



**STUDENTS' PERCEPTIONS OF THEIR SELF-EFFICACY  
IN *SPEAKING FOR ACADEMIC PURPOSES SUBJECT***

**THESIS**

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The thesis advisor of **ALDI FIRMANSYAH, Reg. No 2130104002**, entitled: **“STUDENTS’ PERCEPTIONS OF THEIR SELF-EFFICACY IN SPEAKING FOR ACADEMIC PURPOSES SUBJECT”** approved that the mentioned thesis has fulfilled the requirements to proceed to thesis proposal examination.

This approval is granted and used appropriately.

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## ABSTRACT

**ALDI FIRMANSYAH, Reg. NO. 2130104002 entitled: “STUDENTS’ PERCEPTIONS OF THEIR SELF-EFFICACY IN SPEAKING FOR ACADEMIC PURPOSES SUBJECT”**, English Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Mahmud Yunus Batusangkar.

This study examines the perceptions of fifth-semester students of the English Language Education Department, UIN Mahmud Yunus Batusangkar (academic year 2024/2025) regarding their *self-efficacy* in the *Speaking for Academic Purposes* subject. The aim of this research is to comprehensively describe various student perceptions that shape this *self-efficacy*. The problem statement is rooted in the specific unrevealed insights into students' *self-efficacy* in this particular academic speaking context.

Using a qualitative approach with a descriptive design, this study involved students as key informants selected through *purposive sampling* to ensure relevance and rich data collection. Data were primarily gathered through in-depth interviews, guided by a structured interview protocol. The research instrument was developed based on established theories of *self-efficacy* and components of perception, specifically focusing on *Self-Perception*, *Environmental Perception*, *Learned Perception*, *Physical Perception*, and *Cultural/Social Perception*. Interview recordings were meticulously transcribed verbatim, and the collected data were analyzed using thematic analysis, which involved systematic coding, categorization, and identification of recurring themes from the students' articulated perceptions.

The results indicate that students' *self-efficacy* in *Speaking for Academic Purposes* is a complex construct influenced by multiple interconnected factors. *Self-Perception* highlights how a perceived lack of preparation or, conversely, strong belief in clear expression, directly impacts confidence. *Environmental Perception* emphasizes the crucial role of clear lecturer instructions, a supportive classroom atmosphere, and constructive feedback in fostering a sense of readiness. Furthermore, *Learned Perception* reveals that viewing speaking tasks as challenges enhances motivation, whereas past negative experiences can instill lingering doubts. *Physical Perception* underscores the impact of comfortable physical conditions on performance ease, while *Cultural/Social Perception* shows how external observations, formal assessments, and even the nervousness of peers can exert pressure and influence self-belief. Overall, these findings provide a nuanced understanding of the internal and external factors that collectively shape students' *self-efficacy* in the context of academic speaking.

## ABSTRAK

**ALDI FIRMANSYAH, Reg. NO. 2130104002 entitled: “STUDENTS’ PERCEPTIONS OF THEIR SELF-EFFICACY IN SPEAKING FOR ACADEMIC PURPOSES SUBJECT”**, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri (UIN) Mahmud Yunus Batusangkar.

Penelitian ini mengkaji persepsi mahasiswa semester lima Jurusan Pendidikan Bahasa Inggris UIN Mahmud Yunus Batusangkar (tahun ajaran 2024/2025) terhadap *self-efficacy* mereka dalam mata kuliah *Speaking for Academic Purposes*. Tujuan penelitian ini adalah untuk mendeskripsikan secara komprehensif berbagai persepsi mahasiswa yang membentuk *self-efficacy* tersebut. Permasalahan penelitian ini berakar pada wawasan yang belum terungkap secara spesifik mengenai *self-efficacy* mahasiswa dalam konteks berbicara akademik ini.

Menggunakan pendekatan kualitatif dengan desain deskriptif, penelitian ini melibatkan mahasiswa sebagai informan kunci yang dipilih melalui *purposive sampling* untuk memastikan relevansi dan kekayaan data yang terkumpul. Data utama dikumpulkan melalui wawancara mendalam, dipandu oleh protokol wawancara terstruktur. Instrumen penelitian dikembangkan berdasarkan teori *self-efficacy* yang telah mapan dan komponen persepsi, secara khusus berfokus pada *Self-Perception*, *Environmental Perception*, *Learned Perception*, *Physical Perception*, dan *Cultural/Social Perception*. Rekaman wawancara ditranskripsi secara verbatim dengan cermat, dan data yang terkumpul dianalisis menggunakan analisis tematik, yang melibatkan pengkodean sistematis, kategorisasi, dan identifikasi tema-tema berulang dari persepsi yang diungkapkan mahasiswa.

Hasil penelitian menunjukkan bahwa *self-efficacy* mahasiswa dalam *Speaking for Academic Purposes* adalah konstruksi kompleks yang dipengaruhi oleh berbagai faktor yang saling terkait. *Self-Perception* menyoroti bagaimana persepsi kurangnya persiapan atau, sebaliknya, keyakinan kuat dalam ekspresi yang jelas, secara langsung memengaruhi kepercayaan diri. *Environmental Perception* menekankan peran penting instruksi dosen yang jelas, suasana kelas yang suportif, dan umpan balik yang konstruktif dalam menumbuhkan rasa kesiapan. Lebih lanjut, *Learned Perception* mengungkapkan bahwa memandang tugas berbicara sebagai tantangan meningkatkan motivasi, sedangkan pengalaman negatif di masa lalu dapat menimbulkan keraguan yang tersisa. *Physical Perception* menggarisbawahi dampak kondisi fisik yang nyaman terhadap kemudahan kinerja, sementara *Cultural/Social Perception* menunjukkan bagaimana pengamatan eksternal, penilaian formal, dan bahkan kegugupan teman sebaya dapat menimbulkan tekanan dan memengaruhi keyakinan diri. Secara keseluruhan, temuan ini memberikan pemahaman yang mendalam tentang faktor-faktor internal dan eksternal yang secara kolektif membentuk *self-efficacy* mahasiswa dalam konteks berbicara akademik.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

One of the most important aspects of teaching English as a foreign language, especially in academic contexts, is oral presentation. It is essential for students to be able to articulate their ideas, formulate reasoned arguments, and take an active part in class discussions. Students in English language teaching programs frequently need to improve their speaking abilities in order to satisfy professional and academic standards as well as for everyday communication. Speaking fluently, accurately, confidently, and using academic language appropriately are all necessary for success in academic settings. However, many English as a foreign language learners find these prerequisites to be quite difficult. Building on the difficulties students encounter, it's critical to take into account the psychological aspects that affect their ability to talk.

Self-efficacy is one of the main psychological aspects affecting pupils' capacity for successful speech. Self-efficacy, according to Bandura (1994) is the conviction that one can carry out actions and accomplish desired results. Self-efficacy is crucial in determining students' motivation, level of engagement, and overall performance in the context of language acquisition Wulandari et al., (2023). High self-efficacy learners are more inclined to take chances while speaking, participate fully in speaking exercises, and persevere through challenges. Conversely, when forced to speak, particularly in front of others, students who lack self-efficacy may feel nervous, reluctant, or even avoidant. Believing in one's own ability to succeed is a fundamentally emotional and cognitive process that is impacted by social support, prior experiences, and the classroom setting. Following this psychological framework, it's also important to look at how empirical research has looked at the relationship between speaking performance and self-efficacy.

The relationship between speaking performance in educational settings and self-efficacy has been the subject of numerous studies. Stronger self-efficacy beliefs have been linked to improved performance in academic discussions and oral presentations Graham, (2011). Students' self-efficacy is greatly influenced by elements like regular speaking practice chances, peer support, and encouraging remarks from teachers Sadeghi et al., (2020). But even with the increased focus on the value of self-efficacy, a lot of students still find it difficult to speak in class because they lack confidence and have had bad experiences in the past. Students who have previously suffered from stage fright or received criticism for their pronunciation, for example, may internalize these losses and become less confident in their speaking talents. Beyond psychological constraints, students' speaking self-efficacy is greatly influenced by contextual factors, such as the classroom setting.

The classroom setting has a significant impact on how confident pupils are in their ability to speak. Students may participate more actively in speaking assignments in an environment that is encouraging, inclusive, and supportive. On the other hand, a critical or judgmental atmosphere can make pupils more afraid of making mistakes and limit their ability to talk. Building a strong feeling of self-efficacy requires peer support, emotional safety, and constructive criticism. Furthermore, depending on individual experiences, teacher interventions, and reflective practices, self-efficacy is dynamic and can be increased or decreased over time W. A. Zimmerman et al., (2017). Aside from contextual influences, language difficulties also have a big impact on how well students talk.

Students' difficulties with academic speaking are caused by linguistic hurdles in addition to psychological ones. Many children have trouble pronouncing words correctly, using proper grammar, and have a restricted vocabulary, all of which make it difficult for them to communicate clearly and fluently. Additionally, students frequently come from a variety of educational and cultural backgrounds where it is rare to speak English, especially in official or academic settings. They might therefore struggle to adjust to the rules of

academic speech, such as rationally arranging ideas, employing formal language, and effectively reacting to queries or rebuttals Al-Asadi, (2015). Students' confidence may be further damaged by these linguistic and cultural differences, which may also make them reluctant to participate in oral presentations. Recognizing the broader implications, self-efficacy in academic speaking also extends to practical and professional domains.

Self-efficacy in oral presentations has a part in both academic achievement and practical applications. Strong self-efficacy in speaking increases a student's likelihood of taking part in professional conversations, debates, public speaking contests, and seminars. In addition to enhancing their academic path, these experiences help them get ready for future professions that place a great priority on communication abilities. The ability to fluently and clearly express ideas in English is a crucial skill in many different industries in today's globalized society. Whether they want to work as researchers, teachers, or in other fields, graduates who are proficient in academic speaking will probably have an edge in the job market. Given these critical roles, understanding students' perceptions of their self-efficacy becomes increasingly vital.

Gaining insight into students' self-efficacy views helps identify the obstacles they face and the kinds of assistance they require to advance their speaking abilities. Examining their individual experiences can help identify the psychological challenges, coping mechanisms, and driving forces behind their public speaking. Students are more likely to venture beyond of their comfort zones and acquire the abilities needed to thrive in academic discourse when they feel empowered and encouraged throughout their learning process. Students' self-efficacy and learning results can be greatly improved by implementing focused teaching tactics including scaffolded speaking activities, reflective diaries, and peer cooperation LAW, (2017). Focusing more specifically, a look into the Speaking for Academic Purposes course provides a clear example of these dynamics in action.

Speaking for Academic Purposes is a course that English Teaching Department students at UIN Mahmud Yunus Batusangkar must take in their fifth semester. Through a variety of roles, including master of ceremonies, speaker, moderator, and introducer, this course seeks to improve students' ability to communicate successfully in academic settings. Even though the goal of the course is to give students systematic practice in academic speaking, some students still struggle with nervousness, fluency, or confidence when giving presentations in class. Students' perceptions of their own abilities are greatly influenced by a variety of factors, including classroom dynamics, individual personality features, past speaking experiences, and even self-esteem levels. If kids have continuously received encouragement and support from their teachers and fellow classmates, they may become more confident in their capacity to succeed. However, speaking assignments may still be challenging for those with limited support or those who have had negative experiences in the past. Moreover, students' diverse backgrounds and English exposure further complicate their speaking self-efficacy.

