

# ***THE CORRELATION BETWEEN SELF-CONFIDENCE, SELF-EFFICACY AND SPEAKING ABILITY***

## **KORELASI ANTARA KEPERCAYAAN DIRI, EFIKASI DIRI, DAN KEMAMPUAN BERBICARA**

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### ***ABSTRACT***

*The objectives of the study were to investigate the correlation between second-grade students' self-confidence, self-efficacy and their speaking ability at the MA Miftahul Ishlah. This study applied a quantitative method with a correlational research design. The questionnaire and documentation were applied as the instrument to collect the students' data. There were two questionnaires that were used, that was students' self-confidence and students' self-efficacy questionnaire, while students' speaking score was taken from English teachers' document. Based on the questionnaire the highest result of the self-confidence questionnaire was 97 and the lowest was 71, while the highest result of the self-efficacy questionnaire was 94 and the lowest was 72, for speaking achievement the highest result was 95 and the lowest was 70. After analyzing the variable of this research X1 (self-confidence) X2 (self-efficacy) and Y (speaking) by Pearson Product Moment and multiple correlations in the SPSS program, it was found  $r = .693$  for correlation between students' self-confidence with speaking and self-confidence with self-efficacy, and  $r = .230$  for students' self-efficacy with speaking. While the multiple correlation score showed  $r = .701$  with a coefficient determination of 46.1 %. Based on that result, it was indicated that the correlation was strong, so the alternative hypothesis stating that  $H_0$  was rejected and  $H_a$  was accepted, it means there was a correlation between students' self-confidence, self-efficacy and speaking ability.*

***Keywords: Students' self-confidence, Self-efficacy, Speaking Ability.***

### **ABSTRAK**

Tujuan dari penelitian ini untuk mengidentifikasi hubungan antara kepercayaan diri siswa, efikasi diri dan kemampuan berbicara mereka pada siswa kelas dua MA Miftahul Ishlah. Penelitian ini menggunakan metode kuantitatif dan desain korelasi. Pada penelitian ini, angket dan dokumentasi digunakan sebagai alat penelitian untuk mengumpulkan data siswa. Ada dua angket yang peneliti gunakan, yaitu angket kepercayaan diri dan efikasi diri, sedangkan untuk nilai berbicara siswa diambil dari dokumen guru Bahasa Inggris. Berdasarkan angket diperoleh hasil tertinggi dari angket kepercayaan diri siswa 97 dan terendah 71, sedangkan hasil tertinggi dari angket efikasi diri 94 dan terendah 72, untuk kemampuan berbicara siswa hasil tertinggi 95 dan terendah 70. Setelah melakukan analisis variabel X1 (kepercayaan diri), X2 (efikasi diri) dan Y (berbicara) dengan Pearson Product Moment dan multiple correlation pada program SPSS, didapatkan  $r = .693$  untuk hubungan antara kepercayaan diri dengan kemampuan berbicara dan hubungan antara kepercayaan diri dengan efikasi diri, dan  $r = .230$  untuk efikasi diri dengan kemampuan berbicara. Sedangkan nilai multiple correlation menunjukkan  $r = .701$  dengan koefisien determinasi 46.1%. Berdasarkan hasil tersebut menunjukkan bahwa terdapat korelasi yang kuat, jadi hipotesis alternatif menyatakan bahwa  $H_0$  ditolak dan  $H_a$  diterima, ini berarti terdapat hubungan antara kepercayaan diri siswa, efikasi diri dan kemampuan berbicara mereka.

***Kata Kunci: Kepercayaan Diri Siswa, Efikasi Diri, Kemampuan Berbicara***

## **BACKGROUND OF STUDY**

Speaking is the act of delivering a message through words that are generated by listening. Many people are taught to speak from childhood because speaking is the most important factor in communication that can make communication easier. It is in line with Chaney's state in Kayi (2006), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Kayi, 2006). It means that speaking is vital within the context of the described process of building and sharing meaning. Through speaking, individuals have the ability to express their thoughts, ideas, and emotions using verbal symbols. Speaking allows for direct and immediate communication, enabling efficient and effective exchange of information. It provides a platform for individuals to convey their perspectives, engage in discussions, and participate in various social and professional interactions.

