J-Shelves of Indragiri (JSI)
https://ejournal-fkip.unisi.ac.id/shelves
Email: jsipbifkipunisi@gmail.com
DOI: https://doi.org/10.61672/jsi.v8i2.3027

November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

THE CORRELATION BETWEEN STUDENTS` SELF-EFFICACY AND THEIR SPEAKING SKILL AT ENGLISH STUDY PROGRAM ISLAMIC UNIVERSITY OF INDRAGIRI

Viorentina Romas[1*], Sri Erma Purwanti[2], Ahmad[3]
[1,2,3]Universitas Islam Indragiri, Indonesia
Author (s) Email: [1]viorentinaromas@gmail.com, [2]sri88erma@gmail.com, [3]ahmad@unisi.ac.id

*Corresponding Author Email: viorentinaromas@gmail.com

Article Info

Article History:
Received: 6-09-2026
Revised: 19-09-2026
Accepted: 29-10-2026
Published: 12-11-2026

Keywords:
Correlation;
Self-efficacy;
Speaking skill

Abstract

The importance of conducting this research is to determine whether students` self-efficacy influence students` speaking skill. Thus, students can understand how much students believe in their ability to succeed can affect their speaking skills. There is a gap between students' self-efficacy and students' speaking skills, namely, the results of research that have been conducted, which have different and inconsistent results. The objective of this research is to find out the correlation between students` self-efficacy and their speaking skill at English Study Program Islamic University of Indragiri. In this research, the researchers used a correlational research design. The population in this research was 2nd semester students, English Study Program Islamic University of Indragiri total of 19 students. To select the sample, the researchers used a total sampling technique consisting of 19 students. The research instruments used in this research to collect data were questionnaires and tests. The results of the data analysis show that the average students' self-efficacy is included in the moderate category, with a mean score of 65.6 in the range of 40-79. While the average students' speaking skill is included in the good category, with a mean score of 67.6 in the range of 61-80. To find out whether students' self-efficacy influences students' speaking skills, the researchers used SPSS 20 for Windows and employed the Pearson Product-Moment correlation formula to analyze data from both variables. Based on the results of the analysis using SPSS, it was obtained the significance value (2-tailed) was 0.546, which is greater than 0.05. This indicates that the null hypothesis (H_0) is accepted, while the alternative hypothesis (H_1) is rejected, it means there is no significant correlation between students` self-efficacy and their speaking skills. Additionally, the correlation coefficient (r=0.152) indicates a very low correlation. Therefore, it can be concluded that self-efficacy does not correlate with the speaking skills of students of the English Study Program at Islamic University of Indragiri.

November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

INTRODUCTION

Speaking is one of the most important skills to develop and improve when teaching and studying English. It is one of the best ways to share information and ideas with others. According to Fatimah et al (2021), states that speaking is a language skill that students need to master, because it can help us express expressions to other people, how to convey ideas and how to spell words well.

The problem in speaking is how students can speak fluently and confidently. When speaking, students practice pronouncing vocabulary and thinking about grammar in arranging the vocabulary into a sentence. So, to improve speaking skills, students need effort and confidence to be able to speak fluently. But in reality, being afraid of making mistakes when speaking English makes students less confident in their speaking skills. Often, students just keep quiet and do not speak until they are sure that what they want to convey is correct. Which makes them not practice speaking skills regularly.

Self-efficacy is one of the psychological factors that influences students' success or failure in speaking fluently. Self-efficacy is the belief in one's ability to successfully achieve goals, being confident that we can do anything we want by managing the way we think, feel, and behave. According to Bandura as cited in Lianto (2019:55-61), said “This theory refers to and individual`s belief in his ability to perform the tasks entrusted to him”.

There have been some research findings from previous studies investigating self-efficacy cases. Research conducted by Givency (2023) entitled *"Correlation Between Self-Efficacy and Speaking Achievement of Eleventh Grade Students of SMAN 1 Palangka Raya"*. This research was conducted to determine whether there is a correlation between self-efficacy and students' speaking achievement to help students improve their speaking skills. The results of the research obtained were that the level of students' self-efficacy was classified as moderate, and their level of speaking ability was classified as high. In conclusion, self-efficacy has a small or indirect effect on students' speaking performance, and the correlation is weak. Moreover, the research conducted by Wijayanti & Kher (2024), entitled “Students’ Self-Efficacy and English-Speaking Skills in Advanced Speaking

November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

Class: Do They Correlate?". This research aims to determine the relationship between students' self-efficacy and English speaking skills in Advanced Speaking classes. The results of the research indicate that there is no relationship between self-efficacy and students' speaking skills in Advanced Speaking class. The difference between previous research and the research conducted by the current researcher can be seen from the research sample used, where the researcher took a sample of 19 students of the English Study Program, 2nd semester, Indragiri Islamic University, while the previous research took samples from high school and advanced speaking classes. Another difference in the research instrument used is that the researchers took a monologue speaking test.

