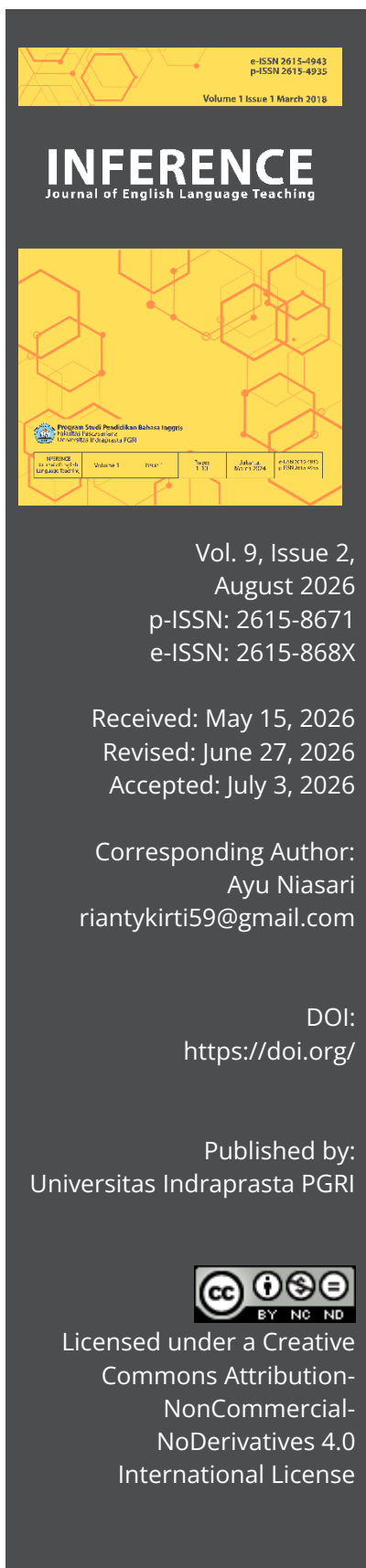




RESEARCH ARTICLE

THE EFFECTS OF PERCEPTION ON LEARNING MEDIA AND SELF-EFFICACY TOWARDS STUDENTS' SPEAKING SKILLS

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Abstract: This study aimed to examine (1) the effect of students' perceptions of learning media on their speaking skills, (2) the effect of self-efficacy on speaking skills, and (3) the combined effect of both variables on speaking skills. A quantitative method with a survey design was applied, involving a population of state junior high school students in Lampung. A total of 91 students were selected through random sampling. Data were collected using three instruments: a questionnaire on perceptions of learning media, a self-efficacy scale, and a speaking skills test. The data were analyzed through multiple linear regression using SPSS version 25. The results indicated that perceptions of learning media significantly influenced speaking skills ($\text{Sig} = 0.038 < 0.05$; $t = 2.532$), self-efficacy also significantly affected speaking skills ($\text{Sig} = 0.029 < 0.05$; $t = 2.485$), and both variables together had a significant simultaneous effect ($\text{Sig} = 0.044 < 0.05$; $F = 3.299$). These findings suggest that perceptions of learning media and self-efficacy play crucial roles in improving students' speaking skills.

Keywords: Effect perception, learning media; self-efficacy; students' Speaking Skills; perception of learning media.

PENGARUH PERSEPSI TERHADAP MEDIA PEMBELAJARAN DAN SELF-EFFICACY TERHADAP KETERAMPILAN BERBICARA SISWA

Abstrak: Penelitian ini bertujuan untuk menganalisis: (1) pengaruh persepsi siswa terhadap media pembelajaran terhadap keterampilan berbicara, (2) pengaruh efikasi diri terhadap keterampilan berbicara, dan (3) pengaruh simultan persepsi media pembelajaran dan efikasi diri terhadap keterampilan berbicara. Penelitian ini menggunakan metode kuantitatif dengan desain survei, melibatkan populasi siswa SMP Negeri di Lampung. Sebanyak 91 siswa dipilih melalui random sampling. Instrumen penelitian meliputi kuesioner persepsi media pembelajaran, skala efikasi diri, dan tes keterampilan berbicara. Data dianalisis menggunakan regresi linier berganda dengan bantuan perangkat lunak SPSS versi 25. Hasil penelitian menunjukkan bahwa persepsi siswa terhadap media pembelajaran berpengaruh signifikan terhadap keterampilan berbicara ($\text{Sig} = 0,038 < 0,05$; $t = 2,532$), efikasi diri juga berpengaruh signifikan ($\text{Sig} = 0,029 < 0,05$; $t = 2,485$), serta kedua variabel secara simultan berpengaruh signifikan ($\text{Sig} = 0,044 < 0,05$; $F = 3,299$). Temuan ini menegaskan bahwa persepsi terhadap media pembelajaran dan efikasi diri merupakan faktor penting dalam meningkatkan keterampilan berbicara siswa.

