SELF-CONFIDENCE, SELF-EFFICACY AND SPEAKING ABILITY IN SUPPORT OF SUCCESSFUL ENGLISH LANGUAGE LEARNING

Zulkarnain [a,*], Bidarita Widiati [b]
[a] Sekolah Tinggi Ilmu Syariah Darul Falah Pagutan Mataram NTB, Indonesia
[b] Sekolah Tinggi Ilmu Tekhnik Lingkungan Mataram
[*] Email: karnaenzul1990@gmail.com

Abstract

Kajian tentang kepercayaan diri, efikasi diri merupakan hal yang sangat penting untuk diteliti kembali, karena berkaitan dengan pengaruhnya yang signifikan dalam pembelajaran siswa. Tujuan dari penelitian ini adalah untuk mengidentifikasi hubungan antara kepercayaan diri siswa, efikasi diri dan kemampuan berbicara mereka pada siswa kelas dua SMA Darul Falah Mataram dan bagaimana ketiga hal tersebut dapat menunjang keberhasilan pembelajaran bahasa Inggris. Penelitian ini menggunakan metode kuantitatif, desain korelasi dan analisis regresi. Dalam penelitian ini,peneliti menggunakan angket dan dokumentasi sebagai alat penelitian untuk mengumpulkan data siswa. Ada dua angket yang peneliti gunakan dalam desain korelasi, yaitu angket kepercayaan diri dan efikasi diri, sedangkan untuk nilai berbicara siswa diambil dari dokumen guru Bahasa inggris. Hasil penelitian menunjukkan bahwa (1) terdapat korelasi yang kuat, jadi hipotesis alternatif menyatakaan bahwa Ho ditolak dan Ha diterima, ini berarti terdapat hubungan antara kepercayaan diri siswa, efikasi diri dan kemampuan berbicara mereka. (2) Ketiga variabel yang diteliti, yaitu self-confidence, self-efficacy, dan kemampuan berbicara, bersama-sama memiliki pengaruh positif yang kuat terhadap hasil pembelajaran bahasa inggris. Temuan ini diharapkan dapat menjadi perhatian bagi orang guru dalam melakukan desain pembelajaran dalam rangka menciptakan suasana belajar yang efektif yang didasarkan pada pembelajaran yang terpusat kepada siswa atau peserta didik.

Keywords : *Kepercayaan Diri Siswa, Efikasi Diri, Kemampuan Berbicara.*

Abstract

The study on self-confidence and self-efficacy is highly important to be reexamined, as it relates to their significant influence on student learning. The purpose of this research is to identify the relationship between students' self-confidence, self-efficacy, and their speaking ability among second-grade students at SMA Darul Falah Mataram, and how these three factors can support the success of English language learning. This research employs a quantitative method, correlation design, and regression analysis. In this study, questionnaires and documentation are used as research instruments to collect student data. Two questionnaires are utilized in the correlation design, namely self-confidence and self-efficacy questionnaires, while students' speaking scores are taken from English teacher records.

The research findings show that (1) there is a strong correlation, thus the alternative hypothesis is accepted, and the null hypothesis is rejected, indicating a relationship between students' self-confidence, self-efficacy, and their speaking ability. (2) The three variables under study, self-confidence, self-efficacy, and speaking ability, together have a strong positive influence on English language learning outcomes. These findings are expected to be of interest to teachers in designing effective learning environments based on student-centered learning.

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

Introduction

English has become one of the international languages that has an important role in various aspects of human life in this era of globalization. As a lingua franca, English is used in business communication, international diplomacy, academic research, and other industrial sectors. The ability to speak English well has become an essential competency for individuals who want to compete in an increasingly diverse and globally connected labor market.(Louhiala-Salminen & Kankaanranta, 2012)

English is no longer just a foreign language taught in schools or colleges. It has become a global language of communication spoken by more than a billion people around the world. The ability to speak English fluently and effectively gives individuals a competitive advantage in a variety of fields. English's role as a key language in science, technology, business and international media has turned it into a highly valued skill in this information age.(Alsagoff, L., Lee Mckay, S., Hu, G., & Renandya, 2012)

In the context of English language learning, many factors influence an individual's success rate in achieving proficient speaking skills. In addition to linguistic factors and the learning methods used, psychological factors also play an important role. Among the significant psychological factors are self-confidence and self-efficacy, as well as speaking ability itself.(Getie, 2020)

