

SELF-EFFICACY IN ENGLISH SPEAKING PROFICIENCY

(A STUDY AT PBI UIN AR-RANIRY)

THESIS

Submitted by:

WIDIA IFRAH

210203121

Student of Faculty of Education and Teacher Training

Department of English Language Education



FACULTY OF TARBIYAH AND TEACHER TRAINING AR-RANIRY

STATE ISLAMIC UNIVERSITY

BANDA ACEH

2026 M / 1447 H

SELF-EFFICACY IN ENGLISH SPEAKING PROFICIENCY

(A STUDY AT PBI UIN AR-RANIRY)

THESIS

Has been Approved and Submitted to the Thesis *Munaqasyah Defense* as One of
The Requirements to Obtain a Bachelor's Degree In the Field of Education in
English Language Teaching

By:

Widia Ifrah

Student ID Number: 210203121

Student of English Language Education

Faculty of Tarbiyah and Teacher Training, Ar-Raniry State Islamic University

Banda Aceh

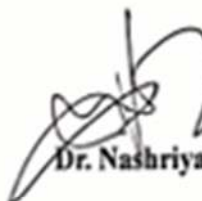
Approved By:


جامعة الرانيري

Supervisor

Head of Department

A R - R A N I R Y


Dr. Nashriyah, M.A.


Syarifah Dahliana, S.Ag, SE.,
M.Ag., M.Ed., ph.D

NIP.196908191999032003

NIP.197504162000032001

It has been defended in *Sidang Munaqasyah* in front of the board of the Examination for the working paper and has been accepted in partial fulfillment of the requirements for the Bachelor Degree of Education in English Language Teaching

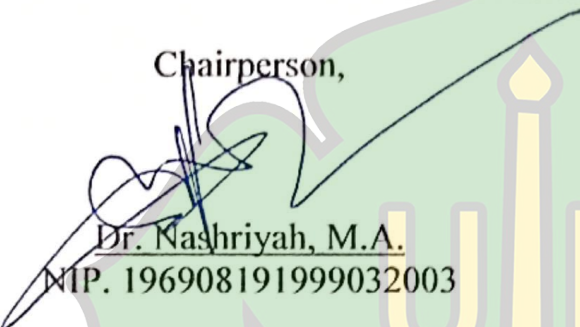
On

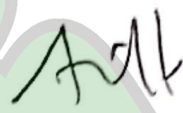
Thursday, May 07th 2026 M
Dzulqa'dah 19th 1447 H

In Darussalam, Banda Aceh
Board of Examiners,

Chairperson,


Secretary,

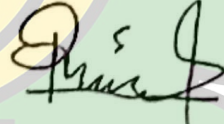

Dr. Nashriyah, M.A.
NIP. 196908191999032003


Azizah, S.Ag, M.Pd
NIP. 197601092007012021

Examiner I,

Examiner II,

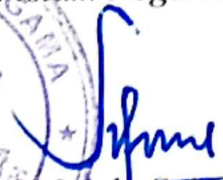

Syarifah Dahliana, M.Ed., Ph.D
NIP. 197504162000032001


Rahmi, M. TESOL., Ph. D
NIP. 198402052006042002

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry, Banda Aceh




Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP. 197201021997031003

STATEMET OF ACADEMIC INTEGRITY

I, the undersigned below:

Nama : Widia Ifrah
Student ID : 210203121
Study Program : English Language Education
Faculty : Tarbiyah and Teacher Training
Thesis Title : Self-Efficacy in English Speaking Proficiency
(A study at PBI Uin Ar-Raniry)

Hereby declare that in writing this thesis, I:

1. Did not use the idea of others without being able to develop and be accountable for them;
2. Did not plagiarize the work of others;
3. Did not use others' works without citation or permission
4. Did not manipulate or falsify data;
5. Complete this work independently and fully responsible for it.

If at any point in the future, a party raises a legitimate concern and proves that I have violated this declaration, I am willing to accept the sanctions in accordance with the prevailing regulations of the faculty of Tarbiyah and Teacher Training. Ar-Raniry State Islamic University Banda Aceh.

This statement is made truthfully and without coercion from any party.

جامعة الرانيري

Banda Aceh, 22 April 2026



Widia Ifrah
210203121

ACKNOWLEDGEMENT

All praise and gratitude belong to Allah SWT for His infinite blessings, guidance, and grace, which have enabled the author to complete this thesis entitled “Self-Efficacy in English Speaking Proficiency (A study at PBI Uin Ar-Raniry)”. This thesis is submitted as one of the academic requirements for obtaining a Bachelor of Education degree in the English Education Study Program, Faculty of Tarbiyah and Teacher Education, Ar-Raniry State Islamic University.

The completion of this thesis would not have been possible without the support, guidance, and encouragement of many parties. Therefore, the author would like to express sincere gratitude and highest appreciation to Mrs. Dr. Nashriyah, M.A. as thesis supervisor, for her invaluable guidance, constructive input, and consistent encouragement during the preparation and completion of this thesis. The author also expresses sincere appreciation to Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D., Dean of the Faculty of Tarbiyah and Teacher Education, and Dr. Syarifah Dahliana, M.Ag., M.Ed., Ph.D., Head of the English Education Study Program.

The deepest gratitude is also extended to my beloved mother, Anisah, Amd.Kep, for her unceasing prayers, love, and unwavering support, which have been the greatest source of strength throughout this academic journey. The author also lovingly remembers her late father, Nasrul, S.Ag, who passed away in 2022, whose guidance, values, and prayers continue to inspire and strengthen the author in pursuing this academic achievement. In addition, sincere gratitude is extended to my classmates in the English Education Study Program for their encouragement and support, whose friendship and encouragement were very helpful.

Finally, the author would like to thank the research participants for their willingness to share their valuable experiences and insights, which have contributed significantly to the success of this research. Hopefully, this work can make a meaningful contribution to readers and become a useful reference in the field of English language education.

Banda Aceh, April 22th, 2026

Widia Ifrah

ABSTRACT

Name : Widia Ifrah
Nim : 210203121
Faculty : Education and Teacher Training Faculty
Major : English Language Education Department
Thesis Working : Self-Efficacy in English Speaking Proficiency
(A study at PBI Uin Ar-Raniry)
Supervisor : Dr. Nashriyah, M.A.
Keywords : Self-efficacy, speaking proficiency, EFL learners,
psychological challenges, learning strategies

This study investigates students' self-efficacy in English speaking proficiency at the English Education Department (PBI) of UIN Ar-Raniry, Banda Aceh. The research aims to determine the level of students' self-efficacy, identify the psychological and contextual challenges faced by students with low self-efficacy, and examine the strategies they employ to enhance their speaking confidence. A quantitative research design was applied using a Likert-scale questionnaire distributed to 50 undergraduate students. The data were analysed using descriptive statistics and reliability testing through Cronbach's Alpha. The findings indicate that students generally demonstrate a moderate to relatively high level of self-efficacy in English speaking. However, this perceived confidence does not consistently translate into active speaking performance. Significant psychological challenges, including anxiety, fear of making mistakes, and lack of confidence, continue to inhibit students' participation. In addition, contextual factors such as limited speaking opportunities and less supportive learning environments further restrict students' speaking development. Although students employ various strategies, such as peer practice, self-study, and digital learning, these strategies are applied inconsistently and lack systematic implementation. The study concludes that self-efficacy alone is insufficient to ensure improvement in speaking proficiency. Effective development requires the integration of psychological readiness, supportive learning environments, and consistent strategy use. Therefore, it is recommended that students adopt disciplined speaking practices, lecturers foster a supportive classroom atmosphere, and future research explore intervention-based approaches to strengthen self-efficacy and speaking performance.

TABLE OF CONTENTS

| | |
|---|------------|
| ACKNOWLEDGEMENT | v |
| ABSTRACT | vi |
| TABLE OF CONTENT | vii |
| CHAPTER I INTRODUCTION | 1 |
| A. Background of the Study | 1 |
| B. Research Questions..... | 5 |
| C. The Aims of the Study | 5 |
| D. Significance of the Study | 6 |
| E. Terminology | 7 |
| CHAPTER II LITERATURE REVIEW | 11 |
| A. Self-Efficacy Theory in Language Learning | 12 |
| B. The Role of Self-Efficacy in Speaking Proficiency..... | 16 |
| C. Psychological Factors Influencing Self-Efficacy..... | 20 |
| D. Challenges Faced by Students with Low Self-Efficacy | 24 |
| E. Strategies Employed by Students with Low Self-Efficacy | 26 |
| CHAPTER III RESEARCH METHODOLOGY | 29 |
| A. Research Design | 29 |
| B. Research Participants and Context | 30 |
| C. Data Collection | 32 |
| D. Data Analysis | 35 |
| CHAPTER IV FINDINGS AND DISCUSSION | 38 |
| A. Research Findings..... | 38 |
| B. Discussion..... | 57 |
| CHAPTER V CONCLUSION AND RECOMMENDATION | 61 |
| A. Conclusion | 61 |
| B. Recommendation | 63 |
| REFERENCES | 65 |

LIST OF APPENDIXES

- Appendix A Appointment letter of supervisor
- Appendix B Recommendation letter from the Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C Questionnaire
- Appendix D Autobiography



CHAPTER I

INTRODUCTION

A. Background of the Study

Self-efficacy is considered one of the most influential psychological factors affecting students' learning performance, particularly in challenging academic tasks such as speaking in English. According to Albert Bandura (1997), self-efficacy refers to individuals' beliefs in their capabilities to organize and execute the actions required to achieve specific goals. Within the framework of Social Cognitive Theory, Bandura explains that people who possess high self-efficacy tend to approach difficult tasks as challenges to be mastered rather than threats to be avoided. They are generally more confident, persistent, motivated, and resilient when facing obstacles. In contrast, individuals with low self-efficacy often doubt their abilities, avoid challenging situations, experience anxiety, and easily give up when encountering difficulties. Bandura further identifies four major sources of self-efficacy, namely mastery experiences, vicarious experiences, verbal persuasion, and physiological or emotional states. In the context of English language learning, these sources influence how students perceive their speaking ability, respond to communication challenges, and participate in classroom interaction. Therefore, students' beliefs about their own capability are essential in determining whether they will actively engage in speaking activities or remain hesitant and passive.

Speaking ability is widely regarded as a central component in English as a Foreign Language (EFL) learning. It serves not only as a tool for communication but also as a visible representation of learners' overall language competence. Within higher education settings, speaking is often seen as one of the most demanding skills to acquire, as it requires students to express ideas clearly, deliver messages effectively, and actively participate in interaction using English. However, many EFL learners, including students of the English Education Department (PBI) at UIN Ar-Raniry, continue to struggle with speaking performance. Issues such as anxiety, hesitation, fear of making mistakes, and low confidence frequently arise, especially when students are required to speak in front of classmates or lecturers. Despite years of studying English, a considerable number of students still show reluctance to engage in oral classroom activities and remain passive participants during speaking sessions.

