



CORRELATION BETWEEN STUDENTS' SELF-EFFICACY LEVEL AND THEIR SPEAKING ACHIEVEMENT

by

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Abstract:

English Educational students should have good or even high speaking ability because they are English teacher candidates who are expected to be able to speak English very well. They will speak English a lot when they become teachers later. If they have a low speaking ability, there might be a misunderstanding and them and their students. This study aims to determine if there is a positive correlation between the self-efficacy of English students and their speaking skills. The research utilized a correlational examination plan to examine the students' self-efficacy. The study used the self-efficacy Questionnaire and the speaking test for the 6th-semester English students of UIN KHAS. The sample size was composed of 137 students and used the Slovin formula. The sample total in this research is 34 consisting of 7 males and 27 females. Instrument Instruments for this research are a speaking test and a questionnaire. The information was examined using Statistical Package for Social Sciences (SPSS) 16.0 program. Researchers utilized the Pearson product-moment correlation to discover the correlation result. The correlation result is $r_{count} = 0.848$, and the significance value is $p = 0.000$. The r table for $N = 34$ is 0.329. Therefore, the r_{count} is more than the r table ($0.848 > 0.329$), indicating a strong correlation. In addition, the significance value is less than 0.05 ($0.000 < 0.05$). Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

Keywords: self-efficacy, speaking

Abstrak:

Mahasiswa Pendidikan Bahasa Inggris harus memiliki kemampuan berbicara yang baik atau bahkan tinggi karena mereka adalah calon guru bahasa Inggris yang diharapkan mampu berbahasa Inggris dengan sangat baik. Mereka akan banyak berbahasa Inggris ketika menjadi guru nantinya. Jika mereka memiliki kemampuan berbicara yang rendah, mungkin ada kesalahpahaman dan mereka serta siswa mereka. Penelitian ini bertujuan untuk mengetahui apakah ada korelasi positif antara efikasi diri siswa bahasa Inggris dengan kemampuan bicarannya. Penelitian ini menggunakan rencana pemeriksaan korelasional untuk menguji efikasi diri siswa. Penelitian ini menggunakan Kuesioner efikasi diri dan tes berbicara untuk mahasiswa bahasa Inggris semester 6 UIN KHAS. Ukuran sampel terdiri dari 137 siswa dan menggunakan rumus Slovin. Total sampel dalam penelitian ini adalah 34 yang terdiri dari 7 laki-laki dan 27 perempuan. Instrumen Instrumen penelitian ini adalah tes berbicara dan angket. Informasi tersebut dikaji menggunakan program Paket Statistik Ilmu Sosial (SPSS) 16.0. Para peneliti menggunakan korelasi momen produk Pearson untuk menemukan hasil korelasi. Hasil korelasi adalah $r_{hitung} = 0,848$, dan nilai signifikansi adalah $p = 0,000$. Tabel r untuk $N = 34$ adalah 0,329. Oleh karena itu, jumlah r lebih dari tabel r ($0,848 > 0,329$), menunjukkan korelasi yang kuat. Selain itu, nilai signifikansi kurang dari 0,05 ($0,000 < 0,05$). Oleh karena itu, hipotesis nol (H_0) ditolak, dan hipotesis alternatif (H_a) diterima.

Kata kunci: self-efficacy, speaking

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INTRODUCTION

The correlation between self-efficacy and speaking skills has been a popular area of research for many years, but there may still be room for novelty in this field. One potential avenue for new research is to examine the specific ways in which self-efficacy influences different aspects of speaking skills. For example, some studies have found that self-efficacy is positively correlated with fluency and confidence in speaking, while others have found that it is more strongly related to accuracy and grammatical correctness. By exploring these nuances, researchers could gain a more detailed understanding of the relationship between self-efficacy and speaking skills and identify specific strategies for enhancing both. Another potential area of novelty is to investigate the role of culture in shaping the relationship between self-efficacy and speaking skills. Studies have shown that cultural beliefs about the importance of speaking skills and the role of self-efficacy in achieving success can vary widely across different cultures. Examining these cultural differences could help to identify factors that promote or hinder the development of self-efficacy and speaking skills in different contexts.

