

CHAPTER I

INTRODUCTION

This chapter presents the following sections: research background, research questions, research purposes, research significance, conceptual framework, and previous studies.

A. Research Background

Speaking is an essential skill in learning English as a Foreign Language (EFL) (Brown, 2004). Through speaking, students can express their ideas, opinions, and feelings in real communication. In language learning, speaking plays an important role because it enables learners to use the language actively in social and academic interactions (Malik, 2024). However, speaking remains a challenging skill for many students. Although students may have learned English grammar and vocabulary, they may still experience nervousness, fear of making mistakes, difficulty expressing their ideas, or anxiety when speaking in front of others. This condition indicates that English-speaking performance is influenced not only by students' language competence but also by psychological factors.

One psychological factor that may influence students' English-speaking performance is self-efficacy. Self-efficacy refers to an individual's belief in their capability to organize and perform the actions required to achieve specific goals (Bandura, 1997; Waddington, 2023). According to Bandura (1997), self-efficacy influences how individuals think, feel, motivate themselves, and behave when facing particular tasks or challenges. In an academic context, students with strong self-efficacy tend to believe that they are capable of completing tasks and overcoming difficulties. In contrast, students with lower self-efficacy may doubt their abilities and feel less confident when facing challenging tasks.

In the context of English language learning, self-efficacy may influence how students approach and participate in speaking activities (Radjuni et al., 2024). Students who believe in their ability to speak English may be more willing to

participate, express their ideas, answer questions, and continue speaking when they encounter difficulties. They may also view mistakes and challenges as part of the learning process and remain motivated to improve their speaking ability (Schunk, 2022). On the other hand, students with lower self-efficacy may experience anxiety, hesitate to participate, avoid speaking opportunities, or lose confidence when facing difficulties (Sorial, 2025). These different beliefs may influence how students perform during English-speaking activities.

Self-efficacy is therefore considered an important factor in understanding students' learning behavior and performance. According to Bandura (1997), individuals who believe in their capabilities are more likely to take on challenging tasks, invest greater effort, and demonstrate persistence when facing difficulties. In English-speaking activities, these beliefs may influence students' willingness to communicate, their confidence in expressing ideas, and their persistence when they experience problems such as forgetting vocabulary, making grammatical mistakes, or feeling nervous. Therefore, exploring students' self-efficacy is important for gaining a deeper understanding of how they perceive their abilities when performing English-speaking tasks.

Based on preliminary observations conducted among second-semester students in the English Education Department, differences were found in students' participation and performance during English-speaking activities. Some students appeared more active and confident when expressing their ideas or delivering presentations, while others tended to be quieter, hesitant, or less confident when asked to speak in English. Some students were willing to continue speaking despite making mistakes, whereas others appeared to experience difficulties such as nervousness, forgetting vocabulary, or uncertainty about their ability to express their ideas. These differences suggest that students may have different beliefs about their capabilities in performing English-speaking tasks.

The differences in students' participation and performance cannot be understood only through their level of English proficiency. Students may

possess relatively similar language knowledge but demonstrate different levels of confidence, willingness, effort, and persistence when participating in speaking activities. Therefore, it is important to explore how students perceive their own abilities and how these beliefs influence their experiences when performing English-speaking tasks. By exploring students' self-efficacy, the researcher can gain a deeper understanding of the psychological aspects that may shape students' English-speaking performance.

Several previous studies have investigated self-efficacy in relation to English-speaking performance. Many of these studies have used quantitative approaches to examine the relationship between students' self-efficacy and their speaking performance. The findings generally indicate that students with higher levels of self-efficacy tend to demonstrate better speaking performance. However, quantitative studies mainly focus on measuring levels of self-efficacy or examining relationships between variables. Such studies may not fully explain how students experience self-efficacy during actual speaking activities, how they develop beliefs about their speaking abilities, or how these beliefs are reflected in their speaking performance.

Therefore, a qualitative approach is needed to provide a deeper understanding of students' self-efficacy in English-speaking performance. Through qualitative research, students' beliefs, feelings, experiences, challenges, and responses during English-speaking activities can be explored in greater detail. Interviews and classroom observations can provide insight into how students perceive their ability to speak English and how their self-efficacy is reflected through their participation, confidence, effort, persistence, and responses to difficulties during speaking activities.

