**Self-Efficacy in Speaking Library Study**

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| Studies | Research Results |
| 1. Alawiyah, T. (2018). Speaking self-efficacy and EFL student teachers’ speaking achievement. *Edukasi: Jurnal Pendidikan dan Pengajaran*, *5*(1), 87-96.
 | It was implied that the current self-efficacy levels internalized by Indonesian university EFL learners could terrifically influence their particular speaking achievements. Thus, it is pivotal for second language teachers to help learners instill the robust growth of self-efficacy before commencing the designated speaking learning activities.  |
| 1. Asakereh, A., & Dehghannezhad, M. (2015). Student satisfaction with EFL speaking classes: Relating speaking self-efficacy and skills achievement. *Issues in Educational Research*, *25*(4), 345-363.
 | In the support of self-efficacy, university EFL learners are more capable of fostering their L2 communicative competencies to the utmost potential. Hence, second language speaking instructors are strongly advised to nourish learners’ self-efficacy growth in order to prepare their readiness in facing various taxing speaking learning obstacles. |
| 1. Demirel, M. V., Türkel, A., & Aydın, İ. S. (2020). Speaking self-efficacy beliefs of Turkish university students. *Cypriot Journal of Educational Sciences*, *15*(3), 399-411.
 | It was unfolded that a great majority of Turkish university EFL learners inculcated a robust development of self-efficacy enabling them to become more successful L2 speakers. This coveted speaking learning objective occurred as the speaking learning instructors consistently promote emotionally-supportive speaking learning climates where learners enjoy practicing their speaking skills.  |
| 4. Devi, N. P. A., Widhiasih, L. K. S., & Astawa, I. N. (2022, September). Correlation Between Self-Efficacy And Speaking Ability. In *Proceedings 5th International Conference of Sustainable Development (ICSD) 2021* (pp. 22-29). | It is worth emphasizing that Indonesian EFL speaking learning instructors should not solely focus on improving their learners’ vocabulary knowledge, grammar, and communicative competencies but also self-efficacy. By becoming more highly self-efficacious L2 speakers, EFL learners are willing to share their intended thoughts bravely and confidently since they have known how to handle adverse speaking learning situations.  |
| 5. Desmaliza, D., & Septiani, T. (2017, October). Student’s self-efficacy and their speaking skill at lower secondary school. In *International Conference on Education in Muslim Society (ICEMS 2017)* (pp. 122-127). Atlantis Press. | Since there was a tight knit relationship between Indonesian university EFL learners’ self-efficacy and speaking skills improvement, it is worthwhile to be suggested for second language speaking learning instructors to cultivate learners’ self-efficacy before heeding more in-depth attention to foster their speaking skills. By doing so, learners can potentially infuse a higher degree of speaking learning enjoyment leading them to obtain more satisfying speaking learning achievements.  |
| 6. Hayran, Z. (2020). Examining the Speaking Self-Efficacy of Pre-Service Teachers Concerning Different Variables. *Eurasian Journal of Educational Research*, *90*, 1-18.  | It is interesting to be expounded that Turkish pre-service EFL teachers’ present self-efficacy levels are closely correlated with the conducive speaking learning vicinities where their self-efficacy development can exponentially thrive. Accordingly, second language speaking learning instructors are highly advised to design more fun, meaningful, and stress-free speaking learning activities in which all student EFL teacher candidates can speak out their thoughts confidently to others.  |
| 7. Hermagustiana, I., Astuti, A. D., & Sucahyo, D. (2021). Do I speak anxiously? A correlation of self-efficacy, foreign language learning anxiety and speaking performance of Indonesian EFL learners. *Script Journal: Journal of Linguistics and English Teaching*, *6*(1), 68-80. | It was uncovered that highly self-efficacious Indonesian university EFL learners tended to internalize the scant development of foreign language speaking anxiety, which in turn help them to obtain more satisfying speaking learning achievements. Anchored on the successful attainment of this speaking learning goal, second language speaking instructors are highly encouraged to promote more positively-sound and relaxing speaking learning atmosphere in which learners totally hold an optimistic perspective towards their L2 communicative abilities.  |
| 8. Idrus, H., & Salleh, R. (2017). Perceived self-efficacy of Malaysian ESL engineering and technology students on their speaking ability and its pedagogical implications. *The English Teacher*, 15.  | To ascertain Malaysian university EFL learners’ speaking learning success, second language speaking learning instructors are strongly advised to gain more profound awareness of the significant external and internal factors that can severely affect the further development of their learners’ self-efficacy and speaking skills development. When second language speaking learning instructors can precisely identify all these indispensable L2 communicative exposure attributes, learners can progressively transform into more persistent, confident, and strategic academicians who are constantly ready to tackle various speaking learning challenges.  |
