

THE CORRELATION BETWEEN EFL STUDENTS' SELF-EFFICACY IN SPEAKING AND THEIR SPEAKING PERFORMANCE

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi lebih lanjut tentang level tingkat efikasi diri dalam berbicara bahasa Inggris dan menyelidiki korelasi antara efikasi diri siswa dalam berbicara bahasa Inggris dan kemampuan berbahasa Inggris mereka. Peneliti menerapkan metode kuantitatif dalam penelitian ini. Ada 60 peserta didik kelas tujuh yang berpartisipasi dalam penelitian ini, mereka berasal dari salah satu MTSN di Magetan Jawa Timur. Penelitian ini menggunakan *Speaking Skills Self-Efficacy Beliefs* (SSSEB) sebagai kuesioner dan tes berbicara bahasa Inggris untuk mengukur kemampuan berbicara bahasa Inggris siswa. Hasil penelitian melaporkan bahwa sebagian besar siswa memiliki tingkat efikasi diri yang sedang dalam berbicara bahasa Inggris, dengan rincian 10 siswa (16,67%) dikategorikan memiliki efikasi diri rendah dalam kemampuan berbicara bahasa Inggris dan 50 siswa (83,3%) dikategorikan memiliki efikasi diri sedang. sementara tidak ada satu siswa yang dikategorikan memiliki efikasi diri tinggi dalam penampilan berbicara bahasa Inggris mereka. Penelitian ini juga melaporkan bahwa, ada korelasi positif antara efikasi diri dalam berbicara bahasa Inggris siswa dan kemampuan berbicara bahasa Inggris mereka ($p\text{-value}=0,000$, $r=0,450$), di mana ditemukan koefisien korelasi nya dikategorikan sedang.

Kata Kunci: Efikasi Diri, Bahasa Inggris sebagai Bahasa Asing, Kemampuan Berbicara.

Abstract

This research aims to explore further about the students' level of self-efficacy in speaking and investigates the correlation between EFL students' self-efficacy in speaking and their speaking performance. The researcher applied quantitative method. There were 60 seventh grade students who participated in this study, they came from one of the MTSN in Magetan, East Java. This research used *Speaking Skills Self-Efficacy Beliefs* (SSSEB) as the questionnaire and speaking test to measure students' speaking performance. The result reported that most of students have moderate level of self-efficacy in speaking, with details 10 students (16.67%) are categorized as low self-efficacy in speaking performance and 50 students (83.3%) are categorized as medium self-efficacy, while there was no one students categorized as high self-efficacy in their speaking performance. This study also reports that EFL students speaking self-efficacy has positive correlation with their speaking performance, ($p\text{-value}=0.000$, $r=0.450$), in which the correlation coefficient was categorized as moderate.

Keywords: Self-Efficacy, EFL, Speaking Performance.

INTRODUCTION

Speaking is to say words in oral, to make a request, to communicate with each other, and to make a communication (Nunan, 1995). The definition of speaking in language learning by researchers is numerous. According to Cabe & Sclatan (2012) speaking is a means of expressing thoughts and opinions, giving instructions, solving difficulties, improving speaking proficiency, and maintaining a relationship or friendship. People are able to communicate by sharing ideas, information, and sustain social relationships with others by speaking (Qureshi, 2017). One of the main elements of English is speaking, which is very crucial for students to learn. One of the capabilities needed to doing communicate with other people is speaking skill, that is way this skill is more important to own (Leong & Ahmadi, n.d.,2017).

According to Harmer (2001), speaking skill is main skill for English foreign language students because speaking is a way for students to understand what is being learned in class.

According to Harmer (2007), speaking performance is related to learners who are able to produce language fragments and observe how that knowledge is fed back into the learning process. As a result, speaking can be inferred to be a spoken language production skill that focuses on the learners' ability to produce language components verbally. Furthermore, speaking performance is the process of transmitting a message from a speaker to a listener through words, utterances, and sentences, and the speaker's performance in speaking will immediately reveal their level of expertise. Tuan and Mai (2015) states that there are various aspects that contribute to a student's ability to perform well in public speaking such as having

topical knowledge, listening skills, speaking motivation, teacher feedback during speaking activities, self-confidence, pressure to perform well, and time for preparation.

