

ENGLISH EDUCATION MASTER STUDENTS' PERCEPTIONS ON THEIR SELF-EFFICACY IN EFL SPEAKING LEARNING CONTEXTS

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Abstract

Self-efficacy should be fully integrated as one of the mainstays assisting multiverse EFL academicians to achieve greater speaking learning achievements, improve their actual communicative competencies, and justify their misconceptions of L2 speaking learning enterprises. Corresponding with these 3 aforementioned advantages, the full activation of robust self-efficacy will potentially allow EFL academicians to show greater effortful actions, resilience, motivation, and commitment to relentlessly forge their L2 communicative competencies in the presence of adverse speaking learning situations. This qualitative study was conducted in the support of the narrative inquiry approach to yield rejuvenated facts, trustworthy truth, and apparent evidence for worldwide EFL educationalists concerning the significance of self-efficacy implementations in diverse wide-ranging L2 speaking classroom vicinities. Two major positive influential factors are deemed as both internal and external factors affecting the luxuriant proliferation of striking L2 speaking skills as well as self-efficacy levels advancement namely the induction of long-life speaking learning endeavor and supportive speaking learning environments. For the future betterment of self-efficacy and EFL speaking studies, varied relevant research instruments need to be mutually accompanied by a considerable number of research participants to produce more significant research results contributing a richer understanding of affective second language learning fields.

Keywords: EFL speaking, self-efficacy, narrative inquiry

Introduction

The laudable capabilities to communicate well with other human beings are of great importance in this industrial revolution 4.0 era since it can potentially lead people to achieve gigantic life success in their future careers. Demirel, Turkel, and Aydin (2020) adduce that good communication skills will enable people to thrive to their fullest potentials in their careers and eventually lead them to attain major success. A similar requirement is proportionate with the finalized educational outcomes targeted by globalized universities in which university students should be intensively trained to impart more effective and meaningful messages for others in daily routines as well as formal communicative events to corroborate cognitive, personal, and social competencies into the utmost levels. This assertion is positively linked to the theory of communicative competency rehearsals propounded by Han, Tanriover, and Sahan (2016) averring that the inducement of continual communicative training should be

entrenched strongly at the commencement of speaking learning activities involving beginner students to ascertain the significant enhancement of their communicative skills after graduating from varied educational institutions. In the EFL speaking learning contexts, it can thus be repudiated that other affective factors such as psychological, sociocultural, and cognitive streams should be taken into such serious consideration to elevating learners' target language communicative competencies. This line of argument is in agreement with the theory of communicative competencies development postulated by Kuru (2018) avowing that the nascence of competent and qualified second language speakers can be ensured when their affective competencies; current psychological states, social, cognitive skills, and self-beliefs were honed in such a continuous manner. The ultimate element should be well-established, nurtured, and substantiated by each learner to enable them to ingrain more potent self-beliefs that they are capable of accomplishing a wide variety of challenging tasks amid arduous as well as adverse learning situations. Bandura (1986) argues that higher self-efficacious learners are more liable to tackle a vast range of laborious learning challenges compared to those possessing lower self-efficacy levels since they fully infused more potent beliefs in themselves that they have adequate abilities to accomplish the targeted challenging tasks given by their teachers. This seminal self-efficacy theory affirmed another theory of self-efficacy essential role in speaking devised by Aydin et al., (2013) arguing that the robust establishment of self-efficacy should be one of the topmost priorities in diverse wide-ranging speaking classroom contexts to breed not merely high-quality but also independent as well as resilient L2 speakers. Concerning this theory, there were four major sources of self-efficacy as articulated by Kiang, Glatz, and Buchanan (2017) namely mastery experience, vicarious experiences, verbal persuasion, and psychological states. In a mastery experience, learners will be able to achieve or heighten their present learning success by relying on their prior learning experiences, Thus, learners will easily get frustrated and feel forced in their ongoing learning enterprise when they frequently attained repeated failure in the past learning events. Through vicarious experience, learners will possess stronger motivation to obtain similar learning success as other learning companions did by imitating their effortful actions, perseverance, and deliberate positive learning actions. Hence, learners activating vicarious experience need to select the most appropriate and decent learning models for them to fully attain learning success. It cannot be denied that positive encouragement addressed by other learning community members like teachers and learners will potentially allow learners to be more prompted to elevate their targeted learning competencies persistently since they have noticed that they are not traversing their long-lengthy and pain-staking learning venture alone. Lastly, conducive, positive, and supportive classroom learning climates need to be entrenched more potently within challenging language learning dynamics endured by learners to successfully preserve their robust learning volitions, motivation, and endeavor to broaden their knowledge of subject-specific skills as well as increase their mutual learning engagement in the classroom learning circumstances. Thereafter, it will be a taxing mission for second language educators in an attempt to design a more stress-free, less-threatening, and enjoyable speaking learning atmosphere for learners progressively diminishing their excessive uneasiness of making unintended or accidental mistakes in the light of classroom communicative practices.