According to scholars (Goh & Burns, 2012) , speaking in the target language is a difficult task for most foreign language learners since learning to speak a foreign language is more important than mastering grammatical and semantic norms. Self-Efficacy appears to be important in predicting learner performance. According to Bandura, (1997), self-efficacy is an individual's perception of their own talents in a certain endeavor. Individuals' earlier experiences with the tasks can assist them in determining their level of self-efficacy. Motivation, on the other hand, is a factor that stimulates the desire to achieve a goal. Motivation is another component that energizes and guides human conduct. Individuals' self-efficacy or personal belief may have an impact on their drive to complete a specific job. As prospective teachers in the future, students must have good speaking skills and do not hesitate in conveying material so that students can catch what the teacher means.

This current study, on the other hand, is focused on the research topic that comes from the English Education Program UIN KH Achmad Siddiq. They had equal abilities and had passed their public speaking classes. This current study was conducted during the covid-19 pandemic, and there were many differences between it and previous studies in terms of research design, method, application, and challenges encountered. The purpose of

this study was to explain student self-efficacy scores, explain student speaking achievement scores, and investigate if there is a positive correlation between students' self-efficacy and their speaking achievement. The findings of this study are expected to be useful for investigating the relationship between students' self-efficacy levels and their speaking achievement, as well as to help English teachers consider the strengths of learning styles in the English learning process.

Several studies were found to be related to this topic. First, from Sanata Dharma University's Yohana Vita Lelita (2016). The study's title is "*A study on student learning strategies and self-efficacy in speaking 1 Class at Sanata Dharma University's ELESP.*" Her research strategy was quantitative with Sanata Dharma University ELESP students as object. The second is "*The correlation between self-efficacy and speaking skill of ninth-grade students at junior high school 10 Padang*" by Restimai, (2015) from STKIP PGRI Sumatera Barat. It was a quantitative study, and the subjects were ninth-grade students at Junior High School 10 Padang. The third comes from Puspita et al., (2014) Jember University's. The study is named "*Level and sources of self-efficacy in speaking skills of english department students and faculty in academic year 2012/2013.*" They used English department students as the subjects of their study, and it was a quantitative study. Fourth, Siti Fatimah (2018) from IAIN Salatiga is the fourth. Entitled "*The correlation between students' self-efficacy and their speaking skills at man Salatiga eleventh grade students in the 2018/2019 academic year.*" Her research took a quantitative method, and she concentrated on MAN Salatiga eleventh grade pupils. Last, from the 3rd International Conferences on Education in Muslim Society, Desmaliza & Septiani, (2018). The study is named "*students' self-efficacy and speaking skill in lower secondary school.*" This study used a quantitative approach to determine whether there is a relationship between self-efficacy and speaking ability. The five previous studies discussed above each had their own method of analyzing students' correlation between student self-efficacy level and speaking achievement. Each used theories to examine various types of objects.

Research on the correlation between self-efficacy and speaking skills is highly relevant and important for English education programs, as it can provide insights into effective strategies for improving English language learning outcomes. By understanding how self-efficacy relates to speaking skills, English language educators can design more effective

instructional programs that help learners develop greater confidence and competence in spoken English. For example, research has shown that providing students with opportunities to practice their speaking skills in a supportive, low-stress environment can help to increase their self-efficacy and improve their overall speaking performance. Additionally, research on self-efficacy and speaking skills can help English language educators identify students who may be struggling with speaking and provide them with targeted interventions to help them improve. For example, if a student has low self-efficacy in speaking, an educator could provide them with specific feedback and encouragement to help build their confidence and competence. Furthermore, research on self-efficacy and speaking skills can help educators to assess the effectiveness of different instructional strategies and interventions. By measuring changes in self-efficacy and speaking performance over time, educators can determine which strategies are most effective and make data-driven decisions about how to improve their programs. Overall, research on the correlation between self-efficacy and speaking skills is critical for English education programs to enhance their students' English language learning outcomes and to promote their success in academic, professional, and personal contexts. This study's activity was a speaking test in which students were asked to describe an image in a maximum of three minutes. The difficulties that many students face in determining word selection In this case, the researcher can assist by suggesting alternative words.