Kata kunci: Persepsi pengaruh; media pembelajaran; self-efficacy; keterampilan berbicara siswa; persepsi media pembelajaran

INTRODUCTION

English has become the lingua franca of international communication, academic exchange, and global business. Among the four language skills, speaking is considered the most challenging for English as a Foreign Language (EFL) learners because it requires not only linguistic knowledge but also real-time interaction, fluency, accuracy, confidence, and communicative competence (Brown, 2007; Harmer, 2007). In Indonesia, despite the integration of English in the national curriculum from the secondary school level, students' speaking ability remains relatively low compared to other skills such as reading and grammar (Sari & Santoso, 2020). The EF English Proficiency Index (2023) placed Indonesia at rank 81 out of 112 countries, with a score of 469, far below the global average of 502, highlighting persistent difficulties in developing speaking competence.

One of the key reasons for the weakness in speaking proficiency among Indonesian students lies in the traditional teacher-centered methods that dominate classroom practices. These methods often emphasize grammar translation, reading comprehension, and written exercises, while offering limited opportunities for oral practice. Consequently, students lack exposure to authentic communicative activities, experience high levels of anxiety, and demonstrate low confidence in speaking English (Horwitz et al., 1986; Richards, 2008). Such learning conditions result in poor communicative performance and hinder the development of effective oral communication skills.

Two major factors have been identified in the literature as crucial in improving students' speaking performance: **self-efficacy** and **learning media**. Self-efficacy, as defined by Bandura (1997), refers to learners' belief in their ability to perform specific tasks successfully. Students with high self-efficacy are more likely to engage in speaking activities, take risks, persist in practice, and recover from mistakes, whereas those with low self-efficacy tend to avoid speaking tasks, experience higher anxiety, and make less progress (Pajares, 2002; Zhang & Ardasheva, 2019). Empirical studies in Indonesia have confirmed this relationship. For instance, Darojah & Aminin (2023) reported a moderate positive correlation ($r = .667$, $p < .05$) between self-efficacy and speaking skills among junior high school students, while Radjuni et al. (2024) found a strong correlation ($r = .713$, $p < .05$) at the university level.

In addition to psychological readiness, the integration of **learning media** in classroom instruction has been widely acknowledged as an effective means of enhancing speaking performance. Learning media include traditional visual aids, audio-visual materials, digital applications, and interactive platforms that facilitate language learning by providing contextual input, encouraging participation, and creating engaging environments. Mayer's (2009) Cognitive Theory of Multimedia Learning emphasizes that learners process information more effectively through a combination of verbal and visual channels. For speaking skills in particular, media such as videos, animations, interactive apps,

and real-time communication tools have been shown to improve fluency, vocabulary acquisition, and confidence (Arsyad, 2020; Mardiah et al., 2023; Puspitasari & Kurniawan, 2021).

Despite the established importance of self-efficacy and learning media, much of the existing research tends to examine them separately or focus on specific tools such as YouTube, WhatsApp, or animation-based resources. Very few studies have explored the **combined effects of students' perception of learning media and their self-efficacy on speaking skills**, particularly at the junior high school level in provincial settings like Lampung. Most previous studies are also concentrated in urban or university contexts, where access to advanced technological tools is more prevalent. This leaves a research gap regarding how junior high school students in smaller cities or semi-rural areas perceive and benefit from learning media, and how their self-efficacy interacts with these perceptions to influence their speaking performance.

Lampung provides a unique socio-educational context for investigating these relationships. As a growing province with expanding internet penetration, schools in Lampung are beginning to integrate digital media in classroom learning. However, not all students and teachers are equally familiar or comfortable with these tools. Understanding students' perceptions of learning media and their self-efficacy levels is therefore crucial for designing more effective English instruction strategies. Positive perceptions of learning media can motivate students, increase engagement, and reduce anxiety, while high self-efficacy can empower them to participate actively and persist in improving their speaking ability. When combined, these factors have the potential to create significant improvements in speaking skills.

