JURNAL MEDIA INFORMATIKA [JUMIN]
Volume 6 No. 2, 2024, Page 653-661
ISSN 2808-005X (media online)
Available Online at http://ejournal.sisfokomtek.org/index.php/jumin

The Correlation between Self–Efficacy and Learning Motivation on the English Speaking Ability of Secondary School Students

Siska Indriyani[1], Abdul Syahid[2], Zaitun Qamariah[3*]

[1,2,3]Tadris Bahasa Inggris, IAIN Palangka Raya, Indonesia
Email Coreponden: siskaindriyani001@gmail.com

Abstract−This study aims to investigate the correlation between self-efficacy and learning motivation in the English language proficiency of secondary school students. Using a quantitative approach, this study uses a correlation design to explore the relationship between these variables. Data was collected through questionnaires that assessed students' self-efficacy, learning motivation, and speaking ability. Quantitative descriptive design effectively identifies trends between variables in the framework of a case study. The results of this study show that there is a strong positive correlation between students' English language ability, self-efficacy, and learning motivation. In particular, students with higher speaking skills tended to show greater self-efficacy and motivation, as evidenced by a correlation coefficient of 0.95, which showed a very strong relationship between the variables studied.

Keywords: Self-efficacy, Learning Motivation, English Speaking Ability, Secondary School Students, Quantitative Research

1. INTRODUCTION

Since communicative and meaning-oriented language teaching became popular, there has been an increased focus on improving second-language speaking skills. Bygate (2001) argues that the shift from traditional to communicative language teaching has led to the recognition of speaking as a distinct branch of language learning.

Speaking, broadly speaking, is the ability to communicate[1] . Giving and receiving information is the definition of speaking. Speaking occurs in both directions between the speaker and the listener. Speaking proficiency and self-efficacy are linked. It emphasizes academic discourse structures and delivery behaviors to support students' academic communicative qualifications, so it is especially pertinent for EFL studentsc. Furthermore, speaking well can help you interact with people in public speaking classes (Wijaya, 2020). Furthermore, speaking is now a requirement for learning English[3].

English speaking skills are taught to provide opportunities for students to build their speaking competence and self-efficacy to a higher level. It is intended that students' beliefs about their public speaking ability can be seen as a self-efficacy factor that will affect their public speaking performance in English[3].

Speaking often occurs when one's self-efficacy and motivation to learn are lacking. This will affect one's speaking ability because speaking is an activity that requires self-confidence and motivation to learn. Speaking in a state of lack of confidence and motivation to learn will affect one's speaking ability because self-confidence affects all aspects, including motivation to learn. If someone speaks confidently and has good learning motivation, it will greatly affect one's speaking ability.

Thanks to a researcher who examines self-efficacy in language teaching, there has been a significant advancement in studying English as a foreign language[2]. According to some data, self-efficacy and other motivational metrics like self-perception and self-confidence are positively correlated[3]. Students' self-efficacy in learning English is a significant issue in education because each person has a different perspective on learning a foreign language. Research has shown that self-efficacy is associated with learning strategies, language anxiety, and learning ability when confidently acquiring English. Numerous scholarly investigations have scrutinized the association between learners' self-efficacy and said variables, revealing that their self-efficacy concerning unfamiliarity impacts their language proficiency.

Speaking proficiency and motivation are related. If the students are motivated, they can demonstrate their speaking abilities. Motivated students try to get something out of their studies and see them as important and practical. The unique factor affects the achievement of a specific goal and the learning behavior that endures until the goal is reached[4].. In general, motivation is the cause of a particular behavior; that is, it has the attributes that give certain behaviors direction and inspire them to persist [5]. Stated differently, it is the capacity to choose when, where, and how much of an action to take and how long and how intensely.

