

**STUDENTS' SELF-EFFICACY IN LEARNING ENGLISH:  
A CASE STUDY AT SEVENTH-GRADE STUDENTS  
OF MTs PUTRI DDI MANGKOSO**



Thesis Submitted to Fulfill One of the Requirements for Obtaining  
a Master's Degree in English Language Education (M.Pd.)  
at Postgraduate of IAIN Parepare

**A THESIS**

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**YEAR 2026**

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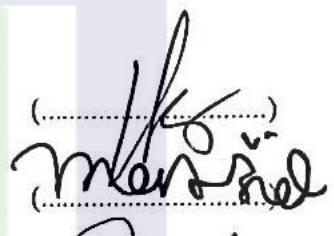
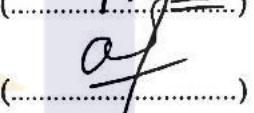
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## ACKNOWLEDGEMENTS

الْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِينَ وَالصَّلٰةُ وَالسَّلَامُ عَلٰى أَشْرَفِ الْأَئِمَّةِ وَالْمُرْسَلِينَ وَ عَلٰى اللّٰهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

Praise and gratitude are offered to the Almighty Allah swt, the One and Only God, for His boundless mercy, grace, and guidance, which have enabled the completion of this thesis. May every stage of this journey be recognized as righteous deeds and serve as a beneficial contribution to the advancement of knowledge and the greater good. May peace and blessings always be upon our esteemed Prophet Muhammad saw, together with his family, companions, and all believers who have guided us throughout life, especially in the pursuit of knowledge and truth.

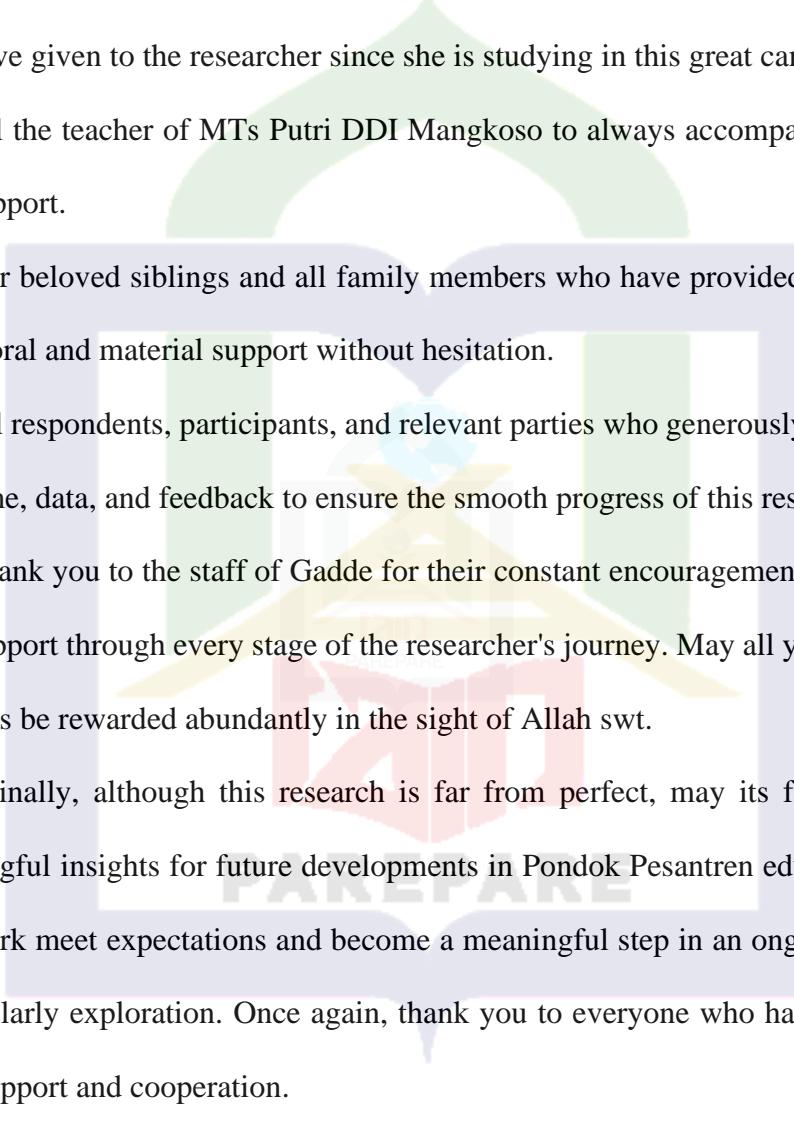
The author realizes that the successful completion of this research would not have been possible without the prayers, support, and encouragement of the beloved family. Therefore, the author expresses her deepest gratitude to her beloved husband, Muhammad Akmal, who patiently accompanied and supported the author from the beginning of her studies until the completion of this thesis. Sincere thanks are also extended to the author's beloved children, Ahla Athaya Matajang and Alya Atqiya Mallongi, whose understanding, affection, and encouragement have been a constant source of motivation.

The researcher would like to express her highest appreciation and sincere gratitude to her thesis supervisors, Dr. Abdul Haris Sunubi and Dr. Arqam, for their patience, time, dedication, and valuable guidance, suggestions, and constructive feedback throughout the completion of this thesis. Without their guidance and

encouragement, this research would not have been completed successfully. May Allah swt reward all their kindness with the best of recompense.

This research began with great hope and steadfast determination to contribute meaningfully to the field of education, particularly within the context of Islamic boarding schools. In the process of writing this thesis, the researcher fully acknowledges that the research would never have been completed without the invaluable support and assistance from various individuals and institutions. Thus, with sincere humility and deep respect, the researcher would like to express her gratitude to the following:

1. Prof. Dr. Hannani M.Ag., as the Rector of IAIN Parepare, Dr. H. Saepudin S.Ag., M.Pd., Dr. Firman M.Pd., and Dr. Muhammad Ali Rusdi, M.Th.I., M.H.I., each as the Vice Chancellors who have given the researcher opportunity to study at Postgraduate of IAIN Parepare.
2. Dr. H. Islamul Haq, Lc.,M.A., the Director of Postgraduate of IAIN Parepare, who has given the researcher academic services in process and completing the study.
3. The researcher's deepest appreciation is extended to Dr. Abdul Haris Sunubi as the Head of the English Education Study Program, for his continuous encouragement and unwavering support in motivating the author to complete this research.
4. The researcher's deepest appreciation is extended to Dr. Magdahalena Tjalla, M.Hum., as the first examiner and Dr. H. Ambo Dalle, S.Ag., M.Pd., as the second examiner for their guidance in completing this thesis.



5. The head and staffs of the library at IAIN Parepare for their assistance in obtaining the necessary references for this thesis.
6. All the lecturers of English Education and all the staffs at Postgraduate of IAIN Parepare. Thank you for your time, knowledge, advice and motivation that you have given to the researcher since she is studying in this great campus.
7. All the teacher of MTs Putri DDI Mangkoso to always accompany and gives support.
8. Her beloved siblings and all family members who have provided unwavering moral and material support without hesitation.
9. All respondents, participants, and relevant parties who generously shared their time, data, and feedback to ensure the smooth progress of this research.
10. Thank you to the staff of Gadde for their constant encouragement and reliable support through every stage of the researcher's journey. May all your generous acts be rewarded abundantly in the sight of Allah swt.

Finally, although this research is far from perfect, may its findings offer meaningful insights for future developments in Pondok Pesantren education. May this work meet expectations and become a meaningful step in an ongoing journey of scholarly exploration. Once again, thank you to everyone who has contributed your support and cooperation.

Parepare, 18 Desember 2025

The Researcher.



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## PEDOMAN TRANSLITERASI ARAB-LATIN

### 1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	be
ت	Ta	T	te
ث	s\a	s\	es (dengan titik di atas)
ج	Jim	J	je
ح	h\}a	h\}	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	de
ذ	z\al	z\	zet (dengan titik di atas)
ر	Ra	R	er
ز	Zai	Z	zet
س	Sin	S	es
ش	Syin	Sy	es dan ye
ص	s\ad	s\}	es (dengan titik di bawah)
ض	d\}ad	d\}	de (dengan titik di bawah)
ط	t\}a	t\}	te (dengan titik di bawah)
ظ	z\}a	z\}	zet (dengan titik di bawah)
ع	‘ain	‘	apostrof terbalik
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
ه	Ha	H	Ha
ء	Hamzah	,	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

### 2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal

tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
í	<i>fathjah</i>	a	a
í	<i>kasrah</i>	i	i
í	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
í	<i>fathjah dan va&gt;</i>	ai	a dan i
í	<i>fathjah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

حَوْلَةً :  *haula*

### 3. *Maddah*

*Maddah* atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
í ...   i ...	<i>fathjah dan alif atau</i>	a>	a dan garis di atas
í	<i>kasrah dan ya&gt;</i>	i>	i dan garis di atas
í	<i>d}ammah dan wau</i>	u>	u dan garis di atas

Contoh:

مَاتَ : *ma>ta*

رَمَى : *rama>*

قَيْلَ : *qi>la*

يَمُوتُ : *yamu>tu*

#### 4. *Ta marbu>t}ah*

Transliterasi untuk *ta>’ marbu>t}ah* ada dua, yaitu: *ta>’ marbu>t}ah* yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>’ marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>’ marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>’ marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*

الْحِكْمَةُ : *al-h}ikmah*

#### 5. *Syaddah (Tasydi>d)*

*Syaddah* atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *ta~di>d* ( ـ ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*

نَجَّيْنَا : *najjaina>*

الْحَقُّ : *al-haqqa*

نِعَمْ : *nu “ima*

عَدْوٌ : 'aduwun

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـ), maka ia ditransliterasi seperti huruf *maddah* menjadi i>.

Contoh:

عليّ : 'Ali> (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ : 'Arabi> (bukan 'Arabiyy atau 'Araby)

## 6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma ‘arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الْزَلْزَالُ : *al-zalzalah (az-zalzalah)*

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bila>du*

## 7. *Hamzah*

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمِرُونَ : *ta'muru>na*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *umirtu*

## 8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata *al-Qur'an* (dari *al-Qur'a>n*), *alhamdulillah*, dan *munaqasyah*. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

*Fi> Z{ila>l al-Qur'a>n*

*Al-Sunnah qabl al-tadwi>n*

## 9. *Lafz} al-Jala>lah* (الله)

Kata “Allah” yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

بِاللَّهِ دِينُ اللهِ *di>nulla>h billa>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

هُمْ فِي رَحْمَةِ اللهِ *hum fi> rah}matilla>h*

## 10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD).

Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

*Wa ma> Muh}ammadun illa> rasu>l  
Inna awwala baitin wud}i‘a linna>si lallaz|i> bi Bakkata muba>rakan  
Syahru Ramad}a>n al-laz|i> unzila fi>h al-Qur‘a>n  
Nas}i>r al-Di>n al-T{u>si>  
Abu>> Nas}r al-Fara>bi>  
Al-Gaza>li>  
Al-Munqiz\ min al-D}ala>l*

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)  
Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

Beberapa singkatan yang dibakukan adalah:

swt.	= <i>subh}a&gt;nahu&gt; wa ta‘a&gt;la&gt;</i>
saw.	= <i>s}allalla&gt;hu ‘alaihi wa sallam</i>
a.s.	= <i>‘alaihi al-sala&gt;m</i>
H	= Hijrah
M	= Masehi
SM	= Sebelum Masehi
l.	= Lahir tahun (untuk orang yang masih hidup saja)
w.	= Wafat tahun
QS .../...: 4	= QS al-Baqarah/2: 4 atau QS A<li ‘Imra>n/3: 4
HR	= Hadis Riwayat

## ABSTRACT

Name	: Ulfah Hani M
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This study aims to explain the extent to which students' self-efficacy affects their performance in learning English and to identify the factors influencing students' self-efficacy. Self-efficacy is considered a crucial factor that plays a significant role in students' learning processes, particularly in English language classrooms.

This research employed a descriptive qualitative approach. The research subjects consisted of seven seventh-grade students at MTs Putri DDI Mangkoso. Data were collected through interviews, classroom observations, and documentation. The data sources included transcribed interview recordings, observations of students' interactions during English lessons, and documentation of students' English learning outcomes.

The findings reveal that students' self-efficacy is dynamically influenced by mastery experiences, vicarious experiences, verbal persuasion, and psychological/emotional states. Among these factors, mastery experience emerged as the most powerful contributor to students' self-efficacy. Several challenges and obstacles were also identified, including limited exposure to English outside the classroom, fear of negative evaluation, and perceptions of language difficulty, all of which highlight contextual factors that hinder the development of self-efficacy. These insights are valuable for educators, as they enhance understanding of the psychological and social factors underlying language acquisition. The findings are expected to help teachers create supportive learning environments that foster students' confidence and academic achievement. This study underscores the importance of qualitative research in capturing the complex role of self-efficacy in language education.

**Keywords:** students' self-efficacy, English language learning.

## تجرييد البحث

الإسم	ألفي هاني م
رقم التسجيل	٢١٢٠٢٠٣٨٧٩١٠٢٠١٧
موضوع الرسالة	فعالية الطالب الذاتية في تعلم اللغة الإنجليزية: دراسة حالة طالبات الصف السابع في المدرسة الثانوية للبنات التابعة لدار الدعوة والإرشاد منكوسو (تحت إشراف حارس سونوي وأرقم)

تهدف هذه الدراسة إلى توضيح مدى تأثير فعالية الطالب الذاتية على أدائهم في تعلم اللغة الإنجليزية. كما توضح الدراسة العوامل التي تؤثر على فعالية الطالب الذاتية. تعتبر الفعالية الذاتية عاملاً يلعب دوراً رئيسياً في عملية تعلم الطالبات، وخاصة طالبات اللغة الإنجليزية

تستخدم هذه الدراسة نهجاً وصفياً نوعياً. يتألف عدد موضوعات البحث من سبع طالبات في الصف السابع في المدرسة الثانوية للبنات التابعة لدار الدعوة والإرشاد منكوسو. تم الحصول على البيانات في شكل مقابلات وملحوظات ووثائق. تم الحصول على البيانات من تسجيلات المقابلات المكتوبة وملحوظات تفاعلات الطالب في الفصل والوثائق في شكل نتائج تعلم الطالبات في درس اللغة الإنجليزية

تشير نتائج الدراسة إلى أن فعالية الطالبات الذاتية تتأثر بشكل ديناميكي بتجربة الإتقان، والتجربة بالنيابة، والإقناع اللغطي، والمعلومات النفسية/العاطفية. ظهرت تجربة الإتقان كأقوى عامل مساهم في فعالية الطالبات الذاتية. سلط التحديات والعقبات التي تم تحديدها - محدودية التعرض للغة الإنجليزية خارج الفصل الدراسي، والخوف من التقييم السلبي، وتصور صعوبة اللغة - الضوء على العوامل السياقية التي تعيق تطوير الكفاءة الذاتية. هذه الأفكار مهمة للغاية للمعلمين. فهي تساعدننا على فهم العوامل النفسية والاجتماعية الكامنة وراء اكتساب اللغة. والهدف هو مساعدة المعلمين على خلق بيئة تعليمية داعمة لتعزيز ثقة الطالبات وتحصيلهن الأكاديمي. تؤكد هذه الدراسة على أهمية البحث النوعي في فهم الدور المعقّد للكفاءة الذاتية في تعلم اللغة

**الكلمات الرئيسية:** الكفاءة الذاتية للطالبات، تعلم اللغة الإنجليزية.

## TABLE OF CONTENT

COVER .....	i
STATEMENT OF AUTHENTICITY OF THESIS .....	ii
APPROVAL OF THE EXAMINER COMMISION .....	iii
ACKNOWLEDGEMENT .....	iv
PEDOMAN TRANSLITERASI ARAB-LATIN .....	vii
ABSTRACT .....	xiii
TABLE OF CONTENTS .....	xv
LIST OF TABLE .....	xvii
CHAPTER I. INTRODUCTION .....	1
A. Background of the Research .....	1
B. Research of Question .....	8
C. Objectives of the Research .....	8
D. Significance of the Research .....	8
E. Research Focus .....	9
CHAPTER II. LITERATURE REVIEW .....	10
A. Previous Related Finding .....	10
B. Theory Overview .....	15
1. Self-Efficacy .....	15
2. English Learning .....	40
C. Conceptual Framework .....	45
CHAPTER III. RESEARCH METHOD .....	47
A. Research Design .....	47
B. Research Location and Time .....	48
C. Research Participant .....	48
D. Data Collection Technique and Instruments .....	48
E. Data Analysis Technique .....	53
CHAPTER IV. FINDINGS AND DISCUSSION .....	55
A. Findings .....	55
B. Discussion .....	68
CHAPTER V. CONCLUSION AND SUGGESTION .....	76

A. Conclusion .....	76
B. Suggestion.....	77
<b>BIBLIOGRAPHY .....</b>	<b>79</b>
<b>APPENDICES</b>	
<b>CURRICULUM VITAE</b>	



## LIST OF TABLE

Table 1.1. Source of Self-Efficacy .....	30
Table 1.2. Dimension of English Learning Self-Efficacy .....	38
Table 1.3. The Interview Guide .....	51
Table 1.4. The Interview Data .....	56
Table 1.5. The Students' Performance Outcome .....	57



# CHAPTER I

## INTRODUCTION

### **A. Background of the Research**

In this globalization era, English proficiency is becoming increasingly important. English is not only used as a means of communication in countries where the majority of the population speaks English, but it also serves as an international language in various fields such as business, technology, science, and education. Good English skills open up broader opportunities for individuals to participate in the global arena. The ability to learn English effectively has become increasingly important in today's globalized world, where English serves as a lingua franca in education, business, and international communication. For many students, mastering English is not only an academic requirement but also a gateway to broader opportunities.

In Indonesia, English is one of the mandatory subjects taught in schools. According to Barroody et al, in 2016 that School is one of the places that plays a role in the development of students' English language skills. This is shown by the determination of English as one of the compulsory subjects taught in Junior High Schools (SMP) and Senior High Schools (SMA).<sup>1</sup> Mastery of English is considered an essential educational goal, including at the junior high school level. In reality,

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<sup>1</sup> Mutiara O Panjaitan. "Analisis Standar Isi Bahasa Inggris SMP dan SMA". *Jurnal Pendidikan dan Kebudayaan*. Vol. 19. No. 1. 2013, p 148.

many students still struggle to learn English due to the differences between the two languages.

However, the process of learning a second language is complex and influenced by various cognitive, emotional, and social factors. Among these, students' self-efficacy—their belief in their own ability to succeed in specific tasks—has emerged as a critical determinant of motivation, persistence, and ultimately, language learning success. Self-efficacy influences how students approach challenges, regulate their learning strategies, and respond to setbacks, making it a vital construct to understand within the context of English language acquisition. Various factors can contribute to this issue, including a lack of motivation, ineffective learning methods, and students' lack of confidence in using English. As individuals, students naturally have their own experiences and challenges in life, including in learning. There are experiences, difficulties, and perceptions that English is a difficult language. Seventh-grade students are in a transitional phase, moving from elementary to junior high school. During this period, students experience changes in various aspects, both academic and social. English learning at the junior high school level also presents more challenges compared to elementary school. Therefore, it is essential to study the self-efficacy of seventh-grade students in learning English to understand how their self-belief affects their success in mastering the language.

At MTs Putri DDI Mangkoso, particularly in the seventh grade, students have diverse characters and abilities. In English lessons, some of them already possess basic knowledge acquired from elementary school, while others have no

basic knowledge at all. Consequently, the abilities of students within the same class vary significantly. Students who possess basic skills have varying levels of self-efficacy. Many of these students feel embarrassed when speaking English, due to fear of mispronunciation. Sometimes, students also feel anxious whenever they are asked to speak English in front of the class, even though they actually understand the lesson material. Several factors can influence students' performance in English lessons, including low motivation, lack of confidence, environmental influences, and even parental support.

The problems described above indicate that students' difficulties with English lessons are preceded by a lack of confidence in their ability to understand the material and solve English questions. This shows that students' beliefs play an important role in the behavior of understanding and working on English questions. According to Bandura in 1997, self-belief that underlies the formation of a behavior is called self-efficacy.<sup>2</sup>

Self-efficacy is important in the learning process. Lots of studies focused on the factors to help students' English achievements. According to Bandura in 1997, self-efficacy has become a significant factor in the field of language learning. Self-efficacy is a determining element in human behavior, an important factor to affect learner autonomy. At the same time, self-efficacy can motivate and regulate students' learning. Self-efficacy plays an important role in learners' inherent ability, past achievements and future performances. Bandura in 1986 believed the beliefs

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<sup>2</sup> Arfi Nurul Hidayah and Asmadi Alsa. "Penggunaan Modul MMFE untuk Meningkatkan Efikasi Diri Bahasa Inggris Siswa SMP". *Gadjah Mada Journal of Professional Psychology*. Vol 2 (2). 2016, p. 87.

that people have about their abilities to accomplish something can be the predictors for people's behaviors. As a strong predictor of success, self-efficacy beliefs determine the effort people would expend, the length people would persist and how resilient they will be when facing difficulties in the tasks.<sup>3</sup> Self-efficacy plays a crucial role in academic contexts because it influences student motivation, achievement, and learning performance. A study in the journal *Frontiers in Education* in 2024 found that self-efficacy has the strongest relationship with academic achievement and mediates the effect of autonomous motivation on student grades. The paper also discusses how support for basic psychological needs is positively related to student motivation and their overall self-efficacy.<sup>4</sup>

Research on self-efficacy in English language learning has been widely conducted. Several studies have shown that self-efficacy has a positive correlation with students' English learning achievements. Other research also suggests that self-efficacy can be influenced by various factors, such as learning experiences, feedback from teachers, and support from peers. Meera and Jumana had conducted a research about self-efficacy and academic performance in English at a secondary school in Calicut district, Kerala.<sup>5</sup> The result revealed that there is a significant difference in the academic performance in English and self-efficacy of rural and

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<sup>3</sup> Shuya Xiao. "The Importance of Self-Efficacy to the English Proficiency of Middle School Students in China". *Paper*. University of Wisconsin-Platteville. 2018, p.1.

<sup>4</sup> Lindsey D. Basileo, et al. "The Role of Self-Efficacy, Motivation, and Perceived Support of Students' Basic Psychological Need in Academic Achievement". *Original Research*. Department of Psychology. Fresenius University, May 2024.

<sup>5</sup> Meera and Jumana. "Self-Efficacy and Academic Performance in English". *Original Scientific Paper*. 2015, p. 29.

urban students. In the case of gender and type of management there were no significant difference found.

A study in Italy, particularly among secondary school students, confirmed that self-efficacy in foreign languages is correlated with performance, mediated by anxiety reduction through singing songs.<sup>6</sup> Another study in China revealed that: 1) The self-efficacy of English learning ability among Chinese students is significantly and negatively related to English learning anxiety; 2) Four factors of learning anxiety, including, nervousness, worry, fear of being asked questions in class, and fear of speaking English, can explain 70.5% of the reasons for changes in self-efficacy regarding English learning ability.<sup>7</sup>

Liao and Wang state that learning reading comprehension strategies can help students cope with reading anxiety, enhance self-efficacy, and further improve reading abilities. Therefore, teachers need to be more patient when helping students master strategies for resolving anxiety when learning English as a foreign language. They should give students sufficient time and guided exercises so that they can gain an appropriate understanding of the strategies to build self-confidence, reduce anxiety and achieve the desired level of self-efficacy and proficiency. Then, research from Kitikan and Sasimonton shows that there is a strong positive correlation between self-efficacy in various languages and overall English learning

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<sup>6</sup> Ylenia Passiatore, Sabine Pirchio, Clorinda Oliva, Angelo Panno and Giuseppe Carrus. "Self Efficacy and Anxiety in Learning English as a Foreign Language: Singing in Class Helps Speaking Performance". *ECPS Journal*. Vol 20. 2019, p.121-138.

<sup>7</sup> Xin Xiang, Chujun Hou, Leqi Peng, and Xiaohan Qian. Investigating EFL Learner's Self Efficacy and Their English Learning Anxiety in Chinese University English Classroom. 2023, p.521.

performance. The research result is consistent with the findings of Ahmadian and Pasand's Friedman test. The results show that online metacognitive reading strategies for problem-solving are most commonly used by learners, while supporting strategies are the least commonly used. The findings of multiple analysis of variance in this study (MANOVA) reveal that there is a significant positive correlation between learners' perceptions of metacognitive online reading strategies and their self-efficacy in reading comprehension. This research shows that women use more global online reading strategies, while men believe that it is more effective to read online texts. Finally, the analysis of the thinking way protocol shows that learners also use some other metacognitive online reading strategies.<sup>8</sup>

This research differs from previous studies that mostly used quantitative methods. Previous studies generally sought to find the relationship between self-efficacy and students' English language abilities, focusing only on factors proposed by Bandura. Meanwhile, this research explores the impact of students' self-efficacy on their English learning performance. Additionally, this research uses a qualitative research method that can delve deeper into what factors can influence students' self-efficacy, which affects their English learning performance.

Despite the recognized importance of self-efficacy, there remains a significant gap in qualitative research that deeply explores how students themselves perceive and experience their self-efficacy in learning English. Most existing studies rely heavily on quantitative measures, such as surveys and questionnaires,

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<sup>8</sup> Anne Yustica Pramesti Sumarsono, and Concilianus Laos Mbato. Self Efficacy and Indonesian Junior High School Students' Reading Ability in Online Classes. *Magister Scientiae*. Vol 50. No. 1. 2022, p.2.

which, while valuable, often fail to capture the rich, contextualized experiences and meanings that students attach to their learning journeys. This study addresses this gap by employing a qualitative approach to investigate the nuanced ways in which students construct and negotiate their self-efficacy beliefs in real learning environments. The research problem centers on understanding the sources and manifestations of self-efficacy among English learners, particularly how personal mastery experiences, social modeling, verbal encouragement, and emotional states contribute to shaping students' confidence and motivation. The objectives of this study are to explore these dimensions through in-depth interviews and observations, to identify the challenges students face in maintaining self-efficacy, and to examine the implications for teaching practices that can better support learners' psychological needs.

As foreign language learners, students often face difficulties in mastering English language skills, including reading, listening, writing, and speaking. Foreign language learners frequently struggle when practicing speaking in English. In practice, students still have challenges in expressing ideas, asking questions, and other aspects of communication in English with confidence and accuracy. The context of this research is situated within secondary and tertiary educational settings where English is taught as a foreign or second language. These settings often present diverse challenges, including varying levels of exposure to English, differences in instructional quality, and socio-cultural factors that impact learners' attitudes and beliefs. Understanding self-efficacy in this context is crucial because it can inform tailored interventions that enhance students' engagement and

achievement. Based on this scenario, the author is interested in conducting research on: "Students' Self-Efficacy in Learning English: A Case Study of Seventh-Grade Students at MTs Putri DDI Mangkoso."

### ***B. Research Question***

Based on the background above, the research questions in this study are:

1. How do students perceive their self-efficacy in learning English?
2. How does the students' self-efficacy manifest in their English learning performance?
3. What factors influence the development of self-efficacy of seventh-grade students in learning English?

### ***C. Objectives of the Research***

Based on the research question, this study aims to:

1. To explore students' self-efficacy in learning English.
2. To describe how students' self-efficacy is reflected in their English learning performance.
3. To identify students' experiences and contextual factors that influence the development of self-efficacy of seventh grade students in learning English.

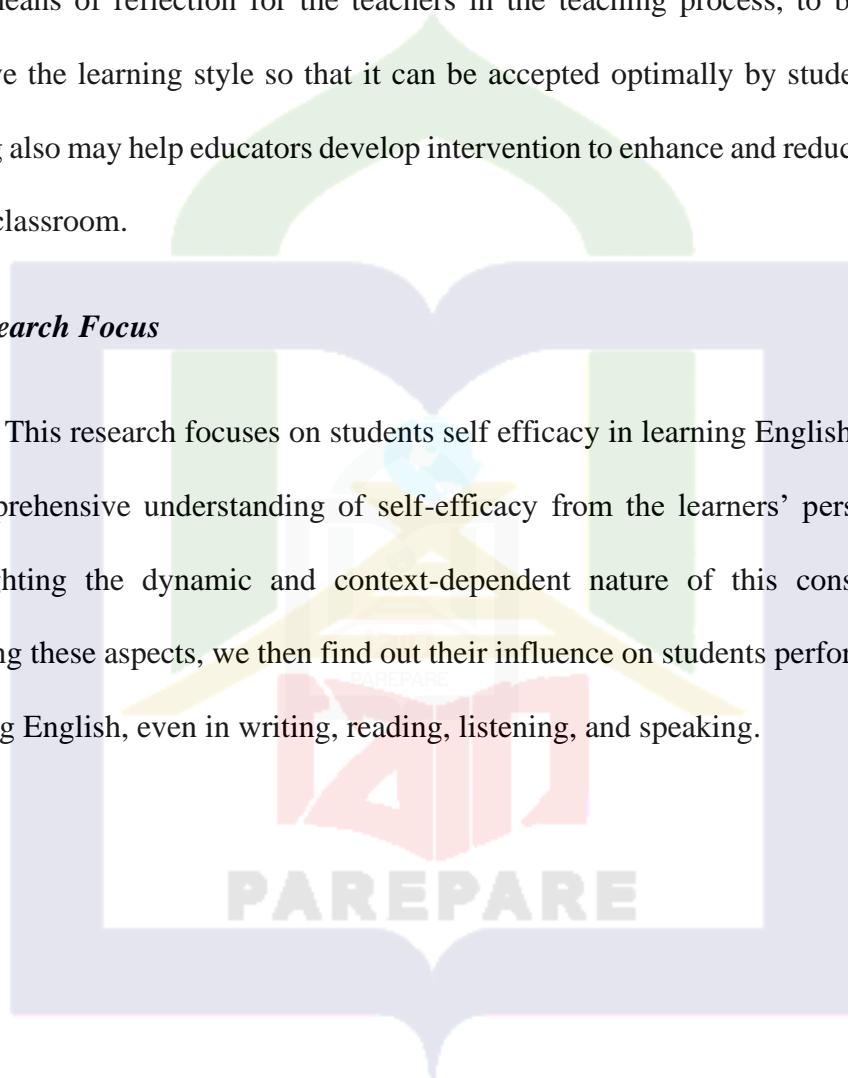
### ***D. Significance of the Research***

This proposed research aims to investigate students' self efficacy in learning English. This is important to know that when learning a language, especially a

foreign language, there are several things that need to be considered, one of which is the emotional aspect, namely self efficacy. This research is also expected to be a useful reference for future researchers who interest to this topic. Practically, it can be a means of reflection for the teachers in the teaching process, to be able to improve the learning style so that it can be accepted optimally by students. This finding also may help educators develop intervention to enhance and reduce anxiety in the classroom.

#### **E. Research Focus**

This research focuses on students self efficacy in learning English. Provide a comprehensive understanding of self-efficacy from the learners' perspectives, highlighting the dynamic and context-dependent nature of this construct. By knowing these aspects, we then find out their influence on students performance in learning English, even in writing, reading, listening, and speaking.



## CHAPTER II

### LITERATURE REVIEW

#### A. *Previous Related Finding*

Previous studies on students' self-efficacy in learning English have been widely conducted by experts. Self-efficacy, introduced by Bandura in 1997, refers to an individual's belief in their ability to complete tasks or achieve specific goals. In the context of English language learning, self-efficacy plays a crucial role in determining students' success in learning and using the language. Novilia in her research, identified a significant positive correlation between students' self-confidence and their English learning achievement. Students with high self-confidence tend to achieve better academic performance in English.<sup>9</sup>

A study by Zubaidah Wiji, et.al, in 2020 <sup>10</sup>, entitle "Students' Self-Efficacy in Learning English: A Case Study at a Vocational High School. This qualitative study was conducted at a vocational school in Garut with 23 participants. This study aims to find out the level of second-grade senior high school students's self efficacy. The study which was conducted to a class also investigated the factors affecting their self -efficacy in learning English. The result of this study showed that only a small proportion of students are at a high level of self-efficacy, which means that only a small proportion of students are confident and able to solve problems related

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<sup>9</sup> Novilia Rischi, " Korelasi antara Kepercayaan Diri Siswa dan Prestasi Belajar Bahasa Inggris Mereka di SMA Negeri 3 Pekanbaru". *Skripsi*. 2021. p. 40.

<sup>10</sup> Zubaedah Wiji Lestari, et al." Students' Self-Efficacy in Learning English: A Case Study at a Vocational High School". *Advance in Social, Education, and Humanities Research*. Vol 443. No.1, 2020, p.421.

to English learning and feel able to achieve learning goals. This study also shows that the most influential in learning English is the enactive mastery experience of students in learning English.

The next study was conducted by Adhityo, Fajar, and Randi showed that self-confidence has a significant impact on students' English-speaking skills. Students with higher confidence levels tend to have better speaking abilities. Confident students remain motivated and persistent in achieving their goals. As we know, one of the ways to become proficient in speaking a foreign language is by continuously practicing using the language.<sup>11</sup>

Another study by Alzhafirah Nadiyah et.al found that self efficacy is an individual's subjective assessment of their ability to effectively negative and surmount obstacles and achieve desired outcomes.<sup>12</sup> The study by Qurnia and Leni explain that self efficacy has an influence on personal, academic and career fields in Indonesian literature.<sup>13</sup>

Kristian also found that in English as a Foreign Language (EFL) speaking learning contexts, students with high self-efficacy are seen as speakers who can confidently convey their ideas to others. They believe in their current speaking abilities. Because of this self-efficacy, they are highly willing to engage in complex speaking learning processes, as they aim to maximize their English communicative

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<sup>11</sup> Adhityo Kuncoro, Fajar Erlangga, and Randi Ramliyana, "Kepercayaan Diri Siswa dan Pengaruhnya terhadap Keterampilan Berbicara Bahasa Inggris". *Prosiding Seminar Nasional Pengabdian Masyarakat Universitas Ma Chung*. 2021, p. 304.

<sup>12</sup> Alzhafirah Nadiyah, et.al. "Analysing the Road Self Efficacy Research in Indonesia". *Journal of Islamic Educational Counseling*. 4 (1). 2023. p.1.

<sup>13</sup> Annisa Qurnia, and Leni Marlina. "Correlation between EFL Students' Speaking Anxiety and Self Efficacy in Public Speaking Class at English Departement of Universitas Negeri Padang". *Journal of English Language Teaching*. Vol.9 (3). 2020. p.570.

competencies. After researchers conducted an in-depth analysis of various sources, two main themes emerged:

1. Self-efficacy helps EFL students become more successful second language English speakers.
2. Self-efficacy enables EFL students to transform into more confident second language English speakers.".<sup>14</sup>

In other occasions, Xin Xiang, et.al, which research EFL learners' self efficacy and their English learning anxiety in Chinese University English classroom.<sup>15</sup> This research found two important things about Chinese university students in learning English: 1) The more anxious students are in learning English, the lower their self-confidence in their English abilities. There is a strong inverse relationship between anxiety and self-confidence. 2) The four types of anxiety they often experience, namely worry, nervousness, fear of speaking English, and fear of being asked questions in class, greatly affect their self-confidence. In fact, these four types of anxiety can explain more than two-thirds (70.5%) of the reasons why students' self-confidence in learning English can fluctuate.