Developing speaking skills in a foreign language allows learners to engage in direct and immediate communication with native speakers, facilitating the efficient and effective exchange of information. It provides learners with a platform to convey their perspectives, engage in discussions, and participate in various social and professional interactions within the target language community. Thus, speaking plays a crucial role in foreign language learning as it enables learners to actively practice and apply their language knowledge in real-life situations, enhancing their overall language proficiency. Based on Cameron in Nirmawati mentioning that speaking is an active use of language to express the meaning so the others can comprehend it (Nirmawati, 2015). The speaking is needed for many reason; educators, governments, ministries of education and employers need people who can speak English well (Education, 2018). Speaking is a very important skill that helps students use and communicate their knowledge effectively. Students learn English as a foreign language need to develop their speaking skills to be able to communicate their ideas clearly, effectively

and confidently (Allo & Priawan, 2019).

Factors that affect English proficiency include; preparation time, performance pressure, audience support, motivation, confidence, anxiety, efficiency, current knowledge, listening skills, and many more (Tuan & Mai, 2015), but this research will only focus on self-confidence and self-efficacy because they are part of the psychological factors that can influence students' speaking ability more than others.

Febryani said that self-confidence is confidence in all the excess aspects of oneself and that confidence makes it possible to achieve various goals in life (Febriyani et al., 2020). Meanwhile, Brown in Febryani explained that self-confidence is probably the most common aspect of human behavior. It can be easily argued that without a certain amount of self-confidence, self-awareness, and belief in one's own agency, no cognitive or emotional activity can be successful (Febriyani et al., 2020).

Based on some previous opinions, it can be concluded that Self-confidence is an important and influential aspect that affects language learning that the students need to have and develop effectively. It has a big impact on students' achievement, especially in speaking skills. The students are expected to be good speakers with a big of self-confidence.

Another psychological factor that supports many students' speaking ability is self-efficacy. Self-efficacy is an individual's belief that they are able to control situations and perform some tasks better, thus motivating themselves and working harder to achieve good results (Paradewari, 2017). With self-efficacy, the students can control their self-confidence and their belief in themselves that they can speak English well or do the task. Students with a sense of self-efficacy have a high level of confidence that they can complete a task or even speak, which can motivate students to learn English.

In some cases, we still find that some of the students who learn English as a foreign language make speaking become a problem for them, they still face difficulty in speaking, and they are confused about what they should say. Lack of self-confidence makes the student think

that they can- not be a good speaker, students with low self-confidence will difficult in the learning process exactly in English speaking practice and also directly will have low self-efficacy, it is because self-efficacy is related to self-confidence, it will impact each other. (Fitriani et al., 2015)

Self- confidence and self-efficacy are both important in learning English (Fitra Gumanti & Kaniadewi, 2020), especially in speaking English, it will help students to speak English fluently because they can believe in themselves that they have a good capability. Indirectly self-confidence and self-efficacy take a big important role in students' speaking ability, so it makes them perform better.

Students with low self-efficacy and self-confidence affected not only their lives but also their educational outcomes, especially with regard to speaking skills (Situmorang, 2022). It means that students who have low self-efficacy and self-confidence, particularly when it comes to speaking skills, are not only negatively impacted in their personal lives, but also in their academic performance. In other words, if students don't believe in themselves or their ability to speak well, it can have a significant negative impact on their academic success. This is supported by a study conducted by Alawiyah who claimed that students with low self-efficacy in speaking reported losing confidence quickly and experiencing negative outcomes (Alawiyah, 2018). It makes lack of self-confidence and self-efficacy become a big problem for students for their speaking performance.

Based on an informal interview with some students of MA Mitahul Ishlah, it was found that students faced difficulties in their speaking abilities. Most of the students' difficulties in speaking is that they cannot express their ideas when they speak English, because they did not believe in themselves and then felt no desire to learn English speaking and another other factor is lack of vocabulary and also felt shy when the teacher asked them to speak English in front of the class (Laela, 2022). Based on the problem and explanation above, this study will explore

"The Correlation Between Students' Self- Confidence, Students' Self-efficacy and Their Speaking Ability".

