

The Impacts of Self-Efficacy on EFL Learners' Speaking Skills

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ABSTRACT

In L2 speaking learning contexts, highly self-efficacious EFL learners are characterised as speakers capable of sharing their ideas confidently with other interlocutors as they have put a higher degree of belief towards their current speaking competencies. In support of self-efficacy, EFL learners are strongly willing to proceed with the complex speaking learning processes as they are prompted to foster their L2 communicative competencies to the utmost level. This small-scale library study was initiated to reveal the potential impacts of self-efficacy on EFL learners' speaking skills. To achieve the primary study objective, 30 previous self-efficacy studies were profoundly reviewed with a thematic analysis to yield more understandable and trustworthy research results. Based on the obtained research results, it is strongly suggested that second language-speaking learning instructors infuse the robust construction of self-efficacy within EFL learners since they can progressively transform into more successful and confident L2 speakers. In conclusion, a higher degree of self-efficacy growth allows EFL learners to persistently confront various speaking learning impediments due to the successful employment of their speaking learning strategies mutually interlinked with the current speaking learning situations.

Keywords: Self-efficacy; Speaking skills; EFL learners.

INTRODUCTION

Through language, humans can express their present feelings, emotions, and thoughts efficiently to others since it is the primary medium of people's communication. Arfani and Sulistia (2019) state that through language, human beings can convey their feelings, emotions, and thoughts to other interlocutors. One of the tangible forms of human beings' communication can be discerned in the speaking area. In EFL learning enterprises, speaking is a productive skill that should be mastered by target language learners to be considered proficient academicians (Muthmainnah, et al., 2022). This underlying conception shares an identical value

with Effendi (2018), who highly suggested worldwide EFL learners intensively foster their L2 communicative competencies as they can progressively become more competent target language users. In stark contrast, acquiring the complete mastery of speaking skills cannot be done overnight since EFL learners often experience a higher level of tension, stress, and perturbation while trying to present their specific ideas in front of other classmates. This common speaking learning issue corresponds with El Shazly (2021) discovering that most university EFL learners undergo constant nervousness, strain, and stress to utilise the target language through daily conversations with other learning companions. When these psychological hurdles are not well-managed, EFL learners are more likely to experience repeated failure in their speaking learning activities as they cannot maximise the most significant potential of their L2 communicative skills.

This contention is supported by the view of Kang & Oh (2021), who highly advocate that EFL learners channel their focus on gradually alleviating their excessive foreign language speaking anxiety to elevate their targeted L2 communicative competencies to more significant development. On the language educators' side, one of the probable solutions that can be used to overcome the speaking mentioned above learning obstructions is to increase EFL learners' speaking learning interest. When learners can infuse more robust speaking learning motivation, they can share their ideas, opinions, and thoughts more confidently with other interlocutors. This confidence is significant as learners can gradually become more successful L2 speakers. This fundamental premise affirms the theory of Guvey (2021), which highly encourages second language educationalists to arouse EFL learners' speaking learning motivation at the commencement of speaking learning dynamics to transform them into more competent L2 speakers. Second language teachers must promote better self-efficacy among EFL learners to achieve the ultimate speaking learning goal. In support of self-efficacy, EFL learners are believed to tackle a wide variety of challenging speaking learning tasks as they can orchestrate some specific effective strategies and put a higher degree of belief towards their existing L2 communicative capabilities. This self-efficacy benefit accords with Harris (2022), adducing that highly self-efficacious EFL learners can withstand a vast range of speaking learning obstacles since they can arrange a series of efficient speaking strategies and entirely believe in their current speaking skills. In a similar vein, Ningias & Indriani (2021) believed that when self-efficacy is present, EFL learners are more likely to perform some consecutive speaking learning performances outstandingly because they have ingrained a stronger belief in their L2 communicative competencies and gain a greater willingness to achieve the desired speaking learning outcomes based on the speaking learning goals they have previously established.