However, there are some problems that students should deal with speaking English. EFL students mostly have less opportunity to communicate in speaking English (Terhune, 2016; Y. Zhang, 2009). Zhang (2009) informed that when in the speaking activities at classroom, the students' less participation in a speaking class, less of them want to try speaking in English. Oral communication in speaking English is used more by teacher than by students. This circumstance is opposite to the idea of all English language teaching that students should use English adequately and correctly in communication (Davies & Pearse, 2000). Ananda (2017) found that learners rarely speak during learning process due to their consciousness, such as the consciousness of making mistakes in pronunciation, grammar, or fluency. It can make students feel shy and insecure when speaking English with their peers or teachers. Evidently, there are some factors that make students fear in speaking such as lack of confidence, shyness to speak in English, and low self-belief on their speaking ability.

To solve those problems, the students then require to expand their own self-efficacy in order to avoid their concern and fear in speaking English (El-Anzi, 2005). Self-efficacy is needed to motivate students learning language. According to Bandura (1997) and Schunck (2009) self-efficacy is someone's expectation in their own abilities to design performance of levels that impact in their lives, it can affect individual action, behavior, or performance where it is closely related to the result of education, which are encouragement, process of learning, and accomplishment.

The students with a high self-efficacy adequacy can achieve their goals of language learning. According to Anam & Stracke (2016), learners who have higher self-efficacy are inclined to be more focused, optimistic, genuine, and have less anxiety while dealing with tasks. In line with Anam & Stracke, Bond (2006) as quoted by Bruning (2013), stated that the levels of self-efficacy highly relate to several positive results such as setting the best goals, using the most influential and effective strategies in learning, and having strong confidence. Therefore, the more the learners have good self-efficacy, the stronger they believe in themselves that they can give their best so that later they will get satisfactory results in the learning process. According to Chen (2007) the students with high self-efficacy in studying a foreign language will through some problems in enhance and produce a foreign language.

Furthermore, according to Bandura (1997) there are three dimensions of self-efficacy that are different from one person to another. First, there is magnitude or dimension level, this dimension is concerned with the degree of difficulty of the challenges that individual faces. The second is strength or dimension of strength, this dimension has relation to the degree of weakness and strength of individual's assumption of relates to the level of strength or weakness of his abilities. The last is

generality or dimension of generalization, this dimension relates to the extent of an individual belief to its capability to accomplish a goal.

In the previous study, Asakereh & Dehghannezhad (2015) concentrated in EFL students' self-efficacy of speaking in relation with their accomplishment of EFL students in speaking. This study had 100 Iranian EFL university students as the participant. According to the findings of this study, there is a positive relationship between students' speaking achievement and satisfaction with speaking classes, as well as students' self-efficacy in speaking skill. This study can indicate that students' speaking self-efficacy can influence their speaking achievement.

In another research with university students, Zhang et al n (2020) conducted a study about self-efficacy and English public speaking performance. The findings of this study revealed a link between students' self-efficacy and their public speaking abilities. Their speaking performance have improved by improving their self-efficacy.

The next study is conducted by Ylenia et al (2019). The goal of this study is to know the correlation between self-efficacy and EFL learning and the effect of using songs as a strategy on students' speaking performance. This study claimed that there is relationship between students' self-efficacy and their performance, and using singing song can improve students' low self-efficacy and performance. Also, it can reduce the students' anxiety.

However, the previous research mostly explores University students as the participant; few studies explore Junior high school students, to fill the gap, the researcher believes that the current study is important in order to further investigate Junior high school students' self-efficacy in speaking and its relationship to their speaking performance. The result of this study is expected to increase students' awareness about their speaking self-efficacy.

Moreover, with general information that has been explained so far, this research has the purpose of explaining more details about: (1) What is the students' level of self-efficacy in speaking? (2) Is there any relationship between EFL students' self-efficacy in speaking and their speaking performance?