## **THEORETICAL BASES**

In analyzing the study, it is used the theory of self-confidence and self-efficacy by Albert Bandura (Cramer et al., 2009). Self-confidence is defined as a personal feeling about their ability to do something and self-efficacy is one's perceived ability to effectively accomplish a behavior or series of behaviors in a given the situation. Self-Efficacy Theory (SET) is grounded in the empirically-supported belief that a person's perceived ability generates or facilitates action and change (Cramer et al., 2009).

There are some core indicators of self-confidence, namely direction and values, a positive mind-set, motivation, emotional stability, self-flexibility in behavior, awareness, eagerness to develop, health and energy, a willingness to take risks, and a sense of purposes (Suhardi, 2019).

As for self-efficacy, there are some factors that influence it in public speaking, namely relating to public speaking, vicarious experience, verbal persuasion, somatic and emotional state. (Maulana, 2016)

## **RESEARCH METHOD**

The research approach employed in this study is quantitative research, because the objective of the study is to identify whether there is correlation between students' self-confidence, self-efficacy and their speaking ability. Quantitative research "is the use of data in the form of numbers as evidence that is used to test hypotheses by showing the difference, comparison and correlation between one data and another" (Mahmud, 2011). This research uses correlational study to know the correlation between students' self-confidence, students' self-efficacy and their speaking ability. Correlational research "is the research used to detected the extent of variations in one or more other factor based on the correlation coefficient" (Mahmud, 2011). Based on the explanation above, correlational research means how much the level correlation or relationship of the variable.

The population of this study was the second-grade students of the *MA Miftahul Ishlah* that consist of 10 males and 26 females, then the total number of students was 36 students. The sample was 36 students from second grade of the *MA Miftahul Ishlah*. This study used questionnaire, documentation and interviews guidelines in collecting the data. Speaking scoring rubric consists of grammar, vocabulary, comprehension, fluency, pronunciation and task also used in collecting student speaking ability that was taken from teacher's documents (Brown, 2001). Then, the data was analyzed by SPSS Application Program to identify the correlation between students' self -confidence, students-self efficacy and their speaking ability.

Table 1. Interpretation of correlation coefficient (Brown, 2001)

0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Medium
0.60 - 0.799	Strong
0.80 – 1.000	Very Strong

Table 2. Scoring Rubric

Score	Aspects					
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task
1	Errors in grammar are frequent, but the speaker can be understood by anative speaker used to dealing with a foreigner	Speaking vocabulary inadequate to express anything but the most elementary needs	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrasing	(no specific fluency description. Refer to the other four language areas for the implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask and give simple directions, make purchases and tell time)

2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Can get the gist of most conversations on non-technical subjects. (i.e., topics that require no specialized knowledge)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information	The accent is intelligible though often quite faulty	Able to satisfy routine social demands and work requirements; needs help in handling any complications or difficulties.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Their vocabulary is broad enough that he rarely has to grope for a word.	Comprehensive on is quite complete at a normal rate of Speech	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. The accent may be obviously foreign.	Can participate effectively in most formal and informal practical, social and professional conversations.

4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting forms and language.
5	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms and pertinent	Equivalent to that of an educated native speaker.	He has complete fluency in the language, so his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency is equivalent to that of an educated native speaker.

**FINDING AND DISCUSSION**

**A. Finding**

Based on the research that has been conducted in the MA Miftahul Ishla. The objective of the study is to know correlation study between

students' self-confidence, self-efficacy and their speaking ability, this study used questionnaire in collecting. the data of students' self-confidence and self-efficacy which was filled out by 36 students. While the documentation of the students' speaking score was obtained from the English teacher of 2nd grade students, Mrs.Nurlaela Hasanah. Then the data collected was analyzed to identify correlation between the variable by using pearson product moment and multiple correlation formula of SPSS application program.