The current research results demonstrate that students' self-efficacy plays a significant role in how they behave when faced with particular tasks and circumstances. This indicates that student performance success, including public speaking in front of large audiences, is influenced by self-efficacy. Efficacy and general language achievement are closely related, according to several studies. According to Zhang, Ardasheva, and Austin [6]., there is a connection between students' speaking performance and their sense of self-efficacy. However, according to other researchers, students with high levels of self-efficacy don't always perform well when speaking in front of an audience (Paradewari, 2017). A search for comparable studies revealed that no prior research had been done on the impact of learning motivation and self-efficacy on students' speaking skills. The researchers decided to look into this in greater detail. There are several intricate reasons why English speaking still needs to be improved in many Central Kalimantan schools. Some factors are often the main cause. Low self-efficacy: many pupils need more confidence in their English-speaking ability. Lack of practice chances, the fear of making mistakes, or self-comparison with peers thought to be more skilled can all contribute to this. Low motivation to learn: Some students may need more motivation to learn English because they find it difficult or unimportant in their daily lives. A search for comparable studies revealed that no prior research had been done on the impact of learning motivation and self-efficacy on

Submitted: **11/11/2024**; Accepted: **26/11/2024**; Published: **15/12/2024**

JURNAL MEDIA INFORMATIKA [JUMIN]
Volume 6 No. 2, 2024, Page 653-661
ISSN 2808-005X (media online)
Available Online at http://ejournal.sisfokomtek.org/index.php/jumin
students' speaking skills. The researchers decided to look into this in greater detail.

2. RESEARCH METHODOLOGY

Researchers collect and analyze data numerically to understand the level of correlation between the three variables. They use this quantitative research method to determine how students' learning motivation and self-efficacy affect their speaking abilities. Quantitative research findings were derived from data collection, specifically questionnaires. The research data were gathered in two ways. The first method involves using questionnaires to assess learning motivation and self-efficacy. The questionnaires aim to assess students' learning motivation and self-efficacy. Students were given questionnaires to fill out to collect information about their self-efficacy beliefs[7].

This questionnaire was adapted from Asakereh & Dehghannezhad's research to assess the speaking self-efficacy of high achievers and address the first research question. For quantitative analysis, the author used a questionnaire to collect research data on a Likert scale ranging from one (strongly disagree) to five (strongly agree). The second questionnaires are based on Gardner's Attitude/Motivation Test Battery (AMTB). It consists of many statements involving attitude and motivation. Still, the researcher only chose ten items relevant to this study and modified the questionnaires based on the context of students. As a result, the researcher only collected motivational statements from Gardner's Attitude/Motivation Test Battery (AMTB) and translated them into Indonesian. During the writing process, researchers conducted field research. To collect data on students' learning motivation and self-efficacy, researchers distributed

Questionnaires to students. After completing the questionnaire, the students will be tested for speaking ability. Once the data has been collected, it will be analyzed.

The research location was in Central Kalimantan, Indonesia. This study was conducted from June 2024 to August 2024. Cohen (2000, p. 158) defines a population as a large group from which researchers want to generalize their sample results. A population is typically a large group of people or objects that are the subject of a scientific inquiry (Castillo, 2009). Based on the statement above, the author selected secondary school, specifically class VIII A, as the study's sample.

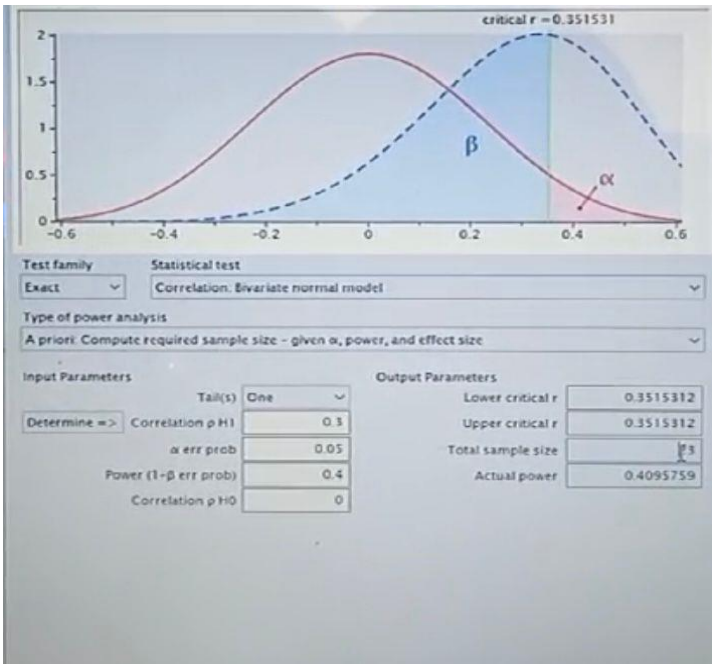

Figure 2. 1 . Sample

Sampling is a technique that enables cost-effective observations and conclusions for the full group by analyzing a subset of the population. The G*Power software was utilized to determine the study's sample size. From the graph above in G*Power, it can be inferred that 23 samples are needed to get the desired statistics.