METHOD

This research was designed as a correlational study since the goal is to determine whether students' self-efficacy has link to their speaking performance. The subjects of this research were 7th grade Islamic Junior High School students at Magetan East Java. This study included 60 participants who completed an online questionnaire and a speaking test to measure students' speaking performance.

There were two instruments used in this study; they are Speaking Skills Self-Efficacy Beliefs (SSSEB) questionnaire and speaking test. The first instrument was used is Speaking Skills Self-Efficacy Beliefs (SSSEB), SSSEB is an instrument to determine the scale of students' speaking self-efficacy levels. The questionnaire was adopted from Asakereh & Dehghannezhad (2015) to

obtain main data of the students' speaking self-efficacy. The SSSEB was translated into Bahasa Indonesia to make students easily understand each statement when they filling in it. The translation of SSSEB was validated by one lecturer. The items of this SSSEB were divided into three parts of dimensions in self-efficacy which are magnitude, strength, and generality. The magnitude consists of ten items, the strength consists of ten items, and the generality consists of eight items. The questionnaire's items have 28 items in total. Each question provides five potential responses, which are strongly disagree (SD), disagree (D), neutral (N), agree (A), strongly agree (SA). If the Cronbach's Alpha level is 0.70 or higher, the questionnaire is considered reliable (Cohen et al, 2007). The Cronbach's Alpha level for the questionnaire used in this study was 0.97, indicating that it was reliable.

The second instrument used for this study is speaking test. To know the students' speaking performance, the researcher used test of speaking to students' who is taking English subject in KD 4.7 about descriptive (as follow: on KD 4.7.1 grasping meaning literally contextual related to social functions, text structure, and components spoken descriptive text language and write, very short and simple, related to people, animals, and things also on KD 4.7.2 compose oral descriptive texts and write, very short and simple, relating to people, animals and things, taking into account the function social, text structure, and components language, correctly and according to context). First, the teacher gave four pictures of a person to each student, the students chose one of the pictures and the student described about the appearance of the person on the picture and presented about the picture in front of class. The test was administered in 2-5 minutes per student. In addition, the researcher and the English teacher of each class handled the speaking test.

To analyze students' speaking score, the researcher measured using speaking rubric adopted by Harris (2009). There are five aspects in this rubric of speaking. There are fluency, pronunciation, grammar, vocabulary, and comprehension. The scale range is from 1 to 5 and the maximum score is 25.

The formula to get students' score in this speaking test can be shown below:

Note: Maximum score = 25

$$\text{Score} = \frac{\text{The result of score}}{\text{Maximum score}} \times 100$$

Moreover, to discover the first research question, the total score of each SSSEB student response was calculated in order to determine the level of students' self-efficacy in speaking. The total score will be calculated using descriptive statistics in order to examine the mean and standard deviations score of the SSSEB. Because the questionnaires on speaking self-efficacy had 28 items, the maximum score was 140 and the minimum score was 28. According to Gunawan et al. (2013), it was done by computing the maximum score from the minimum score and then dividing by three. The range of the score interval

was the end result. The category in the following table shows the students' level of self-efficacy:

Table 1. Categories of self-efficacy

| No | Score Interval | Category |
|----|----------------|----------|
| 1 | 28-64 | Low |
| 2 | 65-102 | Moderate |
| 3 | 103-140 | High |

The researcher used those categories to know levels of self-efficacy based on the result of their SSSEB.

Since the second question is to determine the relationship between EFL students' self-efficacy in speaking and their speaking performance, the following are the study's hypotheses: a) Ho: There is no correlation between EFL students' speaking self-efficacy and their speaking performance, b) Ha: There is a correlation between EFL students' speaking self-efficacy and their speaking performance. In order to measure the correlation, this research also employs a normality test distribution with One-Sample Kolmogorov-Smirnov. The distribution test has a purpose to know the distribution data whether it is normal or not because the participant was involved in this research is more than 50.

