THE CORRELATION BETWEEN STUDENTS' SELF-EFFICACY AND SPEAKING PERFORMANCE IN UPT SMAN 1 BONE

Ekky Reskianty Amir[1], Serliah Nur[2], Sardian Maharani Asnur[3]

[123]Alauddin Islamic State University of Makassar, Indonesia
Correspondence Email: ekkyreskianty@gmail.com

ABSTRACT

Speaking skill is one of the main skills in English language. However, speaking skill are often seen as difficult, making them unsure of their abilities. This study aims to find correlation between students self-efficacy and their speaking performance at SMAN 1 Bone. Correlational research used in this study using quantitative method. The population of this study is the eleventh grade students at UPT SMAN 1 Bone. This study took 20 students using purposive sampling technique. The data were collected through questionnaire and speaking test. The researcher used Carl Pearson's product-moment correlation to analyze the data using the SPSS 25. It was found that the pearson correlation value is 0.561.The correlation classification between variable X and variable Y is at the moderate level (0.40-0.599). Because the probability value <0.05 so that H1 is accepted and H0 is rejected. This means there is a positive correlation between the two variables.

Keywords : *Self-efficacy;speaking performance;correlation*

ABSTRAK

Kemampuan berbicara merupakan salah satu kemampuan utama dalam bahasa Inggris. Namun, keterampilan berbicara sering dianggap sulit, membuat mereka tidak yakin akan kemampuan mereka. Penelitian ini bertujuan untuk menemukan korelasi antara efikasi diri siswa dan kinerja berbicara mereka di SMAN 1 Bone. Penelitian korelasional yang digunakan dalam penelitian ini menggunakan metode kuantitatif. Populasi dari penelitian ini adalah siswa kelas

sebelas di UPT SMAN 1 Bone. Sampel penelitian ini berjumlah 20 siswa dengan menggunakan teknik purposive sampling. Data dikumpulkan melalui kuesioner dan tes berbicara. Peneliti menggunakan korelasi product moment dari Carl Pearson untuk menganalisis data dengan menggunakan program SPSS 25. Ditemukan bahwa nilai korelasi pearson adalah 0,561. Klasifikasi korelasi antara variabel X dan variabel Y berada pada tingkat sedang (0,40-0,599). Karena nilai probabilitas < 0,05 sehingga H1 diterima dan H0 ditolak. Hal ini berarti terdapat hubungan yang positif antara kedua variable tersebut.

Kata kunci*: Efikasi diri; kinerja berbicara; korelasi*

A. INTRODUCTION

As social beings, humans interact with the environment in which they live. Communication with the environment can occur by involving only one party, either through television, radio, and so on or by involving two reciprocal parties, such as through interviews or group discussions. It is hoped that information will be conveyed and information will be received. Information is divided between or among people employing the communication process through the same set of marks, behaviors, and symbols (Kustanti, Dewi. Prihmayadi, 2017). This must be separated from the language used so that information is conveyed correctly, and if one of the listeners or speakers cannot understand the other's speech, the meaning of what they say will be lost.

Communication tools in the form of language also have many differences in each region. English serves as an international language, with the hope that this language will make it easier for people from different areas or countries to communicate and understand a conversation. As the epidemic continues to increase, English is a compulsory subject in high schools based on the Minister of education and Culture Regulation No. 70 of 2013. In addition to forming information insight, education aims to shape students attitudes and improve their talents. The ability to use the language system effectively indicates that learners use the language while studying either in groups or in pairs. One of the language used in education is English, to be fluent and correct in that language they also practice cleare speech and conversation. And that is one of the objectives of the lecture activities in class.

They need to practice English in an authentic setting, so they will find their English learning more enjoyable. The ability to communicate is valuable when learning English because it enables speakers to communicate ideas effectively. Speaking ability is a person's ability to express and

362

convey thoughts, idea, and feelings. Speaking is using spoken language to relate to one's intentions, including reviews, opinions, and emotions. The faculty of speech procedures an articulated flow of the sound system to express desires, ideas, feelings, and experiences to others.