Although many studies show that self-efficacy is important for successful English learning, some studies have found different results. For example, research by Huang and Chang in 1996 found that self-efficacy is not always related to English learning achievement. In their research, they studied four students: one

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<sup>14</sup> Kristian Florensio Wijaya. "The Impact of Self Efficacy on EFL Learners' Speaking Skills". *Journal of Education, Language Innovation, and Applied Linguistics*. Vol 3. (2). 2024. p. 121.

<sup>15</sup> Xin Xiang, Chujun Hou, Leqi Peng, and Xiaohan Qian. "Investigating EFL Learners' Self Efficacy and Their English Learning Anxiety in Chinese University English Classroom". *Journal of ASSHER*. 2023. p.521.

from Korea, one from Taiwan, and two from Japan. They collected data through interviews, observations, document collection (writing assignments), written question lists, and self-efficacy questionnaires for English reading and writing. They also asked students to report their overall TOEFL scores and subpart scores: reading, listening, and structure. The results showed that some students with high self-efficacy did have good writing and reading achievement. However, one student with high self-efficacy had poor writing performance compared to the other students, and her TOEFL score was the lowest among the four students. Therefore, this research shows that although self-efficacy often helps, it does not always guarantee success in English learning.<sup>16</sup>

There are also several recent studies related to self-efficacy in learning English. Almayez, et.al in their study showed that intrinsic motivation directly enhances English language self-efficacy among Saudi EFL learners, and indirectly through self-regulated learning strategies. In other words, besides fostering motivation, teachers should train self-regulatory strategies to strengthen students' confidence in using English in online environments.<sup>17</sup> A study by Rahimi found that a mixed methodes instructional program that incorporated self-reflection, feedback, and goal setting significantly increased self-efficacy of university students. Both cognitive (content comprehension) and affective (confidence) factors contributed simultaneously, underscoring the importance of structured

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<sup>16</sup> Patchanok Kitikanan. “ The Relationshio between English Self-Efficacy and English Learning Achievment of L2 Thai Learners”. *Leanguage Education and Acquisition Research Network (LEARN) Journal* . Vol 10 (1). 2017, p. 153.

<sup>17</sup> Mayez Abdullah Almayez, et al. Motivation and English Self-Efficacy in Online Learning Applications among Saudi EFL learners: Exploring the Mediating Role of Self-Regulated Learning Strategies. *Acta Psychologica*. Vol 254, 2025.p 4.

interventions for building language-learning confidence.<sup>18</sup> Luo et al in 2024 explain that self-efficacy mediates the relationship between social support/academic enthusiasm and academic vitality of English Language Learners (ELL). Higher social support leads to stronger self-efficacy, which in turn boosts learning motivation and overall academic well-being.<sup>19</sup> A longitudinal study revealed a synergistic development of motivation, self-efficacy, and learning strategies over two years. Self-efficacy was most responsive to changes in self-regulatory strategies, indicating that improving learning strategies can directly strengthen students' confidence.<sup>20</sup>

All these studies consistently demonstrate that self-efficacy is a pivotal factor in successful English language learning. Variables such as motivation, social support, self-regulatory strategies, and specially designed interventions (goal-setting, feedback, metacognitive training) reliably boost self-efficacy, which in turn improves language performance (writing, speaking, reading) and overall learning engagement. Integrating these elements into curriculum design and teaching practice can holistically enhance learners' confidence and achievement.

<sup>18</sup> Ilan Daniels Rahimi and Gila Cohen Zika. Self-Efficacy in Learning English as Foreign Language Via Online Course in Higher Education. *Issue in Informing Science and Information Technology*. Vol. 20, 2023, p.130.

<sup>19</sup> Qin Luo, Roya Ahmadi, and Siros Izadpanah. Exploring the Mediating Role of Self-Efficacy Beliefs among EFL University Language Learners: The Relationship of Social Support with Academic Enthusiasm and Academic Vitality. *Helyon*. Vo. 10. 2024, p. 6.

<sup>20</sup> Raees Calafato. Charting the Motivation, Self-Efficacy Beliefs, Language Learning Strategies, and Achievement of Multilingual University Students Learning Arabic as Foreign Language. *Asian-Pacific Journal of Second and Foreign Language Education*. Vol. 20, 2023, p. 19.

## B. Theory Overview

### 1. Self-Efficacy

#### a. Basic Theory of Self Efficacy

The concept of self-efficacy is also known as part of social cognitive theory by Bandura 1977. This theory refers to individual's belief in their ability to perform a task. The higher the self-efficacy, the greater the confidence in their ability to achieve success. In difficult situations, people with low self-efficacy are more likely to reduce their efforts or give up. Conversely, people with high self-efficacy will try harder to overcome the challenges they face. Self-efficacy was developed by Albert Bandura as part of social cognitive theory. Social cognitive theory is derived from social learning theory. Social learning theory state that if human motivated to learn certain behaviors, they will learn through observing and imitating those action. The assumption is that humans will adapt favorable factors in their environment, while trying to change unfavorable factors. Self-efficacy can create a positive cycle where people with high self-efficacy become more engaged in their tasks, so that he is able to improve his performance, and in turn, their performance achieved will increase his self-efficacy.<sup>21</sup> Bandura in 1977 explained that "*efficacy beliefs play a central role in the cognitive regulation of motivation*". Efficacy play an important role in regulating a personal motivation. Self-efficacy has a major influence on individual behaviour one of which is motivation.<sup>22</sup>

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<sup>21</sup> Lianto. "Self-Efficacy: A Brief Literature Review". *Journal of Motivation Management*. Vol. 15. No. 1. 2019, p. 56.

<sup>22</sup> Nur Layli, and Dewi Urip Wahyuni. "Efikasi Diri dan Perilaku Motivasi", ( Sidoarjo: Indonedia Pustaka,2018), p. 27.

Bandura expanded the scope of this learning theory's proposition. According to Bandura, learning is not as simple as the postulates propose by social learning theory. Human behavior is complex and has multidimensional determinants. Human can exert influence over their actions and carry out their action with strong intentions. In other words "human agency", Bandura proposes discourse on freedom and determination. Humans do not simply react to external input like robots. Human behaviour is generated by an interdependent and reciprocal causal structure between behavioral, person cognitive, and environmental fact. Bandura's proportion is known as social cognitive theory. Social cognitive theory, in addition to being useful for predicting behavior, is also a theory of learning and change. According to this theory, changes in defensive behavior result from different ways of addressing cognitive mechanisms. Psychological procedures, regardless of their form, work to create and reinforce an individual expectation of efficacy. The essence of social cognitive theory is that individuals do not simply respond to environmental influences, but rather first seek out and interpret relevant information. Individuals contribute to their own motivation, behavior, and development within a network of reciprocal interactions. Thus, individuals are able to manage themselves, be proactive, self-regulate, and engage in self-reflection. They are contributors to their own environment.<sup>23</sup>

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<sup>23</sup> Albert, Bandura,. "Toward an Agentic Theory of the Self, in Marsh, H., Craven, RG, & McInerney, D.M. (Eds.). *Advances in Self Research, Self-Processes, Learning, and Enabling Human Potentia*, 2008.

Self-efficacy influences three main aspects of learning behavior:

- 1) Choice of action (activity choice) — students with high self-efficacy tend to choose tasks that are challenging and relevant to their learning goals.
- 2) Level of effort and persistence (effort and perseverance) — students who believe in their abilities will try harder and not give up easily.
- 3) Emotional response (emotional response) — high self-efficacy reduces anxiety and increases self-confidence when facing difficulties.

In the educational context, self-efficacy is an important psychological factor determining student success in learning, including learning a foreign language like English.

#### b. Definition

According to Bandura, self-efficacy is an individual's belief in their ability to organize and complete a task necessary to achieve certain results. Bandura believes that human personality consists of four parts: the self-system, self-regulation, self-efficacy, and collective efficacy. Self-efficacy is a personal (cognitive) factor that plays a very important role in Bandura's learning theory. In simple terms, Bandura explains self-efficacy as a person's belief in their ability to perform behaviors that will lead to the desired results. Self-efficacy is often associated with outcome expectations, which are estimates that the actions performed by a person will achieve certain results. Other experts, such as Duncan & McKeachie, also describe self-efficacy as a person's belief that they have the

knowledge, skills, and abilities needed to succeed in a particular course or on a specific task.<sup>24</sup>

Self-efficacy is described as an individual's perception of their ability to do a task related to themselves. It is a key predictor of conduct in the classroom, on the athletic field, and in social interactions, Bohlin et al., 2012. Moreover, it is defined as the capability to achieve desired results via one's activities. Students with high self-efficacy are inquisitive, confident, and like a challenge. In other words, it comprises of mental fortitude or how to respond to anything. self-efficacy is one's belief in one's capacity to utilize performance to complete tasks and accomplish goals. This indicates that people who feel highly effective tend to make greater claims about their capacity to complete tasks.<sup>25</sup> In academics, self-efficacy is usually described as academic self-efficacy. Academic self-efficacy is an important factor that significantly contributes to student success, as it significantly influences choices in the learning process and actions taken to achieve desired goals.<sup>26</sup>

Self-efficacy is not related to one's own skills, but rather to an individual's belief in what they can do with their existing skills, regardless of their strength. Self-efficacy emphasizes the confidence a person has in facing future situations that are ambiguous, unpredictable, and often stressful. Although self-efficacy has a significant causal influence on our actions, it combines with the environment,

<sup>24</sup> Merlinda Mulu, Priska Filomena Iku, Frans Laka Lazar, and Mariana Jediut. "Self Efficacy: A View from Junior High School Students and Its Gender Inraction". *Journal of Educational Science and Technology*. Vol.9 (2). 2023. p. 151.

<sup>25</sup> Dodi Suryanto, and Nur Muthmainnah. "Learners' Anxiety & Self Efficacy in Practicing Speaking Outside the Classroom". *Journal of Smart Eduaction and Learning*. Vol 1 (2), 2024, p. 105.

<sup>26</sup> Nurul Husna, Luthfi Saiful Arif, and Mardiasturi Wahid." The Relationship between Self-Efficacy and Academic Performance of Dental Students (Literature Review)". *Cakradonya Dental Journal*. Vol.14.No.2, 2022. p. 113.

previous behavior, and other personal variables, especially outcome expectations, to produce behavior. Self-efficacy influence several aspects of a person's cognition and behavior.<sup>27</sup>

According to Alwisol in 2011, self-efficacy also has the meaning of self-assessment of whether one is capable of performing an action well or badly, correctly or incorrectly, whether one can or cannot perform as expected. Self-efficacy is more about describing one's assessment of one's own abilities. Furthermore, according to Jannah in 2013, self-efficacy is an individual's belief or confidence in their abilities to carry out and complete tasks, thereby overcoming obstacles and achieving desired goals. This is characterized by self-confidence in dealing with uncertain situations, confidence in achieving targets, confidence in cognitive abilities, fostering motivation, and the ability to overcome existing challenges.<sup>28</sup>

### c. Aspects of Self-Efficacy

The concept of self-efficacy is one of the core components of Social Cognitive Theory proposed by Albert Bandura in 1997. According to Bandura, self-efficacy refers to an individual's belief in their ability to organize and execute the actions required to achieve desired outcomes. Self-efficacy is not merely self-confidence but a specific judgment about one's capability in a particular context or task. Bandura explained that self-efficacy consists of three main aspects, namely

<sup>27</sup> Sri Florina and Laurence Zagoto. "Efikasi Diri dalam Proses Pembelajaran". *Jurnal Review Pendidikan dan Pengajaran*. Vol. 2. No. 2, Desember.2019, p. 388.

<sup>28</sup> Nani Imaniyati and Dessy Alya Fadhilah. " Pengaruh Self-Efficacy terhadap Komunikasi Interpersonal". *Jurnal Pendidikan Manajemen Perkantoran*. Vol. 8. No. 2. 2023, p. 220.

level, generality, and strength. These aspects determine the degree to which individuals believe in their own ability across various learning situations.

Bandura stated that there are three aspects that differences aspects of self-efficacy for each individual are the degree of task difficulty (*magnitude*), strength of belief (*strength*), and *generality*.<sup>29</sup>

This component has an important implication.

### 1) *Level*

Level related to the degree of difficulty of the task faced by individuals. This aspect affect the individual in selecting possible behaviors and actions tried individually based on expectations of efficacy on task difficulty level. Magnitude refers to how difficult a person find it to adopt a specific behaviour. Elia, et al, state that *magnitude* refers to the degree of difficulty of the task or burden faced by the individual, questioning whether the individual feels capable of completing it. Individuals tend to avoid behaviors that exceed their abilities.<sup>30</sup>

The level aspect refers to the degree of confidence individuals have in performing tasks of varying difficulty. Those with a high sense of efficacy this level tend to believe they can handle more challenging tasks, while those with low self-efficacy prefer easier tasks to avoid failure.<sup>31</sup>

<sup>29</sup> Moh. Hadi Mahmudi dan Suroso. “Efikasi Diri, Dukungan Sosial dan Penyesuaian Diri dalam Belajar”. *Persona. Jurnal Psikologi Indonesia* 3 No. 2. 2014. Pg. 186.

<sup>30</sup> Elia Firda Mufidah, Cindy Asli Pravesti, and Dimas Ardika ,M.F.”Urgensi Efikasi Diri: Tinjauan Teori Bandura”. *Prosiding Seminar & Lokakarya Bimbingan dan Konseling*. 2022, p 30-35.

<sup>31</sup> Schunk, D. H., & Pajares, F. (2002). The Development of Academic Self-Efficacy. In A. Wigfield & J. Eccles (Eds.), *Development of Achievement Motivation*. San Diego: Academic Press.

In English language learning, level is reflected in how students perceive their ability to handle tasks of different complexity. For example, a student may feel confident understanding short texts but not longer, complex ones, or feel comfortable speaking in small groups but not in front of the whole class.<sup>32</sup>

Relevant study showed by Magogwe and Oliver in 2007, found that students with higher self-efficacy tend to use more complex learning strategies, such as inferencing and elaboration, particularly in reading and listening skills. This indicates that the level of self-efficacy influences a student's willingness to take on more difficult tasks.<sup>33</sup>

## 2) *Strength*

Strength related to the strength of an individual's belief in capability or his abilities. Hope and strong belief will encourage individuals to try persistent in efforts to achieve goals. On the contrary, hope and weak beliefs will be easily influenced unfavorable experiences and conditions, such as a failure. Experiences and conditions support will influence individuals to remain persistent and try to persist in an effort to achieve that goal expected. Strength reflects how certain a person is in being able to perform a specific task.

In the context of English learning, the strength of self-efficacy plays a key role in persistence. Students with strong efficacy will continue to

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<sup>32</sup> Wang, C., Schwab, G., & Fenn, P. Development and Validation of the Questionnaire of English Self-Efficacy (QESE). *Asian EFL Journal*, 15(4), 2013, p. 123.

<sup>33</sup> Magogwe, J. M., & Oliver, R. "The Relationship between Language Learning Strategies, Proficiency, Age, and Self-Efficacy Beliefs". *System*, 35(3), 2007. p. 338–352.

practice speaking or writing even after making mistakes, whereas those with weak efficacy tend to avoid challenging tasks. Rahimi and Abedini in 2009 found that EFL learners with stronger self-efficacy beliefs had better reading comprehension skills, as they showed greater persistence and resilience when facing difficult vocabulary.<sup>34</sup>

### 3) *Generality*

Generality related to the breadth of the field and scope of behavior or actions individuals believe they can do it. individuals can feel confident and trust in ability in certain situations and activities or varied situations. Generality refers to the degree to which self-efficacy beliefs are positively related, either within a behavioral domain, across behavioral domains or across time.

In English language learning, generality appears when a learner shows consistent confidence across various language skills — listening, speaking, reading, and writing. However, some students may exhibit high self-efficacy in one particular skill but not in others. For instance, a student may feel confident writing English essays but lack confidence in speaking spontaneously.<sup>35</sup>

Relevant study across this aspect, explain by Wang et al. in 2013, in their development of the *Questionnaire of English Self-Efficacy (QESE)*,

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<sup>34</sup> Rahimi, A., & Abedini, A. "The Interface between EFL Learners' Self-Efficacy Concerning Listening Comprehension and Listening Proficiency". *Novitas-ROYAL (Research on Youth and Language)*, 3(1), 2009. p.14–28.

<sup>35</sup> Mills, N., Pajares, F., & Herron, C. "Self-Efficacy of College Intermediate French Students: Relation to Achievement and Motivation". *Language Learning*, 57(3), 2007, p. 417–442.

demonstrated that self-efficacy can be measured specifically across the four language skills (listening, speaking, reading, and writing). Their findings suggest that the generality of self-efficacy may vary depending on learners' experiences in each skill area.<sup>36</sup>

#### 4) Self-Regulatory Efficacy

Schunk and Pajares in 2002 introduced another dimension called self-regulatory efficacy, referring to an individual's belief in their ability to regulate learning behavior, attention, and motivation to achieve academic goals.

Students with high self-regulatory efficacy are able to control their learning habits, set goals, and use effective strategies to understand academic materials.

In English learning, learners with high self-regulatory efficacy tend to:

- a) plan their study time effectively,
- b) seek additional learning resources (videos, songs, or apps), and
- c) monitor their own learning progress.

Zimmerman in 2000 found that self-regulatory efficacy plays a crucial role in developing *self-regulated learning* behaviors, which significantly enhance students' academic performance.<sup>37</sup>

<sup>36</sup> Wang, C., Schwab, G., & Fenn, P. "Development and Validation of the Questionnaire of English Self-Efficacy (QESE)". *Asian EFL Journal*, 15(4). 2013, p. 123–146.

<sup>37</sup> Zimmerman, B. J. "Self-Efficacy: An Essential Motive to Learn". *Contemporary Educational Psychology*, 25(1), 2000, p. 82–91.

## 5) Social/Communicative Efficacy

In language learning, self-efficacy also relates to confidence in communication and interaction using the target language. Mills, Pajares, and Herron in 2007 refer to this as *communicative self-efficacy* — the belief in one's ability to participate in conversations, ask and answer questions, and express ideas in English. Students with high communicative efficacy are more likely to participate actively, take risks, and view mistakes as part of the learning process. In contrast, those with low efficacy tend to remain passive and avoid oral communication.

Yanar and Bümen in 2012, found that high speaking self-efficacy correlates strongly with lower levels of language anxiety and improved speaking performance among EFL learners.<sup>38</sup>

### d. Source of Self Efficacy

According to Bandura, there are four factors that form self efficacy, namely:

#### 1) *Mastery Experience.*

Achievement experiences become the most influential source of self efficacy. This is because the good experiences or successful experiences provides a real evidence about person's ability to achieve success. A sense or impression of success and confidence to be able to do something gives energy to someone for the belief "I can do it!" in facing challenges in the future. Bandura in 1977 stated that mastery experience has a concomitant

<sup>38</sup> Yanar, B., & Bümen, N. T. "Relationships between Self-Efficacy, Foreign Language Anxiety, and Speaking Achievement among Turkish EFL Learners". *Procedia - Social and Behavioral Sciences*, 46. 2012, p.2402-2406.

relation with past success. Repeated past success experience can strengthen efficacy belief. It indicates that successful past experience may help the individual to be successful in similarly associated tasks by controlling the environment. For example, “after strong efficacy expectations are developed through repeated success, the negative impact of occasional failures is likely to be reduced”. In other words, the effect of failure efficacy depends on the strength of existing efficacy of an individual, or later failures may not negatively impact efficacy beliefs with the same extent as the impact of earlier failure. Research works have observed that mastery experience is one of the most influential sources among four primary efficacy information as it handover direct and authentic personal past experience that an individual requires to be successful.<sup>39</sup>

Schunk and Pajares state that providing students with tasks that allow for gradual mastery promotes a stronger sense of efficacy and persistence in learning. Similarly, Mills, Pajares, and Herron in found that mastery experiences in language tasks significantly increase students' confidence in using the target language.

## 2) *Vicarious Experience.*

Vicarious experiences are derived from observing others performing tasks successfully. Seeing peers with similar abilities succeed can lead learners to believe that they, too, can achieve similar results through

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<sup>39</sup> Mr. Khageswar Bhati and Tejaswini Priyadarshini Sethy. “Self-Efficacy: Theory to Educational Practice”. *The International Journal of Indian Psychology*. Vol. 10. No. 1. 2022, p. 3.

comparable effort. Based on other people's experiences, someone will be able to see and have an idea of what to do for a job successfully. Effects of experience of the other person will provide a great stimulus strong belief in someone through a concept "Because he can do it, so can I. by observing other people, indirectly an individual will get information about how to do the task successfully so able to increase self-confidence in their capabilities.

Observation is considered as the characteristic feature of social learning. In psychology specifically Behaviourism theory, it is emphasized that learning of an individual can occur throughout the process of observation. Self-efficacy theory is based on the principles of Behaviouristic thought. In self-efficacy theory, vicarious experience refers to learning by observing the success and failures of others. In an observer, vicarious experience develops the efficacy belief that they can also achieve success like that of the participant or the person observed. This observational experience generates a sense of social comparison and modelling in observers. Therefore, it is addressed by researchers that vicarious experience as the less dependable source of efficacy belief than the mastery experience.

In language classrooms, this can occur when students observe classmates giving a successful English presentation, speaking fluently, or answering questions confidently. Such observations serve as social modeling, enhancing self-efficacy — especially when the observer perceives the model as similar in ability or background. According to Schunk, observational learning plays an important role in academic settings

because students model their learning behavior after successful peers.<sup>40</sup>

Moreover, Mills et al. in 2007 found that students who observed effective peer models showed greater improvement in self-efficacy and performance in speaking tasks.<sup>41</sup>

3) *Verbal Persuasion.*

Generally, it is widely used in teaching learning environments to foster student's belief that they are able to face difficult situations. When a teacher provides verbal feedback like "very good", "Excellent", to students' behaviour, it develops positive efficacy beliefs about their academic skills and abilities among students. Hence, students' self efficacy is influenced by encouragement and discouragement of others. Bandura expressed that "Verbal persuasion may be limited in its power to create enduring increases in perceived efficacy, but it can bolster self-change if the positive appraisal is within realistic bounds".

This verbal persuasion is invitation or bait given by someone else to an individual. Verbal persuasion can help or hinder the development of self efficacy. Verbal persuasion can be a verbal evaluative and assessment of their performance. This will be able to be a good persuasion if done carefully according to their capability.

In English classrooms, teachers play a crucial role through praise, constructive feedback, and expressions of belief in students' capabilities.

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<sup>40</sup> Schunk, D. H. *Learning Theories: An Educational Perspective*. Boston: Pearson Education. 2012.

<sup>41</sup> Mills, N., Pajares, F., & Herron, C. "Self-Efficacy of College Intermediate French Students: Relation to Achievement and Motivation". *Language Learning*, 57(3). 2007, p. 417–442.

When students are persuaded that they possess the ability to succeed, they are more likely to invest effort and persist in challenging language tasks.

Rahimi and Abedini reported that students who received supportive and encouraging feedback from teachers developed stronger listening self-efficacy.<sup>42</sup> Similarly, Linnenbrink and Pintrich emphasize that consistent verbal reinforcement from teachers helps sustain learners' motivation and positive self-beliefs.<sup>43</sup>

4) *Psychological/Emotional Information.*

Emotional and psychological state of an individual is the last and final source of efficacy belief. It refers to emotional and psychological feedback experienced by individuals during performing assigned tasks. According to Bandura, excessive physical and emotional efforts to be successful in task completion might have a negative impact on performance, but individuals who are not overcome by their stress reaction, receive efficacy belief in their ability. This efficacy belief received from physiological and psychological state cognitively evaluated by the individual, based on the level of arousal.

Feeling of anxiety and stress will affect self-efficacy. Strong feeling will also give a strong reaction when doing a job. Relation to physical conditions and mood, there are four ways to change beliefs efficacy, namely improving body condition, reducing stress, changing negative emotions and

<sup>42</sup> Rahimi, A., & Abedini, A. (2009). The Interface between EFL Learners' Self-Efficacy Concerning Listening Comprehension and Listening Proficiency. *Novitas-ROYAL (Research on Youth and Language)*, 3(1), 14–28.

<sup>43</sup> Linnenbrink, E. A., & Pintrich, P. R. "The Role of Self-Efficacy Beliefs in Student Engagement and Learning in the Classroom". *Reading & Writing Quarterly*, 19(2). 2003, p. 119–137.

correcting negative emotions, and correcting misinterpretation of body condition.<sup>44</sup>

In the context of English learning, many students experience foreign language anxiety, particularly in speaking tasks. Students with higher self-efficacy tend to manage this anxiety better and remain focused on communication goals. Horwitz, Horwitz, and Cope identified foreign language anxiety as a key factor affecting learners' confidence and performance<sup>45</sup>. Later studies by Yanar and Bümen in 2012 confirmed that learners with higher self-efficacy experienced lower anxiety and showed better oral performance in English.<sup>46</sup>

In all, one's self-efficacy can be affected through several ways. It can be affected through internal factors such as mastery experience and psychological and affective states, or external factors such as vicarious experience and verbal persuasion from another person. Mastery experience and verbal persuasion from another person. Mastery experience and psychological and affective states are considered internal factors because they are obtained from one's personal accomplishment and body condition. Meanwhile, vicarious experience and verbal persuasion are considered external factors because they are obtained from another person through observation and advice. Among the four sources of self-efficacy,

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<sup>44</sup> Rosyidi. "Psikologi Kepribadian: Paradigma Traits, Kognitif, Behavioristik, dan Humanistik". (Surabaya: Jaudar Press). 2015.p. 48."

<sup>45</sup> Horwitz, E. K., Horwitz, M. B., & Cope, J. "Foreign Language Classroom Anxiety". *The Modern Language Journal*, 70(2). 1986, p.125–132.

<sup>46</sup> Yanar, B., & Bümen, N. T. (2012). Relationships between Self-Efficacy, Foreign Language Anxiety, and Speaking Achievement among Turkish EFL Learners. *Procedia - Social and Behavioral Sciences*, 46. 2012, p. 2402–2406.

mastery experience is the most influential source of one's self-efficacy. Mastery experience offers authentic proof of personal accomplishment in a certain field or task that can further affect the future of one's self-efficacy based on whether one has a successful or unsuccessful experience. Conversely, Bandura in 1977 argues that the other factors such as vicarious experience, verbal persuasion, and psychological and affective states are less dependable sources compared to mastery experience because they do not provide evidence about personal accomplishment.

Table 1.1. Source of Self-Efficacy

Source of Self-Efficacy	Indicator
Mastery Experience	Having successful experience in a certain field or task.
Vicarious Experience	Observing another person doing an activity or task.
Verbal Persuasion	Receiving suggestion, feedback, or instruction.
Psychological and Affective State	Having a good physical and good emotional condition during a task.

#### d. Factors Affecting Self-Efficacy

Ormrod argues that there are several factors that affect the development of a person's self-efficacy, including the following:<sup>47</sup>

- 1) Success and Failure of Previous Learning

<sup>47</sup> Ormand, E.J. "Psikologi Pendidikan: Membantu Siswa Tumbuh dan Berkembang". (Jakarta: Erlanga, 2008), p. 23.

Students are more confident in succeeding at a task if they have succeeded in that task or similar tasks in the past. If students have developed high self-efficacy, occasional failures will not make them pessimistic. When students experience difficulties in achieving success, they learn that they will succeed if they persevere. The failures experienced also provide important information to improve their performance. As Bandura stated, they develop resilient self-efficacy, which is strong and robust self-efficacy.

## 2) Messages from Others

Student self-efficacy can be increased by explicitly showing things that have been done before or things that are considered to be proficient. According to Zeldin & Pajares increasing student self-efficacy can be done by providing reasons to believe that students can be successful in the future. When communicating confidence in student abilities, it should be done by offering concrete suggestions for improvement because sometimes the message given by someone is implied rather than stated directly.

## 3) Success and Failure of Others

Students often consider the success and failure of their classmates, especially those who are equally able, when assessing their own chances of success. Students who see their own abilities as equal to those of successful others will have reason to be optimistic about their own success. Thus, self-efficacy can be developed to a greater extent by witnessing the success of others with similar abilities to do something rather than by watching their teachers model the behavior.

Social cognitive psychologists in Bandura and Schunk 1989 identified three factors in the development of high and low self-efficacy discussed below<sup>48</sup>:

1) Students' earlier academic record

Students with poor grades in previous examinations develop low-self efficacy. Teachers are required to help them in organizing cognitive components of learning and memory. In addition to teachers' guidance, such students recognize the importance of effort and persistence for learning and achieving a goal by developing resilient self-efficacy.

2) Teacher's message

Motivational messages of teachers in particular will develop students' self-efficacy. Teachers politely point out the drawbacks of students' work. Over was helping behavior may have an adverse impact students' confidence regarding performance of academic work. Frequent guidance and help pg the teachers may develop students' negative attitude toward capacities and believe to learn and achieve is injured.

3) Success and failure of others

Schunk and Hanson in 1985, students observe the output of their class fellows and convinced that when their class fellows can improve grades and learn lessons, they are also able to learn and understand the difficulty. Class fellows of same age are significant model to enhance greater high self-efficacy as compared to teachers.

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<sup>48</sup> Alay Ahmad and Triantoro Safaria. "Effect of Self-Efficacy on Students' Academic Performance. *Journal of Educational, Health and Community Psychology*. Vol 2 (1). 2013, p.20.

### e. Self-efficacy in English Learning

Self-efficacy in the context of English language learning refers to the extent to which a student believes in their ability to understand, master, and use English effectively in various learning situations. This belief significantly influences how students view learning tasks, how they respond to challenges, and how much effort they put into succeeding in their studies. Bandura defines self-efficacy as an individual's belief in their ability to complete a task. Using this definition, he states that self-efficacy in English learning is how students assess their ability to complete lessons and achieve good results, so that they do not fail in school. Mo also argues that self-efficacy in English learning is how students assess their ability to learn English well. Most experts base their opinions on Bandura's definition of self-efficacy and adapt it to their own research. However, there is no clear and widely accepted definition.<sup>49</sup>

Rahemi in 2007 explain that self efficacy in English can be interpreted as an assessment of self-ability in learning English. The thing that similarly explained by Wang and Pape in 2007 that English self efficacy refers to an individual's assessment of the what can they do with abilities that are possessed and not assessment of these abilities.<sup>50</sup>

Language skills, in general, are supported by four techniques, namely listening, speaking, reading, and writing. This also applies to English language

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<sup>49</sup> Xin Xiang et al. "Investigating EFL Learners' Self Efficacy and Their English Learning Anxiety in Chinese University English Classroom". *ASSEHR* . 2023, pp. 521–530

<sup>50</sup> Arfi Nurul Hidayah and Asmadi Alsa. "Penggunaan Modul MMFE untuk Meningkatkan Efikasi Diri Bahasa Inggris Siswa SMP". *Gadjah Mada Journal of Professional Psychology*. Vol 2 (2). 2016, p 88.

learning where listening, speaking, reading, and writing skills become a measure of understanding and proficiency in using English. However, in many cases it is suspected that students find listening to English more difficult than writing English for the same size, namely simple English. And furthermore, speaking English is suspected to be more difficult than reading English for the size of simple English use. One method / way to improve speaking and listening skills in English is self-efficacy.<sup>51</sup>

Learning English is not just about memorizing or understanding grammar, it also involves active skills like speaking and writing, which often trigger anxiety for some students. In this regard, self-efficacy is a key determinant. Within EFL contexts, self-efficacy plays a decisive role. Learners with strong ESE demonstrate a greater propensity to engage in challenging language tasks, exhibiting increased persistence and adaptability. Mulyanto et al. in 2022 indicate that self-efficacy enhances the confidence of Indonesian learners in spoken English, which significantly influences their performance.<sup>52</sup> Similarly, Cabillon in 2023 calls attention to the critical role of language learning strategies and social media utilization in shaping self-efficacy, resulting in improved communication skills. Learners with high self-efficacy approach complex tasks confidently, demonstrating superior comprehension and problem-solving abilities as they

<sup>51</sup> Donie Fadjar Kurniawan and Alya Dhiya Shafa. "Self Efficacy dalam Keterampilan Berbicara Bahasa Inggris Mahasiswa Program Studi Film dan Televisi Institut Seni Indonesia Surakarta". *Seminar Nasional*. Vol.5. 2022., p31.

<sup>52</sup> H. Mulyanto, E.S.H.B. Azizam, J. Jusoh."Self Efficacy of Indonesian English Foreign Language Learners in Speaking English. *International Journal of English and Applied Linguistics*, 2 (3). 2022, pp. 459-468.

address the inherent challenges of language learning<sup>53</sup>. The perception of English as a critical skill for accessing global opportunities significantly impacts Saudi learners self-efficacy beliefs. This societal emphasis motivates learners to engage actively with language tasks, as confidence in their ability to succeed becomes associated with broader academic and professional aspirations<sup>54</sup>.

### 1) The Role of Self-Efficacy in English Learning

Self-efficacy plays a crucial role in language learning because it affects motivation, strategy use, performance, and emotional regulation. Learners with strong self-efficacy beliefs demonstrate greater engagement in learning activities and are more resilient in overcoming obstacles such as language anxiety or fear of making mistakes.<sup>55</sup>

#### a) Motivation and Persistence

Learners with high self-efficacy are more motivated and tend to persist longer in challenging English tasks. According to Zimmerman in 2000, self-efficacy serves as an essential motive to learn — students who believe in their abilities set higher goals and are more committed to achieving them. Similarly, Graham in 2011 found that English learners with strong efficacy beliefs were more

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<sup>53</sup> N.M.C. Cabillon. Language Learning Strategies and Social Media Use as Determinants of English Language Skills Self-efficacy. *EPRA International Journal of Multidisciplinary Research*. 2023, pp. 28-32.

<sup>54</sup> H.S. Alqurashi, H.A. Althubaiti. The Role of Language Proficiency in Willingness to Communicate: A case study of Saudi EFL Learners. *Arab World English Journal*. Vol.12 (2). 2021, pp. 469-478.