| 9. Kemiksiz, Ö. (2022). Self-Efficacy Perceptions of Secondary School Students regarding Speaking Skills. *Asian Institute of Research Journal, 5*(2), 720-737.  | It is becoming progressively essential for second language speaking learning instructors to infuse stable mental, emotional, and psychological health within EFL learners before initiating a wide variety of speaking learning activities. In Turkish EFL speaking learning contexts, highly self-efficacious L2 speakers are more prone to experience greater speaking success since they entirely believe in their communicative abilities and hold a promising aspiration that they can become more proficient target language communicators. |
| 10. Kosimov, A. (2021). The impact of self-efficacy in enhancing English proficiency among Uzbek high school students. *British View*, *6*(1). 75-83.  | Highly self-efficacious university EFL learners are easily characterized by the long-lasting spirit in approaching arduous speaking learning tasks, a higher level of self-confidence while performing the designated speaking performances, and sincere self-appreciation towards their L2 communicative capabilities. With regard to all these rewarding self-efficacy outcomes, it is of critical importance for second language speaking learning instructors to accurately identify a set of specific factors contributable for the significant enhancement of learners’ self-efficacy and speaking competencies. This can be done by incorporating more authentic and learner-oriented speaking learning activities where EFL learners can be more proactive to intensively utilize the target language.  |
| 11. Lelita, Y. V. (2016). A Study on students learning strategies and self-efficacy in speaking I class in ELESP of Sanata Dharma University. *LLT Journal: A Journal on Language and Language Teaching*, *19*(1), 61-70. | It is extremely crucial for Indonesian university EFL learners to instill a higher level of self-efficacy at the beginning of their speaking learning activities as they are more capable of employing a vast range of efficient speaking strategies and achieving the desired speaking learning goals. These beneficial speaking learning rewards are obtained since learners believe in their L2 communicative skills. |
| 12. Maryam, I. S., Febriani, R. B., & Kurnia, A. D. (2019). EFL learners’ perceptions towards their self-efficacy in learning public speaking course. *Journal of English Education and Teaching*, *3*(3), 377-391.  | The research results strongly suggested Indonesian EFL educators and learners to gaining more profound awareness of activating self-efficacy in varied speaking learning contexts. In this study context, it was tangibly proved that through the robust construction of self-efficacy, Indonesian university EFL learners have become more competent public speakers as they continually alleviate their foreign language speaking anxiety.  |
| 13. Mihanyar, S., & Ashraf, H. (2020). Positive Assessment: Iranian Pre-Intermediate EFL Learners' Speaking Skill and their Self-Efficacy. *International Journal of Research in English Education*, *5*(4), 113-125.  | It is worth underscoring that second language speaking learning instructors should design more enjoyable, student-centered, and anxiety-free speaking learning activities in which EFL learners can foster their L2 communicative competencies to the utmost development. By doing so, they will progressively transform into more competent L2 speakers. |
| 14. Mutlu, A. K., Andarab, M. S., & Karacan, C. G. (2019). Self-efficacy and the use of compensatory strategies: A study on EFL learners. *European Journal of Educational Research*, *8*(1), 249-255.  | In this study, it will be necessarily important for Turkish university EFL learners to heed more exhaustive focus on developing their self-efficacy while engaging in a wide variety of speaking learning activities in order to continuously transfigure them into more responsible and proficient target language academicians.  |
| 15. Ningias, R. A., & Indriani, L. (2021). EFL students’ perspectives on their self-efficacy in speaking during online learning process. *English Learning Innovation*, *2*(1), 28-34.  | It was reported that a predominant number of Indonesian university EFL learners had fully instilled the robust establishment of self-efficacy as they were more capable of sharing their intended ideas confidently, becoming more aware of their speaking strengths along with weaknesses, and explaining the specifically-given speaking topics clearly to other learning community members. Accordingly, it can be fairly inferred that self-efficacy assist Indonesian EFL learners to become more well-prepared, mature, and proficient L2 speakers. |
