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EFL Speaking Self-Efficacy among English Education Students in Bangkalan Madura

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ABSTRACT

Objective: The objective of this present research is to characterise the self-efficacy of English Education students of STKIP PGRI Bangkalan in relation to their EFL speaking ability based on four dimensions: goal-attainment efficacy, speaking performance efficacy, experiential efficacy, and strategy-based effectiveness.

Methods and Materials: This study is designed as interpretivist and qualitative descriptive. The data were acquired from 23 students of the sixth semester who were carefully selected because of their active participation in EFL learning and 4 informants for in-depth interviews for a more comprehensive understanding. The students' perceptual preferences were characterised using a questionnaire with open-ended and closed-ended questions and their experiences were investigated in greater detail by semi-structured interviews. The data obtained from the questionnaires were evaluated using descriptive statistics in terms of percentages to demonstrate the patterns of replies. The material from the interviews was examined thematically to identify the primary themes.

Findings: The results indicate that the majority of students have quite excellent self-efficacy. Ninety percent of the students agreed that self-confidence is an important prerequisite for speaking performance. Eighty-six percent said that past experiences affect future performance. However, over 26% of students have some doubts regarding managing goal achievement and self-confidence while speaking. The findings indicate that self-efficacy is multidimensional and grows unevenly.

Conclusion: The study shows the necessity to know how to improve the psychological preparedness of pupils, for which a welcoming environment and adequate teaching methods are necessary.

Keywords: Self-efficacy, Speaking performance, EFL learners, Goal achievement, Experiential factors.

Introduction

English is the dominating language in the worldwide communication in many different domains such as higher education, employment and cross cultural communication in current age of fast globalisation (Chauvin et al., 2020). Therefore, English is no longer a second language, but a very important need for students, particularly those in the outside regions such as Bangkalan, Madura, where English is not the language spoken in everyday life.

The linguistic characteristics alone are not sufficient to guarantee success in English as Foreign language (EFL) study. Psychological elements are involved. One of them is self-efficacy. Albert Bandura's theory of social cognition involves the concept of self-efficacy, defined as the belief in one's capabilities to execute the actions needed to accomplish desired results (Hingle et al., 2022). EFL found a significant correlation between self-efficacy and other areas of academic achievement including speaking, listening, reading and writing abilities (Y. Li, 2023). In addition, self-efficacy has a psychological mediating role between the internal and external elements and motivation, methods to learning and readiness to communicate in the target language (Zhao et al., 2025).

Special learning scenario of children in Bangkalan Madura. The problems of linguistic and psychological adaptation in learning English as a third language may be complicated for the group that speaks Madurese as the first language and Indonesian as the second language. These aspects may influence the dynamics of students' self-efficacy, which is created from the learning experience, social elements and personal approaches utilised by individuals (Zhai & Razali, 2022). But such concepts of complexity need more concentrated, data-based empirical work.

The speaking ability is one of the language skills which is a competence that has to be integrated linguistically and psychologically. It is not only the correct use of syntax and vocabulary but also the confidence of the individual to speak the spoken language successfully in particular communication settings. It is thus vital to mentally separate self-efficacy, general self-confidence and speaking skill so that there is no conceptual overlap.

There are a number of critical aspects that theoretically effect self-efficacy include task difficulty (magnitude), intensity of belief (strength) and generalisation of experience (generality) (Bandura, 1997). Furthermore, self-efficacy may be categorised into high and low, and both of these influence how a person perceives and responds to the obstacles that occur (Paradewari, 2017; Syarif, 2018). Persons with high self-efficacy tend to be more confident and able to tackle issues. Meanwhile, persons with low self-efficacy tend to doubt their abilities and avoid activities they think are difficult (Paradewari, 2017). The confidence in the message conveyed is also a significant characteristic in establishing a successful communication performance, in the setting of speaking (Paradewari, 2017; Rosaria, 2017).

There are numerous research on self-efficacy in language learning, but there are still few studies that link self-efficacy to speaking abilities of EFL learners in local setting such as Bangkalan. In addition, some previous studies tend to utilise the idea of self-efficacy interchangeably with general self-confidence or speaking competence without defined conceptual boundaries, which begs for a more focused and systematic assessment.

