

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

**Ulfah Hani M**

Institut Agama Islam Negeri Parepare, Indonesia

**Abdul Haris Sunubi**

Institut Agama Islam Negeri Parepare, Indonesia

**Arqam**

Institut Agama Islam Negeri Parepare, Indonesia

**Magdahalena Tjalla**

Institut Agama Islam Negeri Parepare, Indonesia

**Ambo Dalle**

Institut Agama Islam Negeri Parepare, Indonesia

### **Abstract**

This study examines the impact of students' self-efficacy on their performance in classroom English learning and identifies factors influencing the self-efficacy of seventh-grade students at MTs Putri DDI Mangkoso. Employing a qualitative case study design, data were collected through participant observation, semi-structured interviews, and documentation involving seven purposively selected students. Data were analysed using an interactive model consisting of data reduction, data display, and conclusion drawing/verification. The findings indicate that self-efficacy positively influences English learning performance; students with higher self-efficacy achieved better scores and demonstrated more active participation. Mastery experiences emerged as the strongest source of self-efficacy, followed by vicarious experiences through peer observation, verbal persuasion from teachers and peers, and physiological or emotional states such as speaking anxiety. Key challenges included fear of negative evaluation, limited English exposure beyond the classroom, and restricted access to authentic practice within the boarding school context. Strengthening self-efficacy through gradual success experiences, supportive classroom environments, constructive feedback, and emotional regulation is essential to enhance students' motivation and performance. This study offers in-depth qualitative insights and practical implications for teachers and school administrators.

### **Key words**

Learning Challenges, Learning English, Student's Self-Efficacy, Self-confidence

---

### **Corresponding author:**

Ulfah Hani M, Institut Agama Islam Negeri Parepare, Parepare, Indonesia

Email: uppaupah@gmail.com

## INTRODUCTION

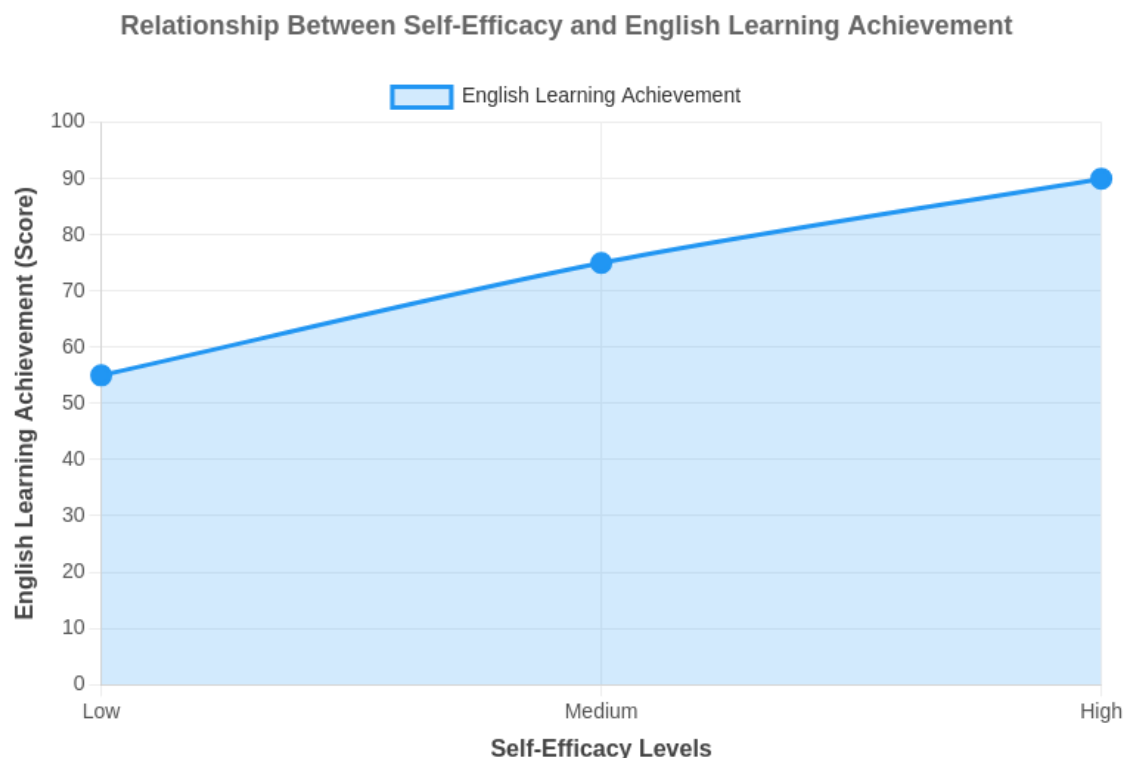
In the current era of globalization, English proficiency has become increasingly essential. English is not only a means of communication in countries where it is the primary language but also serves as an international lingua franca in various fields, including business, technology, science, and education (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 behaviour. According to Bandura, the self-belief underlying behaviour 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 modelling, 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.