| 16. Paradewari, D. S. (2017). Investigating students’ self-efficacy of public speaking. *International Journal of Education and Research*, *5*(10), 97-105.  | Based on the obtained research results, it can be parsed that most Indonesian university EFL learners have cultivated a higher level of self-efficacy while participating in public speaking class. Speaking specifically, in the support of self-efficacy, these learners are more willing to expend more persistent, resilient, and proactive efforts to forge their speaking competencies eventually resulting in the full attainment of satisfying speaking learning achievements. |
| 17. Passiatore, Y., Pirchio, S., Oliva, C., Panno, A., & Carrus, G. (2019). Self-efficacy and anxiety in learning English as a Foreign language: Singing in class helps speaking performance. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (20), 121-138.  | It is strongly advised that second language speaking learning instructors need to put more effortful actions and commitment while designing more pleasurable, authentic, and hands-on speaking learning activities for EFL learners. By actualizing all these paramount speaking learning elements, EFL learners can be more self-efficacious and encouraged to actively participate in various speaking activities enacted by their teachers. |
| 18. Linh, P. N., & Hien, N. T. T. (2022). Speaking Self-efficacy and L2 Motivational Self System in Online EFL Emergency TBLT and TSLT Classes: A Multiple-treatment Counterbalanced Experimental Study. *Computer Assisted Language Learning*, *23*(4), 56-75.  | It is vital for second language speaking learning instructors to create more appropriate speaking learning activities that closely interlinked with their learners’ speaking learning needs, preferences, and skills. This action needs to be executed in order to attract EFL learners’ speaking interest eventually helping them to possess more robust self-efficacy and foster their L2 communicative competencies to the fullest potential.  |
| 19. Ratih, R., Rustandi, A., & Febriani, R. B. (2020). Investigating students’ self-efficacy on the use of oral peer feedback in speaking subject. *Jadila: Journal of Development and Innovation in Language and Literature Education*, *1*(1), 110-118.  | It was evidenced that the current self-efficacy levels instilled by Indonesian university EFL learners would assist them to consistently showcase satisfying speaking performances. This may be due to the obtainable speaking learning objectives they have set, employment of efficient speaking learning strategies, and bravery to handle a vast variety of speaking challenges. Thus, it is pivotal for second language speaking learning instructors to cultivate robust self-efficacy level within their learners amidst speaking learning dynamics they are engaging with.  |
| 20. Siboro, E. S., Agung, A. S. S. N., & Quinones, C. A. (2022). EXPLORING THE LEVEL OF STUDENTS’SELF-EFFICACY IN SPEAKING CLASS. *LLT Journal: A Journal on Language and Language Teaching*, *25*(2), 651-659.  | It could be envisaged that highly self-efficacy Indonesian university EFL learners were more prone to disseminate their thoughts, ideas, and opinions bravely to other interlocutors compared to other learning companions inculcating the lower development of self-efficacy. This coveted speaking learning attribute was attained as highly self-efficacy L2 speakers held a strong contention that every particular speaking learning obstacle could be fully overcome by using their L2 communicative competencies.  |
| 21. Suharja, S. (2020). THE CORRELATION OF SELF EFFICACY TO THE STUDENTS’SPEAKING PERFORMANCE IN EFL CONTEXT AT UNIVERSITY OF DAYANU IKHSANUDDIN BAUBAU. *English Education Journal*, 17-25.  | Second language speaking learning instructors are strongly prompted to create more relaxing, emotionally-supportive, and fun speaking learning atmosphere where Indonesian university EFL learners’ self-efficacy levels and speaking skills can thrive more prolifically. By doing so, learners will feel less threatened while communicating their thoughts by using the target language that directly impact more promising growth of their self-efficacy.  |
| 22. Sumarsono, D., Muliani, M., & Bagis, A. K. (2020). THE FORCASTING POWER OF TASK-BASED LANGUAGE TEACHING AND SELF-EFFICACY ON STUDENTS'SPEAKING PERFORMANCE. *Journal of Languages and Language Teaching*, *8*(4), 412-421.  | It was indicated that the robust development of Indonesian university EFL learners’ self-efficacy would assist them to sustainably perform satisfying speaking performances. The occurrence of this laudable speaking learning attitude occurred as learners are strongly determined to accomplish the designated speaking learning tasks, believe in their speaking skills, and discover various effective speaking strategies to full attain more fruitful speaking learning outcomes.  |
| 23. Sundari, H., & Dasmo, D. (2014). The effect of speaking self-efficacy and gender in speaking activities. *Jurnal Pendidikan Bahasa dan Sastra*, *14*(2), 205-215.  | With the empowerment of self-efficacy, Indonesian university EFL learners do not merely become more proficient but also proactive L2 speakers as they infused an optimistic point of view that their current speaking competencies can successfully handle a wide variety of speaking learning obstructions.  |