The behavior shown by someone shows that he is willing to choose or determine how to act in certain situations included in attitude. These characteristics include respect for the value of English in their daily lives, curiosity, concern, persistent interest, attitude to learning English, and self-confidence. The benefits obtained from the ability to master skills are that it can train self-confidence, insight, and train themselves which will have an impact on the student's own series (Istiqomah:2021). Rahmat (2000:109) states that belief can be considered something that everyone has in their life and how that person views himself as a whole by referring to self-concept. In short, confidence is the hope of the soul. Complete certainty and confidence that we can perform the task to the fullest extent of your skills and present it in the best light.

A person view of their capacity to plan and carry out the actions necessary to obtain the desired type of performance is the definition of self-efficacy, according to Bandura theory. In addition, self-efficacy is also defined as a persons perception of his capacity to control situations that can affect his life in carrying out his duties (Bandura:1994). Self-efficacy results from cognitive processes in the form of judgments, expectations, or ideas at the level at which people believe they can carry out certain activities or behaviors needed to achieve the desired results. The same is true for students' speaking ability. However, there were specific faults related to their ability to speak. Intellectual level, learning motivation, and psychological issues such as low confidence in public speaking and worrying about making mistakes in dialogue, especially when choosing tenses, were all considered (Schunk:2013).

Based on the pre-observation research at SMAN 1 Bone on February 3, 2003, the researcher found that some students in English subject, especially the speaking section, tend not to respond when the teacher asks a question. They will answer if they are pointed out by the teacher. And after talking with the subject teacher, the students characters tend to vary. Some students act like calm players. In other words, they answer when asked, some students tend to be more active or talkative, and some students remain silent when asked by the teacher. However, they feel nervous and lack vocabulary. This happens because most of them need more confidence to speak well. As described above, self-efficacy is self-belief in carrying out tasks. And students self-efficacy indirectly has a relationship with how their speaking performance. Therefore, the

researcher chose for this studywith the title "The Correlation Between Students Self-Efficacy and Speaking Performance in UPT SMAN 1 Bone".

B. LITERATURE RIVIEW

1. Psycholinguistics

Language understanding, production, and acquisition are undoubtedly related to psycholinguistic. Psycholinguistics was originally a study that discussed the relationship between language users behavior and cognitive characteristic. Psycholinguistics is the study of linguistics that translates how the human brain can acquire language, process, understand and produce language (Balamurugan, 2018). In short, the study of the process of language use is known as psycholinguistics.

2. Self-Efficacy

According to Bandura (1994) theory of self-efficacy, a persons view of their capatcity to plan and execute the actions necessary to obtain the type of performance displayed. In addition, self-efficacy is also defined as a persons perception of his capacity to control situations that can affect his life in carrying out his tasks. Lunenburg also said that self-efficacy substantially impacts learning, motivation, and performance because people only seek to learn and do tasks they believe they can achieve. Students are confident in their ability to complete tasks and solves problems. This requires decisions about whether people can accomplish these activities or not (Lunenburg, 2011:1).

According to Bandura (1977), self-efficacy has three dimensions, namely :

a. Dimensions of levels (magnitude)

This dimension relates to the behaviors a person chooses to attempt depending on how difficult they perceive the task to be. A person who faces a lot of difficulty has an expectation of success. The task is viewed differently depending on their acceptance and beliefs.

b. Dimensions of Strength

This dimension relates to the strength of a person's belief in their ability to succeed. The ability to demonstrate one's level of consistency in exerting effort to succeed despite adversity. The measure of the strength dimension is the belief that they can handle a task when the situation demands it personal toughness and persistence in dealing with responsibilities related to this.

364

c. Dimensions of Generality

Generality indicates the scope and size of mission accomplishment. This dimension describes the degree to which people have faith in their abilities to accomplish various activities, starting with performing routine activities or circumstances and progressing through various challenging and varied tasks or situations.