<sup>55</sup> Graham, S. “Self-Efficacy and Academic Listening”. *Journal of English for Academic Purposes*, 10(2), 2011, p. 113–117.

consistent in practicing English speaking skills and showed greater willingness to communicate.

b) Learning Strategies and Autonomy

Self-efficacy also influences how learners select and use learning strategies. High-efficacy students are more likely to use metacognitive and cognitive strategies, such as planning, monitoring, and evaluating their own learning.<sup>56</sup> Magogwe and

Oliver demonstrated that EFL learners with higher self-efficacy beliefs tend to use more effective strategies, such as self-monitoring, elaboration, and problem-solving, leading to better academic outcomes.<sup>57</sup>

In addition, learners with strong self-efficacy are more autonomous, taking responsibility for their learning process — they set learning goals, seek practice opportunities, and evaluate their progress independently.<sup>58</sup>

c) Performance and Achievement

Research consistently shows a strong correlation between self-efficacy and English achievement. Mills, Pajares, and Herron in 2007 found that university students with higher self-efficacy in French (as a foreign language) achieved better speaking and

<sup>56</sup> Oxford, R. *Teaching and Researching Language Learning Strategies: Self-Regulation in Context*. London: Routledge. 2017.

<sup>57</sup> Magogwe, J. M., & Oliver, R. "The Relationship between Language Learning Strategies, Proficiency, Age, and Self-Efficacy Beliefs". *System*, 35(3), 2007, p. 338–352.

<sup>58</sup> Wang, C., Schwab, G., & Fenn, P. "Development and Validation of the Questionnaire of English Self-Efficacy (QESE)". *Asian EFL Journal*, 15(4), 2013, p. 123–146.

listening performance. Similar findings apply to English learners: those with higher self-efficacy perform better in reading comprehension, writing fluency, and oral communication.

Rahimi and Abedini in 2009 reported that EFL learners' listening comprehension proficiency was significantly predicted by their listening self-efficacy beliefs. This implies that self-efficacy not only affects students' attitudes but also has a measurable impact on their actual performance.

d) Emotional Regulation and Anxiety Reduction

Self-efficacy beliefs also help learners regulate emotions such as anxiety, frustration, or embarrassment. Foreign language anxiety is a common barrier that can inhibit communication. However, students with strong self-efficacy tend to interpret anxiety as a normal part of learning rather than as a sign of incompetence. They remain calm and confident during communication activities.<sup>59</sup>

Research by Mills et al. in 2007 revealed that self-efficacy negatively correlates with language anxiety — students with higher self-efficacy experience less anxiety and greater speaking fluency.

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<sup>59</sup> Yanar, B., & Bümen, N. T. Relationships between Self-Efficacy, Foreign Language Anxiety, and Speaking Achievement among Turkish EFL Learners. *Procedia - Social and Behavioral Sciences*, 46, . 2012, p. 2402–2406.

## 2) Dimensions of English Learning Self-Efficacy

According to Wang, Schwab, and Fenn (2013), English self-efficacy can be analyzed through four main dimensions based on the four language skills:

Table 1.2. Dimension of English Learning Self-Efficacy

Dimension	Description	Example of Learner Belief
Listening Self-Efficacy	Confidence in understanding spoken English in various contexts.	“I believe I can understand English conversations in videos.”
Speaking Self-Efficacy	Belief in one’s ability to express ideas verbally in English.	“I can talk with classmates in English even if I make mistakes.”
Reading Self-Efficacy	Belief in understanding written texts.	“I can understand the main ideas in English articles.”
Writing Self-Efficacy	Confidence in composing sentences, paragraphs, or essays.	“I can write a short essay in English clearly and correctly.”

These four dimensions are interrelated and contribute to overall English proficiency. Learners may have differing levels of efficacy across these skills depending on experience, instruction, and feedback received.

## 3) Factors Influencing Self-Efficacy in English Learning

Several factors contribute to the development of self-efficacy among EFL students:

- a) Learning Experiences – Positive past experiences in English classes or successful communication strengthen learners' beliefs
- b) Teacher Feedback and Support – Constructive feedback and encouragement from teachers enhance students' confidence.
- c) Peer Modeling – Observing successful classmates can raise one's own sense of capability.
- d) Emotional State – Students with lower anxiety and higher motivation tend to have stronger self-efficacy.
- e) Learning Environment – Supportive, communicative, and low-stress classroom environments promote higher self-efficacy.<sup>60</sup>

#### 4) Implications for English Teaching

Understanding students' self-efficacy has important pedagogical implications. Teachers can help improve learners' self-efficacy by:

- a) Providing incremental learning experiences that allow students to succeed step by step.
- b) Using peer modeling through pair or group work.
- c) Offering positive feedback and recognizing effort rather than only performance.
- d) Reducing anxiety-provoking situations by creating a supportive classroom atmosphere.

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<sup>60</sup> Linnenbrink, E. A., & Pintrich, P. R. "The Role of Self-Efficacy Beliefs in Student Engagement and Learning". *Reading & Writing Quarterly*, 19(2), 2003, p. 119–137.

e) Encouraging self-reflection and goal-setting to develop autonomous learning habits.

By integrating these strategies, teachers can help students develop stronger beliefs in their abilities, leading to improved motivation, performance, and long-term success in English learning.

## 2. English Learning

Learning is a combined element composed of human elements, materials, facilities, equipment, and procedures that mutually influence each other to achieve learning objectives<sup>61</sup>. In the learning process, there will be interaction between students and their environment. Thus, in the learning process, interaction occurs not only between teachers and students but also with other sources such as media and materials.

Language is a tool to express meaning realized through linguistic words and vocabulary. Thus, language plays a crucial role in human life. The functionality of language in a person's language use can be seen from the quality and capacity of their vocabulary. Language is essentially not a science<sup>62</sup>, it is a communication skill. Language is not merely sounds that can be empirically perceived, but it is also rich with non-empirical meanings<sup>63</sup>. Language is a system, or more precisely (namely a

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<sup>61</sup> Oemar Hamalik. "Kurikulum dan Pembelajaran". (Jakarta: PT.Bumi Aksara, 2003) p. 57.

<sup>62</sup> Yuhaitno. "Keajaiban Belajar" (Pontianak: Pustaka Jenius Publishing, 2010) p. 90.

<sup>63</sup> A Chaedar Alwasilah," Filsafat Bahasa dan Pendidikan". (Bandung: PT. Remaja Rosdakarya, 2008) p. 14.

sound system, a grammar system, a meaning system), and variations in language use are often systematic as well<sup>64</sup>.

From the definitions above, it can be concluded that language is a communication tool used by humans to convey messages from the sender to the receiver. Learning a language does not grow on its own but requires interaction with others. Children who grow up isolated from their social language environment will not develop their language skills. Humans have the ability to produce various sounds. These sounds are developed into meaningful symbols.

English is a tool for oral and written communication. Meanwhile, communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture.

In English language learning, there are four basic skills that must be learned by all students, including:<sup>65</sup>

a. Listening

Listening is a skill that is still often neglected, due to a lack of materials such as textbooks and other resources like commercial recordings to support teachers in listening lessons for English. Listening is a receptive skill that involves understanding spoken language. It requires the ability to recognize sounds, understand vocabulary, interpret meaning, and respond appropriately.

<sup>64</sup> Linda Thomas & Shan Wareing. “*Bahasa, Masyarakat, dan Kekuasaan*”, (Yogyakarta: Pustaka Pelajar, 2007), p. 17

<sup>65</sup> Kasihani K. E. Suyanto. “*English For Young Learning*”. (Jakarta: P.T Bumi Aksara, 2010), p. 23.

Rost in 2011 defines listening as the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages.<sup>66</sup>

In English learning, listening plays a vital role because it provides the input necessary for language acquisition. Learners develop comprehension through exposure to authentic spoken English — such as conversations, audio materials, or lecture. Key aspects of listening are understanding pronunciation and intonation, recognizing main ideas and supporting details, and inferring speakers' attitudes or intentions.<sup>67</sup>

#### b. Speaking

The main goal of speaking ability is to convey messages to others, namely to be able to communicate in a language. The first goal can be achieved through activities, while the second goal can be achieved through development exercises. Speaking is a productive skill that focuses on the ability to express thoughts, feelings, and ideas orally. According to Nunan in 2003, speaking is “the productive oral skill that involves producing systematic verbal utterances to convey meaning.”<sup>68</sup>

Speaking is often regarded as the most important skill because it directly demonstrates learners' communicative competence. Brown and Yule in 1983 categorize speaking into two main functions: transactional (to convey information) and interactional (to maintain social relationships).<sup>69</sup>

<sup>66</sup> Rost, M. *Teaching and Researching Listening*. London: Routledge. 2011.

<sup>67</sup> Krashen, S. D. *Principles and Practice in Second Language Acquisition*. Pergamon Press. 1982.

<sup>68</sup> Nunan, D. *Practical English Language Teaching*. New York: McGraw-Hill. 2003.

<sup>69</sup> Brown, G., & Yule, G. *Teaching the Spoken Language*. Cambridge University Press. 1983.

Characteristics of effective speaking include:

- 1) Fluency: ability to speak smoothly without excessive hesitation.
- 2) Accuracy: correct use of grammar, vocabulary, and pronunciation.
- 3) Interaction: appropriate turn-taking and responsiveness in conversation.

c. Writing

Writing skills are considered the most difficult compared to other language skills. When a student uses a second language orally, a native speaker can understand and accept imperfect pronunciation. However, when a student uses the second language in writing, the native speaker who reads it will be more critical in evaluating writing with many spelling or grammatical errors. Writing is a productive skill that enables learners to communicate ideas through written form. Writing is a process that involves generating ideas, organizing them coherently, and revising the text to ensure clarity and accuracy.<sup>70</sup>

Writing in English requires mastery of grammar, vocabulary, punctuation, and discourse organization. It also involves cognitive and metacognitive processes — planning, drafting, revising, and editing. Brown in 2007 emphasizes that effective writing instruction should integrate both product-based approaches (focus on the final written text) and process-based approaches (focus on the stages of writing).<sup>71</sup>

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<sup>70</sup> Hyland, K. *Second Language Writing*. Cambridge University Press. 2003.

<sup>71</sup> Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education. 2007.

### e. Reading

Reading is a very complex activity because it depends on the student's language skills and their level of understanding. A person's goal in reading is to understand the content of the message contained in a reading as efficiently as possible. Reading activities involve the skills of recognizing a text and drawing conclusions about the meaning of words using unfamiliar vocabulary items<sup>72</sup>.

As stated by Morrow in Demirbas in 2013, receptive and productive skills are the combination of four skills- listening, reading, speaking, and writing skills. Therefore, we can devide the language skills into two types. First is receptive skill. It is a term used for reading and listening skills where meaning is extracted from the discourse. According to Harmer in 2007, productive skill is the term for speaking and writing skills where students actually have to pruduce language themselves.<sup>73</sup>

Megawati in 2006 explained that learning English as a foreign language is not without its difficulties and obstacles. Students consider *speaking* the most difficult skill to master due to a lack of English vocabulary, difficulty memorizing, fear of mispronunciation, fear of being laughed at by peers, and poor *grammar* knowledge. Furthermore, *listening* skills are difficult, or listening to videos in English is difficult due to a lack of vocabulary, making it to difficult to understand the meaning of the words being spoken. *Writing* skills are also difficult because this

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<sup>72</sup> Ahmad Izzan. "Metodologi Pembelajaran Bahasa Inggris". (Bandung: Humaniora, 2008) p, 14.

<sup>73</sup> Pindho Anjayani and Suprapto. "Error Analysis on the Use of Propositions in Students' Writing (A Case Study of the Eleventh Grade Students of SMA Negeri 9 Semarang in the Academic Year of 2014/2015)". *Journal of English Language Teaching*. Vol 5 (2), 2016, p. 2.

skills requires a complex process, starting with developing a paragraph outline, creating paragraphs, checking the writing's accuracy, chechking the relevance of the content, and publishing the writing. *Reading* skills are the least difficult because of a strong interest in reading, making it easy to understand reading, even in English.<sup>74</sup>

The factors influencing learning of English as a second language may be categorized as internal factors and external factors. Internal factors which are carried along by a learner to specific learning context including age, personality, motivation, experience, cognition, and mother tongue. External factors include a particular language learning situation including curriculum, instruction, culture and status, and acces to native speakers.<sup>75</sup>

### **C. Conceptual Framework**

According to Bandura as quoted by Sihaloho, self-efficacy is an individual's belief in their performance to choose and determine actions to achieve the desired result and goals.<sup>76</sup> Jendra and Sugiyo stated that believe in these abilities includes self confidence, self actualization, intelligence, cognitive ability, and the ability to act in stressful an stressful situations and conditions.<sup>77</sup> And individual with strong

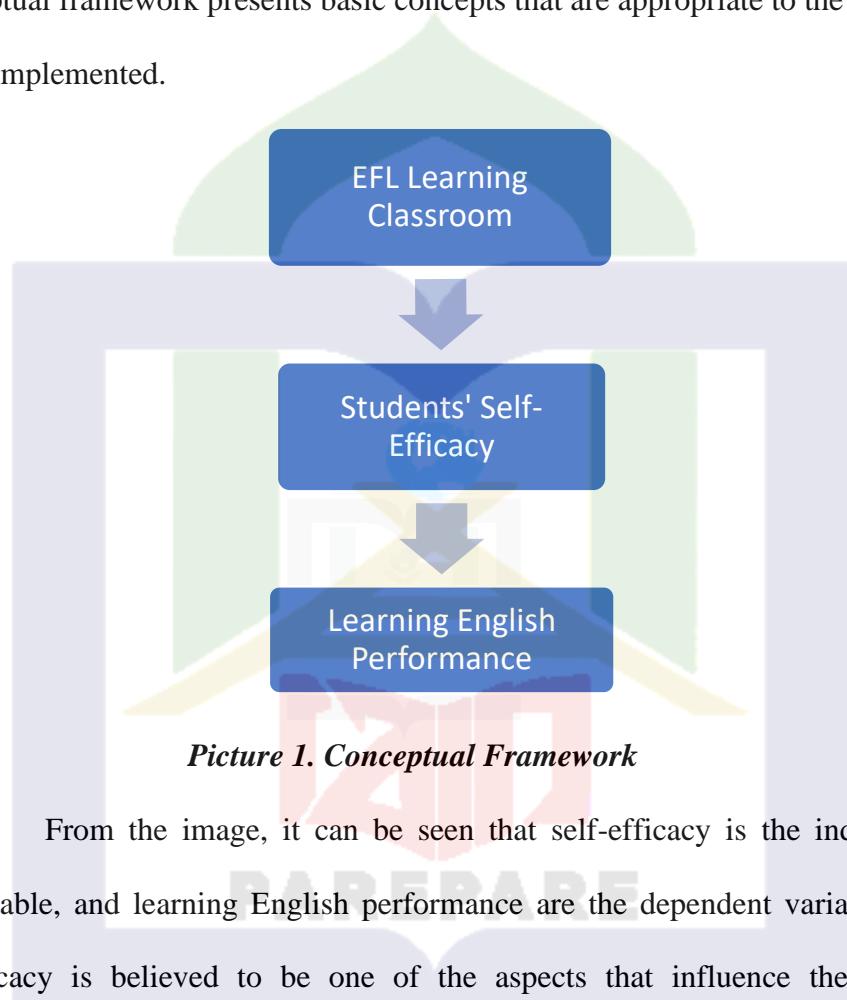
<sup>74</sup> Andrielina Firdausih and Bhina Patria. "Efikasi Diri Bahasa Inggris xsebagai Mediator antara Orientasi Tujuan Penggunaan dan Keterikatan Siswa Belajar Bahasa Inggris". *Gadjah Mada Journal of Psychology*. Vol. 4 . No.1. 2018, p. 77.

<sup>75</sup> Ali Husain Bangash, Zahoor ul-Haq, and Muhammad Khalil. "Factors Affecting Learning of English as Second Language in Remote Areas of Pakistan". *PJER*. Vol 4 (3), 2021, p 569.

<sup>76</sup> Sihaloho, Rahayu, and Wibowo, "Pengaruh Efikasi Diri (Self Efficacy) Terhadap Hasil Belajar Ekonomi Siswa Kelas XI IPS SMA Negeri Se-Kota Bandung," *Ejournal UMM*. 2018, p. 64.

<sup>77</sup> Arya Firmanu Jendra and Sugiyo, "Pengaruh Efikasi Diri Terhadap Kecemasan Presentasi Siswa Kelas XI di SMA Negeri 1 Wuryantoro," *Journal of Guidance and Counceling*. Vol 4. (1), 2020, p.142.

self efficacy tends to improve their achievements and well-being and is able to manage the anxiety that occurs to them, especially in learning English. In the conceptual framework, the main issues in this research have been explained. This conceptual framework presents basic concepts that are appropriate to the problems being implemented.



*Picture 1. Conceptual Framework*

From the image, it can be seen that self-efficacy is the independent variable, and learning English performance are the dependent variable. Self-efficacy is believed to be one of the aspects that influence the students performance in learning English. Self-efficacy supports an individual's belief in developing motivation to achieve a goal. Students' self-efficacy influence their performance in learning English. This includes their abilities in listening, speaking, reading, writing, grammar, vocabulary, and also students' academic grades in English.

## CHAPTER III

### RESEARCH METHOD

#### A. *Research Design*

This research uses a qualitative approach with an explanatory method to get descriptive data and explain the influence of students self efficacy in learning English. The author selected a sample of middle school students in the English language program at Madrasah Tsanawiyah Putri DDI Mangkoso in Barru.

Qualitative research is research that provides an overview of a phenomenon or situation that occurs. Phenomena in qualitative research are holistic or comprehensive. Thus, the data found cannot be separated.<sup>78</sup>

Observation, interview and documentation applied in this research. The observation was organized to observe the teaching learning process during the treatment of teaching and how student's self efficacy when they did predicting, questioning, clarifying, and summarizing strategy. The interview was conducted toward some representative of the students' reading scores, listening scores, writing scores, and speaking scores to track students' perception, belief, and experience to explore the students' perception of self efficacy, in which their answer were classified and generalized as the resource. Documentation is also carried out in this study. In this case, the researcher reviewed documents from the English

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<sup>78</sup> I Made Laut Mertha Jaya. "Metode Penelitian Kuantitatif dan Kualitatif" (Yogyakarta: Quadrant, 2020), p. 111.

assignments that students had done as well as the history of daily grades in learning English in the classroom.

#### **B. *Research Location and Time***

This research conduct at MTs Putri DDI Mangkoso, which are located in Soppeng Riaja district, Barru Regency, South Sulawesi. The target of the research is students of seventh grade. This research manage at June – August 2025.

#### **C. *Research Participant***

The research participant of this research were seven grade of MTs Putri DDI Mangkoso. They consists about three or seven students. They were taken through purposive sampling with the purpose of the individual or selected cases may represent a case that could answer the problems. The determination of the individual or the case was based on theoretical knowledge possessed by the researcher. The researcher took the class with high competency in reading because she wanted to find out the level of positive students' self efficacy.

#### **D. *Data Collection Technique and Instrument***

Research instruments are research tools used by researchers to collect data in targeted manner. Various techniques are used to collect data, including observstion, interviews, and documentation. The result obtained for further analysis are achieved by obtaining the appropriate data and information from this procedure.

## 1. Observation

In this study, the researcher used participant observation, the object of observation was student activity in class. It is focused on how student behave and interact during the English learning process.

Observed Aspect:

- a. Student participation in learning activities (e.g., answering question, discussing, presenting).
- b. Facial expression and body language of students (e.g, enthusiastic, hesitant, anxious).
- c. Student interaction with teacher and peers.
- d. How students cope with English assignments.

## 2. Interview

An Interview containing a set of qustions that have been prepared, to serve as a guide for researcher in collecting information or data about a specific topic.<sup>79</sup>

The researcher used structures interviews by organizing interview with students in English language program. The students' answers were recorded using audio recordings. Researchers delve deeply into students' experiences, beliefs, and feelings regarding their ability to learn English.

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<sup>79</sup> Christopher Mensah Adosi. “Qualitative Data Collection Instruments: The Most Challenging and Easiest to Use”. Institute for Educational Planning and Administration. University of Cope Coast. 2020, p. 4.

Table 1.3. The Interview Guide

No.	Interview Protocol	Indicator	Questions
1.	Open Interview	English Learning Experience	<ol style="list-style-type: none"> <li>1. How do you feel when learning English?</li> <li>2. What do you like about English lessons?</li> <li>3. How do you learn English outside of school hours?</li> <li>4. Do you feel confident when speaking or writing in English? Why?</li> <li>5. Have you ever felt shy or afraid when speaking English in front of friends or teachers?</li> </ol>
2.	Focused Interview	Mastery Experience:	<ol style="list-style-type: none"> <li>1. Are you good enough at learning English?</li> <li>2. Do you understand every English learning material?</li> <li>3. Do you have a good foundation in learning English?</li> <li>4. How have your past experiences in</li> </ol>

			5. learning English influenced your current confidence in learning?
		Vicarious Experience:	<ol style="list-style-type: none"> <li>1. Do you have friends or classmates who are good at English? How have their experiences influenced your own?</li> <li>2. When your friends can answer English questions, do you want to be like them?</li> <li>3. Has your teacher ever helped you feel more confident in learning English?</li> </ol>
		Verbal Persuasion:	<ol style="list-style-type: none"> <li>1. Did the teacher say that your English is good?</li> <li>2. Have you ever been told that you are good at English by a senior or someone else outside of school?</li> <li>3. Do your parents or family provide support in learning English?</li> </ol>

		Physiological and Affective States:	<ol style="list-style-type: none"> <li>1. How do you feel when learning English? Do you feel anxious, excited, or confident?</li> <li>2. Do you think your physical and emotional condition affects how well you learn English?</li> </ol>
3.	Closing	Hope and Goals	<ol style="list-style-type: none"> <li>1. What is your goal in learning English? Is it difficult or easy to achieve?</li> <li>2. How do you deal with difficult English assignments? Do you give up easily, or do you persevere?</li> <li>3. Are there any other obstacles in learning English?</li> <li>4. What strategies do you use when you face difficulties in learning English?</li> <li>5. What can you do to improve your ability to learn English?</li> </ol>

### 3. Documentation

Documentation was also one of data collection which could be in form of written or visual that may contribute to the understanding of what was happening in the classroom or in the research site where the research conducted<sup>80</sup>. The purpose is to collect data from relevant documents, such as; results of students' English assignments and test, teacher's notes on student development, students notebook, and teacher's lesson plan.

## E. *Data Analysis Technique*

Data analysis is a method of processing data into accurate information, which is easily understood by readers and is useful as a reference source for researchers who are looking for solutions related to the topic of the problem being discussed. With this technique, the data produced is guaranteed to be correct and systematic, so there is no doubt about using it as a reference source. The steps in the research data analysis process are as follows:<sup>81</sup>

### 1. Data Reduction

Data reduction is defined as the process of selecting, focusing, and transforming data. Data from field observations, interviews and documentation found a lot of mixed data so researchers need to reduce data. In reducing data, researchers will select data that is relevant to the formulation of problems in research, focus, and reduce data that is not in

<sup>80</sup> Ufrah Ufrah. "Teachers' Creativity and Belief in Using Group Work as EFL Classroom Management Strategy". *Thesis* .(IAIN Parepare, 2020).

<sup>81</sup> Indra Prasetya. "Metodologi Penelitian Pendekatan Teori Dan Praktik". (Medan : Umsu Press, 2022) p. 148-149.

accordance with the research concept. The results of the reduction will provide a clearer picture for collecting further data. This stage requires a thought process, depth of insight and discussion can also be done to add insight.<sup>82</sup>

## 2. Data Presentation

After going through the data analysis stage, the next step that must be done is data presentation. The data presentation referred to in this study is in the form of narrative text and in the form of tables or graphs. In qualitative research, what is often used in presenting data is narrative text.

## 3. Drawing Conclusions or Verification

The next analysis activity is drawing conclusions and verification. The initial conclusions put forward are still temporary, but will change if no strong evidence is found in the next data collection. However, if at an early stage it has been supported by valid and consistent evidence, then the conclusion is a credible conclusion.

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<sup>82</sup> Nikma Fitriasari, “*Metodologi Penelitian Pendidikan*”. (Padang, Sumatera Barat: PT. Global Eksekutif Teknologi, 2022). P.218.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. *Findings*

This study focuses on students' self-efficacy in learning English. Data collection techniques used were interviews, observations, and documentation conducted on seventh grade students of MTs Putri DDI Mangkoso. Qualitative data analysis revealed a rich and complex description of students' self-efficacy in learning English, which was structured based on several interrelated themes that align with Bandura's four sources of self-efficacy: performance accomplishment, vicarious experiences, verbal persuasion, and physiological/emotional states. In addition, the data highlighted factors that were sources of students' self-efficacy, as well as specific challenges and barriers faced by students in developing and maintaining their self-efficacy. This section presents themes in detail, supported by illustrative quotes from respondents and summarized in thematic tables to enhance clarity.

Table 1.4. The Interview Data

No.	Indicator	Interview Data
1.	Performance Accomplishment	S1:When I speak English, sometimes I feel confident. In writing, sometimes I am afraid for making mistakes. In reading, sometimes I feel confident, but in writing, sometimes I am not confident.

Table 1.4. The Interview Data

No.	Indicator	Interview Data
		<p>S2: Enough. Usually I am not embarrassed when speaking, but sometimes I am embarrassed, I am afraid of making mistakes in pronunciation.</p> <p>S3: When I was start learning English, I only knew a little. I didn't know the meaning of an English word. But after a while, after I learned it, I finally felt confident.</p> <p>S4: I am not very fluent in English. I am not confidence because once I spoke English, my friends laughed at me. So I was embarrassed.</p> <p>S5 : I enjoy English, but I lack confidence when speaking because I feel like someone is smarter than me, and when I make a mistake, my friends laugh at me. However, I feel quite confident when it comes to writing.</p> <p>S6: I feel very confident when it comes to listening. I'm not so confident when it comes to speaking, but I can do a little</p>

Table 1.4. The Interview Data

No.	Indicator	Interview Data
		<p>writing. When it comes to speaking, I always afraid of making mistakes, and I'll pronounce them incorrectly, which makes me feel embarrassed. I have some confidence because I enjoy learning English and I'm serious about it.</p> <p>S7: English is interesting because it allows me to interact with many people, especially people from abroad. I'm quite proficient in English because I studied English from 2nd to 6th grade in elementary school. My past experiences have significantly impacted my confidence because sometimes I already know what I'm going to learn, while my friends don't. So I don't need further explanations about the material.</p>
2.	Vicarious Experience	<p>S1: Friends are very influential because when my friend is more skilled, I think that I have a lot to learn from this</p>

Table 1.4. The Interview Data

No.	Indicator	Interview Data
		<p>person. There is no feeling of inferiority or insecurity, instead it motivates me to progress further.</p> <p>S2: Yes, I want to be like my friends who are good at English. So when I have a difficult assignment, I ask them.</p> <p>S3: When I was in 5th grade, my teacher taught me English and it was fun and from there I became interested and liked English.</p> <p>S4: When my friends can answer English well, I want to be like them.</p> <p>S5: I like English because my friends always help me.</p> <p>S6: I have a friend who's good in English, and that's a positive influence on me. She often sings English songs in class, and I love listening to her. And I want to be like my friend who can answer questions in English, and even surpass them.</p>

Table 1.4. The Interview Data

No.	Indicator	Interview Data
		S7: I have a friend who's good at English, and that's a positive influence on me because I can share assignments with her and share opinions. And I want to be able to excel more than my friend.
3.	Verbal Persuasion	<p>S1: A senior once said that I was good at English and I was very happy. So I want to continue learning.</p> <p>S2: My teacher always support me by providing a good understanding of the material and my seniors and friends have said that I am good at English because they always see me speaking English.</p> <p>S3: My parents always support me in learning English. When I have difficulties in my studies, my parents help me to solve them.</p> <p>S4: Once, my teacher helped me when I had difficulty introducing myself in English in front of the class.</p>

Table 1.4. The Interview Data

No.	Indicator	Interview Data
		<p>At first, I felt shy, but because of the teacher's help, I felt confident that I could do it.</p> <p>S5: My friend always teaches me when I asked her, and I ended up always trying harder, even going to my friend's dorm to study English.</p> <p>S6: My English teacher said, "Don't be afraid or embarrassed when reading English because we want to learn." My teacher never praised my English skills, and I needed that praise to motivate me to learn. And my parents always supported me in learning English.</p> <p>S7: My teacher has helped me build confidence. For example, when I was shy about reading, my teacher always supported me and helped me correct my mistakes, so I felt comfortable in learning English. My teacher has also</p>

Table 1.4. The Interview Data

No.	Indicator	Interview Data
		praised me, and that has encouraged me to work harder in learning English.
4.	Emotional/Psychological Information	<p>S1: Enthusiastic. When I feel in a bad mood it does not affect my desire to learn English.</p> <p>S2: When I feel happy, I feel enthusiastic about learning English.</p> <p>S3: Learning English is fun. When there is new material, I am happy and more interested in learning it.</p> <p>S4: I get nervous when I have to speak English in front of the class. My heart beats fast, and I forget what I want to say.</p> <p>S5: I don't feel discouraged when learning English. My parents always support me in my studies, including English, and I'm afraid of disappointing them when I don't rank well in class.</p> <p>S6: I feel confident when learning English because I believe that if we put in the effort,</p>

Table 1.4. The Interview Data

No.	Indicator	Interview Data
		<p>we'll definitely succeed. My mood can have a significant impact on my learning, but I still follow the lessons diligently.</p> <p>S7: I'm enthusiastic about learning English because I enjoy the subject and find it quite easy. However, when I'm not in a good mood, I can't study effectively.</p>

Table 1.5. The Students' Performance Outcome

SUBJECT	WRITING TES	SPEAKING TEST
S1	84	85
S2	83	84
S3	87	87
S4	77	82
S5	75	83
S6	82	84
S7	88	85

Based on the table above, it can be explained the effect of self-efficacy for students' performance in Learning English and there are several factors that can build students' self-efficacy in learning English and

1. Students' Self-Efficacy in Learning English

Interview results showed that students had varying perceptions of their English learning abilities. Some students viewed themselves as quite capable and confident, especially if they had previous English learning experience or had achieved academic success. Students with relatively high self-efficacy perceptions expressed confidence in participating in learning, attempting to use English, and completing assigned tasks.

Conversely, some students view their abilities negatively and exhibit low self-efficacy. This perception is generally influenced by experiences of failure, fear of making mistakes, and unpleasant social experiences such as being teased by peers. These negative perceptions result in students' low confidence in speaking and actively participating in class.

## 2. Manifestation of Self-Efficacy in English Learning Performance

Students' self-efficacy is clearly reflected in their learning performance. Based on documented writing and speaking test results, students with high self-efficacy tend to achieve better academic results. They demonstrate active engagement in learning, persistence in completing assignments, and confidence in using English. Conversely, students with low self-efficacy tend to achieve lower grades and exhibit a passive attitude in learning. They give up more easily when faced with difficulties and often avoid activities that require the use of spoken English. These findings suggest a link between self-efficacy and student learning performance.

Based on the task results, it is evident that students with higher confidence in their English abilities tend to perform better academically. For instance, S3 and S7, who stated that they were quite confident in learning English, achieved the highest scores (87 and 88). This finding indicates that the higher the students' self-efficacy, the better their academic outcomes.<sup>83</sup> In contrast, students with lower confidence, such as S4 and S5, received lower scores (77 and 75). S4 also revealed that being mocked by peers when speaking English lowered her confidence, which impacted her performance.

These findings support Schunk and Pajares, who argue that self-efficacy plays a critical role in determining motivation, persistence, and academic achievement in foreign language learning.<sup>84</sup> Thus, the results of this research confirm that self-efficacy positively influences students' performance in learning English.

### 3. Factors Influencing Students' Self-Efficacy

#### a. Matery Experiences

Language acquisition experiences emerged as the most influential source of self-efficacy among participants. Students consistently described moments of personal achievement in English learning as important in shaping their confidence. These experiences ranged from successfully

<sup>83</sup> Bandura, A. *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman and Company. 1997.

<sup>84</sup> Schunk, D. H., & Pajares, F. (2002). The development of academic self-efficacy. In A. Wigfield & J. Eccles (Eds.), *Development of achievement motivation* (pp. 15–31). San Diego, CA: Academic Press.

completing speaking tasks, understanding complex grammar, to receiving good grades on assignments and exams. For many, these successes reinforced their belief in their ability to learn English and motivated them to engage more actively in learning activities. This is demonstrated by the statement of one respondent, S3, who stated that at the beginning of learning English, “I still knew a little. but after a long time after I got to know it, I finally felt confident.” This suggest that positive experiences of successful learning play a significant role in boosting student’s self-efficacy.

Conversely, negative experiences can lower self-efficacy, as expressed by S4, who stated that she felt less confident because her friends laughed at her when she spoke English, making her feel embarrassed. “ I lack confidence because once I spoke English, but my friends laughed at me. So I felt embarrassed”. S6 also expressed the same sentiment, “ when speaking, I’m always afraid of making mistakes. I might pronounce them incorrectly, and that makes me feel embarrassed”. This statement indirectly assumes she was unsuccessful when asked to speak in front of the class.

On the other hand, one respondent stated that her past experiences had a significant impact on her current self-efficacy. As S7 stated, “Yesterday’s experiences really impacted my confidence because sometimes I already knew the lesson I was going to learn while my friends didn’t. So I didn’t need further explanations about the material to be learned”.

b. Vicarious Experience: Learning through Observation and Peer Modeling

The second source of self-efficacy is vicarious experiences, or learning through observing others. This play a crucial role in shaping students' beliefs about self-efficacy. Many participants reported that seeing peers succeed in English tasks inspired them and provided concrete examples of achievable abilities. This was evident in group work and class discussions, where students could observe their classmates' strategies and language use. As explained by S1, friends have a significant influential because when they are more proficient, they think they have a lot to learn from them. S2 also explained that she wanted to be like her friends who are good at English. "One of my friends is good at English, and that has a positive influence on me. She often sings English songs in class, and I love listening to her. And I want to be like her," said S6.

However, vicarious experiences can also have mixed effects or double effect. Some students feel discouraged when comparing themselves to high-achieving peers, which sometimes undermines their self-efficacy. As stated by S2, "I am not very confident because some of my friends are smarter than me, and that makes me insecure. This shows that the impact of indirect experiences is highly dependent on students' interpretations and social contexts, and emphasizes the importance of a supportive peer environment that encourages positive role models rather than competition.

