

**THE PSYCHOLOGICAL CHALLENGES FACED BY EFL UNDERGRADUATE
STUDENT AFTER RECEIVING ORAL CORRECTIVE FEEDBACK**

A Thesis

**Presented to Department of English Language Education as Partial Fulfilment of
Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education**



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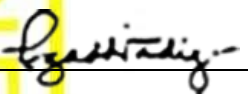
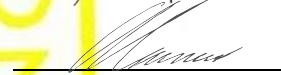
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STATEMENT OF WORK'S ORIGINALITY

I hereby affirm that this thesis, authored by myself, does not incorporate the work or content of others, except those cited in the quotations and references, as the standards of scientific paper should.

Yogyakarta, March 15 2024

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Yasmine Rafi'ah Darojat

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MOTTO

“And that each person will only have what they endeavored towards, and that the outcome of their endeavors will be seen in their record, then they will be fully rewarded.”

(QS. An-Najm 53: 39-41)

DEDICATION

With deep gratitude to Allah SWT, I dedicate my thesis to the following individuals:

MY PRECIOUS SELF

My dear parents, Mr. Sukamsi, M. Si and Mrs. Yuniati, S.Ag whose love, prayers, and support have been endless.

My not so old sister, Aulia Fathi Hasnasari, who can be annoying but is always cherished.

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It is acknowledged that this thesis is not without its imperfections. Therefore, I welcome any suggestions and recommendations for further improvements. Lastly, I hope that this thesis will prove beneficial to its readers.

Wassalamu'alaikum warrahmatullahi wabarakatuh.

Yogyakarta, March, 15 2024

The Researcher,



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ABSTRACT

This paper aims to identify the psychological challenges or problems faced by EFL undergraduate student after receiving oral corrective feedback (OCF) in Indonesia context, as although OCF has been massively studied yet research in the Indonesian context is still limited. A survey study was conducted with 56 participants, all of them were students of English education department enrolled in the Academic Speaking class cohort 2022 at a private university in Yogyakarta, Indonesia. The results show that the highest psychological challenge is the condition where students think about the reason of why they make mistake which lower their self-efficacy ($M=3.82$, $SD=0.855$). On the other side, the least significant challenge is when students do not really care about the feedback from their teacher ($M=2.14$, $SD=1.086$) or in the other words, students do value their teacher's feedback. Despite these psychological challenges, it was noticed that these factors did not significantly affect students' performance in learning. Instead, students tended to see more benefits from the oral corrective feedback rather than negative effects. This implies that, oral corrective feedback helps in enhancing student's skills, despite the potential challenges to their psychological well-being.

Keywords: students psychological challenges, oral corrective feedback, EFL undergraduate student, self-efficacy, academic speaking

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The practice of corrective feedback in classroom environment has become a controversial issues over the past few decades in both Second Language Acquisition (SLA) research and language instruction (Hartono et al., 2022; Martínez-Agudo, 2013). It has long been a tradition in English as a Foreign Language/English as a Second Language (EFL/ESL) teaching history for teachers to correct their students' errors (Elsaghayer, 2014; Hartono et al., 2022). According to Elsaghayer (2014) errors frequently occur during language learning and acquisition. When students communicate in second language, it is very possible for them to make many mistakes, and if these mistakes are not corrected, they will internalize them into their interlanguage system. However, providing learners unfavorable cognitive feedback may reduce their willingness to speak English (Hartono et al., 2022). As a result, the debate concerning how corrective feedback affects the performance of second and foreign language learners is fascinating. (Hartono et al., 2022; Li, 2018).

As a sort of corrective feedback, oral corrective feedback (OCF) stands for spoken feedback given by teachers to highlight speech mistakes in second language (L2) (Ellis, 2013; Lyster et al., 2013). According to Ha & Nguyen (2021) oral corrective feedback refers to the responses provided by teachers or peer to learners' erroneous utterance in order to facilitate language development. Prior studies found that corrective feedback was considered to have a positive impact on students' oral accuracy and pronunciation, but several other researchers thought otherwise (Elsaghayer,

2014; Hartono et al., 2022; Lyster & Ranta, 1997). Hartono et al. (2022) added to his research, stating that teachers should refrain from overcorrecting students because it causes psychological issues including humiliation, frustration, inhibitions, and a sense of inadequacy among students.

Giving corrective feedback requires some consideration in practice. Since correcting students' errors is so important to all teaching methods, this idea needs additional examination. In fact, theorists and researchers find it to be the most intriguing idea (Hartono et al., 2022; Şakiroğlu, 2020). Providing inappropriate oral corrective feedback can undeniably affect students' psychological challenges. Hartono et al. (2022) stated the negative effects of OCF on students' psychological domains, such as emotional states (e.g., feeling happy, optimistic, fulfilled, involved in life, feeling sad, or desperate), are among the psychological problems. It is not surprising that receiving corrective feedback makes learners uncomfortable and hinders their ability to learn (Ellis, 2013). According to Martínez-Agudo (2013); Elsaghayer (2014) and Hartono et al. (2022), when receiving oral corrective feedback, students may experience low self-efficacy/confidence, demotivation, a lack of willingness to communicate, and anxiety. When students lose confidence, they might feel inadequate and doubt their abilities. This can make them less motivated to learn and participate in class. Additionally, they may become afraid of making mistakes and being corrected, which can hinder their language learning progress. Unfortunately, this topic has not received enough attention; consequently, more study that concentrates on the psychological challenges caused by oral corrective feedback is required.