3. Speaking Performance

As Brown (1994) defines that performance is a natural and real manifestation org fulfillment of competence. Good competence is accompanied by good performance. The point is that actual actions can evaluate a persons performance, whether they are competent or not. The way a speaker conveys his ideas to the audience through words and sentences is speech performance. The ability to communicate will automatically show the skills of the speaker. Brown (2001) identified four aspects in speaking skills. The four aspects are fluency, accuracy, pronu`nciation, and vocabulary.

a. Fluency

If the speaker can communicate quickly and confidently without many awkward pauses or false starts then they are considered a fluent speaker (Nunan, 2003). The capacity to communicate clearly and constantly, while understanding when and where to pause, stop and end a conversation is fluency.

b. Accuracy

Accuracy occurs when the student's utterance matches what the target language speaker actually said. Accuracy is specifically concerned with grammatical constructions, which include such things as parts of speech, word forms, phrases, sentences, and others.

c. Pronounciation

Students can speak more clearly by pronouncing words when speaking. When a student has clear pronunciation and intonation, even with minimal vocabulary and grammar they can communicate well. Using words in a conventional way is commonly referred to as pronunciation.

d. Vocabulary

One of the important components in language learning and can be used to access students speaking English is vocabulary development. When speaking, the right diction or the most

importanat aspect of a language is defined as vocabulary. Mastery of English vocabulary has a positive impact on speaking ability (Nation & Hunston, 2013).

C. RESEARCH METHODOLOGY

This study used a quantitative approach in correlational research to ascertain the correlation between self-efficacy and speaking performance. This research was conducted at UPT SMA Negeri 1 Bone in 22nd August- 5th September 2023. This study take 20 people who are divided into 10 people from Mathematics and Natural Sciences (MIPA) and 10 people from Social Studies (IPS) as samples. 5 students with high average scores in English subject and 5 students with poor average score in English subject. A speaking test was used to calculate students speaking performance scores. Speaking rubric adapted from Dick, Gall, and Brog (2003:571) in assessing students speaking performance. This rubric consists of 4 aspects such as fluency, pronounciation, accuracy, and vocabulary with scores ranging from 10-100 and a questionnaire was used to measure their speaking self-efficacy. This questionnaire consist of 28 items based on the Bandura (1997) dimensions of self-efficacy. The questionnaire used in this study was adapted form Asakareh, A. and Dehghannezhand, M. (2015) regarding college students self-efficacy about speaking ability. Statictical analysis is used to determnine the correlation between the variables. Carl Pearson's product-moment correlation was employed by the researcher to use SPSS program to analyze the data. The correlation Product Moment shows whether the X and Y variables are correlated. As well as guidelines for the degree of correlation:

Table 1 Classification of Self-Efficacy

Interval Score	Classification
0.0-0.19	Very Weak
0.20-0.39	Weak
0.40-0.59	Moderate
0.60-0.79	Strong
0.80-1.00	Very Strong

(Evans, 1996)

D. FINDINGS AND DISCUSSIONS

This statistical analysis aimed to determine the correlation between students self-efficacy and speaking performance of students at UPT SMAN 1 Bone with total 20 students. Furthermore,

366

the students self-efficacy and their speaking performance scores using SPSS 25.0, the data was examined using Pearson Correlation Product Moment.

Table 2 Correlation Between Students Self-Efficacy and Their Speaking Performance

Correlation	Pearson Correlation	0,561
	Sig. (2-tailed)	0,01
	N	20

Based on the table above, it's showed that the Pearson Correlation is 0,561 which means in moderate category. Henceforth, the researcher explains about students' self-efficacy and student speaking performance results below.