The researcher contacted a number of students who had finished the Speaking for Academic Purposes subject as part of the preliminary observation process. This was accomplished through casual interviews that were done over WhatsApp and in person. The investigator inquired about their perceptions of their own academic English speaking skills and how they felt about the course. Different perspectives on self-efficacy were indicated by the responses. Following the course, a few students expressed confidence in their speaking talents, emphasizing that organized classroom activities and helpful criticism had increased their self-belief. As their competence and thinking improved, they felt less shy about speaking up and less scared of making mistakes.

However, some students who had finished the course still expressed concerns about their speaking abilities. These students saw that fear of being judged negatively and anxiety continued to be major obstacles to confidence building. Some people believed that their level of self-efficacy varied according to the classroom environment and the degree of assistance they

received from teachers and classmates. These findings imply that emotional and contextual elements in the learning environment, in addition to skill development, influence students' judgments of self-efficacy, which are dynamic.

Furthermore, students' evaluations of their own speaking talents are further influenced by their varied origins and levels of exposure to English. Some students might not have many chances to practice their English outside of the classroom, which could impact how prepared they are to communicate in formal academic settings. Therefore, determining the precise elements that affect students' speaking self-efficacy is essential to creating effective educational interventions. This leads to a broader discussion on how previous studies have analyzed the role of self-efficacy in academic speaking success.

The usefulness of students' speaking abilities for academic reasons is significantly influenced by their degrees of self-efficacy, according to the analysis of multiple prior studies. These studies repeatedly demonstrate that students' judgments of their own speaking talents have a significant impact on their motivation, engagement, and performance in English-speaking environments. Students' self-efficacy is shaped by a variety of internal and external factors, including their learning environment, educational background, social support, and individual learning styles. According to the reviewed literature, fostering an academic speaking environment that is encouraging, interactive, and feedback-rich is essential to raising students' self-efficacy. Furthermore, it has been demonstrated that regular speaking practice and the creation of constructive coping strategies greatly enhance students' abilities and self-esteem. Finally, narrowing the focus to the specific research setting, this study aims to investigate self-efficacy among a particular group of students.

The premise that students' self-perceptions are dynamic constructs formed by personal experiences, educational and cultural backgrounds, and classroom interactions is reinforced by this study, which focuses on fifth-semester English Education Study Program students at UIN Mahmud Yunus Batusangkar. In contrast to earlier studies, this one uses respondents with

particular features to investigate self-efficacy in the context of academic speaking at a religiously affiliated higher education institution. Thus, it is anticipated that the results of this study would provide fresh perspectives on how self-efficacy contributes to the growth of academic speaking abilities in the context of higher education in Indonesia. Based on this foundation, the study's objective is formally stated.

Therefore, the purpose of this study is to find out how fifth-semester students at UIN Mahmud Yunus Batusangkar's English Teaching Department perceive their own ability to speak in an academic setting. It is anticipated that the results will aid in the creation of more potent instructional techniques that boost students' self-esteem and public speaking abilities. This study aims to create a more encouraging and inclusive learning environment that fosters academic speaking proficiency and confidence by illuminating students' life experiences and viewpoints. Furthermore, the study's findings can offer insightful suggestions to curriculum designers, educators, and legislators on how to teach academic speaking in a more student-centered manner.

## **B. Research Focus and Question**

Based on the background of the problem, this research focuses on describing students' perceptions of their self-efficacy in the Speaking for Academic Purposes subject and reason why they hold that such perceptions. The participants are fifth-semester students majoring in English Education at UIN Mahmud Yunus Batusangkar, registered in the 2024/2025 academic year. In line with this focus, the research question is formulated as follows:

1. How students' perceptions of their self-efficacy in the Speaking for Academic Purposes subject?
2. why do they hold such perceptions?

## **C. Definition of the Key Terms**

To avoid misunderstandings regarding this research, there are some key terms that must be defined. The key terms as follow:

### 1. Students' Perceptions

In this study, students' perceptions refer to the way fifth-semester students of the English Teaching Department at UIN Mahmud Yunus Batusangkar interpret, evaluate, and form opinions about their own abilities in academic speaking. Perception is not only limited to what students see or feel but also includes their thoughts, judgments, and experiences that shape how they view their self-efficacy. Thus, students' perceptions here mean their subjective understanding of how capable and confident they feel in handling speaking tasks in the *Speaking for Academic Purposes* subject.

### 2. Self-Efficacy

Self-efficacy is the belief in one's own ability to perform a specific task successfully (Bandura, 1997). In the context of this research, self-efficacy refers to the level of confidence that students have in expressing their ideas clearly and effectively in academic speaking activities, such as presentations, discussions, and debates. Students with high self-efficacy believe that they can prepare well, deliver their ideas confidently, and overcome challenges in speaking, while those with low self-efficacy may feel anxious, doubtful, or unprepared..

### 3. Speaking for Academic Purposes

Speaking for Academic Purposes refers to the use of English in formal academic contexts. This includes oral communication skills needed for presentations, classroom discussions, debates, moderating, and other academic speaking tasks. In this research, the term specifically refers to the *Speaking for Academic Purposes* subject taken by fifth-semester students of the English Teaching Department at UIN Mahmud Yunus Batusangkar. The focus is not on casual conversation but on structured and purposeful speaking that demonstrates clarity, fluency, and academic appropriateness.

### 4. Fifth semester students in English taching department

This term refers to students who are currently in their fifth semester and are officially enrolled in the English Teaching Department at UIN

Mahmud Yunus Batusangkar for the 2024/2025 academic year. These students have already taken several English skill courses in the previous semesters and are required to take the *Speaking for Academic Purposes* subject in the fifth semester. Their academic stage is relevant because they already possess basic speaking skills and experiences that influence their perceptions of self-efficacy.

#### **D. Purpose of the Research**

Based on the background of the problem above, this research aims to describe students' perceptions of their self efficacy in speaking for academic purposes subject and the reason why they hold that perceptions

#### **E. Significance of the Research**

The results of this research are expected to contribute both theoretically and practically.

##### **1. Theoretically**

This study can expand the know-how of self-efficacy related to the English learning process, especially for the academic speaking purpose. As such, this study will offer empirical support for Shi, (2015) and others' theories of self-efficacy and language learning. Additionally, this research can be a reference of other researchers who are eager to investigate other topics similar, e.g; correlation between self-efficacy and students speaking

##### **2. Practically**

The importance of this research can provide practical benefits for students, lecturers, and researcher in overcoming their students perceptions of their self efficacy in speaking for academic purposes. The results of this study are expected to:

##### **a. English Department Student**

This research can assist students in getting familiar with their self-efficacy in speaking for academic purposes. Students can identify

barriers to communication by knowing their challenges and confidence aspects that block speaking.

b. Lecturer

The findings of this study can provide important insights into how students view their own speaking abilities, especially in the Speaking for Academic Purposes course. With the application of this knowledge, instructional strategies that support students in gaining more self-assurance and speaking proficiency in academic settings can be further developed. By knowing what influences students' self-efficacy in academic speaking, lecturers who teach Speaking for Academic Purposes can implement more effective pedagogical strategies.

c. The researcher himself

The present study contributes to literature in the adult second language acquisition field in addition to being a practical source for academics exploring self-efficacy, language learning, and academic speaking skills. The findings can also inform future studies in other settings, using other methodologies, and with different populations to ensure the ongoing advancement of research in English language education.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

##### 1. Perception

###### a. Definition of Perceptions

Perception is the process by which we observe, comprehend, and explain something that we enjoy through the five sense, by observing, observing, or merasakan something—and give insight into it based on our prior experiences and knowledge. According to Rakhmat (2012) The experience of things, occasions, or connections that is gained by deciphering data and assigning messages meaning is called perception.

Perception is the process by which sensory stimuli are given meaning. The process of gaining knowledge about and understanding the world around us is called perception McShane & Glinow, 2005, as cited in Ekaningrum & Prabandari, (2016) They go on to say that perception is the process of taking in information from the environment, giving it meaning, and developing an understanding that subsequently shapes feelings and actions toward the associated things, people, or occasions. So, Perception is essential to social interactions and learning processes because it has a big impact on how we act, respond, and respond to the world around us

Other expert discussed about definition of perception. The primary features of perception include the primary visual perception of the outside world, environmental items, and other attributes and features that shape the subject's conscious experience as we gaze at the outside world. Perceptions are defined as a collection of attitudes, beliefs, preconceptions, and unspoken feelings that shape a person's comprehension and actions toward a linguistic or cultural reality. Social, historical, and personal experiences have influenced them, and

they can influence learning, frequently in an unconscious way, Despagne (2010).

So based on expert above, the researcher can concluded that perception is The process by which we take in and interpret information from our surroundings via our senses, then interpret it in light of our prior knowledge and experiences, is called perception. Perception allows us to identify and make sense of the things, occasions, or people in our environment, which in turn affects our emotions, thoughts, and behaviors. Numerous elements, including life history, societal background, and individual experiences, may influence perception. Whether intentionally or inadvertently, each of these factors influences how we perceive the world and engage with it, as well as how we learn and interact with others.

#### **b. Kind of perception**

Perception is an active interpretation that is influenced by a variety of contextual and structural elements, such as lighting, shape, and material qualities in the visual domain Xiao et al., (2014). Although the visual perception of translucency was the focus of their investigation, this idea supports a more general understanding that perception is a multifaceted process influenced by both internal and external influences. Perception can be divided into a number of important categories within a broader psychological framework.

First, self-perception includes aspects like self-efficacy, self-esteem, and self-concept. It is the way people see and assess themselves. People's behavior, aspirations, and interpretations of success or failure are all influenced by this kind of perception, which serves as the basis for their own identities. Second, how one interprets one's social and physical surrounds is known as environmental perception. It encompasses how people view areas, things, and circumstances as well as how they modify their behavior in reaction to various contexts. Third, repetition and experience give rise to learnt perception. People gradually form

expectancies and perceptual habits depending on what they have learned or experienced. Perception is extremely subjective and culturally rooted due to this learning component.

Fourth, physical perception involves the instantaneous reception and neural processing of inputs through sight, hearing, touch, taste, and smell. It is based on the sensory experience. All perception starts along this channel, which also supplies the brain with the unprocessed data it uses for interpretation. Lastly, firmly held beliefs and interpretations influenced by cultural background, customs, and conventions are included in cultural perception. The same events, items, or behaviors are frequently interpreted very differently by members of different cultural groups. For example, different communities may have quite different meanings for the same motions, ceremonies, or even colors. Together, these five categories demonstrate that perception is shaped by a complex interaction between self-awareness, environment, experience, physiology, and culture and is much more than what is simply seen or heard.