Researchers` observation, there were several problems faced by 2nd semester students English Study Program at Islamic University of Indragiri, namely students are lack of vocabulary, students can not build a sentence and students are not good at pronunciation yet. The researchers objective was to find out the correlation between students` self-efficacy and their speaking at English Study Program Islamic University of Indragiri. However, the researchers limit this study on the correlation between students` self-efficacy and their speaking skill at English Study Program Islamic University of Indragiri. Based on the limitation of the problem above, the researchers formulate the research question as follow: "Is there any significant correlation between students` self-efficacy and their speaking skill at English Study Program Islamic University of Indragiri?".

LITERATURE REVIEW

Definition of Speaking

Speaking is process of conveying or expressing ideas, thought, feelings and information from someone to another person. According to Brown (2004), stated that speaking is a productive skill that can be observed directly. Speaking is often associated with the accuracy and effectiveness of listening skills. In line with that, Suharja (2020) stated that speaking is a productive skill where speaking is also one of the skills that must be mastered by language learners to acquire a new language. And then Harmer quoted in (Ambarita, et al 2023), stated that speaking

November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

is a discussion between two individuals involves listening and speaking, these two things determine whether or not the information provided is conveyed. Based on several definitions of speaking above, speaking is a productive skill and process of deliver information, thought, feeling from someone to other people.

According to Safitriani & Jayadi (2021), there are several things that a good speaker usually does as follows: read out loud, speak slowly, do not be afraid of making mistakes, practice and prepare, and set our mindset.

1) Read out loud

   Read out loud can help practice pronunciation in speaking. Apart from that, practicing pronunciation can help us get used to pronouncing words or sentences in English and build self-confidence.

2) Speak slowly

   Speaking slowly can help us clarify our pronunciation and help us be more relaxed when speaking English.

3) Do not afraid of making mistake

   Making mistakes can help us learn many things; by knowing our mistakes, we can correct them. We can learn from the mistakes we make to improve our speaking skills.

4) Practice and prepare

   Practicing and preparing ourselves before speaking in front of people, can help us understand and know what we want to talk about.

5) Set our mindset

   Having positive thoughts can help us to be more confident in speaking English in front of people.

According to Brown (2004) in Bohari (2019), there are five indicator of speaking concerned with vocabulary, grammar, fluency, comprehension, and pronunciation.

1) Vocabulary

   Vocabulary is the main component of a language. Vocabulary is needed to create a sentence, and from that sentence, the speaker can convey ideas or

November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

information to other people. The amount of understanding we know can help us make it easier to convey our ideas, thoughts, and information.

2) Grammar

   Grammar is something you need to know when learning a language. By knowing grammar, we can know how to make a sentence according to the rules that apply in using language orally and in writing.

3) Fluency

   The ability of a person to speak clearly and know how to pronounce a word correctly.

4) Comprehension

   Speaking is not just about delivering words or sentences, but also ensuring that both parties understand each other. Understanding plays an important role in how well someone understands what is being conveyed.

5) Pronunciation

   Pronunciation is how a speaker pronounces the sounds of words correctly and clearly. In speaking skills, pronunciation needs to be paid attention to and must be drilled so that when we have a conversation, the person we are talking to can understand the meaning of what we are saying.

Definition of Self-Efficacy

Self-efficacy is the confidence we have in our ability to complete a specific task. According to Bandura, as cited in Lianto (2019), stated that self-efficacy as a concept from social cognitive theory, which emphasizes an individual's belief in their ability to perform a given task. Likewise, according to Maddux, as cited in Darojah and Aminin (2023), stated that self-efficacy as a person's belief in their ability to complete a particular task. In essence, self-efficacy reflects an individual's self-belief, which serves as a driving factor in achieving success. Then, Lestari et al. (2019) said, "Self-efficacy plays an important role in helping humans to complete assigned tasks and achieve success". Based on several definitions of self-efficacy above, self-efficacy is a concept from social cognitive

November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

theory that refers to a person's belief in their ability to do or complete a task entrusted to them.