This condition indicates that speaking performance is not influenced solely by linguistic knowledge such as vocabulary, grammar, and pronunciation. Psychological aspects also play a crucial role in shaping students' speaking ability. Among these aspects, self-efficacy has been identified as a significant factor affecting learners' speaking performance. Students with high self-efficacy are more likely to believe in their ability to communicate successfully in English, participate actively in discussions, and persist even when they encounter difficulties. Conversely, students with low self-efficacy often avoid speaking opportunities due to fear of negative evaluation, embarrassment, or failure. As a

result, their lack of confidence may hinder both their language development and classroom participation.

Recent studies have emphasized the importance of self-efficacy in language learning and speaking achievement. For instance, Fathi et al. (2024) found that students who possess strong self-efficacy, combined with a growth mindset and perseverance, tend to demonstrate better speaking performance and greater willingness to communicate in English. Similarly, Fryer and Leeming (2022) argued that self-efficacy develops gradually through positive learning experiences, successful performance, and supportive classroom environments. These findings suggest that students' confidence in speaking can be strengthened when lecturers provide constructive feedback, encouragement, and opportunities for meaningful communication practice in the classroom.

Furthermore, research conducted by Inayah et al. (2019) and Anjarsari and Febriani (2022) revealed that learners who apply self-regulated learning (SRL) strategies, such as setting learning goals, monitoring progress, evaluating performance, and practicing independently, generally show higher levels of speaking self-efficacy. Such strategies enable students to become more autonomous learners, reduce speaking anxiety, and participate more confidently in communication activities. In addition, Harris (2022) introduced the Communicative Self-Efficacy Questionnaire, an instrument specifically designed

to measure students' perceptions of their ability to communicate effectively in various English-speaking situations, both formal and informal.

Although studies concerning self-efficacy in language learning have increased significantly, research focusing specifically on university students within the Indonesian EFL context remains relatively limited. This issue is particularly relevant for students in English Education programs because they are expected not only to achieve English proficiency but also to prepare themselves as future English teachers. Their confidence in speaking English is therefore essential for both academic success and professional readiness. Investigating students' levels of speaking self-efficacy can provide valuable insights into the psychological challenges they face and help educators develop more effective teaching strategies to improve classroom participation and communication skills.

Based on this background, the present study aims to analyze the level of self-efficacy in English speaking among students of the English Education Department (PBI) at UIN Ar-Raniry. This research adopts a quantitative approach by utilizing a Likert-scale questionnaire to assess students' self-efficacy in speaking English. The instrument is adapted from Harris (2022) and supported by other relevant theoretical sources. The collected data are analyzed using descriptive and inferential statistical methods to identify the overall level of students' speaking self-efficacy and to examine possible differences based on academic level and learning experience.

By focusing on students' perceptions of their own speaking abilities, this study is expected to provide a deeper understanding of how psychological factors influence language performance. The findings are anticipated to contribute to English language teaching practices by offering insights for lecturers in designing classroom activities that strengthen students' confidence, encourage active participation, and enhance their willingness to communicate in English.

B. Research Questions

1. What is the level of students' self-efficacy in English speaking in the English Education Department (PBI) at UIN Ar-Raniry?
2. What are the psychological and contextual challenges experienced by students with low self-efficacy in English speaking?
3. What are the strategies employed by students with low self-efficacy to enhance their confidence in English-speaking activities?

C. The Aims of the Study

1. To determine the level of students' self-efficacy in English speaking in the English Education Department (PBI) at UIN Ar-Raniry.
2. To identify the psychological and contextual challenges experienced by students with low self-efficacy in English speaking in the English Education Department (PBI) at UIN Ar-Raniry.

3. To examine the strategies employed by students with low self-efficacy to enhance their confidence in English-speaking activities in the English Education Department (PBI) at UIN Ar-Raniry.

D. Significance of the Study

This study is intended to contribute both theoretically and practically to the field of English as a Foreign Language (EFL), particularly within the higher education context of the English Education Department (PBI) at UIN Ar-Raniry.

From a theoretical standpoint, this research seeks to broaden understanding of students' self-efficacy in English speaking by not only identifying its overall level but also exploring the psychological and contextual barriers faced by students with lower self-efficacy, as well as the strategies they employ to strengthen their confidence. Using a quantitative design and a Likert-scale questionnaire, the study generates empirical data that reflect students' self-perceptions, speaking tendencies, and learning behaviours. In doing so, it reinforces existing EFL literature by underlining the significance of psychological factors such as confidence, motivation, and self-regulation in shaping students' engagement in speaking activities at the university level.

In terms of practical implications, the findings are expected to offer meaningful insights for lecturers, curriculum designers, and educational institutions. The results can help lecturers recognize differences in students' self-

efficacy levels and better understand the specific challenges encountered by those who lack confidence in speaking. This awareness may support the development of more effective classroom practices, including the use of constructive feedback, peer collaboration, and a supportive learning environment that helps reduce anxiety and encourages active participation.

Additionally, by examining the strategies adopted by students with lower self-efficacy to improve their speaking confidence, this study provides practical guidance that can be integrated into instructional practices. Techniques such as setting realistic learning goals, engaging in reflective practices, and applying anxiety management strategies can be utilized to enhance students' involvement and confidence in speaking tasks.

Finally, the study is expected to contribute to the improvement of teacher education programs and curriculum development by emphasizing the importance of balancing linguistic competence with psychological readiness. A deeper understanding of students' self-efficacy, challenges, and strategic behaviour can support the implementation of student-centered learning, self-regulated learning (SRL), and a growth-oriented mindset that encourages learners to persist in the face of difficulties.

E. Terminology

To avoid misunderstanding, it is necessary to provide description for the terms used throughout this research. The terms are as follows:

1. Self-Efficacy

Self-efficacy refers to students' beliefs in their ability to successfully perform English-speaking tasks. In this study, self-efficacy specifically relates to the confidence of students of the English Education Department (PBI) at UIN Ar-Raniry in speaking English during classroom activities and communication practices. It includes learners' confidence, persistence, motivation, and willingness to speak in English as influenced by psychological and contextual factors (Bandura, 1997).

2. English-speaking Proficiency

English-speaking proficiency refers to students' ability to express ideas orally in English in a clear, coherent, and meaningful manner. In this study, English-speaking proficiency specifically concerns the speaking performance of students of the English Education Department (PBI) at UIN Ar-Raniry during classroom interaction and speaking activities. It encompasses aspects such as fluency, pronunciation, grammatical accuracy, vocabulary usage, and the ability to interact effectively in English communication.

3. EFL Learners

EFL (English as a Foreign Language) learners refer to students who learn English in a non-English-speaking country where English is not used as

the primary language of daily communication. In the context of this study, EFL learners specifically refer to students of the English Education Department (PBI) at UIN Ar-Raniry who study English as a foreign language within an academic setting.

4. Psychological and Contextual Challenges

Psychological and contextual challenges refer to internal and external factors that hinder students' English-speaking performance, particularly among learners with low self-efficacy. In this study, these challenges experienced by students of the English Education Department (PBI) at UIN Ar-Raniry include anxiety, fear of making mistakes, low confidence, nervousness when speaking in front of others, limited opportunities to practice English, and unsupportive classroom environments that may reduce students' willingness to communicate.

5. Learner Strategies

Learner strategies refer to the specific approaches or techniques employed by students to improve their confidence and participation in English-speaking activities. In this study, learner strategies specifically describe the efforts used by students of the English Education Department (PBI) at UIN Ar-Raniry, especially those with low self-efficacy, to overcome speaking difficulties. These strategies include setting achievable learning

goals, engaging in self-reflection, practicing English independently, seeking peer support, and applying coping strategies to reduce speaking anxiety and improve speaking performance.



CHAPTER II

LITERATURE REVIEW

This research was grounded in the theory of self-efficacy proposed by Albert Bandura (1997). Bandura defines self-efficacy as individuals' beliefs in their capabilities to organize and execute the actions required to achieve specific goals. In educational contexts, self-efficacy is considered a key psychological construct that influences students' motivation, confidence, persistence, and engagement in learning activities. Learners with high self-efficacy are generally more confident in facing academic challenges and more willing to participate actively in classroom tasks, while those with low self-efficacy tend to doubt their abilities, avoid challenging tasks, and experience hesitation when performing academic activities.

In addition, Zimmerman (2000) emphasizes that self-efficacy is closely related to students' motivation, engagement, persistence, and self-regulated learning behavior. In language learning contexts, particularly English speaking, students' beliefs about their own abilities significantly affect how they participate in communicative activities such as discussions, presentations, and classroom interactions. Therefore, self-efficacy plays an essential role in shaping learners' confidence and performance in English-speaking activities.

Furthermore, Bandura (1997) explains that self-efficacy is developed through four main sources, namely mastery experiences, vicarious experiences, verbal persuasion, and physiological or emotional states. Mastery experiences refer to learners' successful experiences that strengthen their belief in their abilities. Vicarious experiences occur when learners observe others successfully performing a task, which can increase their belief that they are also capable of achieving similar success. Verbal persuasion involves encouragement, feedback, and support from lecturers, peers, or family members that can strengthen learners' confidence. Meanwhile, physiological, and emotional states refer to feelings such as anxiety, nervousness, and stress that may influence how learners perceive their own capabilities, particularly in speaking performance situations.

A. Self-Efficacy Theory in Language Learning

Self-efficacy is generally understood as an individual's belief in their own ability to successfully perform certain tasks or achieve goals (Bandura, 1997). In the field of education, this concept has become one of the most important psychological factors influencing students' learning behavior and academic achievement. Students who possess strong self-efficacy are usually more confident in facing academic challenges, more persistent when encountering difficulties, and more motivated to complete learning tasks. On the contrary, students with low self-efficacy often doubt their own abilities, avoid challenging activities, and become easily discouraged when experiencing failure.

In the context of English as a Foreign Language (EFL) learning, self-efficacy plays an even more significant role because language learning is closely connected not only to cognitive competence but also to emotional and social factors (Bandura, 1997). Among the four language skills, speaking is frequently considered the most demanding skill for learners because it requires spontaneous communication, direct interaction, and immediate responses (Nunan, 1999). During speaking activities, students are expected to express their ideas clearly while simultaneously managing pronunciation, vocabulary, grammar, and fluency. As a result, many learners experience nervousness, anxiety, fear of making mistakes, and fear of being negatively evaluated by others (Horwitz et al., 1986). These emotional pressures may influence students' confidence and eventually affect their speaking performance (Woodrow, 2006).

