

CHAPTER I

INTRODUCTION

A. Research Background

In education, feedback is considered one of the most powerful drivers of learning, both psychologically and academically. Effective and specific feedback serves multiple purposes: it identifies students' strengths and weaknesses, clarifies misconceptions, and motivates them toward better academic performance. The impact of feedback on students' achievement has been demonstrated across numerous studies. Hattie and Timperley (2007), for instance, showed that effective feedback answers three critical questions: *Where am I going? How am I going? and Where to next?*—all of which guide students to monitor progress and adjust their learning strategies. This indicates that the quality and clarity of feedback are closely linked to improvements in student learning outcomes.

Equally important is how students perceive feedback. As argued by Boud and Molloy (2013), feedback is not merely information but a process of meaning-making, in which students interpret and respond to the messages they receive. Their perception determines how they regulate learning, how confident they feel, and how motivated they become to pursue their goals. Feedback perceived as constructive strengthens self-regulation, fosters improvement, and reinforces intrinsic motivation (Ryan & Deci, 2020). Conversely, when feedback is vague, overly critical, or not

actionable, it can produce anxiety, lower confidence, and ultimately hinder learning.

In the context of English language learning, feedback plays a particularly vital role because the process of acquiring a second or foreign language requires continuous refinement, correction, and meaningful interaction. Recent empirical studies show that oral corrective feedback helps learners recognize gaps in their speaking performance, supports the development of accuracy, and improves overall communicative competence (Hanafi, 2023; Wulandari, 2024). Written corrective feedback has also been shown to significantly enhance learners' English writing accuracy, organization, and grammatical development, particularly when the feedback is clear, specific, and actionable (Putri & Dewi, 2023; Rahmawati, 2023). Moreover, learners' perceptions strongly determine how they engage with and utilize feedback; students who perceive feedback as supportive and helpful tend to participate more actively and show greater improvement, whereas unclear or discouraging feedback can diminish motivation and limit language progress (Siregar, 2023; Wulandari, 2024).

Feedback is an essential aspect of growth and learning. In the Quran, it is revealed by Allah SWT that He is aware of who we are and where we're at, and lets man know that He is near to him, as mentioned in Surah Qaf when He states,...

لَقَدْ خَلَقْنَا الْإِنْسَانَ وَنَعْلَمُ مَا تُوَسْوِسُ بِهِ نَفْسُهُ ۗ وَنَحْنُ أَقْرَبُ إِلَيْهِ مِنْ حَبْلِ الْوَرِيدِ ۝

(QS. Qaf 50: Verse 16)

According to Ibn Kathir, Allah knows everything that is within the human heart, including thoughts and whispers that are never spoken. No human thought or action is hidden from His knowledge. The phrase "closer than the jugular vein" signifies the perfection and completeness of Allah's knowledge, encompassing every aspect of His servants' condition.

The interpretation of Surah Qaf verse 16 emphasizes that Allah possesses perfect knowledge of what exists within the human heart, including thoughts, emotions, intentions, and inner struggles. This understanding is closely related to the present study because students' motivation and self-efficacy are internal psychological experiences that cannot always be directly observed. Through interviews, the researcher explored how students interpreted teacher and peer feedback and how these experiences influenced their motivation and self-efficacy. Although humans can only understand these experiences through participants' narratives, Allah alone has complete knowledge of what is truly within their hearts. Therefore, this verse serves as a reminder that every effort to understand students' learning experiences should be conducted with humility, honesty, and awareness of the limitations of human knowledge.

Furthermore, this verse also relates to the concept of self-efficacy and motivation discussed in this study. When students receive feedback,

they often reflect on their abilities and performance. Positive feedback can strengthen their confidence, while negative feedback may challenge their emotional condition. Through this verse, students are encouraged to remain confident, reflective, and resilient because Allah fully understands their struggles and efforts in seeking knowledge and self-improvement.

In the context of Senior High Schools (SMA), English is a core subject that plays a central role in preparing students for higher education, employment, and participation in global communication. Psychological factors such as motivation and self-efficacy are critical in this process. Motivation sustains students' effort and persistence, while self-efficacy, defined as the belief in one's capacity to accomplish tasks (Bandura, 1997), shapes their willingness to take risks and persevere through difficulties. Both constructs are strongly influenced by the type and quality of feedback students receive. For instance, supportive teacher feedback may build confidence and inspire effort, whereas harsh or poorly timed comments may discourage students and weaken their engagement.

Another essential but often overlooked element is peer feedback. According to Nicol and Macfarlane-Dick (2006), peer assessment helps students develop self-regulated learning by encouraging them to reflect critically and evaluate performance collaboratively. Peer feedback fosters a sense of shared responsibility for learning and provides opportunities for students to articulate criteria of quality. However, its effectiveness depends on classroom culture, the level of trust among peers, and the extent to

which teachers scaffold the process. When managed effectively, peer feedback complements teacher feedback by offering diverse perspectives and enhancing motivation and confidence.

The socio-contextual dimension also plays a crucial role in determining how feedback is received. Research suggests that students are more receptive to criticism when feedback is delivered in an environment of care, trust, and support (Ames, 1992; Roorda et al., 2011). Classroom climate, teacher-student relationships, and peer interactions form the background against which feedback is interpreted. Feedback delivered within a positive and supportive context reduces anxiety and fosters openness, while unsupportive climates can intensify stress and resistance. In this sense, the classroom context mediates the psychological impact of feedback.