In general, self-efficacy is categorized into two types: high self-efficacy and low self-efficacy. According to Stajkovic & Luthans in (Lianto 2019), there are two types of self-efficacy including the following :

1) High self-efficacy

   People with high self-efficacy will try harder to overcome the challenges they face. People with high self-efficacy usually view challenging problems as tasks that must be mastered, so they continue to develop a strong commitment to completing the tasks. Apart from that, people with high self-efficacy, when faced with a problem, will quickly recover from adversity and disappointment.

2) Low self-efficacy

   People with low self-efficacy will easily give up in overcoming the challenges they face. People who has low self-efficacy usually tends to avoid challenging tasks, this happens because they only focus on failure and negative results. Apart from that, people with low self-efficacy when faced with a problem tends to quickly lose self-confidence when they experience failure.

According to Bandura (1997) in (Gumanti & Kaniadewi 2020). The four indicators of self-efficacy include mastery experiences, vicarious experiences, social persuasion, and emotional and physical states.

1) Mastery experience

   Remembering past successes can increase self-efficacy. This means that by recalling memories of how we felt when completing a task we had done before, it can form positive thoughts in ourselves and if faced with the same task, it can grow self-confidence to complete the task.

2) Vicarious experience

   When someone sees someone else doing a task well, that person may also develop positive beliefs about his or her own ability to do the task, which can increase success. It makes us think that we can do it too.

November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

3) Social persuasion

When someone does a task and gets positive praise from a lecturer or someone else, it creates a feeling of happiness which ultimately increases self-efficacy.

4) Physiological and emotional states

Physiological and emotional conditions can also affect the condition of self-efficacy in oneself. When faced with a task that requires us to speak in front of others, sometimes we hope to be able to complete the task well. However, stress and negative thoughts will eventually weaken self-confidence, resulting in low self-efficacy.

RESEARCH METHOD

A correlational research design was used by the researchers in this study. The purpose of this research is to determine whether a relationship exists between variable X and variable Y. According to (Creswell, 2018; Gay et al., 2006 quoted in (Rafiqa & Fitriani 2023), Said "Correlational research involves analyzing the relationship between two or more variables without manipulating them". The population in this research was 2nd semester students, English Study Program Islamic University of Indragiri total of 19 students. To select the sample, the researchers used a total sampling technique consisting of 19 students. The research instruments used in this research to collect data were questionnaires and tests. The questionnaire consists of 20 statements, which are made based on self-efficacy indicators, namely mastery experience, vicarious experience, social persuasion, and physiological and emotional states. According to Born, Schwarzer & Jerusalem, 1995 in Lianto (2019) stated that each item in the questionnaire is accompanied by four response options: Strongly Agree (scored 4), Agree (scored 3), Disagree (scored 2), and Strongly Disagree (scored 1). After getting the score of each student's answer, the researchers categorized the students based on the scores they had obtained. The following are the levels of student self-efficacy:

November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

Table 1. Students` level of self-efficacy

Score	Categories
80 - 100	High
40 – 79	Moderate
0 – 39	low

Albert Bandura in I.A. Maharani & I.G.A.V. Purnama (2023)

According to Sudjono (2014) in Bau Lesni, et al (2022), to calculate the percentage of self-efficacy for each category using the formula as follows:

$$\boldsymbol{P = \frac{F}{N}\ x\ 100\%}$$

Note:
P = Percentage of students` self-efficacy
F = Students frequency of each category
N = Total number of students

In the speaking test, students are instructed to present a monologue in the form of a descriptive text. the theme of the descriptive text is an inspiring person, hometown, and a special thing. The researchers used a speaking rubric scoring where each aspect of the speaking indicator will be given a score of 1-5. Speaking consists of five aspects of indicators, namely vocabulary, grammar, fluency, comprehension, and pronunciation. The scoring rubric for the speaking test is as follows:

Table 2. The scoring rubric of speaking

Aspect	Score	Description
Vocabulary	1	The learner's speaking vocabulary is limited, allowing them to express only the most basic and essential needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. The vocabulary used is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision in vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Grammar	1	Errors in grammar are frequent, but the speaker can

November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

		be understood by a native speaker.
	2	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammatical are quite rare.
	5	Equivalent to that of an educated native speaker.
Fluency	1	(No specific fluency description. Refer to the other four language areas for the implied level of fluency).
	2	Can handle with confidence but not with facility most situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of the experience with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversations on non-technical subjects (i.e., topics that require no specialised knowledge)
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	The accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. The accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

(Brown: 2001) in Normawati, et al (2023)

