

ENHANCING STUDENTS' ENGLISH ORAL PRESENTATION SKILLS: DO SELF-CONFIDENCE, TEACHER FEEDBACK, AND ENGLISH PROFICIENCY MATTER

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ABSTRACT

Oral presentation skills are essential for English as a Foreign Language (EFL) education, as they equip learners with the ability to articulate ideas confidently and participate actively in academic discourse. These skills are increasingly recognized as a core component of communicative competence and a requirement for academic and professional success in global contexts. This study focus teacher feedback influence students' performance and confidence in English oral presentations, This study adopts a qualitative research design, particularly document analysis and semi-structured interviews, to explore how self-confidence, teacher feedback, and English proficiency affect students' oral presentation skills in EFL by applying semi structured interview as the data collection method . This study found that teacher feedback significantly reshaped preparation strategies, prompting students to create outlines for better organization, rehearse pacing with timers, and verify pronunciation online after targeted corrections. Pronunciation improved most from immediate error-spotting.

Keywords: students' oral presentation, self confidence, teacher feedback, english proficiency

A. Introduction

Oral presentation skills are essential for English as a Foreign Language (EFL) education, as they help students with the ability to express ideas confidently and actively participate in academic discourse. These skills are recognized as a core component of communicative

competence and an important equipment for academic and professional success in global contexts. However, EFL learners often face continuing challenges such as low self-confidence, limited exposure to authentic speaking tasks, insufficient feedback, and unequal levels of language proficiency, all of these can interfere their oral

presentation performance (Gürbüz & Cabaroğlu, 2021). As a result, addressing these barriers is crucial to ensuring that students develop the important communication skills for modern academic and workplace environments.

Self confidence is widely acknowledged as one of the most influential affective factors in oral performance. Learners who perceive themselves as capable speakers tend to participate more willingly, speak more fluently, and take greater challenges in language use. Riadil (2020) found that EFL learners with higher levels of self confidence reveal reduced reticence, greater participation, and increased willingness to communicate. Similarly, Utari et al. (2021) Stated that speaking anxiety negatively influence students' oral presentation clarity, organization, and delivery. Other researcher, such as Horwitz (2017), have accentuated that speaking anxiety is often rooted in fear of negative rating, suggesting that teachers must apply feedback approaches that support and do not threaten students' emotional well-being. Moreover, increasing learner

confidence is crucial for improving oral presentation outcomes.

Teacher feedback plays a crucial role in molding students' presentation skills by providing direction that improve both linguistic accuracy and delivery effectiveness. Effective feedback not only corrects mistakes but also motivates learners and supports their growth mindset. Wang et al. (2017) highlighted that structured feedback following the "praise–criticism–suggestion" pattern promotes students' clarity, fluency, and overall speaking competence. Irawan and Salija (2019) also accentuated the importance of various types of feedback such as formative, motivational, and metalinguistic feedback in supporting learners' performance. Shute (2008) similarly stated that timely, specific, and constructive feedback is key to facilitating performance enhancement, especially in skill-based tasks such as oral presentations. These studies collectively highlight the importance of feedback as both a cognitive and affective support system in speaking task.

English proficiency is another key factor that significantly influences students' oral performance. Learners with higher proficiency levels tend to communicate ideas more obviously, using appropriate vocabulary, and express their idea more fluently during presentations. Syam et al. (2024) Stated that pronunciation accuracy is one of the most crucial points affecting students' confidence in oral presentations. Additionally, the Common European Framework of Reference for Languages (CEFR) highlight the need of developing oral communication as a fundamental aspect of language proficiency. Nation and Newton (2020) stated that fluency development is crucial points to classroom speaking tasks and that proficiency improvement are closely connected to repeated practice and meaningful communication.