The study is performed on the sixth semester students of English Language Education course of STKIP PGRI Bangkalan. These themes were selected since it is assumed that the students have taken several courses on language skills, particularly speaking. Therefore, they have enough learning experience to reflect on their self-efficacy. In this regard, the study aims to characterise the self-efficacy of students to speak English as a foreign language based on four aspects, including goal-attainment efficacy, performance efficacy, experience efficacy, and strategy-based effectiveness.

The research questions are formulated as follows: (1) What is the profile of students' self-efficacy in speaking English as a foreign language? (2) How is the self-efficacy in the four dimensions investigated different? Therefore, the present study aims to add empirically to the understanding of the role of self-efficacy in speaking learning in the EFL

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context, particularly in the setting of regional higher education.

Methods and Materials

The research was a qualitative descriptive design following an interpretivist paradigmatic. The reason for choosing qualitative technique is due to the objective of this research which is to get a deep knowledge of students' experiences, perceptions and beliefs in their self-efficacy to speak English as foreign language. Qualitative research is concerned with meaning, values and conduct within a given social setting (Denzin & Lincoln, 2005). The interpretivist worldview sees social reality as a construction based on human experience and interaction. In this view, self-efficacy is seen as a cognitive construct constructed from the interpretation that individuals make of their learning experiences (Anam & Stracke, 2020).

The research topic was the 23 students of the sixth semester of English Language Education Programme Class 6A STKIP PGRI Bangkalan. This class was chosen intentionally since students had completed most of their language skills courses, notably speaking, so they had relevant experience to represent their self-efficacy. The sample size was tiny and drawn from one class, but the aim was to gain profound contextual awareness rather than statistical generalisations.

The data were acquired via questionnaires and semi-structured interviews. The questionnaire included closed-ended and open-ended items formulated based on the areas of self-efficacy including goal-attainment effectiveness, speaking performance efficacy, experience efficacy and strategy-based efficacy. The questionnaire was developed to uncover general trends in students' viewpoints and open-ended questions encouraged the respondents to reflect on their experiences. The questionnaire utilised in this qualitative study is exploratory in character and is not designed to be a purely quantitative evaluation, but rather an add-on to complement the interview data. This method is consistent with other research which have utilised questionnaires and interviews to study the dynamics of self-efficacy in EFL learning (Anam & Stracke, 2020).

The findings from the questionnaire were evaluated descriptively using simple percentage to highlight the patterns of distribution of replies. Percentages are calculated by dividing the number of respondents in each answer category by the number of respondents and multiplying by 100%. This approach was used to get a holistic view of the students' self-efficacy patterns and has been used in previous EFL research (Tayag et al., 2024). However, the percentage data were not used to reach inferential conclusions but rather to substantiate qualitative evaluations.

Four people were intentionally picked based on variances in questionnaire responses (e.g. varied degrees of self-efficacy) and were semi-structuredly questioned to get a broader range of viewpoints. The interviews were on learning experiences, judgements of speaking skills and methods utilised to overcome problems. To ensure the accuracy of the data, the complete interview was video-taped with the consent of the participants.

Thematic analysis of the interview data took place in many phases. These were: transcription of the data; repeated reading of the data; initial coding of the data; grouping codes into themes; and interpreting the themes in connection to the dimensions of self-efficacy. For the interpretation phase, the data from the open-ended questionnaire and the interviews were merged to triangulate sources and so strengthen the results. The researcher also did some restricted member checking by asking participants to explain the interpretation results, to strengthen the reliability of the data.

All participants were informed about the purpose of the research and gave their informed consent to participate. Participants were anonymized using codes or initials. Thus, the research strategy provided methodological openness, uniformity in the approach and dependability of the outcomes.

Findings and Results

The results of this study are presented with reference to four dimensions of self-efficacy as follows: (1) self-efficacy in achieving speaking goals, (2) self-efficacy in speaking performance, (3) experience-based self-efficacy, and (4) self-

efficacy based on personal techniques. The data were collected using questionnaires and corroborated with the interview data to provide further context.