Furthermore, the activation of self-efficacy can simultaneously allow EFL learners to foster their speaking skills to the fullest potential, consistently showcase satisfying speaking performances, and sincerely instil a stronger willingness to confront a vast variety of speaking learning hindrances. These aforementioned positive speaking learning behaviours are carefully aligned with Mohammadi et al., (2021) articulating that it is of foremost essential for second language teachers to embed robust self-efficacy development within EFL learners before commencing the upcoming speaking learning activities to make them become more highly motivated, excellent, and persistent L2 speakers bravely taking on any kinds of speaking learning adversities.

In addition, Kiang & Buchanan (2017) stated that four primary sources of self-efficacy can be constantly improved by second language educators and learners while working hand-in-hand to holistically achieve more fruitful speaking learning goals: mastery experience, verbal persuasion, vicarious experience, and psychological state. Mastery experience can be a critical determinant of further EFL learners' self-efficacy. This may happen since EFL learners tend to continue engaging with their existing speaking learning processes after they experience gratifying learning success in past events. At the same time, frequent failure and unpleasant learning enterprises happening in the past may discourage EFL learners from proceeding to their current learning dynamics. This elucidation sits well with the theory of Kontaş and Özcan (2022), contending that the prior learning success experienced by learners may lead them to inculcate a higher level of motivation in following their current learning processes. However, repeated learning failure can heavily degrade their learning motivation since they have noticed that they will attain identical failures. The constant supportive, positive, and constructive encouragement addressed by educators and other learning counterparts also determines EFL learners' intended speaking learning performances in the long run. Thus, positive verbal persuasion is crucial to intensively encouraging EFL learners to improve their speaking competencies with more robust speaking learning endeavours.

This advice is tightly interwoven with Myyry et al., (2022), which strongly prompts second language educationalists to impart more positive feedback for improving EFL learners' speaking skills, achievements and motivation (Syafryadin & Santiana, 2023). Vicarious experience also plays another pivotal role in significantly elevating EFL learners' self-efficacy and speaking competencies (Ocarina, et al., 2022). For instance, when EFL learners have been able to overcome taxing speaking learning tasks in the previous speaking learning experiences, they will be more likely to continue similar speaking learning success in the future as they believe that all these challenges can be assuredly overcome. Kang & Oh (2021) emphasise that through the accompaniment of vicarious experience, EFL learners can continually lighten their pessimism to be replaced by an optimistic speaking learning mentality since they have instilled a strong mindset that present speaking learning challenges will be overcome as they did to the prior learning difficulty. To ascertain the successful establishment of EFL learners' self-efficacy in speaking learning enterprises, second language educators must promote more positively sound and emotionally supportive speaking learning circumstances for all learners. This action should be released since learners can experience a higher degree of speaking learning enjoyment (Santiana & Marzuki, 2022, October), which influences their subsequent efforts to tackle a vast range of challenging speaking learning tasks. Asakereh & Dehghannezhad (2015) strongly motivated second language educators to constantly promote more favourable, meaningful, and interactive speaking learning environments where EFL learners can enjoyably handle a wide array of arduous speaking learning assignments.

Five previous studies have been conducted concerning the central theme proposed above. The first study conducted by Pauziyah & Zifafiyah (2024) found that most Indonesian EFL learners enjoyed the use of the bilingualism strategy in their daily speaking learning circumstances as they could easily communicate their specific thoughts to others in their first language in case they encounter some severe

difficulties in expressing their ideas by using the second language. Espina (2022) prompted second language educators to capitalise on a critical questioning technique in their regular speaking classroom where EFL learners can gradually transform into more confident, thoughtful, and competent target language speakers. Rochmah & Asmara (2022) revealed that in support of English camp activities, Indonesian university EFL learners have gradually gained a higher degree of self-confidence and willingness to communicate by using English, directly impacting their further self-efficacy growth. Hence, these researchers concurrently suggested that second language-speaking learning instructors in Indonesia start embedding more fun, learner-oriented, and collaborative speaking learning vicinities in which EFL learners' self-efficacy and L2 communicative competencies are intensively nurtured. In another study, Sa'diyah (2021) strongly advocated for second language educators working in Indonesian EFL speaking learning contexts to sustainably employ motivational strategies at the onset of speaking learning activities faced by learners to raise their interest to share particular thoughts by using the target language proactively.

