

ABSTRACT

Julia, Siti (2026). Exploring Students' Self-Efficacy in Their English-Speaking Performance

Self-efficacy plays an important role in students' English-speaking performance as it influences their confidence and persistence when facing speaking difficulties. This study aimed to explore students' self-efficacy in English-speaking performance and how it was demonstrated during speaking activities. This descriptive qualitative study involved second-semester students in the English Education Study Program at Sunan Gunung Djati State Islamic University Bandung, comprising two students with high, two with medium, and two with low self-efficacy. Data were collected through an open-ended questionnaire, semi-structured interviews, and observations using a descriptive rubric. The findings showed that students' self-efficacy was shaped by their English-language competence, speaking experience, anxiety, confidence, and persistence. Students with high self-efficacy demonstrated greater confidence and persistence in handling speaking difficulties, whereas students with medium or low self-efficacy experienced greater challenges across several aspects of speaking. The observation results also showed differences in confidence, anxiety, persistence, fluency, vocabulary, pronunciation, grammar, content, organization, body language, and team collaboration. Overall, students' self-efficacy was reflected in their confidence and persistence during English-speaking performance.

Keywords: self-efficacy, English-speaking performance, speaking activities.