It is critical to undertake a study that focuses on corrective feedback and its impact on students' psychological state. Several previous studies have discussed it out, for example, Elsaghayer (2014); Martínez-Agudo (2013) were conducting a survey on how learners in EFL classes psychologically react to the corrective feedback process in classroom settings and how it

can affect their motivation towards the target language. According to the study, EFL students emotionally respond differently to oral corrective feedback from teachers. It also discovered that anxiousness can have a negative impact on how learners benefit from the oral feedback process. In addition, Arifin (2017) was performing an observation that emphasized the importance of psychological factors, particularly learning attitudes, in predicting learning achievement. It highlights that psychological problems affect both students and teachers, which lead to issues such as low self-confidence, speech anxiety, and low self-esteem. These issues can impede students' capacity to engage in public speaking and have an impact on teachers' ability to effectively manage the classroom. According to the findings, these psychological issues have a negative impact on the effectiveness of classroom activities. However, it is noteworthy that limited attention has been given to exploring the psychological problems faced by students in Indonesia. Therefore, to bridge this gap in knowledge, the proposed research employs survey study using a questionnaire to investigate and analyze the psychological challenges of receiving oral corrective feedback that faced by students, based on their subjective perspectives.

1.2 Formulation of the problem

The problem formulated in this research is “what is student’s perception of the psychological challenges they face after receiving oral corrective feedback?”

1.3 Objective of the study

The objective of this study is to investigate and explain the psychological challenges of receiving oral corrective feedback that faced by EFL undergraduate student, based on their subjective perspectives.

1.4 Significance of the study

The findings of this study give a substantial contribution to the teaching and learning process in the EFL context. The study provides the results of psychological challenges faced by EFL undergraduate student when obtaining oral corrective feedback. It provides students a greater awareness of the psychological responses they have during the feedback process, such as anxiety, demotivation, and low self-esteem. Through its empirical discussion, the study provides a valuable academic resource for researchers who are concerned with the psychological challenges that EFL undergraduate student confront when getting oral corrective feedback. As a result of these empirical findings, English teachers are able to modify their oral corrective feedback strategies based on the students' perspective of the psychological challenges they faced.

CHAPTER II

LITERATURE REVIEW

2.1 Oral Corrective Feedback

The process of providing learners with explicit corrective feedback on their spoken language errors is referred as the oral corrective feedback (Ellis, 2010, 2013). According to Ellis (2010), the framework for exploring corrective feedback should take into account the nature of the feedback, mode of delivery, and the timing as well as the learners' individual differences. Feedback in language learning can manifest through various formats, including recasts, elicitations, explicit corrections, clarification requests, metalinguistic feedback, and repetitions. Recasts involve reformulating a student's utterance, while elicitations aim to extract the student's understanding. Explicit corrections directly provide the correct form. Clarification requests involve the teacher seeking clarification on a student's utterance that may not have been fully understood. Metalinguistic feedback includes commenting or questioning to enhance the student's understanding. Repetitions entail restating the student's utterance to highlight errors (Ellis, 2013; Lyster & Ranta, 1997). Thereby, the research should investigate the psychological challenges faced by EFL undergraduate student after receiving oral corrective feedback in Indonesia context.

The usage of OCF has both beneficial and bad effects on foreign language learners. On one particular hand, OCF can help learners discover and eliminate faults through providing them with rapid and explicit feedback on their language production. Furthermore, OCF may assist in acquiring the new language forms and improve accuracy in the use of language structures (Lyster & Ranta, 1997). On the other side, OCF can have a negative impact on learners by inhibiting them from speaking or making them anxious during conversation (Elsaghayer, 2014; Lyster et al., 2013).

Corrective feedback in language learning can have emotional impact on learners, potentially hindering motivation. According to Hartono et al. (2022) EFL undergraduates in Indonesia may face psychological challenges with oral feedback due to learner characteristics, task complexity, and feedback strategies. Results may benefit language teachers and curriculum designers in creating a more supportive learning environment (Hartono et al., 2022; Nassaji & Kartchava, 2021). As a result, OCF implementation must be carefully examined and tailored to the needs and preferences of individual learners.

2.2 Psychological Challenges of receiving Oral Corrective Feedback

The psychological aspect of learning attitudes plays a crucial role in determining learning achievement. Psychological challenges, such as confidence issues, speech anxiety, and low self-esteem, significantly affect students' learning in the classroom. For instance, students with low self-confidence often struggle to control their behavior during public speaking, worrying about peers' judgments, losing self-faith, and fearing mistakes (Arifin, 2017). Relating these challenges to oral corrective feedback (OCF), the impact of OCF on students' psychological problems is notable. When students receive OCF, their immediate reactions can include heightened anxiety and reduced self-efficacy if not handled sensitively (Halim et al., 2021; Liu & Feng, 2023).

In this context, psychological challenges refer to the emotional and mental challenges that students may encounter when receiving oral corrective feedback from their teachers (Halim et al., 2021; Hartono et al., 2022). This concept is especially relevant in Indonesia, where English is taught as a foreign language, and students may encounter a number of challenges while learning and using the language. EFL undergraduate student in Indonesia may struggle to produce accurate and fluent English speech due to limited exposure to English language input and output opportunities in their

daily lives. The student may face psychological challenges when receiving oral corrective feedback from their teachers, which can impact their enthusiasm for learning (Hartono et al., 2022).

