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

1 Universitas Negeri Surabaya, Surabaya, Indonesia.

Corresponding author email address:
himmawannugroho@unesa.ac.id



Maulana Yusuf. Aditya[1], Him'mawan Adi. Nugroho[1*], Ali. Mustofa[1]

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ABSTRACT

Objective: To describe speaking-related self-efficacy perceptions among English Language Education students at STKIP PGRI Bangkalan, Madura, across goal attainment, speaking performance, contextual and emotional factors, and personal strategies.

Methods and Materials: A qualitative descriptive study with an interpretivist orientation included 23 purposively selected sixth-semester students. A questionnaire combined closed-ended and open-ended questions, and four students participated in semi-structured interviews. Closed-ended responses were summarized with percentages; interview and open-ended material were analyzed thematically. The four questionnaire groupings were not psychometrically validated.

Findings: Students' accounts emphasized practice, prior speaking experience, preparation, support, and continuing uncertainty in unexpected situations. Questionnaire responses varied across items. The explicitly labeled "agree" percentages ranged from 17% to 65%, and "undecided" responses ranged from 8% to 34%. A conflicting response-category label, item totals of 94%–102%, and discrepancies between chart and narrative values preclude a defensible overall classification of self-efficacy. No independent speaking assessment was undertaken.

Conclusion: The study provides a contextual description of speaking-related beliefs and concerns. Supportive practice, feedback, and strategy reflection warrant further evaluation. Verification of category coding and percentages, stronger qualitative reporting, and separate assessment of speaking performance are required for firmer conclusions.

Keywords: Speaking self-efficacy, Foreign language, Higher education, Qualitative description, Speaking confidence.

Introduction

Speaking English as a foreign language (EFL) requires learners to use linguistic knowledge while managing the demands of communication in front of others. Beliefs about being able to complete a particular speaking task may influence how students prepare, participate, and persist. These task-specific judgments differ from general self-confidence and from independently assessed speaking proficiency (Bandura, 1997; Wang & Sun, 2024). A meta-analysis has examined the relationship between self-efficacy and achievement in second-language acquisition, supporting attention to the construct while also requiring care in interpreting the direction of associations (Goetze & Driver, 2022).

Self-efficacy refers to beliefs about one's capabilities to organize and execute actions needed for specified performances. Its level, strength, and generality concern the demands of the task, the firmness of the belief, and its applicability across situations. Mastery experiences, vicarious experiences, social persuasion, and physiological or affective states provide potential sources of efficacy information (Bandura, 1997). These theoretical sources should be distinguished from the questionnaire groupings used in an individual study.

Research in Indonesia has investigated self-efficacy in English learning through questionnaires, proficiency assessment, and interviews (Anam & Stracke, 2020). Other studies have focused on public-speaking beliefs and the relationship between students' self-efficacy and speaking ability (Paradewari, 2017; Rosaria, 2017; Syarif, 2018). Speaking self-efficacy has also been examined in relation to pre-service English teachers' career motivation (Hartono et al., 2023). These studies provide relevant points of comparison without establishing that all learners or institutions share the same profile.

The present study concerns sixth-semester English Language Education students at STKIP PGRI Bangkalan, Madura. Madurese, Indonesian, and English form part of the local linguistic context described by the study. Learning to speak English in a setting where it is not routinely used outside class may involve distinct opportunities for practice and feedback. However, language background alone does not establish that a student has low efficacy or experiences greater psychological difficulty. Understanding the students' own accounts is therefore important.

Context includes the organization of learning and the availability of supportive relationships. Qualitative educational research has connected participation and sense of community with features of the learning environment (Yang & Seyed Alitabar, 2024). In the present setting, this provides a reason to attend to peer and lecturer support alongside individual beliefs; it does not establish an effect of school size or transfer findings directly from schools to university EFL learning.

This study aimed to describe students' speaking-related self-efficacy perceptions across four organizing areas: goal attainment, speaking performance, contextual and emotional factors, and personal strategies. It asked how students described their beliefs about speaking English and how their responses varied across these areas. The groupings organize the descriptive analysis and are not treated as a psychometrically established four-factor scale. No independent test of speaking performance was administered in this study.