Based on all those above-mentioned conceptions, Benawa (2018) accentuated the significance of three dimensions of self-efficacy indispensably worthwhile to be integrated into L2 speaking classroom vicinities namely the magnitude, generality, and strength. The first term denotes learners' confidence levels in handling various challenging given learning tasks. Therefore, it can be parsed that the higher learners' self-confidence in tackling those taxing learning tasks, the higher their probability to obtain more fruitful learning success. Concerning the second stream, learners will potentially improve their designated learning competencies when cogently constructing such a strong self-belief that they are capable of attaining greater learning success in the embodiment of gratifying learning performances. In the ultimate notion, it is paramount for learners to flexibly adjust their current states of self-efficacy beliefs in accord with the current specific learning situations they are presently facing to fully fulfill their predetermined learning objectivities set before the learning dynamics. The appropriate utilization of self-efficacy will also bring about some influential positive impacts in several ways. First, EFL learners will have more precious opportunities to foster their target language communicative competencies through the strong inheritance of self-efficacy since they perceive the upcoming formidable learning challenges as one of the rewarding springboards for them to be more proficient second-language speakers. This conception unearthed further support from the findings of Khatib and Maarof (2015) unfolding that Malaysian EFL learners have gradually improved their communicative competencies in the target language after nourishing their higher levels of self-efficacy stably. Further, the incorporation of self-efficacy also gains more prominent importance for the nascence of life-long EFL learners since those instilling more robust construction of self-efficacy are more prone to be more self-regulated, persistent, and motivated to forge their targeted second language proficiency into the fullest potentials. This contention is congruent with the major findings of major impacts promoted by self-efficacy study plied by Paradewari (2017) uncovering that with the support of four major self-efficacy sources; mastery experience, vicarious experience, verbal persuasion, and psychological states, learners ingrained more potent learning desire to enhance their learning competencies into the utmost potentials. Inevitably, the full internalization of an intensive learning scaffolding needs also be activated during the speaking teaching-learning enterprises to gradually diminish EFL learners' excessive levels of speaking anxiety and cultivate their self-efficacy into the highest levels leading them to attain more gratifying L2 speaking learning achievements, gain more rewarding speaking learning outcomes, and be more adaptable towards a considerable number of distinctive communicative classroom situations. These conceptions resonated well with the major findings of prior self-efficacy studies run by Leeming (2017); Alawiyah (2018); Konusma, Gursay, and Karaca (2018); Choi, Kim, and Lee (2019). These researchers revealed that the successful inducement of robust self-efficacy in L2 communicative competencies was heavily affected by a wide variety of both cognitive and affective factors like the current speaking classroom learning climates commissioning learners to adjust their learning strategies in concord with the emergence of different learning situations, learners' proactive engagement to degrade their excessive speaking anxiety levels maximally to progressively foster speaking performances, and exhibit a higher degree of speaking learning perseverance to fully attain more fruitful L2 communicative learning outcomes.