1. Student's Self-Efficacy Result

Students were distributed questionnaire by researchers in order to measure their level of self-efficacy. The highest score attained by students was 112 and the lowest score was 79 with a total score of 1792. The standard deviation score is 13.69, the median score is 89.00, and mean score is 89.60 which means it is in the moderate category. This score is obtained based on student self-efficacy questionnaire data at UPT SMAN 1 Bone, which consists of 28 items processed using SPSS 25.The statictics on respondents accomplished student self-efficacy can be seen in the following table :

Table 3 Descriptive Analysis of Student Self-Efficacy

Self-Efficacy	Mean	89.60
	Median	89.00
	Std. Deviation	13.69
	Minimum	49.00
	Maximum	112.00

Self-efficacy score findings were divided into three categories to identify the students self-efficacy categories. There are three categories low, moderately, and highly. The categorization classification used is based on Bandura. For more details, the frequency distribution can be seen from table.

Table 4 Category Distribution of Self-Efficacy

No.	Scores	F	Percentage	Categories
1.	0-49	1	5%	Low
2.	50-99	16	80%	Moderate
3.	>100	3	15%	High

Table 4 presents the results of statistical data, which shows that 1 student (5%) with low level, 16 (80%) students with moderate level, and 3 (15%) students with high level of self-efficacy. It can be conclude that the dominant response is at a moderate level based on the data.

2. Speaking Performance Result

The total score obtained is 1500, with the highest score obtained by students is 92 and the lowest score is 50, based on speaking test data given to a sample of 20 students. The statistical data shows that the standard deviation is 11.69, median is 76.00, and mean is 74.85 which means in moderate category. It can be seen in the following table, which displays data regarding the respondents achievement in terms of students speaking performance.

Table 5 Descriptive Analysis Students Speaking Performance

Speaking Performance	Mean	74.85
	Median	76.00
	Std. Deviation	11.69
	Minimum	50
	Maximum	92

The researcher obtained speaking performance scores by conducting a speaking performance test. Students were asked to give their opinions and reasons about the prohibition of bringing cell phones to school. The researcher presented the presentation of speaking test data by showing the distribution table of students speaking performance as follows:

Tabel 6 Category Distribution of Speaking Performance

No.	Score	F	Percentage	Category
1	0-64	4	20%	Low

2	65-84	11	55%	Moderate
3	85-100	5	25%	High

Based on table 6, 4 (20%) students with low level, 11 (55%) students with moderate level, 5 (25%) students with high. Therefore, it can be concluded that the dominant students are at the moderate level.

3. The Normality Result

Normality test is used to ascertain whether the data collected from the population and samples under study are normally distributed or not. In this study, self-efficacy and speaking performance are two variables tested using the Shapiro-Wilk test with SPSS 25 at a significant level of 5%. Since total of samples in this study was less than 50, the Shapiro-Wilk test was used. The table below displays the results of the calculation:

Table 7 Normality Test Result

	Statistic	df	Sig.
Self-Efficacy	.907	20	.057
Speaking Performance	.965	20	.642

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

It can be concluded that data in this study are normally distributed because the statistical test value and asymp.sig on all variables are more than 0.05 which can be seen in the table above.

4. The Linearity Result

The purpose of the linearity test is to ascertain whether the data collected from the population and samples under study have a linearity distribution. The correlation between two variables is linearly distributed if the deviation value is greater than 0.05. The analysis of variance (ANOVA) table was used in testing this study, which was carried out using SPSS 25. The following is a display of the calculation results:

369

Table 8 Linearity Test Result

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking Performance * Self-Efficacy	Between Groups	(Combined)	1689.550	14	120.682	.664	.750
		Linearity	817.203	1	817.203	4.495	.087
		Deviation from Linearity	872.347	13	67.104	.369	.931
	Within Groups		909.000	5	181.800		
	Total		2598.550	19			

Based on the table above, this result shows that the relationship between self-efficacy (X) and Speaking Performance (Y) which means it has a linear relationship with the sig. deviation from linearity value is 0.931 because it is more than 0.05.