In the last study, Tahmid et al., (2022) highly encouraged Indonesian EFL educationalists to start incorporating the robust development of self-esteem within their learners before embarking on the speaking learning activities to help them value the speaking skills they possess, directly influencing the further development of their L2 communicative competencies growth as well as self-efficacy. These previous studies have not profoundly investigated the impacts of self-efficacy on EFL learners' speaking skills. To narrow this research gap, the researcher initiated this small-scale library study to unearth the specific influences of self-efficacy among EFL learners through which second language educators will possess a higher degree of immediacy in preparing various supportive, compatible and meaningful speaking learning dynamics sustaining learners' target language proficiency skills to the fullest potential. By conducting this study, the subsequent research results may shed a glimpse of enlightenment for Indonesian EFL educationalists regarding the critical importance of internalising the robust growth of self-efficacy within their learners, which highly impacts the upcoming speaking learning rewards they will obtain. To this end, one research problem was posed; what are the impacts of self-efficacy on EFL learners' speaking skills?

METHOD

The researcher plied this investigation in light of a library study approach. This research methodology was selected to generate more robust and reliable research results. Accordingly, the researcher reviewed 30 previous studies uncovering the potential influences of self-efficacy on EFL learners' speaking skills. These 30 prior speaking self-efficacy studies were chosen as the specifically generated research results were produced based on research-based informed decisions made by reputable educational experts. As a result, these primary research outcomes were likely to promote significant benefits concerning the data credibility forming in this modest library study.

Two underlying premises were prompting the researcher to select these 30 prior studies. Firstly, due to the ever-changing and complex nature of speaking learning enterprises, globalised EFL learners often need more speaking learning motivation, leading them to exhibit unsatisfying speaking performances. In return, these unsatisfactory speaking performances could undermine their speaking learning

achievements and outcomes. Therefore, the generated research results from this study can give a slight enlightenment for worldwide EFL learners to start reinforcing their self-efficacy at the commencement of speaking learning activities that may elevate their L2 communicative competencies to the utmost level. Secondly, as globalised EFL educators solely focus on creating a set of speaking learning activities involving second language learners' cognitive enterprises, the specifically obtained research results yielded by this study can give a strong encouragement for worldwide EFL educationalists to start establishing, nurturing, and substantiating their learners' self-efficacy growth in which they are strongly determined to overcome a wide variety of speaking learning obstructions and infuse a higher degree of belief that every upcoming speaking learning challenge can indeed be overcome since they entirely believe in their existing speaking capabilities. Amidst the library analysis processes, the researcher utilised a thematic analysis to warrant more apprehensible, applicable, and contextual research results that correspond to this main study's theme.

To ascertain the embodiment of these research benefits, the researcher subdivided the most frequent research results forming in the 30 prior self-efficacy studies into some main specific themes. After subsuming all these particular research results into some major themes, the researcher explicated those specifically generated themes argumentatively to support appropriate research results and self-efficacy theories. By releasing this last data analysis process, the potentially-attained research results can pave a more promising trajectory for worldwide EFL educators and learners to gain more exhaustive insights regarding the crucial mission of activating self-efficacy at the beginning of L2 communicative enterprises.

RESULTS AND DISCUSSION

RESULTS

This part is purported to argumentatively expound the impacts of self-efficacy on EFL learners' speaking skills. As alluded to before, all the subsequent arguments were accompanied by appropriate theories, and previous research results emanated from 30 previous self-efficacy studies. Two major themes were obtained after the researcher initiated the in-depth library analysis: (1) Self-efficacy enables EFL learners to become more successful L2 speakers, and (2) Self-efficacy allows EFL learners to transform into more confident L2 speakers. The rigorous elaborations of these two specifically generated themes can be discerned as follows.

Table 1. Self-Efficacy Enables EFL Learners Become More Successful L2 Speakers

Title	Authors
Self-efficacy enables EFL learners to become more successful L2 speakers	Alawiyah (2018); Asakereh & Dehghannezhad (2015); Demirel et al., (2020); Desmaliza & Septiani (2018); Hermagustiana et al., (2021); Maryam et al. (2019); Mihanyar & Ashraf (2020); Mutlu et al., (2019); Quang et al., (2022); Tahsildar & Kabiri (2019); Turner et al., (2021); Wijaya & Mbato (2020); Wijaya (2021); Yilmaz et al., (2020); Zhang & Ardasheva (2019); Zhang et al., (2020).