Bandura (1997) explains that self-efficacy develops through four primary sources, namely mastery experiences, vicarious experiences, verbal persuasion, and physiological or emotional states. Among these sources, mastery experience is considered the strongest contributor to self-efficacy because successful experiences strengthen learners' confidence in their own capabilities. In speaking activities, students who successfully deliver presentations, participate in discussions, or communicate effectively in English are more likely to believe that they can perform similar tasks successfully in the future. Positive experiences gradually build learners' confidence and encourage them to participate more actively in speaking activities.

Another important source of self-efficacy is vicarious experience, which refers to observing the success of other individuals who possess similar abilities. Students often compare themselves with classmates, senior students, lecturers, or even public figures who are fluent in English. Observing others succeed in speaking English may increase learners' motivation and confidence because they perceive the achievement as something attainable through practice and effort. Fryer and Leeming (2022) emphasize that classroom interaction and peer communication contribute significantly to the development of speaking self-efficacy, particularly when students are exposed to supportive and motivating learning environments.

In addition, verbal persuasion also plays an important role in shaping students' confidence in speaking English. Encouragement, constructive feedback, appreciation, and motivational support from lecturers, classmates, friends, or family members may strengthen students' beliefs in their speaking ability. Positive feedback often helps learners feel more appreciated and motivated to improve their performance. Conversely, criticism delivered in unsupportive ways may increase anxiety and reduce learners' confidence in participating in speaking activities. Usher and Pajares (2008) argue that social support and positive classroom interaction are essential elements in the development of academic self-efficacy.

Furthermore, students' emotional and psychological conditions strongly influence how they perceive their speaking ability. Feelings of anxiety,

nervousness, stress, and fear frequently appear during speaking performance, especially when learners are required to speak in front of others. Learners who are unable to regulate these emotions effectively may perceive themselves as incapable speakers, even though they possess sufficient linguistic knowledge. Nevertheless, emotional reactions do not always produce negative effects. Setyaningsih et al. (2022) explain that learners who can manage their emotions positively tend to develop stronger confidence and better speaking performance over time.

Recent studies also suggest that self-efficacy should not be viewed as a fixed characteristic. Instead, it develops dynamically through learning experiences, social interaction, and classroom participation. Fryer and Leeming (2022) found that repeated speaking practice, meaningful communication activities, constructive feedback, and positive learning experiences contribute significantly to the improvement of learners' speaking self-efficacy. This indicates that students' confidence in speaking English can gradually increase when they are placed in supportive learning environments that encourage active participation and reduce fear of failure.

Several previous studies have also highlighted the relationship between self-efficacy and students' willingness to communicate in EFL classrooms. Raoofi et al. (2012) state that learners with high self-efficacy are generally more active in classroom interaction and more willing to communicate in English. In contrast, students with lower self-efficacy often experience hesitation, communication

anxiety, and avoidance behavior during speaking activities. Similarly, Mahmoodi and Moazam (2020) found that students with low speaking self-efficacy tend to apply various coping strategies such as preparation before speaking, repeated practice, positive self-talk, and relaxation techniques to reduce anxiety and improve confidence.

B. The Role of Self-Efficacy in Speaking Proficiency

Speaking proficiency is commonly understood as the ability to communicate ideas, thoughts, and information effectively through oral language. In English language learning, speaking is considered one of the most essential skills because it reflects learners' ability to use language for real communication purposes. Brown, as cited in Ilham et al. (2019), explains that speaking proficiency involves several important components, including grammar, vocabulary, pronunciation, comprehension, and fluency. These elements work together to support successful oral communication. However, possessing adequate linguistic knowledge alone does not automatically guarantee successful speaking performance. Psychological factors, particularly self-efficacy, also play a significant role in influencing students' speaking ability.

Self-efficacy affects how learners perceive their own capability in speaking English. Students who believe in their ability to communicate effectively are generally more willing to participate in classroom interaction and speaking activities. They tend to demonstrate greater confidence, persistence, and

motivation during communication tasks. On the other hand, learners who lack confidence in their speaking ability frequently hesitate to express their ideas and often avoid opportunities to speak in front of others. This indicates that speaking proficiency is influenced not only by linguistic competence but also by learners' psychological readiness to communicate.

Bandura (1997) states that individuals with high self-efficacy tend to approach difficult tasks as challenges that should be mastered rather than threats that should be avoided. In speaking classrooms, this belief encourages students to become more active in discussions, presentations, role-play activities, and other oral communication tasks. Students with strong self-efficacy are usually less afraid of making mistakes because they perceive mistakes as part of the learning process. Consequently, they become more confident in expressing ideas and more persistent in improving their speaking ability.

In contrast, students with low self-efficacy often experience psychological barriers that negatively affect their speaking performance. Feelings of anxiety, nervousness, fear of negative evaluation, and low confidence may discourage students from participating actively in speaking activities. MacIntyre and Gardner (1991) explain that language anxiety has a strong influence on oral communication because anxious learners tend to avoid speaking situations and have trouble expressing their ideas fluently. In many cases, students who possess sufficient vocabulary and grammar knowledge still struggle to communicate effectively because they lack confidence in their speaking ability.

Recent studies have shown that classroom experiences significantly influence the development of speaking self-efficacy. Fryer and Leeming (2022) explain that students' confidence in speaking English develops progressively through repeated speaking experiences, constructive feedback, and meaningful classroom interaction. Positive learning experiences help learners recognize their improvement and gradually strengthen their belief in their own speaking ability. This suggests that self-efficacy is dynamic and can continue developing when learners receive sufficient opportunities to practice speaking in supportive environments.

Furthermore, authentic speaking activities contribute positively to both speaking proficiency and self-efficacy development. Activities such as group discussions, presentations, debates, and role-play provide learners with opportunities to practice English in meaningful communication situations. According to Inayah et al. (2019), authentic speaking activities help students become more confident because they allow learners to apply their speaking ability in realistic contexts. Through continuous participation in such activities, students gradually become more comfortable using English orally and less afraid of making mistakes.

Another important concept related to speaking proficiency is willingness to communicate (WTC). Willingness to communicate refers to learners' readiness to engage in communication using the target language. Students with high self-efficacy are generally more willing to communicate because they believe that they

can express themselves effectively in English. Conversely, students with low self-efficacy tend to avoid communication situations because they fear failure, embarrassment, or negative evaluation from others. Therefore, self-efficacy directly influences students' participation and engagement in speaking activities.

Classroom environment also plays an important role in shaping learners' speaking confidence. Supportive lecturers, constructive feedback, and positive peer interaction may encourage students to participate more actively in oral communication activities. When students feel accepted and appreciated in the classroom, they are more likely to speak confidently and take communication risks. Conversely, unsupportive classroom environments may increase anxiety and reduce learners' willingness to participate. Negative peer responses, excessive correction, and fear of embarrassment can discourage students from practicing their speaking ability.

Several studies also indicate that learners with low self-efficacy frequently use various strategies to cope with speaking difficulties. Mahmoodi and Moazam (2020) found that students commonly prepare speaking materials before presentations, practice repeatedly, use notes, and apply positive self-talk to reduce anxiety during speaking performance. Although these strategies may not directly improve learners' linguistic competence, they help students regulate emotions and strengthen confidence during oral communication.

C. Psychological Factors Influencing Self-Efficacy

Students' self-efficacy in speaking English is influenced by various psychological factors that shape how learners perceive their own abilities and respond to learning challenges. These psychological aspects play an important role in determining whether students feel confident, motivated, and willing to participate in speaking activities. In EFL learning contexts, psychological factors often influence students' speaking performance as much as linguistic competence because speaking requires learners to communicate ideas directly in front of others.

One important psychological factor related to self-efficacy is grit. Duckworth et al. (2007) define grit as an individual's persistence and consistency in pursuing long-term goals despite difficulties and setbacks. In language learning, students with high levels of grit tend to continue practicing and improving their English-speaking ability even when they experience failure, nervousness, or communication problems. They understand that language learning is a gradual process that requires continuous effort and practice.

Students who possess strong grit are generally more resilient when facing speaking challenges. They are less likely to give up after making mistakes because they view difficulties as opportunities to improve rather than as indicators of failure (Duckworth, 2007). Through continuous practice and persistence, learners gradually gain more speaking experience, which contributes positively to the

development of self-efficacy (Bandura, 1997). As students recognize their own improvement over time, their confidence in speaking English also increases.

Another important factor influencing self-efficacy is growth mindset. According to Dweck (2006), individuals with a growth mindset believe that abilities and intelligence can develop through effort, learning, and experience. In contrast, individuals with a fixed mindset tend to believe that ability is permanent and difficult to change. This difference in perspective significantly influences how learners respond to speaking difficulties and mistakes.

In speaking activities, students with a growth mindset usually perceive errors as a natural part of the learning process. Rather than feeling embarrassed or discouraged by mistakes, they attempt to learn from feedback and improve their performance. Consequently, they tend to participate more actively in speaking activities because they are less afraid of failure and negative evaluation. This positive perspective helps learners maintain motivation and gradually strengthens their confidence in using English orally (Dweck, 2006).

On the other hand, students with a fixed mindset often become discouraged when they experience difficulties in speaking English. They may interpret mistakes as evidence that they are incapable of speaking well, which eventually reduces their confidence and willingness to communicate (Dweck, 2006). As a result, learners with fixed beliefs about their ability frequently avoid speaking opportunities and become less engaged in classroom interaction.

Self-regulated learning (SRL) is another psychological factor that contributes significantly to the development of self-efficacy. Self-regulated learning refers to learners' ability to plan, monitor, and evaluate their own learning processes independently. According to Anjarsari and Febriani (2022), students who apply self-regulated learning strategies tend to demonstrate stronger confidence and better performance in speaking activities.

In speaking classrooms, self-regulated learners often prepare materials carefully, practice regularly, set learning goals, and evaluate their speaking performance after completing communication tasks. These learning behaviors help students gain greater control over their own progress and reduce feelings of uncertainty during speaking activities. When learners become aware of their improvement, they gradually develop stronger confidence in their speaking ability.

Emotional regulation also plays an important role in shaping students' self-efficacy. Speaking English in front of others frequently causes anxiety, nervousness, stress, and fear among EFL learners. Cherry (2023) explains that emotional conditions strongly influence individuals' beliefs about their own capabilities. Students who are unable to regulate negative emotions effectively often perceive themselves as incapable speakers, even when they possess sufficient language knowledge.