To guide this study the researchers formulated this question, **is there any positive correlation between students' self-efficacy and their speaking achievement of the English Education Program State Islamic University of KH Achmad Siddiq?**

METHOD

Design

Because the purpose of this study was to discover the relationship between students' self-efficacy and their speaking skills, the research design was a quantitative exploration plan broken down using a correlational examination plan. In this research, the researchers use the Slovin technique according to Sugiyono (2017). A sample is a part of the population studied by the researcher for discovering the population (Creswell, 2013). To decide the quantity of the sample, the researcher utilized this equation.

N

Yuliantari and Femilia (2023)

$$n = \frac{\text{---}}{1 + Ne^2}$$

where:

n = test

N = population

e = mistake resilience (10-15%, 20-25%)

Sampling for research according to Arikunto, (2010) if the subject less than 100 people should be taken all. Whereas, if the subject is large or more than 100 people, a researcher can take 10-15%. With the mistake resilience of 15% (0.15), the number of the test is acquired as the accompanying estimation, from the consequence of the computation over, the quantity of tests is 34 (adjusted from 33.5784). This sampling is carried out through an incidental technique (Sugiyono,2017). The researchers provide equal opportunities for each member population (students) as a purposive sample regardless of the existing strata in the population itself.

Researchers have utilized the Correlation Product Moment method which was created by Carl Pearson. The researcher conducted *Pearson Product Moment Validity Testing* using SPSS 16. A negative relationship coefficient shows a negative connection and the other way around. A negative relationship implies the higher the estimation of variable X (self-efficacy), the lower the estimation of variable Y (speaking skills). While a positive connection implies the higher the estimation of variable X, at that point the higher the estimation of variable Y.

Table 1 The Interpretation of Correlation Coefficient

<i>R_{xy}</i>	<i>Interpretation</i>
0.00 – 0.20	<i>There is a correlation between the X variable and the Y variable, but it is very weak or shallow. So, the correlation is rejected. In other words, there is no correlation between the X variable and the Y variable.</i>
0.20 – 0.40	<i>There is a weak or low correlation between the X variable and Y variable, but it is sure.</i>
0.40 – 0.70	<i>There is enough correlation between the X variable and the Y variable.</i>
0.70 – 0.90	<i>There is a strong or high correlation between the X variable and the Y variable.</i>
0.90 – 1.00	<i>There is a very strong or high correlation between the X variable and the Y variable.</i>

Participant

The subjects of this study were 6th semester English Educational Program UIN KH Achmad Siddiq students. The sample size was composed of 137 students and uses the Slovin formula. The sample total in this research is 34.

Instrument

This study's data is as follows, primary and quantitative data. Meanwhile, all the data are sourced from student questionnaire and speaking test result. This study's instrument was created with the help of experts. Which instrument has been content and appearance validated. In this research, the researcher used a close-ended questionnaire. Thus, the students only needed to check the provided column based on their feeling about the statement. The questionnaire was adopted from (Asarakeh & Deghannezhad, 2015) to obtain primary data on the students' self-efficacy. In this research, the researcher used a close-ended questionnaire.