Self-confidence is an individual's belief in his or her ability to achieve goals and face challenges effectively. In English language learning, self-confidence is a significant determining factor in speaking progress. Someone who has high self-confidence will feel more courageous to speak in English without fear of ridicule or judgement. Belief in oneself will help overcome anxiety or fear of making mistakes when speaking and encourage individuals to speak more fluently and more actively participate in communication situations in the language.(Tridinanti, 2018)

Self-efficacy or self-belief in language ability also has a major impact on the success of English language learning. The concept of self-efficacy refers to an individual's belief in his or her ability to complete certain tasks. In the context of English language learning, individuals with high self-efficacy believe that they can master English speaking skills with proper effort. They tend to look for opportunities to practice and study diligently, even when facing

difficulties. This belief encourages them to strive to overcome obstacles and improve their speaking skills with more confidence.(Chao, McInerney, & Bai, 2019)

Speaking ability in English is the ultimate goal of learning this language. Speaking ability involves various aspects, such as clear pronunciation, proper grammar, and the ability to express ideas clearly and effectively. Individuals who have good speaking ability can communicate more fluently and interact more easily with native and non-native speakers of English. Therefore, proficient speaking ability is an important indicator in assessing one's level of English proficiency.(Rao, P, 2019)

Speaking is the way of someone delivering something with the word which is produced by listening. Some 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 state in Kayi, 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 speaking is the most important way to deliver ideas or inform the listener effectively, especially for students who learn English as a second language.

Speaking becomes an important part of a second or foreign language because by speaking, someone can easily deliver their idea or opinion of something. In speaking English, the speaker needs to arrange the word to make the listener understand what the speaker will deliver. Based on Cameron in Nirmawati mentions that speaking is the active use of language to express meaning so the others can comprehend it.(Nirmawati, 2015) We need speaking for many reasons; educators, governments, ministries of education and employers need people who can speak English well.(Education, 2018) Speaking is a very important skill which helps students to use and to transmit knowledge in an effective way. Students who learn English as a foreign language must develop speaking skill in order to communicate their though clearly, effectively, and confidently.(Allo & Priawan, 2019)

There are several factors that affect English speaking ability such as time for preparation, pressure to perform well, listeners' support, motivation, confidence, anxiety, efficacy, topical knowledge, listening ability and many other(Tuan & Mai, 2015) , but this research will only focus on self-confidence and self- efficacy because those are a part of the psychological factors that can influence students' speaking ability more than others.

Febriyani stated that Self-confidence is self-confidence of someone toward all of the excess aspects that is owned and the confidence makes him able to achieve the various targets in his life.(Febriyani, Astuti, & Syahadati, 2020) Meanwhile according to Brown in Febriyani stated self-confidence is probably the most pervasive aspect of any human behavior. It could be easily claimed that no successful cognitive or affective activity can be carried out without some degree of self-confidence, knowledge of oneself, and belief in one's own capabilities for activity.(Febriyani et al., 2020)

Based on some opinions, it can be concluded that Self-confidence is the 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 skill. The students are expected to be good speakers with a big of self-confidence.

One other psychological factor that can help students' speaking ability is self-efficacy. As defined by Bandura in Paradewari which said that self-efficacy is individual belief that they can control the situation and they can perform better in some tasks, therefore, they motivate themselves and work hard to get a good result.(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. Self-efficacy helps students to have more desire in learning English speaking because the students with self-efficacy will also have a high self-confidence, so they will be able to do the task or even have a good speaking performance.

In some cases, we still find that some of the students who learn English as a second language make speaking become a problem for them, they still face difficulty in speaking, they are confused about what they should say. Lack of self-confidence make the student think that they can- not to be a good speaker, students with low self-confidence will difficult in learning process exactly in English speaking practice and also directly will have low self-efficacy, it is because self-efficacy is related with self-confidence, it will impact each other.(Fitriani, Apriliaswati, & Wardah., 2015)

Self- confidence and self-efficacy are both important in learning English, especially in speaking English, it will help students to speak English well 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 who had low self-efficacy and low confidence not only impacted their life but also their education achievement, especially in speaking ability. It is supported by the research that has been done by Alawiyah, who argued that students who had low self- efficacy in speaking reported that they would quickly lose confident and get negative outcome(Alawiyah, 2018). It makes lack of self-confidence and self-efficacy become a big problem for students for their speaking performance.

Through in-depth research into the role of self-confidence, self-efficacy and speaking ability in supporting successful English language learning, we can understand how important these psychological factors are in overcoming challenges and achieving success in learning this increasingly relevant and challenging language. The results of this research will provide valuable insights for the development of more effective English learning methods, so that learners can develop strong self-confidence and self-efficacy and improve their speaking ability in this global language.

