

THE RELATIONSHIP BETWEEN SELF-EFFICACY AND SPEAKING ANXIETY AMONG PGSD STUDENTS IN ASSISTING ENGLISH SPEAKING LESSONS AT THE ELEMENTARY LEVEL

Rifhani Handayani L¹, Faidah Yusuf², A. Muh. Ali³

¹PGSD, FIP, Universitas Negeri Makassar

²PGSD, FIP, Universitas Negeri Makassar

³PGSD, FIP, Universitas Negeri Makassar

¹Rifhani.handayani@unm.ac.id

ABSTRACT

This study investigated the relationship between self-efficacy and speaking anxiety among students of the Primary School Teacher Education (PGSD) program in assisting English speaking lessons at the elementary level. Employing a quantitative correlational design, data were collected from 83 students of the 2023 PGSD cohort at Universitas Negeri Makassar, selected through simple random sampling using Slovin's formula. Two validated instruments were used: the Self-Efficacy Scale and the Speaking Anxiety Scale, both showing good reliability ($\alpha = .82$ and $.79$). Data analysis involved descriptive statistics, Pearson's correlation, and Kendall's tau-b. The findings revealed a significant negative correlation between self-efficacy and speaking anxiety ($r = -.290$, $p = .008$; $\tau = -.252$, $p = .002$), indicating that students with higher self-efficacy tended to experience lower levels of speaking anxiety. These results emphasize the critical role of affective factors in pre-service teacher preparation, particularly within structured programs such as Asistensi Mengajar di Satuan Pendidikan (AMSD), Pengenalan Lapangan Persekolahan (PLP) 1, and PLP 2, where PGSD students serve as teaching assistants. The study suggests that pedagogical strategies such as microteaching, peer collaboration, and reflective practice may enhance self-efficacy and reduce speaking anxiety, thereby improving pre-service teachers' readiness to support English speaking instruction at the elementary level.

Keywords: self-efficacy, speaking anxiety, PGSD students, pre-service teacher readiness

ABSTRAK

Penelitian ini bertujuan untuk menganalisis hubungan antara efikasi diri dan kecemasan berbicara pada mahasiswa Pendidikan Guru Sekolah Dasar (PGSD) dalam konteks pendampingan pembelajaran berbicara Bahasa Inggris di tingkat sekolah dasar. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional dan melibatkan 83 mahasiswa PGSD angkatan 2023 Universitas Negeri Makassar yang dipilih secara acak sederhana menggunakan rumus Slovin. Data dikumpulkan melalui dua instrumen terstandar, yaitu Skala Efikasi Diri dan Skala Kecemasan Berbicara, yang keduanya menunjukkan reliabilitas baik ($\alpha = .82$ dan $.79$). Analisis data dilakukan menggunakan statistik deskriptif, korelasi Pearson, dan Kendall's tau-b. Hasil penelitian menunjukkan hubungan negatif yang signifikan antara efikasi diri dan kecemasan berbicara ($r = -.290$, $p = .008$; $\tau = -.252$, $p = .002$),

yang berarti semakin tinggi efikasi diri mahasiswa, semakin rendah tingkat kecemasan berbicaranya. Temuan ini menegaskan pentingnya faktor afektif dalam persiapan calon guru, khususnya dalam program AMSD, PLP 1, dan PLP 2, di mana mahasiswa berperan sebagai asisten mengajar. Studi ini merekomendasikan strategi pedagogis seperti microteaching, kolaborasi antar rekan, dan refleksi sistematis untuk meningkatkan efikasi diri dan menurunkan kecemasan berbicara guna memperkuat kesiapan mengajar Bahasa Inggris di sekolah dasar.

Kata kunci: efikasi diri, kecemasan berbicara, mahasiswa PGSD, kesiapan calon guru

A. Introduction

English proficiency is widely recognized as an essential skill for addressing the demands of the 21st century. As an international language, English functions not only as a means of global communication but also as an entry point to science, technology, and international economic opportunities (Karacaoğlu, 2025). Within educational policy frameworks, English has been acknowledged as a core component of 21st-century competencies (Skourdoumbis & Madkur, 2020) and has also been integrated into Indonesia's national education policy (Kırbaş & Bulut, 2024).

In Indonesia, English has been introduced in many public and private elementary schools as a local content subject. This policy requires primary school teachers, including pre-service teachers from Primary School Teacher Education (PGSD) programs,

to possess at least basic competence in supporting English instruction (Alrashdi, 2024). PGSD students are prepared to teach multiple subjects, including English, despite not having a language-teaching background (Putri & Mangunsong, 2024). Under the Merdeka Curriculum, English may be offered as an elective subject, which necessitates that PGSD students acquire sufficient oral communication skills to effectively assist in classroom instruction (Kemendikbudristek, 2022).