Table 2 The score for Questionnaire Answer

Questionnaire Answer	Score
Strongly Disagree (SD)	1
Disagree (D)	2
Neutral (N)	3
Agree (A)	4
Strongly Agree (SA)	5

To know the last score, the researchers summarized the scores acquired for everything (conceivable most reduced score) = 27 and the conceivable most noteworthy score is 27 (absolute things) x 5 (potential most noteworthy score) = 135. The instrument is valid if the $r_{\text{count}} > r_{\text{table}}$ with a significant value of 0.05. If $r_{\text{count}} < r_{\text{table}}$ with significant value 0.05, the instrument is not valid and cannot be used to collect data in the research. The amount of the sample (N) is 65. Thus, the degree of freedom (df) is $65-2= 63$ and $\alpha= 0.05$. It is gained $r_{\text{table}}= 0.244$. In this research, the researcher used Cronbach's Alpha technique with SPSS 16 to find out the reliability of the instrument. Muijs, (2004) states that the instrument is reliable if the alpha is more than 0.7

Table 3 The Result of Questionnaire Reliability Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.739	.899	27

The table above shows that the instrument is reliable because the Cronbach’s Alpha value is more than 0.7 or $0.739 > 0.7$.

In this research, the researcher has led a Picture-Cued test for discourse speaking. The student delivered a monologue speech expressing their opinion of the photos given by the researcher. Each participant has 1 to 3 minutes to present their monologue. The aspects assessed in this test are fluency, pronunciation, grammar, comprehension, and vocabulary. For guiding the speaking test, the researcher used the rubric of the speaking test from Brown, (2004). To discover the last score of the speaking test, the researchers summarized the score of every viewpoint.

The highest score is :
 $(5+5+5+5+5) \times 4 = 100$
 The lowest score is :
 $(1+1+1+1+1) \times 4 = 20$.

This test validation is using content validity. Content validity ensures that measurement includes a sufficient and representative set of items that unravel the concept (Sekaran, 2017). This study involved two raters as assessors (interrater) by the researcher's colleagues, so that in this study the Cohen Kappa agreement coefficient is used. This selection is based on the usage expressed by Wiharso (2005).

Fleiss, 1981 (in (Widhiarso, 2005)) categorizes the level of reliability between raters, including:

- Kappa <0.4: Bad (bad).
- Kappa 0.4 - 0.60: Enough (fair).
- Kappa 0.60 - 0.75: Good (good).
- Kappa > 0.75: Very good (excellent).

Table 4 Reliability test result

Rater1 * Rater2 Crosstabulation

			Rater2					Total	
			60.00	65.00	70.00	75.00	80.00		85.00
Rater 1	60.00	Count	3	2	0	0	0	0	5
		Expected Count	.5	.7	1.4	.8	1.1	.5	5.0
	65.00	Count	1	2	1	0	0	0	4
		Expected Count	.4	.5	1.1	.6	.9	.4	4.0
	70.00	Count	0	1	9	1	0	0	11
		Expected Count	1.2	1.5	3.0	1.8	2.4	1.2	11.0
	75.00	Count	0	0	0	5	1	0	6
		Expected Count	.6	.8	1.6	1.0	1.3	.6	6.0
	80.00	Count	0	0	0	0	4	2	6
		Expected Count	.6	.8	1.6	1.0	1.3	.6	6.0
	85.00	Count	0	0	0	0	3	2	5
		Expected Count	.5	.7	1.4	.8	1.1	.5	5.0
	Total	Count	4	5	10	6	8	4	34
		Expected Count	4.0	5.0	10.0	6.0	8.0	4.0	37.0

Symmetric Measures

		Value	Asymptotic Standardized Error ^a	Approximate T ^b	Approximate Significance
Measure of Kappa Agreement		.602	.092	7.915	.000
N of Valid Cases		34			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Based on the table the result of the reliability test is 0.602 which means, categorized as good reliability (0.60 – 0.75).

Data collecting technique

The researcher used some techniques to collect data in this study, such as a questionnaire adopted from Asarakeh & Deghannezhad, (2015), It was used to assist the researcher in determining the students' self-efficacy score. Speaking tests with a scoring rubric adapted from Brown (2004). The researcher, on the other hand, used the speaking test to determine students' speaking ability.