Based on this background, the present study aims to examine:

1. The effect of students' perceptions of learning media on their speaking skills.
2. The effect of self-efficacy on students' speaking skills.
3. The simultaneous effect of students' perceptions of learning media and self-efficacy on speaking skills.

The findings of this research are expected to make both **theoretical and practical contributions**. Theoretically, the study enriches the literature on EFL speaking by highlighting the interaction between affective (self-efficacy) and instructional (learning media) factors in speaking performance. Practically, the study provides insights for teachers, curriculum developers, and policymakers on how to design speaking instruction that integrates suitable media and fosters students' confidence. This can be especially beneficial for junior high school contexts in Lampung and other similar regions in Indonesia.

RESEARCH METHOD

This study employed a quantitative survey design to investigate the effects of students' perception of learning media and self-efficacy on their speaking skills. The approach was chosen because it allows for the measurement of relationships among variables using statistical analysis, thereby providing empirical evidence of the extent to which the independent variables influence the dependent variable (Creswell, 2014).

1. Research Design

The design combined descriptive and correlational elements. The descriptive aspect sought to portray students' levels of perception of learning media, self-efficacy, and speaking skills, while the correlational aspect examined the strength and direction of the relationships among these

variables. Multiple regression analysis was used to determine both individual and simultaneous effects of perception of learning media (X1) and self-efficacy (X2) on speaking skills (Y).

2. Location and Time of the Research

The participants in this study were junior high school students enrolled in a state junior high school in Lampung Regency, Indonesia. The sampling method used was purposive sampling, targeting students who had been exposed to perception of learning media. Inclusion criteria involved students currently enrolled in English speaking classes, while exclusion criteria ruled out students who had not received instruction related to perception of learning media. Demographic details, such as age and grade level, were documented to support analysis

3. Population and Sample

The population consisted of all eighth-grade students from the two participating schools, totaling 1,080 students (648 from State Junior High School 1 and 432 from State Junior High School 2). To determine the appropriate sample size, the Slovin formula with a 5% margin of error was applied, yielding a sample size of 91 students. Random sampling was employed to ensure that each student in the population had an equal chance of being selected, thereby improving representativeness and reducing bias (Sudjana, 2018).

4. Data Collection Instrument

Three main instruments were developed to collect the data:

1. Speaking Skills Test

Students' speaking performance was assessed using a performance-based task. They were asked to perform short monologues and dialogues in English. The test was evaluated using a rubric adapted from Hughes (2003), which measured five components: grammar, vocabulary, pronunciation, fluency, and comprehensibility. Each component was rated on a 4-point scale, resulting in a composite score that reflected overall speaking ability.

2. Perception of Learning Media Questionnaire (X1)

This questionnaire measured students' perceptions of learning media across five indicators: usefulness, ease of use, motivation, engagement, and confidence boost. The instrument consisted of 45 items rated on a five-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). Higher scores indicated more positive perceptions. Validity testing using Pearson Product Moment correlation revealed that all items had r-values exceeding the critical r-table value of 0.361, confirming their validity. Reliability analysis using Cronbach's Alpha yielded a coefficient above 0.70, indicating acceptable internal consistency.

3. Self-Efficacy Questionnaire (X2)

Self-efficacy was measured through 45 items also rated on a five-point Likert scale. The indicators included speaking confidence, task mastery, risk-taking willingness, response to feedback, and motivation to improve. Similar to the perception questionnaire, validity and reliability tests confirmed that all items were valid and reliable (Cronbach's Alpha > 0.70).

5. Data Collection Procedure

Prior to data collection, permission was obtained from the school principals and English teachers. The students were informed about the purpose of the study, assured of confidentiality, and asked to provide informed consent. The questionnaires were administered in classrooms under the supervision of the researcher, with clear instructions provided to ensure accurate responses. The speaking test was conducted individually and recorded for further evaluation by two raters to minimize subjectivity and enhance inter-rater reliability.