At this stage, PGSD students are not yet permitted to conduct full classroom teaching independently. Instead, participation is required in structured programs such as *Asistensi Mengajar Sekolah Dasar* (AMSD), *Pengenalan Lapangan Persekolahan* (PLP) 1, and *Pengenalan Lapangan Persekolahan* (PLP) 2, during which students serve as teaching assistants. Their responsibilities typically include

observing classroom dynamics, preparing instructional materials, supporting group activities, and assisting teachers in guiding students during English speaking lessons. Although their role is supportive in nature, confidence and basic oral English competence remain essential for effective participation.

The concept of teaching readiness has frequently been employed to describe the preparedness of pre-service teachers for instructional activities. Teaching readiness is multidimensional, encompassing motivational, cognitive, and practical aspects (Kalimova et al., 2022). Importantly, readiness is not determined solely by pedagogical knowledge but also by affective factors, two of which are self-efficacy and speaking anxiety.

Self-efficacy refers to an individual's belief in the ability to accomplish specific tasks (Bandura, 1977, 1982). Higher levels of self-efficacy are typically associated with greater confidence, persistence, and adaptability in instructional settings. By contrast, speaking anxiety—defined as nervousness, worry, or fear when using a foreign language—can

undermine performance (Ansari, 2015; Kralova & Tirpakova, 2019). For PGSD students assisting in English lessons, elevated speaking anxiety may lead to avoidance of active participation, hesitation in communication, or limited effectiveness in supporting instruction.

Studies in Indonesia, such as Tutyandari (2022), have demonstrated that while pre-service teachers often perceive themselves as adequately prepared in certain areas, they lack confidence in others, particularly in teaching English speaking. Likewise, more recent research has shown that teaching readiness encompasses not only pedagogical knowledge and skills but also attitudes, actions, and contextual awareness that contribute to student learning (Cirocki, Anam, & Ramadhan, 2025). Findings in this area suggest that PGSD students' readiness is frequently categorized as moderate, with notable weaknesses in practical and affective domains.

Furthermore, empirical evidence has consistently indicated a negative association between self-efficacy and speaking anxiety. High levels of self-efficacy are generally correlated with lower levels of

speaking anxiety, whereas low self-efficacy is linked to heightened anxiety (Šafranĳ, Gak, & Bulatović, 2022). This relationship is particularly relevant for PGSD students engaged in AMSD, PLP 1, and PLP 2 programs, where the ability to assist in English speaking lessons depends not only on language competence but also on psychological readiness (Waluyo, Zahabi, & Panmei, 2025).

Despite its significance, research focusing specifically on self-efficacy and speaking anxiety among PGSD students in Indonesia remains limited. Most prior studies have concentrated on English education majors or in-service teachers, whereas PGSD students differ in their role as multi-subject pre-service teachers who participate in structured programs such as AMSD, PLP 1, and PLP 2. These programs place them in the unique position of serving as teaching assistants rather than full classroom teachers, making their psychological readiness—particularly their self-efficacy and speaking anxiety—especially relevant. By situating the study within this context, the present research not only addresses a gap in Indonesian scholarship but also introduces a

novel perspective on how affective factors shape teaching readiness in the early stages of professional preparation.

B. Methodology

This study employed a quantitative approach with a correlational design, which is appropriate for examining the relationship between two psychological variables (Creswell, 2014). The research was focused on analyzing the relationship between self-efficacy and speaking anxiety among students of the Primary School Teacher Education (PGSD) program in the context of assisting English speaking lessons at the elementary level. The population consisted of all PGSD students of the 2023 cohort at the Faculty of Education, Universitas Negeri Makassar, totaling approximately 712 students. This cohort was selected because fundamental coursework had been completed and students were already engaged in subject-specific pedagogy, making them appropriate respondents for the study. The sample size was determined using Slovin's formula with a 10% margin of error, resulting in a minimum of 83 respondents. A simple random sampling technique was

applied to provide equal probability of selection for each student.

The research instrument was a closed-ended questionnaire consisting of two scales. The Self-Efficacy Scale (10 items) was adapted from Bandura (1977, 1982) and the University of Sydney (2023), while the Speaking Anxiety Scale (10 items) was adapted from Ansari (2015), Kralova and Tirpakova (2019), and Asan and Çeliktürk-Sezgin (2018). Both instruments employed a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Reliability testing indicated acceptable internal consistency, with Cronbach's alpha values of .82 for the Self-Efficacy Scale and .79 for the Speaking Anxiety Scale. Data were collected through the administration of questionnaires to the selected respondents, with voluntary participation and informed consent obtained prior to distribution. Anonymity and confidentiality of responses were assured, and ethical procedures were carefully observed throughout the research process.