The present study focuses on second-semester students of the English Education Department. Students at this stage are expected to participate actively in English learning and are increasingly exposed to activities that require them to communicate and express ideas in English. However, students may demonstrate different levels of confidence and beliefs in their ability to

perform English-speaking tasks. Exploring self-efficacy among second-semester students is therefore important because it can provide a better understanding of how students perceive their capabilities and how these perceptions are reflected in their English-speaking performance.

The present study shares similarities with previous studies in its focus on self-efficacy and English-speaking performance. Both previous studies and the present study recognize that students' beliefs about their abilities may influence how they perform when speaking English. However, this study differs from many previous studies in terms of its research approach. While previous studies have primarily used quantitative methods to measure the relationship between self-efficacy and speaking performance, the present study employs a qualitative approach. Rather than focusing solely on numerical measurements, this study explores students' experiences, perceptions, beliefs, and challenges related to their self-efficacy in English-speaking performance.

Therefore, this study aims to explore students' self-efficacy in their English-speaking performance among second-semester students of the English Education Department. Specifically, this study seeks to explore how students perceive their ability to perform English-speaking activities, the factors and experiences that influence their self-efficacy, and how their beliefs about their capabilities are reflected in their English-speaking performance during classroom activities. Through this exploration, the study is expected to provide a deeper understanding of students' self-efficacy and its role in shaping their experiences and performance in English-speaking activities.

B. Research Questions

Based on the background explained above, several important issues related to students' self-efficacy and their English-speaking performance can be identified. These issues raise several questions that need to be explored to gain a deeper understanding of students' beliefs and experiences in speaking English. Therefore, the researcher formulates the following research questions:

1. How do students perceive their self-efficacy in English speaking?

2. How is students' self-efficacy demonstrated in their English-speaking performance?

C. Research Purposes

Based on the research questions explained in the previous section, this study aims to explore students' self-efficacy and their English-speaking performance. The purpose of this study is to gain a deeper understanding of students' beliefs, experiences, and participation in speaking activities. Therefore, the purposes of this study are formulated as follows:

1. To explore students' perceptions of their self-efficacy in English speaking.
2. To describe how students' self-efficacy is demonstrated in English-speaking performance.

D. Research Significances

The findings of this study are expected to provide valuable contributions both theoretically and practically in the field of English language learning, particularly in understanding students' self-efficacy in English-speaking performance.

1. Theoretically

Theoretically, this study is expected to enrich the existing body of knowledge related to self-efficacy in English as a Foreign Language (EFL) learning, especially in the context of speaking skills. This study may provide deeper insights into how students perceive their abilities and how their beliefs influence their participation in speaking activities. In addition, the findings may support theories of self-efficacy by presenting qualitative evidence about students' experiences, feelings, and challenges in speaking English. Therefore, this study can serve as a useful reference for future researchers who are interested in exploring psychological factors in language learning.

2. Practically

Practically, the results of this study are expected to provide useful information for three main parties:

1. For Students

The findings of this study are expected to help students better understand the importance of self-efficacy in learning English, especially in speaking activities. By recognizing their own beliefs, strengths, and challenges in speaking English, students may become more aware of their learning process and develop a more positive attitude toward speaking tasks in the classroom.

In addition, this study may encourage students to participate more actively in speaking activities and to practice English more confidently. When students understand that confidence and belief in their abilities can shape their speaking performance, they may be more motivated to overcome fear, reduce anxiety, and continuously improve their communication skills in English.

2. For Teachers or Lecturers

This study is expected to provide teachers with a deeper understanding of students' self-efficacy and the challenges they face when participating in English-speaking activities. By understanding students' feelings, beliefs, and experiences, teachers can become more sensitive to students' needs and create a learning environment that supports students' confidence and participation.

Furthermore, the findings of this study may help teachers/lecturer design more effective teaching strategies and classroom activities that encourage students to speak more actively. Teachers/lecturer may use the information from this study to provide appropriate feedback, motivation, and support that can help students gradually improve their speaking performance and develop stronger self-confidence in using English.