### c. Verbal Persuasion: The Power of Encouragement and Feedback

Verbal persuasion from teachers, peers, and family members was another important source of self-efficacy. Participants highlighted the

importance of constructive feedback, encouragement, and recognition in increasing their confidence and motivation. Positive comments from teachers, such as praise for effort or improvement, were particularly influential. This was reflected in S1's statement that a senior once told she was good at English, which made her very happy and wanted to continue learning. S2 also stated that the teacher who taught them English, always provided support by providing a good understanding of the material and was willing to explain it again if the student did not understand it. S7 also stated that his teacher had given her support and praise, which encouraged her to learn harder in learning English

Conversely, negative or harsh criticism can undermine self-efficacy, leading to anxiety and withdrawal. Some students reported feeling demotivated when feedback focuses only on mistakes without encouragement. This underscores the importance of balanced and supportive communication in building student self-confidence. A lack of praise can also lead to a lack of enthusiasm, as expressed by S6, who felt the need for recognition to boost her enthusiasm for learning. This shows the importance of the teacher's role in providing feedback that balances correction and appreciation.

d. Psychological and Emotional Information: Anxiety, Stress, and Self-Confidence

Emotional and physiological states were found to significantly affect students' self-efficacy. Many participants described feelings of anxiety,

nervousness, and fear of making mistakes, especially in public speaking or performing activities. These emotional responses sometimes hindered their desire to participate and lowered their self-confidence. For example, S4 became nervous when she had to speak English in front of the class. Her heart was pounding, and she eventually forgot what she wanted to say.

However, some students develop coping strategies to manage these emotions, such as deep breathing, preparation, or positive self-talk, which help maintain or restore their self-efficacy. The data suggest that emotion regulation is an important component of self-efficacy in language learning, highlighting the need for interventions that address learners' affective experiences.

#### e. Challenges and Barriers in Developing Self-Efficacy

Beyond sources of self-efficacy, participants identified several challenges that hindered their confidence in learning English. These challenges included limited exposure to English outside of class, lack of opportunities to practice, fear of negative evaluation, and perceptions of the language's difficulty. As stated by S4, he had difficulty memorizing vocabulary because of the difference in pronunciation and writing. Furthermore, some students felt hampered by having little time to study English due to the large number of other subjects they had to master.

In addition, some students felt that the curriculum and teaching methods did not adequately support their learning needs, which affected their motivation and self-efficacy. Furthermore, conditions in Islamic

boarding schools that did not allow for learning through media such as mobile phones hindered the development of students' English skills.. These constraints highlight the importance of creating a more immersive, supportive, student-centered learning environment to optimally foster self-efficacy.

## B. Discussion

The findings of this study provide a rich and nuanced understanding of students' self-efficacy in learning English, revealing how their beliefs about their abilities are shaped by the dynamic interaction of personal experiences, social influences, verbal feedback, and emotional states. These results align closely with Bandura's self-efficacy theory, which states that mastery experiences, indirect experiences, verbal persuasion, and physiological/emotional states are the primary sources of self-efficacy.<sup>85</sup> This research not only confirms the relevance of these resources in the context of English language learning but also expands on how they manifest in real educational environments, offering deeper insights into the complexities of the learner's psychological and social world.

Mastery experiences emerged as the most powerful contributor to student self-efficacy, consistent with previous research emphasizing the importance of personal success in building self-confidence this is in line with Pajares in 2003.<sup>86</sup> Participant narratives highlighted that repeated

<sup>85</sup>Fauziana. "The Influence of Self Efficacy on Science Problem Solving Ability", in *Jurnal Pendidikan*, Volume 11, No.1, 2022, p. 4.

<sup>86</sup>Pajares, 2003.<https://www.uky.edu/~eushe2/Pajares/eff.html>.

successful engagement with English tasks—such as presentations, exams, and class participation—strengthened their beliefs in their ability to learn and use the language effectively. This finding supports the idea that providing learners with challenges and achievable opportunities for success is critical to fostering sustained motivation and resilience. This finding also echoes previous qualitative research that highlights the empowering effects of mastery experiences on language acquisition.<sup>87</sup> However, this research also revealed that failure or setbacks can temporarily reduce self-efficacy, especially when not accompanied by supportive feedback or coping strategies, suggesting that educators must carefully structure learning experiences to balance challenge and support.

Vicarious experience through observation and peer modeling has been shown to have a dual impact on self-efficacy. On the one hand, observing classmates' successful use of language inspires and motivates learners, providing concrete examples of attainable proficiency. This is in line with Bandura's statement that social modeling can increase self-efficacy by demonstrating effective strategies and outcomes. Lianto suggests that individuals will compare themselves to people who are their equals. If other people who are considered equals can easily carry out organizational tasks, then the individual is also confident in their abilities. Self-confidence arises or increases when seeing other people succeed in doing something. The opposite can also happen. When individuals see other people who are

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<sup>87</sup>Mills et al., 2007.<https://doi.org/10.1016/j.system.2007.01.001>. Accessed June 25, 2025.

considered equals fail, self-efficacy can decrease<sup>88</sup>. A person's self-confidence can be increased or decreased by observing the success or failure of others who are perceived to have similar abilities. On the other hand, some students experience negative social comparison, feeling discouraged when peers outperform them, which can damage their self-confidence. This ambivalence highlights the importance of cultivating a classroom culture that emphasizes collaborative learning and mutual encouragement rather than competition. It also suggests that educators must be mindful of individual differences in how students interpret and respond to peer performance, tailoring interventions to promote positive indirect experiences.

Bandura in 1977 states that verbal persuasion is related to encouragement or despair. In this case positive persuasion will encourage self-efficacy and increase it, while negative persuasion will have a negative impact and can reduce self-efficacy values. Similarly, when the teachers are encouraged by their fellow students - teachers, they will be able to carry out the teaching and learning activity, then this can increase their confidence in teaching and vice versa, when there is negative talk, it will have a negative influence and can reduce their confidence.<sup>89</sup>

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<sup>88</sup> Lianto. "Self Efficacy: A Brief Literature Review", in *Journal of Motivation Management*. Vol. 15. 2019, p. 59.

<sup>89</sup> Rus Indah Sari and Krismiyati, "Exploring Source of Self-efficacy of Informatics and Computer Engineering Teacher Education Students during their Teaching Practicum", *International Journal of Active Learning*, Volume 6, No.2. 2021, p. 102.

The data highlight that the tone, timing, and content of feedback significantly influence effectiveness; praise that acknowledges effort and progress is more empowering than criticism that focuses solely on errors. Conversely, harsh or negative feedback can exacerbate anxiety and reduce self-efficacy, highlighting the need for educators to adopt supportive communication strategies that build learner confidence while guiding improvement. These findings have practical implications for teacher training and professional development, highlighting the role of feedback as a psychological tool in language education.

The study also highlights the profound influence of physiological and emotional states on self-efficacy. Horwitz suggests that anxiety, nervousness, and fear of making mistakes are common emotional barriers that inhibit students' willingness to participate and express themselves in English.<sup>90</sup> These affective factors are well documented in the language learning literature as significant barriers to learner engagement and achievement. Importantly, some students demonstrated effective emotion regulation strategies, such as preparation, positive self-talk, and relaxation techniques, which helped reduce negative emotions and maintain self-efficacy. These findings suggest that language programs should incorporate affective support mechanisms, such as anxiety-reducing interventions and confidence-building activities, to address the emotional dimensions of

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<sup>90</sup>Ely Fitriani, J. Julia, and Diah Gusrayani. "Case Study: Anxiety in Speaking English as a Foreign Language". *Research & Learning in Elementary Education*. Vol.6. No. 2. 2022, p.2313.

learning. They also point to the need for further research on how emotion regulation interacts with self-efficacy in diverse learner populations.

The challenges and barriers identified—limited exposure to English outside the classroom, fear of negative evaluation, and perceptions of language difficulty—highlight contextual factors that inhibit the development of self-efficacy. These findings are consistent with the ecological perspective on language learning, which emphasizes the role of environmental and sociocultural influences, Bronfenbrenner in 1979 . A lack of authentic practice opportunities and supportive environments can inhibit mastery experiences and indirect learning, thereby limiting the growth of self-efficacy. In addition, fear of negative evaluation reflects the social risks associated with language use, which can be particularly pronounced in collectivist cultures where saving face is important.<sup>91</sup> Overcoming these barriers requires systemic efforts to create deep, low-stakes, culturally sensitive learning contexts that encourage risk-taking and normalize mistakes as part of the learning process.

In comparing these findings with previous research, this study reinforces the central role of Bandura's sources of self-efficacy while providing richer, context-specific insights into how these sources operate in English classrooms. Unlike many quantitative studies that measure self-efficacy as a static trait, this qualitative investigation reveals its fluid and

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<sup>91</sup> Marcus Crawford, "Ecological Systems Theory: Exploring the Development of the Theoretical Framework as Conceived by Bronfenbrenner", *Journal of Public Health Issues and Practices*. Vol 4. No. 2. 2020, p.170.

context-dependent nature, shaped by ongoing interactions and experiences. It also highlights the interplay between cognitive, social, and emotional dimensions, suggesting that effective interventions must be holistic and multifaceted.

The implications for teaching practice are profound. Educators should prioritize creating opportunities for mastery by designing incremental tasks that build competence gradually. They should encourage positive interactions with peers that encourage modeling and collaboration rather than competition. Feedback should be constructive, timely, and focused on effort and progress to improve verbal persuasion. In addition, meeting learners' emotional needs through anxiety management and confidence-building activities is essential. Curriculum designers might consider integrating these elements into language programs to systematically support the development of self-efficacy.

Furthermore, we also need to consider the learning context in Madrasah, specially in Pondok Pesantren, such as MTs Putri DDI Mangkoso, which has its own unique characteristics. For example, students mostly come from Islamic boarding school (pesantren) backgrounds with strong social and religious values, english can be considered a second or third foreign language after Arabic and Indonesian, female students may face additional challenges in terms of confidence in public speaking, depending on the local culture, and more traditional learning methods or those focused

on memorization sometimes do not support active language learning that requires real-world practice.

Limitations of this study include its relatively small and context-specific sample, which may limit generalizability. Reliance on self-reported data, although triangulated with observations, may also introduce bias. Future research could expand to a variety of educational settings and incorporate longitudinal designs to examine how self-efficacy develops over time. Investigating the role of cultural and socioeconomic factors in shaping self-efficacy would further enrich understanding and inform more equitable educational practices.

In conclusion, this study advances the understanding of students' self-efficacy in English learning by elucidating the complex and interrelated sources that shape learners' beliefs and behaviors. It underscores the importance of addressing cognitive, social, and emotional dimensions in language education and offers practical guidance for nurturing resilient and motivated learners. By integrating theory and empirical data, this discussion provides a comprehensive framework for educators, researchers, and policymakers committed to improving English learning outcomes through a self-efficacy lens.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. *Conclusion*

Based on the research findings, it can be concluded that students' self-efficacy in learning English is dynamic and varies among individuals, influenced by learning experiences, social environments, verbal feedback, and emotional conditions. Students with high levels of self-efficacy demonstrate greater confidence, active engagement in the learning process, and better academic achievement. In contrast, students with low self-efficacy tend to be passive, easily discouraged, and avoid using English, particularly in speaking activities. These findings confirm a strong relationship between students' perceptions of their own abilities and their English learning performance.

Furthermore, this study reveals that mastery experience is the most dominant source of self-efficacy, followed by vicarious experience, verbal persuasion, and psychological and emotional states. Students' successful learning experiences, along with support from teachers, peers, and family, as well as a safe and supportive learning environment, play a crucial role in developing self-efficacy. Therefore, enhancing students' self-efficacy requires a holistic, student-centered learning approach that equally considers cognitive, social, and emotional aspects, especially in the context of madrasah and Islamic boarding schools.

## **B. Suggestion**

Specifically, this study advocates creating learning environments that provide multiple opportunities for mastery, foster positive peer modeling, provide supportive and constructive feedback, and meet learners' emotional needs through anxiety-reducing and confidence-building interventions. For educators, these findings emphasize the need to design additional tasks that allow for additional success, foster a collaborative rather than competitive classroom culture, and communicate feedback in ways that empower rather than discourage learners. Important for teachers to create a supportive and fear-free classroom atmosphere, using communicative language teaching methods, provide plenty of speaking and listening practice, and demonstrate that mistakes are a natural part of learning. Policymakers and curriculum developers are encouraged to consider these psychological and social factors when shaping language education programs, ensuring that they are inclusive, supportive, and responsive to the diverse needs of learners.

Finally, this study calls for further research to deepen the understanding of self-efficacy in language learning, particularly longitudinal studies that track its development over time and investigate the influence of cultural, socio-economic, and institutional factors. Such research will be critical in refining theoretical models and improving pedagogical practices aimed at nurturing resilient, motivated, and successful English learners. Through these efforts, the educational community can better support students in realizing their full potential and achieving meaningful language proficiency.

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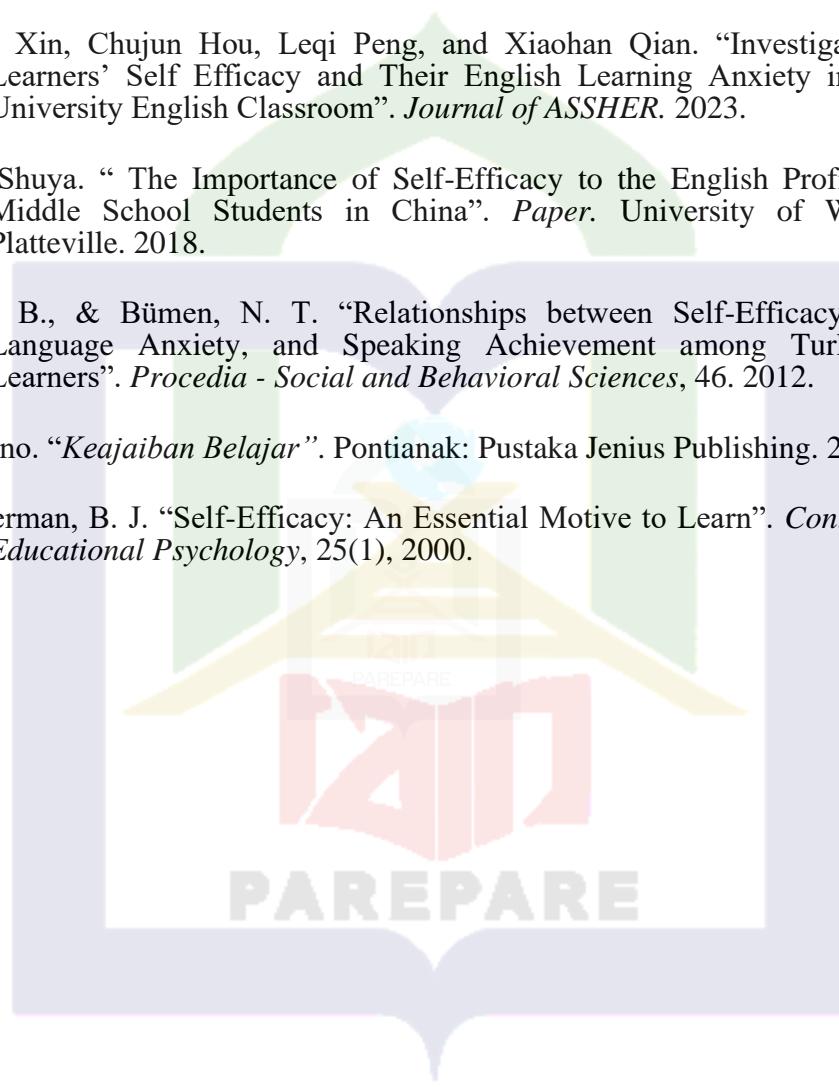
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# APPENDICES



**KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT  
AGAMA ISLAM NEGERI (IAIN) PAREPARE  
PASCASARJANA**  
**Jl. Amal Bakti No. 8 Soreang 911331**  
**Telepon(0421)21307,Faksimile(0421)2404**

**APPENDIX 1. THE RESEARCH LETTER**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
PASCASARJANA**  
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100 website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B-77<sup>8</sup>/In.39/PPS.05/PP.00.9/03/2025  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

(9) Maret 2025

**Yth. Bapak Bupati Barru  
Cq. Dinas Penanaman Modal Dan Pelayanan  
Terpadu Satu Pintu**

Di

Tempat

*Assalamu Alaikum Wr. Wb.*

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Pascasarjana  
IAIN Parepare tersebut di bawah ini :

Nama : ULFAH HANI  
NIM : 2120203879102017  
Program Studi : Tadris Bahasa Inggris  
Judul Tesis : **Students' Self-Efficacy in Learning English : A Case Study  
of Seventh-Grade Students at MTs Putri DDI Mangkoso.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian  
tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian  
ini direncanakan pada bulan Maret s/d Mei Tahun 2025

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang  
bersangkutan dapat diberi izin dan dukungan seperlunya.

*Assalamu Alaikum Wr. Wb.*





**PEMERINTAH KABUPATEN BARRU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Maj. Pelayanan Publik Masiga Lt. 1-3 Jl. H. Andi Iskandar Unru  
<https://dpmptspk.barrukab.go.id> : e-mail : dpmptspk.barru@gmail.com Kode Pos 90711

Barru, 01 Juli 2025

Nomor : 330/IP/DPMPTSP/VII/2025  
Lampiran : -  
Perihal : Izin Penelitian

Kepada  
Yth. Kepala MTs Putri DDI Mangkoso  
Kab. Barru

di-  
Tempat

Berdasarkan Surat Direktur Pascasarjana IAIN Parepare Nomor : B-778/ln.39/PPS.05/PP.00.9/03/2025 tanggal, 19 Mei 2025 perihal tersebut di atas, maka Mahasiswa di bawah ini :

Nama	:	Ulfah Hani M. S.Psi
Nomor Pokok	:	2120203879102017
Program Studi	:	Tadris Bahasa Inggris
Perguruan Tinggi	:	IAIN Parepare
Pekerjaan/Lembaga	:	Mahasiswa
Alamat	:	Lapasu Desa Balusu Kec. Balusu Kab. Barru

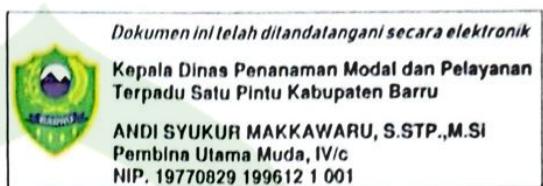
Diberikan izin untuk melakukan Penelitian/Pengambilan Data di Wilayah/Kantor Saudara yang berlangsung mulai tanggal 01 Juli 2025 s/d 01 Agustus 2025, dalam rangka penyusunan Tesis, dengan judul :

**STUDENTS' SELF-EFFICACY IN LEARNING ENGLISH: A CASE STUDY OF  
SEVENTH-GRADE STUDENTS AT MTS PUTRI DDI MANGKOSO**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Kepala SKPD (Unit Kerja) / Camat, apabila kegiatan dilaksanakan di SKPD (Unit Kerja) / Kecamatan setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang Undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) eksampelar copy hasil penelitian kepada Bupati Barru Cq. Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Barru;
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Untuk terlaksananya tugas penelitian tersebut dengan baik dan lancar, diminta kepada Saudara (i) untuk memberikan bantuan fasilitas seperlunya.  
Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.



**TEMBUSAN** : disampaikan Kepada Yth.

1. Bupati Barru (sebagai laporan);
2. Kepala Bappelitbangda Kab. Barru
3. Kepala Kantor Kementerian Agama Kab. Barru;
4. Direktur Pascasarjana IAIN Parepare;
5. Mahasiswi yang bersangkutan.





PONDOK PESANTREN DDI MANGKOSO BARRU  
**MADRASAH TSANAWIYAH PUTRI "TERAKREDITASI A"**

Alamat : Kampus III Putri Bulu Lampang Soppeng Riaja Kab. Barru Sul-Sel 90752

**SURAT KETERANGAN**

Nomor: Mts.21.15.04/173/VII /2025

Yang bertanda tangan dibawah ini:

Nama	:	MUHAMMAD AMIR.S,S.Pd.I.,MM
NIP	:	19680201 200701 1 054
Jabatan	:	Kepala Madrasah
Pangkat /Gol	:	Penata TK.I / III D
Alamat	:	Kampus III Putri Bulu Lampang

Dengan ini menerangkan bahwa:

Nama	:	Ulfah Hani M, S.Psi
Nomor Pokok	:	2120203879102017
Pekerjaan	:	Mahasiswi
Program Studi	:	Tadris Bahasa Inggris
Perguruan Tinggi	:	IAIN Parepare
Alamat	:	Lapasu Desa Balusu Kec. Balusu Kab. Barru

Telah melakukan penelitian dengan judul "**STUDENTS' SELF-EFFICACY IN LEARNING ENGLISH: A CASE STUDY OF SEVENTH-GRADE STUDENTS AT MTS PUTRI DDI MANGKOSO**".

Penelitian ini dilaksanakan dimulai pada tanggal 03 Mei s/d 01 Juli 2025.

Demikian surat ini kami buat sebagai bentuk pernyataan resmi dari pihak sekolah untuk dipergunakan sebagaimana mestinya .

Bulu Lampang, 02 Juli 2025

**Kepala Madrasah,**



**MUHAMMAD AMIR.S,S.Pd.I.,MM**

NIP.19680201 200701 1 054



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN  
TEKNOLOGI

UNIVERSITAS MUHAMMADIYAH BARRU

**Journal of English Language Teaching and Literature**

Jl. K.H. Ahmad Dahlan No. 2 Tanete Rilau, Barru, WhatsApp 085395435889

No. : 037/JELITA/UM-B/XII/2025

Manuscript ID : 1221

Subject : Letter of Acceptance (LoA)

Dear Author(s):

**Ulfah Hani M<sup>1</sup>\*, Abdul Haris Sunubi<sup>2</sup>, Arqam<sup>3</sup>, Magdalena Tjalla<sup>4</sup>, and Ambo Dalle<sup>5</sup>**

\*(corresponding author: [uppauppah@gmail.com](mailto:uppauppah@gmail.com))

Affiliation:

IAIN Parepare, Parepare, South Sulawesi, Indonesia

The editorial board of the **Journal of English Language Teaching and Literature (JELITA)** extends its congratulations on the acceptance of the paper entitled:

**Students' Self-Efficacy in Learning English: A Case Study of Seventh-Grade Students at Mts Putri DDI Mangkoso**

After undergoing the review process by experts, the paper has been accepted for publication in the Journal of English Language Teaching and Literature (JELITA), Volume 7, Number 1, February 2026 edition. JELITA is indexed with e-ISSN 2721-1916 (online) and p-ISSN 2721-1096 (print), available at the following link: <https://jurnal.umbarru.ac.id/index.php/jelita>

Thus, we sincerely appreciate your attention and cooperation. Thank you.

Makassar, 18<sup>th</sup> December 2025

Acknowledged by,

**JELITA**

**Wahyuddin Rauf, M.Pd.**  
**Editor in Chief**

REPUBLIK INDONESIA  
KEMENTERIAN HUKUM

## SURAT PENCATATAN CIPTAAN

Dalam rangka pelindungan ciptaan di bidang ilmu pengetahuan, seni dan sastra berdasarkan Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta, dengan ini menerangkan:

Nomor dan tanggal permohonan

: EC002025223500, 22 Desember 2025

### Pencipta

Nama

: 1. Ulfah Hani M, S.Psi., 2. Dr. Abdul Haris Sunubi., 3. Dr. Arqam, M. Pd., 4. Dr. Magdalena Tjalla, M.Hum., 5. Dr. H. Ambo Dalle, S.Ag.,M.Pd.

Alamat

: Lapasu, Balusu, Kab. Barru, Sulawesi Selatan, 90762

Kewarganegaraan

: Indonesia

### Pemegang Hak Cipta

Nama

: 1. Ulfah Hani M, S.Psi., 2. Dr. Abdul Haris Sunubi., 3. Dr. Arqam, M. Pd., 4. Dr. Magdalena Tjalla, M.Hum., 5. Dr. H. Ambo Dalle, S.Ag.,M.Pd.

Alamat

: Lapasu, Balusu, Kab. Barru, Sulawesi Selatan, 90762

Kewarganegaraan

: Indonesia

Jenis Ciptaan

: Karya Tulis (Artikel)

Judul Ciptaan

: Students' Self-Efficacy in Learning English. A Case Study at Seventh Grade Students of MTs Putri DDI Mangkoso

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: 18 Desember 2025, di Kab. Barru

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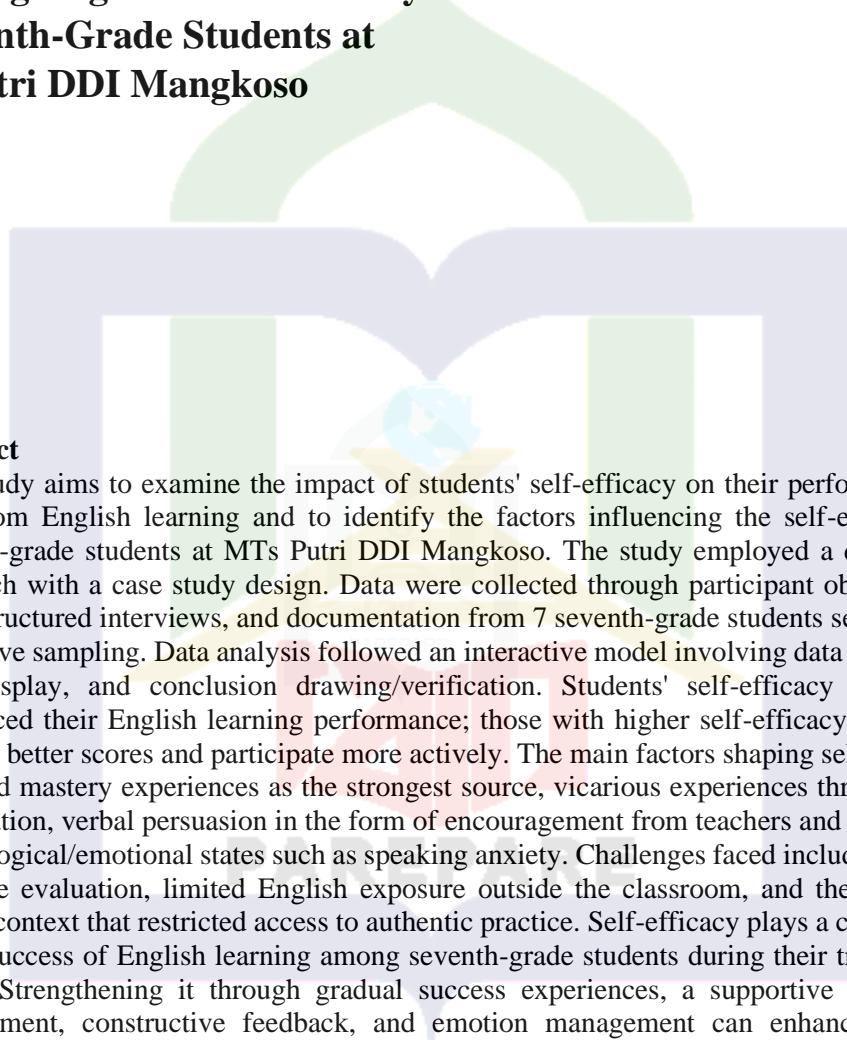
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JELITA: Journal of English Language Teaching and Literature  
Volume n, Number n, August 2021, pages x-y

**Students' Self-Efficacy in  
Learning English: A Case Study  
of Seventh-Grade Students at  
Mts Putri DDI Mangkoso**

**P-ISSN 2721-1096**

**E-ISSN 2721-1916**



**Abstract**

This study aims to examine the impact of students' self-efficacy on their performance in classroom English learning and to identify the factors influencing the self-efficacy of seventh-grade students at MTs Putri DDI Mangkoso. The study employed a qualitative approach with a case study design. Data were collected through participant observation, semi-structured interviews, and documentation from 7 seventh-grade students selected via purposive sampling. Data analysis followed an interactive model involving data reduction, data display, and conclusion drawing/verification. Students' self-efficacy positively influenced their English learning performance; those with higher self-efficacy tended to achieve better scores and participate more actively. The main factors shaping self-efficacy included mastery experiences as the strongest source, vicarious experiences through peer observation, verbal persuasion in the form of encouragement from teachers and peers, and physiological/emotional states such as speaking anxiety. Challenges faced included fear of negative evaluation, limited English exposure outside the classroom, and the boarding school context that restricted access to authentic practice. Self-efficacy plays a central role in the success of English learning among seventh-grade students during their transitional phase. Strengthening it through gradual success experiences, a supportive classroom environment, constructive feedback, and emotion management can enhance student motivation and performance. This study provides in-depth insights through a qualitative approach into the experiences and perceptions of female students in a madrasah tsanawiyah within a boarding school context, while offering practical recommendations for teachers and school administrators to develop teaching strategies that support the formation of students' self-efficacy.

**Key words**

: Learning Challenges, Learning English, Student's Self-Efficacy, Self-confidence in English.

## Introduction

In the current era of globalization, English proficiency has become increasingly essential. English is not only a means of communication in countries where it is the primary language but also serves as an international lingua franca in various fields, including business, technology, science, and education (AbuSahyon et al., 2023). Strong English skills open wider opportunities for individuals to participate in the global arena. In Indonesia, English is a compulsory subject taught in schools, including at the junior high school (SMP) and senior high school (SMA) levels (Setiawati, 2023).

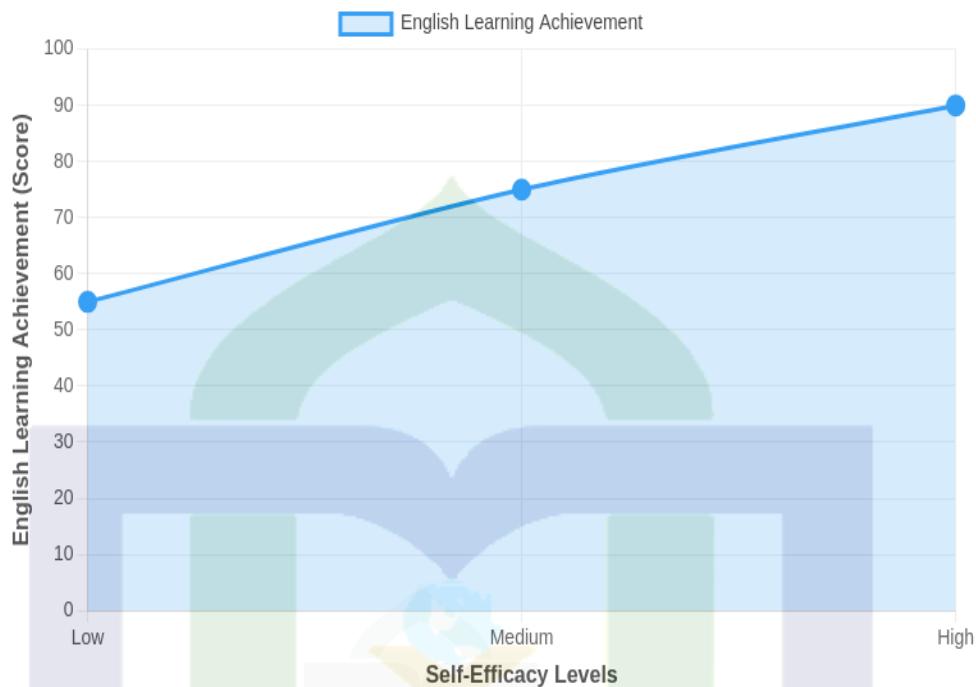
Seventh-grade students are in a transitional phase from elementary to junior high school, during which they experience significant academic and social changes. English instruction at the junior high school level presents greater challenges compared to elementary school.(Palomargareta & Astutik, 2024). At MTs Putri DDI Mangkoso, particularly in the seventh grade, students exhibit diverse characteristics and abilities. In English classes, some students already possess foundational knowledge from elementary school, while others have none at all. This results in considerable variation in abilities within the same class. Many students feel embarrassed when speaking English due to fear of mispronunciation and experience anxiety when asked to speak in front of the class, even though they understand the material. Factors such as low motivation, lack of confidence, environmental influences, and parental support contribute to these challenges.

The issues described above suggest that students' difficulties in English lessons are often preceded by a lack of confidence in their ability to understand the material and complete English tasks (Palomargareta & Astutik, 2024) This indicates that students' beliefs play a crucial role in their learning behavior. According to Bandura , the self-belief underlying behavior formation is known as self-efficacy (Rahmaniar et al., 2024) Self-efficacy is a strong predictor of motivation, persistence, and academic achievement, including in foreign language learning. Numerous studies have demonstrated that self-efficacy positively correlates with English learning outcomes and is influenced by prior mastery experiences, social modeling, verbal persuasion, and emotional states (Hung, 2025)

However, most previous research has employed quantitative methods, focusing primarily on the relationship between self-efficacy and English proficiency or on factors proposed by Bandura in general terms.

The Islamic boarding school environment, such as MTs Putri DDI Mangkoso, offers a unique socio-cultural context that may influence the development of students' self-efficacy in English learning. On the one hand, Islamic boarding schools have a strong disciplinary structure and a directed learning environment; on the other hand, the primary focus of Islamic boarding schools is usually on religious studies and Arabic, which may result in limited natural exposure to English.

### Relationship Between Self-Efficacy and English Learning Achievement



This study is important because there remains a significant gap in in-depth understanding of how students themselves experience and interpret self-efficacy in their daily English learning process. Dominant quantitative studies often fail to capture the contextual experiences, emotional nuances, and personal meanings attached to students' learning journeys. At MTs Putri DDI Mangkoso, the phenomenon of low self-confidence among seventh-grade students particularly in speaking English highlights the need for a qualitative exploration of the sources and manifestations of self-efficacy. A deeper understanding of the factors influencing students' self-efficacy will assist teachers in designing instructional strategies that better address students' psychological needs, thereby enhancing motivation and English learning achievement.

However, most previous research has employed quantitative methods, focusing primarily on the relationship between self-efficacy and English proficiency or on Bandura's proposed factors in general terms. These quantitative approaches often fail to capture the nuanced, contextual experiences, emotional subtleties, and personal interpretations that students attach to their self-efficacy in daily English learning. In the unique socio-cultural context of an Islamic boarding school like MTs Putri DDI Mangkoso where strong disciplinary structures and a primary emphasis on religious studies and Arabic may limit natural exposure to English there remains a significant research gap in qualitatively exploring how seventh-grade female students experience, interpret, and develop self-efficacy specifically in English learning, particularly in speaking. This study addresses this gap by providing an in-depth qualitative investigation into students' lived experiences of self-efficacy, its sources, and its manifestations in the classroom.

This study is important because bridging this gap will yield a richer understanding of the factors shaping students' self-efficacy in this specific context. Such insights will

enable teachers at MTs Putri DDI Mangkoso to design more targeted instructional strategies that address students' psychological barriers, reduce anxiety and embarrassment in speaking English, and ultimately enhance motivation, persistence, and overall achievement in English learning.

Based on the background presented, the research statements guiding this study are:

1. This study examines the impact of students' self-efficacy on their performance in classroom English learning.
2. This study investigates the factors that influence the self-efficacy of seventh-grade students in learning English.