Method

The chosen research methodology for this study is quantitative research, as the researchers aim to investigate the potential relationship between self-confidence, self-efficacy, and students' speaking ability and to determine how these factors contribute to the success of English language learning. Quantitative research involves using numerical data as evidence to test hypotheses, demonstrating differences, comparisons, and correlations among various data sets.(Mahmud, 2011) In this research, a correlational study is employed to assess the correlation between students' confidence, self-efficacy, and speaking ability. Correlational research aims to identify the extent of variation in one or more factors based on the correlation coefficient.(Mahmud, 2011) Consequently, correlational research assesses the level of correlation or relationship among the variables. Regression analysis in this study was also carried out with the aim of knowing the effect of the independent variables namely student confidence (X1), self-efficacy (X2) and speaking ability (X3) on the dependent variable English learning outcomes (Y).

The study's population consists of second-grade students from SMA Darul Falah, comprising 15 male and 21 female students, making a total of 36 students. The sample used in this research is also 36 second-grade students from SMA Darul Falah. To gather data,

questionnaires and documentation are employed as data collection methods. Subsequently, the data are analyzed using the SPSS application program to establish the correlation between students' self-confidence, self-efficacy, and their speaking ability. To identify the effect of students' self-confidence, self-efficacy and speaking ability on English learning outcomes, regression analysis and statistical tests were conducted in this study, namely by conducting T test and R squared analysis. This research is by conducting T test and R squared analysis with the help of Smart PLS software.

Literature Review

In the analysis of the study, Albert Bandura's theory of self-confidence and self-efficacy (1977, 1986)(Cramer, Neal, & Brodsky, 2009) is utilized. Self-confidence is defined as an individual's personal belief in their ability to perform a task, while self-efficacy refers to one's perceived ability to effectively carry out a specific behavior or set of behaviors in a given situation. The Self-Efficacy Theory (SET) is founded on the empirically-supported notion that a person's perceived capability plays a pivotal role in motivating action and fostering change.(Cramer et al., 2009) Several core indicators of self-confidence are identified, including a clear sense of direction and values, motivation, emotional stability, maintaining a positive mindset, self-awareness, behavioral flexibility, eagerness for personal development, good health and energy, a willingness to take risks, and having a sense of purpose.(Suhardi, 2019)

Regarding self-efficacy in public speaking, certain factors come into play. These factors include relating to past experiences in public speaking, observing others' experiences, receiving verbal persuasion and encouragement, and being aware of one's somatic and emotional state during public speaking.(Maulana, 2016).

Result and Discussion

Result

1. Correlation Between Students' Self-Confidence, Self-Efficacy And Speaking Ability

Based on the research that has been conducted in the SMA Darul Falah to know correlation study between students' self-confidence, self-efficacy and their speaking ability, the researcher used the questionnaire to collected 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.Masiah. Then the researcher analyzes the data to know the 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 1. Students Self-Confidence, Self-Efficacy and Speaking score

Resp. (N)	Self Confidence (X1)	Self-efficacy (X2)	speaking (y)
ΣN = 36	ΣX₁ = 3085	ΣX₂= 2977	ΣY=295

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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 2. Homogeneity test for self-confidence and speaking

Test of Homogeneity of Variances

result correlation between x1 and y (self-confidence and speaking)

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

Table 3. Homogeneity test for self-efficacy and speaking

Test of Homogeneity of Variances

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

Levene Statistic	df1	df2	Sig.
3.557	1	70	.063

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. Linearity 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 4. 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
		Linearity	.000	1	.000	.000	1.000
		Deviation from Linearity	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 know 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).

Table 5. Pearson Product Moment Result

Descriptive Statistics

	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

Correlations

		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	.002	.
N	speaking_ability	36	36	36
	self_confidence	36	36	36
	self_efficacy	36	36	36

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 6. 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	.701ᵃ	.492	.461	5.336	.492	15.950	2	33	.000

a. Predictors: (Constant), self_efficacy, self_confidence

ANOVAᵃ

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	908.344	2	454.172	15.950	.000ᵇ
	Residual	939.656	33	28.474		
	Total	1848.000	35			

a. Dependent Variable: speaking_ability

b. Predictors: (Constant), self_efficacy, self_confidence

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 Ho was rejected and Ha was accepted. It is mean there is the correlation between students' self-confidence, self-efficacy and their speaking ability. Based on this analyzed 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%.