However, this study would use a total of 29 samples out of eight to address probable dropouts or missing data and to guarantee the trustworthiness of the statistical analysis results. This should strengthen the argument for extrapolating the study's findings to a larger population. According to Narayan et al. (2023), sampling is a

Submitted: **11/11/2024**; Accepted: **26/11/2024**; Published: **15/12/2024**

JURNAL MEDIA INFORMATIKA [JUMIN]
Volume 6 No. 2, 2024, Page 653-661
ISSN 2808-005X (media online)
Available Online at http://ejournal.sisfokomtek.org/index.php/jumin

statistical technique that entails choosing a smaller group (sample) from a larger population to make conclusions. The researcher intends to use an eighth-grade sample for this investigation. Even if this research has certain restrictions, the researcher will take a few steps that must be taken into account to ensure that the research data is accurate. For example, speaking with the supervisor lecturers, being mindful of the relevance and external validity of the findings, and being aware of research ethics. Be mindful of study ethics and the findings' applicability and external validity

3. RESULTS AND DISCUSSION

This study aims to ascertain whether there is a correlation between self-efficacy and speaking ability, learning motivation and speaking ability, self-efficacy and learning motivation, and speaking ability. The following information will be assessed to determine this:

The Normality Test

A normality test will be performed to determine whether the speaking ability score data from the questionnaire follows a normal distribution. This is critical to ensuring the reliability of parametric statistical tests. The Shapiro-Wilk and Kolmogorov-Smirnov tests can be used for this purpose.

a. Null hypothesis (H0): Data has a normal distribution.
b. Alternate hypothesis (H1): The data does not follow a normal distribution.
c. The significance level (α) is typically set at 0.05.

If the p-value is greater than α, we cannot reject the null hypothesis and assume the data follows a normal distribution. The significance level (α) is typically set at 0.05. If the p vap-value is greater than α, the null hypothesis is accepted and the data is assumed to be normal. The following step is homogeneity testing, which is performed after the normality test
3.1 Result from Questionnaire Self-Efficacy Analysis

Coefficient of Determination

The coefficient of determination test determines how much of the variance in the dependent variable can be explained by the model.

Model	R	R^2	Adjusted R^2	RMSE
M_0	0.000	0.000	0.000	3.650
M_1	0.977	0.955	0.952	0.800

Note. M_1 includes self-efficacy and learning motivation.

Figure 3. 1 . Model Summary - speaking ability

It is known that the R-value is 0.97 based on the above table. This suggests that speaking competence and self-efficacy are highly correlated with learning motivation. Speaking ability is influenced by self-efficacy and learning motivation by 95%, according to the value of r 2 of 0.95; the remaining 5% is not examined. By 95%, the remaining 5% needs to be investigated.

Product Moment Correlation Coefficient Analysis

The correlation test is utilized to ascertain whether the variables X1 and X2 to Y are connected, given that there is a relationship if the sig value is less than 0.05. The strength of the relationship can be ascertained by comparing the value of with the r table under the subsequent conditions:

Variable		self-efficacy	learning motivation	speaking ability
1. self-efficacy	Pearson n'sr	—		
	p-value	—		
2. learning motivation	Pearson n'sr	0.866	—	
	p-value	< .001	—	
3. speaking ability	Pearson n'sr	0.953	0.934	—
	p-value	< .001	< .001	—

Figure 3. 1 Pearson's Correlations

Submitted: **11/11/2024**; Accepted: **26/11/2024**; Published: **15/12/2024**

JURNAL MEDIA INFORMATIKA [JUMIN]
Volume 6 No. 2, 2024, Page 653-661
ISSN 2808-005X (media online)
Available Online at http://ejournal.sisfokomtek.org/index.php/jumin