| 24. Tahsildar, N., & KABİRİ, A. (2019). The relationshıp between Afghanistan EFL students’ academic self-efficacy and English language speaking anxiety. *Academy Journal of Educational Sciences*, *3*(2), 190-202.  | It is extremely pivotal for second language speaking learning instructors to gain more exhaustive insights regarding the critical importance of stimulating EFL learners’ self-efficacy in order to significantly lighten their foreign language speaking anxiety and continually address more pleasurable speaking learning enterprises where all learners are actively committed to hone their L2 communicative competencies by possessing a minimum level of fear.  |
| 25. Turner, J. E., Li, B., & Wei, M. (2021). Exploring effects of culture on students' achievement motives and goals, self-efficacy, and willingness for public performances: The case of Chinese students' speaking English in class. *Learning and Individual Differences*, *85*, 101943. | With the incorporation of positive emotional support, Chinese university EFL learners had a higher level of tendency to fully believe in their L2 communicative competencies and execute a vast range of complex speaking learning tasks enjoyably. Through these supportive speaking learning trajectories, learners can dramatically improve their speaking skills to more advanced levels as they are strongly willing to conduct some trials and errors upon the intensive speaking practices they are dealing with.  |
| 26. Wijaya, K. F., & Mbato, C. L. (2020). English language education students’ perceptions of self-efficacy in public speaking class. *Journal of English Language Teaching and Linguistics*, *5*(1), 29-43.  | The significant enhancement of Indonesian university EFL learners’ self-efficacy and public speaking skills can be potentially actualized when second language speaking learning instructors are able to promote more positively-sound speaking learning vicinities, impart more constructive speaking feedback, and introduce their learners to the possible efficient speaking learning strategies they can apply in some specific learning contexts. |
| 27. Wijaya, K. F. (2021). ENGLISH EDUCATION MASTER STUDENTS’PERCEPTIONS ON THEIR SELF-EFFICACY IN EFL SPEAKING LEARNING CONTEXTS. *UC Journal: ELT, Linguistics and Literature Journal*, *2*(2), 105-118.  | From external lenses, it is noteworthy for second language speaking learning instructors to internalize more favorable speaking learning activities suitable for their learners’ speaking learning needs, proficiency, and interests. In internal speaking sides, it is equally essential for Indonesian graduate university EFL learners to infuse more optimistic view towards their existing speaking skills. By integrating these two positive external and internal speaking support elements, our graduate learners will gradually transfigure into more life-long academicians determining to improve their L2 communicative competencies autonomously.  |
| 28. Yilmaz, A., Ayyildiz, P., & Baltaci, H. S. (2020). Speak Now or Forever Hold Your Peace: Turkish Academics' Self-Efficacy Beliefs in Their Spoken English. *International Journal of Progressive Education*, *16*(6), 325-343.  | To ensure the continual growth of Turkish university EFL learners’ self-efficacy and English speaking skills, second language speaking instructors are highly encouraged to establish more positive rapport with their learners before plunging into the specific speaking learning activities. After setting up this solid relationship, second language speaking instructors also need to embed life-long learning characters within learners in order to enable them to obtain more fruitful speaking learning outcomes. |
| 29. Zhang, X., & Ardasheva, Y. (2019). Sources of college EFL learners' self-efficacy in the English public speaking domain. *English for Specific Purposes*, *53*, 47-59.  | There are plenty of strategies second language speaking learning instructors can incorporate to intensively elevate university EFL learners’ self-efficacy and speaking skills namely creating moderately-challenging speaking activities, modeling the actual speaking practices, employing meaningful speaking learning strategies corresponding with particular speaking contexts, integrating cooperative learning enterprises, and addressing more supportive feedback for the betterment of future speaking competencies development. |
| 30. Zhang, X., Ardasheva, Y., & Austin, B. W. (2020). Self-efficacy and English public speaking performance: A mixed method approach. *English for Specific Purposes*, *59*, 1-16.  | Second language speaking learning instructors should establish more solid collaborative networking with EFL learners to identify a set of effective speaking learning strategies that can possibly sustain their self-efficacy development. Those strategies are imparting positive feedback for the intensive learners’ speaking skills growth, providing broader speaking practice opportunities for learners in order to make them become more experienced L2 speakers, promoting more emotionally-supportive speaking learning atmosphere, and encouraging life-long learning characters for all learners to independently forge their L2 communicative competencies out of the formal speaking classroom contexts.  |