Methods and Materials

Design and Participants

The study used a qualitative descriptive design with an interpretivist orientation and supplementary descriptive questionnaire summaries. Qualitative description supports a contextual account of participants' experiences and perceptions without requiring a highly abstract explanatory model (Sandelowski, 2000). Self-efficacy was approached as a belief that students interpret through their experiences of EFL learning.

Participants were 23 sixth-semester students in Class 6A of the English Language Education Program at STKIP PGRI Bangkalan. The class was purposively selected because the students had completed most of their language skills courses, particularly speaking, and thus possessed relevant

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experience to reflect on their self-efficacy. The single-class sample was intended to provide contextual understanding rather than statistical generalization.

Data Collection

A questionnaire included closed-ended and open-ended questions concerning goal attainment, speaking performance, contextual and emotional influences, and personal strategies. The closed-ended component contained 17 items organized into four groups. It was used to describe response tendencies rather than to produce a validated total score or classify students into high and low self-efficacy categories. Open-ended questions allowed participants to explain their perceptions and experiences. Combining different forms of information has precedent in Indonesian EFL research, although that precedent does not establish the validity of the present instrument (Anam & Stracke, 2020).

Semi-structured interviews were conducted with four participants selected purposively based on variations in questionnaire responses (i.e., contrasting response patterns) to obtain a more diverse range of perspectives. The interviews focused on learning experiences, perceptions of speaking ability, and strategies used to cope with difficulties. The entire interview process was recorded with the participants' consent to ensure data accuracy.

Analysis and Credibility

Closed-ended responses were summarized descriptively. The intended percentage calculation was the frequency in a response category divided by the number of respondents, multiplied by 100. The analysis used no inferential tests, composite score, or factor model. The displays reproduce the aggregate percentages stored with the questionnaire charts without reconstructing respondent counts or rescaling item totals.

The numerical summaries have two reporting constraints. First, the chart source labels the first response category "Strongly Disagree," while the narrative describes the same category as "strongly agree"; the fifth category is also labeled as strongly disagree. The first series is therefore displayed as Category 1 rather than assigned a definitive direction. Second, item totals range from 94% to 102%, and several narrative percentages differ from the chart values. Category coding, denominators, and the associated response records require verification before an overall level of self-efficacy or precise prevalence estimate can be established.

Interview data analysis was conducted thematically through several stages: data transcription, repeated reading, initial coding, grouping codes into themes, and interpreting themes relevant to the dimensions of self-efficacy. Data from the open-ended questionnaire and interviews were integrated during the interpretation stage to strengthen findings through source triangulation. To support credibility, the researcher also conducted limited member checking by requesting clarification from participants regarding the interpretation results.

Ethical Considerations

Participants received an explanation of the research objectives and gave informed consent to participate, including consent to interview recording. Codes or initials were used to protect their identities. An institutional ethics approval identifier was not specified in the study documentation.

Findings and Results

Results are organized by the four questionnaire areas and supplemented by the summarized interviews. Figures 1 and 2 present goal-attainment and speaking-performance items, respectively; Figures 3 and 4 present contextual/emotional factors and personal strategies. Percentages describe the available aggregate record and do not provide independently verified respondent frequencies. Because Category 1 has conflicting labels, it is not combined with "agree" to estimate positive endorsement.

Goal Attainment

The explicitly labeled "agree" responses for the four goal-attainment items were 21%, 34%, 39%, and 30%, respectively (Figure 1). "Undecided" responses ranged from 21% to 34%.

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Category 1 ranged from 26% to 47%, but its direction cannot be resolved from the aggregate record. The pattern therefore indicates variation across items, while the relative proportions of strong agreement and strong disagreement remain uncertain.