3. For Future Researchers

This study is expected to serve as a useful reference for future researchers who are interested in conducting similar studies related to self-efficacy, speaking performance, or other psychological factors in language learning. The findings of this study may provide additional insights into how students experience speaking activities and how their beliefs influence their participation in the classroom.

Moreover, this study may guide future researchers in designing qualitative research, particularly in selecting appropriate data collection techniques such as interviews and observations. Future researchers may use this study as a foundation to explore other variables, different educational levels, or different contexts to further develop knowledge in the field of English language education.

E. Conceptual Framework

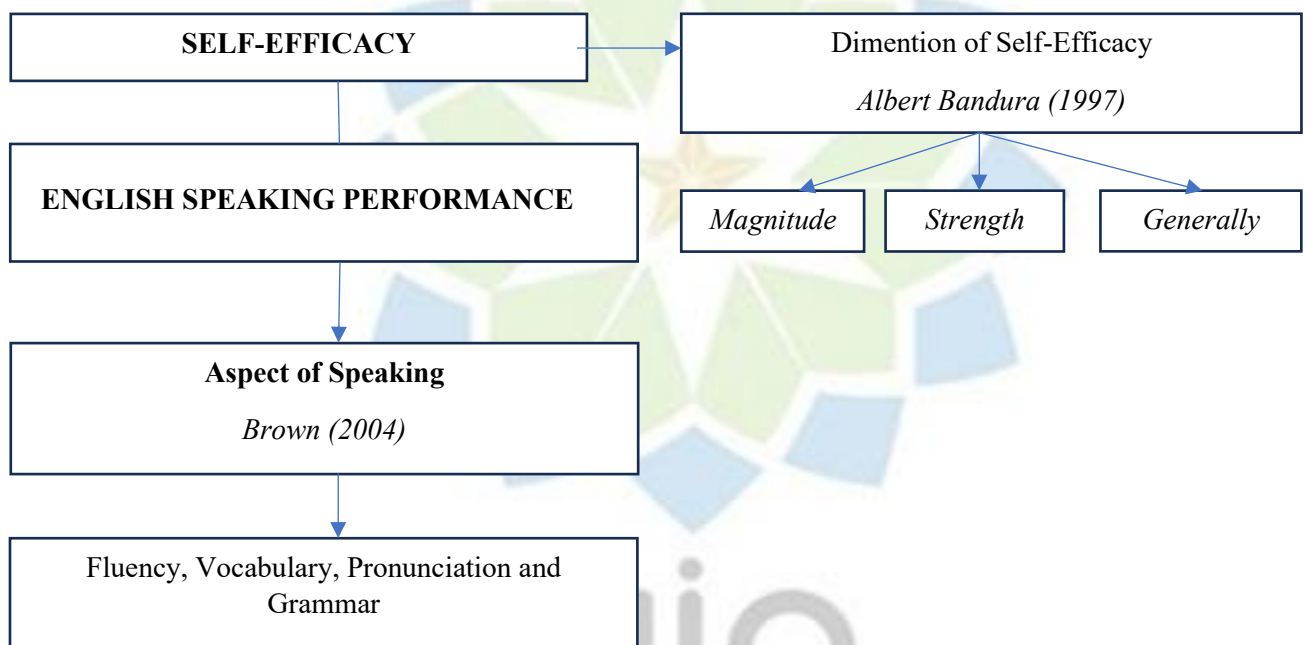


Figure 1.1 Research Scheme

The conceptual framework provides a systematic explanation that guides the overall research process and helps the researcher understand the focus of the study (Jabareen, 2006). This study focuses on exploring students' self-efficacy in their English-speaking performance. In English as a Foreign Language (EFL) learning, speaking is considered one of the most challenging skills because it requires not only linguistic competence but also psychological readiness (Raad, 2023). Many students have adequate knowledge of grammar and vocabulary; however, they often experience doubt, anxiety, or fear when

asked to speak in front of others. This condition shows that psychological factors can significantly influence students' participation and performance in speaking activities.

In this study, the conceptual framework emphasizes understanding students' self-efficacy and how it is reflected in their English-speaking performance during classroom activities. Speaking is considered one of the most important yet challenging skills to master because it requires not only knowledge of speaking aspects but also confidence and belief in one's ability. Many students may understand English theoretically, but they often hesitate to speak because they doubt their ability or fear making mistakes. This condition indicates that psychological factors play an important role in shaping students' behavior and participation in speaking activities.