Data analysis technique

Method of data analysis The Correlation Product Moment method, developed by Carl Pearson, was used in this study. The process adopted a model used in the prior study (Turmudi & Ratini, 2022). Using SPSS, the researcher performed Pearson Product Moment

Validity Testing. The correlation coefficient can be either positive or negative. A negative relationship coefficient indicates a negative connection and vice versa. A negative relationship implies that the more variable X is estimated, the less variable Y is estimated. A positive relationship implies that the higher the estimation of variable X, the higher the estimation of variable Y. Because the author's research is a correlational quantitative examination, the theories articulate whether there is a relationship between the two factors. In addition, the process of citing in the text and list of references employs online automatic citation with aid of Mendeley Reference Manager (MRM) as described in a scholar article (Turmudi, 2020).

RESULT AND DISCUSSION

Result

This study seeks answer of this research question”**is there any positive correlation between students' self-efficacy and their speaking achievement of the English Education Program State Islamic University of KH Achmad Siddiq?**. The answer is presented statically.

The data of independent variables and dependent variable gained from the participants are described as follows:

1. Self-Efficacy

Table 5 The statistical scores of self-efficacy

N	Valid	34
	Missing	0
Mean		81.65
Median		83.00
Mode		86
Range		53
Minimum		60
Maximum		113
Sum		2776

To determine the class of the students' self-efficacy level, whether it's low or high, the researchers uses a formula that is explained below. However, it is required to seek out the range ideal (Ri), standard deviation ideal (SDi), and mean ideal (Mi) for the calculation, the researcher uses the subsequent formula :

Yuliantari and Femilia (2023)

$$\begin{aligned}
 Ri &= \text{maximum score (Xmax)} - \text{minimum score (Xmin)} \\
 &= (27 \times 5) - (27 \times 1) \\
 &= 135 - 27 = 108
 \end{aligned}$$

$$\begin{aligned}
 SDi &= Ri : 6 \\
 &= 108 : 6 = 18
 \end{aligned}$$

$$\begin{aligned}
 Mi &= (Xmax + Xmin) : 2 \\
 &= (135 + 27) : 2 \\
 &= 162 : 2 = 81
 \end{aligned}$$

Those calculations indicate that the self-efficacy score can be categorized into 5 (five) categories.

Table 6 Category distribution of self-efficacy score

No.	Score	F	F (%)	Category
1.	$X > 108$	1	2.9%	Very High
2.	$90 < X \leq 108$	3	8.8%	High
3.	$72 < X \leq 90$	24	70.6%	Moderate
4.	$54 < X \leq 72$	6	17.6%	Low
5.	$X \leq 54$	0	0.0%	Very Low
Total		34	100%	

In table above, a student (2.9 % from the sample) has very high self-efficacy, 3 students (8.8% from the sample) have high self-efficacy, 24 students (70.6% from the sample) have moderate self-efficacy, 6 students (17.6% from the sample) have low self-efficacy, and none of the members has very low self-efficacy.

2. Speaking skill score

For the speaking skill scores, the researcher gained it by conducting a monologue speaking test. Students with high self-efficacy when they make mistakes and reprimanded, they fix it and continue their sentences. While students with low self-efficacy tend to be reluctant to continue when they have been reprimanded. To find out the data needed, the researcher used SPSS 16.0. The result is presented in table 7.

Table 7 Statistical scores of speaking

<i>N</i>	<i>Valid</i>	34
	<i>Missing</i>	23
<i>Mean</i>		66.91
<i>Median</i>		65.00
<i>Mode</i>		75
<i>Range</i>		35

Yuliantari and Femilia (2023)