According to Martínez-Agudo (2013)'s research, when receiving oral corrective feedback from their teachers, EFL learners may experience adverse psychological responses such as anxiety, embarrassment, and demotivation. These psychological responses can have a negative impact on students' motivation and excitement about learning. Similarly, A recent study by Hartono et al. (2022) stated that oral corrective feedback from teachers has a substantial effect on the psychological field of Indonesian EFL undergraduate student. The study discovered that when learners received corrective feedback from their teachers, the majority of them experienced negative emotions such as anxiety, self-doubt, and demotivation. These emotional states can inhibit their learning and reduce their motivation to improve their language skills. However, Alsolami's (2019) study discovered that, whereas oral corrective feedback can be beneficial to language learning, the manner in which it is presented can have a substantial impact on learners' emotions and attitudes toward learning.

2.3 Previous Study

In a prior study, Elsaghayer (2014) investigated the psychological damage caused by OCF among pupils in secondary schools in Libya. Through the use of a questionnaire, the study gathered information from 200 students about their emotional reactions to corrective feedback. The findings showed that learners experienced negative psychological responses such as humiliation, fear, and frustration as a result of receiving oral correction feedback.

Martínez-Agudo (2013) also looked on the emotional reactions of EFL students to oral corrective feedback from teachers. The study used interviews to gather information from 60

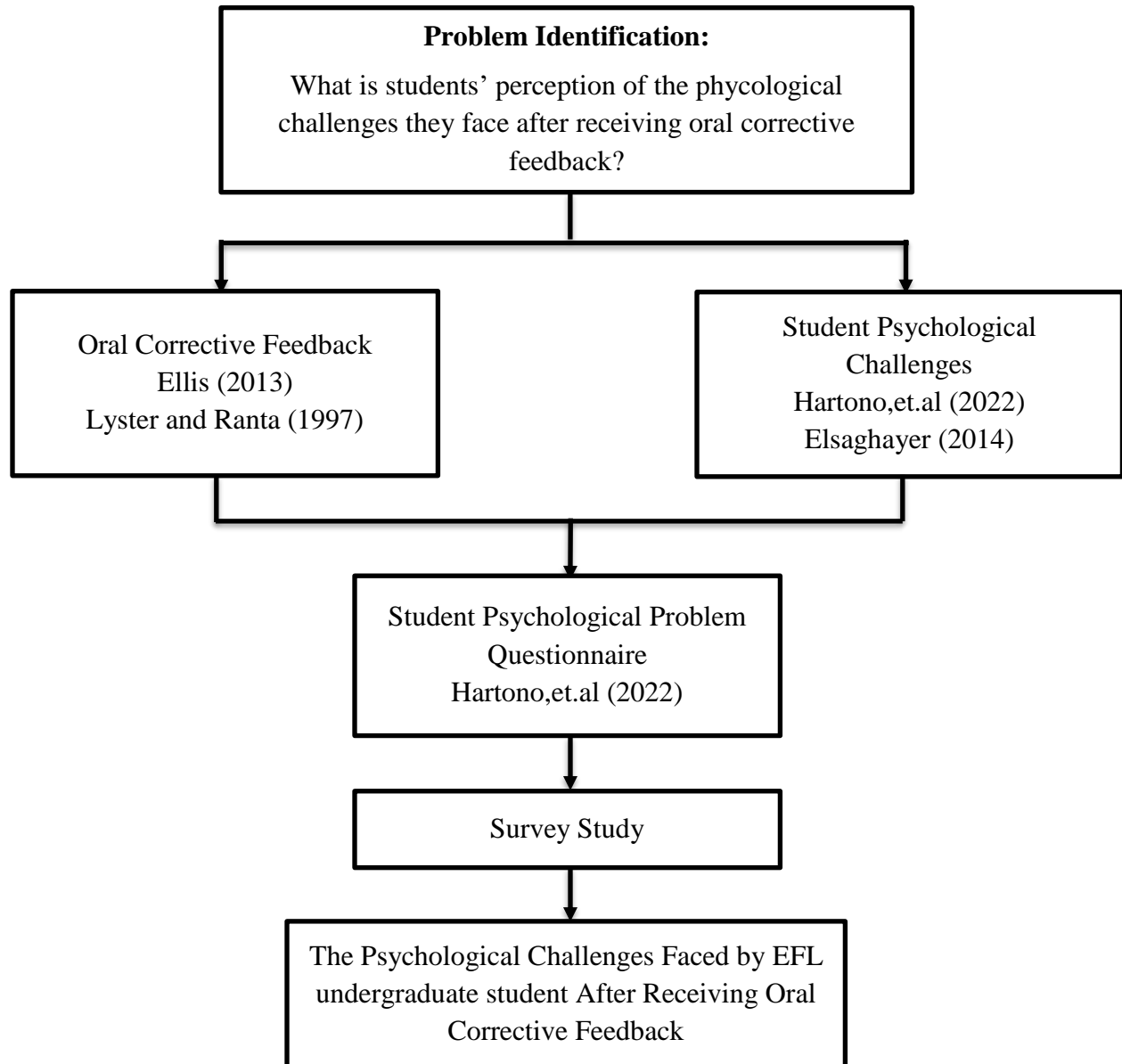
Spanish EFL students and discovered that when given corrective feedback, students felt a range of emotions, including anxiety, irritation, and humiliation.

On the other hand, Alsolami (2019) did a study to explore the influence of oral corrective feedback on language abilities. The study used a paired-samples t-test to collect data from 36 Saudi Arabian EFL learners via pre and post-tests. The findings showed that oral corrective feedback improved learners' language abilities, notably their grammar, vocabulary, and pronunciation.