**1. Students Self-Confidence, Self-Efficacy and Speaking score**

Table 3. Students Self-Confidence, Self-Efficacy and Speaking score.

Resp (N)	Self Confidence (X1)	Self Efficacy (X2)	Speaking score (y)
R1	71	77	70
R2	75	85	70
R3	97	88	95
R4	92	84	88
R5	93	94	90
R6	81	77	75
R7	87	90	89
R8	81	84	80
R9	94	89	90
R10	94	86	90
R11	89	89	80
R12	86	83	88
R13	92	74	85
R14	75	77	70
R15	88	82	80
R16	87	82	80
R17	74	85	70
R18	90	85	90
R19	92	77	88
R20	92	89	85
R21	90	90	75
R22	92	82	80
R23	79	70	89
R24	92	85	90
R25	88	72	85
R26	87	84	85
R27	91	91	85
R28	92	85	75
R29	76	76	70
R30	85	79	87
R31	83	87	75
R32	84	87	85
R33	77	78	88
R34	81	83	75
R35	79	81	80
R36	79	70	75
IN = 36	ΣX1 = 3085	ΣX2 = 2977	ΣY = 295

**Test of Homogeneity of Variances**

result correlation between x2 and y (self efficacy and speaking)

Table 4. Homogeneity test for self-confidence and speaking

Levene Statistic	df1	df2	Sig.
3.557	1	70	.063

From the data above, the minimum score of students' self-confidence was 71 and the highest score was 97, it can be concluded that the total score of 36 respondents were 3.085. The result of students' self-confidence can be used as variable X1. Meanwhile, the minimum score of students' self-efficacy was 72 and the highest score was 94, it can be concluded that the total score of 36 respondents were 2.977. The result of students' self-efficacy can be used as variable X2. Finally, the minimum score of students' speaking ability was 70 and the highest score was 95, it can be concluded that the total score of 36 students was 2952. The result of speaking ability can be used as variable Y.

**2. Homogeneity test**

This section presented the statistic of data homogeneity that was analyzed using the SPSS application program. These are the following results of the homogeneity test.

Table 5. Homogeneity test for self-efficacy and speaking

Levene Statistic	df1	df2	Sig.
.349	1	70	.557

Based on the table above the significance or sig. of the first homogeneity test (self-confidence and speaking) was .557, based on this result, the data of self-confidence and speaking was homogeneous because  $.557 > .05$ . While the significance of the second homogeneity test (self-efficacy and speaking) was .63, it means the data of self-efficacy and speaking was homogeneous because  $.63 > .05$ . It can be concluded that the data of students' self-confidence, self-efficacy and speaking was Homogeneous.

**3. Linierity Test**

This section presented the statistics of data linearity that were analyzed using the SPSS application program. These are the following results of the Linearity test.

Table 6. The Result of Linearity Test

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig
Unstandardized Residual* Unstandardized Predicted Value	Between Groups	(Combined)	729.156	33	22.096	210	.985
		Linearty	.000	1	.000	.000	1.000
		Deviation from Linearty	729.156	32	22.786	.216	.983
	Within Groups	210.500	2	105.250			
Total			939.656	35			

Based on the table above the result of the linearity test obtained the score of sig.linearity was .983 it means the independent and dependent variable was linear because  $.983 > 0.05$ .

After the homogeneity and linearity, the researcher analyzed the data of each variable by using SPSS application to identify the correlation between students' self-confidence (X1), self-efficacy (X2) and their speaking ability (y).

**4. Correlational Test**

- a. Partial Correlation of Students' Self-Confidence (X1), Self-Efficacy (X2) With Their Speaking Ability (y).