Then based on theories above, the researcher can concluded that Perception is a dynamic, active process that is influenced by both internal and external factors. The findings of Xiao et al. (2014) support a more general concept that perception is influenced by much more than just sensory input, even though their research was exclusively focused on visual perception specifically, how translucency is interpreted based on illumination and object shape. The five forms of perception self, environmental, learned, physical, and cultural show that our perceptions of the world are influenced by a complex interplay between our cultural background, personal identity, environment, life experiences, and biological senses. This demonstrates that perception involves more than just seeing and hearing; it also involves how we interpret the world in light of our identities, locations, and cultural backgrounds.

### **c. Factors Influencing Perceptions**

People's understanding and reactions to the environment around them are greatly influenced by their perceptions. It is an active cognitive process that people use to arrange, analyze, and provide meaning to the stimuli they come across rather than just passively taking in sensory information. People are able to form opinions, make decisions based on information they receive, and make sense of complex settings because to this process. Perception is subjective by nature, though, and two people may have quite different interpretations and responses to the same event or object.

Because perception is affected by a variety of internal and external influences, it is subjective. Each person has a different perceptual experience as a result of the dynamic interactions between these components. It is crucial to comprehend the factors that influence perception, particularly in disciplines like psychology, education, and communication where inaccurate perception can result in bias, misconceptions, or inefficient teaching methods.

For instance, students' involvement and performance in the classroom can be significantly impacted by their opinions of their own talents, such as their self-efficacy in speaking. It is crucial to look at the main elements that influence perception in order to gain a better understanding of how these kinds of perceptions are created and how they could be enhanced. Qiong, (2017) categorizes the elements that affect perception into two main groups: exterior variables, which come from the environment, and internal factors, which come from within the person.

#### **1) Internal Factors**

Internal factors come from inside the person and are a reflection of their past experiences and psychological condition. Among these are:

a) Needs and Motivation

A person's perception of things or circumstances might be influenced by their needs. Students who are extremely motivated to succeed academically, for instance, are more likely to view tasks and problems as learning opportunities than as obligations. When determining whether a situation has positive or negative meaning, motivation is a key factor

b) Learning and Experience

People's mindsets and perspectives on current events are shaped by their past experiences. Individuals who have a pleasant experience with a certain activity are more likely to see that activity favorably in the future. According to Setiawan (2020), adverse experiences might result in unpleasant or even avoidant attitudes.

c) Emotions and psychological wellness

The emotional state of an individual influences their perception of stimuli. For example, when someone is worried, they could take neutral remarks from others as threats or criticism, even if they were meant to be pleasant.

d) Attention

A person is only able to perceive stimuli that they are actively aware of. The processing and meaningful interpretation of a signal are thus determined by the level of attention.

e) Personality and Attitude

The way that people view social situations is influenced by individual differences, such as whether they are extroverted or introverted. Qualities such as self-assurance or self-doubt also influence how one perceives other people's words and behaviors.

## 2) External Factors

By drawing attention to themselves, external factors which originate in the immediate surroundings have an impact on perception. These consist of:

### a) Intensity of Stimulus

The senses are more likely to perceive and process stimuli that are stronger, brighter, or more noticeable.

### b) Dimensions and Contrast

Things that are larger or more contrasted are more likely to catch the eye and be seen faster.

### c) Change and Motion

Static stimuli are generally harder to perceive than moving ones. Perceptual awareness is also triggered by abrupt changes in the surroundings.

### d) New and Distinctive

Stimuli that are novel or unfamiliar are more likely to grab attention and pique perception. A odd sound in a calm environment, for instance, will immediately cause awareness and cognitive processing to increase.

So that, perception is a subjective process that is influenced by external as well as internal factors, the researcher can conclude. People's interpretations of the environment around them are greatly influenced by internal elements like motivation, emotional state, previous experiences, attention to detail, and personality. Perception formation is also influenced by external factors such as the stimuli's intensity, novelty, and contrast. Each person has a unique perspective on the same issue due to the complicated interactions between these components.

## **d. Component of Perceptions**

In psychology and the social sciences, perception is a basic idea that explains how people take in, process, and react to environmental inputs. A person's perception is a mental construct that is influenced by

a number of internal processes rather than just being a physical sensory experience. Accordingly, perception is a subjective interpretation of outside inputs that is impacted by psychological states, individual experiences, and preexisting cognitive structures rather than being a passive reality.

A. Buzzetto (2008) asserts that perception is made up of three primary parts: cognitive, affective, and conative. When it comes to explaining the mechanics of perception, these three elements work together as a complementary framework. Since each of these elements contributes differently but inextricably to the perceptual process, comprehending them is necessary to properly examine a person's perception.

#### 1) Cognitive Component

The mental processes a person uses to receive, comprehend, and assess an object are referred to as the cognitive component. This element has to do with how an individual interprets data gathered from their surroundings. Perception is not passive in this situation; rather, it is influenced by pre-existing cognitive structures like information, beliefs, values, and past experiences.

Identification, pattern recognition, association, and inference regarding observed objects are examples of cognitive processes in perception. This element is crucial in determining the individual's interpretation of a stimulus. Because each person has a unique cognitive structure, various people may perceive the same input in different ways. As a result, before perception develops into emotional and behavioral dimensions, the cognitive component acts as its cornerstone.

#### 2) Affective Component

The emotional aspect that goes along with a person's assessment of stimuli is known as the affective component of perception. The subjective emotions that surface throughout the

perceptual process are intimately linked to this element. Depending on the person's relationship to the observed object, emotions might be neutral, negative, or positive.

Because emotional reactions can either reinforce or obfuscate previous cognitive evaluations, emotions are crucial in forming and even guiding perception. This element highlights the fact that mood, interests, psychological state, and internalized affective values all have an impact on perception in addition to logic and rationality. An individual's emotional connection to certain items is reflected in the affective component, which in turn shapes the perception as a whole. To put it another way, emotion is a crucial component of the process itself and not just a result of perception.

### 3) Conative Component

A person's behavioral inclination or intention to respond toward an observed object is related to the conative component of perception. Motivational impulses that emerge in reaction to the cognitive and affective processes that have taken place are reflected in this component. The conative component of the perceptual structure is responsible for converting mental operations into a state of preparation for behavioral action.

Conation bridges the gap between thinking and action, which is why it is intimately related to attitude formation and decision-making. It shows that perception has immediate consequences for possible behavioral reactions in addition to being confined to cognitive and affective evaluations. As a result, the conative element is essential for examining how perception affects actual behavior.

Conation can be defined as a behavioral purpose that is a component of the perceptual structure but may not be immediately realized Ahyani (2019). It represents the orientation or inclination of a person's reaction based on the fusion of previously developed affective and cognitive components.

In summarize, Three primary components make up perception, a subjective process created by an individual's information processing: cognitive, affective and conative. The affective component pertains to feelings, the cognitive component to comprehension, and the conative component to the motivation to take action. These three influence how people view and react to a situation or object and are interrelated.

## **2. Self-Efficacy**

### **a. Concept of Self-Efficacy**

Albert Bandura first proposed the idea of self-efficacy, which goes beyond the simple conviction that performance is influenced by effort. Self-efficacy is a person's confidence in their capacity to take the required steps to accomplish particular objectives. This set of beliefs has a big impact on how people tackle problems, obstacles, and failures. People who believe in their own abilities are more likely to see challenges as chances to improve, persevere through hardships for longer periods of time, and bounce back from setbacks faster. Self-efficacy affects decision-making, motivation, and emotional control in the context of education and personal growth. People's decisions are influenced, but so are their level of effort and resilience in the face of adversity. According to Bandura, (1993), these beliefs are crucial for cognitive functioning because they affect how people process information and resolve issues in both academic and real-world contexts.

A person's confidence in their capacity to complete particular activities successfully is known as self-efficacy (Bandura, 1997). Self-efficacy is a key factor in determining learners' motivation and success in the language learning domain. For instance, Yulianawati (2019) investigated the function of self-efficacy in writing and discovered that students' writing performance was greatly impacted by their confidence in their writing skills. The current study uses the same theoretical framework to examine students' self-efficacy in speaking English, whereas her earlier concentrated on writing.

In conclusion, Bandura defined Self-efficacy as the confidence in one's own ability to accomplish particular goals. This belief is essential to how people tackle problems, maintain motivation, and control their emotions. These ideas have an impact on resilience and daily decision-making in addition to academic achievement. For pupils learning a language, self-efficacy influences their engagement and success.

#### **b. Sources of Self-Efficacy**

Bandura, (1977) identified four main sources of self-efficacy: verbal persuasion, physiological and emotional states, vicarious experience, and performance accomplishments. These resources are essential in forming a person's confidence in their capacity to overcome obstacles and finish particular activities.

##### 1) Performance Achievements

This source is based on performance accomplishments. This source is based on one's firsthand accounts of conquering obstacles. Success boosts confidence in one's capacity to manage comparable jobs in the future and strengthens self-belief. On the other hand, failure can erode self-efficacy, particularly in the early stages of learning. But when failure is followed by tenacity and ultimately achievement, it can boost self-efficacy even more by showing that challenges can be overcome with persistent work and problem-solving.

##### 2) Vicarious Experience

People are more inclined to think they can succeed when they see someone who is similar to them succeed. The perceived similarity between the observer and the model determines how strong this source is. Vicarious experience is particularly useful when people have little firsthand experience and can rely on role models to gain initial confidence, even though it is not as potent as direct experience.

##### 3) Verbal Persuasion

It refers to support or inspiration from other people, including parents, instructors, or classmates. A person's confidence might be

boosted when they hear from someone they can trust that they are capable. Verbal persuasion can still be a significant assistance, even though its effects are typically less lasting than those of firsthand experience. This is especially true when combined with emotional support and helpful advice.

#### 4) Emotional and Physiological States

The last source is emotional and physiological states, which have to do with how people interpret their emotional and physical reactions when performing. Self-efficacy can be lowered by symptoms like stress, anxiety, or tension that are seen as indications of weakness or incapacity. On the other hand, people who control their emotions and remain composed under duress are more likely to feel competent and self-assured. As a result, maintaining positive self-beliefs requires emotional control and mental readiness.

### c. Types of Self Efficacy

According Rika Widianita, (2023) to there are three kind of self efficacy, there is:

#### 1) Self-Efficacy in Self-Regulation

Self-efficacy in self-regulation is the conviction that one can control one's own thoughts, feelings, and actions, especially when confronted with difficult or alluring circumstances. This involves the ability to defy peer pressure, refrain from dangerous or damaging actions, and make choices that are consistent with one's values and long-term objectives. Strong self-regulatory self-efficacy makes a person more capable of controlling their emotions, staying focused on their work, and handling stress.

#### 2) Self-Efficacy in Society

In contexts of society, self-efficacy refers to having the self-assurance to engage with people in a constructive manner, establish and preserve wholesome connections, and communicate clearly. This involves having the capacity to communicate effectively, be forceful

when necessary, and participate in social or leisure activities with ease. High social self-efficacy individuals are frequently more adept at settling disputes, demonstrating empathy, and building deep relationships with others, all of which enhance social support systems and individual well-being.