6. Data Analysis Techniques

The collected data were analyzed using SPSS version 25. The steps included:

- a. Descriptive Statistics

- b. To describe the distribution of students' scores on each variable, mean, standard deviation, minimum, and maximum values were calculated. Frequency distributions and histograms were also produced.
- c. Assumption Testing
Prior to hypothesis testing, statistical assumptions were checked. These included:
 1. Normality Test, using the Kolmogorov-Smirnov test.
 2. Linearity Test, to verify the linear relationship between independent and dependent variables.
 3. Multicollinearity Test, using Variance Inflation Factor (VIF) to ensure that the independent variables were not highly correlated.
 4. Heteroscedasticity Test, to confirm that the variance of residuals was constant across predicted values.
- d. Hypothesis Testing
Multiple regression analysis was applied to test of three hypotheses:
 1. H1: There was a significant effect of perception of learning media on speaking skills.
 2. H2: There was a significant effect of self-efficacy on speaking skills.
 3. H3: There was a significant simultaneous effect of perception of learning media and self-efficacy on speaking skills.

The level of significance was set at $\alpha = 0.05$. A variable was considered significant if its p-value was below 0.05

RESULTS AND DISCUSSION

1. Results

a. Descriptive Statistics

The descriptive analysis provided an overview of students' perception of learning media, self-efficacy, and speaking skills. The data were collected from 91 junior high school students across two state schools in Lampung. Table 1 presents the summary of descriptive statistics.

Table 1

Research Data Description

		Statistics		
		Perception on Learning Media	Self - Efficacy	Speaking Skills
N	Valid	91	91	91
	Missing	0	0	0
Mean		150.43	148.11	63.66
Median		149.00	143.00	64.00
Mode		132	135	62 ^a
Std. Deviation		22.173	22.334	4.631
Range		132	135	18
Minimum		88	90	55
Maximum		220	225	73

a. Multiple modes exist. The smallest value is shown

The findings indicate that, on average, students showed moderately positive perceptions of learning media, relatively high levels of self-efficacy, and speaking skills scores that were above the midpoint of the scale. However, the standard

deviation suggests variability among students, indicating that not all learners benefited equally from learning media or possessed similar levels of self-efficacy.

b. Assumption Testing

Prior to regression analysis, several statistical assumptions were tested.

1. Normality Test: The Kolmogorov-Smirnov test revealed significance values greater than 0.05 for all variables, confirming normal distribution of the data.
2. Linearity Test: Both X1–Y and X2–Y relationships showed linear patterns, as indicated by significance values below 0.05.
3. Multicollinearity Test: Variance Inflation Factor (VIF) values were below 10, indicating no multicollinearity between independent variables.
4. Heteroscedasticity Test: The scatterplot of residuals showed random distribution, confirming homoscedasticity.

These results validated the use of multiple regression analysis for hypothesis testing