2. **Self- Confidence, Self-Efficacy And Speaking Ability In Supporting The Success of English Language Learning**

In this study, researchers proposed four hypotheses to be verified. Hypothesis testing aims to test and see whether there is a positive influence between self-efficacy on English learning outcomes, student confidence on English learning outcomes, and speaking ability on English learning outcomes. In this study, researchers also analyzed regression as a statistical data analysis which aims to determine the relationship between the influence of independent variables as predictors and dependent variables as criteria. The results of the hypothesis

analysis obtained can be seen that the results of multiple regression analysis are as in Table 7.

Table 7. Multiple Regression Test Results

Predictor	Criteria: English Language Learning Outcome	Conclusion
	Koefisien	
Self- Confidence	0,435	Has a positive influence
Self-Efficacy	0,320	Has a positive influence
Speaking Ability	0,233	Has a positive influence

Based on the data from the results of multiple regression analysis that has been carried out by researchers using *SmartPLS*, it can be seen that the predictor of self-confidence has a positive and strong influence on Self-Confidence on English learning outcomes. The data obtained from the analysis that has been carried out is covering multiple regression analysis data and obtaining a coefficient value of Self-Confidence of 0.435. From the results of the coefficient shows that Self-Confidence has a positive effect on students' English learning outcomes, it also means that the higher the Self-Confidence that students have, the higher the English learning outcomes that students will achieve. However, the opposite also happens if the lower the student's self-confidence, the lower the English learning outcomes achieved.

Furthermore, the results of the analysis of the predictor variable Self-Efficacy on English learning outcomes on *smartPLS* show that self-efficacy has a positive influence on English learning outcomes. It can be seen in Table 7 that the regression coefficient obtained is 0.320. This coefficient shows that the influence given is positive and quite strong on student English learning outcomes, so the higher the student's self-efficacy, the higher the English learning outcomes achieved. Vice versa, if students' self-efficacy is low, the learning outcomes achieved also tend to be low.

Finally, on the predictor variable of speaking ability, the analysis of the effect of speaking ability on English learning outcomes obtained using smartPLS shows that there is a positive influence but tends to be weak between the speaking ability variable and students' English learning outcomes. The coefficient obtained in the analysis of the effect of speaking ability is 0.233. The data shows that although there is a positive influence, it is weak between the influence of speaking ability on students' English learning outcomes.

Furthermore, researchers also analysed the contribution of the three predictor variables to English learning outcomes. From the R square analysis data, the researchers obtained an R-Square value of 0.940 as shown in Table 8.

Table 8. R-Square Calculation Results

Predictor	Criteria: English Language Learning Outcome	Percentage%
	R-Square	
Self- Confidence, Self-Efficacy, Speaking Ability	0,940	94%

From Table 8, it can be seen that the data explains that the three predictor variables analysed are able to explain the criterion variable, namely English learning outcomes by 94%, while the other 6% can be explained by other variables outside the research model that has been studied.

Discussion

This study aimed to identify the correlation between students' self-confidence, self-efficacy and their speaking ability and to determine how these factors contribute to the success of English language learning at 2nd grade students of the SMA Darul Falah. The sample of this research was 36 students in the second class. The researcher used questionnaire and documentation as the instrument of research. Furthermore, the researcher used the SPSS application program to analyze the data that has been taken and also will answer first research question based on the research result. While in identifying the effect of students' self-confidence, self-efficacy and speaking ability on English learning outcomes, regression analysis and statistical tests were conducted in this study, namely by conducting T test and R squared analysis. This research is by conducting T test and R squared analysis with the help of Smart PLS software.

1. **Correlation Between Students' Self-Confidence, Self-Efficacy and Speaking Ability**
 a) *Does students' self-confidence (X1) correlate with their speaking ability (Y)?*

Based on the analyzed relationship between the variable by the Pearson Product Moment with SPSS application program, it showed the strong correlation between self-confidence with speaking (.693). It can be concluded that the correlation between students' self-confidence and

their speaking ability was positive, it is means there is the correlation between students' self-confidence and their speaking ability.

b) *Does students' self-efficacy (X2) correlate with their speaking ability (Y)?*

Based on the data analyze, there was found weak correlation between self-efficacy and their speaking ability because the coefficient correlation was (.230). It is showed 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.

c) *Does students' self-confidence (X1) correlate with students' self-efficacy (X2)*

The researcher also analyzes the data of students' self-confidence (X1) and self-efficacy (X2), from that analyze it was found strong correlation between students' self-confidence and self-efficacy with the coefficient correlation (r= .693).

