



Self-Efficacy on Students' English-Speaking Ability at Secondary Level

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Abstract

Speaking is an essential skill for effective communication. Self-efficacy is one of the factors that appears to be a significant indicator in predicting how well students will perform in academic contexts, particularly in speaking English. During the pre-observation, the researchers found that some students struggled to speak, while others did not. Self-efficacy is one factor affecting students' speaking ability, based on the results of short interviews with students. Thus, the purpose of this study is to determine whether self-efficacy has a substantial effect on students' English-speaking abilities. The researchers used a quantitative study methodology with an ex-post facto method to determine the extent of the influence of self-efficacy on students' speaking ability. The population in this study was the third-year students of secondary education, which consisted of 79 students. The sample consisted of 36 students, and it was selected using a simple random technique. Furthermore, the instruments that were applied were the self-efficacy questionnaire and the students' speaking score from the English teacher. The result of this study concluded that there was an effect of self-efficacy on students' English-speaking ability based on a simple linear regression test. This is in line with the results of hypothesis testing, which showed the coefficient of correlation (r_{xy}) of the data was 0.629. It means there was a significant correlation between the two variables. Besides, the level of correlation between both variables was strong.

Keywords: Effective Communication, Essential Skill, Self-Efficacy, Speaking Ability

1. Introduction

The use of English in the current era is a necessity for society to face global competition, including in the world of education. In English education, it is now closely related to learning at school. English has become one of the subjects studied by students, in which learning also includes an assessment of students' abilities and skills in using English (Hardianti & Marpaung, 2021). There are four main language skills to learn: listening, speaking, reading, and writing. Four language skills are necessary for the students and must be performed to the best of their abilities. Speaking becomes one of the essential skills or abilities to be mastered, thus allowing students to communicate effectively in English (Ningias & Indriani, 2021).

Speaking has a crucial role in communication, making it one of the most important abilities. This is supported by the statement by Siboro et al. (2019), who states that speaking plays a significant role in communication as a productive skill, specifically in the expression of ideas and thoughts. The ability to communicate is also important for interacting with others. This aligns with Desmaliza and Septiani (2018), who state that speaking is crucial for social creatures. To deal with globalization and internationalization, this talent is equally crucial. Therefore, speaking English is one of the skills that must be mastered by students.

Not all students can easily master speaking skills. Mastering the skills of speaking English and using it to communicate is not easy. Especially students who learn English as a foreign language (EFL), such as in our country, Indonesia, who rarely encounter situations where they can use the language. The difficulties experienced by students in learning to speak English in English classes also have an impact on the ineffectiveness of the process and results of students learning English at school. The aspects that influence how easy or difficult speaking can be divided into three categories: cognitive factors, affective factors, and performance factors. In addition, the mastery features of connected speech that are used to convey messages (intonation, stress, gesture, facial movement, and body language) have an impact on students' speaking success as well as their knowledge of vocabulary, grammar, culture, genre, speech acts, register, discourse, phonology, age or maturational constraints, aural medium, sociocultural factors, and affective factors. It means that speaking fluency requires not just cognitive aspects but also affective aspects. This statement is reinforced by Brown (2000), Schunk (2003), and Ocarina et al. (2022), who agree that affective elements played a significant role and had a significant impact on language learning. Motivation, anxiety, attitude, character characteristics, self-esteem, and self-efficacy are the affective elements in this situation.

Self-efficacy is one of the factors mentioned above that appears to be important in predicting how well students will perform in academic contexts. It can predict performance even better than actual abilities or aptitude, and it is a strong predictor of academic success. However, students who have the knowledge and skills necessary to learn a language do not always succeed. This is consistent with what the researcher discovered during pre-observation at Madrasah Aliyah (MA) Rahmatul Asri, where some students were difficult to speak but some students were not. Based on the results of pre-observations and brief interviews with students, the researcher found that self-efficacy is one of the factors that is quite influential on one's English-speaking ability. For example, they overly considered other people's opinions, words, and failures in the past. In this case, the experience of failure in speaking, such as being speechless while speaking, makes students embarrassed to speak again.