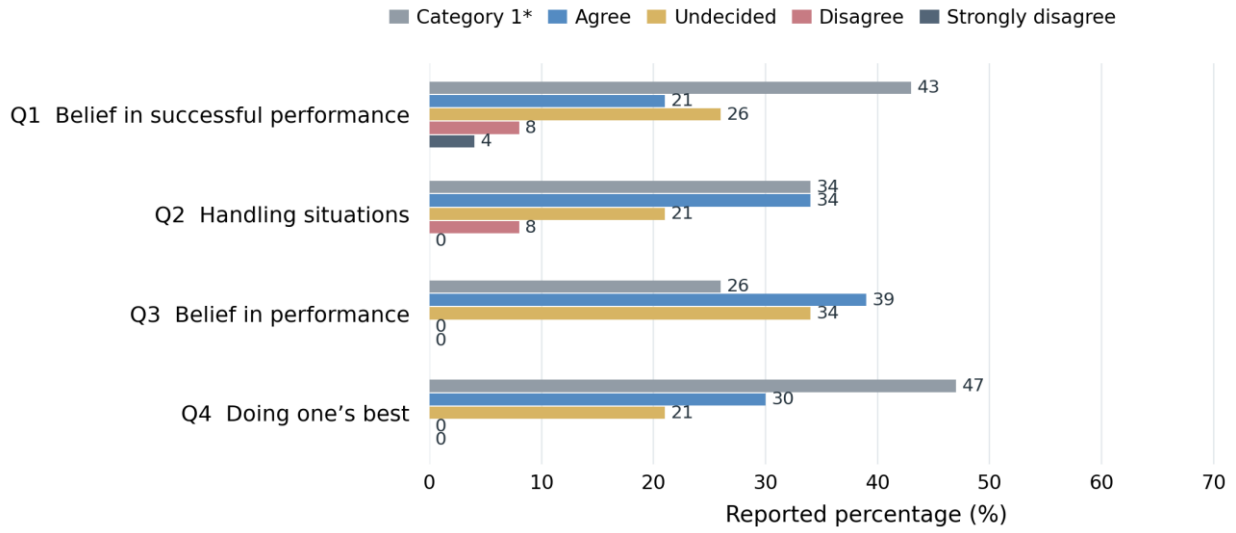


Figure 1

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

Goal-attainment items Q1–Q4. Values are the reported percentages, without normalization. Item labels are shortened for readability. *Category 1 is labeled "Strongly Disagree" in the chart record but described as "strongly agree" in the narrative; its direction remains unresolved. Across the 17 items, category totals range from 94% to 102%.