One main salient and exciting point emerged from the table mentioned above, namely, self-efficacy can potentially transform EFL learners into more successful L2 speakers. It is no wonder that highly self-efficacious EFL learners can progressively become more competent L2 speakers as they have inculcated a higher level of enjoyment before participating in the specifically designed speaking learning activities

created by their speaking learning instructors. Concerning this advantageous value of self-efficacy, EFL educationalists should prioritize the constant development of self-efficacy at the commencement of speaking learning enterprises. After noting the critical importance of cultivating this psychological learning development, they need to increase their learners' speaking learning interest since it will highly influence the upcoming speaking learning achievement they will attain. All these indispensable notions strengthened the study of Asakereh & Dehghannezhad (2015), who found that in the light of robust self-efficacy level, EFL learners will have wider opportunities to foster their L2 communicative competencies to the utmost development as they have cast a higher degree of enjoyment to their current speaking learning activities.

Similarly, Desmaliza & Septiani (2018) strongly prompted L2 speaking learning instructors to improve their learners' self-efficacy levels at the beginning of speaking learning activities by designing more enjoyable speaking learning tasks. Furthermore, it is equally essential for second language-speaking learning instructors to create less threatening and anxiety-free speaking learning climates in which EFL learners are strongly determined to elevate their L2 communicative competencies to the total level. This action should be embodied by speaking learning instructors who are willing to make their learners become more successful L2 speakers since they have infused a higher degree of commitment to conducting trials and errors concerning the constant communicative practices inside the speaking classroom vicinities.

This contention echoed the previous finding of Mihanyar & Ashraf (2020), contending that in the presence of stress-free and safer speaking learning environments, EFL learners are more prone to develop their desired communicative competencies relentlessly as they aspire to become more proficient L2 speakers. On top of that, second language-speaking learning instructors are strongly recommended to create a vast range of speaking learning tasks suitable for their learners' speaking learning needs, interests, and competencies. By doing so, learners favour continuously forging their L2 communicative competencies as they believe that every speaking learning effort they make will lead them to eventual speaking learning success. This conception is mutually aligned with Quang et al., (2022) and Cabello et al., (2021) propounding that in the light of better-facilitated speaking classroom situations and appropriately utilised speaking learning materials, EFL learners can garner their fullest commitment to foster the existing target language communicative competencies to a greater level as they have internalised more positive perspectives toward their current speaking practices in that it paves a promising avenue for them to attain more satisfying speaking learning achievements. Anchored on these aforesaid explications, there are ample probable efficient speaking learning approaches worthwhile to be integrated by second language speaking learning instructors in supporting EFL learners' speaking self-efficacy growth namely implementing medium speaking practices, showing the tangible examples of satisfying speaking performances, incorporating effective speaking learning strategies, establishing more collaborative speaking learning enterprises, and imparting more positive speaking learning feedback. These five possible strategies are in harmony with Zhang & Ardasheva (2019) highly encouraged worldwide speaking learning instructors to employ various tailor-made strategies correspondingly correlated with EFL learners' present speaking learning conditions by applying fair speaking learning activities, exhibiting gratifying speaking performances, internalising more useful speaking learning strategies, establishing more solid collaborative networking between learning community

members, and addressing more supportive speaking learning feedback that does not discriminate high-achieving along with low-achieving L2 speakers.

Table 2. Self-Efficacy Allows EFL Learners to Transform Into More Confident L2 Speakers

Title	Authors
Self-efficacy allows EFL learners to transform into more confident L2 speakers	Putu et al. (2022); Hayran (2020); Idrus & Salleh (2017); Kemiksiz (2022); Kosimov (2021); Lelita (2017); Ningias & Indriani (2021); Paradowari (2017); Passiatore et al., (2019); Ratih et al., (2020); Siboro et al., (2022); Suharja (2020); Sumarsono et al., (2020); and Dasmo (2014).