### 3) Self-Efficacy in the Classroom

In academic contexts, self-efficacy refers to a student's confidence in their ability to complete assignments and duties. This includes the capacity to meet academic standards set by instructors or oneself, manage learning activities autonomously, and finish assignments on time. When presented with academic obstacles, students who have a high level of classroom self-efficacy are more likely to be driven, tenacious, and resilient. Because they believe in themselves, they take charge of their education, ask for assistance when necessary, and do better academically overall.

#### **d. Characteristic of Self Efficacy**

Level, generality, and strength are the three main aspects of self-efficacy that B. J. Zimmerman, (2000) distinguishes. These dimensions offer a methodical comprehension of how people view their own talents in connection to particular jobs and situations

##### 1) Level (Difficulty of Task)

The perceived capacity of an individual to carry out tasks of different degrees of difficulty is referred to as the level dimension. This component of self-efficacy is task-specific rather than a broad feeling of confidence. For instance, a student may feel comfortable handling simple math issues but struggle with more difficult algebraic ones. As a person gains confidence in their ability to accomplish increasingly difficult activities, their level of self-efficacy rises. According to Zimmerman (2000), this component draws attention to how task complexity is hierarchical in influencing efficacy perceptions.

## 2) Generality (Applicability Scope)

The degree to which self-efficacy beliefs translate across many tasks or contexts is known as generality. This dimension evaluates whether a person's confidence in their ability is broadly relevant to comparable tasks or circumstances or strictly limited to a particular task. For example, a student who feels comfortable writing analytical essays might also believe that they can write research papers, demonstrating a high level of generality. According to Zimmerman (2000), generality aids in comprehending how self-efficacy operates across related skill domains or academic disciplines.

## 3) Strength (Level of Self-Belief)

The strength dimension measures a person's level of confidence in their ability to complete a task. A common way to gauge this is to rate one's level of confidence on a scale, such as 0 to 100%. Motivation, perseverance, and resilience in the face of adversity are likely to be improved by a greater belief in one's own abilities. According to Zimmerman (2000), a person's propensity to participate in and stick with academic assignments is greatly influenced by the strength of these beliefs.

## **B. Review of Relevant Studies**

It is commonly acknowledged that self-efficacy plays a major psychological role in language learning results, especially in speaking-focused courses. When it comes to academic speaking, students' perceptions of their ability to plan and carry out the actions necessary to generate specified performance levels have a big influence on their willingness to participate in communicative tasks, their ability to persevere in the face of difficulties, and their overall speaking success. This review highlights both theoretical frameworks and empirical findings that illustrate the intricate relationship between students' perceptions of their abilities and their actual performance in academic speaking environments. It also looks at pertinent studies that

investigate how self-efficacy functions within speaking for academic purposes contexts.

The first research by Wijaya & Mbato, (2020) has carried out a study titled "English language students' perceptions of self-efficacy in public speaking class." Using three study tools: classroom surveys, reflections on students' speaking learning, and interviews, they employed qualitative methodologies to examine how English Education students perceived their own self-efficacy in public speaking classes. Through qualitative content analysis, this study explicitly seeks to discover important characteristics that can enhance students' self-efficacy in public speaking lessons. According to the study's findings, students' self-efficacy is influenced by three key factors: retaining speaking motivation in a supportive learning environment, developing self-efficacy in public speaking classes, and having more confidence in one's speaking abilities.

The findings demonstrated that although many students were initially unconfident when giving public presentations, they were eager to imitate experienced EFL speakers and actively sought assistance. Additionally, the study discovered that verbal persuasion, constructive criticism, and considerable support from teachers all greatly increased students' motivation. Furthermore, the researchers discovered that students' primary tools for giving speeches were mastery experiences and vicarious learning experiences, demonstrating that EFL learners improve as communicators of the target language when they have confidence in their ability to speak and receive insightful feedback from their teachers.

And the second one from Maryam et al., (2019) This study, titled "EFL Learners' Perceptions towards their Self-Efficacy in Learning Public Speaking," used a survey research design with 69 third-year English department students at Galuh University, 60 of whom completed the questionnaire. Data were gathered through interviews and closed-ended and open-ended questionnaires, and the results were analyzed through transcription, interpretation, and percentage computation. The study's objectives were to investigate how EFL

learners perceive their level of self-efficacy in public speaking and how different levels of self-efficacy affect their course learning outcomes.

The majority of students recognized the value of self-efficacy in public speaking, according to the results, and many of them expressed confidence when speaking English in front of others. They also acknowledged that self-efficacy enhanced their public speaking abilities and had a positive impact on their performance in other classes. Students who had more self-efficacy reported feeling more motivated, proud, and less anxious. Some students, on the other hand, struggled to stay focused and speak well during speeches because they were unsure about their performance. The study found that self-efficacy is essential for increasing students' confidence and performance in public speaking and related academic tasks, emphasizing the necessity for methods to help EFL learners develop self-efficacy.

An additional research from Moreno & Kilpatrick, (2018) Using a design-based research (DBR) methodology, the study "Student Perceptions of Self-Efficacy in the Foreign Language Classroom: A Design-Based Research Study" explores how students perceive their own abilities in the classroom. This qualitative study, which concentrated on beginning and intermediate Italian classes, was carried out at a sizable institution in the Southeast of the United States. The researchers sought to boost students' active use of the language by flipping the classroom, which involves switching grammatical instruction to video lectures and using in-person time for speaking, writing, reading, and listening exercises. Over the course of three semesters and ten courses, data was gathered via focus groups, interviews, classroom observations, and course assessments.

The results showed that students' sense of self-efficacy was greatly increased by consistent exposure and practice. The use of "Free to Err" (FTE) activities, less grading anxiety, increased learner autonomy, and a stronger sense of peer support through classroom cohorts were important factors in this improvement. Pupils expressed greater ease and assurance while speaking and writing in Italian, and many even made positive comparisons to their

counterparts in conventional classrooms. This study highlights how crucial it is to establish a nurturing and engaging atmosphere in order to promote self-efficacy and enhance language learning results.

The fourth study under examination is carried out by Kemiksiz, (2022) and titled "Self-Efficacy Perceptions of Secondary School Students Regarding Speaking Skills," examines how secondary school students perceive their own self-efficacy (SE) in relation to their speaking abilities. 434 students from grades 5 through 8 at Bartın Borsa İstanbul Secondary School in Turkey participated in this study, which used a quantitative survey technique. The Speaking Self-Efficacy Scale and an individual information sheet were used to gather data. The study examined SE levels in connection with a number of factors, including parents' educational attainment, number of siblings, gender, grade level, and academic achievement in Turkish.

The findings indicated that students generally possessed a high level of self-efficacy regarding speaking. There were no significant differences in perception based on gender, grade level (except a small difference in favor of 5th graders in the affective domain), number of siblings, or mother's education level. However, significant differences were found based on students' performance in Turkish lessons and their father's education level—students with higher Turkish grades and those whose fathers had higher educational attainment showed higher SE perceptions. This suggests that both academic achievement and certain socio-demographic factors influence students' confidence in their speaking abilities.

Complementing the previous research by Wene & Vantaosen, (2023) is called "Out of Java students perceptions of self efficacy in english speaking skill." This qualitative study investigated how students from non-Java regions, namely those enrolled in a private institution in Yogyakarta's English Language Education Study Program, view their own self-efficacy in speaking English. Semi-structured interviews and written reflections were used to gather data, which were subsequently subjected to theme analysis. The purpose of the study

was to ascertain how students' educational backgrounds affected their self-efficacy and coping mechanisms when speaking English.

The results showed two key findings: First, the participants' self-efficacy was significantly influenced by their educational background. Many students from outside Java were initially embarrassed, passive, and lacked confidence in speaking English because they had not had much exposure to the language. However, as they adapted to the new environment and actively participated in class, their self-efficacy gradually increased. Students also developed a variety of strategies to overcome these obstacles, such as speaking English with peers, watching English-language movies and songs, practicing in front of mirrors, and believing in their own abilities. These methods helped them gradually improve their speaking abilities and boosted their confidence, demonstrating that self-efficacy can grow through consistent effort and supportive learning environments.

An analysis of these five previous research demonstrates that students' effectiveness in using their speaking abilities for academic objectives is significantly influenced by their level of self-efficacy. Every study repeatedly demonstrates that students' motivation, engagement, and performance in English-speaking environments are greatly influenced by their opinions about their speaking ability. These five studies show that a variety of internal and external factors, including the learning environment, educational background, social support, and individual learning styles, influence students' judgments of self-efficacy, whether through qualitative or quantitative methods.

The results of this study, which examines fifth-semester English Education Study Program students at UIN Mahmud Yunus Batusangkar, support the idea that students' perceptions of themselves are a dynamic construct shaped by their experiences, educational and cultural backgrounds, and interactions in the classroom. According to the reviewed literature, improving students' self-efficacy requires establishing an academic speaking environment that is encouraging, participatory, and feedback-rich. Additionally, students' skills and confidence can be greatly enhanced by

encouraging them to practice speaking frequently and to create healthy coping mechanisms.

This study is different from others since it focuses specifically on academic speaking, it was conducted in a religious higher education institution, and its respondents had distinct characteristics. Thus, it is anticipated that this study would provide fresh perspectives on the function that self-efficacy plays in academic speaking in Indonesian higher education settings.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research utilized a descriptive design and a qualitative methodology. It focused on understanding participants' interpretations, feelings, and viewpoints particularly in consideration of their social and cultural contexts which was a hallmark of qualitative research Usman et al., (2025). It employed data collection techniques such as observations, interviews, and document analysis to illuminate a specific occurrence, prioritizing depth of understanding over breadth of generalization. Within the qualitative paradigm, the descriptive approach was used to observe and analyze naturally occurring events without altering the study setting. This method was effective in generating rich, in-depth descriptions of how people perceived and responded to certain circumstances, while also capturing the complexity of human behavior. (Sandelowski, 2000). It was selected for this study because it enabled the researcher to thoroughly and contextually examine and characterize students' judgments of their own self-efficacy in speaking for academic objectives.

Based on the theoretical foundation outlined above, the researcher selected a descriptive design because this study aimed to describe the perceptions of English students regarding their self-efficacy in the Speaking for Academic Purposes class and the reason why they held such perceptions. The participants of this study consisted of fifth-semester English students at UIN Mahmud Yunus Batusangkar, who were enrolled in the 2024/2025 academic year and had completed the course.

## **B. Research Informants**

This research utilized a qualitative phenomenological design. A phenomenological approach was appropriate because the focus of this study was to explore and understand the lived experiences of students regarding their self-efficacy in the Speaking for Academic Purposes subject. According to Creswell (2013), phenomenology sought to uncover the essence of a phenomenon as experienced by individuals, allowing the researcher to capture the meanings, perspectives, and reflections of participants.

Through this approach, the study emphasized students' interpretations, feelings, and viewpoints as they engaged in academic speaking tasks, particularly in relation to their confidence and belief in their own abilities. The phenomenological method did not attempt to generalize findings but rather aimed to provide rich, in-depth insights into how students perceived and made sense of their experiences.