Replete with all of these aforementioned theoretical frameworks, it is worth accentuating here that EFL learners infused with a higher level of self-efficacy will be more capable of accomplishing the taxing second language learning tasks. While learners ingraining lower levels of self-efficacy are more liable to elude themselves from those exacting target language learning tasks eventually leading them to experience more frustrating, energy-draining, and pain-staking learning ventures. As such EFL learners establishing more robust construction of self-efficacy will potentially obtain more gratifying target language learning achievements along with outcomes due to the higher degree of persistence, resilience, and volition when confronting varied challenging language learning tasks. This positive entrenchment of potent self-beliefs emerged since higher self-efficacious learners are persistently attempting to impart their best learning strategies to overcome all of the potential task difficulties with the support of the stronger self-belief establishment. These lines of perspectives echoed well with the previous major findings of self-efficacy study conducted by Asakereh and Dehghannezhad (2015) uncovering that higher self-efficacious EFL learners have more willingness to deal with the formidable and arduous second language learning tasks since they believe in their expendable efforts, abilities, and commitment working as one unity to attain more significant learning progression. On the other hand, lower self-efficacious learners tend to engage in their present language learning processes passively without determining any kinds of particular learning objectives to be obtained in the future bringing them to undergo frustrating, meaningless, and threatening target language learning experiences. In EFL speaking learning settings, the inducement of self-efficacy also brings about manifold positive advantageous values for the advancement of learners' L2 communicative competencies in terms of self-confidence, speaking learning achievements, and speaking performances. Put more simply, the primacy of more robust self-efficacy levels will enable learners to embrace a wide array of challenging speaking learning activities arousing their anxiety most by keeping believing that they are capable of showing more gratifying speaking learning performances, which in turn affect their self-confidence in harnessing the target language and guiding them closer to attain more satisfying speaking learning achievements. These pivotal self-efficacy positive elements are closely intertwined with the major hypothesis of self-efficacy study plied by Serasi and Fransiska (2020) postulated that higher self-efficacious L2 speakers were more liable to display a higher degree of self-confidence while communicating with other interlocutors impacting their further advancement of speaking learning performances development as well as achievements.

It is perhaps noteworthy to allude here that 4 prior self-efficacy and EFL speaking studies have been conducted and produced rewarding results for the betterment of EFL speaking learning enterprises, particularly in Indonesian contexts. The first study was conducted by Wijaya and Mbato (2020) found out that the majority of English Education Master students had successfully improved their target language competencies through the appropriate utilization of self-efficacy and constructive teachers' feedback. In an identical study, Hermagustiana, Astuti, and Sucahyo (2021) revealed that the majority of English Education students have significantly decreased their excessive levels of speaking anxiety indicating that self-efficacy enabled them to dramatically increase their self-confidence and activeness in elevating their mentalities to utilize the target language in a frequent manner. Similarly, Mbato (2013) also unfolded that the majority of Indonesian EFL learners significantly elevated their 4

integrated English language skills; reading, writing, speaking, and listening after being exposed to self-regulated as well as metacognitive training commissioning them to be more tenacious, self-reliant, and strategic academicians reciprocally impacting their self-efficacy further growth. In the last study, Maryam, Febriani, and Kurnia (2019) unearthed that most English Education students successfully improved their speaking proficiency, confidence, and achievements in the light of robust entrenchment of self-efficacy substantially pointing out that through the appropriate internalization of self-efficacy, EFL learners have become more strategic and confident problem-solvers capable of resolving a vast array of second language learning impediments. In line with the in-depth delineations of 4 prior self-efficacy and speaking studies, it should be fairly acknowledged here that there remains minimum literature on English Education Master students' perceptions on their self-efficacy in EFL speaking learning contexts. Concerning this matter, this present qualitative study was plied to contribute some additional pieces of understanding to the fertile research grounds of further self-efficacy continuous nurturance in diverse wide-ranging L2 speaking classroom circumstances by investigating English Education Master students' perceptions on their self-efficacy in EFL speaking learning contexts. One major guiding inquiry was proffered in this study namely: (1) What are the specific perceptions uphold by English Education Master students regarding the role of self-efficacy in EFL speaking learning contexts?

Method

This present study was conducted qualitatively to obtain the specific portrayals out of the observed phenomena experienced by human beings. This nature of a qualitative study is positively interlinked with the seminal theory of qualitative research adduced by Deveci and Onder (2013) affirming that the main purpose of qualitative study is to enable researchers to gain more in-depth delineations regarding the particular events they critically discern. To fulfill this objectivity, narrative inquiry manifested in 5 open-ended written interview inquiries were also harnessed in this study to ascertain the validity and reliability of the data. Ary et al., (2018) propound that more trustworthy and robust data will be potentially attained by the researchers in the trajectory of open-ended written interview questions. Two English Education Master Students, Sanata Dharma University deriving from different batches; 2018 and 2019 were invited to take part in this study. The first student had experienced plenty of teaching-learning experiences in utilizing the target language since he was an undergraduate student. In this present moment, he is managing his Independent English Private Course accentuating more profoundly on communicative language teaching. While the second student had just accomplished his master's study majoring in English Education. She had also possessed moderate teaching-learning experiences in Yogyakarta City by introducing the second language for university students enrolling in varied study departments. By exhaustively investigating these two invited English Education Master Students' perceptions on their self-efficacy in speaking, the obtained results will potentially impart more rewarding merits for the further future advancement of Indonesian EFL speaking teaching-learning enterprises since their robust entrenchment of this affective psychological state is also contagious positively to their learners in the light of proactive speaking learning practices induced both inside and outside of L2 classroom circumstances.