d) *Does students' self-confidence, self-efficacy correlates with their speaking ability?*

Based on the multiple correlation analyzed it showed the score correlation or significant of students' self-confidence, self-efficacy and speaking ability was sig. = .000 which is < .05, it is mean the correlation between students' self-confidence, self-efficacy and their speaking ability was positive with the coefficient correlation .701 that indicated strong correlation. The alternative hypothesis showed Ho was rejected and Ha was accepted, with the coefficient determination 46.1%. It is mean there is the correlation between students' self-confidence, self-efficacy and their speaking ability at 2nd grade students of the SMA Darul Falah in the Academic Year 2022/2023.

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 (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 *SMA Darul Falah* in the Academic Year 2022/2023.

2. **Self- Confidence, Self-Efficacy and Speaking Ability in Supporting The Success of English Language Learning**

In the regression analysis research that has been carried out, the results show that there is a significant influence of the variables of self-confidence, self-efficacy, and speaking ability on English learning outcomes. Based on multiple regression analysis, there is a significant influence of self-confidence, self-efficacy, and speaking ability on English learning outcomes. From the combination of the three variables, it gives a greater influence when applied together to the English learning outcomes of students in class XI IPS at SMA Darul Falah Mataram. As has been obtained from the calculation of the previous R-Square analysis shows that the three variables above explain the English learning outcomes variable by 0.940 which means that the three variables also contribute a positive influence on students' English learning outcomes, it also shows that the influence received is a strong effect on English learning outcomes.

Based on the data obtained, it can be seen that when the variable high self-confidence and coupled with high self-efficacy, it gives a strong influence and improves English learning outcomes. This is supported by other research conducted by Fitriati (2018), where there is a significance between self-efficacy and learning skills, which shows that students with a high level of self-efficacy, it affects the performance of better learning skills. Another thing that needs to be considered is the Speaking Ability variable, where the variable provides an influence that tends to be weak and not too large on improving English learning outcomes, therefore further examination can be carried out to find out related theories and influences given. So from the results of data processing and data analysis, it can be seen that students of SMA Darul Falah class XI IPS can also pay attention to the variables of self-efficacy and self-confidence in participating in learning, especially in speaking lessons, considering that when students' self-efficacy and self-confidence are high, it has a good impact and affects the improvement of students' English learning outcomes in class.

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 and how self- confidence, self-efficacy and speaking ability support the success of english language learning.

1. **Correlation Between Students' Self-Confidence, Self-Efficacy and Speaking Ability**

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 Ho was rejected and Ha 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.

2. **Self- Confidence, Self-Efficacy and Speaking Ability In Supporting The Success of English Language Learning**

Based on the results of the research that has been done before, the following conclusions are obtained: 1) Self-confidence has an influence on speaking class students' learning outcomes of 0.435. This means that self-confidence has a positive influence on English learning outcomes. So it is concluded that the higher the self-confidence of students, the more speaking learning outcomes of grade X students will also increase; 2) Self-efficacy has an influence on speaking learning outcomes of grade X students, which is 0.320. This means that the students' self-efficacy variable has a positive influence on students' English learning outcomes. So it is concluded that the higher the self-efficacy of students, the higher the students' English learning outcomes; 3) Speaking ability has an influence on English learning outcomes of grade XI students, which is 0.233 which means that students' speaking ability has a positive influence but tends to be weak on students' English learning outcomes; 4) The three variables studied, namely self-confidence, self-efficacy, and speaking ability

together have a strong positive influence on learning outcomes of grade X students, which is 0.940.

B. Suggestion

Based on the research finding about self-confidence, self-efficacy and speaking ability in support of successful english language learning at the 2nd grade students of the SMA Darul Falah Mataram in the Academic Year 2022/2023, the researcher would like to give some suggestion as follow:

1. Teachers

This study is expected to give teachers better understanding and it can be used as a research tool in teaching English speaking. It is also expected for teachers to have a good understanding of students' confidence and efficacy so they can appropriate a good teaching approach for learning English.

2. Students

This research is expected to give students an understanding of the correlation between self-confidence, self-efficacy and speaking ability, so they can improve their speaking ability by encouraging their self-confidence and self-efficacy and they can find the best way to face their problem in English Learning.

3. Reader

For the reader, the result of this research can be used to be a reference for the next research of "Self- Confidence, Self-Efficacy and Speaking Ability in Supporting The Success of English Language Learning".

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