The collected data were analyzed using descriptive statistics, including mean, standard deviation,

and frequency distribution, to illustrate the levels of self-efficacy and speaking anxiety. Pearson's correlation coefficient (r) was employed to examine the relationship between the two variables when the assumption of normality was satisfied, whereas Kendall's tau-b was applied as a non-parametric alternative when the assumption was not met. A significance level of $\alpha = 0.05$ was adopted for all statistical tests.

C. Result And Discussions

1. Result

This section presents the findings of the study, comprising descriptive statistics, assumption testing, and inferential analyses. The presentation of results begins with an overview of the respondents' characteristics, followed by the distribution of scores on self-efficacy and speaking anxiety, and concludes with the statistical analyses conducted to examine the relationship between the two variables.

a. Descriptive Statistics

The descriptive statistics analysis was conducted to provide an overview of self-efficacy and speaking anxiety among PGSD students. A total

of 83 valid responses were obtained for both variables. The self-efficacy scores yielded a mean of 28.55 (SD = 4.64), with scores ranging from 13 to 40. In comparison, the speaking anxiety scores produced a mean of 26.92 (SD = 4.74), with a range of 16 to 36. These results indicate a considerable variation in both self-efficacy and speaking anxiety across respondents, reflecting differences in individual experiences and perceptions.

Table 1. Descriptive Statistics of Variables

Descriptive Statistics

	Self Efficacy	Speaking Anxiety
Valid	83	83
Mean	28.55	26.92
Std. Deviation	4.636	4.735
Minimum	13.00	16.00
Maximum	40.00	36.00
Sum	2,370	2,234

b. Test of Assumptions

The normality of the data was assessed using the Shapiro–Wilk test, which yielded a value of $W = 0.937$ with a significance level of $p < .001$. As the significance value was below the threshold of 0.05, the data distribution did not satisfy the assumption of normality. Accordingly, in addition to Pearson’s correlation, a non-parametric test (Kendall’s tau-b) was employed to examine the relationship between self-efficacy and speaking anxiety.

Table 2. Correlation between Self-Efficacy and Speaking Anxiety

Shapiro-Wilk Test for Bivariate Normality

		Shapiro-Wilk	p
Self Efficacy	Speaking Anxiety	0.937	< .001

c. Inferential Statistics

Inferential statistical analysis was conducted to examine the relationship between self-efficacy and speaking anxiety among PGSD students. Pearson’s correlation

coefficient indicated a significant negative relationship between the two variables ($r = -0.290$, $p = .008$), reflecting that higher levels of self-efficacy were associated with lower levels of speaking anxiety. The magnitude of the correlation suggests a low to moderate association between the constructs.

Since the assumption of normality was not satisfied, Kendall's tau-b was applied as a non-parametric alternative. The analysis confirmed a significant negative relationship between self-efficacy and speaking anxiety ($\tau = -0.252$, $p = .002$). The consistency of findings across both tests corroborates that the two variables are inversely related, indicating that higher levels of self-efficacy correspond to lower levels of speaking anxiety.

Table 3. Correlation between Self-Efficacy and Speaking Anxiety

Correlation Table

		Pearson		Kendall	
		r	p	tau	p
		B			
Self-Efficacy	Speaking Anxiety	-	-	-	-
	Self-Efficacy	0.290	.008	0.252	.002
	Speaking Anxiety	0.290	.008	0.252	.002
	Self-Efficacy	0.290	.008	0.252	.002
	Speaking Anxiety	0.290	.008	0.252	.002
	Self-Efficacy	0.290	.008	0.252	.002

A scatter plot with a fitted regression line was generated. As presented in Figure 1, the data points display a negative slope, indicating that higher self-efficacy scores were associated with lower speaking anxiety scores. Although some variability was observed across respondents, the overall trend aligns with the correlation analyses, which confirmed a

significant negative association between the two variables.

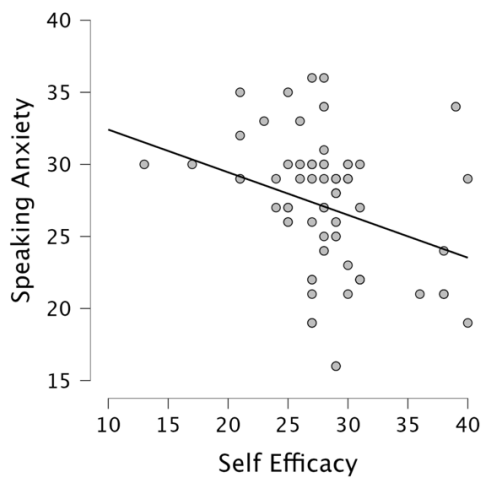


Figure 1. Scatter plot showing the negative relationship between self-efficacy and speaking anxiety

2. Discussions

The findings of this study demonstrated a significant negative relationship between self-efficacy and speaking anxiety among PGSD students. Higher levels of self-efficacy were associated with lower levels of speaking anxiety, whereas lower levels of self-efficacy were linked to greater anxiety. This result is consistent with Bandura's (1977, 1982) theoretical framework, which emphasizes that self-efficacy influences the regulation of emotions and the ability to perform effectively in challenging circumstances.