Table 2. Table of normality test

| One-Sample Kolmogorov-Smirnov Test | | |
|------------------------------------|----------------|-------------------------|
| | | Unstandardized Residual |
| N | | 60 |
| Normal Parameters ^{a,b} | Mean | .0000000 |
| | Std. Deviation | 4.39731810 |
| Most Extreme Differences | Absolute | .067 |
| | Positive | .052 |
| | Negative | -.067 |
| Test Statistic | | .067 |
| Asymp. Sig. (2-tailed) | | .200 ^{c,d} |

From the table above, we know the test showed that the p=value of the normality test was 0.200, which means the data were distributed normally. Based on Cohen (2007) if the p=value of the data >0.05, the data were considered normal.

Table 3. Linearity of the data

| ANOVA Table | | | | | | |
|--------------------------------------|----------------|--------------------------|----------------|----|-------------|--------|
| | | | Sum of Squares | df | Mean Square | F |
| Speaking performance * Self-Efficacy | Between Groups | (Combined) | 922.583 | 34 | 27.135 | 1.334 |
| | | Linearity | 290.402 | 1 | 290.402 | 14.273 |
| | | Deviation from Linearity | 632.181 | 33 | 19.157 | .942 |
| Within Groups | | | 508.667 | 25 | 20.347 | |
| Total | | | 1431.250 | 59 | | |

Linearity test was used whether the speaking performance score and speaking self-efficacy was linear or not. From the table above, we know that the linearity is .001 were lower than 0.05, if the test of linearity smaller

than 0.05 it was indicated there is a linear relationship between speaking performance and speaking self-efficacy. From that, it means that all the data were linear.

Thus, the researcher used Pearson correlation product-moment, which has a purpose to find the correlation between speaking self-efficacy and speaking performance. It can be stated that both variables are correlated if the (p) value is less than 0.05. Furthermore, in order to determine the strength of the correlation, the researcher needed to know the degree of correlation coefficient of this correlation. According to Cohen (2007) there are 4 level for the degree of correlation coefficient that can be shown as below.

Table 4. Degree of Correlation Coefficient

| Correlation Value | Degree of Correlation Coefficient |
|-------------------|-----------------------------------|
| 0,20 - 0,35 | Low |
| 0,35 - 0,65 | Moderate |
| 0,65 - 0,85 | High |
| >0,85 | Very High |

RESULTS AND DISCUSSION

Results

Level of students' self-efficacy in speaking

The questionnaire consisted of 28 items that has been answered by 60 Junior high school students. These questionnaires present the students' self-efficacy in speaking. The questionnaires have three parts of dimensions in self-efficacy, they are magnitude (statements number 1-10), strength (statements number 11-20), and generality (statement number 21-28). The researcher found mean in total of statements and per dimension of self-efficacy. First, the mean total of all statements is 2.81, the mean of the magnitude part is 2.88 this part is related to the recognition of students' speaking ability. In other words, this section addresses the level of difficulty that students believe they can handle in their speaking performance, the mean of the strength part is 2.82 this part refers to how strength or weakness of belief a person is of his or her capability of performing a task, and the mean of generality part is 2.70 this part refers to the extent of an individual belief to its capability to accomplish a goal. The individual may feel confident or not of her or his capability. It may be restricted to certain settings and activities.

The maximum score was 100, and the minimum score was 32. The mean of self-efficacy score for the participants is 78.53, the standard deviation is 16.227, and the range of self-efficacy is 68. The result of students' speaking level of self-efficacy are shown below.

Table 5. Distribution of Students' Self-Efficacy

| Category | Frequency | Percentage |
|----------|-----------|------------|
| High | 0 | 0% |
| Medium | 50 | 83.3% |
| Low | 10 | 16.67% |
| Total | 60 | 100% |

According to the table, the majority of students, 50 out of 60 (83.3%), had medium self-efficacy in speaking, while 10 students (16.67%) had low self-efficacy in speaking. Furthermore, no one was classified as having high self-efficacy in public speaking. The percentage of each component of self-efficacy demonstrates this. As a result, it can be concluded that the majority of students have a medium level of self-efficacy in their speaking performance. Medium self-efficacy in this speaking performance occurs when students have a moderate belief in their speaking ability, such as in statement number one, 'I have enough ability to improve my speaking skills,' indicating that the students do not have a low or high self-efficacy belief in improving their speaking skill. While, the students with high self-efficacy are when they have high speaking ability belief and they have high self-confidence to improve their speaking skill.