Conversely, learners who can manage anxiety and emotional pressure positively are generally more confident during speaking activities. Emotional

regulation strategies such as positive thinking, self-encouragement, deep breathing, and focusing attention may help learners reduce nervousness and maintain confidence during oral communication (Horwitz et al., 1986). Students who successfully regulate their emotions are more likely to participate actively and communicate more comfortably in English.

Besides internal psychological factors, social interaction and classroom environment also influence students' self-efficacy. Usher and Pajares (2008) explain that support from lecturers, classmates, friends, and family members contributes positively to learners' confidence development. Positive classroom interaction and constructive feedback often encourage students to believe in their speaking ability and participate more actively in communication activities.

Supportive classroom environments help students feel safer and more comfortable when expressing their ideas in English. Conversely, negative peer reactions, criticism, and unsupportive classroom situations may increase anxiety and weaken students' confidence (Horwitz et al., 1986). Learners who fear embarrassment or negative judgment often become reluctant to participate in speaking activities even when they possess adequate linguistic competence.

Furthermore, previous learning experiences also affect students' self-efficacy significantly. Successful speaking experiences may strengthen learners' confidence, while repeated failure may reduce their belief in their own ability. Bandura (1997) explains that mastery experiences are considered the strongest

source of self-efficacy because they directly influence how individuals evaluate their capabilities. Students who frequently experience successful communication tend to develop stronger confidence in speaking English.

D. Challenges Faced by Students with Low Self-Efficacy

Students with low self-efficacy commonly experience various psychological challenges in speaking English in classroom contexts, particularly in relation to their emotional responses and communication behavior. One of the most frequent difficulties is speaking anxiety, which is reflected in feelings of nervousness, tension, and discomfort during oral performance activities. These conditions often emerge when learners are required to speak spontaneously in front of peers, which may negatively influence their confidence and fluency. Horwitz et al. (1986) explain that language anxiety is a significant psychological barrier in second language learning that can disrupt communication processes and reduce learners' overall speaking performance.

Another important challenge is fear of making mistakes and fear of negative evaluation from others during speaking activities. Students often become overly concerned about grammatical accuracy, pronunciation, and peer judgment, which leads them to hesitate in expressing their ideas. This condition is closely related to low self-confidence and tends to become stronger in competitive classroom environments where students compare their abilities with others. Horwitz et al. (1986) further emphasize that fear of negative evaluation is one of the core

dimensions of foreign language anxiety that significantly affects learners' willingness to communicate in English.

In addition, limited vocabulary knowledge is a common linguistic challenge faced by students with low self-efficacy in speaking English. Many learners struggle to retrieve appropriate lexical items when expressing their ideas, which results in pauses, repetition, and incomplete sentences during communication. This limitation not only affects fluency but also reduces learners' confidence in participating in speaking tasks. Nation (2001) highlights that vocabulary knowledge is a fundamental component of language production and plays a crucial role in supporting effective oral communication in real-time situations.

Furthermore, students often experience pressure when required to speak English without preparation, particularly in classroom settings that demand spontaneous responses. This situation forces learners to immediately organize their thoughts and deliver them in a coherent manner, which can increase stress and reduce speaking fluency. As a result, students may struggle to maintain coherence and accuracy during oral communication. MacIntyre and Gardner (1991) explain that anxiety in unprepared speaking situations can significantly interfere with learners' cognitive processing and overall language performance.

Finally, low self-efficacy also contributes to heightened self-consciousness in classroom speaking activities where students feel observed by others. When attention is focused on their performance, learners may become overly aware of

potential mistakes, which reduces their willingness to participate actively. This often leads to avoidance behavior and limited speaking practice opportunities. Bandura (1997) states that individuals with low self-efficacy tend to avoid challenging tasks, and such avoidance can restrict the development of their language skills due to reduced exposure and practice opportunities.

E. Strategies Employed by Students with Low Self-Efficacy

Students with low self-efficacy employ various strategies to enhance their confidence and performance in English-speaking activities. One of the most common strategies is engaging in individual practice before classroom speaking tasks. Through repeated rehearsal and self-directed speaking practice, students can familiarize themselves with the topic, organize their ideas, and reduce uncertainty during actual performance. This preparation helps learners feel more ready and less anxious when required to speak in front of others. Oxford (1990) emphasizes that learning strategies such as rehearsal and practice are essential in language learning because they enable learners to develop greater control over their performance and reduce emotional barriers such as anxiety.

Another important strategy is preparing notes or outlines before speaking activities. By writing key points or structuring ideas in advance, learners are better able to manage the flow of their speech and avoid losing ideas during communication. This strategy also helps students reduce hesitation and improve coherence in their speaking performance. O'Malley and Chamot (1990) explain

that cognitive strategies, including planning and organizing information, play an important role in supporting learners' language processing and improving their overall communicative ability.

In addition, collaborative learning with peers is frequently used as a strategy to improve speaking confidence. Students often practice speaking English with classmates in a more relaxed environment, which reduces pressure and allows them to experiment with language use without fear of formal assessment. Through peer interaction, learners can also receive support, encouragement, and correction, which contribute to gradual improvement in speaking ability. Vygotsky (1978) highlights that social interaction is fundamental in cognitive development, as learners construct knowledge through communication and collaboration with others.

Furthermore, students increasingly utilize digital and online resources as part of their learning strategies. Platforms such as educational videos, language learning applications, and online speaking materials provide learners with additional exposure to authentic language use. These resources allow students to practice independently, repeat materials as needed, and observe correct pronunciation and speaking models. Richards (2015) notes that technology-enhanced language learning supports learner autonomy and provides flexible opportunities for meaningful language practice outside the classroom.

Another frequently used strategy is repeated practice or rehearsal before speaking presentations or assessments. This strategy allows learners to internalize content, improve fluency, and reduce anxiety associated with performance situations. By practicing multiple times, students become more confident in delivering their ideas and are less likely to experience hesitation during speaking tasks. Nation (2001) explains that repeated exposure and practice are essential in developing fluency in second language speaking, as they contribute to the automatization of language use and improve communicative efficiency.

Finally, seeking feedback from lecturers or peers is also an important strategy used by students with low self-efficacy. Constructive feedback helps learners identify their weaknesses in pronunciation, grammar, and fluency, while also guiding them toward improvement. In addition, feedback provides students with a clearer understanding of their progress, which can gradually enhance their confidence in speaking English. Hattie and Timperley (2007) argue that effective feedback is a powerful tool for learning improvement because it helps learners close the gap between their current performance and desired learning outcomes.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a quantitative research design to investigate the levels of students' self-efficacy, psychological and contextual challenges, and learner strategies in English speaking among students of the English Education Department (PBI) at UIN Ar-Raniry. Quantitative research is a research method used to examine variables through numerical data and statistical analysis (Creswell, 2012). This design was considered appropriate because the study aimed to measure and describe the levels of the three variables systematically through the use of numerical data obtained from participants' responses. Through this approach, the researcher was able to collect objective, measurable, and structured data related to students' perceptions and experiences in English-speaking activities.

Furthermore, the quantitative design enabled the researcher to analyze the data statistically to identify general patterns and tendencies related to students' self-efficacy, challenges, and learner strategies in English speaking. The findings were presented in numerical forms such as percentages, frequencies, mean scores, and level classifications. Rather than exploring individual experiences in depth, this study focused on describing the overall levels and tendencies of the variables among students of the English Education Department at UIN Ar-Raniry.

In conclusion, the quantitative research design was considered appropriate for achieving the objectives of this study, namely identifying the levels of students' self-efficacy, psychological and contextual challenges, and learner strategies in English-speaking activities. The findings of this study were expected to provide empirical contributions to English as a Foreign Language (EFL) learning, particularly in understanding students' speaking confidence and supporting more effective English-speaking instruction at the university level.

B. Research Participants and Context

This research was conducted at the English Education Department (PBI) of UIN Ar-Raniry, which is one of the study programs under the Faculty of Tarbiyah and Teacher Training. The department prepares undergraduate students to become future English teachers through various English language learning courses and teaching-related subjects. In the learning process, students are required to develop English language skills, particularly speaking skills, through several speaking-related courses such as Basic Language Skills, Intermediate Language Skills, and Advance Language Skills. These courses are intended to improve students' speaking ability, communication competence, and confidence in using English during academic activities.

The participants of this study consisted of 50 active undergraduate students from the English Education Department (PBI) at UIN Ar-Raniry, specifically students from the 2021, 2022, and 2023 academic batches. These students were selected because English-speaking ability is considered an important component

of their academic learning and future professional preparation as prospective English teachers. Although the students had received English instruction throughout their studies, many of them still experienced varying levels of confidence, psychological challenges, and difficulties in English-speaking activities. Therefore, they were considered an appropriate population for investigating the levels of students' self-efficacy, psychological and contextual challenges, and learner strategies in English speaking.

This study employed a simple random sampling technique to select participants from the population of active students in the English Education Department. According to Sugiyono (2017), simple random sampling is a sampling technique in which every member of the population has an equal opportunity to be selected as a participant. This technique was used to minimize sampling bias and to ensure that the sample represented the population objectively and fairly.

The participants in this study fulfilled several criteria. First, they were active undergraduate students of the English Education Department (PBI) at UIN Ar-Raniry from the 2021, 2022, and 2023 academic batches. Second, they had completed speaking-related courses such as Basic Language Skills, Intermediate Language Skills, and Advance Language Skills. These courses were considered relevant because they provided students with learning experiences and speaking practices related to English communication activities.

By selecting 50 active students from the English Education Department (PBI) at UIN Ar-Raniry, the researcher was able to obtain measurable and representative data regarding the levels of students' self-efficacy, psychological and contextual challenges, and learner strategies in English-speaking activities. Focusing on students from the 2021, 2022, and 2023 academic batches also enabled the study to provide a broader overview of students' confidence, speaking challenges, and speaking-related learning strategies within the department. The findings of this study were expected to contribute to the improvement of English-speaking instruction and student support in the English Education Department at UIN Ar-Raniry.

C. Data Collection

The data in this study were collected through a structured questionnaire using a Likert scale. According to Sugiyono (2017), questionnaires are appropriate instruments for quantitative research because they enable researchers to collect data systematically and efficiently from many participants. The questionnaire in this study was designed to measure three main variables: (1) the level of students' self-efficacy in English speaking, (2) the level of psychological and contextual challenges experienced by students in speaking English, and (3) the level of learner strategies used by students in English-speaking activities.

The questionnaire was modified based on Bandura's (1997) Self-Efficacy Theory, Horwitz et al.'s (1986) Foreign Language Anxiety Theory, Oxford's

(1990) Language Learning Strategies framework, and the study conducted by Park and Lee (2005). The questionnaire included statements related to students' confidence in expressing opinions, delivering presentations, participating in discussions, communicating in English during classroom activities, psychological challenges experienced during speaking activities, and strategies used by students to improve their speaking confidence. In addition, demographic information such as gender, academic batch, and frequency of English-speaking practice was also collected to support the interpretation of the research findings.