Through the robust construction of self-efficacy, EFL learners will become more competent and confident L2 speakers. One of the notable characteristics fully ingrained by highly self-efficacious EFL learners is their insistent determination to face a wide variety of taxing speaking learning obstacles. This strong willingness and persistence do not happen by chance since EFL learners have noticed how to overcome varied barriers to learning speech that hinder their ongoing learning processes. Thus, it is becoming progressively essential for second language-speaking learning instructors to ascertain that the robust development of self-efficacy was tightly instilled within their learners by putting aside the vocabulary knowledge, grammar, and speaking skills to be developed afterwards when each individual has become more self-efficacious towards the speaking learning processes.

This suggestion is also in the perspective of Putu et al., (2022), proposing the critical importance of EFL educationalists to prioritize the burgeoning development of learners' self-efficacy levels aside from the vocabulary knowledge, grammatical understanding, and particular communicative competencies they have gained to make them more confident L2 speakers capable of tackling arduous speaking learning obstructions. To that end, second-language-speaking learning instructors must adequately assist EFL learners in critically identifying a vast range of internal and external factors supporting their further speaking skills development. These two major speaking learning factors must be accurately discovered to ascertain that EFL learners have become active self-initiators and influential decision-makers while engaging with the designated speaking learning activities set up by EFL educators. This above-explained perspective is in partnership with Idrus & Salleh (2017), emphasizing the critical need to help EFL learners unearth particular internal and external factors that are highly influential for advancing their self-efficacy and L2 communicative skills development to make them become more independent academicians and insightful strategic planners knowing the best outcomes for their speaking learning conditions.

Becoming highly self-efficacious L2 speakers is positively linked to highly self-appreciative behaviour showcased by EFL learners towards the existing speaking learning proficiency they are currently possessing. Hence, it is of prime importance for second-language-speaking learning instructors to establish, nurture, and reinforce good mental, emotional, and psychological health in their learners before engaging in a wide array of speaking learning activities. These triadic impactful speaking learning attributes need to fully reside within their ever-changing speaking learning conditions to ensure the successful nurturance of learners' self-beliefs toward their present L2 communicative capabilities that may potentially guide them to experience fruitful speaking learning success in the long run. In the same line of argument, Kemiksiz

(2022) strongly underscored the essential role of building, nourishing, and corroborating positive mental, emotional, and psychological health within EFL learners before instructing them to hone the desired L2 communicative competencies for them to inculcate positive perceptions towards their self-images to be born as prospective competent L2 speakers. Having such a purpose, second language-speaking learning instructors are instructed to embed more authentic speaking learning activities amidst the complex speaking learning impediments EFL learners face. Through this above-suggested strategy, EFL learners will gain a higher level of resilience to handle a wide array of challenging speaking learning tasks, share their specific thoughts more confidently with other interlocutors, and sincerely consider their current speaking skills as valuable gifts for them to become more proficient target language users (Putri, 2022). Relying on these beneficial speaking learning rewards, Kosimov (2021) affirmed that second language speaking learning instructors need to work hand-in-hand with EFL learners to devise a more conducive-friendly speaking classroom climate through the employment of more contextual speaking learning materials in which all learning community members have yielded more intensive endeavour to possess stronger mentality while confronting varied speaking learning hurdles, bravely practice their speaking skills in the presence of other learning companions, and highly value their communicative competencies bridging them to achieve greater speaking learning success in the long term periods.

CONCLUSION

The thematically categorised research results strongly motivated Indonesian EFL educationalists to cultivate, reinforce, and elevate second language learners' self-efficacy levels at the onset of the regular speaking learning dynamics, whereby learners are more prone to persist in various kinds of adverse challenges they are currently facing. By fully possessing this admirable speaking learning mentality, Indonesian EFL learners will likely achieve more gratifying speaking learning rewards as they constantly forge their designated target language competencies to the utmost growth irrespective of arduous speaking impediments hindering their conducive, friendly classroom circumstances. To improve speaking self-efficacy studies, prospective researchers must embody more self-initiated actions in conducting intensive classroom action research upon investigating the criticality of this positive educational psychology learning aspect in these modern EFL speaking learning enterprises. By doing so, the forthcoming researchers can potentially yield more substantive research results contributing to the progressive advancement of communicative English language practices in Indonesian EFL teaching-learning contexts.

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