Self-efficacy is defined as an individual's belief in their capability to organize and perform the actions required to achieve specific goals (Bandura, 1997). In the context of language learning, self-efficacy refers to students' belief in their ability to perform English-related tasks successfully, such as expressing ideas, participating in discussions, or presenting information in English. Students with high self-efficacy tend to show greater effort, persistence, and motivation when facing challenging tasks (Honickea, 2023). They are more willing to practice speaking, participate in classroom discussions, and attempt to overcome difficulties during communication activities.

This study focuses on exploring students' self-efficacy in their English-speaking performance. The purpose is to gain a deeper understanding of students' beliefs, experiences, and confidence when participating in speaking activities. Therefore, this study seeks to describe how students perceive their abilities and how those beliefs are reflected in their speaking behavior during classroom activities.

Students' self-efficacy is expected to influence how they participate in English-speaking activities during classroom learning. Students who have

positive beliefs about their abilities may participate more actively, speak more confidently, and show greater engagement in speaking tasks. On the other hand, students with low self-efficacy may feel anxious, hesitate to speak, or avoid participating in speaking activities. Therefore, this study explores how the aspects of self-efficacy are reflected in students' English-speaking performance through interviews and classroom observations.

F. Previous Study

Several previous studies have investigated the relationship between students' self-efficacy and their English-speaking performance. These studies provide important references and theoretical support for the present research, particularly in understanding how students' beliefs in their abilities can influence their English-speaking performance scores. The following studies are relevant to the current research.

The first study was conducted by Yuliantari (2021). The purpose of the study was to analyze the relationship between students' self-efficacy and their speaking achievement in the English Education Program. The researcher used a correlational research design and collected data using questionnaires and speaking scores. The results showed that there was a significant relationship between students' self-efficacy and their speaking achievement. Students with higher self-efficacy scores tended to achieve better results in speaking performance.

Another related study was conducted by Nurfadilani (2023). The study examined the correlation between students' self-efficacy and their speaking performance among students of the English Department. The researcher applied a correlational design using questionnaires to measure students' self-efficacy scores and speaking assessments to evaluate their speaking performance scores. The results showed that there was a positive correlation between the two variables, indicating that higher self-efficacy contributes to better speaking performance.

The most recent quantitative study was conducted by Radjuni et al. (2024). The study investigated the relationship between students' self-efficacy and their speaking performance among English Department students. The researchers used a quantitative approach and collected data through self-efficacy questionnaires and speaking performance assessments. The findings revealed that students with higher self-efficacy scores tended to demonstrate better speaking performance. This indicates that self-efficacy plays an important role in supporting students' ability to communicate effectively in English.

Furthermore, a qualitative study was conducted by Nguyen (2020) to explore how students' self-efficacy influences their confidence and participation in English-speaking activities. The researcher used a qualitative research design and collected data through classroom observations and semi-structured interviews with English as a Foreign Language (EFL) students. The findings revealed that students with higher self-efficacy were more willing to participate in speaking tasks, express their ideas, and communicate confidently in English. The study also found that students' beliefs in their abilities were influenced by their previous learning experiences and teacher support. This study highlights that self-efficacy not only affects students' speaking performance scores but also influences students' attitudes and motivation in speaking activities.

Most previous studies on self-efficacy in English language learning have predominantly employed quantitative approaches, focusing on measuring the level of students' self-efficacy and examining its relationship with their speaking performance. These studies generally rely on questionnaires and statistical analysis to identify the correlation or influence between self-efficacy and speaking ability. However, such approaches have limitations in capturing in-depth insights into how self-efficacy is developed and how students' personal experiences shape their confidence in speaking English. Additionally, subjective aspects such as feelings, individual experiences, and social context are often underexplored.

Therefore, this study aims to fill this gap by employing a qualitative approach to explore students' self-efficacy in their English-speaking performance more deeply. This approach is expected to provide a more comprehensive understanding of how self-efficacy is formed and how it influences students' speaking performance in real contexts.