The questionnaire was divided into several sections in accordance with the objectives of the study. The first section measured students' self-efficacy in English speaking, focusing on learners' confidence in performing speaking activities such as expressing opinions, participating in discussions, answering questions, and delivering presentations in English. This section was developed based on Bandura's (1997) concept of self-efficacy and related measurement items from previous studies, including Alavi, Sadighi, and Samani (2004).

The second section examined psychological and contextual challenges experienced by students in English-speaking activities, including speaking anxiety, fear of making mistakes, nervousness, lack of confidence, limited opportunities for speaking practice, and classroom environment factors. This section was primarily based on the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986), with additional support from Park and Lee (2005) and Akin (2007, as cited in Gurler, 2015).

The third section investigated learner strategies used by students in English-speaking activities, such as preparing materials before speaking, practicing English independently, seeking peer support, applying self-reflection, and using anxiety-management strategies to improve speaking confidence. This section was based on Oxford's (1990) classification of language learning strategies.

All questionnaire items were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). According to Sugiyono (2017), the Likert scale is widely used in quantitative research to measure attitudes, perceptions, and behaviors in a structured and systematic manner. The use of this scale allowed the researcher to quantify students' responses related to self-efficacy, psychological challenges, and learning strategies in English-speaking activities.

Prior to the main data collection, the questionnaire was tested for validity and reliability. The validity test was conducted to determine whether each questionnaire item was capable of measuring the intended construct, while the reliability test was performed using Cronbach's Alpha to examine the internal consistency of the instrument. The results indicated that the questionnaire met the required criteria for validity and reliability and was therefore considered suitable for use in the main study.

After the instrument was confirmed to be valid and reliable, the questionnaire was distributed to the selected participants either online or in printed form

depending on accessibility and participants' convenience. Before completing the questionnaire, all participants were informed about the objectives of the study and assured that their responses would remain confidential and would be used solely for academic purposes.

The collected data were then coded and analyzed using statistical techniques to determine the levels of students' self-efficacy, psychological and contextual challenges, and learner strategies in English-speaking activities. The findings were presented in the form of frequencies, percentages, mean scores, and level classifications. This procedure ensured objectivity, systematic analysis, and research validity in addressing the research questions.

D. Data Analysis

The data collected in this study were analyzed using quantitative statistical techniques in accordance with the use of a Likert-scale questionnaire. The analysis aimed to answer the research objectives by identifying the levels of students' self-efficacy, psychological and contextual challenges, and learner strategies in English-speaking activities among students of the English Education Department (PBI) at UIN Ar-Raniry.

After the data collection process was completed, all questionnaire responses from the 50 participants were coded numerically based on the five-point Likert scale, in which higher scores indicated stronger agreement with the questionnaire statements. Before conducting the analysis, the researcher carried out data screening to ensure the accuracy, completeness, and consistency of the data.

Incomplete responses and missing data were carefully checked to maintain the quality and validity of the dataset.

Descriptive statistical analysis was then applied to summarize the data obtained from the questionnaire. The analysis included the calculation of frequencies, percentages, mean scores, and standard deviations for each item and for the three main variables of the study, namely students' self-efficacy in English speaking, psychological and contextual challenges, and learner strategies in English-speaking activities. These statistical results provided an overview of whether each variable was categorized into high, moderate, or low levels.

To determine the level classification of each variable, the researcher interpreted the mean scores based on predetermined criteria. The classifications were used to describe the general tendencies of students' responses regarding their confidence in speaking English, the challenges they experienced during speaking activities, and the strategies they used to improve their speaking confidence. Through this analysis, the researcher was able to identify the overall patterns of the three variables among students of the English Education Department.

To ensure the reliability of the research instrument, the researcher used Cronbach's Alpha to measure the internal consistency of the questionnaire. According to Creswell (2012), a reliability coefficient of 0.70 or higher indicates that the instrument is reliable and capable of consistently measuring the intended variables. In addition, the validity of the questionnaire was reviewed by experts in

English education to ensure the clarity, appropriateness, and relevance of the questionnaire items to the objectives of the study.

All statistical analyses in this study were conducted using SPSS (Statistical Package for the Social Sciences) to ensure accuracy and efficiency in processing the data. The findings were interpreted based on the theory of self-efficacy proposed by Albert Bandura (1997), particularly regarding students' beliefs in their capabilities to perform speaking activities in English. Furthermore, the findings related to psychological and contextual challenges and learner strategies were interpreted descriptively to provide an overview of students' experiences and tendencies in English-speaking activities.

The results of the analysis were presented in tables and descriptive explanations to facilitate interpretation and discussion of the findings. Through these procedures, the researcher was able to answer the research questions systematically and objectively while providing a comprehensive overview of the levels of students' self-efficacy, psychological and contextual challenges, and learner strategies in English-speaking activities among students of the English Education Department at UIN Ar-Raniry.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the results of the study based on data collected from 50 respondents. The analysis focuses on three main variables: self-efficacy in English speaking, psychological and contextual challenges, and strategy use to enhance speaking confidence. Prior to conducting further analysis, validity and reliability tests were carried out to ensure that the research instrument was both accurate and consistent. In addition, descriptive statistical analysis was performed to determine the overall level of each variable.

1. Self-Efficacy in English speaking

a. Validity and Reliability test

The results of the validity test for the self-efficacy variable are presented in Table 4.1. All six items show Pearson correlation coefficients (r-values) above 0.30 and significance levels below 0.05, indicating that all items are valid. The correlation values range from 0.413 to 0.775, with the highest value found in item P2 and the lowest in item P5. Although there is variation among the items, each still meets the required validity criteria, suggesting that the instrument adequately measures the construct of self-efficacy.

Table 4.1. Corrected Item-Total Correlations

| | | P1 | P2 | P3 | P4 | P5 | P6 | TOTAL |
|----|---------------------|--------|--------|--------|--------|--------|--------|--------|
| P1 | Pearson Correlation | 1 | .718** | .561** | .224 | .098 | .522** | .758** |
| | Sig. (2-tailed) | | .000 | .000 | .118 | .500 | .000 | .000 |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| P2 | Pearson Correlation | .718** | 1 | .571** | .291* | .017 | .566** | .775** |
| | Sig. (2-tailed) | .000 | | .000 | .040 | .905 | .000 | .000 |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| P3 | Pearson Correlation | .561** | .571** | 1 | .256 | .109 | .480** | .735** |
| | Sig. (2-tailed) | .000 | .000 | | .073 | .449 | .000 | .000 |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| P4 | Pearson Correlation | .224 | .291* | .256 | 1 | .392** | .381** | .626** |
| | Sig. (2-tailed) | .118 | .040 | .073 | | .005 | .006 | .000 |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| P5 | Pearson Correlation | .098 | .017 | .109 | .392** | 1 | .139 | .413** |
| | Sig. (2-tailed) | .500 | .905 | .449 | .005 | | .335 | .003 |

| | | | | | | | |
|---------------------------|--------|--------|--------|--------|--------|--------|--------|
| N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| P6 Pearson Correlation | .522** | .566** | .480** | .381** | .139 | 1 | .772** |
| Sig. (2-tailed) | .000 | .000 | .000 | .006 | .335 | | .000 |
| N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| TOTAL Pearson Correlation | .758** | .775** | .735** | .626** | .413** | .772** | 1 |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .003 | .000 | |
| N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The reliability test results, as shown in Table 4.2, indicate a Cronbach's Alpha value of 0.770. This value exceeds the acceptable threshold of 0.70, confirming that the instrument has satisfactory internal consistency. Although one item shows a relatively lower contribution, all items remain acceptable and contribute to the overall reliability of the scale.

Table 4.2, Indicate a Cronbach's Alpha

Reliability Statistics

| | |
|------------------|------------|
| Cronbach's Alpha | N of Items |
| .770 | 6 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|----|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| P1 | 17.74 | 7.584 | .632 | .709 |
| P2 | 17.70 | 7.357 | .647 | .702 |
| P3 | 17.58 | 7.391 | .578 | .719 |
| P4 | 17.20 | 8.000 | .434 | .758 |
| P5 | 16.92 | 9.259 | .204 | .805 |
| P6 | 17.66 | 7.004 | .619 | .707 |

Based on Table 4.1 and Table 4.2, all questionnaire items were considered valid and reliable because the correlation values exceeded 0.30 and the Cronbach's Alpha coefficient was higher than 0.70. Therefore, the research instrument was regarded as appropriate for measuring students' self-efficacy in English-speaking activities.

جامعة الرانري
AR - RANIRY

b. Students' Self-Efficacy Scores

The descriptive statistics of students' self-efficacy in English speaking are presented in Table 4.3. The analysis was conducted based on six questionnaire items measuring students' confidence across different English-speaking situations.

Table 4.3. Level Student's Self-Efficacy in English Speaking

| No | Statement | Mean | Category |
|---------------------|--|-------------|-----------------|
| A1 | I am confident speaking English in front of my classmates. | 3.22 | Moderate |
| A2 | I am confident that I can express my ideas clearly in English. | 3.26 | Moderate |
| A3 | I am confident participating in discussions using English. | 3.38 | Moderate |
| A4 | I can speak English even when I make grammatical mistakes. | 3.76 | High |
| A5 | I am confident that I can improve my English-speaking ability. | 4.04 | High |
| A6 | I am confident answering questions orally in English class. | 3.30 | Moderate |
| Overall Mean | Self-Efficacy in English speaking | 3.49 | Moderate |

Based on Table 4.3, the overall mean score of students' self-efficacy in English speaking is 3.49, which falls within the moderate category. This indicates that students generally possess a functional level of confidence in their speaking ability; however, their self-efficacy has not yet developed into a consistently strong psychological belief across all speaking contexts. In other words, students

demonstrate situational confidence rather than stable and generalized confidence in English-speaking performance.

A closer examination of individual items shows that item A5 obtained the highest mean score ($M = 4.04$), indicating that students strongly believe their speaking ability can improve through effort and practice. This reflects a positive developmental orientation, where students view speaking proficiency as an achievable skill rather than a fixed trait. Such belief is important because it supports persistence and willingness to engage in learning processes despite difficulties. Similarly, item A4 ($M = 3.76$) also falls into the high category, suggesting that students are relatively resilient in speaking situations even when grammatical errors occur. This indicates that, to some extent, learners are beginning to reduce perfectionism and are more willing to prioritize communication over accuracy.