This study is expected to provide the following benefits: Theoretical Benefits: Enriching the body of knowledge on self-efficacy in the context of English as a foreign language, particularly through a qualitative approach that has been relatively underexplored. The findings can serve as a reference for future research on psychological factors in language learning, Practical Benefits: Offering insights for English teachers at MTs Putri DDI Mangkoso and similar institutions to develop teaching strategies that enhance students' self-efficacy, such as providing positive feedback, gradual success experiences, and anxiety management. Additionally, the results can inform school policies in designing psychological support programs for transitional-grade students, and Benefits for Students: Increasing students' awareness of the importance of self-efficacy, thereby fostering greater motivation and confidence in learning English.

## **Literature Review**

### **Self-Efficacy**

Self-efficacy is a core concept in Social Cognitive Theory developed by Albert Bandura (1977, 1997). It is defined as an individual's belief in their capability to organize and execute the actions required to achieve specific outcomes. This belief is not merely general self-confidence but a specific judgment of one's abilities in particular situations or tasks.(Brashi, 2022) Self-efficacy is an individual's belief in their ability to complete a specific task or achieve a particular goal in a given situation, making this belief highly contextual and variable for instance, someone might feel highly capable of cooking a complex meal but doubtful about repairing a car engine. In contrast, self-confidence is a broader and more general feeling of trust in one's overall abilities, qualities, and judgment across various aspects of life, without being tied to any single task. For example, during a work presentation, a person with high self-efficacy is confident in delivering the material clearly due to thorough preparation and prior successes, whereas self-confidence is reflected in an overall calm and assured demeanor, even when facing potentially challenging questions outside their expertise. Similarly, when learning to drive, self-efficacy emerges from the certainty of successfully parallel parking after extensive practice, while self-confidence allows someone to approach the driving test with a general sense of capability and little fear of failure. Ultimately, self-efficacy is highly situational and task-specific, whereas self-confidence serves as a more stable and comprehensive foundation that supports a wide range of life situations.

Self-efficacy influences three main aspects of learning behavior: choice of action (individuals with high self-efficacy tend to select challenging tasks), level of effort and persistence (they exert more effort and do not easily give up), and emotional response (high self-efficacy reduces anxiety and enhances confidence when facing difficulties).(Schunk & DiBenedetto, 2020) In educational contexts, self-efficacy serves as a crucial psychological

factor determining student success, including in foreign language learning such as English. (Y. Zhang & Li, 2021).

### **Aspects of Self-Efficacy**

Bandura identified three primary dimensions of self-efficacy: level (magnitude), which relates to the perceived difficulty of tasks that individuals believe they can master; strength, which refers to the robustness of that belief, promoting persistence even in the face of setbacks; and generality, which indicates the breadth of situations or domains in which individuals feel confident in their abilities.(Franks et al., 2025)

Additional dimensions relevant to learning include self-regulatory efficacy, which involves belief in one's ability to regulate learning behaviors, attention, and motivation to achieve academic goals. Furthermore, the magnitude of self-efficacy is concerned with an individual's perceived capability to accomplish tasks of varying complexity, where a higher perceived ability to complete more intricate tasks indicates a greater level of self-efficacy(Budiman, 2023) and social/communicative efficacy, which focuses on confidence in communicating and interacting using the target language an aspect particularly important in language learning.(Kabir & Sponseller, 2020)

### **Factors Influencing Self-Efficacy**

The development of self-efficacy is affected by several factors, such as prior successes and failures in learning experiences, which can build resilient beliefs if handled appropriately . Feedback or messages from others, including teachers and peers, also play a significant role in strengthening or weakening self-efficacy. Bandura's framework highlights four principal sources for self-efficacy development: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. Among these, mastery experiences are posited as the most influential, as direct successes in navigating challenging tasks significantly bolster an individual's belief in their capabilities.(Bachtiar, 2020)

Observations of the successes and failures of others particularly peers with comparable abilities can foster optimism about one's own potential. (Mercer, 2020)

### **Self-Efficacy in English Language Learning**

Self-efficacy in English language learning refers to students' beliefs in their ability to understand, master, and effectively use English in various learning contexts. This belief impacts motivation, strategy use, performance, and emotional regulation.(Y. Zhang & Li, 2021) The role of self-efficacy includes enhancing motivation and persistence, promoting effective metacognitive strategies and learner autonomy, showing a positive correlation with achievement across language skills, and reducing foreign language anxiety, especially in speaking. Dimensions of self-efficacy in English can be analyzed based on the four core skills: listening, speaking, reading, and writing.(Wang & Sun, 2020)

Bandura's self-efficacy theory serves as the primary foundation in this study to explain the impact of students' self-beliefs on their English learning performance and the influencing factors among seventh-grade students at MTs Putri DDI Mangkoso, particularly during the transitional phase that is vulnerable to psychological challenges in foreign language acquisition.

### **Research Method**

This study employed a qualitative approach with a case study design to obtain in-depth descriptive data and explore the impact of students' self-efficacy on English language

learning. The research focused on seventh-grade students at MTs Putri DDI Mangkoso in Barru Regency. The qualitative case study approach enabled a holistic understanding of the phenomenon within its natural context, where data cannot be separated from situational elements.(Jaya, 2020) The research site was MTs Putri DDI Mangkoso, located in Soppeng Raja District, Barru Regency, South Sulawesi, Indonesia. Data collection was conducted from June to August 2025. The primary data sources in this study were seventh-grade students at MTs Putri DDI Mangkoso. Participants were selected through purposive sampling, involving 5–7 students who could provide rich and representative insights related to the research questions. Selection criteria included variations in English language proficiency levels (based on previous scores in reading, listening, writing, and speaking skills) as well as openness in sharing experiences.

Data collection techniques include observation, interviews, and documentation, selected to triangulate findings and capture aspects of students' behavior and self-efficacy perceptions. Participant observation was conducted with a focus on students' activities and interactions during English language learning, encompassing participation in learning activities, facial expressions and body language, interactions with teachers and peers, as and approaches to handling English language tasks. Semi-structured interviews were carried out individually using questions based on Bandura's sources of self-efficacy to explore students' experiences, beliefs, and emotions. These interviews were audio-recorded with participants' consent. Documentation involved reviewing students' English language assignments, test results, teacher notes, and other supporting documents to complement the primary data.

Data analysis followed the interactive model of Miles and Huberma, consisting of three simultaneous stages. The data reduction stage involved selecting, focusing, and simplifying raw data from observations, interviews, and documentation by eliminating irrelevant information and coding data relevant to the research questions.(Fitriasari, 2022). The data display stage involved organizing the reduced data into narrative text supported by tables, matrices, or quotations to visualize emerging patterns. The conclusion drawing and verification stage involved forming initial conclusions based on data patterns, which were continuously verified with new evidence through triangulation, as well as member checking to ensure the accuracy and credibility of the findings.

## FINDINGS AND DISCUSSION

### 1. Findings

techniques used were interviews, observations, and documentation conducted on seventh grade students of MTs Putri DDI Mangkoso. Qualitative data analysis revealed a rich and complex description of students' self-efficacy in learning English, which was structured based on several interrelated themes that align with Bandura's four sources of self-efficacy: performance accomplishment, vicarious experiences, verbal persuasion, and physiological/emotional states. In addition, the data highlighted factors that were sources of students' self-efficacy, as well as specific challenges and barriers faced by students in developing and maintaining their self-efficacy. This section presents themes in detail, supported by illustrative quotes from respondents and summarized in thematic tables to enhance clarity.

**Table 1.5. The Students' Performance Outcome**

SUBJECT	WRITING TES	SPEAKING TEST
S1	84	85
S2	83	84
S3	87	87
S4	77	82
S5	75	83
S6	82	84
S7	88	85

Based on the table above, it can be explained the effect of self-efficacy for students' performance in Learning English and there are several factors that can build students' self-efficacy in learning English

#### ***The impact of students' self-efficacy on their performance in classroom English learning***

Based on the task results, it is evident that students with higher confidence in their English abilities tend to perform better academically. For instance, S3 and S7, who stated that they were quite confident in learning English, achieved the highest scores (87 and 88). This finding indicates that the higher the students' self-efficacy, the better their academic outcomes.

In contrast, students with lower confidence, such as S4 and S5, received lower scores (77 and 75). S4 also revealed that being mocked by peers when speaking English lowered her confidence, which impacted her performance.

These findings support Schunk and Pajares, who argue that self-efficacy plays a critical role in determining motivation, persistence, and academic achievement in foreign language learning. Thus, the results of this research confirm that self-efficacy positively influences students' performance in learning English.

#### ***Factors influence the self-efficacy of seventh-grade students in learning English***

##### a. Performance Accomplishment: Building Confidence Through Success

Language acquisition experiences emerged as the most influential source of self-efficacy among participants. Students consistently described moments of personal achievement in English learning as important in shaping their confidence. These experiences ranged from successfully completing speaking tasks, understanding complex grammar, to receiving good grades on assignments and exams. For many, these successes reinforced their belief in their ability to learn English and motivated them to engage more actively in learning activities. This is demonstrated by the statement of one respondent, S3, who stated that at the beginning of learning English, "I still knew a little. but after a long time after I got to know it, I finally felt confident." This suggest that positive experiences of successful learning play a significant role in boosting student's self-efficacy.

Conversely, negative experiences can lower self-efficacy, as expressed by S4, who stated that she felt less confident because her friends laughed at her when she spoke English, making her feel embarrassed. "I lack confidence because once I spoke English, but my friends laughed at me. So I felt embarrassed". S6 also expressed the same sentiment, "when speaking, I'm always afraid of making mistakes. I might pronounce them incorrectly, and that makes me feel embarrassed". This statement indirectly assumes she was unsuccessful when asked to speak in front of the class.

On the other hand, one respondent stated that her past experiences had a significant impact on her current self-efficacy. As S7 stated, "Yesterday's experiences really impacted

my confidence because sometimes I already knew the lesson I was going to learn while my friends didn't. So I didn't need further explanations about the material to be learned".

**b. Vicarious Experience: Learning through Observation and Peer Modeling**

The second source of self-efficacy is vicarious experiences, or learning through observing others. This play a crucial role in shaping students' beliefs about self-efficacy. Many participants reported that seeing peers succeed in English tasks inspired them and provided concrete examples of achievable abilities. This was evident in group work and class discussions, where students could observe their classmates' strategies and language use. As explained by S1, friends have a significant influential because when they are more proficient, they think they have a lot to learn from them. S2 also explained that she wanted to be like her friends who are good at English. "One of my friends is good at English, and that has a positive influence on me. She often sings English songs in class, and I love listening to her. And I want to be like her," said S6.

However, vicarious experiences can also have mixed effects or double effect. Some students feel discouraged when comparing themselves to high-achieving peers, which sometimes undermines their self-efficacy. As stated by S2, " I am not very confident because some of my friends are smarter than me, and that makes me insecure. This shows that the impact of indirect experiences is highly dependent on students' interpretations and social contexts, and emphasizes the importance of a supportive peer environment that encourages positive role models rather than competition.

**c. Verbal Persuasion: The Power of Encouragement and Feedback**

Verbal persuasion from teachers, peers, and family members was another important source of self-efficacy. Participants highlighted the importance of constructive feedback, encouragement, and recognition in increasing their confidence and motivation. Positive comments from teachers, such as praise for effort or improvement, were particularly influential. This was reflected in S1's statement that a senior once told she was good at English, which made her very happy and wanted to continue learning. S2 also stated that the teacher who taught them English, always provided support by providing a good understanding of the material and was willing to explain it again if the student did not understand it. S7 also stated that his teacher had given her support and praise, which encouraged her to learn harder in learning English

Conversely, negative or harsh criticism can undermine self-efficacy, leading to anxiety and withdrawal. Some students reported feeling demotivated when feedback focuses only on mistakes without encouragement. This underscores the importance of balanced and supportive communication in building student self-confidence. A lack of praise can also lead to a lack of enthusiasm, as expressed by S6, who felt the need for recognition to boost her enthusiasm for learning. This shows the importance of the teacher's role in providing feedback that balances correction and appreciation.

**d. Physiological and Emotional Information: Anxiety, Stress, and Self-Confidence**

Emotional and physiological states were found to significantly affect students' self-efficacy. Many participants described feelings of anxiety, nervousness, and fear of making mistakes, especially in public speaking or performing activities. These emotional responses sometimes hindered their desire to participate and lowered their self-confidence. For example, S4 became nervous when she had to speak English in front of the class. Her heart was pounding, and she eventually forgot what she wanted to say.

However, some students develop coping strategies to manage these emotions, such as deep breathing, preparation, or positive self-talk, which help maintain or restore their

self-efficacy. The data suggest that emotion regulation is an important component of self-efficacy in language learning, highlighting the need for interventions that address learners' affective experiences.

#### e. Challenges and Barriers in Developing Self-Efficacy

Beyond sources of self-efficacy, participants identified several challenges that hindered their confidence in learning English. These challenges included limited exposure to English outside of class, lack of opportunities to practice, fear of negative evaluation, and perceptions of the language's difficulty. As stated by S4, he had difficulty memorizing vocabulary because of the difference in pronunciation and writing. Furthermore, some students felt hampered by having little time to study English due to the large number of other subjects they had to master.

In addition, some students felt that the curriculum and teaching methods did not adequately support their learning needs, which affected their motivation and self-efficacy. Furthermore, conditions in Islamic boarding schools that did not allow for learning through media such as mobile phones hindered the development of students' English skills. These constraints highlight the importance of creating a more immersive, supportive, student-centered learning environment to optimally foster self-efficacy.

## 2. Discussion

The findings of this study provide a rich and nuanced understanding of students' self-efficacy in learning English, revealing how their beliefs about their abilities are shaped by the dynamic interaction of personal experiences, social influences, verbal feedback, and emotional states. These results align closely with Bandura's self-efficacy theory, which states that mastery experiences, indirect experiences, verbal persuasion, and physiological/emotional states are the primary sources of self-efficacy (Shukri et al., 2025). This research not only confirms the relevance of these resources in the context of English language learning but also expands on how they manifest in real educational environments, offering deeper insights into the complexities of the learner's psychological and social world.

Mastery experiences emerged as the most powerful contributor to student self-efficacy, consistent with previous research emphasizing the importance of personal success in building self-confidence.(Kleppang et al., 2023). Participant narratives highlighted that repeated successful engagement with English tasks such as presentations, exams, and class participation strengthened their beliefs in their ability to learn and use the language effectively. This finding supports the idea that providing learners with challenges and achievable opportunities for success is critical to fostering sustained motivation and resilience. This finding also echoes previous qualitative research that highlights the empowering effects of mastery experiences on language acquisition (L. J. Zhang et al., 2024). However, this research also revealed that failure or setbacks can temporarily reduce self-efficacy, especially when not accompanied by supportive feedback or coping strategies, suggesting that educators must carefully structure learning experiences to balance challenge and support.

Vicarious experience through observation and peer modelling has been shown to have a dual impact on self-efficacy. On the one hand, observing classmates' successful use of language inspires and motivates learners, providing concrete examples of attainable proficiency. This is in line with Bandura's statement that social modelling can increase self-efficacy by demonstrating effective strategies and outcomes. Lianto suggests that

individuals will compare themselves to people who are their equals. If other people who are considered equals can easily carry out organizational tasks, then the individual is also confident in their abilities. Self-confidence arises or increases when seeing other people succeed in doing something.(Vidani et al., 2024) The opposite can also happen. When individuals see other people who are considered equals fail, self-efficacy can decrease. A person's self-confidence can be increased or decreased by observing the success or failure of others who are perceived to have similar abilities. On the other hand, some students experience negative social comparison, feeling discouraged when peers outperform them, which can damage their self-confidence. This ambivalence highlights the importance of cultivating a classroom culture that emphasizes collaborative learning and mutual encouragement rather than competition.(Schunk & DiBenedetto, 2020). It also suggests that educators must be mindful of individual differences in how students interpret and respond to peer performance, tailoring interventions to promote positive indirect experiences.

Bandura in states that verbal persuasion is related to encouragement or despair. In this case positive persuasion will encourage self-efficacy and increase it, while negative persuasion will have a negative impact and can reduce self-efficacy values.(García-Lázaro et al., 2022) Similarly, when the student teachers are encouraged by their fellow students - teachers, they will be able to carry out the teaching and learning activity, then this can increase their confidence in teaching and vice versa, when there is negative talk, it will have a negative influence and can reduce their confidence.

The data highlight that the tone, timing, and content of feedback significantly influence effectiveness; praise that acknowledges effort and progress is more empowering than criticism that focuses solely on errors. Conversely, harsh or negative feedback can exacerbate anxiety and reduce self-efficacy, highlighting the need for educators to adopt supportive communication strategies that build learner confidence while guiding improvement. These findings have practical implications for teacher training and professional development, highlighting the role of feedback as a psychological tool in language education.

The study also highlights the profound influence of physiological and emotional states on self-efficacy. Horwitz suggests that anxiety, nervousness, and fear of making mistakes are common emotional barriers that inhibit students' willingness to participate and express themselves in English.(Hijra et al., 2024) These affective factors are well documented in the language learning literature as significant barriers to learner engagement and achievement. Importantly, some students demonstrated effective emotion regulation strategies, such as preparation, positive self-talk, and relaxation techniques, which helped reduce negative emotions and maintain self-efficacy. (Z. (Victor) Zhang, 2020)These findings suggest that language programs should incorporate affective support mechanisms, such as anxiety-reducing interventions and confidence-building activities, to address the emotional dimensions of learning. They also point to the need for further research on how emotion regulation interacts with self-efficacy in diverse learner populations.

The challenges and barriers identified limited exposure to English outside the classroom, fear of negative evaluation, and perceptions of language difficulty highlight contextual factors that inhibit the development of self-efficacy. These findings are consistent with the ecological perspective on language learning, which emphasizes the role of environmental and sociocultural influences. (Cui et al., 2025) A lack of authentic practice opportunities and supportive environments can inhibit mastery experiences and

indirect learning, thereby limiting the growth of self-efficacy. In addition, fear of negative evaluation reflects the social risks associated with language use, which can be particularly pronounced in collectivist cultures where saving face is important.(Kim, 2024) Overcoming these barriers requires systemic efforts to create deep, low-stakes, culturally sensitive learning contexts that encourage risk-taking and normalize mistakes as part of the learning process.

In comparing these findings with previous research, this study reinforces the central role of Bandura's sources of self-efficacy while providing richer, context-specific insights into how these sources operate in English classrooms. Unlike many quantitative studies that measure self-efficacy as a static trait, this qualitative investigation reveals its fluid and context-dependent nature, shaped by ongoing interactions and experiences. It also highlights the interplay between cognitive, social, and emotional dimensions, suggesting that effective interventions must be holistic and multifaceted.(Enni et al., 2024)

The implications for teaching practice are profound. Educators should prioritize creating opportunities for mastery by designing incremental tasks that build competence gradually.(Forsblom et al., 2022) They should encourage positive interactions with peers that encourage modeling and collaboration rather than competition. Feedback should be constructive, timely, and focused on effort and progress to improve verbal persuasion. In addition, meeting learners' emotional needs through anxiety management and confidence-building activities is essential.(Yao et al., 2026) Curriculum designers might consider integrating these elements into language programs to systematically support the development of self-efficacy.

Furthermore, we also need to consider the learning context in Madrasah, especially in Pondok Pesantren, such as MTs Putri DDI Mangkoso, which has its own unique characteristics. For example, students mostly come from Islamic boarding school (pesantren) backgrounds with strong social and religious values, English can be considered a second or their foreign language after Arabic and Indonesian, female students may face additional challenges in terms of confidence in public speaking, depending on the local culture, and more traditional learning methods or those focused on memorization sometimes do not support active language learning that requires real-world practice.

Limitations of this study include its relatively small and context-specific sample, which may limit generalizability. Reliance on self-reported data, although triangulated with observations, may also introduce bias. Future research could expand to a variety of educational settings and incorporate longitudinal designs to examine how self-efficacy develops over time. Investigating the role of cultural and socioeconomic factors in shaping self-efficacy would further enrich understanding and inform more equitable educational practices.

In conclusion, this study advances the understanding of students' self-efficacy in English learning by elucidating the complex and interrelated sources that shape learners' beliefs and behaviors. It underscores the importance of addressing cognitive, social, and emotional dimensions in language education and offers practical guidance for nurturing resilient and motivated learners. By integrating theory and empirical data, this discussion provides a comprehensive framework for educators, researchers, and policymakers committed to improving English learning outcomes through a self-efficacy lens.

This study offers several novel contributions compared to prior research. First, while most studies on self-efficacy in English language learning have utilized quantitative methods (surveys and questionnaires) to examine correlations between self-efficacy and

achievement, this research adopts a qualitative approach (in-depth interviews and observations) to explore students' own experiences, perceptions, and meanings regarding their self-efficacy. Second, it not only examines the relationship between self-efficacy and language ability but also delves deeply into contextual factors (personal experiences, classroom social interactions, and emotional states) that shape self-efficacy among seventh-grade female students in a madrasah tsanawiyah setting. Third, the specific context of MTs Putri DDI Mangkoso with its all-female student body and diverse ability backgrounds provides a fresh perspective that has received limited attention in local literature.

### Conclusion

This study reveals that self-efficacy plays a central role in the English learning performance of seventh-grade female students at MTs Putri DDI Mangkoso. The findings indicate that higher self-efficacy positively correlates with better academic achievement, while lower self-efficacy tends to hinder motivation, persistence, and student participation. Bandura's four sources of self-efficacy mastery experiences, vicarious experiences, verbal persuasion, and physiological/emotional states emerged as the primary factors shaping students' self-beliefs, with mastery experiences being the most influential source, followed by peer influences, encouragement from teachers and family, and the management of anxiety and emotions. However, challenges such as fear of negative evaluation, limited exposure to English outside the classroom, unhealthy social comparisons, and the boarding school context that restricts access to media and authentic practice impeded the development of self-efficacy among these female students during their transitional phase. Theoretically, this study enriches the scholarship on self-efficacy in language learning by providing in-depth insights into how female students experience and interpret the sources of self-efficacy within the unique context of an Islamic boarding school education, where the primary emphasis on religious studies and Arabic may limit natural exposure to English. It also highlights the gender and cultural nuances influencing self-efficacy among female Muslim learners, thereby complementing the existing literature, which has been dominated by quantitative approaches and general educational contexts.

Based on these findings, several practical recommendations are proposed, including the provision of opportunities for gradual mastery, the creation of a supportive classroom environment, the delivery of constructive feedback, student emotion management, and the enhancement of English exposure facilities within the boarding school setting. Nevertheless, this study has limitations, including a small sample size, a focus on a single institution, and potential researcher positionality bias that may influence data interpretation.

For future research, it is recommended to employ longitudinal designs to track the development of self-efficacy over time, conduct comparative studies between boarding and non-boarding schools, adopt mixed-methods approaches that integrate qualitative depth with quantitative measurement, and undertake cross-cultural investigations across various Islamic educational settings to test the generalizability of the findings. More broadly, this study contributes to educational equity by emphasizing the importance of culturally responsive pedagogy and addressing the psychological needs of female Muslim learners during transitional educational phases, thereby supporting the development of more inclusive and effective learning strategies in religious-based educational contexts.

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## APPENDIX 2. THE RESEARCH INSTRUMENTS

### THE INTERVIEW GUIDE

#### Tentative Interview Protocol (*Indonesian Version*)

##### A. Interview Terbuka

###### Pengalaman Belajar Bahasa Inggris

1. Bagaimana perasaan Anda saat belajar bahasa Inggris?
2. Apa saja hal yang Anda sukai dari pelajaran bahasa Inggris?
3. Bagaimana cara Anda belajar bahasa Inggris di luar jam pelajaran sekolah?
4. Apakah Anda merasa percaya diri saat berbicara atau menulis dalam bahasa Inggris? Mengapa?
5. Pernahkah Anda merasa malu atau takut saat berbicara bahasa Inggris di depan teman-teman atau guru?

##### B. Interview Terfokus

###### Bagian 1: Self Efficacy Siswa dalam Pembelajaran Bahasa Inggris

###### Pengalaman Penguasaan:

1. Apakah Anda cukup menguasai dalam belajar Bahasa Inggris?
2. Apakah Anda mengerti setiap materi pembelajaran Bahasa Inggris?
3. Apakah Anda memiliki dasar yang baik dalam belajar Bahasa Inggris?
4. Bagaimana pengalaman masa lalu Anda dalam belajar bahasa Inggris memengaruhi kepercayaan diri Anda saat ini dalam belajar?

###### Pengalaman Tidak Langsung:

1. Apakah Anda memiliki teman atau teman sekelas yang paham berbahasa Inggris? Bagaimana pengalaman mereka memengaruhi kamu sendiri?
2. Ketika teman-teman bisa menjawab pertanyaan Bahasa Inggris, apakah Anda ingin seperti mereka?
3. Apakah guru Anda pernah membantu Anda merasa lebih percaya diri dalam belajar Bahasa Inggris?

**Persuasi Verbal:**

1. Apakah guru mengatakan bahwa kemampuan Bahasa Inggris Anda baik?
2. Pernahkah Anda dikatakan berbahasa Inggris oleh kakak kelas atau orang lain di luar sekolah?
3. Apakah orang tua atau keluarga Anda memberikan dukungan dalam pembelajaran bahasa Inggris?

**Keadaan Fisiologis dan Afektif:**

1. Bagaimana perasaan Anda saat belajar bahasa Inggris? Apakah Anda merasa cemas, bersemangat, atau percaya diri?
2. Apakah Anda pikir kondisi fisik dan emosional Anda memengaruhi seberapa baik Anda belajar bahasa Inggris?

**Bagian 2: Harapan dan Tujuan**

1. Apa tujuan Anda dalam belajar bahasa Inggris? Apakah sulit atau mudah dicapai?
2. Bagaimana Anda menghadapi tugas Bahasa Inggris yang sulit? Apakah Anda mudah menyerah?
3. Adakah hal lain yang menjadi hambatan dalam belajar Bahasa Inggris?
4. Strategi apa yang Anda gunakan ketika Anda menghadapi kesulitan dalam belajar bahasa Inggris?
5. Apa yang dapat dilakukan untuk meningkatkan kemampuan diri Anda dalam belajar bahasa Inggris?

## **Tentative Interview Protocol (Indonesian Version)**

### **A. Open Interview**

#### **English Learning Experience**

6. How do you feel when learning English?
7. What do you like about English lessons?
8. How do you learn English outside of school hours?
9. Do you feel confident when speaking or writing in English? Why?
10. Have you ever felt shy or afraid when speaking English in front of friends or teachers?

### **B. Focused Interview**

#### **Part 1: Students' Self Efficacy in English Learning**

##### **Mastery Experience:**

6. Are you good enough at learning English?
7. Do you understand every English learning material?
8. Do you have a good foundation in learning English?
9. How have your past experiences in learning English influenced your current confidence in learning?

##### **Indirect Experience:**

4. Do you have friends or classmates who are good at English? How have their experiences influenced your own?
5. When your friends can answer English questions, do you want to be like them?
6. Has your teacher ever helped you feel more confident in learning English?

##### **Verbal Persuasion:**

4. Did the teacher say that your English is good?
5. Have you ever been told that you are good at English by a senior or someone else outside of school?
6. Do your parents or family provide support in learning English?

##### **Physiological and Affective States:**

3. How do you feel when learning English? Do you feel anxious, excited, or confident?
4. Do you think your physical and emotional condition affects how well you learn English?

#### **Part 2: Hopes and Goals**

1. What is your goal in learning English? Is it difficult or easy to achieve?

2. How do you deal with difficult English assignments? Do you give up easily, or do you persevere?
3. Are there any other obstacles in learning English?
4. What strategies do you use when you face difficulties in learning English?
5. What can you do to improve your ability to learn English?



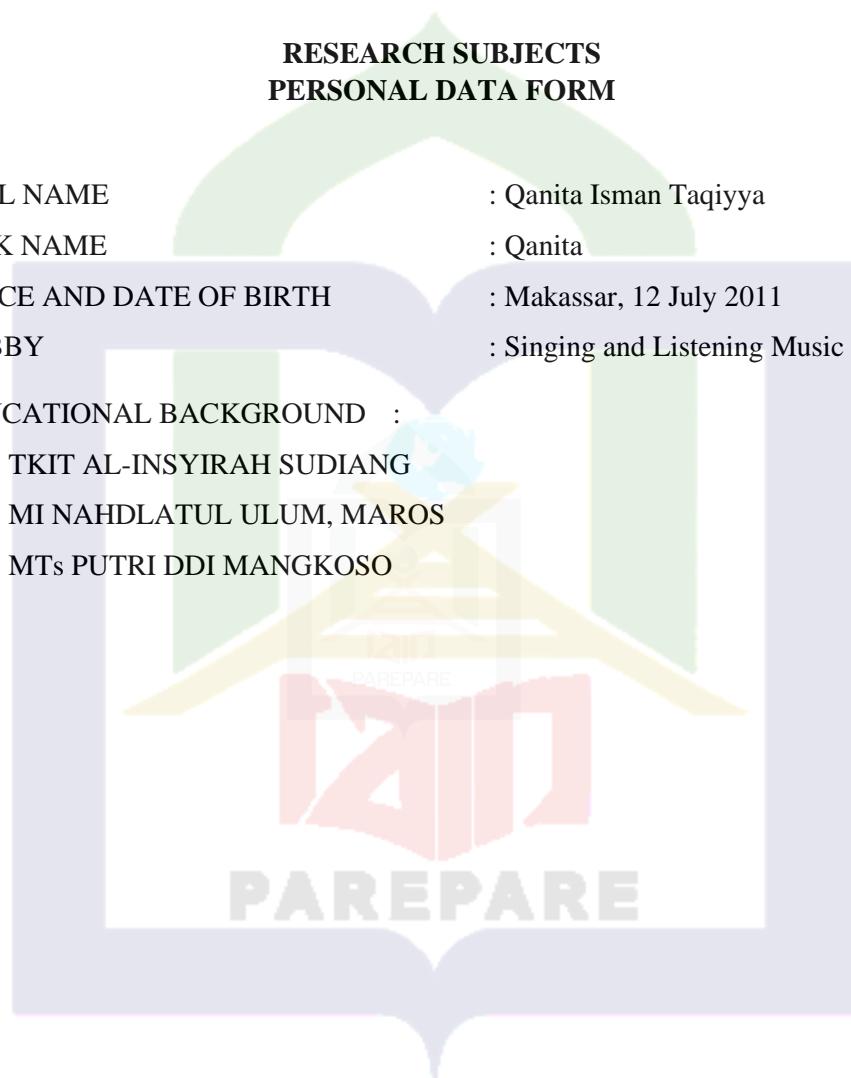


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**APPENDIX 3. THE RESEARCH SUBJECT PERSONAL DATA**

**RESEARCH SUBJECTS  
PERSONAL DATA FORM**

1. FULL NAME : Qanita Isman Taqiyya
2. NICK NAME : Qanita
3. PLACE AND DATE OF BIRTH : Makassar, 12 July 2011
4. HOBBY : Singing and Listening Music
5. EDUCATIONAL BACKGROUND :
  - a. TKIT AL-INSYIRAH SUDIANG
  - b. MI NAHDLATUL ULUM, MAROS
  - c. MTs PUTRI DDI MANGKOSO



**RESEARCH SUBJECTS  
PERSONAL DATA FORM**

1. FULL NAME : Najwa Mar'atushsaliha
2. NICK NAME : Najwa
3. PLACE AND DATE OF BIRTH : Nabire, 9 March, 2011
4. HOBBY : Cooking
  
5. EDUCATIONAL BACKGROUND :
  - a. TK AL-AZHAR SAMABUSA
  - b. MI AL-AZHAR SAMABUSA
  - c. MTs PUTRI DDI MANGKOSO



**RESEARCH SUBJECTS  
PERSONAL DATA FORM**

1. FULL NAME : Nayla Ma'aly  
2. NICK NAME : Nayla  
3. PLACE AND DATE OF BIRTH : Pangkep, 13 April , 2011  
4. HOBBY : Reading  
5. EDUCATIONAL BACKGROUND :  
a. RA DDI JAGONG  
b. SDN 3 JAGONG  
c. MTs PUTRI DDI MANGKOSO



**RESEARCH SUBJECTS  
PERSONAL DATA FORM**

1. FULL NAME : Ainun Ni'mah Aliah
2. NICK NAME : Ainun
3. PLACE AND DATE OF BIRTH : Barru, 20 September , 2010
4. HOBBY : Listening Music
  
5. EDUCATIONAL BACKGROUND :
  - a. RA AT-TAUFIQ MARALLENG
  - b. MI AT-TAUFIQ PEKKAE
  - c. MTs PUTRI DDI MANGKOSO



**RESEARCH SUBJECTS  
PERSONAL DATA FORM**

1. FULL NAME : Syarifa Hural Ain  
2. NICK NAME : Ain  
3. PLACE AND DATE OF BIRTH : Parepare, 31 Desember , 2010  
4. HOBBY : Reading a book  
5. EDUCATIONAL BACKGROUND :  
a. TK PEMBINA PANGKEP  
b. SDIT AL-FATIH PANGKEP  
c. MTs PUTRI DDI MANGKOSO  
d. KAMPUNG INGGRIS



**RESEARCH SUBJECTS  
PERSONAL DATA FORM**

1. FULL NAME : Sumayya Zainal
2. NICK NAME : Sumayyah
3. PLACE AND DATE OF BIRTH : Barru, 29 Desember 2011
4. HOBBY : Reading
  
5. EDUCATIONAL BACKGROUND :
  - a. RA UMDI PADAELO
  - b. MI AT-TAUFIQ PEKKAE
  - c. MTs PUTRI DDI MANGKOSO



**RESEARCH SUBJECTS  
PERSONAL DATA FORM**

1. FULL NAME : Azqila Ghaziah Zafira  
2. NICK NAME : Azqila  
3. PLACE AND DATE OF BIRTH : Makassar, 29 Maret 2010  
4. HOBBY : Reading Novel  
5. EDUCATIONAL BACKGROUND :  
a. TK Makassar  
b. MIN 2 Makassar  
c. MTs Putri DDI Mangkoso





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**APPENDIX 4. THE STUDENTS' INTERVIEW QUESTION**

**TRANSCRIPT INTERVIEW**

Responden : Student 1 (S1)

Day/date : 18 Juni 2025

Time : 10.30 a.m

Location : MTs Putri DDI Mangkoso

A : Ini saya mau wawancara terkait dengan penelitian saya dalam penyelesaian S2 ku tentang keyakinan siswa terhadap kemampuannya dalam belajar bahasa inggris jadi bagaimana keyakinan kita dalam belajar bahasa inggris dalam proses pembelajaran bahasa inggris. jadi jawab apa adanya sesuai dengan apa yang kamu rasakan. Apa adanya saja nah oke atas nama siapa?