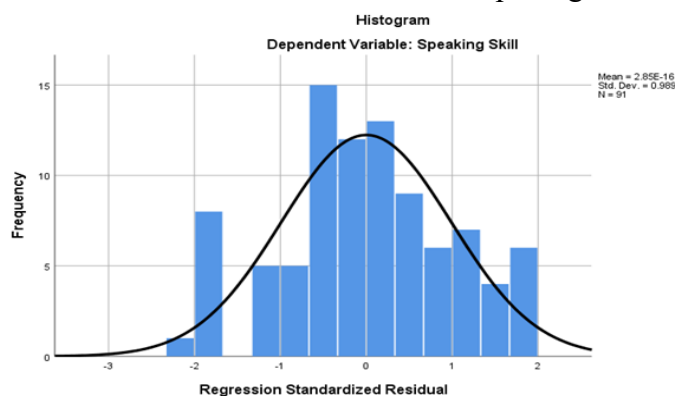


Figure 1
Histogram of Descriptive Speaking Skills Scores

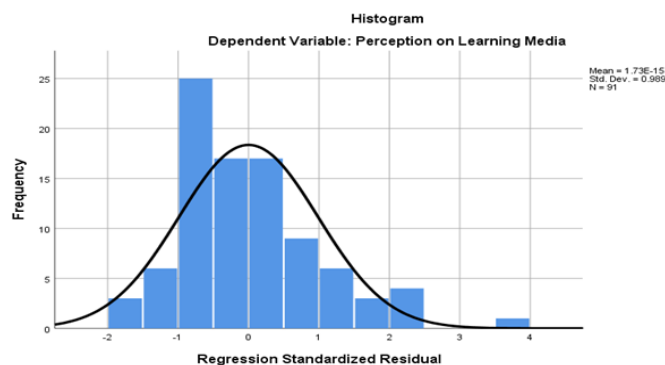


Figure 2
Histogram of Descriptive Perception on Learning Media

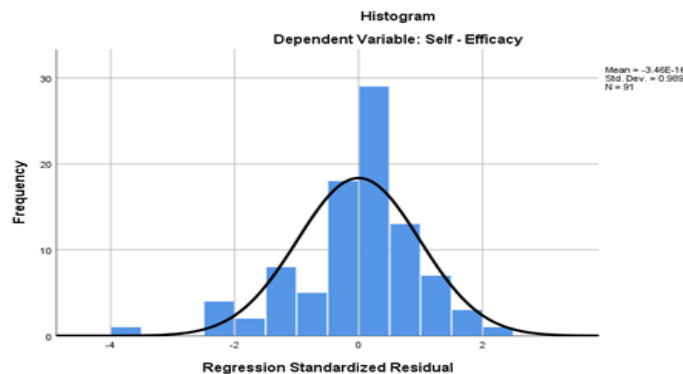


Figure 3
Histogram of Descriptive Self-Efficacy

c. Hypothesis Testing

1. The Effect of Perception of Learning Media on Speaking Skills

Regression analysis revealed that perception of learning media significantly influenced speaking skills, with a t-value of 2.532 and a p-value of 0.038 (< 0.05). This indicates that students who perceived learning media as useful, engaging, and supportive tended to achieve better speaking performance.

2. The Effect of Self-Efficacy on Speaking Skills

Self-efficacy was also found to have a significant effect on speaking skills, with a t-value of 2.485 and a p-value of 0.029 (< 0.05). This result suggests that students with higher confidence and persistence in learning English performed better in speaking tasks.

3. The Simultaneous Effect of Perception of Learning Media and Self-Efficacy on Speaking Skills

The simultaneous regression analysis showed an F-value of 3.299 and a p-value of 0.044 (< 0.05). This confirms that both perception of learning media and self-efficacy jointly contributed to improvements in speaking skills.

Table 3
Model Summary of Multiple Correlation

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781 ^a	.694	.926	6.609
a. Predictors: (Constant), Self - Efficacy, Perception on Learning Media				
b. Dependent Variable: Speaking Skill				

Table 4

Recapitulation of the Calculation Results of the Significance Test of the Regression Coefficients for the Influence of Variables X1 and X2 on Variable Y

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1251.168	2	625.584	3.299	.044 ^b
	Residual	10999.881	89	189.653		
	Total	12251.049	91			

a. Dependent Variable: Speaking Skills

b. Predictors: (Constant), Self-Efficacy, Perception on Learning Media

Table 5

Recapitulation of the Calculation Results of the Regression Line Equation for the Influence of Students' Perception of Perception on Learning Media (X1) and Self-Efficacy (X2) on Speaking Skills (Y)

		Coefficients ^a			
		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	Sig.
Model					
1	(Constant)	69.301	13.378		5.172
	Perception on Learning Media	.642	.159	.625	2.532
	Self - Efficacy	.825	.122	.972	2.485

a. Dependent Variable: Speaking Skill

2. Discussion

a. The Effect of Perception of Learning Media on Speaking Skills

The findings demonstrate that students' perceptions of learning media positively influence their speaking skills. This aligns with Mayer's (2009) Cognitive Theory of Multimedia Learning, which posits that learners achieve better outcomes when instructional content is delivered through multimodal channels. When students perceive learning media as relevant, accessible, and engaging, they are more motivated to participate in speaking activities.

Previous studies in the Indonesian context support this finding. Rahma et al. (2023) found that digital media tools, when perceived positively, enhanced student engagement and willingness to communicate in English. Similarly, Puspitasari and Kurniawan (2021) reported that video-dubbing activities significantly improved speaking skills and reduced learners' anxiety. These results collectively indicate that positive perception of media not only increases participation but also reduces affective barriers such as nervousness and fear of making mistakes.

In the case of Lampung junior high schools, where technology integration is still developing, students who viewed media positively were able to take advantage of resources such as videos, flashcards, and educational apps to enhance vocabulary, pronunciation, and fluency. Thus, perception acts as a psychological gateway that determines whether students engage with or resist media-based learning.

b. The Effect of Self-Efficacy on Speaking Skills

The study also confirmed that self-efficacy significantly affects speaking performance. Students with strong beliefs in their speaking abilities tended to participate more actively, sustain their efforts, and recover quickly from mistakes. This supports Bandura's (1997) theory that self-efficacy shapes motivation, effort, and resilience in learning contexts.