In contrast, item A1 recorded the lowest mean score ($M = 3.22$), indicating that speaking in front of classmates remains the most psychologically demanding situation for students. This suggests that public speaking in English still triggers self-doubt and psychological discomfort, likely associated with fear of negative evaluation and social comparison within the classroom context. Supporting this interpretation, items A2 ($M = 3.26$), A3 ($M = 3.38$), and A6 ($M = 3.30$) also remain at a moderate level, indicating that students' confidence in expressing

ideas, participating in discussions, and responding orally is still unstable and highly dependent on situational pressure.

Overall, these patterns suggest that students' self-efficacy is not evenly distributed across speaking tasks. Confidence tends to be stronger in internal beliefs about improvement (A5) and tolerance toward errors (A4), but weaker in performance-based situations that involve real-time interaction and social exposure. This gap indicates that students may cognitively understand that speaking can be improved, yet still experience psychological barriers when required to perform under classroom pressure. Therefore, their self-efficacy remains partially developed and requires reinforcement through structured speaking exposure and supportive learning conditions.

These findings align with Bandura's (1997) theory of self-efficacy, which posits that individuals' beliefs in their capabilities influence their level of effort, persistence, and emotional responses when performing tasks. The moderate level of self-efficacy observed in this study suggests that students are still in a developmental stage where confidence is emerging but not yet fully stabilized across contexts. Furthermore, Zimmerman (2000) emphasizes that self-efficacy is closely linked to motivation, engagement, and self-regulated learning behaviours. In this regard, the current findings imply that while students possess motivational readiness, their behavioural engagement in speaking activities may still be constrained by situational anxiety and confidence fluctuations.

In addition, the findings are consistent with previous studies indicating that self-efficacy in speaking is highly context-dependent and sensitive to social and emotional pressures in classroom environments. Students may feel confident about improvement in general terms, but still hesitate in real-time speaking situations that involve peer evaluation and immediate response demands. Therefore, this study reinforces the notion that enhancing speaking self-efficacy requires not only linguistic training but also consistent psychological support and communicative practice in low anxiety learning environments.

2. Psychological and Contextual Challenges

a. Validity and Reliability test

The validity test results for psychological and contextual challenges are presented in Table 4.4. All items show strong correlation values ranging from 0.662 to 0.863, indicating that they are valid and effectively measure the intended construct.

Table 4.4. Corrected Item-Total Correlations

| | P1 | P2 | P3 | P4 | P5 | P6 | TOTAL |
|------------------------|----|--------|--------|--------|------|------|--------|
| P1 Pearson Correlation | 1 | .565** | .695** | .587** | .267 | .229 | .725** |
| Sig. (2-tailed) | | .000 | .000 | .000 | .060 | .109 | .000 |

| | | | | | | | | |
|-------|---------------------|--------|--------|--------|--------|--------|--------|--------|
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| P2 | Pearson Correlation | .565** | 1 | .557** | .616** | .320* | .355* | .757** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .023 | .012 | .000 |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| P3 | Pearson Correlation | .695** | .557** | 1 | .746** | .330* | .407** | .816** |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .019 | .003 | .000 |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| P4 | Pearson Correlation | .587** | .616** | .746** | 1 | .457** | .507** | .863** |
| | Sig. (2-tailed) | .000 | .000 | .000 | | .001 | .000 | .000 |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| P5 | Pearson Correlation | .229 | .355** | .407** | .507** | .490** | 1 | .674** |
| | Sig. (2-tailed) | .109 | .012 | .003 | .000 | .000 | | .000 |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| TOTAL | Pearson Correlation | .725** | .757** | .816** | .863** | .662** | .674** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The reliability test results, shown in Table 4.5, reveal a Cronbach's Alpha value of 0.838, which indicates a high level of internal consistency. This suggests that the items consistently represent the challenges experienced by students.

Table 4.5, Indicate a Cronbach's Alpha

Reliability Statistics

| | |
|------------------|------------|
| Cronbach's Alpha | N of Items |
| .838 | 6 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|----|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| P1 | 16.10 | 12.500 | .605 | .815 |
| P2 | 16.24 | 11.737 | .626 | .810 |
| P3 | 16.28 | 11.675 | .723 | .792 |
| P4 | 16.12 | 11.332 | .790 | .778 |
| P5 | 16.06 | 12.466 | .519 | .831 |

Based on Table 4.4 and Table 4.5, all questionnaire items related to psychological and contextual challenges were considered valid and reliable because the correlation values exceeded 0.30 and the Cronbach's Alpha coefficient was higher than 0.70. Therefore, the instrument was considered appropriate for measuring students' psychological and contextual challenges in English-speaking activities.

b. Psychological and Contextual Challenges Scores

The descriptive analysis of psychological and contextual challenges is presented in Table 4.6. This variable consists of five indicators describing students' emotional conditions and situational factors that influence their English-speaking performance in classroom settings.

Table 4.6. Students' Psychological and Contextual Challenges

| No | Statement | Mean | Category |
|-----------|--|-------------|-----------------|
| B1 | I feel nervous when speaking English in class. | 3.34 | Moderate |
| B2 | I am afraid of making mistakes when speaking English. | 3.20 | Moderate |
| B3 | I feel anxious when my classmates listen to me speaking English. | 3.16 | Moderate |
| B4 | I lack vocabulary when speaking English. | 3.32 | Moderate |

| | | | |
|---------------------|---|-------------|-----------------|
| B5 | I feel pressured when I must speak English without preparation. | 3.38 | Moderate |
| Overall Mean | Psychological and Contextual Challenges | 3.28 | Moderate |

Based on Table 4.6, the overall mean score of psychological and contextual challenges is 3.28, which is categorized as moderate. This indicates that students experience a noticeable level of psychological discomfort and situational difficulty when engaging in English-speaking activities. Although these challenges are not at a high level, they remain sufficiently present to interfere with students' fluency, confidence, and willingness to communicate in classroom interactions. In other words, the findings suggest that students are not free from psychological barriers, even though such barriers are not yet severe.

A more detailed examination of individual indicators shows that item B5 obtained the highest mean score ($M = 3.38$), indicating that students experience the greatest pressure when required to speak English without preparation. This finding highlights the central role of spontaneity as a stress-inducing factor in oral communication, as students are forced to organize ideas, select vocabulary, and construct sentences in real time. Similarly, item B1 ($M = 3.34$) and item B4 ($M = 3.32$) also show relatively high mean scores, suggesting that nervousness and limited vocabulary remain persistent barriers that directly affect students' ability to express ideas smoothly and confidently.

In contrast, item B2 (M = 3.20) and item B3 (M = 3.16) represent the lowest mean scores, although both still fall within the moderate category. These results indicate that fear of making mistakes and anxiety when being observed by classmates are present but slightly less dominant compared to other challenges. However, the relatively small difference among all item means suggest that these psychological and contextual factors are interconnected rather than isolated, collectively shaping students' speaking difficulties in classroom environments.

Overall, these findings demonstrate that students experience a moderately consistent level of psychological and contextual challenges in English-speaking activities. The results further indicate that students' difficulties are not limited to linguistic competence alone but are also strongly influenced by emotional responses and situational demands such as time pressure, lack of preparation, and limited lexical access. Consequently, these combined factors may reduce students' willingness to participate actively in speaking tasks and restrict their communicative performance in classroom settings.

This finding is consistent with Horwitz et al.'s (1986) theory of Foreign Language Anxiety, which emphasizes that anxiety is a significant affective barrier in second language learning that can negatively influence learners' speaking performance. When learners experience anxiety, their cognitive processing may become disrupted, leading to reduced fluency, hesitation, and avoidance behaviour in communication. Therefore, the presence of moderate psychological

and contextual challenges in this study indicates that anxiety-related factors continue to play an important role in shaping students' speaking behaviour.

Furthermore, the findings align with previous studies which report that psychological barriers such as nervousness, fear of errors, and limited vocabulary are common issues among EFL learners. These challenges often become more prominent in spontaneous speaking situations where students must respond without preparation. As a result, it is essential for classroom instruction to incorporate more structured speaking practice, gradual exposure to spontaneous communication, and supportive feedback to reduce psychological pressure and enhance students' speaking confidence.

3. Strategy Use to Enhance Speaking Confidence

a. Validity and Reliability test

The validity test results for strategy use are presented in Table 4.7. All items are valid, with correlation values ranging from 0.536 to 0.722, indicating that they effectively measure the strategies used by students.

Table 4.7. Corrected Item-Total Correlations

| | P1 | P2 | P3 | P4 | P5 | P6 | TOTAL |
|------------------------|----|--------|------|--------|------|-------|--------|
| P1 Pearson Correlation | 1 | .416** | .131 | .374** | .259 | -.023 | .536** |

| | | | | | | | | |
|-------|---------------------|--------|--------|--------|--------|--------|--------|--------|
| | Sig. (2-tailed) | | .003 | .363 | .008 | .070 | .872 | .000 |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| P2 | Pearson Correlation | .416** | 1 | .415** | .250 | .551** | .246 | .701** |
| | Sig. (2-tailed) | .003 | | .003 | .080 | .000 | .085 | .000 |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| P3 | Pearson Correlation | .131 | .415** | 1 | .213 | .276 | .656** | .691** |
| | Sig. (2-tailed) | .363 | .003 | | .138 | .052 | .000 | .000 |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| P4 | Pearson Correlation | .374** | .250 | .213 | 1 | .433** | .172 | .647** |
| | Sig. (2-tailed) | .008 | .080 | .138 | | .002 | .233 | .000 |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| P5 | Pearson Correlation | -.023 | .246 | .656** | .172 | .318* | 1 | .619** |
| | Sig. (2-tailed) | .872 | .085 | .000 | .233 | .024 | | .000 |
| | N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| TOTAL | Pearson Correlation | .536** | .701** | .691** | .647** | .722** | .619** | 1 |

| | | | | | | | |
|-----------------|------|------|------|------|------|------|----|
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | |
| N | 50 | 50 | 50 | 50 | 50 | 50 | 50 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The reliability test results, shown in Table 4.8, indicate a Cronbach's Alpha value of 0.725. This value is considered acceptable, although slightly lower than the other variables, suggesting greater variation in students' responses.

Table 4.8, Indicate a Cronbach's Alpha

Reliability Statistics

| | |
|------------------|------------|
| Cronbach's Alpha | N of Items |
| .725 | 6 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|----|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| P1 | 18.18 | 8.600 | .324 | .724 |
| P2 | 18.08 | 8.116 | .569 | .663 |
| P3 | 18.26 | 7.625 | .510 | .671 |

| | | | | |
|----|-------|-------|------|------|
| P4 | 18.14 | 7.674 | .426 | .699 |
| P5 | 18.18 | 7.987 | .407 | .703 |

Based on Table 4.7 and Table 4.8, all questionnaire items related to learner strategies were considered valid and reliable because the correlation values exceeded 0.30 and the Cronbach's Alpha coefficient was higher than 0.70. Therefore, the instrument was regarded as appropriate for measuring learner strategies in English-speaking activities.

b. Strategy Use to Enhance Speaking Confidence Scores

The descriptive analysis of strategy uses to enhance speaking confidence is presented in Table 4.9. This variable consists of six indicators that describe the extent to which students employ learning strategies to support their English-speaking confidence in both classroom and non-classroom contexts.