Data were collected primarily through in-depth interviews, supported by open-ended questionnaires and document analysis, to allow participants to share their experiences freely and meaningfully. The researcher's role was to interpret and describe these experiences while remaining faithful to the voices of the participants. This method was considered suitable because it enabled the researcher to capture the complexity of students' perceptions of self-efficacy within their social, cultural, and academic contexts.

The participants of this study consisted of fifth-semester English students at UIN Mahmud Yunus Batusangkar in the 2024/2025 academic year who had completed the Speaking for Academic Purposes subject. They were chosen because they had directly experienced the phenomenon being investigated and therefore could provide valuable insights into their perceptions of self-efficacy in academic speaking.

### **C. Research Setting**

The term "research setting" described the setting, context, or place where data were gathered or study was carried out. It encompassed all pertinent environmental elements for the study, including the actual site, social context, cultural norms, and circumstances. This study was carried out for English education majors in the fifth semester of the 2024–2025 academic year in the English Education Department at State Islamic University (UIN) Mahmud Yunus Batusangkar in the "Speaking for Academic Purposes" subject.

### **D. Research Instrument**

A research instrument was any device or method that researchers employed to gather, quantify, and evaluate data that were pertinent to the study's goals. Since the researcher's sensitivity, interpretive abilities, and active involvement with the research context were crucial to data collection, the researcher themselves were the key instrument in qualitative research.

In this study, the researcher acted as the primary instrument for data collection. As the key instrument, the researcher needed to actively engage in fieldwork to gather information. Throughout the research process, the researcher assumed multiple roles, including study designer, data collector, analyst, data interpreter, and research report writer. The main instrument that was used in this study was an interview guide, while a supporting instrument was a mobile phone, which functioned as a recording and documentation tool during the data collection process. The interviews were conducted in Indonesian to ensure that both the questions and responses were clearly understood. Additionally, the interview guide and recording device assisted the researcher in documenting information in case there were difficulties in manually recording the interview.

## **E. Technique of Data Collection**

Data for this study were likewise gathered primarily using two methods: mixed questionnaires and interviews. In order to obtain comprehensive information regarding the strategies used by fifth-semester English Teaching Department students at UIN Mahmud Yunus Batusangkar perceptions of their self-efficacy in the Speaking for Academic Purposes subject, these approaches were chosen. According to Creswell (2007), in order to obtain a more thorough grasp of participants' experiences and guarantee data authenticity through triangulation, qualitative researchers frequently used a variety of data gathering techniques, including questionnaires and interviews.

A thorough explanation of each methodology used in this study was provided below:

### **1. Mixed Questionnaire**

The questionnaire was distributed to UIN Mahmud Yunus Batusangkar fifth-semester English Teaching Department students enrolled for the 2024–2025 academic year who had taken Speaking for Academic Purposes. Participants in this study were given complete students' perceptions of their self-efficacy in speaking for academic purposes.

The questionnaire items were written in Indonesian to make it easier for respondents to comprehend and give thorough responses. The most efficient method of data collection was to send the questionnaire online using Google Forms because most of the respondents were not in Batusangkar.

### **2. Interview**

The researcher carried out interviews with the research informants. According to Rakhmat (2012), an interview was a purposeful interaction in which one individual gathered information from another. The researcher adopted a structured interview approach to formally interview the informants and collected the necessary data.

The researcher conducted interviews with fifth-semester English students at UIN Mahmud Yunus Batusangkar who were registered in the 2024/2025 academic year and who had taken the Speaking for Academic Purposes course, to find out how students' perceptions of their self-efficacy in the Speaking for Academic Purposes subject and the reason behind it. In conducting the interviews to ensure good communication and obtain accurate information, the researcher spoke Indonesian language. Additionally, the researcher used a cell phone to record the interviews after getting the informants' consent; after that the researcher asked students' perceptions of their self-efficacy in the Speaking for Academic Purposes class.

An interview was a two-person activity in which the interviewer asked the interview questions that the interviewee answered. One-on-one interviews, focus group interviews, telephone interviews, and electronic email interviews were the four forms of interviews (Creswell, 2008). Based on the types of interviews above, he conducted one-on-one interviews. One-on-one interview was a data collection method in which the researcher asked questions and collected answers from only one participant in the research at a time. The researcher developed a series of questions about students' perceptions of their self-efficacy in the Speaking for Academic Purposes class. To collect interview data, the researcher followed several steps, such as preparing the questions to be asked to the English students. The researcher prepared a transcription depending on the results of the interview.

#### **F. Checking Data Trustworthiness**

One of the main strategies the researcher used in this study to ensure the reliability of the data was time triangulation. This approach involved collecting data at different periods of time, which enhanced the

trustworthiness of the findings by reducing dependency on a particular time or place. By revisiting the same informants and comparing early data with later interviews, the researcher ensured that the results were accurate, consistent, and aligned with the participants' real experiences.

In addition to giving participants sufficient time to express their perspectives, the researcher also conducted iterative checks on the data. Follow-up interviews were carried out with the same informants to verify the information obtained from the initial interviews. This double-checking process aimed to maintain the consistency of participant responses and clarify any unclear or contradictory statements.

In summary, by combining time triangulation and iterative verification, the researcher ensured that the data collected was reliable, valid, and firmly grounded in the authentic voices of the participants.

## **G. Technique of Data Analysis**

To analyze the data in this research, the researcher used a three-stages data analysis method with three stages, namely: data reduction, data display, and conclusion drawing and data verification (Miles & Hubberman, 1994).

### **a. Data Reduction**

The process of selecting, focusing, reducing, abstracting, and altering existing data from written records in the field was known as data reduction. During the interview, data reduction occurred. Data collected in the field were still in the form of extensive descriptions or reports that, if not condensed, would have been difficult to consume. Reducing entailed summarizing, selecting the major points, focusing on what was vital, searching for themes and patterns, and discarding those that were unneeded (Sugiyono in Hardani, 2022).

#### b. Data Display

After the data were reduced, the next step that was taken was to display it. In qualitative research, data were presented in the form of brief descriptions, charts, correlations between categories, and so on. By displaying data, it was easier to grasp what happened and plan future work based on what had been understood. Display meant organized information that led the writer to draw conclusions. Presentation of data was displayed based on the research focus. That included displaying data in written text in terms of extracts. In this step, the researcher analyzed the data into a table based on data reduction.

#### c. Conclusion Drawing and Verification

After reducing and displaying the data, the researcher drew the findings and validated the data. In this step the researcher drew conclusions from the findings of the data obtained in the field, both the initial research data and the data obtained during the research that was carried out. It was presented in table form in the data display. This was applied to see students' perceptions of their self-efficacy in the Speaking for Academic Purposes class.

## **BAB IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

This chapter presents and discusses the findings of the research entitled “*Students’ Perception of Their Self-Efficacy in Speaking for Academic Purposes Subject.*” The focus of this research is on how students perceive their confidence and capabilities (self-efficacy) in performing academic speaking tasks. To obtain valid and trustworthy data, the researcher conducted in-depth interviews with six informants and applied time triangulation by collecting data at different periods of time to ensure consistency and accuracy of the responses. The data analysis began by transcribing the interview recordings, followed by reducing and organizing the data. Each informant was coded (e.g., I.1 for Informant 1, I.2 for Informant 2), and each perception that emerged was also coded systematically (e.g., P.1 for Perception 1, P.2 for Perception 2, and so on). The researcher then displayed the data in the form of categorized tables and grouped them based on five types of perception: self-perception, environmental perception, learned perception, physical perception, and cultural/social perception. These categories were used to interpret the students’ expressions of self-efficacy in the context of the Speaking for Academic Purposes course.

#### **1. Students’ Perceptions of Their Self-Efficacy in the Speaking for Academic Purposes Subject**

Based on the findings of this study, the majority of students expressed a positive perception of their self-efficacy in the *Speaking for Academic Purposes* course. Many students reported that they felt confident when asked to perform various academic speaking tasks, such as class presentations, debates, and structured discussions. They explained that their belief in their ability to use English effectively allowed them to engage more actively in class and deliver ideas with greater clarity. Several students also highlighted that their preparation before performing tasks gave them a sense

of assurance, enabling them to approach speaking activities with more composure and confidence. Overall, the data suggest that most students perceived themselves as capable of succeeding in this course.

Meanwhile, a smaller number of students demonstrated a less positive perception of their self-efficacy. This group frequently expressed that they experienced nervousness, anxiety, and hesitation when performing speaking tasks in front of others. They often reported feeling worried about making mistakes in pronunciation, grammar, or vocabulary choice, which made them less confident in their ability to communicate effectively. Some also indicated that they struggled when asked to speak spontaneously, as they felt unprepared and unsure of their responses. Such findings show that, although they recognized the importance of the course, these students still perceived themselves as less capable of meeting its demands.

These findings indicate that the majority of students view themselves positively in terms of self-efficacy, while only a minority perceive it less favorably. The overall trend shows that most students are able to approach the *Speaking for Academic Purposes* course with confidence, believing in their ability to succeed in different speaking activities. At the same time, the small number of students who struggle with lower levels of confidence demonstrate that differences in self-efficacy perceptions exist among the class. This highlights a contrast between the dominant group of students who feel assured in their speaking abilities and a smaller group who remain doubtful of their capacity to perform effectively.

## 2. Reason why do they hold such perceptions

Students' confidence and belief in their academic speaking abilities were influenced by various reasons, which can be grouped into five main categories: *self-perception*, *environmental perception*, *learned perception*, *physical perception*, and *cultural/social perception*.

In terms of *self-perception*, three distinct views emerged. Some students felt less confident when they perceived their preparation to be inadequate, especially in comparison to their classmates. In contrast, others felt more confident when they believed they could deliver their ideas clearly and had prepared well. Doubts also exist when students felt they had not fully mastered the material they were going to present, which directly affected their self-efficacy during performances.

Within *environmental perception*, three key points were identified. Difficulty in understanding lecturers' instructions could cause confusion and uncertainty, leading students to feel less assured about their performance. A supportive classroom environment and peer encouragement helped students feel more comfortable and confident. Clear guidance and structured feedback from lecturers also contributed to their readiness and motivation to speak in public.

In *learned perception*, two perspectives emerged. Viewing speaking activities as a challenge could increase students' motivation and enthusiasm to participate actively. Conversely, negative past experiences—such as anxiety or failure during previous performances—left doubts that influenced their confidence in future speaking tasks.

In terms of *physical perception*, two points were noted. Inadequate classroom conditions, such as dim lighting or an uncomfortable room, made students feel uneasy and less focused during their performances. Such physical discomfort was perceived as a distraction that reduced their ability to concentrate and deliver their material confidently.

Lastly, *cultural and social perception* included two main ideas. The pressure of being directly observed and assessed by lecturers, particularly

through formal scoring rubrics, affected students' sense of readiness and confidence. In addition, witnessing classmates who appeared nervous or insecure before their turn also made some students feel anxious and question their own performance.