J-Shelves of Indragiri (JSI)
https://ejournal-fkip.unisi.ac.id/shelves
Email: jsipbifkipunisi@gmail.com
DOI: https://doi.org/10.61672/jsi.v8i2.3027
November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

$$\boldsymbol{Score = \frac{Score\ obtained}{Maximum\ score\ (25)}\ x\ 100}$$

The students' speaking test scores were classified in order to determine their level of speaking skill. The classification was established as follows:

Table 3. The Classification of Students' Speaking Scores

No	Test Score	Level of ability
1.	81 - 100	Very Good
2.	61 - 80	Good
3.	41 - 60	Moderate
4.	21 - 40	Poor
5.	0 - 20	Very Poor

Brown (2004) in Ilham et al (2024)

According to Sudjono (2014) in Bau Lesni, et al (2022), to calculate the percentage of speaking score for each category using the formula as follows:

$$\boldsymbol{P = \frac{F}{N}\ x\ 100\%}$$

Note:
P = Percentage of students` speaking skill
F = Students frequency of each level of ability
N = Total number of students

FINDINGS AND DISCUSSION

Based on the data analysis results, the objective of this research is to investigate the correlation between students' self-efficacy and their speaking skills at English Study Program Islamic University of Indragiri. In this section, the data were presented in three parts, as follow:

1. The result of students` self-efficacy

The researchers present the results of distributing the questionnaire on students` self-efficacy. The researchers distributed a questionnaire to second-semester students, English Study Program at Islamic University of Indragiri, totaling 19 students. There was one student who did not answer the questionnaire distributed by the researchers. So, the number of respondents was only 18 students. The results below were obtained:

November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

Table 4. Likert scale scoring of all respondents

No	Students	Score	Categories
1.	Student 1	55	Moderate
2.	Student 2	71	Moderate
3.	Student 3	63	Moderate
4.	Student 4	67	Moderate
5.	Student 5	71	Moderate
6.	Student 6	71	Moderate
7.	Student 7	68	Moderate
8.	Student 8	67	Moderate
9.	Student 9	72	Moderate
10.	Student 10	44	Moderate
11.	Student 11	63	Moderate
12.	Student 12	69	Moderate
13.	Student 13	58	Moderate
14.	Student 14	67	Moderate
15.	Student 15	64	Moderate
16.	Student 16	72	Moderate
17.	Student 17	69	Moderate
18.	Student 18	70	Moderate
Mean Score		1.181/18 = 65,6	

Table 5. The Results of Percentage of Scale Likert based on category

No	Score	Category	Frequency	Percentage
1.	80 - 100	High	-	-
2.	40 – 79	Moderate	18	100%
3.	0 – 39	Low	-	-
			18	100%

Based on the data presented in the table above, the lowest score of students' self-efficacy was 44 and the highest score was 72. The results of the analysis showed that no students were included in the low or high self-efficacy category. On the contrary, all 18 students (100%) were categorized as having a moderate level of self-efficacy. The average score obtained was 65.6. In conclusion, in general, students showed a moderate level of self-efficacy in this research.

2. The result of students` speaking skill

The researchers present the results of the students' speaking test. This test was conducted on 18 students of second-semester students, English Study Program at Islamic University of Indragiri. In the speaking test, students are instructed to present a monologue in the form of a descriptive text. One of the lecturers of the English Study Program helped the

November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

researchers in giving scores for the test. The scores are listed in the table below:

Table 6. Students` speaking skill score

No	Students	Score	Classification
1.	Student 1	32	Poor
2.	Student 2	80	Very Good
3.	Student 3	90	Very Good
4.	Student 4	76,4	Good
5.	Student 5	24	Poor
6.	Student 6	97,6	Very Good
7.	Student 7	20	Very Poor
8.	Student 8	80	Good
9.	Student 9	71,2	Good
10.	Student 10	20	Very Poor
11.	Student 11	99,6	Very Good
12.	Student 12	98,8	Very Good
13.	Student 13	51,2	Moderate
14.	Student 14	42	Moderate
15.	Student 15	74,8	Good
16.	Student 16	80,8	Very Good
17.	Student 17	94,4	Very Good
18.	Student 18	84,4	Very Good
Mean Score		1.217,2/18= 67,6	

Table 7. The Results of Percentage of Speaking Score based on Level of Ability

No	Score	Level of Ability	Frequency	Percentage
1.	81- 100	Very Good	8	44,4%
2.	61 – 80	Good	4	22,2%
3.	41 – 60	Moderate	2	11,1%
4.	21 – 40	Poor	2	11,1%
5.	0 - 20	Very Poor	2	11,1%
			18	100%