Findings and Discussion

In this subsection, the researcher aimed to delineate the obtained responses derived from the two interviewees argumentatively to generate more reliable, robust, and in-depth explications concerning the crucial importance of self-efficacy to be urgently activated in EFL speaking learning contexts. To fulfill this major objectivity, the researcher would depict each of the findings with the support of relevant self-efficacy theories as well as studies. Specifically, two major themes were yielded in this following section namely: (1) A higher degree of self-efficacy is continually flourished through the supportive speaking learning environments and (2) The full activation of self-efficacy transfigured EFL academicians into more long-life knowledge seekers.

Student 1: A Higher Degree of Self-Efficacy is Continually Flourished Through the Supportive Speaking Learning Environments

Practically speaking, the first student fully confessed that he had experienced a higher level of self-efficacy while being required to communicate with his learning counterparts or pupils by utilizing the target language due to the continual mutual support imparted by his lecturers and colleagues during studying in English Education Department Program. This first research theme sits well with the study conducted by Turner, Li, and Wei (2021) revealing that higher self-efficacious Chinese EFL students were found that they frequently capitalized on the target language whenever they had both formal and informal conversations with their classmates compared to those infusing lower levels of self-efficacy. Since the first student had just obtained the Master of English Education Degree, he is more prompted to hone his L2 communicative competencies more intensively by not merely advocating his students to speak English but also immerse this second language in apparent classroom learning enterprises. Having this holistic purpose in mind, this first student had successfully improved his pupils' self-efficacy and L2 communicative skills in such an effective manner. These above-mentioned findings overlap with the findings of prior self-efficacy study plied by Aregu (2013) advising EFL educators to constantly activate their learners' robust self-efficacy beliefs while engaging in speaking learning activities by designing more pleasurable and less-threatening communicative learning circumstances in which all learners feel safer in experimenting with the actual target language use. In another identical study, Raoofi, Tan, and Chan (2012) also prompted EFL educationalists to design more contextual speaking learning activities corresponding with learners' speaking interests, preferences, and proficiency to amplify their self-efficacy growth for a better purpose. All of these exhaustive depictions and theoretical constructions were well-corroborated by this piece of the first student's interview excerpt.

[Student 1: *I am now actually also an English tutor. The condition always encourages me to speak in English while teaching the language. Even though I also use code-switching approach to teach them sometimes. I use English to give my students examples on how to use English correctly.*]

Furthermore, one of the positive influential springboards transfiguring this first student to be more proficient and confident L2 communicators in this present moment is due to the enjoyable speaking learning vicinities he experienced continually in his

former university. This first student took his both Bachelor's and Master of English Education degrees in a university emphasizing the holistic teaching-learning processes wherein all learners are deliberately allowed to express their feelings, ideas, thoughts, and arguments without any presence of suppression or coercion. Concerning the inducement of this positive learning environment ubiquitous in this learning community, the first student acknowledged that he completely enjoyed the teaching-learning dynamics held by the lecturers since they are completely supportive of developing learners' targeted life-based competencies and characters. In consonance with this positive matter, the learning companions were found to be supportive as well in releasing all of the positive major learning outcomes by enriching each other's existing understanding of the subject-specific matters taught by the lecturers. The first student also continually remarked that these similar positive educational values also contagious with EFL speaking learning circumstances where all learners deemed themselves as empty vessels and they cast a higher degree of reverence towards other learning community members eventually directing them to actualize holistic as well as a pleasurable speaking learning journey for the further significant advancement of self-efficacy along with L2 communicative skills development. Interestingly, these findings seem to substantiate the main findings of prior self-efficacy study in the past conducted by Altin and Saracaloglu (2019) unearthing that the majority of Turkish EFL students had successfully fostered their second language competencies and self-efficacy levels after being exposed to more enjoyable speaking learning enterprises cogently underscoring on current speaking proficiency, interest, preferences, and perspectives infused by students. To a lesser extent, Karimi and Abaszadeh (2017) advocated EFL teachers establish such a positive and intimate rapport with multivariate unique students participating in their speaking classroom settings to fully address more transformative speaking learning dynamics wherein students can enhance their second language communicative proficiency along with self-efficacy levels. Wang et al., (2016) theorized that more supportive, engaging, and enjoyable speaking learning vicinities need to be promoted fully by EFL teachers committing to elevate their students' speaking skills as well as self-efficacy growth into the fullest potentials since the inducement of these positive speaking learning climates is believed to mitigate the excessive levels of speaking anxiety and simultaneously work as a propelling force to boost students' self-confidence to proactively utilizing the target language. The interview excerpts derived from the first student also resonated well with the above-explained conceptions.