It is evident from the following table that the significance level is less than 0.05> (0.01), indicating a positive correlation between variables self-efficacy and learning motivation. This suggests that speaking ability rises as students' self-efficacy rises or that there is a positive link between variables self-efficacy and learning motivation to speaking ability. Y, or speaking ability, rises in tandem with pupils' ambition to learn and sense of self-efficacy. Conversely, based on the *r*-value (Pearson correlations), which is 0.95, the criteria for the strength of the association between the variables of self-efficacy and learning motivation to the student's speaking ability has a very strong relationship.

Multiple linear regression

The selection of multiple linear regression tests is based on comparing a probability value of 0.05 with the significance value.1) If the significance value is less than 0.05, it indicates that variable self-efficacy and learning motivation influence variable speaking ability.

2) If the significance value is greater than 0.05, variables self-efficacy and learning motivatiion have no bearing on variable speaking ability.

Model		Sum of Squares	df	Mean Square	F	p
M_1	Regression	356.319	2	178.160	278.266	< .001
	Residual	16.646	26	0.640		
	Total	372.966	28			

Note. M_1 includes self-efficacy and learning motivation.

Note. The intercept model is omitted, as no meaningful information can be shown.

Table 8 Distribution Frequency and Presentation of the Student Speaking Ability

No	Category	Criteria	Scale	Frequency	Percent
1	81-100	Very Good	5	7	24%
2	61-80	Good	4	22	76%
3	41-60	Fairly Good	3	`	
4	21-40	Poor	2		
5	0-20	Very Poor	1		
Total				29	100%

JASP revealed that among the 29 students, 24% had Very Good of speaking ability, and 76% had Good of speaking ability.

Data analysis results showed that speaking ability, learning motivation, and self-efficacy were positively correlated among eighth-grade students at Central Kalimantan, Indonesia, junior secondary class VIII A. The theories discussed in Chapter II are consistent with these findings. Demonstrates a strong positive correlation between the variables. That is, it was discovered that there was a positive correlation between the dependent variable (speaking ability in an EFL speaking class) and the independent factors (self-efficacy and learning motivation). The results also showed a favorable correlation between speaking ability, learning motivation, and self-efficacy.

Backed by a 2018 study titled "Student motivation to learn English in Rwandan schools" by Tomoharu Takahashi, this study looked into Rwandan primary and secondary school students' motivations for learning English. The research aims to determine the degree of students' motivation to learn English at Central Kalimantan, Indonesia, junior secondary class VIII A. This study looks into the secondary school pupils at Central Kalimantan, Indonesia, junior secondary class VIII. A desire to learn English. The findings demonstrated that most Central Kalimantan, Indonesia, junior secondary class VIII A students have a high level of learning motivation.

Based on the aforementioned arguments, it can be inferred that learning motivation and self-efficacy have a significant impact on how well students do linguistically since confident and motivated learners would be more animated, particularly while speaking. Furthermore, educators play a crucial role in fostering a safe and encouraging classroom climate where students feel comfortable speaking up and participating in speech activities. Speaking instructors should set up scenarios to encourage pupils to use spoken language.

They can assist kids in recognizing their concerns and teaching them how to categorize and manage them. Based on the data, it can be interpreted that students who have strong learning motivation and self-efficacy will get high scores. Conversely, students who have low learning motivation and self-efficacy will get a poor score in speaking in eighth-grade students of secondary school.

Research on the correlation between self-efficacy and learning motivation on the english speaking ability has the potential to provide valuable insights into the psychological factors that affect students' speaking ability. However, there

Submitted: **11/11/2024**; Accepted: **26/11/2024**; Published: **15/12/2024**

JURNAL MEDIA INFORMATIKA [JUMIN]
Volume 6 No. 2, 2024, Page 653-661
ISSN 2808-005X (media online)
Available Online at http://ejournal.sisfokomtek.org/index.php/jumin

are some drawbacks to be aware of, including limitations in the generalization of outcomes, the potential for disruptive variables, and the complexity of measuring psychological variables. Paying attention to these advantages and disadvantages will help design more comprehensive and applicable research in the future.