Based on the table above, the participants were 18 students of second-semester students, English Study Program at Islamic University of Indragiri. There are 8 students (44,4%) who are included in the criteria of very good, their score of speaking was on the range of 81 – 100. There are 4 students (22,2%) who are included in the criteria of good, their score of speaking was on the range of 61 – 80. There are 2 students (11,1%) who are included in the criteria of moderate, their score of speaking was on the range of 41 – 60. There are 2 students (11,1%) who are included in the criteria of poor, their score of speaking was on the range of 21 – 40. And then, There are 2 students

November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

(11,1%) who are included in the criteria of very poor, their score of speaking was on the range of 0 – 20. Meanwhile, the mean score of students` speaking skill was 67,6. These data indicate that, in general, students` speaking skill was in the Good criteria.

3. Correlational test

The researchers utilized SPSS 20 for Windows and employed the Pearson Product-Moment Correlation formula to analyze students' self-efficacy and speaking skills. Significant values are used to see the correlation coefficient between the two variables. If the significant value is > 0.05, then null hypothesis (H_0) is accepted, alternative hypothesis (H_1) is rejected. It means, there is no significant correlation between the two variables. While if the significant value is < 0.05, then null hypothesis (H_0) is rejected, alternative hypothesis (H_1) is accepted. It means, there is a significant correlation between the two variables.

Table 8. Pearson Product Moment result

		Students` Self-Efficacy	Speaking Skill
STUDENTS` SELF-EFFICACY	Pearson Correlation	1	.152
	Sig. (2-tailed)		.546
	N	18	18
SPEAKING SKILL	Pearson Correlation	.152	1
	Sig. (2-tailed)	.546	
	N	18	18

Based on the table above, the significance value (2-tailed) is 0.546, which is greater than 0.05. As a result, the null hypothesis (H_0) is accepted, while the alternative hypothesis (H_1) is rejected. This suggests that there is no significant correlation between students' self-efficacy and their speaking skills. Moreover, according to the correlation coefficient interpretation table, the correlation value of 0.152 is categorized as a very low correlation.

November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

Table 9. Interpretation of Correlation

No	Coefficient Intervention	Interpretation
1	0.00 – 0.20	Very Low correlation
2	0.20 – 0.40	Low correlation
3	0.40 – 0.70	Moderate correlation
4	0.70 – 0.90	High correlation
5	0.90 – 1.00	Very high correlation

(Sudijono, 2014)

The results also indicate that students with low self-efficacy were able to achieve high scores in speaking tests, while students with high self-efficacy obtained low scores. Overall, the self-efficacy level of second-semester students in the English Study Program at the Islamic University of Indragiri falls into the moderate category, whereas their speaking test performance is generally classified as good. Thus, self-efficacy does not have a direct impact on speaking skills, because developing speaking skills requires consistent and regular practice. According to Bailey in Nunan (2003) in Zakiyyatud Darojah & Zainul Aminin (2023), states that students should develop study habits and frequently practice speaking skills to become familiar with the language. Other possibilities were component of speaking (vocabulary, grammar, fluency, comprehension, pronunciation). Actually influence how students deliver a monologue (descriptive text) in front of an audience. According to Leong and Ahmadi (2017), as quoted by Ilham et al. (2024), Said "Speaking becomes more difficult to master for students because it requires mastery of five important components to be considered proficient in speaking skills". Therefore, it can be concluded that the key to practicing speaking skill is to continue practicing and evaluating the process every day. This means that improving speaking skill is not only influenced by self-efficacy, but also how often students practice their speaking skill and the main components of speaking itself.

CONCLUSION

Based on the findings, it can be concluded that students who have low self-efficacy can get high speaking test scores, while students who have high self-efficacy can get low speaking test scores. In general, the self-efficacy level of

second-semester students in the English Study Program at the Islamic University of Indragiri falls into the moderate category, whereas their speaking test performance is generally classified as good. Based on the table above, the significance value (2-tailed) is 0.546, which is greater than 0.05. As a result, the null hypothesis (H_0) is accepted, while the alternative hypothesis (H_1) is rejected. The correlation value of 0.152 is categorized as a very low correlation. Hence, the conclusion can be drawn that there is no significant correlation between students` self-efficacy and their speaking skill at English Study Program Islamic University of Indragiri. The findings of this research can help students improve their speaking skills and gain a sense of self-confidence through self-efficacy, for the lecturers can help students improve their speaking skills by assisting them to practice their speaking skills in class, and researchers can use the findings to investigate cases of self-efficacy. For further research, it is planned to investigate the factors that cause self-efficacy not to correlate with speaking skills.