The classroom environment also has a crucial impact on oral presentation performance. Supportive classroom dynamics, including positive peer interaction, collaborative learning, and the deficiency of judgment, can reduce discomfort and foster a sense of belonging. Li and Zhu (2020) stated that peer-assisted

learning strategies significantly improve students' willingness to communicate, fluency, and confidence in oral presentations. The role of peers in providing informal, low-pressure feedback creates a psychologically safe learning space where students are more willing to take risks and practice speaking. Additionally, Vygotsky's sociocultural theory, which accentuated learning through social interaction, supports the notion that peer collaboration plays a crucial role in skill development.

In Recent years the technology has become a powerful supports for developing oral presentations skills in EFL settings, tools such as video recordings, speech analysis apps, and multimedia platforms help the learners to engage in self evaluation and repeated practice. Chen and Hsu (2022) found the use of multimedia technology in speaking task improved students' pronunciation, fluency, and confidence. Furthermore, Sun and Zhang (2021) reported that video based reflection helped learners more accurately and independently identify areas for improvement. Technology enhanced feedback thus serves as a valuable complement to teacher

feedback and fosters greater learner autonomy, motivational aspects such as goal orientation, self regulation, and intrinsic motivation also play a crucial role in shaping students' oral presentation performance. MacIntyre et al.(2019) Stated that highly motivated learners with strong self efficacy tend to be more persistent, more confident, and more willing to participate in oral task. Additionally, Dorngei (2020) highlights the dynamic and context dependent nature of motivation, underscoring the importance of learning environments that nurture autonomy, competence, and relatedness. Motivational interventions, including reflective journaling, goal setting practices, and individualized feedback, can therefore significantly enhance students' oral presentation skills.

Cultural factors offer an additional perspective for understanding the challenges learners face in oral presentations in many Asian EFL settings, students may be reluctant to speak due to cultural norms related to modesty, fear of losing face, or hierarchical teacher student relationships. Zhang and Cheng (2020) stated that learners from

collectivist backgrounds often favor indirect communication and display heightened sensitivity to criticism, making supportive and constructive feedback particularly important. Furthermore, Nguyen (2019) observes that students in southeast Asian classrooms may refrain from asking questions or speaking publicly unless prompted directly by the teacher. These culturally rooted tendencies highlight the importance of culturally responsive pedagogies that honor learners' identities while gradually fostering greater oral participation.

Assessment practices also play a crucial role in shaping learners' oral presentations experiences when oral tasks are implemented as formative rather than high stakes summative assessments, students typically experience reduced anxiety and increased motivation to improve. Gonzalez, Bentacor et al. (2021) Report that formative strategies such as ongoing feedback, peer review, and self assessment positively influence learners' oral communication performance. Consistent with this, Black and William (2018) emphasize that formative assessment strengthens learner

autonomy and cultivates self monitoring abilities, making it an effective approach for supporting oral presentation development..

Despite widespread acknowledgment of the importance of self confidence, teacher feedback, and English proficiency, existing research tends to explore these variables independently rather than examining their interconnections. As a result, there is limited understanding of how these factors directly influence oral presentation performance in EFL settings, this study addresses this gap by investigating the dynamic interplay among self confidence, teacher feedback, and English proficiency, and by examining how these elements jointly shape students' oral presentation skills.

B. Research method

This study adopts a qualitative research design to explore how self-confidence, teacher feedback, and English proficiency affect students' oral presentation skills in EFL (English as a Foreign Language) contexts. Qualitative research is suitable for examining perceptions, experiences, and meanings behind human actions

(Creswell & Poth, 2018). This approach allows for a deep understanding of how these three factors shape students' experiences during oral presentations in English

Participants and Context

This study will apply semi structured interview as the data collection method, this method are conducted to collect deeper insights into how teacher feedback influence students' oral presentation performance and their confidence in using english language, the researcher will interview 10 senior high school student which has been done the oral presentation and getting the feedback from the teacher, the semi structured interview questions consist of 10 questions focused on several aspects including, feedback types, performance impact, confidence building and reflection for future improvement.