As noted in a study by UIN Mahmud Yunus Batusangkar's English Teaching Department, the following explanation is based on the findings of an interview with informants titled "Students' Perception of Their Self-Efficacy in *Speaking for Academic purposes subject*." The reason why of their perceptions were explained as follows:

#### **a. Self Perceptions**

Students' views, evaluations, and judgements of their own speaking skills for academic purposes are referred to as self-perception. Their opinions regarding their own preparedness, competency, and capacity to carry out speaking duties like facilitating conversations, giving presentations, or serving as master of ceremonies are all part of this perception. Self-perception is crucial in determining motivation and behavior since people often behave in ways that reflect their self-perception (Xiao et al., 2014). In the context of self-efficacy, Bandura (1994) highlighted that students' motivation to participate in an activity, particularly one as performance-based as public speaking, is directly influenced by their view of their own abilities.

- 1) Lack of preparation compared to peers makes students feel less self efficacy during speaking tasks

One of the most frequently expressed perceptions by the students was that a lack of preparation particularly when they compared themselves to their peers significantly contributed to a decline in their sense of self-efficacy. Many students shared that when they felt underprepared, especially in contrast to classmates who appeared more ready or knowledgeable, they experienced heightened levels of anxiety and self-doubt. This lack of confidence often

manifested during speaking-related activities, such as oral presentations or classroom discussions. In these situations, students tended to become more hesitant, struggled to express their ideas clearly, and were more likely to withdraw from active participation. Their perceived inadequacy in preparation created a mental barrier that made it difficult for them to engage comfortably and confidently in academic speaking tasks.

The interview result was:

*"Eee.. karena ee.. I.1 tidak yakin dengan persiapan Dwifa, dan melihat dari persiapan teman-teman sepertinya lebih matang, jadi tidak meyakinkan I.1 ee, tidak meyakinkan Dwifa dengan persiapan Dwifa sendiri"*

[Ee.. because ee.. I.1 was not confident with I.1's preparation, and seeing *the* preparation of friends seemed more thorough, so it didn't convince I.1, ee, didn't convince Dwifa with Dwifa's own preparation.]

Additionally, data for this perception were also obtained from Informant I.6. The interview was conducted on June 30, 2025, at 16.28 WIB, in a face-to-face setting at Mustaqim rent house. The situation during the interview was quiet and cozy, ensuring the informant had the freedom to share information. The informant was available after class.

The interview result was:

*"ee.. kadang yang bikin ga yakin tu, kan misalnya kita tampilnya satu satu ni , yanh semua tu di luar kelas, aa.. jadi kadang melihat kawan yang udah tampil tu, sambil kita nunggu giliran kita tuk tampil kadang kawan tu wajahnya tuh udah Nampak kali mereka tu takut sama hasil penampilannya tu bang."*

[Ee.. sometimes what makes me unsure is, for example, when we perform one by one, and everyone else is outside the classroom, aa.. so sometimes seeing friends who have already performed, *while* we wait for our turn to perform, sometimes their faces already show that they are really afraid of the outcome of their performance, bang.]

This answer demonstrates how social comparison can significantly lower one's sense of self efficacy, especially in performance-based academic settings. Even when students possess adequate preparation and skills, their self-efficacy can be undermined simply by perceiving that their peers are more competent or better prepared. This perception often triggers internal doubt and anxiety, leading students to second-guess their abilities. Furthermore, the influence of vicarious experience becomes particularly salient when students observe visible signs of nervousness or unease in others, such as anxious expressions or tense behavior before performing. Rather than reassuring them, these observations may amplify their own fears of failure or embarrassment.

According to Bandura (1997), such vicarious experiences where individuals form beliefs about their capabilities through observing others can negatively impact self-efficacy, especially when those observations are associated with perceived struggle or failure. In this context, instead of serving as encouragement, the social environment becomes a source of psychological pressure, causing students to feel increasingly unsure about their own readiness and competence.

- 2) Students feel more confident when they believe they have the ability to express their ideas clearly

Some students expressed a strong sense of self-efficacy derived from their belief in their ability to articulate their thoughts clearly and effectively. This internal confidence was not merely spontaneous but often rooted in a proactive approach that involved thorough preparation, familiarity with the material, and repeated exposure to speaking tasks. By engaging in these preparatory behaviors, students developed a sense of mastery and control over the content they were expected to deliver. This, in turn, fostered a heightened sense of readiness, allowing them to enter speaking

situations with reduced anxiety and greater composure. Their belief in their communicative competence acted as a buffer against fear of failure or judgment, making them more resilient when facing an audience.

Bandura (1997) emphasizes that mastery experiences successfully performing a task are the most influential source of self-efficacy. In this context, students' confidence in expressing ideas clearly was both a result of and a contributor to those mastery experiences, reinforcing a positive cycle of preparation, performance, and self-belief that ultimately elevated their perceived capability in academic speaking settings.

The data for this perception were obtained through an in-depth interview with Informant I.5. The interview was conducted on June 30, 2025, at 16.54 WIB, in a face-to-face setting at Oren rent house. The situation during the interview was quiet and cozy, ensuring the informant had the freedom to share information. The informant was available after class.

The interview result was:

*"Karna I.5 yakin public speaking I.5 tuh bisa menyampaikan apa yang ada di pikiran I.5, trus eee... I.5 juga matkul tu udah persiapan untuk ee.. tampil dan mendalami materi"*

[Because I.5 is confident that I.5's public speaking can convey *what's* on I.5's mind, and eee... I.5 has also prepared for the subject to perform and deepen her understanding of the material.]

This response strongly aligns with Bandura's (1997) concept of mastery experiences as the most influential source of self-efficacy. Direct successful experiences, born from diligent preparation and competence, powerfully reinforce one's belief in their capabilities. When students are able to plan, practice, and perform successfully, they build a mental record of achievement that can be drawn upon in future tasks. These accumulated experiences reduce anxiety and foster

a stronger sense of control over performance outcomes. As a result, students become more confident in tackling similar challenges, believing that their past successes are indicators of future potential.

- 3) Uncertainty arises when students feel they have not mastered the material they will present

A significant factor contributing to students' uncertainty was the perception of insufficient mastery over the material they were tasked to present. This internal doubt about their knowledge base directly impacted their confidence during speaking tasks. When students felt that their understanding of the topic was incomplete or superficial, they became more hesitant to speak, fearing that they might make mistakes or be unable to answer questions. This lack of confidence often resulted in increased anxiety and reduced willingness to actively participate in classroom discussions or presentations.

The data for this perception were obtained through an in-depth interview with Informant I.3 . The interview was conducted on June 30, 2025, at 16.23 WIB, in a face-to-face setting at Akper rent house in Batusangkar. The situation during the interview was quiet and cozy, ensuring the informant had the freedom to share information. The informant was available after class.

The interview result was:

*"Ee.. selain dari yang tadi, terus juga tentang pemahaman materi juga, kalau misalkan nih kan tampil ada teman-teman di luar, Nah pas keluar kelas tuh kaya wajahnya udah kaya murung gitu loh bang, kaya gitu lah pokoknya kaya, dia merasai tuh kaya kurang perfect gitu ,kan Jadi I.3 lebih itu sih agak grogi aja jadinya."*

[Ee.. besides that, also about material comprehension, for example, *when* performing, there are friends outside. When they come out of the class, their faces look gloomy, like that, like they feel imperfect. So, I get a bit nervous because of that.]

This finding emphasizes how perceived deficits in skill or knowledge, particularly in mastering the task's content, can lead to a significant drop in self-efficacy. Bandura (1997) highlights the importance of actual competence (mastery experience) in building robust self-efficacy beliefs.

#### **b. Environmental Perception**

- 1) Difficulty in understanding the lecturer's instructions makes students feel unsure and hesitant.

A notable environmental factor influencing students' self-efficacy was the clarity of instructions provided by the lecturer. When students found it challenging to comprehend the instructions for speaking tasks, their confidence in performing those tasks adequately diminished. Unclear guidelines often led to confusion about expectations, which in turn caused hesitation and reduced their sense of preparedness. This uncertainty made them feel less capable and more anxious about delivering their performance correctly.

The data for this perception were obtained through an in-depth interview with Informant I.1 . The interview was conducted on June 30, 2025, at 13.46 WIB, in a face-to-face setting at Dj's Café Batusangkar. The situation during the interview was quiet and cozy, ensuring the informant had the freedom to share information.

The interview result was:

*"Eee.. sepertinya kesulitan dalam memahami instruksi bapak bang"*

[Ee.. it seems like difficulty in understanding the lecturer's instructions, bang.]

This highlights the critical role of environmental support in shaping self-efficacy, particularly within academic contexts where clear communication is essential. When students are provided with well-structured, detailed instructions, they are more likely to feel confident and capable of meeting task expectations. In contrast,

ambiguous or unclear instructions can create confusion and uncertainty, leaving students unsure of what is required and how to approach the task. This lack of clarity not only disrupts their preparation process but also undermines their perceived ability to perform successfully. Bandura (1997) emphasizes the importance of verbal persuasion and feedback as key sources of self-efficacy, suggesting that when students receive unclear guidance, it weakens this form of support and contributes to diminished motivation and performance. Thus, the clarity of instructional communication becomes a pivotal environmental factor that can either strengthen or hinder students' confidence in their academic speaking abilities.

- 2) A positive classroom atmosphere and supportive friends increase students' comfort and confidence

A supportive and positive peer environment significantly contributed to students' comfort and self-efficacy. Feeling supported by classmates created a sense of security and encouragement, making students more confident in their speaking abilities.

The data for this perception were obtained through an in-depth interview with Informant I.5 . The interview was conducted on June 30, 2025, at 16.54 WIB, in a face-to-face setting at Oren rent house. The situation during the interview was quiet and cozy, ensuring the informant had the freedom to share information. The informant was available after class.

The interview result was:

"oo.. ini mungkin karna I.5 berada di lingkungan yang positif yaa,, *teman* teman rara yang saling support dan ruangan kelas yang mungkin itu itu saja, jadi I.5 tuh udah beradaptasi dengan lingkungan dan teman teman gitu."  
 [Oh, maybe this is because I.5 is in a positive environment, Rara's *friends* support each other, and the classroom might be the same one, so I.5 has adapted to the environment and friends.]

This finding emphasizes the importance of social support and a positive learning climate as a source of self-efficacy, particularly through verbal persuasion and vicarious experiences of collective support (Bandura, 1997). When students witness their peers encouraging one another and working collaboratively, it fosters a sense of belonging and mutual trust. This collective atmosphere not only reduces anxiety but also enhances motivation, as students feel they are part of a supportive group rather than competing against one another. Over time, consistent exposure to this kind of environment helps students internalize positive expectations and strengthens their belief in their ability to succeed.