[Student 1: Yes, I do. I learn a lot of new things from my friends. We are learners and will always be. I think that sharing ideas with others in English improves my language competency a lot. It is fun and effective to improve my L2 competencies.]

[Student 1: Yes, I do. I believe that the classroom situation makes me able to enjoy my learning process without being judged/threatened. I think it is supported by the facts that we joke a lot. The atmosphere in the classroom makes us comfortable to learn and practice English.]

In light of all those aforementioned positive matters, the significant progression of L2 communicative competencies was tangibly undergone by the first student and it exceeded his ordinary expectations while first enrolling in an English Education Department. Based on what he stated above, the positive speaking learning

environments in which the first student strived and thrived altogether with trusted lecturers as well as supportive learning counterparts, at the same time, allowed him to be more optimistic academicians believing that every upcoming impediment, challenge, adversity, and arduous learning situation had fully transformed him to be more mature scholars bravely confronting a considerable number of potential obstructions that may arise constantly during his lifetime. This positive conceptualization of speaking learning circumstances appeared to be quite pertinent to the robust learning behavior, mentality, and attitudes constantly showcased by higher self-efficacious students. To reiterate, students erecting more robust self-efficacy will have more tendency to embrace a vast array of taxing challenges and obstacles hindering their ongoing learning processes since they do not perceive these factors as a serious threat, yet one of the paramount stepping stones leading them to achieve greater learning success in the future events. Reversely, low self-efficacious students are not accustomed to dealing with a wide variety of learning hurdles since they deemed these matters as negative, gigantic blockage, and happiness barriers for continually engaging in the targeted learning venture resulted in the nascence of frustrating, learned-helplessness, and depressing feelings leading them to cease the existent learning processes. These laudable and improper learning behavior are cemented by the theory of self-efficacy postulated by Ikdil et al., (2019) asserting that students erecting a higher degree of self-efficacy growth were more prone to expend greater effortful actions to accomplish a wide array of laborious learning tasks rather than those ingraining lower level of self-efficacy having more tendency to sluggish their learning efforts since they uphold a strong belief that the given learning tasks are too demanding to be accomplished. In another identical study, Ratih, Rustandi, and Febriani (2020) specifically unearthed that the majority of Indonesian EFL students whose self-efficacy was well-established, nourished, and substantiated would be more capable of tackling a vast range of exacting speaking learning tasks compared to other learning counterparts infusing the absenteeism of self-efficacy development since they only cast their profound attention on their learning shortages without making any indomitable attempts to maximize their learning strength to handle those given challenging learning tasks. Jackson et al., (2017) also construed that the lofty development of EFL students' L2 communicative competencies are highly leveraged by the robust entrenchment of self-efficacy in which higher self-efficacious students undergird such an insistent optimistic view that they are capable of overcoming a vast number of arduous L2 communicative learning tasks. To arm EFL students with continual viability to foster their L2 communicative competencies as well as self-efficacy levels into the fullest levels, Tahmassian and Moghadam (2011) adduced that globalized EFL teachers taking part in designing speaking learning activities need to introduce the critical importance of developing self-efficacy at the commencement of L2 communicative classroom learning venture to subtract extravagant speaking anxiety and negative perspectives constructed by students. As generalizability, Lomi and Mbato (2019) also prompted Indonesian EFL teachers to invigorate their students' speaking self-efficacy through the reflexive supportive L2 communicative learning dynamics heavily emphasizing on exhilarating actual communication rehearsals functioned to degrade both students' speaking anxiety along with fear. Ultimately, the interview excerpts derived from the first student also provoked similar contentions alike prior conceptions.