<i>Minimum</i>	<i>50</i>
<i>Maximum</i>	<i>85</i>
<i>Sum</i>	<i>2275</i>

To determine the class of the students' s, whether it's low or high, the researchers uses a formula that is explained below. However, it is required to seek out the range ideal (Ri), standard deviation ideal (SDi), and mean ideal (Mi) for the calculation, the researcher uses the subsequent formula:

$$\begin{aligned}
 Ri &= \text{maximum score (Xmax)} - \text{minimum score (Xmin)} \\
 &= (20 \times 5) - (4 \times 5) \\
 &= 100 - 20 = 80 \\
 SDi &= Ri : 6 \\
 &= 80 : 6 = 13.33 \\
 Mi &= (Xmax + Xmin) : 2 \\
 &= (100 + 20) : 2 \\
 &= 120 : 2 = 60
 \end{aligned}$$

Table 8 Category distribution of speaking score

<i>No.</i>	<i>Score</i>	<i>F</i>	<i>F (%)</i>	<i>Category</i>
<i>1.</i>	<i>X > 80</i>	<i>4</i>	<i>11.8 %</i>	<i>Very High</i>
<i>2.</i>	<i>68 < X ≤ 80</i>	<i>11</i>	<i>32.4 %</i>	<i>High</i>
<i>3.</i>	<i>55 < X ≤ 67</i>	<i>13</i>	<i>38.2 %</i>	<i>Moderate</i>
<i>4.</i>	<i>42 < X ≤ 54</i>	<i>6</i>	<i>17.6%</i>	<i>Low</i>
<i>5.</i>	<i>X ≤ 41</i>	<i>0</i>	<i>0.0 %</i>	<i>Very Low</i>
<i>Total</i>		<i>34</i>	<i>100%</i>	

Table 8 shows 4 students (11.8 % from the sample) has the very high speaking ability, 11 students (32.4% from the sample) have high speaking ability, 13 students (38.2% from the sample) have moderate speaking ability, 6 student (17.6% from the sample) have the low speaking ability, and none of the members have very low self-efficacy. The finding showed that after analyzing the students' questionnaire, the researcher found out there is a correlation between students' self-efficacy and their speaking achievements (See Table 9 in the Appendices).

The researcher uses the Kolmogorov Smirnov Test by using SPSS 16.0 program. the info distribution is normal if the probability number is quite 0.05. In contrast, if the

probability number is smaller amount than 0.05 the info distribution isn't normal. The results of the normality test are shown on the table.

Table 2 One Sample Kolmogorov Smirnov

		Unstandardized Residual
N		34
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.79292048
	Most Extreme Differences	
	Absolute	.104
	Positive	.077
	Negative	-.104
Test Statistic		.104
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on table above, it is visible that the probability number (Asymp. Sig) of self-efficacy and speaking is $0.200 > 0.05$ this means that the data distribution is normal. As mentioned in the previous chapter, the researcher used SPSS 16.0 to find out the correlation between the two variables. The result is presented in the table below :

Table 3 Correlations result

	self-efficacy level	speaking achievement
self- efficacy level	1	.848**
Pearson Correlation		
Sig. (2-tailed)		.000
N	34	34
speaking achievement	.848**	1
Pearson Correlation		
Sig. (2-tailed)	.000	
N	34	34

** . Correlation is significant at the 0.01 level (2-tailed).

The table shows that the coefficient of correlation is 0.848 and the From the table, it can be concluded that the significant value = $0.000 < 0.05$ which implies H_0 is rejected and H_a is accepted. Therefore, it can be summed up that there's a significant positive correlation between the students' self-efficacy and their speaking skills. In other words, the increasing level of students' self-efficacy was followed by enhancements of their speaking skills.

Discussion

The findings of this research include self-efficacy is positively correlated with speaking skills, research has consistently shown that individuals who have higher levels of self-efficacy in speaking tend to perform better in speaking tasks. This is in line with previous research by Lelita, (2016) she finds that, the higher the level of self-efficacy in students, the more it will support their speaking. This suggests that promoting self-efficacy can be an effective strategy for improving speaking skills in English language learners. (Fatimah, 2019) also found that appropriate teaching methods can improve students' self-efficacy and speaking ability.