- 3) Clear guidance and feedback from the lecturer helps students feel prepared and motivated

Clear guidance and explicit directions from lecturers were found to significantly bolster students' self-confidence. When lecturers provided dedicated support, including clear outlines and instructions on what was expected, students felt more secure and capable in their speaking performances. This clarity helped reduce ambiguity and allowed students to focus more on content preparation rather than worrying about misunderstandings regarding task requirements. Knowing exactly what to prepare and how to deliver it gave students a sense of control, which is essential in reducing anxiety before performance. Additionally, the structured support from lecturers was perceived as a form of encouragement, reinforcing students' belief that they were capable of succeeding. Such guidance also allowed students to allocate their time and energy more efficiently, focusing on improving the quality of their speech rather than second-guessing the assignment's expectations. In line with Bandura's (1997) theory, this form of verbal persuasion from credible authority figures can be a powerful tool in enhancing students' self-efficacy.

The data for this perception were obtained through an in-depth interview with Informant I.2 . The interview was conducted on July 1, 2025, at 11.43 WIB, in a face-to-face setting in the library of State Islamic University Mahmud Yunus Batusangkar. The situation during the interview was quiet and cozy, ensuring the informant had the freedom to share information. The informant was available after class. The interview result was:

"Nah, terutama dosennya ya kan bang, dosen kita tuh dedikasinya tinggi. Jadi dia udah men-guide kita, udah ngasih arahan yang peraturan juga apa aja yang harus ditampikan tuh udah jelas sama beliau. Jadi oleh karena itu, I.2 pd ditampil ke depan karena udah ada outline nya lah, ee.. skrip nya lah segala macam seperti itu"

[Well, especially the lecturer, right? Our lecturer is highly dedicated. So, he has guided us, already given clear directions and rules about what needs to be presented. Therefore, Halimah is confident performing in front because there is already an outline, eee... a script and all sorts of things like that.]

This finding underscores the power of verbal persuasion as a source of self-efficacy (Bandura, 1997). When credible sources like lecturers express confidence in students' abilities and provide clear pathways to success, it can significantly enhance their belief in themselves.

### **c. Learned Perception**

- a. Students who view speaking tasks as challenges feel more motivated and enthusiastic.

For some students, the very nature of speaking tasks was perceived as a challenge, which paradoxically served as a strong motivator. This positive outlook led to increased enthusiasm and a proactive approach to the subject, contributing to higher self-efficacy.

The data for this perception were obtained through an in-depth interview with Informant I.2 . The interview was conducted on July 1, 2025, at 11.43 WIB, in a face-to-face setting in the library of State Islamic University Mahmud Yunus Batusangkar. The situation during the interview was quiet and cozy, ensuring the informant had the freedom to share information.

The interview result was:

"Pertama kan mata kuliahnya speaking berarti kita sering tampil ya kan bang ya. Nah, tampilnya tuh di dalam kelas dan di depan teman-teman, jadi karna di depan teman-teman, I.2 tuh sudah biasa aja, nggak nervous gitu. Dan juga I.2 juga suka kayak merasa tertantang. Kalau, karena speaking ini merasa tertantang kan, jadi I.2 makin semangat speakingnya karena merasa ditantang tersebut gitu."

[First, since it's a speaking course, we frequently perform, right? Well, the performances are in the classroom and in front of friends, so because it's in front of friends, I.2 is

already used to it, not nervous. And I.2 also likes to feel challenged. If, because speaking feels challenging, I.2 becomes more enthusiastic about speaking because of that challenge.]

This highlights how cognitive appraisal and learned coping mechanisms influence self-efficacy. Framing a task as a challenge rather than a threat can foster positive emotional states and a greater sense of capability (Bandura, 1997).

- b. Previous negative experiences (e.g., anxiety during past performances) create lingering doubts in future tasks.

Prior negative experiences, such as significant nervousness during previous speaking engagements, were found to create a lasting sense of doubt. This learned apprehension tended to re-emerge in subsequent speaking tasks, hindering self-efficacy. Students who had experienced failure or embarrassment in past performances often carried those memories with them, making it difficult to approach new tasks with confidence. They reported feelings of anxiety resurfacing even before they began speaking, especially when situations resembled those of their past negative experiences. These recurring thoughts led to hesitation and a fear of repeating past mistakes. As a result, students became more self-conscious and overly critical of their own speaking abilities. Over time, this pattern of negative reinforcement contributed to a cycle that further diminished their belief in their own communicative competence.

The data for this perception were obtained through an in-depth interview with Informant I.3 . The interview was conducted on June 30, 2025, at 16.23 WIB, in a face-to-face setting at Akper rent house in Batusangkar. The situation during the interview was quiet and cozy, ensuring the informant had the freedom to share information.

The interview result was:

"Eee.. itu tuh bang pas tampil, jadi kayak kalau dilihat dosen tuh kayak agak grogi gitu. terus walaupun dilihatin

temen-temen gitu kan, walaupun kita udah asal yang kenal tapi kayak ada pressure tersendiri aja gitu.."  
 [Ee.. that's when performing, so it's like if the lecturer is watching, I get a bit nervous. Even if friends are watching, even though we already know them, it feels like there's a certain pressure.]

This finding strongly relates to mastery experiences (Bandura, 1997). A history of perceived failures or significant discomfort during a task can undermine self-efficacy, making individuals anticipate similar negative outcomes in future attempts.

#### **d. Physical Perception**

- 1) Uncomfortable classroom conditions, such as dim lighting or poor visibility, make students feel uneasy when performing.

The physical environment's comfort level significantly influenced students' ease during presentations. Specifically, dim or inadequate lighting in the classroom led to feelings of physical discomfort, which in turn could detract from their focus and performance. Students reported that poorly lit rooms made it difficult to maintain eye contact with the audience, contributing to a sense of disconnection and unease. Additionally, uncomfortable seating arrangements or stuffy air quality further amplified their discomfort.

When students felt physically uneasy, their mental concentration suffered, making it harder to organize their thoughts and speak clearly. On the other hand, a well-lit, spacious, and ventilated room helped foster a more positive mindset. Such an environment allowed students to feel more relaxed and less distracted by external discomforts. As a result, they were better able to engage with their audience and deliver their presentations with greater confidence.

The data for this perception were obtained through an in-depth interview with Informant I.4 . The interview was conducted on June 30, 2025, at 14.11 WIB, in a face-to-face setting in G.H building of State Islamic University Mahmud Yunus Batusangkar. The situation

during the interview was quiet and cozy, ensuring the informant had the freedom to share information. The informant was available after class.

The interview result was:

"Mungkin gini ya bang yaa, walaupun temenan udah lama kan ya di kelas, Cuma kalo kita tampil di depam kawan, ee... orang ramai tuh masih ada, eee.. ga yakin gitu bang sama tampilnya itu, terus juga kondisi kelas di G.H 2.5 tu lampunya ga nyala bang, jadi gelap jadi kurang nyaman rasanya pas tampil.."

[Maybe like this, bro, even though we've been friends for a long time in class, but if we perform in front of friends, eee... a crowd, there's still, eee... uncertainty about the performance. Also, the classroom condition in G.H 2.5, the lights are off, bro, so it's dark, it feels less comfortable when performing.]

Additionally, data for this perception were obtained from Informant I.6. The interview was conducted on June 30, 2025, at 16.28 WIB, in a face-to-face setting at Mustaqim rent house. The situation during the interview was quiet and cozy, ensuring the informant had the freedom to share information. The informant was available after class.

The interview result was:

"Terus kadang ruangan kelas tu juga gelap, jadi takut juga bang."

[And sometimes the classroom is dark too, so I'm scared, bro.]

This demonstrates the direct impact of physiological and emotional states on performance. A physically uncomfortable setting can induce stress or unease, which students may interpret as a sign of impending difficulty or inability to perform effectively (Bandura, 1997).

- 2) Physical discomfort in the speaking environment leads to distraction and reduced focus during presentation.

Physical discomfort stemming from the speaking environment directly impacted students' ability to concentrate. Factors such as poor lighting, inadequate ventilation, or cramped seating often caused unease, which distracted students during presentations. This discomfort made it harder for them to stay focused, organize their thoughts, and speak clearly. As a result, their performance sometimes suffered, not because of a lack of preparation, but due to the distracting physical setting. A more comfortable environment, on the other hand, helped students feel at ease and enhanced their ability to perform confidently

The data for this perception were obtained through an in-depth interview with Informant I.4 . The interview was conducted on June 30, 2025, at 14.11 WIB, in a face-to-face setting in G.H building of State Islamic University Mahmud Yunus Batusangkar. The situation during the interview was quiet and cozy, ensuring the informant had the freedom to share information. The informant was available after class.

The interview result was:

"Mungkin gini ya bang yaa, walaupun temenan udah lama kan ya di kelas, Cuma kalo kita tampil di depam kawan, ee... orang ramai tuh masih ada, eee.. ga yakin gitu bang sama tampilnya itu, terus juga kondisi kelas di G.H 2.5 tu lampunya ga nyala bang, jadi gelap jadi kurang nyaman rasanya pas tampil.."

[Maybe like this, bro, even though we've been friends for a long time in class, but if we perform in front of friends, eee... a crowd, there's still, eee... uncertainty about the performance. Also, the classroom condition in G.H 2.5, the lights are off, bro, so it's dark, it feels less comfortable when performing.]

This further emphasizes how environmental factors influence physiological states, which in turn affect cognitive processes like focus. When students are physically uneasy, their attention may be diverted from the task, impacting their perceived self-efficacy and actual performance (Bandura, 1997). For example, being in a hot,

poorly ventilated room can cause restlessness or fatigue, making it harder to stay mentally engaged. These physical distractions compete with the cognitive resources needed for organizing thoughts and delivering speech effectively.

Over time, repeated exposure to such discomfort during speaking tasks may lead students to associate public speaking with stress or failure. This association can diminish their motivation to participate and reinforce a cycle of low confidence. In contrast, environments that promote physical comfort help support a calm physiological state, which facilitates clearer thinking and improved verbal expression. Thus, optimizing environmental conditions is essential for fostering both concentration and a stronger sense of self-efficacy.

#### **e. Cultural/Social Perception**

- 1) Students feel pressured when being observed and assessed by the lecturer, especially with formal rubrics

The presence of a formal assessment system, particularly when lecturers actively observe and evaluate students using rubrics, was perceived as a significant source of pressure. Students often felt that every gesture, word choice, and mistake was being closely monitored and judged. This evaluative environment could heighten anxiety and cause them to become overly self-conscious during their performance. As a result, their confidence diminished, and they were less likely to speak naturally or take risks in expressing their ideas. The pressure to meet formal criteria sometimes overshadowed the goal of effective communication.

The data for this perception were obtained through an in-depth interview with Informant I.4 . The interview was conducted on June 30, 2025, at 14.11 WIB, in a face-to-face setting in G.H building of State Islamic University Mahmud Yunus Batusangkar. The situation

during the interview was quiet and cozy, ensuring the informant had the freedom to share information.

The interview result was:

"Mungkin ini yaa, karna kita tampilkan dosen nya itu melihat yaa, sudah ada rubrik penilaian dari bapakn y aitu, eee mungkin Jidan takutnya kurang memenuhi ekspetasi dosen tersebut"

[Maybe this, because when we perform, the lecturer is watching, there is already an assessment rubric from him, eee, maybe Jidan is afraid of not meeting the lecturer's expectations.]