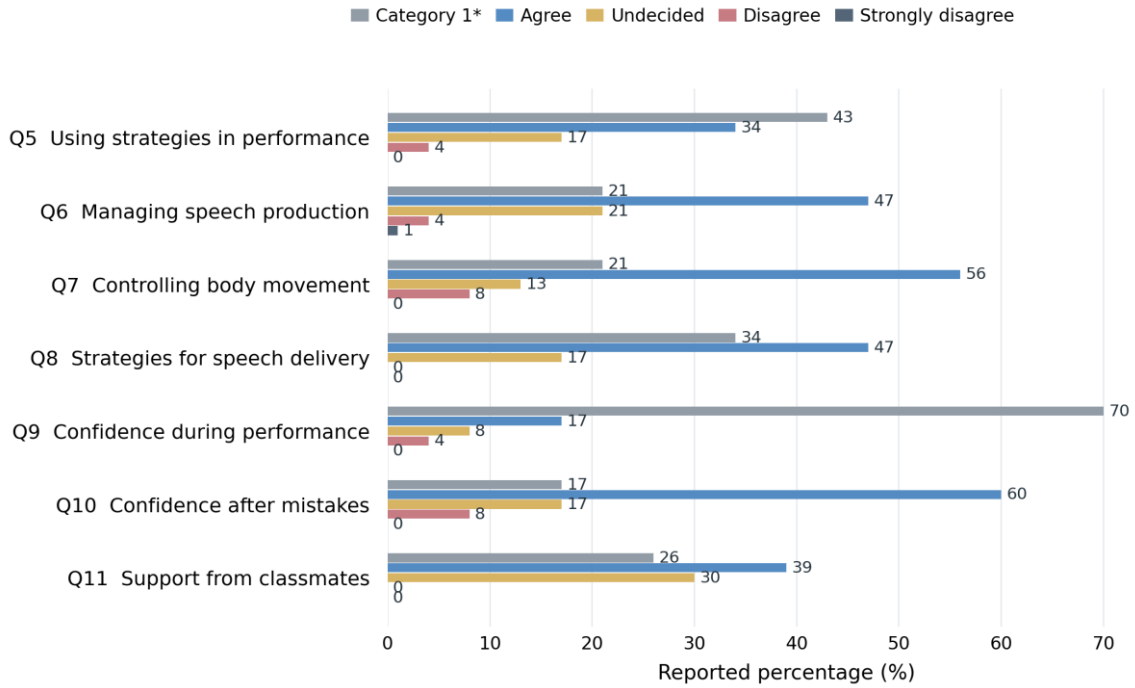


Figure 2

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

Speaking-performance items Q5–Q11. Values are the reported percentages, without normalization. Item labels are shortened for readability. *Category 1 has conflicting labels, as explained in Figure 1.

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Speaking Performance

For the seven speaking-performance items, the "agree" percentages were 34%, 47%, 56%, 47%, 17%, 60%, and 39% (Figure 2). The item concerning remaining confident after a mistake had 60% "agree" and 17% "undecided." The item concerning support from classmates had 39% "agree" and 30% "undecided." Category 1 ranged from 17% to 70%. These items concern perceived performance, strategies, confidence, and support; they are not measures of observed speaking proficiency.

Contextual and Emotional Factors

The two items in this area concerned a lecturer's belief in students' ability and handling nervousness during performance (Figure 3). Their "agree" percentages were 65% and 52%, while their "undecided" percentages were 17% and 26%. Category 1 was 13% for each item. These statements address perceived support and emotional management, so the results do not by themselves quantify the influence of past experience.

Personal Strategies

The four strategy items had "agree" percentages of 47%, 34%, 34%, and 47% (Figure 4). "Undecided" responses were 26%, 30%, 17%, and 8%, respectively. Category 1 ranged from 21% to 43%. Students thus differed in their reported responses to strategies for performance, speech production, body movement, and delivery. The data do not establish the effectiveness of any strategy or support a total efficacy score.

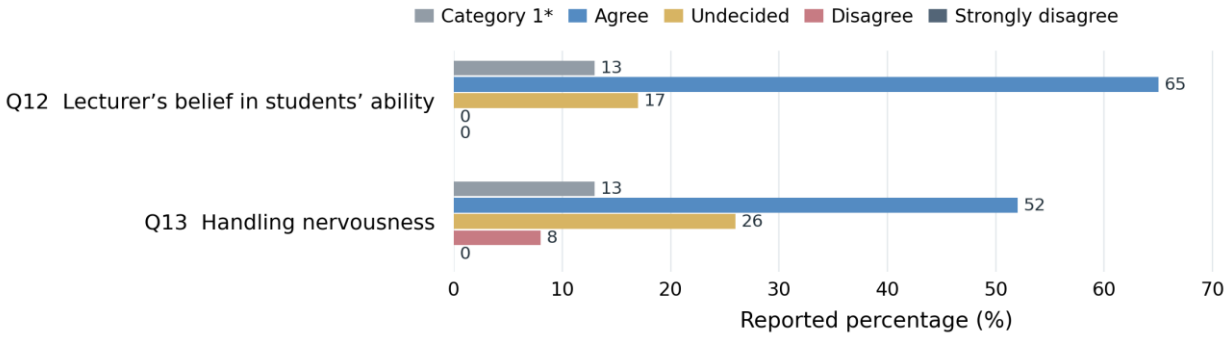


Figure 3

Questionnaire Results of students' self-efficacy based on factors

Contextual and emotional items Q12–Q13. Values are the reported percentages, without normalization. Item labels are shortened for readability. *Category 1 has conflicting labels, as explained in Figure 1.