[Student 1: *Yes, indeed. The experience as well as the knowledge and skills I have learned during my education process has been improved a lot beyond my expectation. I have never thought that I will be able to speak English as fluent as now. Through the process inside and outside classroom, I do believe that the progress is significant. I learn and I teach what I have learned. I think this way is effective in boosting my learning process.*]

[Student 1: *I work more persistently by expending greater independent attempts to progressively foster my L2 communicative competencies without being interfered to extensively with laborious speaking learning challenges potentially diminishing my self-beliefs, motivation, and self-confidence to develop my speaking skills into the utmost levels since I am optimistic to learn English rather than desperate of facing the problems. Also, there are my friends around me also as a learning community. We support each other in our development. We do not judge and mock each other. In contrast, we will share what we have learned and be supportive.*]

Student 2: The Full Activation of Self-Efficacy Transfigured EFL Academicians into More Long-Life Knowledge Seekers

From the major second research theme mentioned above, it can be parsed that the second student put such a strong belief on her L2 communicative competencies since she is always willing to participate in a wide variety of conversational events harnessing the active usage of the target language. Concerning this first finding, there is a fine line between students' existing self-efficacy levels and the L2 speaking performances they are going to display. Put it another way, higher self-efficacious students are committed to showing more long-lasting effortful attempts, persistence, volition, and learning endeavor to considerably improve their second language communicative competencies in a moment-by-moment manner. Again, this positive learning outcome emerged since these types of students fully settle in more optimistic lenses toward their specific capabilities meaning that this robust self-efficacy belief leading them to be more tenacious as well as strategic while facing myriad speaking learning obstructions. This bunch of explications is compatible with the prior research results of Idrus and Salleh (2017) unveiling that Malaysian EFL students whose self-efficacy levels are continually nurtured and amplified tend to work harder, show greater learning persistence, get more ready to deal with various learning impediments, and obtain more gratifying learning achievements. This major finding also agreed with the previous self-efficacy study conducted by Su, Zheng, and Tsai (2018) uncovering that the majority of Chinese EFL students were capable of exerting greater learning efforts, regulate their learning behavior in a better purpose, construct a more comprehensive understanding of their subject-specific matters, and achieve their predetermined learning objectives successfully through the prolific flourishing of self-efficacy levels. In a previous self-efficacy and EFL public speaking study, Maryam, Febriani, and Kurnia (2019) strongly suggested Indonesian second language educators promoting more less-threatening and stress-free L2 speaking learning activities for students to magnify their self-efficacy levels directing them to showcase more insistent persistent attempts in accomplishing a plethora of challenging given learning tasks. Furthermore, the basis of these obtained results is closely intertwined with the interviewee excerpt shared by the second student in these following lines.

[Student 2: *Because I need to practice my English so that I can be more fluent. The factors which can heighten my self-efficacy are my basic knowledge and I think my English is not that bad.*]

[Student 2: *Yes. Of course. I believe that practice makes perfect. So more practice, more fluent.*]

Apart from the aforementioned positive values disseminated by the second student, she also frankly confessed that one of the most daunting matters occasionally impeding her to constantly utilize the target language both inside and outside of the speaking classroom walls is the strict judgment addressed by her lecturers. In simpler words, the second student was afraid of being humiliated by the comments, suggestions, and advice imparted by her lecturers while making some grammar mistakes in particular L2 communicative occurrences. In addition, she also felt apprehensive while her speaking proficiency, as well as performances, were being critically evaluated by the lecturers. In the light of these varied taxing L2 communicative learning situations, it is worth repudiating here that even higher self-efficacious students are oftentimes crammed with unsavory speaking learning situations in which their bravery, self-confidence, persistence, and volition are being jeopardized by all of these inescapable challenging matters. Considering this ubiquitous speaking learning phenomenon, the primary aim for worldwide EFL educationalists is to promote, establish, and toughen students' self-efficacy as well as speaking skills through a pleasant and transformative L2 communicative learning milieu. These contentions are theoretically grounded on the major specific findings of prior self-efficacy and EFL learning enterprises study plied by Sardegna, Lee, and Kusey (2018) cogently prompting worldwide EFL educators to inherent more robust self-efficacy entrenchment within students to progressively diminish their second language learning anxiety and activate their long-lasting initiative to forge their targeted paramount language competencies. In another relevant study, Genc, Kulusakli, and Aydin (2016) earnestly encouraged globalized EFL educationalists to preserve the robust integration of self-efficacy forming within students to guide them to attain more fruitful target language learning outcomes in an optimistic and a positive view. These two major findings were fully endorsed by the theory of the mutual interplays between self-efficacy and L2 communicative desire devised by Imran and Ghani (2014) postulating that the higher students' speaking self-efficacy, the more committed they are willing to converse with other interlocutors intensively by using the target language. Lelita (2016) also unfolded that Indonesian EFL students better equipped with a higher level of self-efficacy will outperform other learning companions ingrained lower levels of self-efficacy in terms of negating their excessive levels of speaking anxiety, managing their negative feelings about speaking, actualizing their pre-speaking learning objectives, applying more appropriate speaking learning strategies, and achieving their target language learning objectives fully. These in-depth delineations of further findings were also overtly confirmed by the interview responses taken by the second student as follows.