Zhang et al. (2020) Based on the findings of There were four major findings with significant implications for the EPS curriculum and future research. a) Both students' EPS self-efficacy and performance significantly increased throughout the semester; b) ELP had a minor effect on the initial EPS self-efficacy and the final speech performance; c) EPS self-efficacy had neither direct nor indirect effects on EPS performance via ELP and/or self-efficacy sources, suggests a need for further investigation of mediated effects via effort and topic interest, as reflected by the interview data; and d) the effects of the theore. It's worth noting that student perceptions did not always align with statistical data. This points to the need for further investigation. To conduct more qualitative analyses, it would be possible to compare instructor and student perspectives across multiple classrooms or closely follow focal students throughout the semester. In the meantime, my study discovered that student self-confidence is influenced by self-efficacy and learning motivation. Speaking skills improve with a student's level of self-assurance and eagerness to study.

Based on the results of the calculation using JASP, it was found that there is a high positive correlation between self-efficacy, learning motivation, and speaking ability. It can be interpreted based on the results that the alternative hypothesis stating that there is Ha a high positive high positive correlation between students' self-efficacy, learning motivation and their speaking ability. The null hypothesis stating that there is Ho no significant correlation between students' self-efficacy, learning motivation and their speaking ability is rejected.

The researcher acknowledges in this thesis that the research design is rather straightforward. There are still a lot of flaws that are evident; there are many challenges in both data calculation and data collection. Numerous challenges exist, and the process of calculating the data from the JASP results is complicated and time-consuming. In addition to taking more samples for correlational studies because it would be preferable to get more samples, future researchers should be more creative in writing similar research that contributes to the field of education and can improve better designs and different objects to support better results and different objects to support the findings. will be improved with a greater sample size. Stated differently, this study can serve as a reference for future research by other scholars.

3. CONCLUSION

This study's findings indicated a relationship between students' speaking ability and their self-efficacy and learning motivation, with higher speaking ability being correlated with these factors and vice versa. Self-efficacy and learning motivation increase with speaking ability. From this investigation, the researcher also discovered the following information.

1. The data revealed a statistically significant correlation between students' self-efficacy and speaking ability (r = 0.90, r value > 0.05). Additionally, the results demonstrate a very strong correlation, which falls between 0.80 and 1.000 in the interpretation table 0.90.
2. The information revealed a statistically significant correlation between students' enthusiasm to learn and their speaking skills (r=0.87, r value > 0.05). Additionally, the results demonstrate a very strong correlation, which falls between 0.80 and 1.000 in the interpretation table 0.87.
3. The results demonstrated a statistically significant correlation between students' self-efficacy and learning motivation and their speaking skills (r=0.95, r value>0.05). Additionally, the results demonstrate a very strong correlation, which falls between 0.80 and 1.000 in the interpretation table 0.95.

The first result demonstrated a high relationship between students' self-efficacy and speaking proficiency. The second result demonstrated a robust relationship between learning motivation and speaking proficiency. The third finding demonstrated a robust relationship between learning motivation, self-efficacy, and speaking ability. This demonstrates that pupils with higher learning desire and self-efficacy have stronger speaking abilities. On the other hand, speaking ability is lower among pupils with lower levels of self-efficacy and learning motivation.

3.2 Self-efficacy questionnaires are based on Asakareh dan Dehghannedzhad's. (2013)

Description:

SD = Strongly Disagree

D = Disagree

N = Neutral A = Agree

SA = Strongly Agree

No	Speaking Skill Self-Efficacy Scale	(SD)	(D)	(N)	(A)	(SA)

Submitted: **11/11/2024**; Accepted: **26/11/2024**; Published: **15/12/2024**

JURNAL MEDIA INFORMATIKA [JUMIN]
Volume 6 No. 2, 2024, Page 653-661
ISSN 2808-005X (media online)
Available Online at http://ejournal.sisfokomtek.org/index.php/jumin