REFERENCES

Ambarita, C., Siahaan, J., Purba, R., & Daulay, I. (2023). Improving Students' Speaking Skills by Story Telling. *INTERACTION: Jurnal Pendidikan Bahasa*, *10*(1),191-197. https://doi.org/10.36232/jurnalpendidikanbahasa.v10i1.3947

Bau Lesni, Ibrahim, M., Iskandar, A, M., Yahrif, M. (2022). Improving Students' Speaking Skill through Discussion Method At High School. *JURNAL PENDIDIKAN, SOSIAL DAN HUMANIORA.* Volume 2 No.3 : 188-200. e-ISSN : 2808-9731 | p-ISSN : 2809-0934. DOI: https://doi.org/10.37289/kapasa.v2i3

Bohari, L. (2019). Improving Speaking Skills through Small Group Discussion at Eleventh Grade Students of SMA Plus Munirul Arifin Nw Praya. *Journal of Languages and Language Teaching,* Vol. 7 No.1

Darojah, Z., & Aminin, Z. (2023). The Correlation Between Students' Self-Efficacy And Their Speaking Ability. *Globish (An English-Indonesian journal for English, Education and Culture).* Vol. 12, No.2, July, P-ISSN: 2301-9913, E-ISSN: 2597-9132 DOI: http://dx.doi.org/10.31000/globish.v7i2

Fatimah. Wahyuni, S., & Qamariah, H. (2021). An Analysis of Students Difficulties in Speaking A Descriptive Study at Second Grade Year Students of SMPN 1. *Jurnal Ilmiah Mahasiswa*. Volume 2, Nomor 1, April, P-ISSN E-ISSN.

November 2026. Vol.8, No.2
e-ISSN. 2721-205X
pp. 276-291

Givency, C. (2023). The Correlation Between Self-Efficacy and Speaking Performance of the Eleventh-Grade Students at SMAN 1 Palangka Raya. *Ebony - Journal of English Language Teaching, Linguistics, and Literature*, 3 (2) 2023

Gumanti, F, F.& Kaniadewi, N. (2020). The Relationship Between Students' Self-Efficacy in Learning English and Their English Learning Achievement at The Tenth Grade of SMAN 04 South Tambun in 2019/2020 Academic Year. *ELLTER-J*. Vol.1, No.2

Ilham, M., Nurwati, A.,& Helingo, A. (2024). A Closer Look at Five Components of Speaking Performance in Indonesian EFL Students. *INNOVATIVE: Journal Of Social Science Research*, Volume 4 No. 6, Page 6685-6697 E-ISSN 2807-4238 and P-ISSN 2807-4246

Lestari, Z, W., Saleh, M., Mujiyanto, J., & Yusuf, S. (2019). Students' Self Efficacy in Learning English: A Case Study at a Vocational High School. *Advances in Social Science, Education and Humanities Research*. International Conference on Science and Education and Technology (ISET 2019) , Volume 443.

Lianto. (2019). Self-Efficacy: A brief literature review. *Jurnal Manajemen Motivasi.* 55-61.

Normawati, A., Nugrahaeni, D, A., Manggolo, N, S, K, H., & Susanto, A, I, F. (2023). EFL Learners' Difficulties in Speaking English. *ELECTRUM : Journal The English Language and Education Spectrum*, Vol 1, No. 1.

Rafiqa & Fitriani. (2023). Students' Self-Efficacy And Students' Speaking Skill: Correlational Analysis. *EDUVELOP ; Journal of English Education and Development.* Volume 6, No. 2
DOI: https://doi.org/10.31605/eduvelop.v6i2.2277

Suharja. (2020). The Correlation Of Self Efficacy to The Students' Speaking Performance in Efl Context At University of Dayanu Ikhsanuddin Baubau. *English Education Journal (E2j)*. E-ISSN: 2686-3731 P-ISSN: 2460-0504.

Safitriani, R., & Jayadi, M, K. (2021). *Teaching Speaking Book.* Mataram : Sanabil Publishing. ISBN : 978-623-317-155-7

Wijayanti, Y., & Kher, D. F. (2024). Students' Self-Efficacy and English-Speaking Skills in Advanced Speaking Class: Do They Correlate*? Journal of English Language Teaching,* 13. (1)