B : Ainun Nikmah Aliyah. kelas 7B.

A : Berapa umurta?

B : Sekarang masih 14 September.

A : Langsung saja ya. Pertanyaan pertama, bagaimana perasaanmu saat belajar bahasa Inggris?

B : Baik. Baik sekali.

A : Baik sekali. Bagaimana itu baiknya?

B : Senangji Bahasa Inggris. Kalau belajar Bahasa Inggris, tidak mengantuk. Senang.

A : Apa saja hal yang kamu sukai dari pelajaran bahasa Inggris?

B : Cara pengucapannya. Unik.

A : Unik, Di. Lain tulisannya, lain bacannya itu yang membuatmu tertarik. Bagaimana caramu belajar bahasa Inggris di luar jam pelajaran sekolah?

B : Biasa lewat lagu atau membaca teks Bahasa Inggris.

A : Apakah kamu merasa percaya diri saat berbicara atau menulis dalam bahasa Inggris?

B : Kalau berbicara kadang percaya diri, kalau menulis takut salah.

A : Kalau membaca?

B : Kalau membaca biasa percaya diri, tapi kalau menulisnya sih kadang tidak.

A : Kalau speakingnya?

B : Kadang pede-pede aja.

A : Ya pernahkah kamu merasa malu atau takut saat berbicara Baahasa Inggris di depan teman-teman atau guru?

B : tidak

A : Kamu pede-pede aja ya. Pertanyaan selanjutnya, apakah kamu cukup menguasai dalam belajar bahasa Inggris?

B : Lumayan.

A : Lumayan ya. Apakah kamu mengerti setiap materi pembelajaran bahasa Inggris?

B : Iya.

A : Apakah kamu memiliki dasar yang baik dalam belajar bahasa Inggris? Maksudnya dasar apakah kamu pernah belajar Bahasa Inggris sebelumnya?

B : Belum.

A : Gak pernah?

B : Iya.

A : Pertama kali belajar bahasa Inggris di kelas 7?

B : Iya.

A : Wow, luar biasa dan langsung. Kalau saya lihat, bagus Bahasa Inggrisnya, Kayak. Langsung apa ya? Bagus kemajuannya. Kenapa bisa begitu? Biasanya kan yang punya dasar itu pasti pede-pede sedangkan kamu. Kenapa kepercayaan dirimu itu tiba-tiba tinggi?

B : Keseringan dengar lagu Bahasa Inggris. Karena lebih kusuka dengar lagu-lagu Barat, jadi keseringan dengar terus karena aku tau juga, kayak kadang saya liat translate nya jadi tau sedikit arti-artinya.

A : Jadi gak pernah belajar Bahasa Inggris sebelumnya die, pertama kali belajar bahasa inggris di kelas 7.

A : Bagaimana pengalaman masa lalu kamu dalam belajar bahasa Inggris memengaruhi kepercayaan diri kamu saat ini dalam belajar? Maksudnya pengalaman sebelumnya dalam bahasa Inggris, seperti yang tadi, belajar lewat lagu, mulai kapan itu kamu suka dengar-dengar lagu bahasa Inggris?

B : Ya, kelas 4 semenjak masa corona

A : oh semenjak Corona

B : iya, kan disitu mulai kayak main HP gitu.

A : Iya iya, terus apakah kamu memiliki teman atau teman sekelas yang kamu yang pandai berbahasa Inggris

B : Iya

A : Bagaimana, apakah mereka berpengaruh terhadap kamu sendiri

B : Iya karena biasa kalau kayak teman ternyata lebih jagopi, oh jadi harus banyak belajar sama ini orang,

A : Jadi bisa memotivasi kamu di, memotivasi kamu untuk belajar juga seperti dia. Nah ketika teman-temanmu bisa menjawab pertanyaan bahasa Inggris apakah kamu ingin seperti mereka?

B : iya

A : Tidak ada rasa minder atau insecure cuma itu yang justru itu memotivasi kamu untuk lebih maju. apakah guru kamu pernah membantu kamu merasa lebih percaya diri dalam belajar bahasa inggris?

B : Sering

A : Bagaimana bentuknya itu? bagaimana yang treatmentnya gurunya yang bisa membangkit rasa percaya diri kamu dalam bahasa Inggris seperti apa perlakunya yang membuatmu lebih menerima bahasa Inggris dan lebih paham bahasa Inggris

B : Kayak penjelasannya mudah dimengerti terus caranya yang mengajar juga seru kayak unik begitu

A : oke selanjutnya, Apakah guru mengatakan bahwa kemampuan bahasa Inggris kamu baik?

B : Iya

A : Pernahkah kamu dikatakan pandai berbahasa Inggris oleh kakak kelas atau orang lain diluar sekolah?

B : Pernah.

A : Dan bagaimana perasaanmu dengan perkataan seperti itu?

B : Saya senang sekali.

A : Senang. Dan apakah itu mempengaruhi keyakinanmu, kepercayaan dirimu?

B : iya. Jadi kayak mauka terus belajar karena ternyata baru begini kemampuanku dibilangima pintar bahasa Inggris.

A : Iya tambah mau belajar ya? Apakah orang tua atau keluarga memberikan dukungan dalam pembelajaran Bahasa Inggris? Bagaimana bentuknya orang tua ta' dukungki?

B : Sebenarnya tidak terlalu, karena kita melihat lagu-lagu kayak barat-barat begini, kenapa lebih ke sana, tapi karena natau nilai bahasa Inggrisku bagus, jadi nadukungmi.

A : Bagaimana perasaan kamu saat belajar bahasa Inggris? Apakah kamu merasa cemas, bersemangat, atau percaya diri?

B : Bersemangat.

A : Kenapa bisa semangat?

B : Karena seru. Bahasa Inggris itu unik,

A : Jadi kayak tertarik untuk belajar ya. Oke. Apakah kamu berpikir bahwa kondisi fisik dan emosional kamu mengaruhi seberapa baik kamu belajar Bahasa Inggris?

B : tidak,

A : tidak berpengaruh. Jadi Kalau misalnya bad mood, baru masuk kelas bahasa Inggris, apa tidak berpengaruh? Tidak sih, malah kadang itu bad mood di luar kelas, masuk kelas tidak berpengaruh, malah semakin belajar.

B : Tidak berpengaruh.

A : Apa tujuan kamu dalam belajar bahasa Inggris?

B : Keliling dunia.

A : Apakah sulit atau mudah dicapai? Itu tujuan kamu.

B : Tidak.

A : Bagaimana kamu menghadapi tugas bahasa Inggris yang sulit?

B : Minta bantuan teman. Pertama mengerjakan sendiri, terus minta koreksi ke teman yang lebih paham.

A : Apakah kamu menyerah atau kamu tekun dalam bahasa Inggris?

B : Termasuk tekun sih.

A : Adakah hal lain yang menjadi hambatan dalam belajar bahasa Inggris?

B : Tidak ada.

A : Jadi strategi apa yang kamu gunakan ketika kamu menghadapi kesulitan dalam belajar bahasa Inggris. kalau ada kesulitan misalnya ada tugas tapi sulit, apa strategimu? Apakah bekerja sama dengan teman, bertanya sama guru, atau bagaimana belajar sendiri?

B : Belajar sama teman.

A : Apa yang dapat dilakukan untuk meningkatkan kemampuan diri kamu dalam belajar bahasa Inggris?

B : Memperbanyak kosa kata, memperlancar cara pengucapan, membenarkannya.

A : Intinya ini kalau yang saya dapat intinya kamu punya keyakinan yang cukup tinggi di dalam pembelajaran bahasa Inggris.

B : Iya.

A : Apakah itu murah asa dan bagaimana hasil bahasa Inggrismu?

B : Selama ini lumayan tinggi.

A : Jadi berapa nilai rata-rata 80 ke atas. Oke itu saja terima kasih atas pernyataannya.

Responden : Student 2 (S2)  
Day/date : 15 Juni 2025  
Time : 09.25 a.m  
Location : MTs Putri DDI Mangkoso

A : Oke, pertanyaan pertama, bagaimana perasaanmu saat belajar bahasa Inggris? Senang.

B : Senang.

A : Kenapa bisa senang?

B : Karena keren.

A : Karena keren? Keren. Kenapa bisa keren menurutmu itu bahasa Inggris?

B : Karena gak semua orang bisa bahasa Inggris.

A : Apa saja hal yang kamu suka dari pelajaran Bahasa Inggris? Apa yang bikin kamu tertarik dengan Bahasa Inggris? Apa yang kamu suka dari pelajaran Bahasa Inggris?

B : Karena aku suka dengar laku Inggris.

A : Apa lagi?

B : Idol ku dari luar negeri.

A : Siapa idolnya?

B : Banyak.

A : Siapa? Salah satunya.

B : Suga.

A : Oke. Bagaimana caramu belajar bahasa Inggris di luar jam pelajaran sekolah?

B : Baca buku bahasa Inggris.

A : Terus, apakah kamu merasa percaya diri saat berbicara atau menulis dalam bahasa Inggris?

B : Kadang iya, kadang tidak.

A : Jadi menurutnya kepercayaan dirimu tinggi atau sedang?

B : Sedang.

A : Kenapa?

B : Karena ada yang lebih jago daripada saya.

A : Oh karena ada yang lebih jago. Maksudnya kenapa kamu merasa kurang percaya diri? karena kamu takut? karena ada yang lebih jago?

B : Iya.

A : Berarti insecure namanya itu?

B : Iya.

A : Terus pernahkah kamu merasa malu atau takut saat berbicara bahasa Inggris di depan teman-teman?

B : Tidak.

A : Malu atau takut?

B : Tidak.

A : Tapi kurang percaya diri?

B : Iya.

A : Apakah kamu cukup menguasai dalam belajar bahasa Inggris?

B : Iya, cukup. Cukup. Biasa kalau speakingnya saya tidak malu, tapi kadang juga ada malu, nanti salah pengucapanku.

A : Terus kalau reading sama writingnya bagaimana?

B : Kalau reading sih pede-pede aja karena itu tadi selalu dengar-dengar lagu barat. Kalau writingnya masih biasa salah. Bisa kurang hurufnya satu..

A : Apakah kamu mengerti setiap materi pembelajaran bahasa Inggris?

B : Tidak juga.

A : Tidak juga. Apakah kamu memiliki dasar yang baik dalam belajar bahasa Inggris?

B : Mungkin.

A : Dari mana mulai dapat itu dasar bahasa Inggrisnya, apakah dari waktu SD pernah belajar?

B : Iya

A : kelas berapa?

B : dari kelas 2 sampai kelas lima

A : 2 SD sampai kelas lima ya. Nah bagaimana pengalaman masa lalu kamu belajar bahasa Inggris memengaruhi kepercayaan diri kamu saat ini. Itu yang waktu SD berpengaruhkan dengan kepercayaan diri kamu saat ini?

B : iya

A : apakah kamu percaya lebih yakin karena oh sudah ini belajar waktu SD?

B : Iya.

A : Terus, ketika teman-teman bisa menjawab pertanyaan bahasa Inggris, apakah kamu ingin seperti mereka?

B : Mau.

A : Bagaimana usahamu?

B : Mencari.

A : Apakah kamu memiliki teman yang pandai berbahasa Inggris? Terus, bagaimana pengalaman mereka memengaruhi kamu? membuat lebih kamu termotivasi. Misalnya si A pandai berbahasa Inggris, kamu tanya kenapa bisa kamu lihat-lihat kebiasaannya, ternyata dia suka dengar lagu terus-terus lirik lagu, kamu akhirnya kamu juga termotivasi melakukan itu oke.

B : Iya saya mau seperti mereka, jadi biasa ada rtugas, saya bertanya sama mereka.

A : Apakah guru kamu pernah membantu kamu merasa lebih percaya diri dalam belajar bahasa Inggris?

B : Pernah.

A : Bagaimana bentuk perlakunya? Bagaimana bentuk perlakunya? Itu maksudnya kan pernah kamu merasa kurang tahu kah? Kurang paham kah? Bagaimana caranya guru tak? Maksudnya dia memberitahu dengan baik atau bagaimana?

B : Memberitahu dengan baik.

A : Apakah itu menurutmu perannya gurumu sangat berpengaruh dengan kemampuanmu.

B : Iya.

A : Apakah guru mengatakan bahwa kemampuan bahasa Inggris kamu baik?

B : Kurang. Kurang.

A : Pernahkah kamu dikatakan pandai berbahasa Inggris oleh kakak kelas atau orang lain di luar sekolah?

B : Pernah.

A : Kenapa bisa?

B : Karena seringka bercakap bahasa Inggris..

A : Apa orang tua atau keluarga memberikan dukungan dalam pembelajaran bahasa inggris?

B : Iya

A : Bagaimana bentuk dukungannya?

B : Membelikan kamus.

A : Apa lagi?

B : Mengizinkan membaca buku yang Inggris-Inggris

A : Bagaimana perasaan kamu saat belajar bahasa Inggris? Apakah kamu merasa cemas, bersemangat, atau percaya diri?

B : Kadang cemas, tapi kadang juga bersemangat.

A : Kenapa cemas?

B : Karena takut salah.

A : Apakah kamu pikir kondisi fisik dan emosional kamu mengaruh seberapa baik kamu belajar bahasa Inggris?

B : Iya.

A : Seperti?

B : Kalau good mood, enak- enak saja masuk pelajaran.

A : Apakah tujuan kamu dalam belajar bahasa Inggris? Untuk apa kamu belajar bahasa Inggris? Apakah sulit atau mudah dicapai tujuan itu.

B : Sulit tapi bisa

A : Bagaimana kamu menghadapi tugas Bahasa Inggris yang sulit? Apakah kamu mudah menyerah atau tekun?

B : Saya tekun.

A : Adakah hal yang menjadi hambatan dalam belajar Bahasa Inggris?

B : Tidak ada.

A : Strategi apa yang kamu gunakan ketika kamu menghadapi kesulitan dalam belajar bahasa Inggris? Strategi? Bagaimana caramu menghadapi kesulitan dalam belajar bahasa Inggris?

B : Bertanya.

A : Bertanya sama teman atau?

B : Kakak kelas.

A : Oke. Apa yang dapat dilakukan untuk meningkatkan kemampuan diri kamu dalam belajar bahasa Inggris? apa yang kamu lakukan selain belajar di kelas apa yang kamu lakukan untuk tingkatkan kemampuannya dalam belajar bahasa Inggris?

B : Belajar terus, saya lebih suka belajar bercakap bahasa Inggris dengan teman.

Responden : Student 3 (S3)  
Day/date : 15 Juni 2025  
Time : 11.00 a.m  
Location : MTs Putri DDI Mangkoso

A : Bagaimana perasaanmu saat belajar bahasa Inggris?

B : Eee, belajar Bahasa Inggris itu seru, menyenangkan. Terus kalau ada Pelajaran baru makin senang, makin mauki belajar karena menarik.

A : Apa saja hal yang kamu sukai dari pelajaran bahasa Inggris?

B : Kayak Bahasa yang dipake sehari-hari, kayak belajar nama-nama hari, nama-nama bulan. Intinya yang bisa diaplikasikan ke bahasa sehari-hari.

A : Apa saja hal yang menurutmu sulit dalam pelajaran bahasa Inggris?

B : Kalau kayak kosa kata baru, terus kadang bingungki, kayak begaimana caranya cari di kamus, kadang tidak bisaki. Eh terus bagaimana caranya ini, tidak ditau caranya buka kamus.

A: Jadi maksudnya ini kadang bingungki cara buka kamus. Eh sudah tau mungkin, sudah ada ditau sedikit tapi belum terlalu. Pernahkah kamu merasa kesulitan dalam mengerjakan tugas bahasa Inggris? Jika ya, apa yang kamu lakukan?

B : Pernah, kayak bertanya ke teman bagaimana caranya ini, ajarika dulu, atau bertanya ke guru, “bu, mis, bagaimana caranya ini. Bagaimana caranya kerjai, endak mengertipa. Jadi kayak dijelaskan ulang i.

A: oh iya jadi minta dijelaskan ulang sama guru ya. Bagaimana caramu belajar bahasa Inggris di luar jam pelajaran sekolah?

B : Kayak lewat apa die...kayak lewat lagu, bisa juga.

A : lewat lagu, apa lagi?

B : Kayak tiba-tiba ada orang bicara bahasa inggris, kadang diterjemahkan sendiri, baru bicaraki lagi.

A : Apakah kamu merasa percaya diri saat berbicara atau menulis dalam bahasa Inggris? Mengapa?

B : Iya, karena kalau merasaka bilang, ih harus dikasi tau temanta bilangk bisaki bahasa inggris, haruski begini, ih ini begini bahasa inggrisnya,

A; Jadi kepercayaan diri itu muncul karena?

B : Karena tahu

A : karena tahu, memang kamu percaya bahwa kamu tahu. Pernahkah kamu merasa malu atau takut saat berbicara bahasa Inggris di depan teman-teman atau guru?

B : Pernah. Karena kayak pas awal-awal belajar bahasa inggris, masih sedikit kutau, ini ndak kutau bagaimana caranya ini. Apa ini artinya. Apa bahasa inggrisnya. Tapi lama-lama setelah kutaumi, percaya dirima.

A : memangnya sejak kapan belajar bahasa inggris?

B : Dari kelas 4 Sd,

A: Kamu suka atau tidak bahasa inggris?

B : Suka

A: Suka bahasa inggris sejak kelas berapa?

B : Sejak kelas lima

A: heeeem, kenapa bisa mulai suka bahasa inggris itu?

B : Karena pas kelas lima diajari bahasa inggris itu kayak seru cara mengajarnya guruku, disitumi saya suka. terus ibuku juga suka naajarika bahasa inggris.

A: memangnya ibu ta guru bahasa Inggris?

B : Nda, tapi bisa bahasa Inggris

A: oh yayayay. Menurutmu, seberapa penting belajar bahasa Inggris? Mengapa?

B : Penting, karena kalua misalnya pergiki keluar-keluar atau kadang ketemuki turis-turis biasa bahasa inggris i. jadi mau nda mau haruski pintar bahasa inggris. Karena siapa tau tiba-tibaki ditanya eh, kayak Alamat kaha tau apa,eh haruski bisa jawabki.

A : dan selama ini pernah maki praktekkan bahasa inggris di luar?dengan orang asing?

B : Kalau orang asing, belum. Paling teman-temanku ji miss.

A : Seberapa yakin kamu bisa memahami pelajaran bahasa Inggris yang diberikan guru?

B : Yakin karena, karena....

A: karena apa? Sebelum guruta mengajar itu, yakinki memang bisaki paham apa yang disampaikan oleh guruta?ataukah tergantung cara penyampaiannya?

B : Tergantung cara penyampaiannya. Kalua misalnya cara penyampaiannya bagus dan masukji di otak, karena kadang kayak kurang, kadang biasa masih bingung-bingungka lagi.

A : Oke tergantung metode gurunya ya?...

B : iye

A : Seberapa yakin kamu bisa mengerjakan tugas bahasa Inggris dengan baik?

B : Yakin karena kalua ada misalnya tugas bahasa inggris harus dikerja karena menarik

A : Seberapa yakin kamu bisa mencapai nilai yang baik dalam pelajaran bahasa Inggris?

B : Kadang yakin, kadang juga tidak. Karena kalau misalnya kerja tugaski cocok ndak ya,,cocok ndak ya...kadang masih ragu-raguki.

A : Apa yang membuatmu merasa yakin bisa belajar bahasa Inggris dengan baik?

B : Karena gurunya.gurunya biasa kayak seru caranya mengajar, karena tambah disuka jadi tambah yakinki bilang ih kusuka sekali belajar bahasa inggris karena gurunya asyik, begitu. Akhirnya makin mauki belajar bahasa inggris.

A : Oke, kalua gurunya asyik, kamu menerima dengan baik, akhirnya Pelajaran juga masuk dengan baik. Apa yang membuatmu merasa kurang yakin bisa belajar bahasa Inggris dengan baik?

B : Kadang, kalua misalnya ada yang tidak kutahu baru malu-maluka bertanya kadang kan maluka bertanya, kadang juga biasa langsung refleks bertanya.

A : Iya, rasa malu itu kan tidak bisa dipungkiri. Pernahkah kamu merasa putus asa saat belajar bahasa Inggris? Jika ya, apa yang kamu lakukan?

B : Pernah, karena pernahka dikasi tugas bahasa inggris yang kayak banyak sekali, baru ibuku juga bilang, ih nda kutau juga ini, saya juga bertanya ke teman-temanku nda ada yang tau, kadang mauka bertanya ke guruku tapi malu-maluka juga, putus asa sekalima jadi biasa kayak besok harinya pergika menghadap ke guruku. Bu tidak mengertika ini, mauka dijelaskan lagi.

A : Kapan itu?

B : Waktu kelas 6

A : Bagaimana caramu mengatasi kesulitan saat belajar bahasa Inggris?

B : Bertanya langsung ke guru

A : Apakah kamu merasa bahwa usaha yang kamu lakukan akan membawa hasil dalam pembelajaran bahasa Inggris?

B : Iya,

A: Selam aini bagaimana usahamu dalam mempelajari bahasa inggris?

B : Kayak mempelajari hal-hal baru, kalau dikasiki kosakata baru, hafal,pahami, terus diaplikasikan ke sehari-hari biar tambah mengertiki terus kayak diajari orang-orang, kalau ada yang nda mengerti, diajari.

A : Bagaimana pendapatmu tentang cara guru mengajar bahasa Inggris?

B : Seru, karena selama mengajar bahasa inggris itu guruku seru, asyik, baru bagus caranya menyampaikan, baru cepat masuk.saya juga kusuka bahasa inggris makanya enak kurasa masuk.

A : Apakah kamu merasa guru memberikan dukungan yang cukup dalam pembelajaran bahasa Inggris?

B : Iya, karena biasa kalau dikasiki tugas, biasa kayak main-mainki lagi tapi pakai bahasa inggris. Kosa kata dihafal baru disetor.

A : Bagaimana hubunganmu dengan teman-teman di kelas saat belajar bahasa Inggris?

B : Baik karena saling ajar mengajarki, kalau ada yang nda paham, diajari. Kalau kita lagi nda paham, diajarki lagi sama teman.

A : Apakah orang tua atau keluargamu memberikan dukungan dalam pembelajaran bahasa Inggris?

B : Iya karena kadang kalau dirumah ada yang nda kumengerti bahasa inggris, bertanya ke ibu. Atau nda ke ayahku biasa.

A : Apakah kamu memiliki akses ke sumber belajar bahasa Inggris di luar sekolah, seperti buku, internet, atau kursus?

B : Ada, buku. Kayak kosa kata bahasa inggris sehari-hari, kayak good morning. Begitu

A : Apakah kamu pernah mengikuti kegiatan ekstrakurikuler yang berkaitan dengan bahasa Inggris?

B : Les.

A: Kapan?

B : Kelas 5

A: Kalau sekarang nda ada lagi ya?

B : Iya, nda ada.

A: tapi pernah ikut lomba-lomba bahasa inggris.

B : Iya, pidato bahasa inggris.

A: kelas berapa?

B : Kelas 5

A: kalau disini?

B : Belum pernah

A : Apakah kamu merasa lingkungan sekolah mendukung pembelajaran bahasa Inggris?

B : Iye, karena kadang kalau misalnya keluar maki kelas, baru-baruksi belajar bahasa inggris biasa langsung diaplikasikan, kayakm “what are you doing”. Kayak bertanya-bertanya bahasa inggris.

A : Adakah hal lain yang menjadi hambatan dalam belajar Bahasa Inggris?

B : Menurutku nda ji miss, selama masih bisaki bertanya ke guru atau teman-temanta

A : Apa harapanmu terhadap pembelajaran bahasa Inggris di masa depan?

B : Kayak bisaka tambah pintar bahasa inggris, kosa kata bahasa inggrisku tambah banyak, bisa kuajari orang-orang, bisaka kayak kenal bahasa inggris lebih jauh.

A : Apa tujuanmu dalam belajar bahasa Inggris?

B : Apa die,,,kayak mengajari orang-orang, di aplikasikan sehari-hari, kayak kalau ketemuki teman-temanta.

A : Apakah kamu bercita-cita untuk menggunakan bahasa Inggris di masa depan?

B : Iya.

A : Apa yang akan kamu lakukan untuk mencapai tujuanmu dalam belajar bahasa Inggris

B : Kayak sering seringbaca kamus, sering-sering hafal kosa kata bahasa inggris.

A: Oke, saya simpulkan nah, jadi Qanita ini mulai SD belajar bahasa inggris dan mulai suka pas kelas 5 karena cara penyampaian gurunya menarik. Jadi Qanita sudah punya bekal dari SD. Terus e,,pas masuk Tsanawiyah e,,bagaimana dengan gurunya yang mengajar di kelas 7. Apakah sesuai dengan ekspektasi kamu ataukah tidak?

B : Sesuai ji Miss karena kalau saya kalau mengajarki pasti ada yang kumengerti, ada kosa kata baru lagi. Jadi kayak ih pernahmi kupelajari ini. Ih adami lagi yang baru.

A: jadi menurutmu ini, kamu memang punya keyakinan yang tinggi dengan kemampuanmu toh dalam bahasa inggris karena memang sudah punya bekal dan menurutta itu peran guru sangat berpengaruh dalam meningkatkan kemampuan ta atau tidak?

B : Sangat. Karena kalau setiap ada yang tidak ditau pasti kalau bukan ke teman pasti ke guru. Kalau guru yang sampaikan pasti mengerti. Kalau ada yang tidak tau haruski bertanya sama guru.

A: Jadi poinnya itu, peran gurunya sangat penting, sama dukungan orang tua. Orang tua ta juga sangat mendukung karena dirumah juga diajari bahasa inggris. Intinya ini Qanita memiliki keyakinan yang tinggi dengan kemampuannya. Kalau kamu sudah memiliki itu, terus tingkatkan, ke depannya insya allah jauh lebih bagus.

Responden : Student 4 (S4)  
Day/date : 15 Juni 2025  
Time : 11.20 a.m  
Location : MTs Putri DDI Mangkoso

A : Oke jadi maksudnya kegiatan kita malam ini itu wawancara. Saya wawancara kita untuk keperluan penelitian saya. Jadi saya sementara penyelesaian S2 sekarang dan akan mewawancarai siswa tentang keyakinannya dalam pembelajaran bahasa Inggris. Bisa ya? atas nama siapa?

B : Naila Maali kelas 7C

A : Naila Maali 7C, umur?

B : Umur 14 tahun.

A : Jadi nanti saya akan ajukan beberapa pertanyaan, kita jawab apa adanya saja sesuai dengan apa yang kita rasakan dan apa yang kita alami selama ini. Pertanyaan pertama bagaimana perasaanmu saat belajar bahasa Inggris?

B : Perasaan saya saat belajar bahasa Inggris itu merasa senang karena lebih mengenal bahasa luar selain bahasa Indonesia.

A : Oke, betul. Apa saja hal yang kamu sukai dari pelajaran bahasa Inggris?

B : Yang saya sukai dari pelajaran bahasa Inggris itu.....Belajar bahasa Inggris itu.....

A : Atau tidak suka belajar bahasa Inggris?

B : Suka jii.

A : Terus, apa menurutmu yang menarik dari bahasa Inggris yang membuat kamu bisa suka itu?

B : Bahasanya.

A : Bahasanya, di? Oke. Bagaimana caramu belajar bahasa Inggris di luar jam sekolah?

B : Dengan cara membuka buku paket. \

A : Terus apa lagi, tidak ada cara lain?

B : Membaca kalau ada tugas dikasi.

A : Terus apakah kamu merasa percaya diri saat berbicara atau menulis dalam bahasa Inggris?

B : Kurang.

A : Oke. Kenapa kurang pede?

B : Tidak terlalu lancar dalam bahasa Inggris. Saya kurang percaya diri karena pernah saya satu kali bicara itu teman-temanku ketawa. Jadi saya malu.

A : Pernah memang sebelumnya belajar bahasa Inggris?

B : Ini pertama kali di kelas 7.

A : Oh iya. Pernahkah kamu merasa malu atau takut saat berbicara bahasa Inggris di depan teman-teman atau guru?

B : Pernah, Miss. Saya gugup kalau berbicara dalam bahasa Inggris di depan kelas, kayak dumba-dumba. Akhirnya saya lupa mau bilang apa.

A : Pernah, di?

B : Iya.

A : Karena apa lagi?

B : Karena kurang pede, Miss.

A : Kurang pede. Kenapa kurang pede?

B : Belum terlalu banyak hafal kosa kata.

A : Oh iya. Kamu kurang pede karena belum terlalu banyak hafal kosa kata. Pertanyaan selanjutnya, apakah kamu cukup menguasai dalam belajar bahasa Inggris?

B : Belum, Miss.

A : Belum. Apakah kamu mengerti setiap materi pembelajaran bahasa Inggris?

B : Iya, Miss. Mengerti ji, tapi saat dijelaskan mengerti ji. Cuma kadang kalau diminta menjelaskan lagi, susah.

A : Apakah kamu memiliki dasar yang baik dalam belajar bahasa Inggris? Dasar yang baik. Pernah belajar bahasa Inggris sebelumnya?

B : Tidak.

A : Di SD tidak? Tidak. Bagaimana pengalaman masa lalu kamu dalam belajar bahasa Inggris memengaruhi kepercayaan diri kamu? Adakah pengalaman sebelumnya yang bisa, yang berkaitan dengan bahasa Inggris yang berpengaruh dalam kemampuanmu berbahasa Inggris sekarang?

B : Yaaa...dengar lagu sih begitu.

A : Oh, dengar lagu. Oke. Apakah kamu memiliki teman atau teman sekelas yang pandai berbahasa Inggris?

B : Ada, Miss.

A : Terus, dari temanmu itu apakah mempengaruhi kamu atau tidak?

B : Iya.

A : Seperti apa pengaruhnya?

B : Pengaruhnya itu...

A : Apakah kamu termotivasi mau seperti dia?

B : Mau.

A : Ketika teman-teman bisa menjawab pertanyaan bahasa Inggris apakah kamu ingin seperti mereka?

B : Mau Miss.

A : Apakah guru kamu pernah membantu kamu merasa lebih percaya diri dalam belajar bahasa Inggris?

B : Pernah.

A : Seperti apa itu?

B : Perkenalan diri terus guru bantu, awalnya saya tidak terlalu yakin, tapi dibantu sama guru, jadi yakinnya

A : Apakah guru mengatakan bahwa kemampuan bahasa Inggris kamu baik?

B : Pernah.

A : Maksudnya, penilaian bahasa Inggris kamu tinggi, rendah, atau sedang?

B : Sedang.

A : Sedang di?

B : Sedang.

A : Sedang. Dan keyakinanmu kalau dirata-rakakan, keyakinanmu dalam berbahasa Inggris tinggi, rendah, atau sedang?

B : Sedang.

A : Sedang. Oke.

B : Pernahkah kamu dikatakan pandai berbahasa Inggris oleh kakak kelas?

A : Pernah di?

B : Iya.

A : Atau orang lain di luar sekolah?

B : Iya.

A : Oke. Dan bagaimana perasaanmu saat dibilang pandai bahasa Inggris? Kenapa bisa dibilang pandai bahasa Inggris? Apanya yang dilihat?

B : Gara-gara pernah saya nyanyi bahasa Inggris.

A : Oh, oke. Apakah orang tua atau keluarga memberikan dukungan dalam pembelajaran bahasa Inggris?

B : Iya.

A : Bagaimana bentuk dukungannya?

B : Dukungannya itu kayak menyemangati saja.

A : Apakah kamu rasa itu sudah cukup?

B : Kurang sih Miss, saya maunya orang tua saya bantu saya seperti menyediakan buku-buku tentang bahasa Inggris.

A : Oh iya, kamu mau orang tuamu seperti itu ya. Terus, bagaimana perasaan kamu saat belajar bahasa Inggris? Apakah kamu merasa cemas, bersemangat, atau percaya diri?

B : Bersemangat.

A :Kenapa bisa bersemangat?

B : Seru.

A : Seru. Apakah kamu pikir kondisi fisik dan emosional kamu mengaruh seberapa baik kamu belajar bahasa Inggris?

B : Kadang.

A : Terus bagaimana perannya gurumu dalam meningkatkan kepercayaan dirimu dalam belajar bahasa inggris?Bagaimana perannya guru? Apakah itu sangat mempengaruhi? cara mengajarnya mungkin.

B : Bagus cara menjelaskannya, Kalau cara menjelaskannya bagus cepat masuk.

A : Apa tujuan kamu dalam belajar bahasa Inggris?

B : Ingin mengenal banyak bahasa.

A : Apakah sulit atau mudah dicapai?

B : Gampang-gampang susah.

A : Bagaimana kamu menghadapi tugas bahasa Inggris yang sulit? Apakah kamu mudah menyerah atau kamu tekun?

B : Saya tekun.

A : Kamu tekun. Adakah hal lain yang menjadi hambatan dalam belajar bahasa Inggris?

B : Ada

A : Seperti ap aitu?

B : Saya biasa susah hafal kosa kata, apalagi kalau cara pengucapannya beda dengan tulisannya. Ada juga pelajaran yang lain yang harus dihafal jadi kayak menumpuk yang harus dipelajari

A : Oke oke. Selanjutnya Strategi apa yang kamu gunakan ketika kamu menghadapi hambatannya dalam belajar Bahasa Inggris? Strategi apa yang kamu gunakan ketika kamu menghadapi kesulitan dalam belajar Bahasa Inggris?

B : Dengan cara membuka buku paket, membaca ulang pelajaran yang sudah dipelajari.

A : Oke, betul. Apa yang dapat dilakukan untuk meningkatkan kemampuan diri kamu dalam belajar Bahasa Inggris?

B : Lebih banyak bertanya ke teman yang lebih pandai bahasa Inggris.

A : Oke apalagi?

B : Itu saja.

A : Oke sudah itu saja jadi kesimpulannya yang saya tangkap kamu memiliki keyakinan diri dalam belajar bahasa inggris itu yang tingkat sedang ya. Kamu tidak merasa insecure juga tapi kamu juga merasa kamu belum betul-betul menguasai bahasa Inggris jadi tingkat keyakinanmu itu masih sedang. Terima kasih atas kesempatannya



Responden : Student 5 (S5)  
Day/date : 15 Juni 2025  
Time : 10.30 a.m  
Location : MTs Putri DDI Mangkoso

A : Bagaimana perasaanmu saat belajar bahasa Inggris?

B : Bagusji,

A: bagus bagaimana maksudnya? Senang kah? Tegang kh kalau mau belajar bahasa Inggris? Atau ada perasaan lain kalau mau belajar bahasa Inggris atau bagaimana? Atau memang kamu dengan senang hati kalau belajar bahasa Inggris atau bagaimana?