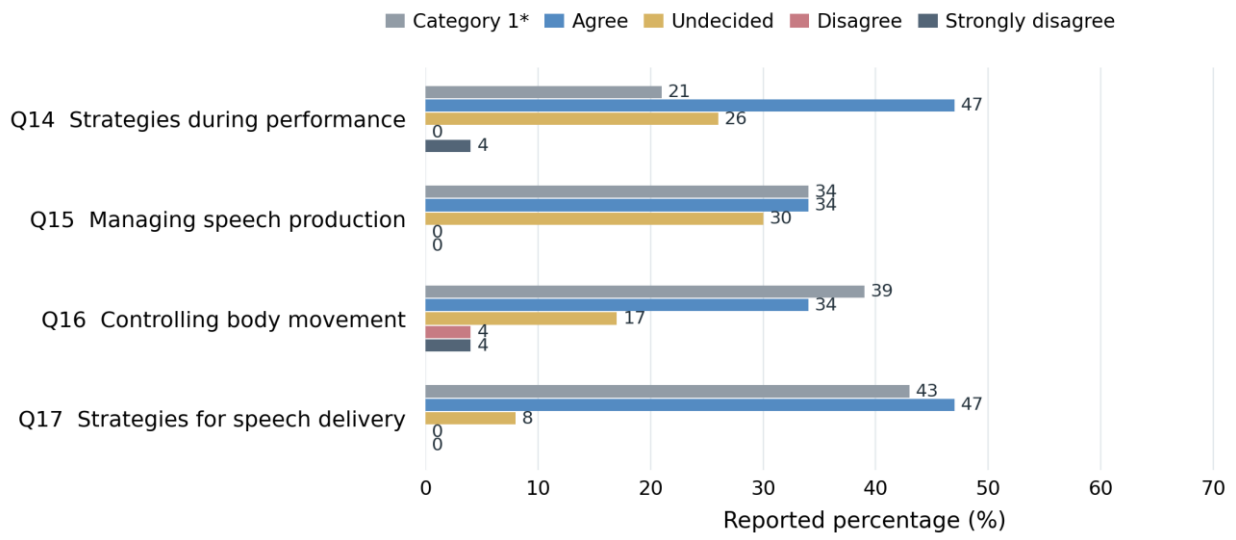


Figure 4

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

Personal-strategy items Q14–Q17. Values are the reported percentages, without normalization. Item labels are shortened for readability. *Category 1 has conflicting labels, as explained in Figure 1.

Interview Findings

The interview summary identified prior speaking experience, environmental support, and preparation as recurring topics in students' accounts of confidence. Some participants described feeling more confident after practice or earlier speaking experience. Others described continuing uncertainty, especially when facing unexpected situations. These accounts suggest that confidence was experienced as situational rather than uniformly stable.

The summarized interviews provide context for the questionnaire areas, but they do not resolve the response-category coding or the numerical discrepancies. Representative quotations and participant-by-theme distributions were not available in the reported findings. Consequently, the interview material supports a descriptive account of recurring concerns rather than estimates of their frequency or an exhaustive thematic model.

Discussion and Conclusion

This study describes speaking-related beliefs among a small group of English Language Education students in Bangkalan. The questionnaire and interview summaries concern goals, perceived performance, supportive relationships, preparation, and emotional management. However, the coding ambiguity and inconsistent percentage totals prevent a defensible classification of the group as having high or low self-efficacy. The central contribution is a contextual account of the areas students considered relevant to speaking, with substantial limits on the quantitative interpretation.

The distinction between self-efficacy, confidence, and performance is essential. A learner's belief about completing a speaking task is not equivalent to a test score or an observed communicative outcome. Studies have examined EFL self-efficacy in workplace settings, blended speaking instruction, and English-medium higher education, illustrating the importance of specifying the task and context (Chauvin et al., 2020; Hoang, 2025; Y. Li, 2023). The present study provides no performance assessment with which to test calibration between beliefs and proficiency.

The four organizing areas should also be interpreted cautiously. Research on speaking self-efficacy has developed and validated instruments that distinguish constructs from sources of efficacy information (Wang & Sun, 2024). Related measurement work emphasizes the need to establish the properties of a measure in the population and domain where it will be used (Kutuk et al., 2023). Here, variation in

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responses across item groups cannot demonstrate a four-factor structure, internal consistency, or discriminant validity. Items concerning lecturer support and nervousness may describe influences on efficacy rather than efficacy judgments themselves.