Moreover, Self-efficacy was first introduced by the theorist Albert Bandura, who defined self-efficacy as individuals' credence about their ability to reach a performance level, influencing their behavior to events in their lives (Bandura, 1994). Besides, Schultz (1994; cited in Paradewari, 2017) indicates self-efficacy as a person's perception of their sufficiency, effectiveness, and capacity to handle or manage their course in life. In addition, Self-efficacy is not a person's skill; rather, it is their assessment of their ability to carry out a task in a situation that calls for a certain skill. (Lelita, 2016). Self-efficacy is an individual's perception or beliefs about their ability to complete specific tasks that will affect the way they think or take actions later on. Besides, the perception is taken from their lifelong learning, such as their experiences and psychological conditions, which can be positive or negative.

According to Bandura (1994), Self-efficacy beliefs will influence how people see, think, behave, and are motivated. People with high self-efficacy see challenges as challenges to overcome rather than roadblocks to avoid. Lelita (2016) also made note of the fact that self-efficacy can assist students in managing their individual goals, effort, and approach for learning. Self-efficacy, however, is not developing the way it should. Individuals' perceptions and interpretations of their experiences shape their sense of self-efficacy. Their personal experiences, what they learn from seeing others' experiences, social influence, and their psychological condition all play a role in shaping it (Pajares, 2003).

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Several previous studies are connected with this study. Aminah (2021) found that self-efficacy influenced the students' academic achievement. Some factors of self-efficacy influenced the students' academic achievement: motivation and confidence, and also setting and monitoring the academic plan. Furthermore, Sabti et al. (2019) found that writing performance dropped as writing anxiety increased, whereas writing performance improved as writing self-efficacy and motivation for writing success increased. Weda et al (2014) found that self-efficacy beliefs were significantly correlated with students' academic performance. Setiawati et al. (2023) also found that the seventh-

grader has a high self-efficacy in English listening. Therefore, English language learners need to have a high level of self-efficacy to overcome the challenges of learning English through hearing. Lisnawati et al. (2019) state that it is important to develop ways to increase students' self-efficacy in the learning process through four sources, including mastery experience, representational experience, verbal persuasion or social persuasion, and physiological and affective variables.

Another study by Hikmah (2020) found that self-efficacy has an impact on students' learning achievement in accounting subjects in the X accounting class at SMK Negeri 4 Makassar. Yao et al. (2023) found that the perceived value of the integrated writing (IW) task was positively correlated with students' levels of IW self-efficacy, but there was little correlation between self-efficacy and IW performance. Sivrikaya (2019) found that self-efficacy has a positive and significant effect on the performance of professional sports players in Erzurum.

The research by Weda et al. (2018) entitled "The Effects of Self-Efficacy Beliefs, Motivation, and Learning Strategies on Students' Academic Performance in English at State University of Makassar." The purpose of this study was to investigate the relationship between self-efficacy beliefs, motivation, and learning strategies on students' academic performance in English at the State University of Makassar, while this research will discuss more specifically the effect of self-efficacy on speaking ability.

The aspect that distinguishes this research from other researches is the lack of research on the effects of speaking self-efficacy, which makes Madrasah Aliyah (MA) the object of research; the majority of other studies are conducted at the junior high school or college level. Based on the explanation above, the researcher attempts to conduct a study to see if there is any significant effect of students' self-efficacy on English speaking ability at Madrasah Aliyah (MA) Rahmatul Asri. The objective of this research is this study to find out any significant effect of self-efficacy on students' English-speaking ability at the secondary education level.

There are aspects of one's self-efficacy that have subtle implications on how well they perform. Bandura (1997) divides self-efficacy into three dimensions, namely level, generality, and strength.

1) Level/ Magnitude Dimension

This dimension refers to the level of difficulty that individuals believe they will be able to overcome. Individuals who have high self-efficacy will have confidence in their ability to perform a task; namely, the effort they will make will be successful. Conversely, individuals who have low self-efficacy will also have low beliefs about every effort they make.

2) Generality Dimension

That are a variety of situations in which individuals feel confident in their abilities. Someone can assess themselves as having high self-efficacy in many activities or certain activities. The more self-efficacy is applied to various conditions, the higher one's self-efficacy.