Studies further highlight that timely, specific, and effort-focused feedback enhances learning outcomes. Dweck's (2006) theory of growth mindset and Yeager & Dweck (2012) show that feedback emphasizing effort and strategies encourages resilience and persistence, whereas feedback that labels ability as fixed can limit motivation. Brookhart (2017) emphasizes that effective feedback should be descriptive, actionable, and oriented toward improvement rather than judgment. These insights underline the importance of tailoring feedback practices to the needs of learners, particularly in adolescent stages where self-concept and motivation are highly sensitive.

While previous studies have extensively examined the role of teacher feedback and its impact on student achievement, less attention has been given to the combined influence of teacher and peer feedback on students' psychological aspects such as motivation and self-efficacy. Moreover, most research employs quantitative methods, leaving a gap in understanding students' lived experiences. Therefore, this study addresses this gap by applying a narrative inquiry approach to explore how teacher and peer feedback affect senior high school students' motivation and self-efficacy in learning English within the Indonesian context.

Thus, titled **“How Does Feedback Make a Difference? A Narrative Study of Teacher and Peer Feedback on Senior High School Students' Motivation and Self-Efficacy in Learning English,”** this thesis seeks to explore the lived experiences of students in relation to feedback, particularly how it shapes their motivation, confidence, and self-regulation in English learning. By adopting a narrative inquiry approach, the study aims to provide a deeper understanding of the psychological effects of teacher and peer feedback. Such insights are expected to contribute to the improvement of feedback practices in formal education, ensuring they not only enhance academic achievement but also strengthen students' psychological well-being and resilience.

B. Definition of Key Terms

Several terms related to the research are clarified to avoid misconceptions.

1. Feedback

Feedback is the process of providing students with descriptive, specific, and actionable information about their performance or understanding, with the aim of enabling further learning and development (Hattie & Clarke, 2019). In this research, feedback includes various forms of communication—oral or written, formal or informal—that students receive from teachers and classmates in English learning contexts. Effective feedback highlights students' strengths and weaknesses while offering clear and constructive steps for improvement (Brookhart, 2017).

Recognizing the diversity of feedback, this study acknowledges that it can be formative or summative, positive or negative, corrective or reinforcing. The focus is not only on its corrective role but also on how feedback influences students' motivation, confidence, and engagement with English learning. As Nicol and Macfarlane-Dick (2006) emphasize, feedback is central to self-regulated learning, helping students reflect on progress and adjust strategies. Therefore, this study seeks to understand how senior high school students perceive and engage with feedback, particularly how its clarity, promptness, and tone shape their motivation and self-efficacy.

2. Motivation

Motivation is the internal drive that initiates, directs, and sustains behavior toward learning goals (Ryan & Deci, 2000). It can be intrinsic, driven by curiosity and personal interest, or extrinsic, influenced by external rewards or pressures. Motivation determines how much effort and persistence students put into learning English.

Self-efficacy, on the other hand, is defined as students' belief in their ability to successfully complete academic tasks (Bandura, 1997). High self-efficacy leads to resilience, confidence, and a willingness to take on challenges, while low self-efficacy often results in avoidance and reduced persistence. As Schunk & Usher (2016) argue, feedback is a critical factor in shaping both motivation and self-efficacy. Constructive feedback strengthens students' belief in their abilities and sustains engagement, whereas discouraging or unclear feedback may erode confidence. In this study, student psychology thus refers to the perceptions, emotions, and lived experiences of senior high school students in relation to feedback, particularly its influence on their motivation and self-efficacy in English learning.

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4. Narrative

A qualitative approach concerned with collecting, analyzing, and interpreting personal stories to clarify human experiences and how individuals construct meaning from them (Clandinin, 2013). Narratives are not only accounts of events but also reflections of how people interpret their lives, shaping identity, beliefs, and psychological development.

In this research, narrative study was used to explore the stories of senior high school students about their experiences of receiving teacher and peer feedback in English classes. Through interviews, students were encouraged to share how feedback affected their motivation, confidence, and strategies for improvement. Narrative analysis allows researchers to capture the complexity of emotions and perceptions embedded in these stories, providing insights into the role of feedback in shaping student psychology. As Panadero (2017) points out, understanding how learners interpret

feedback is essential for grasping how they regulate their learning. This study therefore applies narrative inquiry to document how feedback contributes to students' self-concept, motivation, and resilience in the academic context.

C. Research Question

The main questions to be addressed in this research are:

1. How does teacher and peer feedback in English learning affect motivation and self efficiency?
2. How do students responds to positive and negative feedback from teachers and peers?

D. Research Objective

According to the research question, this research aims to investigate:

1. To explore how teacher and peer feedback influences senior high school students' motivation and self-efficacy in English learning.
2. To describe students' response to positive and negative feedback from teachers and peers

E. Research Significance

Theoretically, this study contributes to a deeper understanding of how feedback affects student psychology in the context of senior high school English learning. By focusing on motivation and self-efficacy, the research highlights the psychological mechanisms through which

feedback shapes students' persistence, confidence, and learning engagement.

This study also demonstrates the value of narrative inquiry as a methodology for exploring the subjective experiences of students. Unlike quantitative approaches that mainly measure outcomes, the narrative approach reveals the personal and emotional dimensions of how feedback is received and internalized.

Practically, the findings of this research are expected to help teachers improve their feedback practices. Understanding students' perceptions will enable teachers to provide feedback that not only corrects errors but also builds confidence, supports motivation, and encourages resilience in English learning.

In addition, the results can inform schools and policymakers about the importance of integrating both teacher and peer feedback into classroom practice. This can guide professional development and curriculum design, ensuring that feedback functions as both an instructional tool and a form of psychological support for students.