B: Dengan senang hati.

A: Kenapa bisa? Kita senang, atau kita suka bahasa Inggris atau bagaimana?

B : suka. Karena menarik.

A : Apa yang menarik? pelajarannya kah? temannya kah? Materinya kah? Ataukah cara penyampaiannya? atau ada hal-hal lain yang menurutmu menarik?

B: Cara penyampaiannya sama pelajarannya.

A: memangnya pernahku belajar bahasa Inggris sebelumnya?

B: Iye, pas waktu SD

A: Kelas berapa itu?

B : Kelas 6

A: Waktu kelas 6 pas kamu belajar bahasa Inggris, disitu pertama kali belajar bahasa Inggris die. Apakah kamu langsung suka belajar bahasa Inggris waktu itu atau tidak?

B : Tidak. Disini mami baru suka belajar bahasa Inggris.

A: kenapa waktu itu kamu tidak suka belajar bahasa Inggris?

B : karena tulisannya beda beda juga bacanya.

A: Kalau disini kenapa bisa suka Bahasa Inggris.

B : karena disini nakasi mengertika temanku.. kalau begini dibaca begini, yang ini dibaca ini.

A : Jadi ada bantuan temannya yah?

B : Iye

A : Apa saja hal yang menurutmu sulit dalam pelajaran bahasa Inggris?

B : Itu Miss, beda tulisannya, beda bacanya.

A : Pernahkah kamu merasa kesulitan dalam mengerjakan tugas bahasa Inggris? Jika ya, apa yang kamu lakukan?

B : Pernah

A: terus apa yang kamu lakukan?

B : paling bertanya ka sama temanku.

A : oh minta tolong sama teman. Siapa temannya yang biasa dimintai tolong?

B : randomji Miss.

A : Bagaimana caramu belajar bahasa Inggris di luar jam pelajaran sekolah?

B : Menghafal kosakata

A: kenapa bisa menghafal kosakata

B: supaya gampang belajar, kalo ada kosakata baru

A : Apakah kamu merasa percaya diri saat berbicara atau menulis dalam bahasa Inggris?

Mengapa?

B : Kalo bicara tidak Miss, kalo menulis percaya diri ji

A: kenapa kalo bicara tidak percaya diri?

B: karna kalo salah sebut diketawai sama teman Miss

A: tapi kalo menulis?

B: bagus ji Miss

A: tapi kenapa keluar air matanya?

B: takut ka Miss

A: kenapa takut? Kamu rasa tertekan kah?

B: nanti dikasih liat orang tuaku Miss

A: tidak ji, saya ji ini, kenapa memang orang tua ta'?, nasuruh ki belajar atau bagaimana?, orang tua ta' tekankan atau bagaimana?A: tapi kalo Pelajaran lain kamu rasa percaya diri atau tidak?

B: iye

A: Cuma ini karna susah sebutnya, jadi kamu rasa kurang percaya diri ya?

B: iye Miss

A : Pernahkah kamu merasa malu atau takut saat berbicara bahasa Inggris di depan teman-teman atau guru?

B : Iye

A: Tingkat pernahnya itu, setiap mau bicara atau sesekali ji, atau memang setiap mau bicara pasti takut?

B: sesekali ji Miss

A: kadang juga tau ya?

B: iya

A: kalo tau pasti yakin saja, bicara saja?

B: iya

A : Menurutmu, seberapa penting belajar bahasa Inggris? Mengapa?

B : Penting, karna itu nanti kayak bahasa yang paling penting kalo keluar negri ki' Miss

A : Seberapa yakin kamu bisa memahami pelajaran bahasa Inggris yang diberikan guru? misalnya saya mengajar bahasa inggris, apakah kita yakin bisa ki' terima ini pelajarannya yang disampaikan sama saya atau tidak?

B: kayak kurang yakin Miss, biasa keluar ki' baru nasebut-sebut temanku baru kayak yakin kutau

A: kenapa bisa kurang yakin? Berarti cara penyampaianku masih kurang ya? nda sampai kita paham betul?

B: iye kadang

A : Seberapa yakin kamu bisa mengerjakan tugas bahasa Inggris dengan baik? kalo ada tugas kukasih ki' seberapa yakin ki' bisa kerjakan dengan benar atau tidak?

B: tidak

A: karna?

B: karna biasanya kayak ada satu huruf yang beda baru banyak artinya

A : Seberapa yakin kamu bisa mencapai nilai yang baik dalam pelajaran bahasa Inggris? misalnya kan ujian ki toh sekarang, bagaimana itu dengan hasil ujian ta' yakin ki' dapat nilai yang baik atau tidak?

B: Yakin ji

A: karna?

B: tadi kayak banyak ji benar

A: banyak ji yang kita tau?

B: iye

A : Apa yang membuatmu merasa yakin bisa belajar bahasa Inggris dengan baik? kenapa mauki belajar bahasa inggris?mauk belajar sampai pergi asrama A untuk belajar

B: supaya nda remedial mi lagi

A : jadi tujuanmu sebenarnya supaya nda remedial ji, bukan karna memang kamu mau tau ?

B : karna supaya tau juga Miss, jadi kloa naik tingkatan lagi nanti nda bakalan lagi remedial dan banyak mi lagi ditaru

A : Apa yang membuatmu merasa kurang yakin bisa belajar bahasa Inggris dengan baik?

B : Kayak susah tulisannya sama yang dibaca

A : Pernahkah kamu merasa putus asa saat belajar bahasa Inggris? Jika ya, apa yang kamu lakukan?

B : Nda ji

A: berarti memang kalo belajar bahasa inggris itu mauki terima, maksudnya dgn seng hati kita mau belajar bahasa inggris , kalo ada kesulitan yang kita hadapi apakah pernah merasa putus asa atau tidak?

B: tidak ji

A : Bagaimana caramu mengatasi kesulitan saat belajar bahasa Inggris? nda mesti ujian, belajar misalnya di kelas, ada kesulitan ta'?

B: bertanya sama teman, baru diajar mi

A : Apakah kamu merasa bahwa usaha yang kamu lakukan akan membawa hasil dalam pembelajaran bahasa Inggris?

B : Yakin

A: contohnya tadi malam pergiki belajar di asrama A, belajar baik-baik, akhirnya kita merasa yakin bahwa hasilnya ujian ta' nanti ini akan bagus

B: iye

A : Bagaimana pendapatmu tentang cara guru mengajar bahasa Inggris?

B : Bagus ji

A: apanya yang bagus dan apa kekurangannya?

B: kalo kekurangannya nda ada ji, kalo kebagusannya cara ta' menjelaskan, baru kalo bertanya langsung ki jawab

A : Apakah kamu merasa guru memberikan dukungan yang cukup dalam pembelajaran bahasa Inggris? saya bantu ki' untuk memahami bahasa inggris?

B: iye

A : Bagaimana hubunganmu dengan teman-teman di kelas saat belajar bahasa Inggris? apakah kita merasa insecure atau kurang tertarik ki untuk komunikasi dengan teman ta dalam pelajaran bahasa inggris atau bagaimana? Maksudnya Santai ji, tetep ji bicara dengan teman ta dalam bahasa inggris, kalo misalnya ada yang kurang, tidak kita tau kita berani bertanya ke teman ta?

B: iye

A: amanji komunikasinya dengan teman?

B: iye

A : Apakah kamu merasa teman-teman memberikan dukungan dalam pembelajaran bahasa Inggris?

B : Iye

A: jadi teman-teman ta' selalu ki nabantu ya, kalo ada tidak kita tau? Kalo orang tua ta' bagaimana? Dirumah, apakah biasa ki nabantu dalam Pelajaran bahasa inggris atau tidak?

B: na semangati ja' Miss

A: tapi nda pernahki nabantu menyelesaikan tugas ?

B: nda ji Miss

A: kenapa kalo bahas orang tua, kamu langsung menangis? Kenapa? perasaanmu dengan orang tuamu saat ini bagaimana? Kamu merasa bersyukur dengan orang tuamu ataukah ada masalah dengan orangtua mu?

B: ndaji Miss, kayak takut ka' kecewakan orang tuaku kalo nda ranking

A : Apakah orang tua atau keluargamu memberikan dukungan dalam pembelajaran bahasa Inggris?

B : Iye, dukungannya itu selaluka nasuru untuk belajar baik, nasemangatika.

A : Apakah kamu memiliki akses ke sumber belajar bahasa Inggris di luar sekolah, seperti buku, internet, atau kursus?

B : Tidak ada.

A : Apakah kamu pernah mengikuti kegiatan ekstrakurikuler yang berkaitan dengan bahasa Inggris?

B : Tidak pernah, masih malu

A : Apakah kamu merasa lingkungan sekolah mendukung pembelajaran bahasa Inggris?

B : Tidak terlalu sih,,masih kurang. Masih butuh tempat belajar bahasa Inggris yang menarik.

A : Adakah hal lain yang menjadi hambatan dalam belajar Bahasa Inggris?

B : Ituji Miss, masih selaluka bingung dengan cara bacanya,

A : Apa harapanmu terhadap pembelajaran bahasa Inggris di masa depan?

B : Supaya nanti kalo keluar bisa ki bercakap

A : Apa tujuanmu dalam belajar bahasa Inggris?

B : Supaya bisa bahasa inggris. Nanti bisa bicara bahasa Inggris dengan orang asing.

A : Apakah kamu bercita-cita untuk menggunakan bahasa Inggris di masa depan?

B : Iye.

A : Apa yang akan kamu lakukan untuk mencapai tujuanmu dalam belajar bahasa Inggris?

B : Belajar saja terus, bisa belajar sama teman, sama guru juga.

Responden : Student 6 (S6)  
Day/date : 16 Juni 2025  
Time : 09.25 a.m  
Location : MTs Putri DDI Mangkoso

A : Oke. Assalamualaikum warahmatullahi wabarakatuh waalaikumsalam warahmatullahi wabarakatuh. Perkenalkan nama saya Ulfahani mahasiswa Pasca Sarjana IAIN Parepare dalam hal ini kita akan melakukan sesi wawancara jadi saya harap dijawab dengan apa adanya tanpa tekanan dan lain lain insyaallah ini biasa ji. Terus, apa ya, topiknya wawancara saya ini adalah, saya kan melakukan penelitian judulnya Student Self-Efficacy in Learning English. Artinya, efikasi diri siswa dalam belajar bahasa Inggris. Efikasi diri itu apa? Efikasi diri itu bagaimana kamu menilai kemampuan dirimu sendiri, terutama dalam belajar bahasa Inggris. Oke. Perkenalkan dulu namaannya siapa?

B : Perkenalkan nama saya Sumaya Zainal.

A : Umur?

B : Umur 13 tahun.

A : Asal dari mana?

B : Asal Barru.

A : Oke, kelas?

B : Kelas 7B.

A : Oke, langsung saja ya. Kita sesi wawancaranya. Ingat, santai saja. Di sini tidak ada pertanyaan yang bersifat privasi, semuanya hanya pengalaman. Jadi dijawab apa adanya sesuai pengalaman sendiri. Bagaimana perasaan Sumaya saat belajar bahasa Inggris?

B : Seru dan menyenangkan.

A : Kenapa bisa?

B : Karena belajar Bahasa Inggris itu sangat mudah.

A : Oke. Menurut Sumaya mudah ya. Oke. Apa saja hal yang Sumaya sukai dari belajar bahasa Inggris?

B : Kosa katanya.

A : Suka kosa kata. Kenapa bisa suka kosa katanya? Bahasa Inggris kan banyak, ada kosa kata, ada apa lagi? Listening, ada reading. Kenapa hanya Kosa kata yang kamu sukai

B : Karena kalau memperbanyak kosa kata akan menambah bekal berbahasa sehingga mudah untuk berbicara menggunakan Bahasa Inggris.

A : Oke, berbicara dalam bahasa Inggris ya. Jadi kalau kita punya banyak bekal kosa kata, kita bisa lebih gampang untuk berbicara bahasa Inggris, Dik. Oke. Selanjutnya, Bagaimana cara Sumaya belajar bahasa Inggris di luar jam pelajaran sekolah?

B : Dengan menyapa teman dan mengulangi pelajaran.

A : Oh iya. Pelajaran di sekolah kamu ulangi kembali di asrama misalnya. Berarti Sumaya selalu sapa temannya dengan bahasa Inggris. begitu?

B : Iya.

A : Itu menurut Sumaya salah satu cara belajarnya Sumaya?

B : Ya.

A : Apakah Sumaya merasa percaya diri saat berbicara atau menulis dalam Bahasa Inggris?

B : Sangat percaya diri.

A : Dalam menulis, membaca, speaking, yang mana? Reading, speaking, listening?

B : Listening. Paling merasa percaya diri dalam hal listening.

A : Kalau speakingnya bagaimana?

B : Tidak terlalu.

A : Kalau writingnya, menulisnya?

B : Menulis bahasa Inggris sudah bisa, terus membacanya masih ingin memperlancar bahasa inggris.

A : Oke terus pernahkah anda merasa malu atau takut saat berbicara bahasa inggris di depan teman-teman atau guru?

B : Pernah

A : Pernah. Kenapa bisa?

B : Karena takut salah bicara saat berbicara tentang bahasa Inggris.

A : Oh, takut salah bicara? Misalnya takut salah penyebutan begitu?

B : Iya.

A : Di depan teman atau di depan guru?

B : Depan guru.

A : Kalau depan teman malu atau tidak?

B : Biasa malu, biasa tidak.

A : Oke. Jadi intinya kamu merasa sukalau karena kamu takut salah?

B : Iya.

A : Terus? Apakah kamu cukup menguasai dalam belajar bahasa Inggris?

B : Tidak terlalu.

A : Tidak terlalu? Kenapa? Hal apa yang tidak kamu terlalu kuasai?

B : Cara membacanya.

A : Oh, cara membacanya ya. Apakah semuanya mengerti setiap materi pembelajaran bahasa Inggris?

B : Biasa ya, biasa tidak tergantung dari pelajarannya.

A : Oh, iya. Apakah Sumaya memiliki dasar yang baik dalam belajar Bahasa Inggris?

B : Lumayan.

A : Dasarnya itu dari mana? Apakah pernah belajar bahasa Inggris sebelumnya?

B : Saya belajar baru di kelas 7.

A : Sebelumnya, SD tidak pernah?

B : Tidak pernah.

A : Terus, kenapa kamu merasa sangat percaya diri padahal kamu tidak punya dasar bahasa Inggris? Iya. Kenapa bisa? padahal kamu tidak punya dasar sebelumnya.

B : Karena saya suka belajar bahasa Inggris dan saya bersungguh-sungguh.

A : Masya Allah. Karena kamu merasa bahasa Inggris, kamu suka ya bahasa Inggris, jadi kamu belajar untuk bahasa Inggris. Bagaimana pengalaman masa lalu Sumaya dalam belajar bahasa Inggris mempengaruhi kepercayaan diri Sumayya saat ini dalam belajar?

B : Mungkin. Tapi kan pengalaman masa lalunya itu apakah pernah berhasil dalam bahasa Inggris sebelumnya atau bagaimana?

A : Tidak pernah. Tapi kamu tetap percaya diri ya saat ini?

B : Iya.

A : Apakah Anda memiliki teman atau teman sekelas yang pandai berbahasa Inggris?

B : Punya.

A : Terus bagaimana mereka memengaruhi semuanya? Apakah memberikan pengaruh positif atau memberikan pengaruh negatif?

B : Memberikan pengaruh positif.

A : Bagaimana contohnya?

B : Dia sering menyanyikan bahasa Inggris di kelas.

A : Oke. Sering menyanyikan bahasa Inggris di kelas, jadi kamu juga ikut menyanyi begitu?

B : Cuma mendengarkan.

A : Terus, ketika teman-teman bisa menjawab pertanyaan bahasa Inggris, apakah kamu ingin seperti mereka?

B : Ingin. Ingin sekali ya.

A : Atau mau melebihi mereka?

B : Ingin melebihi supaya bisa lebih pandai, lebih ahli, lebih dalam bahasa Inggris.

A : Apakah guru Sumaya pernah membantu merasa lebih percaya diri? Apakah Guru di dalam kelas pernah membantu Sumayya tingkatkan rasa percaya diri dalam belajar bahasa Inggris?

B : Pernah.

A : Seperti apa?

B : Guru bahasa Inggris saya mengatakan, jangan takut dan malu saat membaca bahasa Inggris karena kita ingin belajar.

A : Oke Apakah guru mengatakan bahwa kemampuan bahasa Inggris kamu baik? Pernahkah ada guru yang bilang bagus bahasa Inggrisnya atau bagaimana?

B : Belum

A : Belum pernah. Apakah kamu butuh pujian dari guru atau misal feedback dari guru?

B : Butuh.

A : Kenapa kamu merasa butuh?

B : Supaya lebih bersemangat saat belajar.

A : Pernahkah anda dikatakan pandai berbahasa Inggris oleh kakak kelas atau orang lain di luar sekolah?

B : Tidak pernah.

A : tidak pernah sama sekali?

B : tidak pernah.

A : Apakah orang tua atau keluarga Anda memberikan dukungan dalam pembelajaran bahasa Inggris?

B : Ya.

A : Seperti apa dukungannya?

B : Beliau mengatakan bahwa belajar bahasa Inggris itu bisa keluar dari negeri, bisa berbicara dengan orang memakai bahasa Inggris.

A : Oke, jadi kamu punya keinginan sekolah di luar negeri?

B : Ya

A : Terus?Bagaimana perasaan Sumaya saat belajar bahasa Inggris? Apakah merasa cemas, bersemangat, atau percaya diri?

B : Percaya diri.

A : Kenapa bisa percaya diri? Dari mana rasa percaya diri itu timbul?

B : Karena kalau kita sungguh-sungguh, pasti bisa didapat.

A : Masya Allah, Man Jadda wa Jada ya. Apakah Anda pikir kondisi fisik dan emosional memengaruhi seberapa baik Anda belajar bahasa Inggris?

B : Tidak terlalu.

A : Tidak terlalu. Jadi misalnya, moodnya lagi bagus atau moodnya lagi tidak bagus, apakah itu berpengaruh?

B : Berpengaruh.

A : Berpengaruh. sampai seberapa pengaruhnya?

B : 60%.

A : oke, 60% itu kayak apa? misalnya belajar di kelas, apakah kamu tetap belajarkah? ataukah belajar ya tapi ikut saja atau tetap disungguh-sungguh belajar meskipun moodnya tidak bagus?

B : Tetap sungguh-sungguh.

A : Berarti kamu tidak ada dipengaruhi oleh mood ya? Oke. Terus, apa tujuan Sumayya dalam belajar bahasa Inggris?

B : Supaya bisa berbicara bahasa Inggris saat keluar negeri atau berbicara dengan orang asing.

A : Oke. Bagaimana Sumayya menghadapi tugas bahasa Inggris yang sulit? Apakah mudah menyerah atau bagaimana?

B : Dengan cara mencari mencarinya di dalam kamus.

A : mencari dalam kamus. Oke tapi kalau kamu merasa sulit tugasnya, apakah kamu tetap tertantang untuk menyelesaikan atau ah, sudahmi deh kalau ada tugas yang sulit kamu merasa putus asa kah? Atau bagaimana? kamu tertantang untuk lebih tertantang lagi meskipun sulit untuk menyelesaikannya atau bagaimana?

B : Tidak merasa tertantang karena tugas sekolah harus diselesaikan terus.

A : Adakah hal lain yang menjadi hambatan dalam belajar bahasa inggris?

B : tidak ada.

A : tidak ada. jadi menurutmu belajar bahasa inggris aman-aman saja tidak ada hambatan? Kamu sebagai santri Takhassus kan? Apakah itu tidak menjadi pengalaman dalam belajar bahasa Inggris?

B : Mungkin biasa berpengaruh, biasa tidak.

A : Karena? Contohnya seperti apa? Kapan dia berpengaruh, kapan dia tidak berpengaruh?

B : Berpengaruh di sekolah tidak berpengaruh saat takhasus.

A : Maksudnya?

B : Kalau di Takhasus kan tidak digunakan bahasa Inggris. Tapi kalau di sekolah menggunakan bahasa Inggris.

A : Maksud saya begini, pelajaran Takhasusmu itu apakah tidak memengaruhi pelajaran bahasa Inggris kan beda ini.

B : Tidak tidak jih.

A : Oke strategi apa yang Sumayya gunakan ketika menghadapi kesulitan dalam belajar bahasa Inggris. Apa strateginya?

B : Bertanya dengan teman saya yang lebih pandai ya dalam hal bahasa Inggris.

A : Apa yang dapat dilakukan untuk meningkatkan kemampuan diri dalam belajar bahasa Inggris?

B : Dengan cara mempelajari Bahasa Inggris di luar waktu sekolah.

A : Caranya di luar waktu sekolah apa yang kita lakukan?

B : Dengan cara menghafal kosa-kata lebih banyak lagi.

A : Menurut Sumayya, faktor apa yang sangat memengaruhi keyakinannya Sumaiya dalam belajar bahasa Inggris

B : Karena ingin sekolah di luar negeri.

A : Jadi dorongannya kuat ya, motivasinya besar karena kamu ingin sekolah di luar negeri.

Baiklah saya rasa cukup dulu untuk hari ini terima kasih atas kesempatannya semoga wawancara kita kali ini bermanfaat dan berkah amin assalamualaikum warahmatullahi wabarakatuh

Responden : Student 7 (S7)  
Day/date : 16 Juni 2025  
Time : 09.25 a.m  
Location : MTs Putri DDI Mangkoso

A : Oke, baiklah. Assalamualaikum warahmatullahi wabarakatuh. Perkenalkan, saya Ulfah Hani. Kali ini kita akan melakukan sesi wawancara, jadi santai saja. Jawab apa adanya sesuai dengan pengalaman sendiri. Jadi, sekarang saya dalam proses penyelesaian tesis untuk penyelesaian S2, dengan judul tesis itu Student Self-Efficacy in Learning English. Jadi, Student Self-Efficacy itu bagaimana keyakinan diri siswa dalam belajar bahasa Inggris di kelas. Jadi, saya akan tanya-tanya bagaimana pengalaman belajar bahasa Inggrisnya Syarifah, terus apa-apa yang bisa membuat kita merasa percaya diri dalam belajar bahasa Inggris. Oke, bisa? Jadi mulai dari identitas dulu, Namanya Siapa?

B : Nama saya Syarifah Hural Ain. Saya kelas 7A.

A : Umur berapa?

B : Umur saya 13 tahun.

A : Oke. Asal dari?

B : Asal Pangkep.

A : Langsung saja. Eh pertanyaan pertama bagaimana perasaan anda saat belajar bahasa Inggris?

B : di kelas seru. Suka, terus kayak menarik.

A : Menarik itu apa yang membuat itu terasa menarik?

B : Menarik karena kayak kalau belajar bahasa Inggris kayak bikin bagus nih kayak bisa berinteraksi sama banyak orang terus bisa Ki juga kayak banyak sesuatu bisa dipahami lah kalau misal ada barang atau orang dari luar negeri begitu kayak gampang Ki untuk interaksi karena ditauji begitu biasanya.

A : Oke apa saja hal yang anda suka dari belajar bahasa Inggris?

B : Vocab, terus.... kayak bikin kalimat, percakapan sedikit, ndak terlalu jadi. kalau bercakap lumayan susah.

A : Jadi, pokoknya suka, sama bikin kalimat ya terus eh bagaimana cara Syarifa belajar bahasa Inggris di luar jam pelajaran sekolah?

B : eh kayak biasa searching vocabulary, kayak semisal satu tema kayak yang belum Kutahu gitu jadi pelajari vocabnya jadi tambah vocab gitu, baru nanti pelajaran lagi dia kalau jadi kalimat begini, bagaimana gitu

A : oke, berarti searching ya lewat media. Terus apakah anda merasa percaya diri saat berbicara atau menulis dalam bahasa Inggris?

B : kalau menulis sedikit, kalau bicara enggak

A : kenapa?

B : karena kayak belum pakai subjeknya siapa tahu beda, *to be* nya salah begitu

A : Jadi kepercayaan dirita itu kalau rentan 1-10 berapa ?

B : kalau bercakapan emmm...5 kalau menulis 8.

A : Oke lebih tinggi menulis ya, kalau *listeningnya* ?

B : kalau mendengar enggak terlalu. Mendengar tujuh lah gitu.

A : kalau *readingnya*?

B : kalau baca saja lebih mending kayaknya bisa di Sembilan.

A : Oke lebih tinggi-*readingnya* ya daripada *speakingnya*. Pernahkah anda merasa malu atau takut saat berbicara bahasa Inggris di depan teman-teman atau guru?

B : Kalau teman iya tapi kalau guru ndak Ji karena kan ceritanya guru yang mau ajarkah jadi wajar Ji kalau ada salah begitu.

A : berarti kamu merasa, kamu tidak merasa malu bicara depan gurumu? karena?

B : Karena kalau depan guru memang tidak apa-apa kalau salah karena mungkin nanti diperbaiki begitu

A : dan apakah anda cukup menguasai materi dalam belajar bahasa inggris?

B : tidak, sedang sedang, materi tertentu mungkin ya.

A : Apakah Anda mengerti setiap materi pembelajaran Bahasa Inggris?

B : ya bisa.

A : apakah Anda memiliki dasar yang baik dalam belajar Bahasa Inggris?

B : Tidak, bukan dasar baik cuma ada sedikit karena pas SD pernah sempat belajar Bahasa Inggris jadi pas masuk disini sih

A : di SD itu belajarnya dimana?

B : di sekolah.

A : oke terus bagaimana pengalaman masa lalu Syarifah dalam belajar bahasa Inggris memengaruhi kepercayaan diri Syarifah saat ini? bagaimana itu pengalaman-pengalaman masa lalumu dalam hal bahasa Inggris, apakah berpengaruh ke kepercayaan dirimu sekarang?

B : berpengaruh karena kayak kadang ada waktu dimana saya sudah tau yang mau dipelajari, tetapi temanku belum tau. Jadi kayak semisal kalau ada materi mungkin ndak perlu terlalu dijelaskan karena sudah pernah sebelumnya dipelajari gitu. jadi enggak perlu penjelasan yang lebih jadi.

A : Oke kemarin itu belajar bahasa Inggris pertama waktu SD kelas berapa?

B : Mulai dari kelas 2 sampai kelas 6.

A : Oh lama ya. itu lumayan dasarnya. Terus apakah Anda memiliki teman atau sekelas yang pandai berbahasa Inggris, apakah ada di beberapa orang yang bisa Bahasa Inggris. terus apakah itu berpengaruh kepada Anda? Apakah memberikan hal berpengaruh ke positif atau negatif?

B : Berpengaruh positif, jadi kayak bisa sharing-sharing kalau misalnya ada tugas, biasa kan ada perbedaan pendapat, jadi dikasih pecah sama-sama, ini yang mana benar pendapat atau pendapatnya atau malah jalan lain begitu, kayak positif jelas, seru.

A : Oke, ketika teman-teman bisa menjawab pertanyaan bahasa Inggris, apakah kamu ingin seperti mereka?

B : Mau, mau lebih.

A : Mau lebih, jadi contohnya, eh contohnya bagaimana?

B : Iya kak, kalau misal ada kuis 10 soal, teman-teman bisa jawab 3, saya harus bisa jawab selebihnya.

A : Luar biasa apakah gurumu pernah membantu kamu merasa lebih percaya diri dalam belajar bahasa inggris?

B : pernah ji

A : Bagaimana?

B : Kayak kalau semisal, kayak malu Ki baca, kalau semisal ada yang salah biasa diperbaiki, jadi kayak kita enjoy Ki, belajar, begitu.

A : Oke. Apakah guru mengatakan bahwa kemampuan bahasa Inggris kamu baik?

B : Nggak juga, Ki. Kayak sedang-sedang, jilah begitu.

A : Tapi pernahkah gurumu memberikan...apa ya semacam pujian kepada kamu dalam pelajaran bahasa Inggris.

B : Pernah.

A : Ya terus apa pujian itu bagaimana pengaruhnya ke kamu?

B : Sangat berpengaruh kayak jadi oh berarti harus Kak lagi lebih belajar bukan karena sudah pernah satu kali gitu jadi berhentima, harus ditambah lagi berarti.

A : Oke pernah Kak Anda dikatakan pandai berbahasa Inggris oleh kakak kelas atau orang lain di luar sekolah?

B : Pernah.

A : Kenapa bisa?

B : Nggak tahu. Sekelasku biasa bilang saya pintar bahasa Inggris. Kakak kelas juga pernah dibilang. Nggak tahu juga kenapa.

A : Apakah orang tua atau keluarga Anda memberikan dukungan dalam pembelajaran bahasa Inggris?

B : Iya.

A : Dukung bagaimana? Seperti apa dukungannya?

B : Misal, dikasih ikut les, begitu dibantu cari vocab, kayak kalau butuh, ada kayak sarana-perasarana pembelajaran itu dikasih di kalau butuh.

A : Oh, pernah ikut les?

B : Pernah.

A : Di waktu SD?

B : Iya.

A : Setiap berapa kali seminggu?

B : Berapa kali seminggu? Waktu akhir-akhir kelas 6 pi.

A : Terus, bagaimana perasaan Anda saat belajar bahasa Inggris? Apakah Anda merasa cemas, bersemangat, atau percaya diri?

B : Bersemangat.

A : Kenapa bisa bersemangat?

B : Karena suka. Suka bahasa Inggris. Bersemangat dan ikut bahasa Inggris karena suka.

A : Sukanya karena?..Apakah bahasa Inggris menurutmu gampang gampang?

B : Mudah.

A : Oke eh apakah Anda berpikir bahwa kondisi fisikmu atau emosionalmu atau moodmu mempengaruhi seberapa baik kamu dalam belajar bahasa Inggris?

B : berpengaruh karena kalau misalnya enggak mood belajar enggak bisa.

A : berarti kamu tidak bisa mengontrol apa ya bagaimana ya bahasanya?

B : kalau memang ndak mood, ya semua pelajaran tidak mood, enggak juga Ji. kayak biasa mood tapi ya mau mood tapi kan tetap belajar jadi belajar Ji cuman beda kualitasnya sama ya kalau itu mood gitu.

A : kemudian apa tujuanmu dalam belajar bahasa inggris?

B : Supaya kan bahasa Inggris bahasa internasional jadi kayak supaya memudahkan untuk interaksi sama yang orang luar begitu. Kayak kalau ada juga sesuatu yang mau dipelajari kita kayak jadi gampang karena tahu mi. tahu baca tahu arti gitu jadi kayak enggak bingung-bingung amat.

A : apakah sulit atau mudah dicapai?

B : mungkin mudah ji yang jelas usaha

A : Bagaimana Anda menghadapi tugas bahasa Inggris yang sulit? Apakah Anda mudah menyerah?

B : Tidak. Pertama kayak kerja sendiri. Kalau tidak bisa, ke teman sekelas atau kelas yang pernah mi kerja dan selesai mie. Kalau memang tidak ada penyelesaiannya, ke orang tua.

A : Oh, memang orang tuanya punya basic bahasa Inggris?

B : Ayah ku, sedikit.

A : Bisa. Adakah hal yang lain yang menjadi hambatan dalam belajar bahasa Inggris? Terutama di kelas.

B : Kalau di kelas, di pondok lah begitu namanya. Ya kurang HP aja.

A : Memangnya HP kenapa?

B : Google.

A : Berarti sekarang itu HP sebagai media pembelajaran yang efektif. Tetapi jangan sampai buka yang lain, niatnya buka google tapi ujung-ujungnya tiktok.

B : he he ndak ji.

A : Terus strategi apa yang anda gunakan ketika anda menghadapi kesulitan dalam belajar bahasa inggris?

B : Kayak pertama harus dulu motivasi diri kayak bahasa inggris begini ji muda ji karena biar kayak gampang tapi kalau tidak suka tidak bakal bisa jadi harus dulu motivasi kayak oh gampang ji muda ji bisa ji pasti bisa sendiri ji

A : Berarti ini semuanya, apa, menurutnya Syarifah itu tergantung dari kitanya. Apapun yang dihadapi, ya harus mulai dari berpikir positif dari diri sendiri dulu ya. Apa yang Anda dapat lakukan untuk meningkatkan kemampuan diri Anda dalam belajar bahasa Inggris?

B : Belajar terus, belajar, belajar.

A : Kalau di Pondok ini apa kendalamu?

B : Selain HP tadi tadi kayak kadang kayak semisal kita ada waktu dimana butuhki kamus kan kayak semisal kamus yang disediakan mungkin terbatas kan kalau di luar bisa langsung pergi beli gitu di toko buku, disini kan gak bisa. Begitu terus tadi lagi itu jisih kayak kendalanya kurang anu begitu prasarana-prasarana.

A : Oke terus menurutnya Syarifah apa ya? faktor yang paling mendukung kepercayaan dirimu dalam belajar bahasa inggris apa?

B : Karena sempat belajar jadi kayak ada-ada sedikit ku tahu daripada teman-temanku jadi kayak pengalaman masa lalu ku ya jadi kayak anu

A : Baiklah jadi itu ya itu saja. Intinya yang saya dapatkan disini kepercayaan dirinya Syarifah ada atau lumayan tinggi dalam belajar bahasa Inggris karena Syarifah punya

bekal dari SD mulai dari kelas 2 SD sampai kelas 6 SD sudah belajar bahasa Inggris jadi sudah adalah dasarnya yang kadang teman sekelasnya tidak ada jadi itu yang membuat merasa lebih percaya diri.

Oke saya rasa cukup untuk wawancara kita kali ini terima kasih atas kesempatannya dan insyaallah pertemuan kita ini bernilai berkah amin. Terima kasih assalamualaikum warahmatullahi wabarakatuh.





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APPENDIX 5. THE PERFORMANCE TASK



مَعْهَدُ دَارُ الدُّعَوَةِ وَالْإِرْشَادِ مِنْجُوكُوسُوْ

PONDOK PESANTREN DDI MANGKOSO  
MADRASAH TSANAWIYAH PUTRI DDI MANGKOSO  
KABUPATEN BARRU

Alamat : Kampus III Putri Bulu Lampang Mangkoso Kec. Soppeng Raja Kab. Barru 90753

Nama : Ainun Ni'mah Aliah  
Class : VII b

84

S1

**A. Pilihan Ganda (Multiple Choice)**

Pilihlah jawaban yang paling tepat!