3) Strength Dimension

This dimension is related to the strength of a person's self-efficacy when dealing with the demands of a task or a problem. Individuals have strong beliefs and determination in the effort to achieve, even though there are many obstacles. The stronger the self-efficacy and the greater the persistence, the higher the probability that the activities chosen and carried out will be successful.

Self-efficacy can be broadly categorized into two main categories: high self-efficacy and low self-efficacy. According to Santrock (2009: 216), students who lack self-efficacy may ignore several academic assignments, especially difficult ones. High self-efficacy students will approach their learning activity with strong motivation. Compared to pupils with low self-efficacy, students with high self-efficacy are more persistent in their efforts to learn new material.

Individuals who have high self-efficacy tend to do certain tasks, even though these tasks are difficult. Students do not see the task as something that needs to be avoided. In addition, individuals develop a deep interest and interest in an activity and are committed to achieving the desired goals (Bandura, 1997: 119).

Individuals who have high self-efficacy consider failure as a result of a lack of hard work, knowledge, and skills. They will increase their efforts to prevent failures that may arise. Those who fail to do something usually quickly regain their self-efficacy after the failure. Individuals who have low self-efficacy do not think about how to deal with difficult tasks. When faced with a difficult task, they reduce their efforts and give up quickly. They are also slow in correcting and gaining their self-efficacy when facing failure (Bandura, 1997: 119).

Self-efficacy can be developed by both individuals and the involved environment. To increase students' self-efficacy, particularly in academic contexts, they must work hard, as well as

for teachers to provide engaging lessons. Schunk (1984) hypothesizes some strategies to build students' self-efficacy in educational practices, which are instructional presentation, system conditioning, performance criticism, affectional criticism, goal setting, social comparison, and reward contingencies.

2. Research Method

This study was an ex post facto study that used a quantitative approach, namely research that worked with numbers as a manifestation of observed symptoms, and in analyzing data using regression analysis techniques. Ex post facto is a research method that examines the effects of events that have already occurred. It investigates the possible causes of these events by analysing the relationship between pre-existing independent variables and subsequent dependent variables. This type of research is considered quasi-experimental because it lacks the control of a true experiment, such as random assignment, and the independent variable has already occurred.

This method was used to find out if there was any significant effect of self-efficacy on students' English-speaking ability. The population of this study was the students of the secondary education level, consisting of 79 students. The sample was chosen using a random sampling technique with 39 students as a sample. The instruments used in this study are self-efficacy questionnaires and documentation of students' speaking scores. The analysis technique used is a simple linear regression test, and hypothesis testing used the Pearson product-moment correlation coefficient. The researcher used SPSS 29 version to analyze the data.

3. Results

There are two points in this section, namely findings and discussion. In of discussion, the researchers elaborate on the theoretical and practical implications of this research. The following part is the description of each point in detail.

a. Data Description

The researcher examined the effect of self-efficacy on students' English-speaking ability at the secondary education level. The students who participated in this study have completed their oral final test, and 36 students joined in this research. The x variable in this research was self-efficacy as an independent variable, whereas the y variable was students' speaking ability as a dependent variable. To investigate the significant effect of the independent variables on the dependent variable, the writer used two instruments. Those instruments were the speaking self-efficacy questionnaire and the documentation of students' speaking scores.

1) Self-efficacy Questionnaire

Self-efficacy is considered the independent variable (x variable). The instrument to measure this variable was the questionnaire of self-efficacy.

Furthermore, the research calculated the data to find out the categorization of self-efficacy, whether it is low, moderate, or high. The researcher used the formulae from Azwar (2012) to make the data categorization. The calculation is demonstrated as follows:

$$\begin{aligned} \text{Range (R)} &= \text{Maximum Score (Xmax)} - \text{Minimum Score (Xmin)} \\ &= (28 \times 5) - (28 \times 1) \\ &= 140 - 28 \\ &= 112 \\ \text{Mean (M)} &= (Xmax + Xmin)/2 \\ &= (140 + 28)/2 \\ &= 168/2 \\ &= 84 \end{aligned}$$

After getting the range, median, and standard deviation of the data, the table below describes the range of self-efficacy categorization, likewise the calculation.