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, dan 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 behaviour: 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 behaviours, 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 Riaja 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' behaviour 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 Huberman, 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'am 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 modelling 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 behaviours. 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.

## REFERENCES

- Abusahyon, A. S. E., Alzyoud, A., Alshorman, O., & Al-Absi, B. (2023). AI-driven technology and chatbots as tools for enhancing English language learning in the context of second language acquisition: A review study. *International Journal of Membrane Science and Technology*, *10*(1), 1209–1223.
- Bachtiar, B. (2020). The Characteristics of Effective Professional Development That Affect Teacher's Self-Efficacy and Teaching Practice. *Eduvelop: Journal of English Education and Development*, *3*(2), 131–144. <https://doi.org/10.31605/eduvelop.v3i2.624>
- Brashi, A. (2022). Self-Efficacy in the Prediction of GPA and Academic Computer Use in Undergraduate Translation Students at a Saudi University. *Frontiers in Psychology*, *13*, 865581. <https://doi.org/10.3389/fpsyg.2022.865581>
- Budiman, R. (2023). Self-Efficacy of Students Taking the English Writing 3 Course in an Online Learning Setting. *Jurnal Pendidikan Terbuka Dan Jarak Jauh*, *24*(2), 103–120. <https://doi.org/10.33830/ptjj.v24i2.6282.2023>
- Cui, Y., Tang, L., Chen, Y., & Meng, Y. (2025). Unveiling the Influences: How Self-Efficacy, Intrinsic Motivation, and Test Anxiety Shape L2 Learner Agency. *Journal of Psycholinguistic Research*, *54*(6). <https://doi.org/10.1007/s10936-025-10175-z>
- Enni, E., Hasanah, N., & Ali, S. M. (2024). Empowering Reading Comprehension in EFL Vocational School Students through Folktale. *JELITA*, *5* (1), 19–27. <https://doi.org/https://doi.org/10.56185/jelita.v5i1.596>
- Fitriasari, N. (2022). *Metodologi Penelitian Pendidikan*. PT. Global Eksekutif Teknologi.
- Forsblom, L., Pekrun, R., Loderer, K., & Peixoto, F. (2022). Cognitive appraisals, achievement emotions, and students' mathematics achievement: A longitudinal analysis. *Journal of Educational Psychology*, *114*(2), 346–367. <https://doi.org/10.1037/edu0000671>
- Franks, D., Barblett, L., & Kirk, G. (2025). Teachers' Understanding of the Major Sources of Self-efficacy in Early Childhood. *Early Childhood Education Journal*, *53*(1), 87–97. <https://doi.org/10.1007/s10643-023-01566-9>