Table 4.9. Students' Strategy Use to Enhance Speaking Confidence

| No | Statement | Mean | Category |
|----|---|------|----------|
| C1 | I practice speaking English before attending class. | 3.42 | Moderate |
| C2 | I make notes before speaking English in class. | 3.36 | Moderate |
| C3 | I try to speak English with my friends | 3.48 | Moderate |

| | | | |
|---------------------|--|-------------|-----------------|
| | outside the classroom. | | |
| C4 | I repeat speaking practice to improve my confidence. | 3.50 | High |
| C5 | I ask for feedback from others to improve my speaking ability. | 3.44 | Moderate |
| C6 | I use English in daily conversation to build confidence. | 3.28 | Moderate |
| Overall Mean | Strategy Use to Enhance Speaking Confidence | 3.41 | Moderate |

Based on Table 4.9, the overall mean score of strategy use to enhance speaking confidence is 3.41, which falls within the moderate category. This finding indicates that students demonstrate a moderate level of strategic behaviour in supporting their speaking development. In general, students are aware of certain strategies that can help improve their speaking confidence; however, the implementation of these strategies is not yet fully consistent or integrated into their daily language learning practices. This suggests that strategy use is still developing and has not reached an optimal level of learner autonomy.

Among the six indicators, item C4 obtained the highest mean score ($M = 3.50$), indicating that repeated speaking practice is the most frequently used strategy among students. This reflects the importance of repetition as a form of self-directed learning that helps students increase familiarity with language use,

reduce hesitation, and gradually build confidence in speaking situations. Similarly, item C3 ($M = 3.48$) also shows a relatively high score, indicating that students tend to practice speaking English with peers outside the classroom. This type of interaction provides a less formal and lower-pressure environment, which can facilitate more natural communication and reduce speaking anxiety.

In contrast, item C6 recorded the lowest mean score ($M = 3.28$), suggesting that the use of English in daily conversations remains limited among students. This indicates a gap between classroom-based practice and real-life language use, which may be caused by limited opportunities, social environment constraints, or lack of confidence in spontaneous communication. Meanwhile, items C1 ($M = 3.42$), C2 ($M = 3.36$), and C5 ($M = 3.44$) remain at a moderate level, indicating that students occasionally apply strategies such as preparing notes before speaking, practicing before class, and seeking feedback, although these strategies are not yet consistently practiced.

Overall, the findings suggest that while students employ a variety of strategies to enhance their speaking confidence, their strategy use remains largely irregular and context dependent. Repetition and peer interaction emerge as the most dominant strategies, while authentic daily English use is still relatively weak. This pattern indicates that students rely more on controlled and familiar environments rather than engaging in spontaneous communication in real-life

contexts. As a result, their speaking development may progress, but at a gradual and non-accelerated pace.

These findings are consistent with the principles of self-regulated learning, which emphasize learners' active involvement in planning, monitoring, and evaluating their own learning processes. Effective strategy use, such as rehearsal, peer collaboration, feedback seeking, and self-practice, is essential in developing speaking confidence and reducing psychological barriers. Therefore, increasing opportunities for meaningful communication, encouraging consistent English use outside the classroom, and integrating structured speaking strategy training in classroom instruction may significantly contribute to enhancing students' speaking confidence.

B. Discussion

The results of this study revealed that students' self-efficacy in English speaking was categorized as moderate, with a mean score of 3.49. This indicates that students of the English Education Department (PBI) at UIN Ar-Raniry generally possess a sufficient level of confidence in participating in English-speaking activities such as expressing opinions, engaging in discussions, answering questions, and communicating during classroom interactions. However, their confidence is not yet fully stable across different speaking situations, particularly in spontaneous speaking tasks and performance-based activities in front of peers.

This finding is consistent with Bandura's (1997) theory of self-efficacy, which defines self-efficacy as individuals' beliefs in their capabilities to perform specific tasks successfully. According to Bandura, individuals with higher self-efficacy tend to demonstrate greater confidence, persistence, and willingness to engage in challenging activities. In addition, Zimmerman (2000) emphasizes that self-efficacy is closely related to learners' motivation, engagement, and participation in academic settings. Therefore, students who believe in their speaking abilities are more likely to participate actively in English-speaking activities, while those with lower confidence tend to experience hesitation and reduced participation.

In terms of psychological and contextual challenges, the findings show a moderate level with a mean score of 3.28. This indicates that students still encounter various barriers during English-speaking activities, although these challenges are not at a severe level. The most prominent difficulty is the pressure experienced when students are required to speak without preparation. In addition, nervousness in classroom speaking situations, limited vocabulary, and fear of making mistakes also contribute to students' speaking difficulties. Anxiety when being observed by classmates further adds to the psychological burden experienced during oral communication.

These findings support Horwitz, Horwitz, and Cope's (1986) theory of Foreign Language Anxiety, which explains that anxiety in language learning is characterized by feelings of nervousness, worry, and tension that can negatively

affect learners' communication performance. Similarly, Krashen's (1982) Affective Filter Hypothesis suggests that emotional factors such as anxiety and lack of confidence may act as psychological barriers that hinder language acquisition and speaking performance. The fact that speaking without preparation emerged as the most dominant challenge indicates that students rely heavily on planning time to organize ideas and linguistic resources before speaking.

Regarding learner strategies, the results reveal a moderate level with a mean score of 3.41. This suggests that students apply various strategies to support their speaking confidence, although these strategies are not yet consistently practiced. The most frequently used strategy is repeated speaking practice, followed by preparing notes before speaking, practicing before class, and seeking feedback from others. In contrast, the use of English in daily communication remains the least practiced strategy, indicating limited exposure to spontaneous real-life English use outside the classroom.

This finding aligns with Oxford's (1990) theory of language learning strategies, which highlights that learner use cognitive, metacognitive, and social strategies to improve their language performance. Furthermore, Zimmerman's (2000) concept of self-regulated learning explains that learners who plan, monitor, and evaluate their learning processes tend to develop higher confidence and better learning outcomes. In addition, Vygotsky's (1978) Social Constructivist Theory supports the importance of interaction and collaboration in language learning, as

students benefit from peer practice and feedback in developing their speaking skills.

Overall, the findings indicate that students' self-efficacy, psychological and contextual challenges, and strategy use are all at a moderate level. This suggests that students already have a foundation of confidence and awareness of learning strategies; however, psychological barriers such as anxiety, nervousness, and lack of preparation still influence their speaking performance. At the same time, their strategy use shows potential for development but has not yet been fully integrated into consistent learning behaviour.

The results further suggest that preparation and practice play a crucial role in shaping students' speaking confidence. When students are given sufficient time to prepare and apply effective strategies, their anxiety tends to decrease, and their willingness to communicate increases. Therefore, creating a supportive classroom environment, providing regular speaking opportunities, encouraging consistent strategy use, and offering constructive feedback are essential in helping students enhance their confidence and improve their English-speaking performance

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

This study aimed to investigate students' self-efficacy in English speaking, psychological and contextual challenges, and learner strategies among students of the English Education Department (PBI) at UIN Ar-Raniry. The findings of this study provide answers to the three research questions concerning students' self-efficacy, psychological and contextual challenges, and learner strategies in English-speaking activities.

The first finding showed that students' self-efficacy in English speaking was categorized at a moderate level, with a mean score of 3.49. This indicates that students generally possessed a sufficient level of confidence in expressing their opinions, answering questions, participating in discussions, and communicating in English during classroom activities. However, their confidence was not consistently maintained across different speaking situations. Students tended to feel less confident when they were required to speak spontaneously or perform in front of their classmates, indicating that their self-efficacy varied depending on the speaking situation.

The second finding revealed that the most dominant challenge was the pressure of speaking English without prior preparation. Other commonly

experienced challenges included nervousness during classroom speaking activities, fear of making mistakes, limited vocabulary, and anxiety when speaking in front of classmates. These findings indicate that psychological and contextual factors continue to influence students' confidence and participation in English-speaking activities.

The third finding indicated that the most frequently used strategy was reviewing materials before presentations, followed by preparing notes before speaking, utilizing online resources, practicing before attending class, seeking feedback from others, and practicing English with friends. These strategies helped students improve their preparedness, reduce uncertainty, and gradually increase their confidence in speaking English.

In conclusion, students' English-speaking experiences are influenced by the interaction between self-efficacy, psychological and contextual challenges, and learner strategies. Although students demonstrated a moderate level of self-efficacy and applied various learning strategies, psychological barriers such as anxiety, nervousness, fear of making mistakes, and limited vocabulary continued to affect their speaking performance. Therefore, improving students' English-speaking performance requires not only strengthening their self-efficacy but also minimizing psychological and contextual challenges while encouraging the consistent use of effective learner strategies.

B. Recommendation

Based on the findings of this study, several recommendations are proposed for students, lecturers, and future researchers.

Students are encouraged to enhance their speaking confidence through regular and consistent speaking practice. Considering that speaking without preparation was identified as the most dominant challenge, students need to gradually increase opportunities for spontaneous communication in addition to structured or prepared speaking activities. Students are also expected to make more consistent use of effective learning strategies, such as reviewing materials before presentations, preparing notes, utilizing online learning resources, seeking feedback from lecturers or peers, and engaging in both independent and collaborative speaking practice. The consistent application of these strategies is expected to help students reduce speaking anxiety, improve readiness, and enhance overall speaking performance.

Lecturers are encouraged to create supportive, interactive, and student-centered classroom environments that foster students' confidence in English-speaking activities. Given that many students still experience nervousness, fear of making mistakes, and anxiety during speaking tasks, lecturers play an important role in providing constructive feedback and in helping students perceive mistakes as part of the learning process rather than as failure. In addition, providing balanced opportunities for both prepared and spontaneous speaking activities may

gradually help students develop greater confidence, fluency, and communicative competence in English.

Future researchers are encouraged to further investigate students' self-efficacy, psychological and contextual challenges, and learner strategies in different educational settings. Studies involving larger samples, different institutions, or alternative research designs such as qualitative or mixed-method approaches may provide more comprehensive insights into students' English-speaking experiences. Future research may also focus on specific aspects influencing speaking performance, such as speaking anxiety, vocabulary mastery, classroom interaction patterns, or the effectiveness of learning strategies in improving speaking confidence.