In this study, students self-efficacy was assessed using a questionnaire, and their speaking performance was assessed using a speaking test. The relationship between the two variables was then ascertained by applying Pearson Product Moment correlation analysis to the data collected from the questionnaire and speaking test results.

An overview of the self-efficacy of eleventh-grade students in UPT SMAN 1 Bone, West Tanete Riattang District, Bone Regency, is illustrated by the results of data analysis. Statistical analysis conducted using SPSS 25 resulted in a total score of 1792, with the best score achieved by students is 112, and the lowest is 79. However, the mean score was 89.60, representing 80% indicating a moderate level of student self-efficacy. It means that students can adequately perform their speaking performance. The results of this study are consistent with the results of Tendri Sa'nah (2022) with the title "The Relationship between Self-Efficacy and Their Speaking Performance in Class XI Students of SMAN 3 Palopo", the results of his research show that the level of student self-efficacy is at a moderate level with a percentage of 95%. Although using different sampling techniques, namely simple random sampling techniques, the results of the level of student's self efficacy are at the same level.

Futhermore, the researcher obtained speaking performance scores by conducting a speaking performance test. Student were asked to give their opinions and reasons about the prohibition of bringing cell phones to school. Based on the speaking test data that has been given to a sample of 20 students, students are in the moderate category with an average score of 74.85 with a percentage of 35%. This indicates that some students have good speaking performance. In terms of fluency, students speak quite smoothly although sometimes there are also pauses when expressing their ideas. One of the reasons is because theyare a bit nervous and shy when speaking in front of the class. Furthermore, in the aspect of pronunciation, some students are good at pronouncing the vocabulary used, but there are some students who are still not good at pronunciation. As in the word "reason", they pronounce it with the sound [reason] which should be pronounced [ri.zən], then the word "minded", they pronounce it with the sound [minded] which should be pronounced [maɪn.dəd]. In the accuracy aspect, students often make grammatical errors that cause difficulties in composing the sentences they will say. And then in the vocabulary aspect, students tend to be better at choosing vocabulary. Moreover, there are also some words that are quite varied such as sophisticated era.

The findings of this study indicate a positive correlation between students self-efficacy and their speaking performance in UPT SMAN 1 Bone. Pearson Product Moment correlation test with SPSS 25 was used in the hypothesis testing of this study to ascertain the relationship between the two variables. Based on the statistical analysis, H1 was accepted and H0 was rejected as r count was 0.443, r table was 0.561, and the overall significance value was 0.01, or less than 0.05. As a result, it is clear that a positive correlation was found between the two variables namely student self-efficacy and speaking performance. This correlation illustrates that students are confident in their ability to speak English. This is consist with Bandura (1994) that people's perceptions of their capacity for produce the best performance.

This study found that students who have high self-efficacy are accompanied by high speaking performance as well. Students who have high self-efficacy will motivate themselves to work harder to get a good speaking performance. As said by Bandura (1994) that those who form beliefs about what they can do, set goals for themselves and plan actions to realize a good future. At the time of the speaking test, students who faced difficulties in conveying their messages, they had their own solutions. For example, when they do not know the vocabulary to be used, they will give hand gestures so that others will understand what they mean and can complete their speech

well. This is similar to the dimension of level which refers to how students' perspectives view their tasks. Students' perspectives will affect their competence in completing their tasks. The greater the level or quantity of a person's self-efficacy, the more positively they view the task at hand (Bandura,1977).

Furthermore, another finding in this study is that students who have low self-efficacy also have low speaking performance. Students who have low self-efficacy tend to perceive their task as a problem. At the time of the speaking test, students considered that they could not make a short speech on the topic that had been determined due to their lack of vocabulary and inability to remember the concepts they would present. This led to their speaking task not being completed well.