1. How do you greet your teacher in the morning?  
a. Good night  
b. Good evening  
c. Good morning  ✓  
d. Goodbye
2. "Hi, my name is Rina. What's your name?"  
The correct response is ...  
a. I'm fine, thank you.  
b. Nice to meet you.  
c. My name is Budi.  ✓  
d. How are you?
3. "Goodbye, see you tomorrow."  
– The correct response is ...  
a. See you tomorrow!  ✓  
b. Thank you very much.  
c. I'm fine.  
d. You're welcome.
4. What is the opposite of "hot"?  
a. Warm  
b. Cold  ✓  
c. Sunny  
d. Bright
5. The plural form of *child* is ...  
a. childs  
b. children  ✓  
c. childs  
d. childer
6. Which one is a classroom object?  
a. Knife  
b. Plate  
c. Eraser  ✓  
d. Pillow
7. Fill in the blank : I.....a book  
a. Have  
b. has  
c. having  
d. had  ✓
8. Ani and Tono ... students.  
a. is  
b. am  
c. are  ✓  
d. was

9. "She has long hair and brown eyes."  
This sentence is describing ...  
a. a place      (b) a person      c. a thing      d. an animal ✓

10. What day comes after Monday?  
a. Sunday      (b) Tuesday      c. Friday      d. Saturday ✓

11. Which one is the correct spelling?  
a. Librari      (b) Library      c. Leebrary      d. Librury ✓

12. The opposite of "tall" is ...  
a. big      (b) short      c. long      d. small ✓

13. Fill in the blank : She...happy  
(a) Is      b. are      c. am      d. be ✓

14. My mother ... delicious food every day.  
a. cook      b. cooks      (c) cooking      d. cooked ✗

15. "Are you a student?"  
The correct answer is ...  
(a) Yes, I am.      b. Yes, you are.      c. No, I don't.      d. No, he isn't. ✓

16. Choose the correct sentence:  
a. They is happy      b. They are happy      c. They am happy      (d) They be happy ✗

17. Which one is a pet animal?  
a. Cow      b. Horse      (c) Cat      d. Elephant ✓

18. "There is a book on the table."  
The preposition used is ...  
a. in      (b) on      c. under      d. behind ✓

19. My sister ... playing badminton.  
(a)like      b. likes      c. liking      d. liked ✗

20. "How are you?"  
– The correct response is ...  
(a)I'm fine, thank you.      c. No, I don't.      b. Yes, I am.      d. See you. ✓

21. What time do you go to school?  
 a. I go to school by bus.  
 b. I go to school at 7 a.m. c. I am fine.  
d. I like English. ✓

22. Dika ... television every night.  
 a. watch b. watching c. watched d. watches ✗

23. The correct arrangement is ...  
 a. My - blue - bag - is  
 b. Blue - bag - my - is c. My bag is blue  
d. Is - blue - my - bag ✓

24. Fill in the blank : We .....from Indonesia  
 a. am b. are c. is d. be ✓

25. Which one is a body part?  
 a. Table b. chair c. head d. school ✓

41  
12  
12  
12

#### B. Soal Esai (Essay Questions)

1. Introduce yourself in 4 sentences!
2. Mention 5 objects you can find in your classroom!
3. Write 3 sentences describing your best friend!
4. What do you usually do in the morning before going to school? Write 3 activities!
5. Write 4 sentences about your favorite food!

---

1.) My name is Ainun Ni'mah Aliyah  
 everyone call me "Ainun"  
 I'm the student in MTS PI DOI Mangkoso  
 I'm Addres in Barru  
 My Age is 15 8  
 And I'm so tall

2.) Table, watermaker, Chair, whiteboard, and window ✓ 10

3.) She's annoying but not bad  
 She's tall and cute 10

4.) 1. wake up  
 2. Breakfast  
 3. prepare 10



معهد دار الدعوة والإرشاد منجكوسو  
PONDOK PESANTREN DDI MANGKOSO  
MADRASAH TSANAWIYAH PUTRI DDI MANGKOSO  
KABUPATEN BARRU

Alamat : Kampus III Putri Bulu Lampung Mangkoso Kec. Soppeng Raja Kab. Barru 90753

Nama : Azizah Ghaziah zufirah  
Class : 7 VII

83  
==

52

**A. Pilihan Ganda (Multiple Choice)**

**Pilihlah jawaban yang paling tepat!**

1. How do you greet your teacher in the morning?	a. Good night	b. Good evening	c. Good morning	d. Goodbye	✓
2. "Hi, my name is Rina. What's your name?" The correct response is ...	a. I'm fine, thank you.	b. Nice to meet you.	c. My name is Budi.	d. How are you?	✓
3. "Goodbye, see you tomorrow." – The correct response is ...	a. See you tomorrow!	b. Thank you very much.	c. I'm fine.	d. You're welcome.	✓
4. What is the opposite of "hot"?	a. Warm	b. Cold	c. Sunny	d. Bright	✓
5. The plural form of <i>child</i> is ...	a. childs	b. children	c. childs	d. childer	✓
6. Which one is a classroom object?	a. Knife	b. Plate	c. Eraser	d. Pillow	✓
7. Fiil in the blank : I.....a book	a. Have	b. has	c. having	d. had	✓
8. Ani and Tono ... students.	a. is	b. am	c. are	d. was	✗

9. "She has long hair and brown eyes."  
This sentence is describing ...  
a. a place      b. a person      c. a thing      d. an animal ✓

10. What day comes after Monday?  
a. Sunday      b. Tuesday      c. Friday      d. Saturday ✓

11. Which one is the correct spelling?  
a. Librari      b. Library      c. Leebrary      d. Library ✓

12. The opposite of "tall" is ...  
a. big      b. short      c. long      d. small ✓

13. Fill in the blank : She... happy  
a. Is      b. are      c. am      d. be ✗

14. My mother ... delicious food every day.  
a. cook      b. cooks      c. cooking      d. cooked ✗

15. "Are you a student?"  
The correct answer is ...  
a. Yes, I am.      b. Yes, you are.      c. No, I don't.      d. No, he isn't. ✓

16. Choose the correct sentence:  
a. They is happy      b. They are happy      c. They am happy      d. They be happy ✗

17. Which one is a pet animal?  
a. Cow      b. Horse      c. Cat      d. Elephant ✓

18. "There is a book on the table."  
The preposition used is ...  
a. in      b. on      c. under      d. behind ✓

19. My sister ... playing badminton.  
a. like      b. likes      c. liking      d. liked ✗

20. "How are you?"  
– The correct response is ...  
a. I'm fine, thank you.      c. No, I don't. ✓  
b. Yes, I am.      d. See you.

21. What time do you go to school?  
 a. I go to school by bus.  
 ✓ b. I go to school at 7 a.m.  
 c. I am fine.  
 d. I like English. ✓

22. Dika ... television every night.  
 a. watch      ✓ b. watching  
 c. watched      d. watches ✗

23. The correct arrangement is ...  
 a. My – blue – bag – is  
 b. Blue – bag – my – is  
 c. ✓ My bag is blue  
 d. Is – blue – my – bag ✓

24. Fill in the blank : We ..... from Indonesia  
 a. am      b. are      c. is      d. be ✓

25. Which one is a body part?  
 a. Table      b. chair      c. head      d. school ✓

---

### 💡 B. Soal Esai (Essay Questions)

1. Introduce yourself in 4 sentences!
2. Mention 5 objects you can find in your classroom!
3. Write 3 sentences describing your best friend!
4. What do you usually do in the morning before going to school? Write 3 activities!
5. Write 4 sentences about your favorite food!

---

1. - sweet

- care
- tan skin
- smart

2. - chair    - pen    - ~~eraser~~ 10  
 - table    - pencil    - whiteboard

3. Salwa is my best friend. She is so annoying, but she is care with me and she is so short. 10

4. - take a ~~bath~~ bath  
 - ~~toothbrush~~ toothbrush

- ~~eat~~ ~~breakfast~~ 9

- and breakfast  
 spicy fried ~~chicken~~ chicken

5. spicy

- crunchy
- hot
- crispy

38  
 43  
 83



معهد دار الدعوة والإرشاد منجوسو

PONDOK PESANTREN DDI MANGKOSO  
MADRASAH TSANAWIYAH PUTRI DDI MANGKOSO  
KABUPATEN BARRU

Alamat : Kampus III Putri Bulu Lampang Mangkoso Kec. Soppeng Raja Kab. Barru 90753

Nama : Qonita Isman  
Class : VII B

87

53 A. Pilihan Ganda (Multiple Choice)

Pilihlah jawaban yang paling tepat!

- How do you greet your teacher in the morning?  
a. Good night  
b. Good evening  
c. Good morning  
d. Goodbye  ✓
- "Hi, my name is Rina. What's your name?"  
The correct response is ...  
a. I'm fine, thank you.  
b. Nice to meet you.  
c. My name is Budi.  
d. How are you?  ✓
- "Goodbye, see you tomorrow."  
– The correct response is ...  
a. See you tomorrow!  
b. Thank you very much.  
c. I'm fine.  
d. You're welcome.  ✓
- What is the opposite of "hot"?  
a. Warm  
b. Cold  
c. Sunny  
d. Bright  ✓
- The plural form of *child* is ...  
a. childs  
b. children  
c. childs  
d. childer  ✓
- Which one is a classroom object?  
a. Knife  
b. Plate  
c. Eraser  
d. Pillow  ✓
- Fill in the blank : I.....a book  
a. Have  
b. has  
c. having  
d. had  ✗
- Ani and Tono ... students.  
a. is  
b. am  
c. are  
d. was  ✓

9. "She has long hair and brown eyes."  
This sentence is describing ...  
a. a place      (b) a person      c. a thing      d. an animal      ✓

10. What day comes after Monday?  
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11. Which one is the correct spelling?  
a. Librari      (b) Library      c. Leebrary      d. Librury      ✓

12. The opposite of "tall" is ...  
a. big      (b) short      c. long      d. small      ✓

13. Fill in the blank : She....happy  
a. Is      b. are      c. am      (d) be      ✗

14. My mother ... delicious food every day.  
a. cook      b. cooks      (c) cooking      d. cooked      ✗

15. "Are you a student?"  
The correct answer is ...  
(a) Yes, I am.      b. Yes, you are.      c. No, I don't.      d. No, he isn't.      ✓

16. Choose the correct sentence:  
a. They is happy      (b) They are happy      c. They am happy      d. They be happy      ✓

17. Which one is a pet animal?  
a. Cow      b. Horse      (c) Cat      d. Elephant      ✓

18. "There is a book on the table."  
The preposition used is ...  
(a) in      b. on      c. under      d. behind      ✗

19. My sister ... playing badminton.  
(a) like      b. likes      c. liking      d. liked      ✗

20. "How are you?"  
– The correct response is ...  
a. I'm fine, thank you.      c. No, I don't.       
(b) Yes, I am.      d. See you.      ✓

21. What time do you go to school?

a. I go to school by bus.

b. I go to school at 7 a.m.

c. I am fine.

d. I like English.

✓

22. Dika ... television every night.

a. watch

b. watching

c. watched d. watches

✗

23. The correct arrangement is ...

a. My - blue - bag - is

b. Blue - bag - my - is

c. My bag is blue

d. Is - blue - my - bag

✓

24. Fill in the blank : We .....from Indonesia

a. am

b. are

c. is

d. be

✓

25. Which one is a body part?

a. Table

b. chair

c. head

d. school

✓

### 💡 B. Soal Esai (Essay Questions)

1. Introduce yourself in 4 sentences!
2. Mention 5 objects you can find in your classroom!
3. Write 3 sentences describing your best friend!
4. What do you usually do in the morning before going to school? Write 3 activities!
5. Write 4 sentences about your favorite food!

.. I'm is a humble people

- I like to writing on my diary

- Everyone say, I'm very annoying

- I have a short hair

.. Board  
Chair  
Table  
Pen  
Eraser

My bestfriend is very smart

She is ~~far~~ pretty

and she ~~is~~ have brown eyes

4. I'll take a breakfast in the catering

I Take a bath

and I cleaning my room

5. I like sweet food, ~~ice-cream~~

I like chocolate flavor

I like delicious food

I like junk food



معهد دار الدعوة والإرشاد منجوسو

PONDOK PESANTREN DDI MANGKOSO  
MADRASAH TSANAWIYAH PUTRI DDI MANGKOSO  
KABUPATEN BARRU

Alamat : Kampus III Putri Bulu Lampang Mangkoso Kec. Soppeng Raja Kab. Barru 90753

Nama : Naya Ida Maulay  
Class : VII (7c)

77  
=

54

#### A. Pilihan Ganda (Multiple Choice)

Pilihlah jawaban yang paling tepat!

- How do you greet your teacher in the morning?  
a. Good night  
b. Good evening  
c. Good morning  
d. Goodbye ✓
- "Hi, my name is Rina. What's your name?"  
The correct response is ...  
a. I'm fine, thank you.  
b. Nice to meet you.  
c. My name is Budi.  
d. How are you? ✓
- "Goodbye, see you tomorrow."  
– The correct response is ...  
a. See you tomorrow!  
b. Thank you very much.  
c. I'm fine.  
d. You're welcome. ✓
- What is the opposite of "hot"?  
a. Warm  
b. Cold  
c. Sunny  
d. Bright ✓
- The plural form of *child* is ...  
a. childs  
b. children  
c. childs  
d. childer ✓
- Which one is a classroom object?  
a. Knife  
b. Plate  
c. Eraser  
d. Pillow ✓
- Fill in the blank : I.....a book  
a. Have  
b. has  
c. having  
d. had ✓
- Ani and Tono ... students.  
a. is  
b. am  
c. are  
d. was ✗

9. "She has long hair and brown eyes."  
This sentence is describing ...  
a. a place       b. a person      c. a thing      d. an animal ✓

10. What day comes after Monday?  
a. Sunday       b. Tuesday      c. Friday      d. Saturday ✓

11. Which one is the correct spelling?  
a. Librari       b. Library      c. Leebrary      d. Librury ✓

12. The opposite of "tall" is ...  
a. big       b. short      c. long      d. small ✓

13. Fill in the blank : She....happy  
a. Is      b. are      c. am       d. be ✗

14. My mother ... delicious food every day.  
a. cook      b. cooks       c. cooking      d. cooked ✗

15. "Are you a student?"  
The correct answer is ...  
 a. Yes, I am.      b. Yes, you are.      c. No, I don't      d. No, he isn't. ✓

16. Choose the correct sentence:  
a. They is happy      b. They are happy      c. They am happy       d. They be happy ✗

17. Which one is a pet animal?  
a. Cow      b. Horse       c. Cat      d. Elephant ✓

18. "There is a book on the table."  
The preposition used is ...  
 a. in      b. on      c. under      d. behind ✗

19. My sister ... playing badminton.  
 a. like      b. likes      c. liking      d. liked ✗

20. "How are you?"  
The correct response is ...  
 a. I'm fine, thank you.      c. No, I don't.      d. See you. ✓

21. What time do you go to school?

a. I go to school by bus.  
 b. I go to school at 7 a.m. ✓

c. I am fine.  
 d. I like English.

22. Dika ... television every night.

a. watch      b. watching      c. watched      d. watches ✗

23. The correct arrangement is ...

a. My - blue - bag - is  
 b. Blue - bag - my - is      c. My bag is blue ✓  
 d. Is - blue - my - bag

24. Fill in the blank : We .....from Indonesia

a. am      b. are      c. is ✗  
 d. be

25. Which one is a body part?

a. Table      b. chair      c. head      d. school ✓

---

**B. Soal Esai (Essay Questions)**

34  
 43  
 77

1. Introduce yourself in 4 sentences!
2. Mention 5 objects you can find in your classroom!
3. Write 3 sentences describing your best friend!
4. What do you usually do in the morning before going to school? Write 3 activities!
5. Write 4 sentences about your favorite food!

---

1. - smart  
 - tan skin  
 - tall  
 - care      8

2. - chair  
 - white board  
 - book  
 - pen  
 - table      10

3. my friend  
 - tan skins  
 - annoying  
 - tall      8

4. - ~~take~~ - take a bath  
 - break fast  
 - tooth brush      9

5. @ gummy  
 - sweet  
 - sticky  
 - elastic  
 - delicious      8



## معهد دار الدعوة والإرشاد منجوكوسو

PONDOK PESANTREN DDI MANGKOSO  
MADRASAH TSANAWIYAH PUTRI DDI MANGKOSO  
KABUPATEN BARRU

Alamat : Kampus III Putri Bulu Lampang Mangkoso Kec. Soppeng Raja Kab. Barru 90753

Nama : Rajwa Mar'atul Shalihah  
Class : VIII B

75  
=

95

### A. Pilihan Ganda (Multiple Choice)

Pilihlah jawaban yang paling tepat!

- How do you greet your teacher in the morning?  
a. Good night       Good morning      c. I'm fine.      d. Goodbye      ✓
- "Hi, my name is Rina. What's your name?"  
The correct response is ...  
a. I'm fine, thank you.       My name is Budi.      c. Nice to meet you.      d. How are you?      ✓
- "Goodbye, see you tomorrow."  
– The correct response is ...  
 See you tomorrow!      c. I'm fine.      b. Thank you very much.      d. You're welcome.      ✓
- What is the opposite of "hot"?  
a. Warm       Cold      c. Sunny      d. Bright      ✓
- The plural form of *child* is ...  
 childs      b. children      c. childs      d. childer      ✗
- Which one is a classroom object?  
a. Knife      b. Plate       Eraser      d. Pillow      ✓
- Fill in the blank : I.....a book  
 Have      b. has      c. having      d. had      ✓
- Ani and Tono ... students.  
 is      b. am      c. are      d. was      ✗

9. "She has long hair and brown eyes."  
This sentence is describing ...  
a. a place       b. a person      c. a thing      d. an animal

10. What day comes after Monday?  
a. Sunday       b. Tuesday      c. Friday      d. Saturday

11. Which one is the correct spelling?  
a. Librari       b. Library      c. Leebrary      d. Librury

12. The opposite of "tall" is ...  
a. big      b. short       c. long      d. small

13. Fill in the blank : She....happy  
a. Is      b. are      c. am       d. be

14. My mother ... delicious food every day.  
a. cook       b. cooks      c. cooking      d. cooked

15. "Are you a student?"  
The correct answer is ...  
 a. Yes, I am.      b. Yes, you are.      c. No, I don't.      d. No, he isn't.

16. Choose the correct sentence:  
a. They is happy      b. They are happy      c. They am happy       d. They be happy

17. Which one is a pet animal?  
a. Cow      b. Horse       c. Cat      d. Elephant

18. "There is a book on the table."  
The preposition used is ...  
a. in      b. on       c. under      d. behind

19. My sister ... playing badminton.  
 a. like      b. likes      c. liking      d. liked

20. "How are you?"  
– The correct response is ...  
 a. I'm fine, thank you.      c. No, I don't.   
b. Yes, I am.      d. See you.

21. What time do you go to school?  
 a. I go to school by bus.  
 ✗ I go to school at 7 a.m.  
 c. I am fine.  
 d. I like English.

✓

22. Dika ... television every night.  
 a. ✗ watch      b. ✗ watching  
 c. watched      d. watches

23. The correct arrangement is ...  
 a. My - blue - bag - is  
 b. Blue - bag - my - is  
 ✗ My bag is blue  
 d. Is - blue - my - bag

✗

✓

24. Fill in the blank : We ..... from Indonesia

a. am	✗ are	c. is	d. be
25. Which one is a body part?			
a. Table	b. chair	✗ head	d. school

✓

34

41

75

💡 B. Soal Esai (Essay Questions)

1. Introduce yourself in 4 sentences!
2. Mention 5 objects you can find in your classroom!
3. Write 3 sentences describing your best friend!
4. What do you usually do in the morning before going to school? Write 3 activities!
5. Write 4 sentences about your favorite food!

① - Sweet  
 - beautiful  
 - smart (aminnnn) 8  
 - diligent

② - eraser  
 - marker  
 - table  
 - chair  
 - television 10

③ - small  
 - diligent  
 - beautiful 8

④ - Path  
 - bra breakfat  
 - ~~sleep~~ to pare - pare 7

⑤ - fried chicken  
 - crispy  
 - sweet  
 - sour  
 - delicious 8



## معهد دار الدعوة والإرشاد منجكوسو

PONDOK PESANTREN DDI MANGKOSO  
MADRASAH TSANAWIYAH PUTRI DDI MANGKOSO  
KABUPATEN BARRU

Alamat : Kampus III Putri Bulu Lampang Mangkoso Kec. Soppeng Raja Kab. Barru 90753

Nama : Sumayyah Zainal

Class : VII<sup>B</sup>

82

56

### A. Pilihan Ganda (Multiple Choice)

Pilihlah jawaban yang paling tepat!

- How do you greet your teacher in the morning?  
a. Good night  
b. Good evening  
c. Good morning  ✓  
d. Goodbye
- "Hi, my name is Rina. What's your name?"  
The correct response is ...  
a. I'm fine, thank you.  
b. Nice to meet you.  
c. My name is Budi.  ✓  
d. How are you?
- "Goodbye, see you tomorrow."  
– The correct response is ...  
a. See you tomorrow!  ✓  
b. Thank you very much.  
c. I'm fine.  
d. You're welcome.
- What is the opposite of "hot"?  
a. Warm  
b. Cold  ✓  
c. Sunny  
d. Bright
- The plural form of *child* is ...  
a. childs  
b. children  ✓  
c. childs  
d. childer
- Which one is a classroom object?  
a. Knife  
b. Plate  
c. Eraser  ✓  
d. Pillow
- Fill in the blank : I.....a book  
a. Have  
b. has  
c. having  
d. had  ✓
- Ani and Tono ... students.  
a. is  
b. am  
c. are  
d. was  X

9. "She has long hair and brown eyes."  
This sentence is describing ...  
 a. a place       b. a person      c. a thing      d. an animal      ✓

10. What day comes after Monday?  
 a. Sunday       b. Tuesday      c. Friday      d. Saturday      ✓

11. Which one is the correct spelling?  
 a. Librari       b. library      c. Leebrary      d. Librury      ✓

12. The opposite of "tall" is ...  
 a. big      b. short       c. long      d. small      ✗

13. Fill in the blank : She....happy  
 a. Is      b. are      c. am      d. be      ✓

14. My mother ... delicious food every day.  
 a. cook      b. cooks       c. cooking      d. cooked      ✗

15. "Are you a student?"  
The correct answer is ...  
 a. Yes, I am.      b. Yes, you are.      c. No, I don't.      d. No, he isn't.      ✓

16. Choose the correct sentence:  
 a. They is happy       b. They are happy      c. They am happy      d. They be happy      ✓

17. Which one is a pet animal?  
 a. Cow      b. Horse       c. Cat      d. Elephant      ✓

18. "There is a book on the table."  
The preposition used is ...  
 a. in      b. on      c. under      d. behind      ✗

19. My sister ... playing badminton.  
 a. like       b. likes      c. liking      d. liked      ✓

20. "How are you?"  
- The correct response is ...  
 a. I'm fine, thank you.      c. No, I don't.      ✗  
 b. Yes, I am.      d. See you.

## B. Soal Esai (Essay Questions)

1. Introduce yourself in 4 sentences!
2. Mention 5 objects you can find in your classroom!
3. Write 3 sentences describing your best friend!
4. What do you usually do in the morning before going to school? Write 3 activities!
5. Write 4 sentences about your favorite food!

1. Introduce my self . ~~my~~ my name is Sumayyah Zainal , I thirteen years old .  
I like snack's food . , 8
2. white board , table , chair , marker , eraser g
3. Salwa is Cuk , ainun is smart , Nadine is riche x 7
4. eat , take abath , Cleaning dormitory ✓ 10
5. fried fries , chicken , tempe , snack x 7



معهد دار الدعوة والإرشاد منجكوسو  
PONDOK PESANTREN DDI MANGKOSO  
MADRASAH TSANAWIYAH PUTRI DDI MANGKOSO  
KABUPATEN BARRU

Alamat : Kampus III Putri Bulu Lampang Mangkoso Kec. Soppeng Raja Kab. Barru 90753

Nama : Syarifa. Huda. Ain  
Class : VII A

57

188

### A. Pilihan Ganda (Multiple Choice)

Pilihlah jawaban yang paling tepat!

- How do you greet your teacher in the morning?  
a. Good night  
b. Good evening  
c. Good morning  
d. Goodbye
- "Hi, my name is Rina. What's your name?"  
The correct response is ...  
a. I'm fine, thank you.  
b. Nice to meet you.  
c. My name is Budi.  
d. How are you?
- "Goodbye, see you tomorrow."  
– The correct response is ...  
a. See you tomorrow!  
b. Thank you very much.  
c. I'm fine.  
d. You're welcome.
- What is the opposite of "hot"?  
a. Warm  
b. Cold  
c. Sunny  
d. Bright
- The plural form of *child* is ...  
a. childs  
b. children  
c. childs  
d. childer
- Which one is a classroom object?  
a. Knife  
b. Plate  
c. Eraser  
d. Pillow
- Fill in the blank : I.....a book  
a. Have  
b. has  
c. having  
d. had
- Ani and Tono ... students.  
a. is  
b. am  
c. are  
d. was

9. "She has long hair and brown eyes."  
This sentence is describing ...  
a. a place      **(b)** a person      c. a thing      d. an animal

10. What day comes after Monday?  
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13. Fill in the blank : She....happy  
a. Is      b. are      c. am      **(d)** be

14. My mother ... delicious food every day.  
**(a)** cook      b. cooks      c. cooking      d. cooked

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The correct answer is ...  
**(a)** Yes, I am.      b. Yes, you are.      c. No, I don't      d. No, he isn't.

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a. They is happy      **(b)** They are happy      c. They am happy      d. They be happy

17. Which one is a pet animal?  
a. Cow      **(b)** Horse      c. Cat      d. Elephant

18. "There is a book on the table."  
The preposition used is ...  
**(a)** in      b. on      c. under      d. behind

19. My sister ... playing badminton.  
**(a)** like      b. likes      c. liking      d. liked

20. "How are you?"  
The correct response is ...  
**(a)** I'm fine, thank you.      c. No, I don't.   
b. Yes, I am.      d. See you.

21. What time do you go to school?

a. I go to school by bus.  
b.  go to school at 7 a.m.

c. I am fine.  
d. I like English.

✓

22. Dika ... television every night.

a.  watch      b. watching

c. watched      d. watches

✗

23. The correct arrangement is ...

a. My - blue - bag - is  
b. Blue - bag - my - is

c.  My bag is blue  
d. Is - blue - my - bag

✓

24. Fill in the blank : We .....from Indonesia

a. am       b. are

c. is      d. be

✓

25. Which one is a body part?

a. Table      b. chair

c.  head

d. school

✓

### 💡 B. Soal Esai (Essay Questions)

1. Introduce yourself in 4 sentences!
2. Mention 5 objects you can find in your classroom!
3. Write 3 sentences describing your best friend!
4. What do you usually do in the morning before going to school? Write 3 activities!
5. Write 4 sentences about your favorite food!

1) Humble

- Sweet
- Smart
- Pretty

5) Sweet

- Chocolate
- ~~With fruit~~
- Cool
- delicious

2) 1) chair

- 2) flag
- 3) Table

4) Board

5) clock

1) I'm is Syarifah

I want to be Professor in the future  
I'm is smart student in my class  
I'm humble to everyone

3) Pretty

- Cute
- Smart

2) 1. chair / 2. Table / 3. Flag / 4. Board / 5. Pen

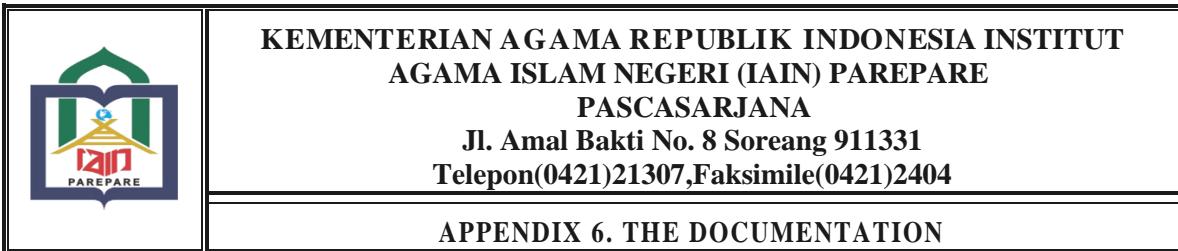
3) My Bestfriend is very smart  
She is Pretty Girl  
She is very cute

4) Breakfast

- Take a bath
- Cleaning room

4) I take a breakfast  
I'm check my homework  
I'm take a bath

5) I like sweet food • I like strawberry flavour  
• I like junk food • I like soft food



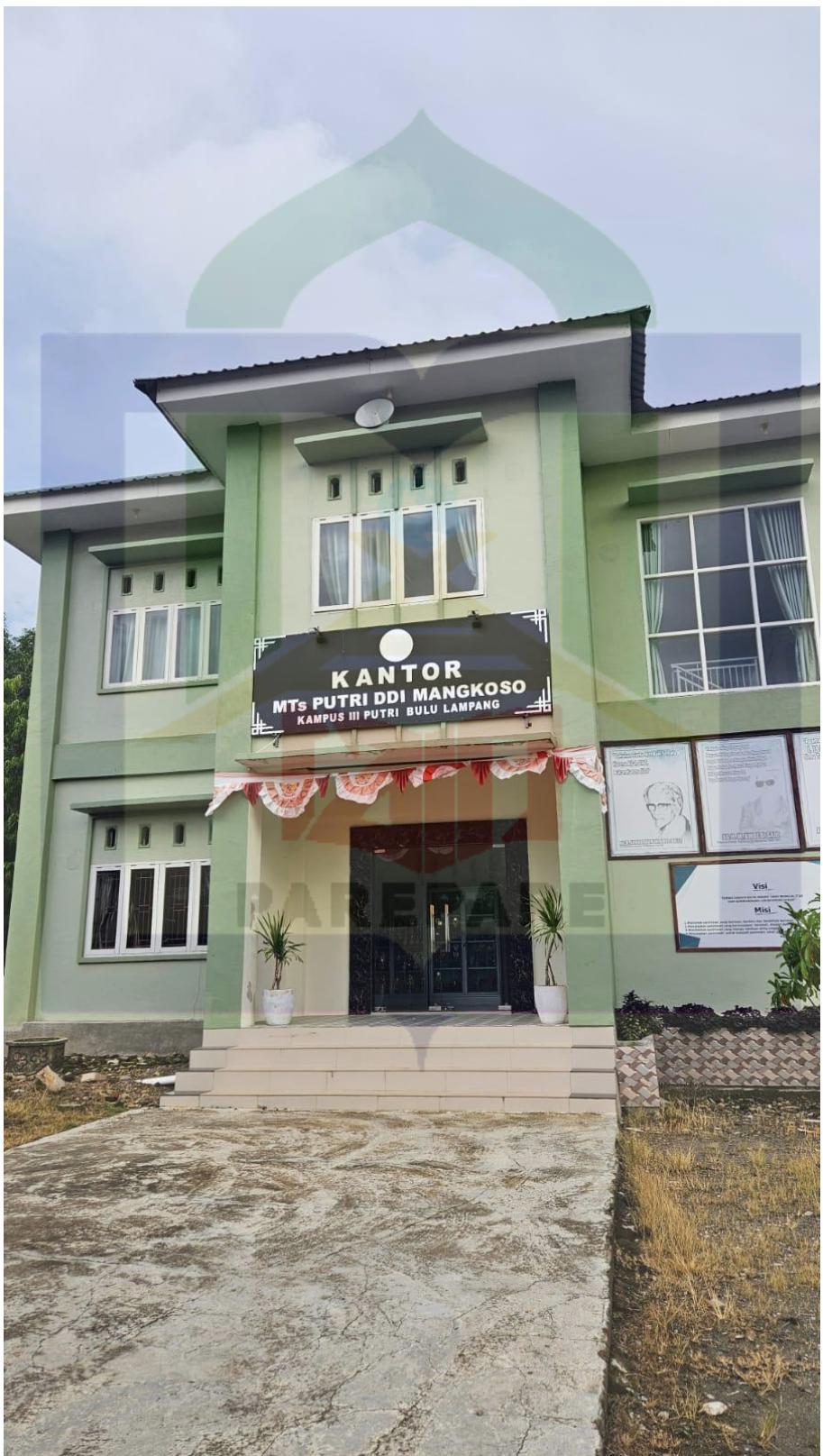
Picture 1 The rese archer had an interview with the students







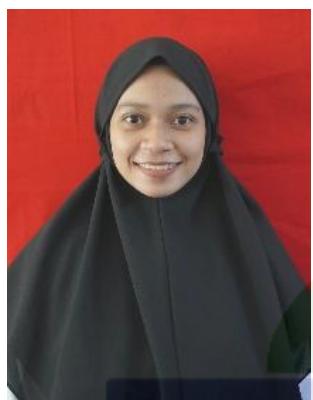
Picture 2. The School of MTs Putri DDI Mangkoso





## CURRICULUM VITAE

### PERSONAL IDENTITY:



Name	: Ulfah Hani M
Date of Birth	: Parepare, 18 May 1993
Reg. Number	: 2120203879102017
Phone Number	: +6285255702641
E-mail	: uppauppah@gmail.com

### FORMAL EDUCATION HISTORY:

1. Student of SD Lapasu, Barru, 2005
2. Student of Madrasah I'dadiyah DDI Mangkoso 2006
3. Student of MTs Putri DDI Mangkoso, 2009
4. Student of MA Putri DDI Mangkoso, 2012
5. Graduated Student of Universitas Negeri Makassar Psychology Program, 2017

### SCIENTIFIC ACTIVITIES AND NON-FORMAL EDUCATION HISTORY:

1. Pelatihan Kemandirian Pondok Pesantren at BDK Makassar, 2021
2. Pelatihan Pengembangan Koperasi Pesantren, 2023

### JOB HISTORY:

1. Tutor at Steples Makassar, 2017-2018
2. English Teacher of MTs Putri DDI Mangkoso Bulu Lampang in 2018 – Present
3. Sosiologi Teacher of MA Putri DDI Mangkoso Bulu Lampang, 2018-Present
4. Dormitory Supervisor of Kampus 3 Putri Nurul Hidayah DDI Mangkoso, 2018-Present.
5. Manager of Koperasi Atta'awun DDI Mangkoso, 2022-Present.
6. Treasurer of MTs Putri DDI Mangkoso 2024-Present.
7. Tresusrer of Lembaga Pembinaan Bakat dan Kreatifitas Santri (LPBKS) of Pondok Pesantren DDI Mangkoso 2024-Present.

### ORGANIZATION HISTORY:

1. Member of Gerakan Kesejahteraan Tuna Rungu Indonesia (GERKATIN) 2017-Present
2. Official of Students Affairs Departement of Organisasi Kampus 3 Nurul Hidayah (OSKN), 2022-Present.
3. Member of Musyawarah Guru Mata Pelajaran (MGMP) of English Subject

### PUBLISHED ACADEMIC WRITING:

Penyesuaian Diri Santri Ditinjau dari Model-Model *Homesickness* pada Santri di Pesantren, published, <http://eprints.unm.ac.id/id/eprint/2427>.