[Student 2: *It is lecturers. Sometimes, I feel unconfident or uncomfortable speaking English in front of my lecturers because I am afraid that I would make grammar mistake and the lecturer will judge my ability in English.*]

Despite the speaking anxiety professed by the second student, it is perhaps worthwhile to be acclaim here that the second student had successfully maintained and invigorated her higher level of self-efficacy without being devastated by a vast general array of L2 communicative learning obstacles. Personally speaking, the second student honestly admitted that a life-long learning spirit had resided gradually within herself since she was persistently longing to explore a wide array of renewable knowledge, skills, and perspectives potentially broadening her existing understanding of the discipline specific-fields and elevate the targeted L2 communicative competencies continuously. This laudable learning character is indispensably crucial for globalized EFL students aiming to markedly improve their four strands of second language competencies; reading, writing, listening and speaking. While the ultimate paramount skills may necessitate more massive concerns for both second language teachers and students to cultivate to breed more proficient, autonomous, confident, optimistic and dauntless L2 future communicators. Some research results yielded by previous self-efficacy and speaking studies corroborated these aforementioned arguments. Tahsildar and Kabiri (2019) advocated Iranian EFL teachers bring about more influential positive impacts for the continual advancement of students' L2 speaking skills along with self-efficacy levels through more enjoyable speaking learning circumstances guiding them to hone their communicative competencies throughout a daily basis. Demirel, Turkel, and Aydin (2020) also revealed the paramount need for Turkey EFL teachers to everlastingly nurture students' L2 speaking self-efficacy to successfully breed more qualified future professionals in the future working worlds. In another relevant study, Karimi and Abaszadeh (2017) elucidated the crucial L2 speaking learning actions that should be immediately actualized by Iranian EFL teachers by incorporating more autonomy-supportive communicative teaching-learning environments in which all students are strongly motivated to forge their speaking skills and inherently make use of this similar spirit in their actual daily-basis with trusted learning companions. Lastly, Hermagustiana, Astuti, and Sucahyo (2021) confirmed that Indonesian EFL teachers need to integrate more contextual, pleasurable, anxiety-free L2 speaking learning vicinities for all students in the manifestation of small group discussions to ingrain more habitual speaking behavior within their tangible L2 communication practices concurrently impacting their desire to actualize the identical actions in their daily routines. The following interviewee excerpt also echoed the above-explicated conceptions.

[Student 2: *In my opinion, I think it is good to always improve myself. Personally, I like to learn new things so that by practicing more despite any obstacles, I believe that I should learn more in order to tackle my weakness in speaking.*]

Conclusion

Above all, it is worth emphasizing here that the successful nurturance of self-efficacy in EFL speaking learning contexts is heavily affected by both external and internal factors. Regarding the external factors, the incorporation of enjoyable and appropriate L2 speaking learning enterprises should be embodied at the onset of the

targeted learning trajectories to preserve students' motivation and self-confidence at a higher level while rehearsing their communicative target language competencies. Dealing with the internal factors, the robust optimistic lenses as well as self-beliefs should be ingrained strongly before students embark on particular L2 speaking learning activities to transfigure them into more life-long second language academicians longing to develop their communicative skills into the utmost levels in the light of continual speaking practices. Since this present qualitative study merely relied on the use of the narrative interview inquiries and involved a minimum number of research participants, a replication of this existing study should harness a considerable number of research instruments; questionnaire, interview questions, classroom observation, and teachers' journaling as well as inviting plenty research participants deriving from various universities in this archipelago to produce more generalizable, robust, and durable research results significant for the substantial EFL speaking learning enterprises progression.

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