese, and Dutch and German) were taught in certain schools, especially in schools for the descendants of aristocrats and Dutch children. During this period, the use of foreign languages among the natives became a sign of a high or respectable social class. Nowadays, foreign language learning is no longer elitist because all people can easily learn foreign languages, especially English (Alfarisi, 2021).

English itself is one of the worldwide dialects that incorporates a solid position within the world of Indonesian instruction. The utilize of English gets to be unavoidable since nearly most science and innovation in any field is composed in English or other remote dialects. So that dominance of English will give a way for the Indonesian individuals to create science or spread information that creates in Indonesia.

The Minister of Education and Culture confirmed in Constitution No. 096/1967 that English is taught in Indonesian education. This aims to equip students in the learning process of English language skills by mastering various skills, such as reading, listening, writing, or speaking. This is why English is

taught alongside other subjects such as Indonesian language and mathematics. Therefore, it is undeniable that many primary schools are competing to apply English in the classroom in the hope that this foreign language can experience significant development (Maili, 2018). Accordingly, the teaching of English in Indonesia needs to be improved in both primary and secondary education. This is so that students are prepared to enter the era of globalization, where language is the most important key. However, it cannot be denied that strong efforts and determination are needed to improve this (Nisa, 2020).

The teaching-learning process in the world of education does not always run smoothly, Of the many subjects available, English is one that students sometimes dislike. This dislike can sometimes complicate the students' learning process. However, the cause of students' learning difficulties is more than just their dislike of the subject. There are also many other factors that sometimes have a significant influence on students' learning, one of which is the students' personality factor known as self-efficacy (Tambunsaribu et al., 2021). Bandura (1993), explains that self-efficacy is often considered as an individual's consideration of their ability to organize and carry out an action that needs to be achieved against a specified performance. It will determine how an individual can feel, think, and behave in controlling what is faced.

Self-efficacy is also defined as a person's self-confidence in their competence to complete their tasks. In the learning process, self-efficacy can be described as a belief in one's ability to achieve academic tasks (Bandura, 1993). Self-efficacy refers to an individual's beliefs that determine how much

effort is put into doing something, how long the individual can persist in the face of difficulty, and how flexible they are in the face of something that goes against the individual's beliefs (Khotimah, 2024).

According to Zagoto (2019), self-efficacy in the learning process is important because it affects students' choice of academic activities. It is related to effort and perseverance in achieving goals, whereas low self-efficacy is the inability to deal with difficult situations and face failure. This self-efficacy is not something that exists on its own, but rather something that is acquired through experience. Self-efficacy isn't acquired but obtained through experimentation, as convictions start in childhood and proceed all through life (Bandura, 1997).

Self-efficacy is one of the inside variables that impact a student's fulfillment and execution, where self-efficacy is an individual's conviction that they can persuade themselves to total the errands given. This self-efficacy is imperative since it can decide how much exertion is exhausted and how long the person can survive within the confront of deterrents and encounters to be picked up (Tanjung et al., 2020).

Self-efficacy plays a role in achieving student learning motivation, so every student needs motivation in himself. Motivation has a significant influence on the teaching and learning process. In the learning process, motivation is one of the components that produce good learning quality. One way to increase student learning motivation is to provide feedback from the teacher, so that providing feedback can affect the high and low self-efficacy of

students. This is based on research conducted by Nurani (2021), there is a significant effect on student learning motivation after being given feedback.

This is also supported by the Minister of Education and Culture's Regulation No. 22 of 2016 on Process Standards for Primary and Secondary Education, which states that in the closing activities, teachers, together with students, either individually or in groups, reflect on and evaluate the whole series of learning activities, provide feedback on the learning process and results, and carry out further activities (Kemendikbus, 2016).

According to Sulantara (2020), providing feedback can take the form of corrections or return students' work. When feedback is provided during a learning process, it gives students the chance to assess their own comprehension of the teacher-provided material. This enables them to finish the sections they did not fully comprehend later on. The use of feedback is a learning that invites students to receive input so that they can criticise their own opinions and correct misunderstandings without hurting their self-esteem (Sofyatiningrum et al., 2019). The feedback given in learning has an important role to play in influencing a student's self-efficacy, as self-efficacy affects every activity undertaken. Where the provision of positive feedback has a significant effect on the development of self-concept in students. Direct feedback is defined as feedback given immediately after a student has responded or completed an assignment (Kemendikbus, 2016). Whereas the indirect strategy is defined as the opposite of immediate, i.e. feedback that is given hours, weeks or a long time after the completion of an assignment or test (Eliza, 2019).

According to Slamet (2020), providing direct and indirect feedback can help students reduce the gap between their understanding and the application of the concepts achieved. Then, in a study conducted by Dewi (2017), researcher examined the effects of feedback and students' self-efficacy in a chemistry practicum. In this study, the researcher found that providing feedback in this chemistry practicum could increase student self-efficacy. On the other hand, in a study conducted by Anggraini (2015), providing feedback on learning outcomes was also related to students' mathematical self-efficacy. They discovered that students who received feedback had positive results in terms of learning outcomes and mathematical self-efficacy.

In this consider, the analyst is fascinated by knowing and investigating the relationship between the factors of self-efficacy and criticism. These two variables play an imperative part within the learning process and can be a important point for future talk within the field of instruction. Be that as it may, what makes this think about distinctive from past ponders is its particular center. This consider was conducted to explore the relationship between understudy self-efficacy and instructor criticism in English learning. The respondents were in 3 classes, and only students ranked 1 to 10 were taken, making a total of 30 students.



## **B. Research Question**

Based on the previous explanation, this researcher focuses on knowing "Is there a significant relationship between students' self-efficacy and feedback given by teachers in English learning at MTs Darul Ulum"?

## **C. The Aims of The Study**

Based on the above problems and questions, the purpose of this study is to find out whether students' self-efficacy and teachers' feedback have a significant relationship in second language learning.

## **D. Significance of The Study**

This study will provide a better understanding of the relationship between students' level of confidence in learning English as a foreign language (EFL) and the type and quality of feedback provided by teachers, and can identify the factors that influence students' level of confidence and the ways in which teacher feedback can strengthen or weaken that confidence, this study can help in the development of strategies to improve students' achievement in learning English.

## **E. Research Hypothesis**

Hypotheses are temporary answers to the formulation of research problems, where the formulation of problems has been stated in the form of questions. Hypotheses can also be defined as temporary answers whose truth must still be tested or a summary of theoretical conclusions obtained from literature review (Sugiyono, 2012).

1. Ho: There is no relationship between teachers' feedback and students' self-efficacy at Mts Darul Ulum.
2. Ha: There is a relationship between teachers' feedback on students' self-efficacy at Mts Darul Ulum.

#### **F. Research Terminology**

The researchers would like to clarify the key terms used in the study, they are as follows :

1. Self-efficacy

Self-efficacy is the belief or confidence that an individual has the ability to overcome obstacles and barriers to achieve certain goals.

Self-efficacy is measured using a self-efficacy scale, which is organised according to aspects of self-efficacy, namely the level of task difficulty (magnitude), confidence (generality) and strength (strength).

2. Feedback

Feedback is the provision of information about whether or not the student's answer to the question given is correct, went with by extra data within the shape of an clarification of the area of the blunder or giving inspiration, both verbal and composed. Feedback has a very important role in learning, both for teachers and for students. Providing this feedback can help students know the extent of their ability to understand the material taught (Helenia et al., 2017). According to Windarsih (2016), feedback is a method used by

educators to help students understand their learning by giving responses to the learning they have received.