Table 1. Self-efficacy Categorization

No	Category Range	Description
1	$X < M - 1SD$ $X < 84 - 19$ $X < 65$	Low
2	$M - 1SD \leq X < M + 1SD$ $84 - 19 \leq X < 84 + 19$ $65 \leq X < 103$	Moderate
3	$M + 1SD \leq X$ $84 + 19 \leq X$ $103 \leq X$	High

Table 2. The Result of Frequency Distribution Based on Categorization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate	19	52.8	52.8	52.8
	High	17	47.2	47.2	100.0
	Total	36	100.0	100.0	

The table shows the frequency of students based on their categories of self-efficacy. There are no students who had low self-efficacy, which means there are no students who scored below 65. Meanwhile, 19 students had moderate self-efficacy. In other words, their score of self-efficacy was in the range of above 65 but below 103. This category was also the majority of students' responses, which represents 52.8% of all the samples. Whereas the highest was possessed by 17 students who had a self-efficacy score of more than 103. So, it could be concluded that the self-efficacy of students was quite high.

2) Speaking Score

The second instrument is the students' speaking score documentation that the researcher has collected from the English teacher. The oral speaking final test score was applied to this research. The achievement score of students' speaking was also considered as a dependent variable (Y variable). To know the score criterion of the students, this table describes the score criterion that is applied by English teachers based on lesson plans and curriculum applied there:

Table 3. Speaking Score Criterion

No	Score	Letter Value
1	91-100	A
2	81-90	B
3	71-80	C
4	61-70	D
5	01-50	E

Table 4. The Result of Frequency Distribution Based on Score Criterion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	7	19.4	19.4	19.4
	B	29	80.6	80.6	100.0
	Total	36	100.0	100.0	

Based on the table below, it can be seen that overall, the students' speaking scores in the final oral test were quite high. This is evidenced by the absence of students who scored in the E, D, to C categories, which means that there were no student scores below 81. 29 students got a B on this test. It can be seen that most students got a B, which represents more than half of the sample (80.6%). Meanwhile, score A consists of 7 students and it represents 19.4% of the entire sample.

b. Data Analysis

After calculating the data, statistical calculations were needed to determine the correlation between variables. The researcher also used IBM SPSS Statistics Version 29 to analyze the data.

1) Normality Test

Table 5. The Result of the Normality Test

			Unstandar dized Residual
N			36
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		1.3462533
			7
Most Extreme Differences	Absolute		.123
	Positive		.104
	Negative		-.123
Test Statistic			.123
Asymp. Sig. (2-tailed) ^c			.183
Monte Carlo Sig. (2-tailed) ^d	Sig.		.179
	99% Confidence Interval	Lower Bound	.169
		Upper Bound	.189

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 926214481.

Based on the results of the normality test, it was known that the significance value is $0.189 > 0.05$, so it can be concluded that the residual value is normally distributed and the regression model has met the assumption of normality.

2) Simple Linear Regression Analysis

Regression analysis is a statistical technique that is useful for assessing and modelling relationships between variables. Simple regression is often used to address regression analysis problems that result in the relationship between two variables. From the results of the regression analysis obtained in the table, as follows:

Table 6. Anova Simple Linear Regression

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	38.205	1	38.205	20.478	<,001
	Residual	63.434	34	1.866		
	Total	101.639	35			

a. Dependent Variable: Speaking Ability

b. Predictors: (Constant), Self-efficacy

From the result of the table above, it is known that the calculated F value = 20.478 with a significance level of $0.001 < 0.05$, then the regression model can be used to predict the variable effect of Self-efficacy (X) on students' English-speaking ability (Y).