In a similar vein, Hartono et al. (2022) performed studies evaluating how students' psychological domain in the production of EFL speech is affected by teachers' oral corrective feedback. The study used a paired-samples t-test to collect data from 35 Indonesian EFL learners via before and post-tests. The findings revealed that oral corrective feedback improved learners' psychological domains such as motivation, confidence and self-efficacy even though some of them also experienced negative emotions yet when it was related to how its interference with students' learning, it did not significantly ruin students' speaking performance. Consequently, the goal of this research is to revisit and reexamine the topic in order to acquire a deep understanding of the contradictory findings which belong to Elsaghayer (2014); Martínez-Agudo (2013) and Alsolami, (2019); Hartono et al. (2022) that has been mentioned above.

2.4 Conceptual Framework

In general, this study is about "The Psychological Challenges Faced by EFL undergraduate student after Receiving Oral Corrective Feedback." Meanwhile, the researcher is using a questionnaire to acquire information about the psychological obstacles that EFL undergraduate student confronts when they get oral corrective feedback from teacher. The instrument adopted Hartono et al. (2022) Students Psychological Problem Questionnaire which was adapted by (Elsaghayer, 2014; Lyster & Ranta, 1997).



CHAPTER III

RESEARCH METHODOLOGY

This chapter provides information about the research project's methodology. It addresses the research design, participants, and data collection techniques.

3.1 Research Design

This research employed a survey study as its research design, which is a quantitative approach used to collect data from a sample of individuals through their responses to questions (Creswell & Creswell, 2018). The survey was chosen for its efficiency in gathering information from many participants. The study distributed a questionnaire adapted from Hartono et al. (2022) to investigate the psychological challenges encountered by EFL undergraduate student after receiving oral corrective feedback. This research was conducted at a private university in Yogyakarta, Indonesia.

3.2 Population and Sample

This research project involved the EFL undergraduate student population from English Education Department cohort 2022 who were enrolled in academic speaking course at a private institution in Yogyakarta, Indonesia for the academic year 2023/2024. The total number of students was 64 individuals. The participants were recruited from among those students who voluntarily agreed to complete a questionnaire which only 56 of the 64 students in total. The choice of academic speaking as the course for recruiting participants was influenced by the fact that the lecturers provided oral corrective feedback during the coursework. The academic speaking course was conducted during the third semester within the English Education Department. In this context,

a purposive sampling technique was employed to gather data from the participants. To attain a 95% confidence level, the number of samples in this study was calculated using Slovin's formula. This study sampled 56 students enrolled in the courses as research participants. Aside from that, the Slovin's formula is as follows: (Ryan, 2013)

$$n = \frac{N}{1 + Ne^2}$$

Explanation:

n = Number of Population

N = Population

e = Error rate (5% = 0.05)

As previously stated, the researchers used a significance level of 5% to determine the required sample size. As a result of the aforementioned calculation, the study included a population of 64 students, generating the following results:

$$n = \frac{64}{1 + (64) \times 0.05^2}$$

$$n = \frac{64}{1 + (64) \times 0.0025}$$

$$n = \frac{64}{1 + 0.16}$$

$$n = \frac{1600}{29}$$

$$n = 55.17 \text{ or } 56 \text{ students}$$

3.3 Data Collection Technique

The following section discusses data collection strategies namely instrument, validity, and reliability.

3.3.1 Research Instrument

The researcher employed a questionnaire to collect data for this investigation. The questionnaire, which consisted of thirty-three closed-ended items, was adopted from Hartono et al. (2022). The questionnaire contained 33 items that addressed some of the issues raised by oral corrective feedback. It consists of feelings of being insulted/offended, embarrassed, angry, bothered, sorry, anxious, overwhelmed, and concerned, as well as an unwillingness to speak or fear of making a mistake, low self-efficacy or optimism, motivation/indifference, and feelings of being nervous, ashamed, and worried. The first three questions concentrated on the effect of oral corrective feedback on students' fear of making mistakes when speaking in public. The psychological issue of feeling insulted and offended after hearing corrective comments was addressed in questions 4-6. In questions 7-9, the impacts of corrective feedback on students' self-efficacy and confidence were explored. Questions 10-12 focused on the psychological aspect of disinterest. 13-15 focused on the psychological aspect of embarrassment. Questions 16-18 emphasized on the psychological side of anger. Questions 19-21 addressed the issue of pupils being disturbed when they got remedial criticism. Questions 22-24 dealt with the psychological component of being sorry or apologetic. Questions 25-27 addressed the psychological side, including feeling overwhelmed after receiving correction. The psychological factor, specifically anxiousness, was addressed in questions 28-30. The remaining three questions addressed the concern about making an oral mistake. The questionnaire was created to provide answer and information on the present study's topic, which is about the psychological challenges that faced by EFL undergraduate student after receiving oral corrective feedback (Hartono et al., 2022).

3.3.2 Questionnaire

The researcher employed Students' Psychological Problem Questionnaire that was adopted from Hartono et al. (2022) and was adapted from Elsaghayer (2014); Lyster & Ranta (1997). In the questionnaire there are 11 domains, each comprising 3 items of statement resulting in a total of 33 items. The questionnaire was distributed to participants enrolled in the English Department's 2022 batch who had successfully finished the 2023/2024 academic year of the Academic Speaking Class. The researcher utilized Google Forms to generate and share the questionnaire link: <https://bit.ly/BantuinYasmineLulus>, which also included obtaining informed consent and presenting the description. The participants later on will be asked to indicate their agreement with the items using a *likert* scale ranging from 1 (indicating strongly disagree) to 5 (indicating strongly agree). The details of this description can be found in Table 3.1:

Table 3. 1 Elsaghayer (2014) and Lyster and Ranta (1997) Description of scale

Description	Scale
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

3.3.3 Validity and Reliability of the Instrument

Within the realm of quantitative research, validity is a fundamental concept, denoting the degree to which an instrument or measurement tool can be confidently asserted as being accurate and in alignment with the intended purpose (Kimberlin & Winterstein, 2008). As a response to this, the present research endeavors to employ a comprehensive approach, specifically content validity, as a means of addressing the critical issue of measurement accuracy and alignment.