In addition to the two findings above, there are students who have moderate self-efficacy but at the time of speaking performance, they are in the low category. This happens because they only have self-efficacy at the beginning when they start, but to keep pursuing their goals, they fail when they are in a difficult situation. Students inability to articulate their ideas in front of the class is a result of their limited vocabulary. The lack of vocabulary makes it difficult for foreign language learners to speak English successfully (Muchemwa, 2015; Hasan, 2016; Songbatumis, 2017; Haryanto, et al, 2017). However, students environment and habits can also affect the quality of students speaking performance. Lui (2013) said that Students who frequently visit "Bars" and speak in English show a much better level of self-efficacy compared to students who rarely or even never visit "Bars".

It can be concluded that there is a positive correlation between students self-efficacy and speaking performance. Speaking performance will improve as students self-efficacy increase. Students with high self-efficacy have strong beliefs that facilitate their ability in English speaking performance. On the other hand, students with low self-efficacy face a number of challenges that make it difficult for them to communicate in English.

E. CONCLUSION

Based on the finding and discussion, the mean score was 89.60, representing 80% indicating a moderate level of student self-efficacy. Students are in the moderate category with an average score of 74.85 with a percentage of 35%. Hypothesis testing was carried out in this study using the Pearson Product Moment correlation test with SPSS 25 to determine the relationship

between the two variables, namely student self-efficacy and speaking performance at UPT SMAN 1 Bone. The results of statistical analysis show that r count is 0.443, r table is 0.561 with a total significance value of 0.01 which means <0.05 so that H1 is accepted and H0 is rejected. Therefore, it is clear that a positive correlation was found between the two variables namely students' self-efficacy and speaking performance.

REFERENCES

Alfianty, M. (2022). The implementation of Self-Assesment in EFL Students Speaking Performnce. Journal of English Language Teaching and Literature (JETL). Vol. 5 NO. 5.

Andriana, A. (2021). The Correlation Between Students Self-Efficacy and Their Speaking Anxiety at Vocational High School 2 Huhammadiyah Pekan Baru. *Thesis*, 10-41.

Aryani, R. (2018). The Relationship of Students Speaking Self-Efficacy, Collocational, Competence, and Their Speaking Performance (A Correlational Study at Seven Senior High Schools in Sukabumi Regency). *Thesis*, 1-129.

Asakareh, A.Dehghannezhand,M. (2015). Student Satisfaction with EFL Speaking Classes:Relating Speaking Self-Efficacy and Skill Achievment. Issues in Educational Research, 25(4), 345-363.

Bandura, A. (1993). Self-Efficacy in Cognitive Development and Functioning. Educational Psychologist, 116-148.

Bandura, A. (1994). Self-Efficacy. In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior (Vol. 4, pp 71-81). New York:Academic Press. (Reprinted in H. Friedman [Ed.], encyclopedia of mental health. San Diego:Academic Press, 1998).

Bandura, A. (1997). Self-Eficacy:The Exercise of Control. WH Freeman and company, 79-160.

Bandura, A. (2000). Self-Efficacy. Encyclopedia of Psychology. Washington, DC : American

Psychological Association.

Bandura, A. (2006). Self-Efficacy Beliefs of Adolescents. IAP - Information Age Pub., Incorporated, 312.

Balamurugan, K. (2018). Introduction to Psycholinguistics A Review. *Studies in Linguistics and Literature*, 110. https://doi.org/10.22158/sll.v2n2p110

Bandura, A. (1997). *Self-Efficacy : The Exercise of Control*. New York:Freeman.

Clark, H. H., & Wege, M. M. Vander. (1962). *Pstcholinguistics*.

Creswelll, J. W. (2012). Educational Research (Planning, conducting,and evaluating quantitative and qualitative research) Fourth Edition. In *Nucl. Phys.* (Vol. 13, Issue 1).

Gall,M.D, Gall,J.P, and Brog,W.K. (2003). Educational Research:An INtroduction (7th Ed.). Boston:Pearson Edition.

Heaton, J.B. (1978). Writing English Language Test. Longman Handbooks for Language Teachers. New York: Longman Inc.