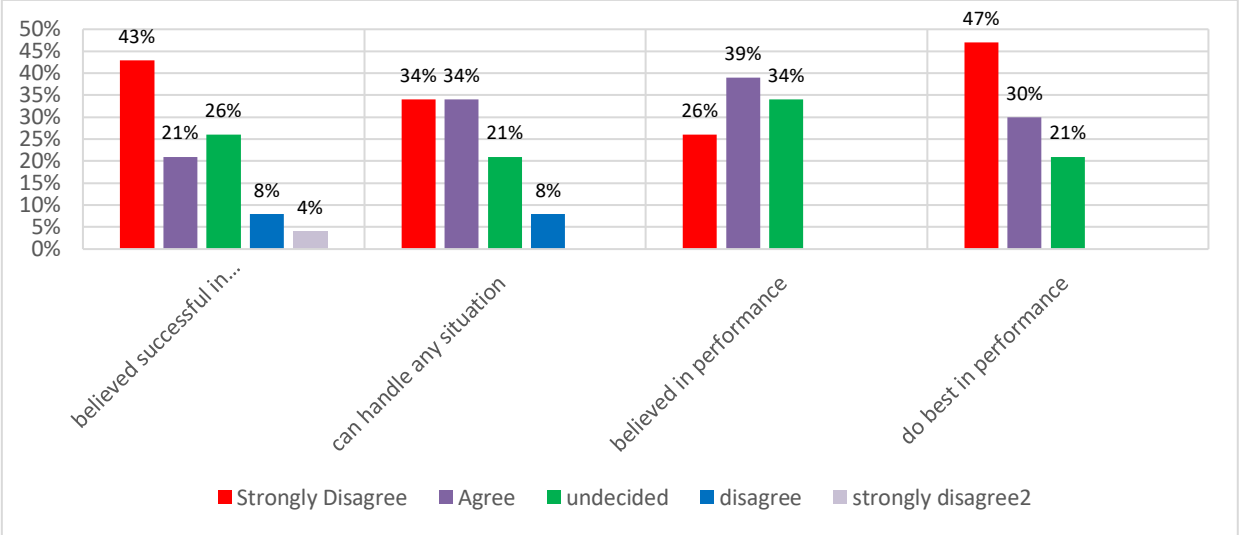


Figure 1

*Questionnaire results of students' self-*efficacy to achieve goals in performing speech

Figure 1 shows the outcome of the questionnaire, and it is seen that most of the students preferred to provide positive comments relating to their ability to achieve their objectives when speaking. For the first statement, 43% of respondents replied "strongly agree," 21% "agree," and 26% "unsure." The second question had the same trend, with 34% of the respondents selecting "strongly agree" and 34% "agree" for their ability to control the issue while performing. In the case of the third and fourth statements, both answers "agree" and "strongly agree" were also dominating with a total of 65% and 77%. These findings indicate that most of the students have a somewhat high confidence to achieve their speaking goals, while some respondents express worries.