Kimberlin & Winterstein (2008) also added reliability according to classical test theory states that every score that is produced by a measuring instrument (the observed score) is made up of the measurement process's "error" as well as the "true" score, which is unknown. It evaluates the stability of measurements and the internal consistency of measurement instruments.

In order to confirm the validity and reliability of the questionnaire, a detailed content analysis and pilot test were conducted. Before finalizing the questionnaire, subject matter experts critically reviewed it and provided suggestions for improvement (Hartono et al., 2022; Lyster & Ranta, 1997).

3.4 Administering the Questionnaire

The survey of EFL undergraduate student's psychological challenges of receiving oral corrective feedback was administered individually via an online platform accessible through Google Form. The survey of EFL undergraduate student's psychological challenges of receiving oral corrective feedback was administered individually via an online platform accessible through Google Form. The researcher distributes the questionnaire link in WhatsApp group and personal chat of each student's batch 2022. The researcher introduced herself first, followed by a brief description of the questionnaire's goals. Afterwards, participants can directly access and complete the questionnaire. When all data is automatically collected on Google Form, the researcher will process the data in the Spread Sheet and SPSS, as well as do data analysis.

3.5 Steps of Data Analysis Technique

There are some steps implemented by the researcher in analyzing the data. The following are the steps used when assessing the data in this study:

- Review the literature to better comprehend the instruments.

- Adopted Hartono et al. (2022)'s Students Psychological Problem Questionnaire as an instrument that was adapted from (Elsaghayer, 2014; Lyster & Ranta, 1997).
- Verified the instrument's content validity by discussing it with the supervisor for expert assessment of the items.
- Distributed the survey by sharing the Google Form Link/URL.
- Analyzed the data using Spread Sheets and SPSS in order to generate tables and diagrams.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents all the findings and discussions to answer the research question. Each domain of psychological problems is presented with the aid of tables to enhance comprehension. By offering a thorough analysis, this chapter seeks to contribute to a deeper understanding of the psychological challenges faced by EFL undergraduate student after receiving OCF.

4.1 Research Finding

In the following sections, the researcher goes further into the interpretation of results for each of the eleven domains as well as the highest and the lowest mean scores of the item. The domains include reluctant to speak or fear of making mistakes, insult or offend, lower self-efficacy or confidence, indifference, embarrassment, angry, sorry, bother, overwhelmed, nervous, and worry. The analysis involved calculating the average (mean) and spread (standard deviation) of every item on each domain. The next step is to interpret these values to understand the patterns and differences in each psychological aspect.

4.1.1 Results of Reluctant to Speak/Fear to Make Mistake

Table 4. 1 Result of Reluctant to Speak/Fear to Make Mistake

No	Item	Mean	Std. Deviation
1	I am afraid that my teacher is ready to correct every mistake that I make in speaking	2.98	1.314
3	I just listen, not speak anymore!	2.87	1.251
2	I believe that “I wish I had not spoken anything”.	2.80	1.181

The first item, where students afraid about their teacher correcting every mistake that they make when speaking (M=2.98, SD=1.314). This item obtains the highest mean score which indicates that most of students tend to disagree with the statements yet there are some others feel a bit scared over their teacher's correction. The second item, where students wish they had not spoken at all (M=2.80, SD=1.181). This item has the lowest mean score, suggesting that they are slightly less inclined to regret speaking altogether even after making mistakes. the results indicate that while a majority of students do not strongly fear correction or regret speaking, there is a notable portion that feels afraid about their teacher's corrections and experiences some regret after speaking since the vary responses.

4.1.2 Result of Insult/Offend

Table 4. 2 Result of Insult/Offend

No	Item	Mean	Std. Deviation
4	I resent being orally corrected by teacher in the classroom.	2.79	1.057
6	I feel offended when my teacher interrupting while I am speaking	2.71	.889
5	I feel insulted before my peers.	2.57	1.204

The data in the table above show that most students resented being orally corrected by teacher in the class. Even though this item has the highest mean score (M=2.79, SD=1.057), it indicates that students tend to disagree with the feeling hate over teacher's correction. The lower standard deviation suggests a more consistent response among students on this item. Meanwhile, item number five shows students generally do not feel insulted before their friends (M=2.57,

SD=1.204). These results indicate that while most students can handle oral corrective feedback without feeling deeply insulted or offended, educators should still be mindful of the sensitivity some students might have, especially in terms of how corrections are delivered.

4.1.3 Result of Low Self Efficacy/Confidence

Table 4. 3 Result of Low Self Efficacy/Confidence

No	Item	Mean	Std. Deviation
9	I think the reasons why I make mistakes	3.82	.855
7	I hate making oral mistakes because they make me doubt myself	3.11	1.171
8	I resent it when I make oral mistakes	3.09	1.066

Item number nine, which focuses on students' reflection about the reasons for the mistakes they made, has a highest mean score (M=3.82, SD=0.855). This indicates that students generally agree that they reflect on why they make mistakes, suggesting a proactive and introspective approach to improving their language skills. The lower standard deviation implies consistency in this behavior among students. Item number eight, which examines students' resentment of making oral mistakes, has a lowest mean (M=3.09, SD=1.066). This shows that some students feel resentment of making mistakes, while others might be fine with it. The results show that oral corrective feedback have a significant impact on student's self-efficacy and confidence level.