These findings corroborate previous research reporting an inverse relationship between the two variables. For instance, Šafranĳ, Gak, and Bulatović (2022) and Waluyo, Zahabi, and Panmei (2025) confirmed that increased self-efficacy is associated with reduced speaking anxiety. Similarly, Fu and Wang (2021) highlighted that self-efficacy enhances confidence and lowers psychological barriers in language-related tasks. In the Indonesian context, Tutyandari (2022) noted that pre-service teachers frequently encounter difficulties in affective readiness, particularly in relation to confidence when required to use English. This observation is aligned with the present findings, which underscore the central role of affective factors such as self-efficacy and speaking anxiety in shaping PGSD students' experiences.

The implications of these findings are particularly relevant in the context of PGSD programs, where students are not yet assigned full classroom teaching responsibilities but participate in structured programs such as Asistensi Mengajar di Satuan Pendidikan (AMSD) and Pengenalan Lapangan Persekolahan (PLP 1 and

PLP 2). Within these settings, students act as teaching assistants, engaging in classroom observation, preparation of instructional materials, and supporting teachers in managing classroom activities. The results indicate that students with higher levels of self-efficacy are more likely to engage actively and contribute meaningfully, while those experiencing higher speaking anxiety may be less participative and less effective in supporting instructional processes. Without a comprehensive understanding of how these two affective factors interact, programs such as AMSD and PLP risk prioritizing technical or pedagogical preparation while neglecting students' psychological readiness, which is equally critical for effective participation.

This study also contributes to the broader discourse on teaching readiness by demonstrating that affective factors constitute essential components of pre-service teacher preparation. As outlined by Cirocki, Anam, and Ramadhan (2025), teaching readiness is multidimensional, encompassing knowledge, skills, attitudes, and contextual awareness. The present

findings reinforce this view by highlighting that self-efficacy and speaking anxiety, as affective dimensions, play a significant role in influencing PGSD students' readiness to assist in English speaking lessons at the elementary level. Theoretically, the study enriches the literature by situating affective variables within the unique context of multi-subject pre-service teachers rather than language specialists, while practically it offers insights for strengthening teacher education programs in Indonesia and contributes to international discussions on the role of affective factors in shaping teaching readiness.

Despite these contributions, the study is not without limitations. The reliance on self-reported questionnaires may not fully reflect students' actual classroom practices, and the sample was confined to a single institution, thereby limiting the generalizability of the findings. Future research could address these limitations by including multiple institutions, incorporating classroom observations, or designing intervention-based studies aimed at enhancing self-efficacy and reducing speaking anxiety among PGSD students.

D. Conclusion

This study examined the relationship between self-efficacy and speaking anxiety among PGSD students in the context of assisting English speaking lessons at the elementary level. The findings indicated a significant negative correlation, suggesting that higher levels of self-efficacy were associated with lower levels of speaking anxiety, while lower levels of self-efficacy were associated with higher levels of anxiety.

These results underscore the significance of affective factors in pre-service teacher education, particularly within structured programs such as AMSD, PLP 1, and PLP 2, in which PGSD students function as teaching assistants. Self-efficacy contributes to the development of confidence and resilience, whereas speaking anxiety may limit active participation and reduce instructional effectiveness. Without adequate attention to these psychological aspects, programs such as AMSD and PLP risk emphasizing only technical and pedagogical skills while neglecting students' affective readiness, which is equally essential for effective participation.

Theoretically, this study extends the discourse on teaching readiness by situating self-efficacy and speaking anxiety within the distinctive context of multi-subject PGSD students, who differ from language-specialist pre-service teachers. Practically, the findings highlight the need for PGSD programs to integrate strategies that strengthen self-efficacy and mitigate speaking anxiety, such as structured microteaching, collaborative peer activities, and systematic reflective practices. Such measures are expected not only to enhance professional preparation in Indonesia but also to contribute to broader international discussions on the role of affective factors in shaping pre-service teacher readiness.

Future investigations may employ intervention-based approaches or comparative studies across institutions to provide broader evidence regarding the influence of self-efficacy and speaking anxiety on the teaching readiness of pre-service teachers.

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