Table 7. Coefficient of Simple Linear Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	82.519	1.517		54.402	<.001
	Self-efficacy	.066	.015	.613	4.525	<.001

a. Dependent Variable: Speaking Ability

Based on the table above, it can be seen that the T count value is 4.525 and the T table value is 1.69092. It can be concluded that the value of Tcount $4.525 > T \text{ table } 1.69092$, which means that the variable Self-efficacy (X) affects the variable Students' speaking ability (Y).

c. Hypothesis Test

Table 8. The Result of Pearson Product Moment Analysis Correlations

		Self-efficacy	Speaking Ability
Self-efficacy	Pearson Correlation	1	.629**
	Sig. (2-tailed)		<.001
	N	36	36
Speaking Ability	Pearson Correlation	.629**	1
	Sig. (2-tailed)	<.001	
	N	36	36

Based on the data in Table 7 indicates that the index value of correlation was found to be 0,629. The result has been done both manually and the software system gave the same result (for more details about the manual calculation, see page 69 in Appendix D). It means that there was no

mismatch between the two calculations. Concerning the outcome, it indicated a positive relationship between self-efficacy and students' speaking ability, meaning that if the self-efficacy is high, their speaking ability would be high, and otherwise, the students' English-speaking ability was low when they possess low self-efficacy.

It can be seen that the degree of freedom from 36 participants and 2 variables was 34, which means the r table (r_t) of df of 34 was 0,2785 for significance 5% and 0,3862 for significance 1%. It indicates that r count (r_{xy}) was higher than r table (r_t), both for the degrees of significance of 5% and 1%. The r count was compared to the degree of significance, 5% showed $0,629 > 0,2785$, meanwhile the significance of 1% showed $0,629 > 0,3862$. Therefore, according to the result, r count was higher than r table ($r_{xy} > r_t$), so the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. It also denotes that there was a significant positive effect of self-efficacy on students' speaking ability.

Table 8. Interpretation Correlation Coefficient

Interval of Coefficient (r)	Level of Relationship
0,00 – 0,119	Very Weak
0,20 – 0,399	Weak
0,40 – 0,599	Moderate
0,60 – 0,799	Strong
0,80 – 1,00	Very Strong

Based on the correlation coefficient interpretation table, the degree of influence is on a scale of 0,60-0,799, which means strong.

4. Discussion

This study was conducted to determine the effect of self-efficacy on students' English-speaking ability. In this study, 36 students became the research sample from secondary-level schools. The instruments used in this study were a questionnaire consisting of 28 statement items and documentation of speaking scores from English teachers. In this study, researchers did not test the validity and reliability of the questionnaire because the questionnaire had been tested for validity and reliability by previous researchers. So that it can be directly used in this study.

The findings of this study indicate that there was an effect of self-efficacy on students' speaking ability based on the results of a simple linear regression test. Meanwhile, based on the results of the hypothesis statistical test, it showed that r count is higher than r table, so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. This positive result is in line with Hidayah (2022), who found a positive correlation between self-efficacy and students' speaking ability. This result was also in line with Setiawati (2023), Sabti et al. (2019), Weda (2018), and Aminah (2021), which showed that self-efficacy had a positive and significant effect on students' writing ability, listening ability, and learning achievement in English. In addition, self-efficacy also had a positive and significant influence on learning outcomes in other disciplines such as math, sport, and economics (Fitrian & Pujianti, 2021; Siyrikaya, 2019; Hikmah, 2020). So, it can be concluded that fostering positive self-efficacy can change students' behavior and mentality, which then affects students' efforts to achieve good performance, especially in speaking tasks.

The level of correlation between self-efficacy and students' English-speaking ability shows a correlation coefficient of 0.629. It was in the interval 0.60-0.791, which indicates that the correlation was strong. In contrast to the research results found by Hidayah (2022), which showed a correlation between students' self-efficacy and their speaking ability based on a correlation coefficient of 0.357, which means weak or low. However, this study is in line with research from Weda (2018), who discovered the same result about a correlation between students' English academic performance and self-efficacy; self-efficacy could be an indicator of students' ability or performance. In actuality, one's degree of speaking skill is significantly influenced by how competent they feel themselves to be (Riasati & Noordin, 2011).

Based on the level of self-efficacy, the results show that most students have moderate self-efficacy. Likewise, the students' English oral exam scores, which are used as an assessment of speaking ability, were almost half of the B grades in the speaking category. This showed that students assess themselves adequately, which means they sometimes feel they can and cannot speak English. This result shows that students still doubt their ability to speak English, which also

affects students' English oral exam scores. It shows that students assess themselves adequately, which means they feel they can and can't do speaking tasks. Several aspects of one's self-efficacy have implications for how well one does. In line with Bandura (1977), who divided it into three dimensions of self-efficacy, namely level, generality, and strength. Students tend to feel afraid and avoid tasks or activities when they think they exceed their abilities, while they will participate when they think they are capable of doing something.