Husnaini, Hadi. (2018). The Correlation Between Self-Efficacy and Speaking Performance of Fifth Semester Student of English Education Program The State Islamic University Sulthan Thaha Saifuddin Jambi, 1-80.

Istiqomah, N. (2021). The Effect of Using Short Drama Toward Student's Speaking Skill at SMPN 7 Dumai. Thesis, 1.

Kline, JA. (2001). Speaking Effectively: A Guide for Air Force Speakers. Alabama:Air University Press, 69.

Kustanti, Dewi. Prihmayadi, Y. (2017). Problematika Budaya Berbicara Bahasa Inggris. *Jurnal Al-Tsaqafa*, *14 No. 01*, 170.

Lestari, D. (2017). The Correlation Between Self-Efficacy Concerning Listening Skill and Listening Competency of The Eleventh Grade Students of SMA Negeri 1 Pemulutan Selatan. Thesis, 1-14.

Lui, M. (2013). English bar as a venue to boost students speaking self-efficacy at thetertiary level. English Language Teaching, 12.

Lunenburg, F. C. (2011). *Self-Efficacy in the Workplace : Implications for Motivation and Performance*. *14*(1), 1–6.

Maharani, Revita. (2022). The Correlation Between EFL Students Self-Efficacy and Their Speaking Ability. Retain (Research on English Language Teaching in Indonesia). Vol 10 No 01, 1-8.

Moshinsky, M. (1959). How to Design and evaluate Research in Education. In *Nucl. Phys.* (Vol. 13, Issue 1).

Nation, P., & Hunston, S. (2013). Learning Vocabulary in Another Language. In Learning Vocabulary in Another Language. Cambridge University Press. https://doi.org/10.1017/CBO9781139858656

Ningrum, Husna, T. (2017). The Correlation between Self-Confidence and Speaking Ability of the Third Year Students of English Department at Bunghatta University. *Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, *Vol 6 No 1*. https://ejurnal.bunghatta.ac.id/index.php/JFKIP/article/view/9548

Nunan, David. (2003). Practical English Language Teaching Today. New York: McGrow Hill, 55.

Nurjanah, N. (2018). The Correlation Between Student Self-Efficacy and Writing Ability of English Education Program at IAIN Palangka Raya. *Thesis,* 1-78.

Puspita, H. (2019). The Relationship Between Self-Efficacy and Speaking Ability of Class VIII Students of SMPN 16 Bengkulu City in 2018/2019 Academic Year. Thesis

Pollard, L. (2008). *Guide to Teaching English : A Book to Help You through Your first Two Years in Teaching*.

Schunk, D. H. (2013). *Self-Efficacy and Academic Motivation*. *September*, 207. https://doi.org/10.1080/00461520.1991.9653133

Sudirman, et all. (2017). Language Attitudes of Junior and Senior High School Students towards English Language Learning in Bandar Lampung City.

Sugiharta, PC. (2016). The Relationship between Confidence and Anxiety in Public Speaking in Ngaliyan PGSD Students, Semarang State University. *Thesis,* 14-18.

Sugiyono. (2016).Metodologi Penelitian Kuantitatif, Kualitatif, and R&D. Bandung: CV Alfabeta.

Saputra ME, Adnyani LD, Budiarta LG. (2021). The Implementation of Flipped Learning 1.0 and Self-Regulated Learning on Tenth-Grade Students Speaking Performance. *International Journal of Language and Literature. Vol 4 No 4.*

Sa'nah, T. (2022). The Relationship between Self-Efficacy and Their Speaking Performance in Class XI Students of SMAN 3 Palopo. Thesis.

Usher, Ellen and Pajares, F. (2008). Sources of Self-Efficacy in School : Critical Review of the Literature and Future Directions. *Review of Educational Research*, *Vol. 78*, *N*, 751–796. https://doi.org/10.3102/0034654308321456