4.1.4 Result of Indifference

Table 4. 4 Result of Indifference

No	Item	Mean	Std. Deviation
11	I have no energy to repeat my sentences after having correction.	2.64	1.271

10	I do not feel like sharing my thoughts orally because my teacher will correct my pronunciation.	2.63	1.054
12	I don't care about my teacher's correction	2.14	1.086

The item number eleven is the situation where students are no longer have energy to repeat the sentence after receiving oral corrective feedback (M=2.64, SD=1.271). The result shows the highest mean score yet it denotes that student still have the necessary energy to repeat sentences even after receiving oral correction. On the other hand, item twelve, which measures how ignorant students are by their teacher's correction, has the lowest mean score (M=2.14, SD=1.086). This result suggests that students are more likely to pay attention to and respond to the teacher's correction. Simply put, student does not act indifference while receiving oral corrective feedback from the teacher.

4.1.5 Result of Students' Embarrassed

Table 4. 5 Result of Students' Embarrassed

No	Item	Mean	Std. Deviation
13	I feel embarrassed to my peers and teachers when I make mistakes.	3.02	1.198
14	I am ashamed when my teacher corrects me.	2.82	1.146
15	I feel humiliated when I get correction.	2.73	1.213

The item number thirteen where students express feeling embarrassed in front of their peers and teachers when they make mistakes has the highest mean score (M=3.02, SD=1.198). This

score is just above neutral, suggesting that students tend to slightly agree with the feeling embarrassed while making mistakes. However, there are some of them may not experience the feeling of embarrassment since the response are varies based on standard deviation. Meanwhile, item number fifteen where students feel humiliated when they receive correction has the lowest mean score (M=2.73, SD=1.213). This result suggests that although most students do not view correction as a source of humiliation, there is a few variations in the degree to which certain students may feel embarrassed.

4.1.6 Result of Angry

Table 4. 6 Result of Angry

No	Item	Mean	Std. Deviation
16	I get upset when I don't understand what the teacher is correcting.	3.21	1.124
18	I feel annoyed when I get correction while speaking	2.79	1.217
17	I think the teacher does not need to correct me all the time	2.52	1.191

The item number sixteen, where students express getting upset when they don't understand what the teacher is correcting has the highest mean score (M=3.21, SD=1.124). This points that students generally agree with feeling upset when they don't understand the corrections. The relatively high standard deviation suggests considerable variety in students' responses. This implies that when they don't understand the correction, they may feel lost and unsure of how to improve. On the other hand, the item number seventeen in which students think the teacher does not need to correct them all the time has the lowest mean score (M=2.52, SD=1.191). This indicates

that students generally appreciate and do not feel angry of receiving corrective feedback all the time, as long as the teacher’s oral corrections are understandable.

4.1.7 Result of Bother

Table 4. 7 Result of Bother

No	Item	Mean	Std. Deviation
21	I need more time to correct my mistakes over my teacher’s.	3.32	.974
19	I think the teacher is not patient enough to wait for the end of my sentences	2.89	1.201
20	I feel uncomfortable when my teacher gives me feedback.	2.20	1.086

The item twenty-one is the situation where students express needing more time to correct their mistakes over their teacher’s corrections has the highest mean score (M=3.32, SD=0.974). Students generally agree that they need more time to correct their own mistakes. This emphasizes the importance of considering and addressing the time constraints for students to correct their mistakes themselves. On the other hand, item number twenty, which measures how uncomfortable students are with teacher’s feedback has the lowest mean score of 2.20 and the standard deviation of 1.086. This implies that students do not show discomfort or they are generally not bothered by the teacher’s oral corrective feedback.

4.1.8 Result of Sorry

Table 4. 8 Result of Sorry

No	Item	Mean	Std. Deviation
22	I feel guilty about my mistakes.	3.39	1.107

23	I feel bad about my speaking ability when I get a correction.	3.21	1.140
24	It is pathetic for me when my teacher corrects my speaking	2.89	1.155

According to the data above, item number twenty-two has the highest means score (M=3.39, SD=1.107). This suggests that, on average, students somewhat agree that they feel guilty about their mistakes. Meanwhile, item number twenty-four, has the lowest mean score M=2.89, SD=1.155). The average response leans towards slight disagreement with the notion that it is pathetic when a teacher corrects their speaking. Students generally do not strongly feel that being corrected is pathetic, though some might still have this perception. Overall, students generally feel some level of sorry or negative emotion after receiving OCF, but these feelings are not uniformly intense across all students.

4.1.9 Result of Overwhelmed

Table 4. 9 Result of Overwhelmed

No	Item	Mean	Std. Deviation
26	I think my teacher gives more correction than I need.	3.04	1.078
27	I think not all speaking errors should be corrected.	2.61	1.090
25	I feel overwhelmed by my teachers' speaking correction	2.59	.930

According to the data above, it's clear that item twenty-six, where students feel their teachers correct them too much has the highest mean score (M=3.04, SD=1.078). Students somewhat agree that their teacher gives more corrections than necessary. Some feel this strongly, while others are

less overwhelmed by teacher's correction. On the flip side, item twenty-five has the lowest mean score ($M=2.59$, $SD=0.930$), showing that students generally do not feel too overwhelmed by their teachers' corrections during speaking.