	Mean	Std Deviation	N
Speaking Ability	82.00	7.266	36
Self-Confidence	85.69	6.869	36
Self-Efficacy	82.69	5.994	36

Correlation

		Speaking Ability	Self-Confidence	Self-Efficacy
Pearson Correlation	Speaking Ability	1.000	.693	.230
	Self-Confidence	.693	1.000	.470
	Self-Efficacy	.230	.470	1.000
Sig. (1-tailed)	Speaking Ability		.000	.089
	Self-Confidence	.000		.002
	Self-Efficacy	.089		
N	Speaking Ability	36	36	36
	Self-Confidence	36	36	36
	Self-Efficacy	36	36	36

Table 7. Pearson Product Moment Result

As illustrated in Table 5 the score of significant correlation between self-confidence and speaking is .000 it means there is correlation between the variables because  $.000 < .05$  or it can be state that the correlation between students' self-confidence and their speaking ability was positive. based on the table of interpretation correlation coefficient it is indicated strong correlation because the coefficient correlation was .693.

The score correlation between self-efficacy and speaking is .470, it means there is no correlation between the variable because  $.470 > .05$  based on the table of interpretation correlation coefficient, it is indicated weak correlation because the coefficient correlation was .230. based on this result the correlation between students' self-efficacy and their speaking ability was negative, it is means there is no correlation between students' self-efficacy and their speaking ability. While the correlation between self-confidence and self-efficacy was .000, which means there is the correlation between self-confidence and self-efficacy because  $.000 < .05$ , this value indicates strong correlation between the variables because the coefficient correlation was .693.

b. Multiple Correlation between Students' Self-confidence (X1), Self-efficacy (X2) With Speaking Ability (y).

Table 8. The Result of Multiple Correlation

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.701 <sup>a</sup>	.492	.461	5336	.492	15.950	2	33	

a. Predictors : (Constant), self-efficacy, self-confidence

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	908.344	2	454.172	15.950	.000 <sup>b</sup>
Residual	939.656	33	28.474		
Total	1.848.000	35			

a. Dependent Variable :speaking-ability

b. Predictors : (Constant), self-efficacy, self-confidene

Based on the table above  $R = .701$  which is under 'strong correlation category. This correlation is also significant since  $sig. = .000$  which is  $< .05$ . Because of that we can stated that the correlation between students' self-confidence,

self-efficacy and their speaking ability was positive with the research hypothesis  $H_0$  was rejected and  $H_a$  was accepted. It means that there is the correlation between students' self-confidence, self-efficacy and their speaking ability. Based on this analysis, the coefficient determination score showed Adjusted R square = .461 or 46.1 % it can be concluded that the influence of the variable self-confidence and self-efficacy on students' speaking ability was 46.1 %.

**B. Discussion**

This study aimed to identify the correlation between students' self-confidence, self-efficacy and their speaking ability at 2nd grade students of the *MA Miftahul Ishlah*. The sample of this research was 36 students in the second class. The researcher used questionnaire and documentation as the instrument of research.

1. Correlation between students' self-confidence (X1) with their speaking ability (Y)

Based on the results of the analysis of the relationship between variables with Pearson Product Moment with the SPSS application programme, there is a strong correlation between self-confidence and speaking ability (0.693). It can be concluded that the correlation between student self-confidence and speaking ability is positive, meaning that there is a relationship between student confidence and speaking ability.

2. Correlation between students' self-efficacy (X2) with their speaking ability (Y)

Based on the data analysis, a weak correlation was found between self-efficacy and their speaking ability as the correlation coefficient was (.230). It shows that the correlation between students' self-efficacy and their speaking ability was negative, it can be concluded that there is no correlation between students' self-efficacy and their speaking ability.

3. Correlation between students' self-confidence (X1) with students' self-efficacy (X2)

The researcher also analysed the data of students' self-confidence (X1) and self-efficacy (X2), from the analysis a strong correlation

was found between students' self-confidence and self-efficacy with a correlation coefficient ( $r = .693$ ).

#### 4. Correlation between students' self-confidence, self-efficacy with their speaking ability

Based on the multiple correlations analysed, the score correlation or significance of students' self-confidence, self-efficacy and speaking ability is  $\text{sig.} = .000$  which is  $< .05$ , it means the correlation between students' self-confidence, self-efficacy and their speaking ability is positive with a correlation coefficient of  $.701$  which indicates a strong correlation. The alternative hypothesis shows  $H_0$  is rejected and  $H_a$  is accepted, with a coefficient of determination of  $46.1\%$ . This means there is a relationship between students' self-confidence, self-efficacy and their speaking ability in grade 2 students of MA Miftahul Ishlah 2022/2023 academic year.