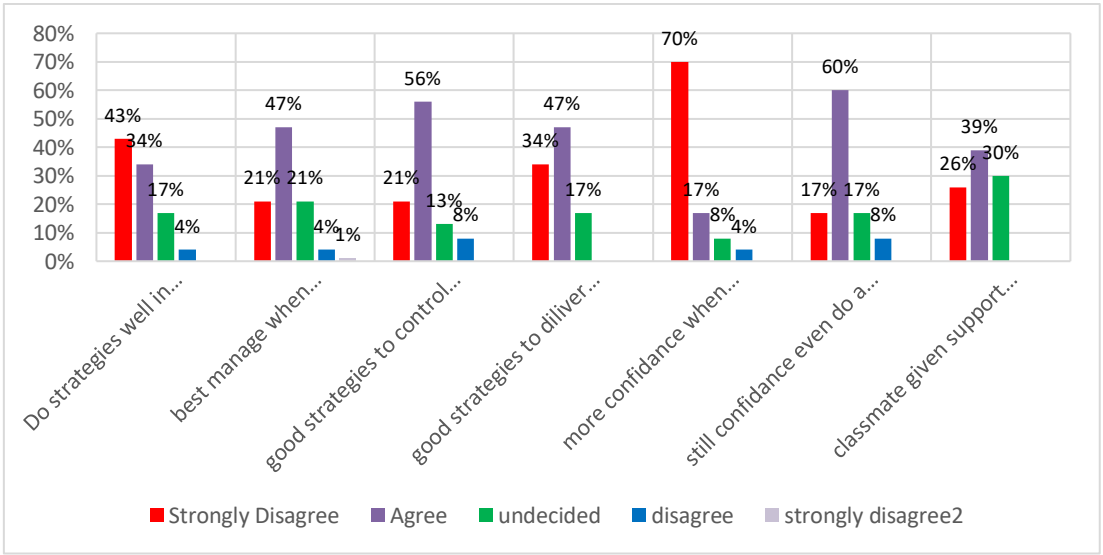


Figure 2

*Questionnaire results of students' self-*efficacy in performing speech

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As can be seen in Figure 2, on general, students have a positive assessment of their speaking performance. For the fifth item, 43 percent of the respondents answered "strongly agree" and 34 percent chose "agree." Statements six to eight follow a similar pattern with "agree" responses in the majority (47%–51%). The ninth statement demonstrates that 69 percent of the students "strongly agree" and 17 percent "agree" that experience matters. Replying 'agree' was likewise common for the tenth and eleventh claims (60% and 39% respectively). Generally, the findings indicate that the students have a positive attitude towards speaking performance, notably in preparation, experience, and coping with the situation during presenting.

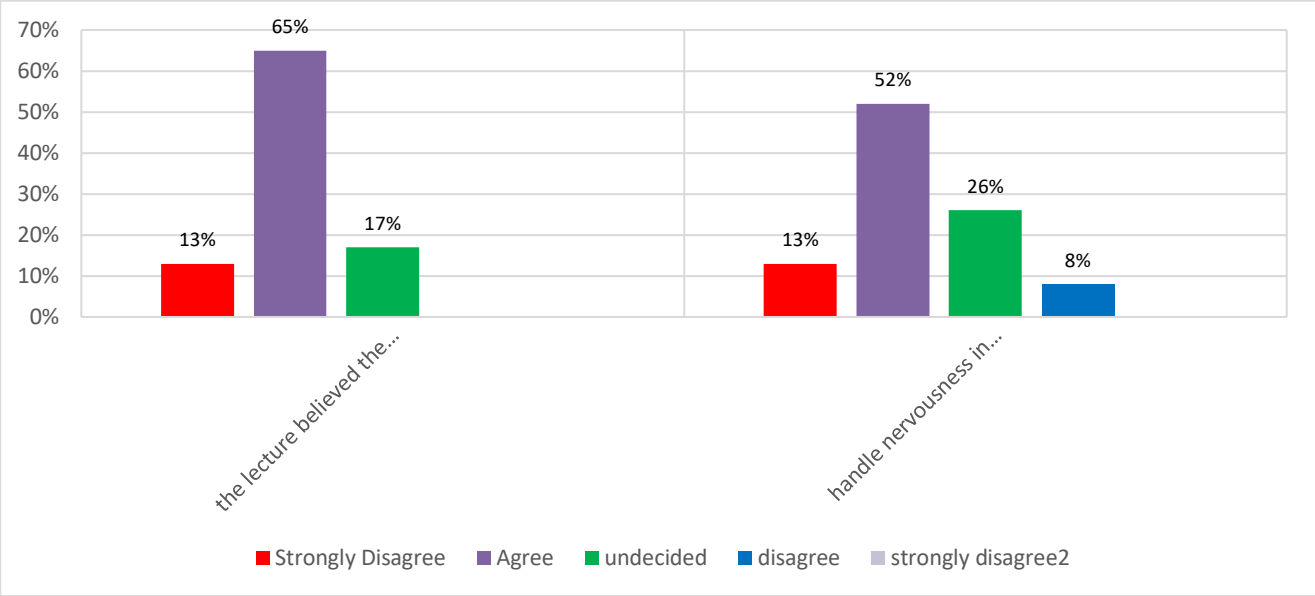


Figure 3

Questionnaire results *of students' self*-efficacy based on factors

Experience and environmental characteristics are also known to affect self-efficacy (see Figure 3). The twelfth statement was rated as "strongly agree" by 17% of the respondents and "agree" by 60% of the respondents . Statement thirteen got 13 percent of respondents choosing "strongly agree", 52 percent choosing "agree" and 26 percent choosing "unsure". The figures show that the majority of the students are positive about the impact of experience and surroundings, but there are still some respondents who are not so convinced about these two areas.