4.1.10 Result of Feeling Nervous

Table 4. 10 Result of Feeling Nervous

No	Item	Mean	Std. Deviation
28	I think many times before speaking and making mistakes on that	3.43	.892
30	I doubt that I won't make a mistake while speaking.	3.27	1.087
29	I am anxious to get feedback when I make mistakes.	2.91	1.210

As can be observed through the data above, item twenty-eight stands out with the highest mean score ($M=3.43$, $SD=0.892$), Most students agree that they think carefully before speaking because they are nervous about making errors. This feeling is quite consistent among students. On the contrary, item twenty-nine, which deals with feeling anxious while getting feedback, has the lowest score ($M=2.91$, $SD=1.210$). This means that students, in general, do not become overly anxious when obtaining OCF. All in all, we can see that students seem to experience nervousness more in anticipation of speaking (Item 28) rather than when actually receiving OCF (Item 29).

4.1.11 Result of Worry

Table 4. 11 Result of Worry

No	Item	Mean	Std. Deviation
31	I worry about making oral mistakes in the language class.	3.20	1.135

32	I am uncertain that I won't make mistakes while speaking	3.13	.992
33	I fear to get many corrections during my speaking	2.89	1.186

Item thirty-one has the highest mean score (M=3.20, SD=1.186). On average, students somewhat agree that they worry about making mistakes when speaking in class. Some worry more than others, but overall, it's a common concern. However, when it comes to item thirty-three about the fear of getting many corrections while speaking, it has the lowest score of 2.89 with standard deviation 1.186. This suggests that, overall, students are not fearful or worry enough about receiving numerous corrections from teacher.

4.1.12 Overall

Table 4. 12 Overall Mean Score

No	Domain	Item	Mean	Mean	Mean	Average
1	Reluctant to Speak	1, 3, 2	2.98	2.87	2.80	2.88
2	Insult/Offend	4, 6, 5	2.79	2.71	2.57	2.69
3	Low Self Efficacy/Confidence	9, 7, 8	3.82	3.11	3.09	3.34
4	Indifference	11, 10, 12	2.64	2.63	2.14	2.47
5	Embarrassed	13, 14, 15	3.02	2.82	2.73	2.86
6	Angry	16, 18, 17	3.21	2.79	2.52	2.84
7	Bother	21, 19, 20	3.32	2.89	2.20	2.80
8	Sorry	22, 23, 24	3.39	3.21	2.89	3.16
9	Overwhelmed	26, 27, 25	3.04	2.61	2.59	2.75
10	Nervous	28,30, 29	3.43	3.27	2.91	3.20
11	Worry	31, 32, 33	3.20	3.13	2.89	3.07

According to the data above, domain three, which pertains to low self-efficacy, has the highest mean score ($M=3.34$). This suggests that oral corrective feedback influences students' self-efficacy/confidence levels, even though it does not have a significant impact on their language learning performance.

4.2 Discussion

According to the findings, the psychological challenges that EFL undergraduate students faced after receiving oral corrective feedback include low self-efficacy and confidence, increased upset feelings when they do not understand what the teacher is correcting, worry after making mistakes in a language class, and feeling sorry about their mistake. However, in this research, psychological problems have no substantial effect on students' learning. In terms of lowering self-efficacy in speaking skills, participants of this study tend to overthink the causes for their mistakes. As a result, some students questioned their abilities. Table 4.1.3 (Result of Low Self-Efficacy) shows the highest mean score among all items in each domain which is 3.82 with a standard deviation of .855. In addition to having the highest mean item score, domain self-efficacy also has the highest overall mean among the domains, at 3.34. This is in line with the statements from Elsayhayer (2014); Hartono et al. (2022); Martínez-Agudo (2013); Muslem et al. (2021) in their research that generally, students acknowledge that oral corrective feedback can negatively affect their self-efficacy and confidence levels.

In addition, table 4.1.4 (Result of Indifference) indicates that students are ignorant or feeling indifferent to the oral corrective feedback they receive from teachers. The condition where students feeling indifferent actually reflects that psychologically, they do not feel burdened by such oral corrective feedback. and it is proven that the item where students do not care about teacher's correction, obtain the lowest mean score of 2.14 and standard deviation of 1.086. Simply

put, students tend to pay attention to the corrections their teacher provides. This interest in paying attention to feedback shows that students are open to receiving oral corrective feedback. It indicates that they value the feedback given by teachers, suggesting a positive approach to learning a language. This positive attitude shows that students consider oral corrective feedback can help students for improving their language skills (Ananda et al., 2017).

Despite its tendency to lower students' self-confidence, oral corrective feedback remains a significant focus of student attention and concern within the context of the teacher's oral corrective feedback. Furthermore, when it was correlated to how its impacted with the students' learning, it did not significantly ruin the students' performance in the classroom, aligning with the statement that students might experience the benefits of oral corrective feedback more than any negative outcomes (Hartono et al., 2022; Martínez-Agudo, 2013).

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of a summary of the research based on the findings in the previous chapter and some recommendations for further research.

5.1 Conclusion

The Psychological challenges faced by EFL undergraduate student after receiving oral corrective feedback was investigated. After receiving oral corrective feedback, students faced psychological challenges such as decreased self-efficacy/confidence, along with an increase in feelings of indifference when they did not understand the correction. They also expressed worry about making mistakes in a language class that was presented in a less engaging manner. Despite these challenges, when examining how these factors interfered with students' learning, it was found that they did not significantly impact on student's performance in the classroom. Rather, they tended to perceive more benefits from oral corrective feedback than negative consequences.