Researchers also compares the results of previous research with current research. Previous research conducted by Teten Muhammad Sapril Mubarok stated that there was a very significant relationship between students' self-confidence and their speaking ability because the results of data analysis showed a correlation coefficient between the two variables of  $0.007$  ( $\text{sig} = 0.007$ ). Brown in Mubarok stated that self-confidence is a personal factor in students' learning achievement, especially in foreign language learning and he stated that no language learning activity will be successful without self-confidence, this means that self-confidence has an important role in students' speaking achievement. This previous study has the same results as the current study which also shows a relationship between students' self-confidence and their speaking ability. (Mubarok, 2019)

The next previous research from Ni Putu Yanti Cahya Sari was found that there was a correlation between self-efficacy and their performance in speaking skills which is known from the results of data analysis which shows the  $t$ -test value ( $7.957$ ) is higher than the  $t$ -table ( $1.675$ ). It can be concluded that self-efficacy and their performance in speaking skills have a significant correlation. Meanwhile, the current study showed no correlation between students' self-efficacy and speaking as seen from the result

( $r = .230$ ) (Sari, 2016). Based on Bandura cited in (Rumapea & Wennyta, 2020), it is also explained that students in public speaking classes gain mastery experience when they deliver speeches successfully, their self-efficacy tends to increase. However, students who fail in delivering speeches, their self-efficacy can be improved if their self-efficacy is resilient. The reason why it has the different result with the previous research is because there were different samples, variables, and the previous research used students' performance in speaking skill while the current research used students' speaking ability. The other factor may come from the students, like they show low profile when they filled out the self-efficacy questionnaire, they feel afraid to stated that they can do it or the other internal factor like they have no resilient self-efficacy so they attempt to diminish the self-efficacy when they feel unsuccessful in delivering their speech. We can say that it comes back to the person's personality.

For the current research the researcher also analyzed the correlation between students' self-confidence and self-efficacy, the result showed there was a significant correlation between self-confidence and self-efficacy ( $r = .693$ ). According to Brown in Sari stated that one of the several factors of self-efficacy is self-confidence, because of that self-confidence is correlated with self-efficacy. Based on the statement above we can say that self-efficacy will not exist without self-confidence because it correlates with each other. Based on the result of multiple analyzed, it was found there is the positive correlation between students' self-confidence, self-efficacy and their speaking ability that indicated strong correlation with the influence of the variable self-confidence and self-efficacy on students' speaking ability was  $46.1\%$ . The alternative hypothesis stating that there was a correlation between students' self-confidence, self-efficacy and their speaking ability at 2nd grade students of the MA Miftahul Ishlah in the Academic Year 2022/2023.

## CONCLUSION AND SUGGESTION

### A. Conclusion

The result of this study is supposed to



know whether or not students' self-confidence, self-efficacy correlates with their speaking ability, furthermore the researcher needs to know three research questions there were; does students' self-confidence correlate with their speaking ability, does students' self-efficacy correlate with their speaking ability, does students' self-confidence correlate with students' self-efficacy, and does students' self-confidence, self-efficacy correlates with their speaking ability.

Based on the result of this study, it showed positive relation between students' self-confidence with their speaking ability, weak correlation between students' self-efficacy with speaking ability, and positive correlation between students' self-confidence with students' self-efficacy, while there were the positive correlation between students' self-confidence, self-efficacy and their speaking ability the statistical analysis showed that  $H_0$  was rejected and  $H_a$  was accepted it known from the result of coefficient correlation that was .701 that indicated strong correlation based on the table of interpretation of the correlation, it means that there is the correlation between students' self-confidence, self-efficacy and their speaking ability with the influence of the variable self-confidence and self-efficacy on students' speaking ability was 46.1 %. It can be concluded that there is the correlation between students' self-confidence, self-efficacy and their speaking ability at 2nd grade students of the MA Miftahul Ishlah in the Academic Year 2022/2023.

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