This study will employ thematic analysis, a flexible qualitative analysis technique suitable for identifying, analyzing, and interpreting patterns of meaning (themes) across data sets (Braun & Clarke, 2021). .

C. Finding And Discussion

Findings from the student interviews shows that participants received a multifaceted combination of praise (e.g., For content clarity and confident delivery), corrective feedback (such as on pronunciation, grammar, and pacing), and practical suggestions (including guidance on structuring key points, maintaining eye contact, and minimizing fillers like "uhm"). Students consistently rated specific, task related feedback - such as identifying mispronounced words or highlighting unclear explanations as the most helpful because it enabled concrete revisions before their next presentations. This suitable with Adrade and valtcheva's (2009) view that high quality feedback offers explicit criteria that provide the help for the learners close performance gaps and engage in meaningful self assessment. Conversely, vague comments such as "be more confident" or "improve your structure" were perceived as least useful due to their ambiguity and lack of actionable direction, supporting Hattie and Timprley's (2007) distinction between high impact process level feedback and superficial points that provides

little opportunity for deeper engagement or improvement.

Teacher feedback numerously remold students' preparation strategies, motivating them to draft outlines for clearer organization, rehearse their pacing using timers, and verify pronunciation online after receiving targeted corrections. Improvements varied across skill areas: pronunciation benefited most from imminent error identification, content organization improved through examples of logical stream, and body language developed through assistance or maintaining eye contact and minimizing unnecessary movements. The teacher's practice of pairing each identified issue with specific, actionable strategies contributed to these gains. These findings support Shute's (2008) model of formative feedback, which emphasizes directing learners' attention to precise errors and providing clear pathways for refinement. Similarly, Narciss (2014) argues that strategy oriented feedback focusing on controllable skills, such as language accuracy enhances learners' motivation and fosters sense of mastery.

Feedback influenced confidence across presentation stages: pre-task guidance reduced anxiety by enhancing preparedness, in-task recall of suggestions maintained focus, and post-task praise for progress reinforced motivation, even framing corrections as learning opportunities. Progress acknowledgments for example improved pronunciation or natural delivery built public speaking assurance, but unbalanced, public mistake-focus or negative tones eroded it, with private delivery feeling more supportive. This reflects Evans' (2013) emphasis on feedback's affective dimension shaping self-efficacy and motivation, nurturing Dweck's (2006) growth mindset for resilience amid critique.

Immediate oral feedback excelled for real-time pronunciation and delivery corrections, while delayed written modes supported reflective revisions in organization, grammar, and content—though public orals occasionally dented confidence, and private written formats allowed calm processing. Each mode proved complementary, consistent with Black and Wiliam's (1998) principles

stressing timely feedback for active learning cycles, and suggesting blended approaches optimize outcomes as per O'Donovan, Rust, and Price (2016).

Students recommend balancing specific praise with corrections, delivering individualized feedback privately (especially for weaknesses), providing performance models/examples, and combining immediate orals with written notes for instant guidance and lasting reference. These practices align with Nicol and Macfarlane-Dick's (2006) seven principles for self-regulated learning, empowering autonomy, progress monitoring, and competence-building to sustain motivation and skill development.

Furthermore, teacher feedback when it's specific, timely, kind, and multimodal increase oral presentation skills by clarifying strengths and the weaknesses, building performance, and fostering confidence, far surpassing self-assessment alone.

D. Conclusion

The findings show that teacher feedback plays a crucial role in

improving students' performance and confidence in English oral presentations. Specific and timely feedback helped students enhance key skills such as pronunciation, organization, pacing and clarity. Immediate oral feedback was most effective for correcting delivery issues, while written feedback supported reflection and revision.

Feedback also strongly influenced students' confidence. Supportive and balanced comments increased motivation and reduced anxiety, whereas overly critical or public feedback lowered self-efficacy. Overall teacher feedback not only improved technical performance but also shaped the learner's emotional readiness and willingness to present. Moreover, effective feedback practices are essential for strengthening both the competence and confidence of EFL learners in oral presentations.

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