		1	2	3	4	5
1	I have enough ability to improve my speaking skill (Saya memiliki kemampuan untuk meningkatkan kemampuan berbicara saya)			10	3	16
2	If I practice speaking more, I will get better grades in the course. (Saya yakin bahwa jika saya lebih banyak berlatih berbicara, saya akan mendapatkan nilai yang lebih baik dalam mata pelajaran ini.)			1	19	9
3	I can speak better than my classmates. (Saya dapat berbicara lebih baik daripada teman sekelas saya.)		1	7	9	12
4	Even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across. (Meskipun tugas berbicara sulit tetapi saya mampu menyampaikan pesan tersebut dengan bahasa saya sendiri)			7	14	8
5	I am not stressed out when speaking English in the classroom. (Saya tidak stres saat berbicara bahasa Inggris di kelas)			7	12	10
6	I enjoy speaking with a proficient partner. (Saya senang berbicara dengan teman yang hebat).			5	21	3
7	I am one of the best students in Speaking Courses. (Saya adalah salah satu siswa terbaik di kelas Speaking.)			14	11	4

Submitted: **11/11/2024**; Accepted: **26/11/2024**; Published: **15/12/2024**

JURNAL MEDIA INFORMATIKA [JUMIN]
Volume 6 No. 2, 2024, Page 653-661
ISSN 2808-005X (media online)
Available Online at http://ejournal.sisfokomtek.org/index.php/jumin

8	I enjoy meeting tourists because I can speak with them well. (Saya senang bertemu dengan turis karena saya dapat berbicara dengan mereka dengan baik)	11	13	5
9	The more difficult the speaking practice is, the more enjoyable it is. (Semakin sulit latihan berbicara, semakin menyenangkan.)	18	8	3
10	When the instructor asks a question, I raise my hand to answer it, even if I need to figure it out. (Ketika guru mengajukan pertanyaan, saya mengangkat tangan untuk menjawabnya meskipun saya tidak yakin dengan jawabannya	15	7	7

$$\frac{\Sigma X}{N} \times 100\%$$

ΣX: Sum of respondents' answers to each statement N:

Number of respondents

3.3 Learning motivation questionnaires are based on Gardner's Attitude/Motivation Test Battery (AMTB).

Description:
SD = Strongly Disagree
D = Disagree
N = Neutral A = Agree
SA = Strongly Agree

No	Learning Motivation Scale	SD Strongly Disagree	D Disagree	N Neutral	A Agree	SA Strongly Agree
		1	2	3	4	5
1	I want to be able to speak a foreign language perfectly. (Saya ingin bisa berbicara bahasa asing dengan sempurna.)			10	3	16
2	My teacher tries to help me to speak English. (Guru saya mencoba membantu			1	19	9

Submitted: **11/11/2024**; Accepted: **26/11/2024**; Published: **15/12/2024**

JURNAL MEDIA INFORMATIKA [JUMIN]
Volume 6 No. 2, 2024, Page 653-661
ISSN 2808-005X (media online)
Available Online at http://ejournal.sisfokomtek.org/index.php/jumin

	saya untuk berbicara bahasa Inggris.)				
3	I don't pay much attention to the English teacher's explanation. (Saya tidak terlalu memperhatikan penjelasan guru bahasa Inggris.)		10	9	10
4	I look forward to speaking English in class. (Saya bisa berbicara bahasa Inggris di kelas.)	1	7	19	7
5	I feel confident when speaking in English class. (Saya merasa percaya diri ketika berbicara di kelas bahasa Inggris.)		7	12	10
6	Learning English is really great. (Belajar bahasa Inggris sangat menyenangkan.)		6	21	2
7	I have a strong desire to know all aspects of English. (Saya memiliki keinginan yang kuat untuk mengetahui semua aspek bahasa Inggris.)		15	10	4
8	My English class is really a waste of time. (Kelas bahasa Inggris saya benar-benar membuang-buang waktu.)		11	8	10
9	I would get nervous if I had to speak English to another person. (Saya akan merasa gugup jika harus berbicara bahasa Inggris dengan orang lain.)	1	18	7	3
10	Studying foreign languages is not enjoyable. (Mempelajari bahasa asing bukanlah hal yang menyenangkan.)		15	7	7

$$\frac{\Sigma X}{N} \times 100\%$$

ΣX: Sum of respondents' answers to each statement N: Number of respondents

ACKNOWLEDGMENTS

Thanks are conveyed to the parties who have supported the implementation of this research.