Students' references to practice, preparation, and prior experience are conceptually compatible with mastery-related information in social cognitive theory (Bandura, 1997). Indonesian research has likewise examined self-efficacy through learners' experiences and accounts of public speaking (Anam & Stracke, 2020; Paradewari, 2017). These parallels offer an interpretive context, but the interviews do not establish a causal pathway from practice to self-efficacy. Longitudinal data would be needed to examine change and its relationship to performance.

The recurrence of peer and lecturer support indicates that speaking beliefs should be considered within relationships and classroom routines. Research on students' perceptions and use of English in higher education reinforces the relevance of how learners experience the language-learning environment (Adi Badiozaman et al., 2019). Qualitative work on participation and community also suggests attending to the opportunities and relationships that institutions make available (Yang & Seyed Alitabar, 2024). The present data cannot distinguish the contribution of these contextual influences from prior proficiency or other individual differences.

Nervousness during a speaking task may involve bodily sensations, emotional responses, and meanings attached to being evaluated. A culturally attentive perspective on the mind–body relationship supports listening to how learners describe these experiences rather than assigning a uniform interpretation to them (Seyed Alitabar, 2025). This is a conceptual consideration, not evidence that speaking uncertainty is a clinical disorder or that findings from healthcare directly explain the EFL responses. The present study did not measure cultural beliefs, psychosomatic symptoms, or clinical anxiety.

Pedagogical Implications

Teaching may provide regular opportunities for manageable speaking practice, preparation, constructive feedback, and reflection on strategies. These are proposals for course design rather than interventions evaluated in the present study. Self-efficacy-based intervention research offers relevant evidence for examining such approaches in English learning (J. Li et al., 2024). Research on metacognitive strategies, efficacy, motivation, and willingness to communicate also supports treating strategy use and participation as related but distinct constructs (Zhao et al., 2025).

Digital recording and video-based speaking activities may offer opportunities for rehearsal and review, as explored in public-speaking education (Sharma, 2023). Psychological support within language instruction may also merit evaluation: a quasi-experimental EFL study reported improvements in well-being and academic buoyancy following mindfulness-based instruction (Haj Mir Alikhani et al., 2026). Such findings justify further context-sensitive investigation, but they do not establish the effectiveness of these approaches for students in Bangkalan or resolve the present measurement limitations.

Limitations and Future Research

The sample comprised one purposively selected class of 23 students, with four interviews. The design does not support population estimates, comparisons between institutions, or causal conclusions. The absence of an independent speaking assessment prevents testing an association between self-efficacy and proficiency. The instrument was not psychometrically validated, and its item groupings mix beliefs about capability with possible contextual influences and strategies.

The category-label conflict, percentage totals of 94%–102%, and discrepancies between chart and narrative values are material limits on numerical interpretation. With 23 respondents, a single response would represent approximately 4.35 percentage points if all students answered an item; the available percentages cannot be

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reliably converted into integer counts. Verification against participant-level responses and the original questionnaire is necessary. No statistical normalization or imputed counts can substitute for that check.

The qualitative findings are also limited by the available summary: the report does not provide illustrative quotations, interview duration, a detailed coding trail, or sufficient information to assess thematic saturation. Future work should document recruitment and interview procedures more fully, retain a transparent analytic record, and report excerpts that connect interpretations to participants' words. A validated speaking self-efficacy instrument, transparent item-level frequencies and denominators, and a separately rated speaking task would support stronger analysis. Longitudinal or intervention designs could then examine change without conflating association with causation.

Conclusion

The study identifies goal attainment, perceived performance, preparation, social support, emotional management, and personal strategies as relevant areas in students' accounts of speaking English at STKIP PGRI Bangkalan. The findings describe a situated and variable experience of speaking-related confidence. They do not establish an overall high level of self-efficacy, observed speaking competence, or a causal relationship between the two. Resolving category coding and item percentages, strengthening qualitative reporting, and assessing speaking performance separately are necessary for firmer conclusions. Supportive speaking instruction remains a reasonable direction for future evaluation in this context.

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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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