Self-efficacy can be developed, this research has also shown that self-efficacy is not a fixed trait but can be developed over time through targeted interventions such as feedback, practice, and modelling. Previous research also found something similar, the use of appropriate teaching methods can affect the level of self-efficacy of students (Restimai, 2015). This suggests that English language educators can play an active role in promoting self-efficacy in their students.

Culture can influence self-efficacy; this research has also shown that cultural factors can influence self-efficacy in speaking. For example, individuals from cultures that value collectivism and conformity may have lower self-efficacy in speaking than individuals from cultures that value individualism and self-expression. This finding is also supported by Desmaliza & Septiani, (2018) that the environment also helps shape students' perceptions of their self-efficacy, so there is a need for positive support. This suggests that educators need to be sensitive to cultural differences and adapt their teaching approaches accordingly.

This study, which adopts Bandura's theory, aims to investigate the students' level of self-efficacy in speaking class. The findings showed that the students displayed moderate levels of self-efficacy. According to Carter et al., (2017), people who scored higher on the

self-efficacy scale demonstrated stronger verbal communication confidence, which is to be expected and demonstrates a high magnitude and strength. Overall, the findings of research on the correlation between self-efficacy and speaking skills for English education programs suggest that promoting self-efficacy can be an effective strategy for improving speaking skills in English language learners. Educators can use these findings to design targeted interventions that promote self-efficacy and improve speaking performance in their students. The findings of this study were also strengthened by the results of the studies by (Zhang et al., 2020) Interesting topics can trigger someone's self-efficacy so that they can encourage their speaking ability.

In this study, researchers examine more deeply about aspects of speaking. The research conducted by Fatimah (2019) only examined 3 aspects. Bandura stated self-efficacy is a personal belief in their ability to organize and carry out a series of actions needed to complete a certain task (Bandura 1997:31). In this research self-efficacy of speaking is divided into 5 factors, fluency, pronunciation, grammar, comprehension, and vocabulary. First, fluency Some participants in this research could speak fluently and some of them did not. While the fluent participant can speak without taking time to think, the non-fluent participant takes a long time. The second is pronunciation, students with a high score in self-efficacy level have good capabilities in producing words. The habit of producing sound is acquired by repetition repeatedly and gets corrected when it is pronounced wrong. Third is grammar the student with high self-efficacy level if they are wrong in grammar they stay confident and continue their sentence because they tend to be fast in speaking. Unfortunately, spoken communication requires quick, spontaneous, and thorough understanding (Leech & Jan, 2002) so that students never have enough time to think about grammar. Fourth comprehension High self-efficacy students' more fluent and faster in speaking. Even if they are wrong in pronunciation and corrected, they will repeat the sentence and pronounce it correctly and then continue the sentence. Fifth, vocabulary is mostly among student has high score. This is shown by the choice of diverse vocabulary when they speak and rarely repeat the same sentence. To get wealthy vocabulary learners need to get admission to the expertise of vocabulary and exercise it in the natural environment (Nakata, 2006; Takač, 2008)

The results of this study complement previous research; researchers often replicate previous studies to test the reliability and generalizability of their findings. The researchers

also examined similarities and contrasts between their work and earlier study in other settings. Fatimah, (2009) carried out the earliest analogous study, and the emphasis on public speaking is what unites them. Instead, this study uses a quantitative approach that focuses on the impact of student self-efficacy on public speaking, using data from 34 professional English students. Furthermore, (Desmaliza & Septiani, 2018) carried out other study. The resemblance in the speaking class, which was conducted through a questionnaire, was the thing that stood out the most. The results of the previous study concentrated on the relationship between self-efficacy and speaking abilities based on the teaching method, whereas the current study examines the students' self-efficacy in the student speaking achievement.