- García-Lázaro, I., Colás-Bravo, M. P., & Conde-Jiménez, J. (2022). The Impact of Perceived Self-Efficacy and Satisfaction on Preservice Teachers' Well-Being during the Practicum Experience. *Sustainability*, 14(16). <https://doi.org/10.3390/su141610185>
- Hijra, H., Rahim, T. R., & Syarif, A. R. (2024). Barriers to Oral Proficiency: Exploring Causes of Speaking Inhibition in EFL Learners. *Klasikal: Journal of Education, Language Teaching and Science*, 6(2), 409–418. <https://doi.org/10.52208/klasikal.v6i2.1168>
- Hung, D. M. (2025). Learning Self-Efficacy, Regulation, and Resilience among English-Majored Students in the Vietnamese Context. *Arab World English Journal*, 16(3), 461–471. <https://doi.org/10.24093/awej/vol16no3.28>
- Jaya, I. M. L. M. (2020). *Metode Penelitian Kuantitatif dan Kualitatif*. Quadrant.
- Kabir, R. S., & Sponseller, A. C. (2020). Interacting With Competence: A Validation Study of the Self-Efficacy in Intercultural Communication Scale-Short Form. *Frontiers in Psychology*, 11, 2086. <https://doi.org/10.3389/fpsyg.2020.02086>
- Kim, H. (2024). Exploring the interplay of language mindsets, self-efficacy, engagement, and perceived proficiency in L2 learning. *Humanities and Social Sciences Communications*, 11. <https://doi.org/10.1057/s41599-024-03783-y>
- Kleppang, A. L., Steigen, A. M., & Finbråten, H. S. (2023). Explaining variance in self-efficacy among adolescents: the association between mastery experiences, social support, and self-efficacy. *BMC Public Health*, 23. <https://doi.org/10.1186/s12889-023-16603-w>
- Mercer, S. E. (2020). Teacher Efficacy: Navigating Theory, Research, and Practice. *Australian Journal of Teacher Education*, 45(9), 5. <https://doi.org/10.14221/ajte.2020v45n9.5>
- Palomargareta, G., & Astutik, Y. (2024). Navigating Fear: Exploring Speaking Problems Among Students at Junior High School Level. *Journal of Research on English and Language Learning*, 5(1), 110–122. <https://doi.org/10.33474/j-reall.v5i1.21336>
- Rahmaniar, R., Surahmat, Z., Sardi, A., & Nurnaifah, I. I. (2024). Challenge and Opportunities: A Qualitative Exploration of Junior High School English Language Educators' Perspectives on Implementing Differentiated Instruction. *JELITA*, 5(1), 28–40. <https://doi.org/https://doi.org/10.56185/jelita.v5i1.597>
- Schunk, D. H., & DiBenedetto, M. K. (2020). Self-Efficacy and Human Motivation. In *Advances in Motivation Science* (pp. 153–179). Elsevier. <https://doi.org/10.1016/bs.adms.2020.10.001>
- Setiawati, Y. (2023). Building a Foundation for Global Competence: Improving English Language Instruction in Indonesian Curriculum. *Journal of Foreign Language Learning and Teaching*, 3(2). <https://doi.org/10.23971/jfltl.v3i2.6955>

- Shukri, H., Al-Khoury, F., Al-Saqqa, S., Al-Daghim, I., & Rahman, N. (2025). The Role of Self-Efficacy and Resilience in Students' Academic Achievement and Well-Being. *Journal of Multidisciplinary Healthcare*, 18, 1123–1134. <https://doi.org/10.2147/JMDH.S334620>
- Vidani, J., Sodha, S., & Panchal, S. (2024). *Online Social Comparison and Its Effect on Self Esteem and Mental Health*. <https://doi.org/10.2139/ssrn.4848013>
- Wang, C., & Sun, T. (2020). Relationship between Self-Efficacy and Language Proficiency: A Meta-Analysis. *System*, 95, 102366. <https://doi.org/10.1016/j.system.2020.102366>
- Yao, Y., Ismail, H. H., & Md Yunus, M. (2026). A Systematic Literature Review of Emotional Scaffolding in EFL Pedagogy. *World Journal of English Language*, 16(2), 242. <https://doi.org/10.5430/wjel.v16n2p242>
- Zhang, L. J., Fathi, J., & Rezaei, N. (2024). Exploring the interplay of growth mindset, mindfulness, and L2 self-efficacy in second language achievement: a mixed-methods study. *International Review of Applied Linguistics in Language Teaching*, 62(3). <https://doi.org/10.1515/iral-2024-0056>
- Zhang, Y., & Li, Z. (2021). *The Cultivation of Self-efficacy in College English Learning BT - Proceedings of the 7th International Conference on Social Science and Higher Education (ICSSHE 2021)*. 215–219. <https://doi.org/10.2991/assehr.k.211122.088>
- Zhang, Z. (Victor). (2020). Learner Engagement and Language Learning: A Narrative Inquiry of a Successful Language Learner. *The Language Learning Journal*, 50(4), 407–421. <https://doi.org/10.1080/09571736.2020.1786712>