Empirical evidence from other studies reinforces this outcome. Darojah & Aminin (2023) found a positive correlation between self-efficacy and speaking skills among junior high students, while Radjuni et al. (2024) observed a similar pattern among university students. In addition, Febriani (2022) showed that self-efficacy, combined with independent learning, accounted for significant improvements in speaking proficiency.

In this study, students with higher self-efficacy displayed greater confidence in oral tasks, took risks in using new vocabulary, and demonstrated persistence despite difficulties.

Conversely, those with lower self-efficacy were more hesitant, avoided participation, and showed limited progress. This highlights the importance of fostering self-efficacy through supportive classroom practices, encouragement, and gradual exposure to speaking challenges.

c. The Simultaneous Effect of Perception of Learning Media and Self-Efficacy on Speaking Skills

Perhaps the most important finding is that perception of learning media and self-efficacy jointly influenced speaking performance. When students simultaneously had positive views of media and strong self-belief, they showed better fluency, vocabulary use, and pronunciation. This synergy between instructional tools and psychological readiness supports the notion that effective learning requires both external and internal factors to be aligned.

The finding resonates with Zhang & Ardasheva's (2019) assertion that speaking competence is shaped not only by linguistic input but also by motivational and affective variables. In the Lampung context, the combination of engaging media and supportive self-beliefs created an environment where students were willing to take risks, participate actively, and persist in improving their speaking skills.

From a pedagogical perspective, the result emphasizes that neither learning media nor self-efficacy alone is sufficient. Teachers must design lessons that integrate interactive and meaningful media while also nurturing students' confidence. For example, teachers can employ video-based role plays while providing consistent encouragement and constructive feedback, thereby reinforcing both perception and efficacy simultaneously.

d. Implications for Practice

The findings of this study carry several important implications:

1. For Teachers: Teachers should not only select appropriate learning media but also guide students to recognize their usefulness and relevance. Moreover, teachers need to cultivate students' self-efficacy by providing opportunities for success, modeling effective communication, and offering positive reinforcement.
2. For Curriculum Developers: English curricula should integrate media-rich activities that promote speaking skills, while also embedding strategies to build confidence and resilience.
3. For Policymakers: Investment in infrastructure to support digital learning media is crucial, especially in semi-rural contexts like Lampung. Training programs for teachers should emphasize not only technical use of media but also psychological strategies to boost student self-efficacy.

CONCLUSIONS

This study investigated the effects of students' perception of learning media and self-efficacy on their speaking skills at two state junior high schools in Lampung, Indonesia. By employing a quantitative survey design with a sample of 91 students, the research provided empirical evidence of how instructional and psychological factors jointly contribute to speaking performance.

The results revealed three key findings. First, students' perception of learning media significantly influenced their speaking skills. Learners who viewed learning media as useful, accessible, and engaging achieved higher performance in speaking tasks. This suggests that perception acts as a motivational filter that determines how effectively students utilize instructional tools. Second, self-efficacy was found to have a significant impact on speaking ability. Students with greater confidence and persistence demonstrated better fluency, vocabulary use, and pronunciation, consistent with Bandura's (1997) theory that efficacy beliefs shape learning outcomes. Third, the study confirmed that perception of learning media and self-efficacy jointly influenced speaking performance, indicating that external instructional resources and internal psychological readiness must work together to maximize learning outcomes.

These findings carry important implications. For teachers, the results highlight the need to integrate media-rich speaking activities while simultaneously fostering students' confidence through supportive feedback, scaffolding, and modeling. For curriculum designers, the study underscores the importance of embedding digital and interactive media into English instruction, particularly activities that provide authentic communicative contexts. For policymakers, the findings emphasize the necessity of strengthening infrastructure and teacher training to promote both the technical and psychological dimensions of English learning.

Despite its contributions, this research has certain limitations. The sample size was relatively small and limited to two schools in Lampung, which may restrict the generalizability of the findings. Future studies could expand the population to include more schools across different regions, incorporate longitudinal designs to examine changes over time, or explore other psychological variables such as anxiety, motivation, or learner autonomy. Qualitative methods such as interviews or classroom observations could also enrich understanding by capturing students' lived experiences with learning media and self-efficacy in speaking contexts.

In conclusion, the study demonstrates that improving speaking performance among junior high school students requires a dual focus: enhancing students' positive perceptions of learning media and strengthening their self-efficacy. By aligning technological tools with psychological empowerment, educators and policymakers can create more effective and supportive environments for English language learning. Ultimately, these efforts can contribute to raising students' communicative competence and preparing them to engage confidently in global contexts.

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