In conclusion, the development of students' speaking confidence is influenced by a combination of psychological factors, learning strategies, and classroom environment. Supportive learning conditions, meaningful speaking opportunities, constructive feedback, and the consistent application of effective learning strategies play a crucial role in enhancing students' participation and performance in English-speaking activities. These elements collectively contribute to the improvement of students' speaking competence and overall communication ability.

REFERENCES

- Anjarsari, L., & Febriani, R. B. (2022). Self-regulated learning strategies and students' speaking self-efficacy in EFL classrooms. *Journal of Language and Language Teaching*, 10(2), 220–231.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman and Company.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York, NY: Longman.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. New York, NY: Pearson Education.
- Burns, A., & Joyce, H. (1997). *Focus on speaking*. Sydney, Australia: National Centre for English Language Teaching and Research.
- Bygate, M. (1987). *Speaking*. Oxford, England: Oxford University Press.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087–1101.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge, England: Cambridge University Press.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- Fathi, J., Ebadi, H., & Rabani, S. (2024). The role of grit, growth mindset, and self-efficacy in EFL learners' speaking performance. *System*, 121, 103208.

- Fryer, L. K., & Leeming, P. (2022). Supporting students' self-efficacy in foreign language speaking through classroom interaction. *Language Teaching Research, 26*(4), 612–630.
- Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. New York, NY: Cambridge University Press.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Harlow, England: Longman.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow, England: Pearson Longman.
- Harris, M. (2022). Measuring communicative self-efficacy in EFL contexts: Development and validation of a questionnaire. *Language Assessment Quarterly, 19*(3), 321–339.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*(2), 125–132.
- Inayah, R., Komariah, E., & Nasution, S. (2019). Self-regulated learning strategies and students' speaking ability. *Indonesian Journal of Applied Linguistics, 9*(1), 198–207.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford, England: Pergamon Press.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). Oxford, England: Oxford University Press.
- Lee, J. S. (2020). The role of grit and self-efficacy in second language learning. *System, 95*, 102373.
- MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning, 41*(1), 85–117.
- Mahmoodi, M. H., & Moazam, I. (2020). Speaking anxiety and self-efficacy: The role of coping strategies in EFL learners. *Journal of Language Horizons, 4*(2), 45–60.
- Mercer, S., & Dörnyei, Z. (2020). *Engaging language learners in contemporary classrooms*. Cambridge University Press.

- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. New York, NY: Prentice Hall.
- Nunan, D. (1999). *Second language teaching and learning*. Boston, MA: Heinle & Heinle Publishers.
- Oxford, R. L. (2017). *Teaching and researching language learning strategies* (2nd ed.). Routledge.
- Pajares, F. (2002). Overview of social cognitive theory and self-efficacy. *Theory Into Practice*, 41(2), 64–71.
- Raofi, S., Tan, B. H., & Chan, S. H. (2012). Self-efficacy in second/foreign language learning contexts. *English Language Teaching*, 5(11), 60–73.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge, England: Cambridge University Press.
- Setyaningsih, E., Wahyuni, S., & Lestari, D. (2022). The influence of psychological factors on students' speaking performance in EFL classrooms. *Journal of English Language Teaching and Education*, 7(2), 115–124.
- Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Bandung, Indonesia: Alfabeta.
- Thornbury, S. (2005). *How to teach speaking*. Harlow, England: Pearson Education Limited.
- Usher, E. L., & Pajares, F. (2008). Sources of self-efficacy in school: Critical review of the literature and future directions. *Review of Educational Research*, 78(4), 751–796.
- Usher, E. L., & Pajares, F. (2006). Sources of academic and self-regulatory efficacy beliefs of entering middle school students. *Contemporary Educational Psychology*, 31(2), 125–141.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

- Wahyuni, S. (2020). Students' anxiety in speaking English at the university level. *English Education Journal*, 11(3), 320–329.
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82–91.
- Zhang, X. (2021). Exploring EFL learners' speaking anxiety and self-efficacy. *Frontiers in Psychology*, 12, 680841.



Appendix A: Appointment letter of supervisor



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR 1487 TAHUN 2025**

**TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang

- a. Bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- b. Bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- c. Bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat

1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengalokasian keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 54 Tahun 2013, tentang perubahan Kadef Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 482 Tahun 2003, tentang Penetapan Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 233/KM/02015, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Badan Layanan Umum; Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, tentang Penetapan Wewenang Kepala Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan

KESATU

Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

Melantik Saudara
Dr. Nurfitriyah, M.A.

Untuk membimbing skripsi

Nama : Widia Effah
NIM : 218201022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Self-Fluency in English Speaking Proficiency (A Study at FIB UIN Ar-Raniry)

KEDUA

Kepada pembimbing yang bersangkutan status dibacakan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

KETIGA

Pembayaran sesuai keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2-403809/2025, Tanggal 21/10/2025 dan 2024 Tahun Anggaran 2025.


KEEMPAT

Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan.

KELIMA

Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali apabila dikemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 30 Oktober 2025
Dekan



Nurfitriyah, M.A.

Penjelasan

1. Salinan Keputusan Menteri Agama RI di Jakarta;
2. Salinan Keputusan Menteri Agama RI di Banda Aceh;
3. Salinan Keputusan Menteri Agama RI di Banda Aceh;
4. Salinan Keputusan Menteri Agama RI di Banda Aceh;
5. Salinan Keputusan Menteri Agama RI di Banda Aceh;
6. Salinan Keputusan Menteri Agama RI di Banda Aceh;
7. Salinan Keputusan Menteri Agama RI di Banda Aceh;
8. Salinan Keputusan Menteri Agama RI di Banda Aceh;
9. Salinan Keputusan Menteri Agama RI di Banda Aceh;
10. Salinan Keputusan Menteri Agama RI di Banda Aceh;
11. Salinan Keputusan Menteri Agama RI di Banda Aceh;
12. Salinan Keputusan Menteri Agama RI di Banda Aceh;
13. Salinan Keputusan Menteri Agama RI di Banda Aceh;
14. Salinan Keputusan Menteri Agama RI di Banda Aceh;
15. Salinan Keputusan Menteri Agama RI di Banda Aceh;
16. Salinan Keputusan Menteri Agama RI di Banda Aceh;
17. Salinan Keputusan Menteri Agama RI di Banda Aceh;
18. Salinan Keputusan Menteri Agama RI di Banda Aceh;
19. Salinan Keputusan Menteri Agama RI di Banda Aceh;
20. Salinan Keputusan Menteri Agama RI di Banda Aceh;



Appendix B: Recommendation letter from the Fakultas Tarbiyah dan Keguruan to conduct field research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp Fax. : 0651-752921

Nomor : B-79/Un.08/FTK.1/TL.00/1/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh ;
Mahasiswa Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 210203121

Nama : WIDIA IFRAH

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Gampong Peulandok Tunong Baroe Peulandok Tunong

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *SELF-EFFICACY IN ENGLISH-SPEAKING PROFICIENCY (A STUDY AT PBI UIN AR-RANIRY)*

Banda Aceh, 06 Januari 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan

معة الرانيري

A R - R A N I R Y



Berlaku sampai : 27 Februari 2026

Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Appendix C: Questionnaire

KUESIONER

Petunjuk Pengisian:

Silakan baca setiap pernyataan dengan cermat dan pilih jawaban yang paling menggambarkan kondisi Anda. Tidak ada jawaban benar atau salah. Seluruh jawaban akan dijaga kerahasiaannya dan hanya digunakan untuk keperluan penelitian akademik.

Frekuensi praktik berbicara Bahasa Inggris di luar kelas

- Tidak pernah
- Jarang
- Kadang kala
- Sering
- Sangat sering

BAGIAN A – SELF-EFFICACY DALAM BERBICARA BAHASA INGGRIS

Skala:

- 1 = Sangat Tidak Setuju
- 2 = Tidak Setuju
- 3 = Netral
- 4 = Setuju
- 5 = Sangat Setuju

| No | Pernyataan |
|----|--|
| A1 | Saya percaya diri berbicara bahasa Inggris di depan teman sekelas. |
| A2 | Saya yakin dapat menyampaikan ide saya dengan jelas dalam bahasa Inggris. |
| A3 | Saya percaya diri berpartisipasi dalam diskusi menggunakan bahasa Inggris. |
| A4 | Saya dapat berbicara bahasa Inggris meskipun melakukan kesalahan tata bahasa. |
| A5 | Saya yakin dapat meningkatkan kemampuan berbicara bahasa Inggris saya. |
| A6 | Saya percaya diri menjawab pertanyaan secara lisan dalam kelas bahasa Inggris. |

BAGIAN B – TANTANGAN PSIKOLOGIS DAN KONTEKSTUAL

Skala:

- 1 = Sangat Tidak Setuju
- 2 = Tidak Setuju
- 3 = Netral
- 4 = Setuju
- 5 = Sangat Setuju

| No | Pernyataan |
|----|--|
| B1 | Saya merasa gugup ketika berbicara bahasa Inggris di kelas. |
| B2 | Saya takut melakukan kesalahan saat berbicara bahasa Inggris. |
| B3 | Saya merasa cemas ketika teman sekelas mendengarkan saya berbicara bahasa Inggris. |
| B4 | Saya kekurangan kosakata saat berbicara bahasa Inggris. |
| B5 | Saya merasa tertekan ketika harus berbicara bahasa Inggris tanpa persiapan. |

BAGIAN C – STRATEGI UNTUK MENINGKATKAN KEPERCAYAAN DIRI DALAM BERBICARA

Skala:

- 1 = Tidak Pernah
- 2 = Jarang
- 3 = Kadang-kadang
- 4 = Sering
- 5 = Selalu

| No | Pernyataan |
|----|---|
| C1 | Saya berlatih berbicara bahasa Inggris sebelum mengikuti kelas. |
| C2 | Saya menyiapkan catatan sebelum berbicara dalam bahasa Inggris. |
| C3 | Saya berlatih berbicara bahasa Inggris bersama teman. |
| C4 | Saya menggunakan sumber daring untuk meningkatkan kemampuan berbicara saya. |
| C5 | Saya berlatih atau mengulang materi sebelum melakukan presentasi. |
| C6 | Saya meminta umpan balik untuk meningkatkan kemampuan berbicara saya. |

Source:

Modified from:

Albert Bandura (1997). Self-Efficacy: The Exercise of Control.

Elaine K. Horwitz, Michael B. Horwitz, & Joann Cope (1986). Foreign Language Classroom Anxiety Scale (FLCAS).

Rebecca L. Oxford (1990). Language Learning Strategies.

Park, H., & Lee, A. R. (2005). L2 learners' anxiety, self-confidence, and oral performance.