In short, students may face fear when performing a speaking task and think they cannot do it properly, but on the other hand, they have enough ability to speak English. In addition, students will participate more in tasks or activities when they think they can do them. Based on this, the implication for teachers is to provide effective and meaningful learning, namely by dividing tasks from the easiest to the most difficult. So that students can feel good about their achievement and ability at first to build their self-efficacy in English learning, especially in speaking English.

High self-efficacy is the second-highest position possessed by students. Moreover, almost all students scored high in the English oral exam. It remarks that high self-efficacy has a significant effect on students' English-speaking ability. The advantage of having high self-efficacy is that students will have more perseverance and confidence to finish difficult activities (Asakereh & Dehghannezhad, 2015). In other words, students who have a positive view or positive assessment of themselves, especially in terms of their English-speaking ability, will see a difficult task as something to conquer and try their best to achieve the goal. According to Bandura (1997) in Zhang & Ardasheva (2019), four factors are the source of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological & emotional conditions. However, mastery experiences are the most influential; for example, students will feel mastered after getting repeated success during the learning process. Furthermore, a sense of self-efficacy arises from resilience in overcoming failure, which also requires perseverance.

It can be said that students' exposure to English is quite high, as students are also required to speak English during English week, apart from school hours. So, it makes sense that they feel capable of speaking English. In addition, their knowledge is also enhanced because they learn from the surrounding environment, which also uses English.

In this study, there were no students who had low self-efficacy in speaking English. Likewise, in the students' English oral exam, no one was at C, D, or E. Researchers have also not found any research that shows low self-efficacy can negatively affect students' English-speaking performance. In this case, students with low self-efficacy got moderate grades, and some even got A grades. This was very contradictory. One of the sources of one's self-efficacy is vicarious experience; seeing friends' success would increase student effectiveness, while seeing friends' failure would decrease it (Bandura, 1977). By seeing their friends who have the same level as those who can perform the same task, it would make students think that they also have the same ability to complete the task. The result of the comparison with their friends provides a reference to one's ability. This is one of the reasons why there were no students at low self-efficacy levels. Therefore, peer modeling was one of the other major factors that influence students' effectiveness.

In conclusion, this study shows that self-efficacy affects students' speaking performance or ability. It can be seen from the results of the study, which found that there is a positive correlation between self-efficacy and students' English-speaking ability. Therefore, it is very important to not only focus on the cognitive aspect of students in speaking but also pay attention to the affective aspect. In this case, students' self-efficacy is increased by increasing students' positive assessment of self-efficacy towards their abilities, which can then affect students' abilities and performance.

5. Conclusion

Based on the results of the research and discussion, it can be concluded that the results of the simple linear regression test prove that there was an effect of self-efficacy on students' English-speaking ability, as seen from the significance value being smaller than the probability value and also from the calculated T count being higher than the T table. This is in line with the results of hypothesis testing, which showed the coefficient of correlation (r_{xy}) of the data was 0.629. This means that there was a significant correlation between the two variables. Besides, the level of correlation between both variables tends to be strong because, based on Pearson Product-Moment

Correlation Interpretation, the r_{xy} was in the range of 0.60-0.799, which means it has a strong correlation.

In addition, according to the result, the r count was higher than the r table ($r_{xy} > r_t$), so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It also means that there was a significant positive effect of self-efficacy on students' speaking ability. Based on the results of this research, it can be concluded that there was a significant effect of self-efficacy on students' English-speaking ability. In addition, the correlation level between the two variables shows a strong correlation. For instance, it is considered that students who have high self-efficacy can show good ability or performance. Conversely, students who have moderate or low self-efficacy reflect moderate or low ability or performance as well.

The researchers suggest that future researchers examine students' self-efficacy and students' English-speaking ability by testing oral performance directly and using different methods. Based on the results of the study, in this case, seeing the positive effect of self-efficacy on students' English-speaking ability, the researcher suggests that future researchers find out more about findings that can increase students' self-efficacy in speaking English.

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