The results imply that, oral corrective feedback helps students learn English despite any negative psychological effects. Teacher ought to be mindful of how frequently they deliver corrective feedback. They should also be aware of the ways in which students can be encouraged to better appreciate and benefit from oral corrective feedback, including their perception of the need for such feedback, their awareness of their language proficiency, their positive attitudes toward receiving it, and the effective learning methods that teachers employ.

5.2 Recommendation

This study focuses solely on the psychological challenges faced by EFL undergraduate student after gaining oral corrective feedback. However, additional research is required to conduct a broader and more comprehensive study that takes into account other factors that may influence psychological challenges among undergraduate students, such as the social support, and learning technology. By considering these additional elements, a more holistic understanding of the psychological challenges faced by EFL undergraduate students can be achieved, leading to more effective strategies for support and improvement in this area.

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APPENDICES

Appendix 1. Students Psychological Problem Questionnaire

Read the following statements. Rate them from 1–5, 1 standing for “Strongly disagree” and 5 for “Strongly agree” with 3 being the neutral rating. Please check (√) the column that best describes you.

1: Strongly disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly agree

No	Psychological Aspect	Statement
1	Reluctant to speak/fear to making mistake	(1) I am afraid that my teacher is ready to correct every mistake that I make in speaking. (2) I believe that “I wish I had not spoken anything”. (3) I just listen, not speak anymore!
2	Insult/offend	(4) I resent being orally corrected by teacher in the classroom. (5) I feel insulted before my peers. (6) I feel offended when my teacher interrupting while I am speaking
3	Lowering self-efficacy/ confidence	(7) I hate making oral mistakes because they make me doubt myself. (8) I resent it when I make oral mistakes (9) I think the reasons why I make mistakes.

4	indifference	<p>(10) I do not feel like sharing my thoughts orally because my teacher will correct my pronunciation.</p> <p>(11) I have no energy to repeat my sentences after having correction.</p> <p>(12) I don't care about my teacher's correctio</p>
5	embarrassed	<p>(13) I feel embarrassed to my peers and teachers when I make mistakes.</p> <p>(14) I am ashamed when my teacher corrects me.</p> <p>(15) I feel humiliated when I get correction.</p>
6	Angry/Anger	<p>(16) I get upset when I don't understand what the teacher is correcting.</p> <p>(17) I think the teacher does not need to correct me all the time.</p> <p>(18) I feel annoyed when I get correction while speaking.</p>
7	bother	<p>(19) I think the teacher is not patient enough to wait for the end of my sentences.</p> <p>(20) I feel uncomfortable when my teacher gives me feedback.</p> <p>(21) I need more time to correct my mistakes over my teacher's</p>
8	Sorry	<p>(22) I feel guilty about my mistakes.</p>

		<p>(23) I feel bad about my speaking ability when I get a correction.</p> <p>(24) It is pathetic for me when my teacher corrects my speaking.</p>
9	overwhelmed	<p>(25) I feel overwhelmed by my teachers' speaking correction.</p> <p>(26) I think my teacher gives more correction than I need.</p> <p>(27) I think not all speaking errors should be corrected</p>
10	nervous	<p>(28) I think many times before speaking and making mistakes on that.</p> <p>(29) I am anxious to get feedback when I make mistakes.</p> <p>(30) I doubt that I won't make a mistake while speaking.</p>
11	worry	<p>(31) I worry about making oral mistakes in the language class.</p> <p>(32) I am uncertain that I won't make mistakes while speaking.</p> <p>(33) I fear to get many corrections during my speaking.</p>

Adopted from (Hartono et al., 2022)

Appendix 2. Consent Form



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Dosen Pengampu Mata Kuliah Academic Speaking Angkatan 2022

Assalamualaikum W: Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

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Pembimbing : Anandayu Suri Ardini, S.S., M.A.
Judul Skripsi :

"The Psychological Challenges of Receiving Oral Corrective Feedback in EFL Undergraduate Students' Speech Production: A Survey Study"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum W: Wb

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Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

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Appendix 3. Google Form for Questionnaire

The screenshot shows a Google Form in a web browser. The browser's address bar displays the URL: docs.google.com/forms/d/12drdtBgxllPFUlipE5YyayeNk803K1CWp5TrnVHA_AwQ/edit. The form title is "THE PSYCHOLOGICAL CHALLENGES OF RECEIVING ORAL CORRECTIVE FEEDBACK IN EFL UNDERGRADUATE STUDENTS' SPEECH PRODUCTION: A SURVEY STUDY". The form is divided into sections, with "Section 1 of 2" currently visible. The content of Section 1 includes a greeting in Indonesian, a personal introduction from Yasmine Rafiah Darajat, a statement of purpose for her research, and a list of criteria for participation.

Section 1 of 2

THE PSYCHOLOGICAL CHALLENGES OF RECEIVING ORAL CORRECTIVE FEEDBACK IN EFL UNDERGRADUATE STUDENTS' SPEECH PRODUCTION: A SURVEY STUDY

Assalamu'alaikum Warahmatullahi Wabarakatuh.

My name is Yasmine Rafiah Darajat, a student of English Education program at Universitas Islam Indonesia. I am currently conducting a research in order to collect data for my undergraduate thesis entitled "The Psychological Challenges of Receiving Oral Corrective Feedback in EFL Undergraduate Students' Speech Production: A Survey Study". Therefore, I would like to ask for your willingness to be a participant and complete this research questionnaire.

You can fill in this questionnaire if you meet the criteria below:

1. Male/Female
2. English Education Students who have ever received oral corrective feedback in speaking classes.