CONCLUSION AND SUGGESTION

Conclusion

Based on this research studies, it can be concluded that there is a positive correlation between students' self-efficacy and their speaking achievement in English education programs UIN KH Achmad Siddiq Jember. This means that when students have a high level of self-efficacy, they are more likely to be successful in developing their speaking skills in English. The relationship between self-efficacy and speaking achievement is reciprocal, meaning that as students develop their speaking skills, their self-efficacy may increase, and as their self-efficacy increases, their speaking achievement may also improve. Therefore, it is important for English education programs to focus on building students' self-efficacy in addition to providing instruction on speaking skills. Teachers can design activities and interventions that build students' self-efficacy, such as providing opportunities for success, offering feedback and encouragement, and modeling effective speaking behaviors. By doing so, students can develop their confidence, motivation, and resilience in learning English, and become more proficient speakers of the language.

Limitation

It is important for researchers to acknowledge and address these limitations when designing and interpreting research studies related to the correlation of self-efficacy and speaking skills for English education programs. Due to limited sample size these studies, with small sample sizes may not be representative of the broader population and may have limited statistical power to detect meaningful relationships or effects. Also, lack of control groups,

make these studies that do not include control groups or comparison conditions may make it difficult to attribute observed effects or relationships to specific interventions or factors. Since this limitation, so that future researchers can examine more deeply about this field.

Implication

Research on the correlation between self-efficacy and speaking skills for English education programs has important implications for instructional practices, teacher professional development, curriculum development, assessment practices, and student outcomes. There are some implications of this research such as, inform instructional practices this research can inform instructional practices in English education programs. Teachers can use this research to design activities and interventions that build students' self-efficacy and enhance their speaking skills. This research also supports teacher professional development. Teachers can use this research to reflect on their own instructional practices and identify areas for improvement in how they support their students' self-efficacy and speaking skills.

This research tries to enhance assessment practices. Teachers can use this research to design assessments that measure students' self-efficacy and speaking skills and use these assessments to inform their instructional practices. Last, improve student outcomes. By building students' self-efficacy and enhancing their speaking skills, students may become more confident and proficient speakers of English, which can have positive effects on their academic and professional success.

In conclusion, self-efficacy is an important predictor of speaking performance. Studies have consistently shown that individuals who have higher levels of self-efficacy in speaking tend to perform better in speaking tasks. Additionally, research has shown that self-efficacy can be developed over time through targeted interventions such as feedback, practice, and modeling. However, research also suggests that self-efficacy is context-specific, meaning that individuals may have high self-efficacy in certain speaking situations but not in others. This highlights the importance of educators tailoring their interventions to the specific context of their English education program. The findings of research on the correlation between self-efficacy and speaking skills in English education programs have important implications for English language educators. By promoting self-efficacy in their students and tailoring their teaching approaches to specific contexts and cultural factors, educators can help to improve

English language learners' speaking performance and enhance their overall proficiency in the language.

Finally, the researcher suggests that the lecturer is expected to apply learning methods that can stimulate the increase of student self-efficacy in speaking by using interactive communication during learning rather than just explaining. For future researchers, since self-efficacy has been proven to have a good correlation with speaking, future researchers can try researching in other fields such as reading, listening, etc.

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Appendices*Table 9 Students' self-efficacy and speaking achievement score table*

No.	Initial	Self-Efficacy Scores	Speaking Scores
1	2	3	4
1.	AMN	80	70
2.	AS	113	85
3.	MH	97	80
4.	AM	86	75
5.	AH	60	55
6.	NA	86	75
7.	MNL	83	65
8.	DF	81	65
9.	ML	85	75
10.	IH	65	55
11.	SIH	83	60
12.	NI	86	65
13.	MNA	75	50
14.	NF	85	70
15.	JDP	90	75
16.	ZKN	97	75
17.	L	86	60
18.	ZA	75	60
19.	M	83	75
20.	MNA	60	55
21.	NA	80	70
22.	IBH	70	55

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23.	MZ	83	65
24.	IR	73	65
25.	RA	70	55
26.	LV	85	75
27.	ANS	80	65
28.	MS	86	75
29.	SK	90	80
30.	MR	75	60
31.	RI	80	65
32.	PR	70	60
33.	WR	105	80
34.	WS	73	60
Total score		2776	2275