The correlation between students' speaking self-efficacy and their speaking performance

The Pearson Product Moment Correlation technique was used by the researcher to determine the correlation between the variables. The researcher found a link between students' speaking self-efficacy and their speaking performance. The speaking performance score were taken from speaking test of the students. The chart of students' speaking score can be seen below.



Figure 1. Speaking Score

There was one student who received a score of 70, ten students who received a score of 78, 18 students who received a score of 80, ten students who received a score of 90, and two students who received a score of 92. Students' scores are mostly range in 85 (19 students).

Table 6. Descriptive Statistics of Students' Speaking score

| Statistics | | |
|--------------------|---------|--------|
| Speaking score | | |
| N | Valid | 60 |
| | Missing | 0 |
| Mean | | 83.25 |
| Std. Error of Mean | | .636 |
| Median | | 85.00 |
| Mode | | 85 |
| Std. Deviation | | 4.925 |
| Variance | | 24.258 |
| Range | | 25 |

| | |
|---------|------|
| Minimum | 70 |
| Maximum | 95 |
| Sum | 4995 |

The average speaking score was 83.25. The highest possible score was 95, and the lowest possible score was 70. The result from the Pearson Correlation Coefficient between students' speaking self-efficacy and their speaking performance score are shown in table below.

Table 7. The correlation between students' speaking self-efficacy and their speaking performance

| Correlations | | | |
|----------------|---------------------|----------------|-------------|
| | | Nilai Speaking | Nilai SSSEB |
| Nilai Speaking | Pearson Correlation | 1 | .450** |
| | Sig. (2-tailed) | | .000 |
| | N | 60 | 60 |
| Nilai SSSEB | Pearson Correlation | .450* | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 60 | 60 |

**. Correlation is isignificant at ithe 0.01 ilevel (2-tailed).

Based on the table of correlation above, it showed that there is a correlation between the two variables (p -value = 0.000) which is students speaking self-efficacy and their speaking performance. Hence, it may be said that the null hypothesis (H_0) was rejected, and the alternative hypothesis was accepted (H_1). The coefficient correlation was ($r = .450$), it can be classified as moderate correlation. According to Cohen, (2007) when the correlation value is between 0.35 and 0.65, it is considered moderate.

DISCUSSION

The EFL students' level of self-efficacy in speaking performance

The result of this study showed there were 10 students (16.67%) who have low self-efficacy in speaking performance, 50 students (83.3%) who have medium self-efficacy in speaking performance and 0 students (0%) who have high self-efficacy in speaking performance, which means there was no students categorized as high self-efficacy in their speaking performance. Thus, it can be concluded that the majority

of students have a medium level of self-efficacy in their speaking performance.

The higher sense of self-efficacy will be the higher self-confidence too in order to manage their own language learning process and be able to use appropriate learning strategies (Sardegna, Lee, & Kusey, 2018). If students have medium self-efficacy, it means they have medium self confidence in performance. In addition, Anam & Stracke (2020) also showed that learners with a higher sense of self-efficacy tend to be more focused, optimistic, sincere and less anxious when facing tasks. This shows that students who have a higher belief in their own self tend to do their best when doing something. They will do their best to achieve the goals they want to achieve, complete the task seriously, make more contributions to increase their efforts to focus on the task and are more willing to think about strategies to deal with adversity and even problems. On the contrary, students who lack self-efficacy feel that they have made less effort. They will blame themselves because they made some mistakes in their tasks (Anam & Stracke, 2020). As a result, they will be more anxious, will find a lot of difficulties when doing homework, and will not get good grades or academic results.

As mentioned above, it is a very important and influential thing for the performance of EFL students. This is because self-efficacy is closely related to students' psychology and sociology, and affects students' self-confidence and emotions (van Blankenstein et al., 2019). Therefore, students should have a high level of self-efficacy when learning to achieve the best academic performance. Furthermore, the stronger their belief in self-efficacy, the better results they will get.