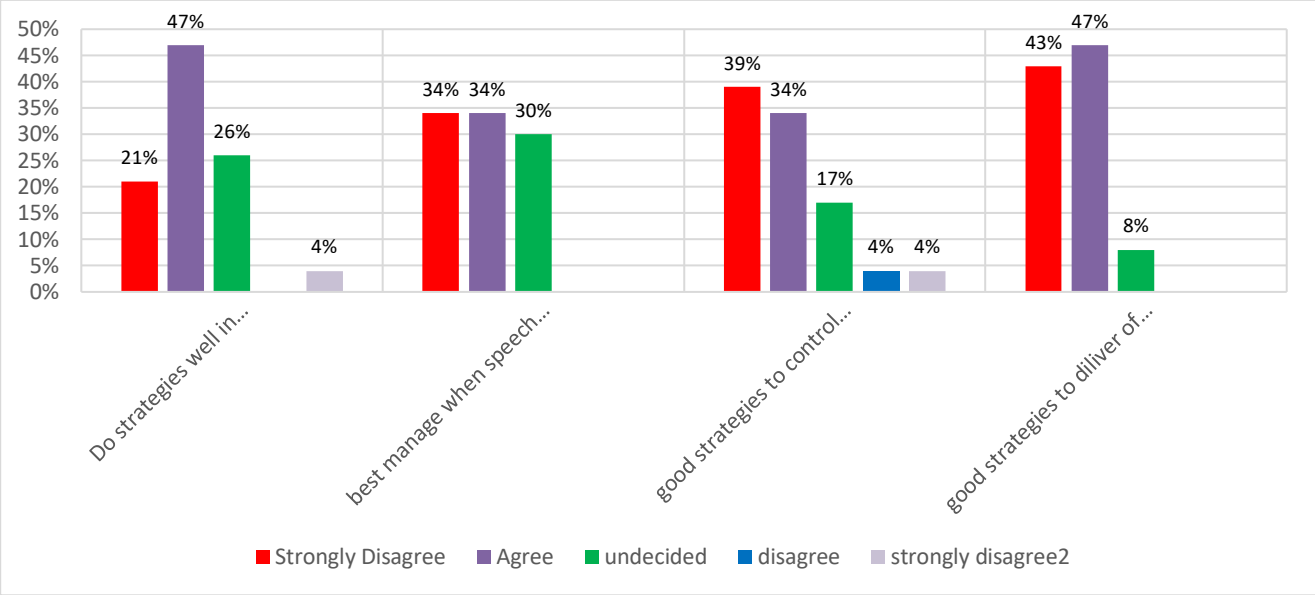


Figure 4

Questionnaire results of students' self-efficacy based on their own strategies

Also, as seen in Figure 4, students believe in personal techniques to boost their speaking talents. In the fourteenth statement, 27% of the respondents said "strongly agree" and 47% "agree." For statement fifteen, 34% of the respondents chose "strongly agree" and 34% of the respondents chose "agree". The sixteenth and seventeenth statements were characterised by the replies "strongly agree" and "agree" with 73% and 90% in total, respectively. The results showed that students have their own strategy that they think may help them in speaking circumstances but the level of confidence is different.

The most often reported characteristics as reasons of students' self-confidence from the interview to four participants were prior speaking experience, support of surrounds and preparation before speaking. A few indicated they felt more confident due to practice or past speaking experience. But there were other individuals who stated there were still worries, particularly when faced with unexpected events.

The findings of the research suggest that in general, most of the students have a decent self-efficacy towards their English speaking skills. However, the data also demonstrate heterogeneity in responses, notably on the "unsure" answer option that was offered on many questions. The students' self-efficacy is not the same for the analysed factors. It is vital to note out that these findings are descriptive, based on the distribution of responses and findings from interviews and should not be used to deduce causal inferences or make broad generalisations.