This highlights the influence of social-cultural factors and performance demands on self-efficacy. Formal evaluation contexts can trigger performance anxiety, where the fear of negative judgment impacts an individual's perceived capability and willingness to engage (Bandura, 1997, regarding physiological and affective states, and social evaluative threats). When students know they are being assessed, especially through structured rubrics, they may feel pressure to meet expectations rather than focus on authentic communication.

This pressure can lead to overthinking, hesitation, or forgetting prepared content. As a result, their performance may not reflect their actual ability but rather their anxiety in the moment. Over time, repeated exposure to such high-stakes situations without proper support may reduce students' motivation to participate in speaking tasks. Students might avoid risks, such as improvising or elaborating, due to fear of making mistakes. This avoidance behavior reinforces their belief that they are not capable speakers, which further weakens self-efficacy. Therefore, while assessment is important, it must be balanced with supportive strategies that minimize stress and promote confidence.

- 2) Seeing nervous classmates before performing causes some students to feel anxious and doubt their own ability.

The emotional state of peers also had a vicarious effect on students' self-confidence. Witnessing the anxious or worried expressions of classmates who had already performed or were waiting for their turn could instill doubt and reduce their own sense of capability. This indirect influence often triggered anticipatory anxiety, especially when students observed peers struggling or receiving critical feedback. Instead of feeling encouraged by shared experience, they began to internalize the fear of underperforming. Such vicarious experiences created a tense atmosphere that made students question their preparedness and abilities. As a result, their confidence declined even before they had the chance to speak.

The data for this perception were obtained through an in-depth interview with Informant I.6 . The interview was conducted on June 30, 2025, at 16.28 WIB, in a face-to-face setting at Mustaqim rent house. The situation during the interview was quiet and cozy, ensuring the informant had the freedom to share information. The informant was available after class.

Interview result was:

"ee.. kadang yang bikin ga yakin tu, kan misalnya kita tampilnya satu satu ni , yang semua tu di luar kelas, aa.. jadi kadang melihat kawan yang udah tampil tu, sambil kita nunggu giliran kita tuk tampil kadang kawan tu wajahnya tuh udah Nampak kali mereka tu takut sama hasil penampilannya tu bang."

[Ee.. sometimes what makes me unsure is, for example, when we perform one by one, and everyone else is outside the classroom, aa.. so sometimes seeing friends who have already performed, while we wait for our turn to perform, sometimes their faces already show that they are really afraid of the outcome of their performance, bro.]

This directly illustrates the impact of vicarious experience (Bandura, 1997). Observing others' anxiety or perceived failures can transmit doubt and lower an observer's own self-efficacy beliefs, even before they attempt the task themselves. When students see their peers struggle or appear visibly nervous, they may begin to anticipate

similar difficulties in their own performance. This expectation can increase stress and reduce their willingness to take initiative during speaking tasks. Over time, these repeated vicarious exposures to negative emotional cues can shape a student's internal belief system about their own competence. Consequently, even well-prepared students may underperform simply because of the emotional tone set by those around them.

## **B. Discussion**

The findings of this study reveal that the majority of students demonstrated a high level of self-efficacy in the Speaking for Academic Purposes course, while a smaller proportion showed lower levels. Students with high self-efficacy generally expressed confidence in handling various academic speaking tasks, including structured presentations, leading group discussions, and responding to spontaneous questions. They tended to approach these tasks with a sense of preparedness, often relying on both their knowledge and prior speaking experiences to deliver clear and organized messages. This confidence often allowed them to maintain composure, organization, and clarity in front of an audience, even when facing unexpected challenges during a presentation.

In contrast, students with lower self-efficacy frequently reported self-doubt, nervousness, and anxiety when speaking in academic contexts. For them, public speaking was perceived as a challenging task that required significant mental effort, and fears of making mistakes or being negatively judged by peers and lecturers further hindered their performance. This contrast highlights a noticeable gap in students' confidence levels, which reflects differences in their experiences, preparation, and available support throughout the learning process.

The reasons behind these perceptions are influenced by several interconnected factors, namely self-perception, environmental perception, learned perception, physical perception, and cultural or social perception.

Students' self-perception, which involves their own assessment of language skills such as vocabulary, grammar, pronunciation, and organization, played a key role in shaping confidence, as those who believed in their linguistic competence tended to speak more fluently and assertively. Environmental perception, including peer attitudes, lecturer feedback, and classroom atmosphere, could either strengthen or weaken self-efficacy depending on whether the environment was supportive or judgmental. Learned perception emerged from past speaking experiences, where positive outcomes encouraged confidence and negative experiences diminished it, often leaving a lasting impression on how students approached future tasks. Physical perception, related to health, comfort, and even voice condition, also affected performance, as students in discomfort or fatigue often felt less capable of expressing themselves effectively.

Lastly, cultural and social perception influenced self-efficacy through norms, expectations, and peer behavior, where observing others' success could inspire confidence, while witnessing anxiety in peers could transmit doubt and hesitation. These findings suggest that students' self-efficacy in academic speaking is shaped by a dynamic combination of personal, environmental, and situational factors that interact in complex ways to influence their overall confidence.

The first category is self-perception, students reported that their confidence increased when they believed they could deliver ideas clearly and had prepared well, but decreased when they felt less prepared compared to peers. This finding is in line with Wijaya & Mbato (2020), who found that mastery experience and vicarious learning strongly influenced students' public speaking self-efficacy, with preparation and supportive feedback being key. Both studies emphasize the role of preparation and self-belief in enhancing confidence. However, unlike Wijaya & Mbato's focus on imitation of experienced speakers, this study highlights the negative effect of observing anxious peers, which could reduce self-efficacy.

The second category is environmental perception. Students in this study indicated that clear lecturer instructions, a supportive classroom atmosphere, and structured feedback boosted their readiness, while unclear guidance reduced confidence. This finding supports Moreno & Kilpatrick (2018), who showed that a supportive, low-anxiety classroom with peer collaboration enhanced language learners' self-efficacy. Both highlight the environment's role in boosting confidence, but the current study adds the nuance that lack of clarity in instructions can significantly harm perceived readiness.

The third category is learned perception, viewing speaking activities as challenges increased motivation, while past negative experiences lowered confidence. This aligns with Maryam et al. (2019), who found that students with higher self-efficacy felt more motivated and less anxious, while those with lower self-efficacy struggled to focus. Both studies note the motivational effect of challenge-based tasks, but the present study uniquely identifies the lingering influence of past failures in shaping future self-efficacy.

The fourth category is physical perception, uncomfortable classroom conditions (e.g., dim lighting, poor ventilation) were seen as distractions that reduced focus and confidence. Although none of the reviewed studies directly addressed physical environment factors, this finding extends previous research by introducing physical comfort as a contextual factor influencing speaking self-efficacy.

The fifth category is cultural/social perception, formal assessments and visible nervousness of peers created psychological pressure that sometimes reduced confidence. This is similar to Wene & Vantaosen (2023), who found that students from non-Java backgrounds initially felt passive and embarrassed due to limited exposure but improved with peer interaction and practice. Both studies emphasize social influence, but the present study reveals that not all peer effects are positive—observing anxious peers can reinforce personal anxiety.

In terms of differences, this study provides several new insights that have not been explicitly addressed in previous research. First, it identifies that

vicarious experience can also have a negative impact when students observe anxious peers, in contrast to earlier studies that framed it solely as a positive influence. Second, it highlights the detrimental effect of unclear lecturer instructions on students' readiness—an environmental factor absent from prior findings. Third, it emphasizes the long-term negative influence of past speaking failures on future self-efficacy, which was not explored in detail in earlier works. Fourth, it brings attention to the role of physical classroom conditions such as lighting and ventilation, a variable overlooked in the reviewed literature. Fifth, while earlier studies focused on the positive effects of peer interaction, this research demonstrates that peer influence can also perpetuate anxiety, adding a more nuanced perspective to the cultural and social dimensions of self-efficacy. Additionally, this study was conducted in the context of an Islamic higher education institution, making its findings reflective of students' perceptions within an academic environment that carries specific cultural and normative values, which have been largely unexplored in prior research.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This study aimed to explore students' perceptions of their self-efficacy in the Speaking for Academic Purposes subject. Using Bandura's (1997) theoretical framework of self-efficacy, the findings revealed that students' beliefs about their speaking abilities are shaped by a combination of internal and external influences. These influences were categorized into five key perception groups: self-perception, environmental perception, learned perception, physical perception, and cultural/social perception. Each category reflects the multifaceted nature of students' psychological and emotional responses to academic speaking tasks.

Based on the findings of this study, the majority of students have a high level of self-efficacy in the Speaking for Academic Purposes course, while some others have a lower level. Most students feel capable of handling various academic speaking tasks, ranging from presentations to discussions, and believe that they can convey ideas clearly and effectively. This confidence enables them to perform more calmly, in a structured manner, and with greater self-assurance in front of an audience. Meanwhile, a small portion of students show a low level of self-efficacy. This group often experiences doubt, anxiety, or lack of confidence in their own abilities, making public speaking a significant challenge. This difference indicates a gap in the level of self-confidence among students, which is influenced by several main factors.

Based on the research results, the reasons why students have that such perceptions of their self-efficacy are divided into five categories: self-perception, environmental perception, learned perception, physical perception, and cultural/social perception. The self-perception factor relates to how students view their own abilities and potential. Environmental perception includes the conditions and support of the learning environment that affect

confidence. Learned perception comes from previous experiences, both supportive and inhibiting, which shape the perception of speaking ability. Physical perception involves physical conditions such as health and bodily readiness when performing speaking tasks. Meanwhile, cultural/social perception is related to the influence of culture, norms, and social interactions that shape students' habits and confidence. All these factors collectively contribute to shaping students' perceptions of their academic speaking abilities.

## **B. Suggestion**

Based on the results of this research, the researcher would like to give some suggestions:

### **1. English Students of the English Teaching Department**

For the students, the results of this research are expected to provide deeper insights and awareness regarding their own self-efficacy in speaking for academic purposes. By understanding the internal and external factors that influence their speaking confidence—such as preparation, classroom environment, and emotional state—students are encouraged to reflect on their own learning strategies. Hopefully, this research can help students to build stronger self-confidence, reduce anxiety, and improve their performance in speaking activities through consistent practice and self-evaluation.

### **2. Lecturers of the English Teaching Department**

Based on the findings of this study, it is hoped that lecturers gain a better understanding of how various classroom conditions and their own teaching approaches can impact students' speaking self-efficacy. Lecturers are encouraged to provide clear instructions, emotional encouragement, and structured feedback to help students feel more supported. Furthermore, creating a positive and non-threatening classroom atmosphere can play an important role in motivating students and reducing performance anxiety, particularly in speaking-based subjects.

### **3. Future Researchers**

For future researchers who are interested in exploring similar topics, there are several aspects that can be further developed. Future studies may focus more deeply on the influence of peer dynamics or cultural background on self-efficacy. It is also recommended to investigate the role of digital tools or technology in supporting students' speaking confidence. Additionally, a longitudinal study could be conducted to examine how students' self-efficacy evolves over time and how certain interventions may affect their speaking development across semesters.

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