According to Asakereh & Dehghannezhad (2015), self-efficacy has a significant impact on speaking performance. Learners with higher self-efficacy in speaking abilities, have perform better in speaking skills. Additionally, self-efficacy beliefs influence the amount of effort, urgency, and adaptability. Self-efficacy beliefs can also affect a person's mental feedback and thinking prototype. Learners who have a high level of self-efficacy are more confident and optimistic about completing difficult speaking activities. Those with high self-efficacy views are more likely to complete challenging activities, whereas those with low self-efficacy may overestimate the difficulty of the activity.

Maryam, Febriani & Kurnia (2019) found that the higher level of self-efficacy, the higher public speaking score they have. Furthermore, Liu (2013) looked at the impact of the website 'English Bar' on students' self-talk efficacy. He claims that students who frequently speak English at the 'Bar' have higher levels of self-efficacy than their classmates who meet the 'Bar' just occasionally. It means that when the students speak more often, they will have high self-efficacy than the students who rarely speak.

The correlation between students' speaking self-efficacy and their speaking performance

Based on the result of this research, there was correlation between students' self-efficacy in speaking and their speaking performance (p – value 0.000, <0.05). The

correlation coefficient of this research was $r = .450$ which can be classified as moderate. Thus, it can be concluded that students' speaking self-efficacy and their speaking performance was positively correlated.

This research in line with Alawiyah (2017) this study claimed that there was significant relationship between students' speaking self-efficacy and speaking achievement. From this, we can know that students' speaking-self-efficacy can influence their speaking achievement. Moreover, this study was convenient with the finding of the previous study Asakereh & Dehghannezhad (2015) the result of this study found that there is a positive relationship between students' speaking achievement and satisfaction with speaking classes, as well as students' self-efficacy in speaking skill. Furthermore, this study found that students' self-efficacy can influence their performance. Then, it was in tune with Ylenia, Sabine, Clorinda, Angelo, and Giuseppe (2019) this study claimed that there is correlation between students' self-efficacy and their performance. It was also convenient with Patchanok and Pornpan (2017) and Gülten, Emine, and Savaş (2016) finding, in which the result of their research was found that there is significant relationship between students' self-efficacy and beliefs in language learning and English learning achievement. Moreover, self-efficacy can affect students' beliefs on English language learning and can influence their English learning achievement. In line with Asakereh & Dehghannezhad (2015) self-efficacy has a vast impact on speaking performance. It can be conclude that self-efficacy have correlation with students' performance. Van Blankenstein et al. (2019) found that this is related to the reasons that self-efficacy is closely related to students' psychology and sociology, as well as how it affects students' self-confidence and emotions. Therefore, students should have a high level of self-efficacy when learning to achieve the best academic performance.

CONCLUSION

This current study is intended to delve deeper into junior high school students' self-efficacy in speaking and its relationship to their speaking performance. Based on the result and discussion section, most students (50 students, 83.3%) have medium self-efficacy level in speaking performance. There were 10 students (16.67%) who have low self-efficacy in speaking performance, and there was no one student categorized as high self-efficacy in their speaking performance.

In addition, there is a positive correlation between EFL students' speaking self-efficacy and their speaking performance, the p -value (0.000) and the correlation coefficient of this research was $r = .450$ which can be classified as moderate. Concerning with speaking self-efficacy and speaking performance, it can be concluded that when the students' speaking self-efficacy increase their speaking performance also increases, vice versa.

Suggestion

The researcher would like to make several recommendations based on the findings of this study. For

the EFL teacher, they can know about the importance of students speaking self-efficacy to help the teacher find method to increase the students' speaking self-efficacy. For the students, they can be aware of their speaking self-efficacy and be reflected upon what needs to be improved and found some strategies to increase their self-efficacy in speaking class.

Furthermore, this current study is limited in several ways; future researchers are encouraged to investigate the same topic but focus on different skills such as listening, reading, and writing, as well as find more effective strategies to increase students' self-efficacy in speaking activity. This study is only limited to junior high school students; future research may include larger and more diverse university or other levels of participants.

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