Discussion and Conclusion

The study results suggest that the students' self-efficacy level in speaking English is fairly great, but not consistent in all areas tested. The findings are based on patterns in questionnaire response and interview results that represent the varying levels of confidence students have in their speaking abilities, particularly in the areas of goal attainment, speaking performance, experience, and personal techniques (Chauvin et al., 2020).

But the findings should be taken with a grain of salt. The use of percentage statistics in this study is just to demonstrate general trends and not to draw deep psychological conclusions. Hence, the findings on the degree of self-efficacy of students cannot be explained just by difficult theoretical constructs without further empirical backing. In this regard, the references to the different psychological processes, such as experiences of success, emotional regulation, social learning, and metacognitive strategies (Hoang, 2025; Nation & Muller, 2023), are better viewed as relevant conceptual frameworks than as concrete empirical findings of this study.

The different replies of the students in the four areas of self-efficacy show that the students' perspective in speaking ability is not homogenous. This finding is in accordance with the notion that language learning self-efficacy is domain-specific and may differ by skill qualities (Hartono et al., 2023; Wang & Sun, 2024). Nevertheless, this research did not do a specific validation of the instrument to investigate this multidimensional structure, hence these findings are better considered as first clues to be further explored.

The results about the presence of "Not Sure" responses in different categories also need to be properly interpreted. These statistics show that there are some learners who do not know how to attain the goal and control themselves in the speaking activity. But more detailed qualitative data on each topic do not give clear explanation for the causes of this ambiguity. Research has demonstrated that self-efficacy may be built gradually and may not match real abilities (Adi Badiozaman et al., 2019; Akhmedjanova, 2024); However, in this study, these results are merely a comparison and not a direct confirmation.

Simply expressed, the results of this research reveal that most students are aware of the role of self-efficacy in the development of speaking abilities, especially in terms of preparation, control over the situation and the creation of personal strategy. The results are in line with previous research that has shown a link between self-efficacy and speaking skill in an EFL environment (Goetze & Driver, 2022). But such consistency does not prove causation, but only that the patterns seen in the data are consistent.

The educational implications of this research should be expressed within the constraints of the data. The findings show the necessity to create a learning environment that promotes students' self-efficacy, notably via the provision of chances for speaking practice, positive feedback and suitable learning methodologies. There is emerging evidence that supporting self-efficacy may increase motivation and learner involvement (J. Li et al., 2024) and that learning technology may contribute to the development of communication abilities (Sharma, 2023). But in the study these issues were not discussed in depth, therefore the consequences are still conceptual concepts rather than practical results. Work on digital mentorship highlights communication and personal connection, while educational research also identifies participation and support networks as aspects of the learning environment (Seyed Alitabar & Zadhasn, 2023; Yang & Seyed Alitabar, 2024). Psychological well-being and academic buoyancy have also been examined as distinct outcomes in EFL instruction (Haj Mir Alikhani et al., 2026).

This means that the debate implies that the self-efficacy of the pupils about English speaking skill is changeable and circumstance specific. The findings have been interpreted with care, taking into account the limits of the research methodology, so as not to draw generalisations or theoretical inferences that go beyond the data that is available.

Conclusion

In conclusion, the study was able to provide a deep and balanced psychological picture of the students self-efficacy in studying English at STKIP PGRI Bangkalan. The results have theoretic implications for the idea of self-efficacy in a culturally and geographically contextualised EFL situation. The results have practical implications for the establishment of English language curricula which would better represent the psychological desires and restrictions of the students in Bangkalan, Madura. As systematically and comprehensively learning about and shaping students' SEL, higher education institutions in Bangkalan can help their students to not only improve their English speaking competence but also build a strong psychological foundation to cope with future academic demands and occupational challenges in an ever competitive landscape of globalisation.

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Declaration of Interest

The authors of this article declared no conflict of interest.

Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants. Ethical considerations in this study were that participation was entirely optional.

Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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Authors' Contributions

All authors equally contribute to this study.

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