REFERENCES

ALAWIYAH, T. (2018). Speaking Self-Efficacy and EFL Student Teachers' Speaking Achievement. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, *5*(1), 87–96. https://doi.org/10.19109/ejpp.v5i1.2052

Asakareh, A., & Dehghannedzhad, M. (2013). Development and Validation of Academic Self-Efficacy Questionnaire for Iranian Students. International Journal of Academic Research in Business and Social Sciences, 3(12), 1-13.

Anam, S., & Stracke, E. (2020). The role of self-efficacy beliefs in learning English as a foreign language among young Indonesians. *TESO*L Journal, 11(1), 1–12. https://doi.org/10.1002/tesj.440

Submitted: **11/11/2024**; Accepted: **26/11/2024**; Published: **15/12/2024**

Cave, P. N., Evans, N. W., Dewey, D. P., & Hartshorn, K. J. (2018). Motivational partnerships: increasing ESL student self-efficacy. ELT Journal, 72(1), 83–96. https://doi.org/10.1093/elt/ccx027

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, Mixed Methods Approaches (4th ed.). SAGE PUBLICATIONS Ltd.

Genç, G., Kuluşakli, E., & Aydin, S. (2016). Exploring prospective EFL teachers' perceived self-efficacy and beliefs on English language learning. Australian Journal of Teacher Education, 41(2), 53–68. https://doi.org/10.14221/ajte.2016v41n2.4

Haidara, Y. (2016). Psychological Factor Affecting English Speaking Performance for English Learners in Indonesia. Universal Journal of Educational Research, 4(7), 1501–1505. https://doi.org/10.13189/ujer.2016.040701

Hartono, H., Mujiyanto, J., Fitriati, S. W., Sakhiyya, Z., Lotfie, M. M., & Maharani, M. M. (2023). English Presentation Self-efficacy Development of Indonesian ESP Students: The Effects of Individual versus Group Presentation Tasks. International Journal of Language Education, 7(3), 361–376. https://doi.org/10.26858/ijole.v7i3.34442

Honicke, T., & Broadbent, J. (2016). The Influence of Academic Self-Efficacy on Academic Performance: A Systematic Review. Educational Research Review, 17, 63–84. https://doi.org/10.1016/j.edurev.2015.11.002

Nadiah, Arina, & Ikhrom. (2019). The Students' Self-Confidence in Public Speaking. ELITE Journal, 1(1), 1–11. https://www.elitejournal.org/index.php/ELITE

Nurulwati, N., Khairina, L., & Huda, I. (2020). The effect of students' self-efficacy on the learning outcomes in learning physics. Journal of Physics: Conference Series, 1460(1), 1–5. https://doi.org/10.1088/1742-6596/1460/1/012113

Pujihastuti, Isti.(2010). Prinsip Penulisan Kuesioner Penelitian. CEFARS : Jurnal Agribisnis dan Pengembangan Wilayah, Vol. 2 No. 1.

Quang, N. N., Linh, P. N., & Hiền, N. T. T. (2022). Tasks, self-efficacy, and L2 motivational self-system in an online emergency EFL speaking class: A mixed-methods study. JALT CALL Journal, 18(1), 1–33. https://doi.org/10.29140/JALTCALL.V18N1.518

Zelenak, M. S. (2015). Measuring the sources of self-efficacy among secondary school music students. Journal of Research in Music Education, 62(4), 389–404. https://doi.org/10.1177/0022429414555018

Zhang, X., & Ardasheva, Y. (2019). Sources of college EFL learners' self-efficacy in the English public speaking domain. English for Specific Purposes, 53, 47–59. https://doi.org/10.1016/j.esp.2018.09.004

Zhang, X., Ardasheva, Y., & Austin, B. W. (2020). Self-efficacy and English public speaking performance: A mixed method approach. English for Specific Purposes, 59, 1–16. https://doi.org/10.1016/j.esp.2020.02.001

Submitted: **11/11/2024**; Accepted: **26/11/2024**; Published: **15/12/2024**