

THE RELATIONSHIP BETWEEN SELF-EFFICACY, MOTIVATION, AND SPEAKING ABILITY AMONG FOURTH SEMESTER STUDENTS

Sakinah Hubaib
Universitas Kutai Kartanegara
hubaibsakinah@gmail.com

ABSTRACT: This study aimed to address three objectives: the connection between self-efficacy and speaking skills, the link between motivation and speaking skills, and the simultaneous relationship among self-efficacy, motivation, and speaking skills. The researcher conducted a form of oral assessment to collect data on students' speaking skills. Meanwhile, to collect students' self-efficacy and motivation, the researcher conducted questionnaires. Every student among the 38 samples was requested to deliver their presentation to the class. The obtained data were analyzed using correlational analysis run by SPSS. The results of the research revealed that there was a statistically significant relationship between self-efficacy and speaking ability ($p < 0.05$), as well as between motivation and speaking ability ($p < 0.05$). Furthermore, a significant overall relationship was found among self-efficacy, motivation, and speaking ability ($F < 0.05$). There was a notable relationship among self-efficacy, motivation, and speaking ability, with $F < 0.05$. The research findings indicated that both lecturers and students of the English Department at Kutai Kartanegara should focus more on efficacy and motivation. Additionally, the future researcher is encouraged to conduct a more in-depth observation involving a larger population and diverse research instruments in a related study or to implement teaching methods that boost students' confidence and motivation in speaking classes.

Keywords: *self-efficacy, motivation, speaking ability*

HUBUNGAN ANTARA EFIKASI DIRI, MOTIVASI, DAN KEMAMPUAN BERBICARA PADA MAHASISWA SEMESTER EMPAT

ABSTRAK: Penelitian ini bertujuan untuk menjawab tiga pertanyaan: hubungan antara efikasi diri dan keterampilan berbicara, hubungan antara motivasi dan kemahiran berbicara, dan hubungan simultan antara efikasi diri, motivasi, dan keterampilan berbicara. Peneliti melakukan penilaian lisan untuk mengumpulkan data tentang keterampilan berbicara siswa. Sementara itu, untuk mengumpulkan efikasi diri dan motivasi siswa, peneliti melakukan kuesioner. Setiap siswa di antara 38 sampel diminta untuk menyampaikan presentasi mereka di depan kelas. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan secara statistik antara efikasi diri dan kemampuan berbicara ($p < 0,05$), serta antara motivasi dan kemampuan berbicara ($p < 0,05$). Lebih lanjut, ditemukan hubungan yang signifikan secara keseluruhan antara efikasi diri, motivasi, dan kemampuan berbicara ($F < 0,05$). Terdapat hubungan yang signifikan antara efikasi diri, motivasi, dan kemampuan berbicara dengan $F 0,00 < 0,05$. Temuan penelitian ini menunjukkan bahwa baik dosen maupun mahasiswa Jurusan Bahasa Inggris di Kutai Kartanegara sebaiknya lebih fokus pada efikasi dan motivasi. Selain itu, peneliti selanjutnya disarankan untuk melakukan observasi yang lebih mendalam dengan melibatkan populasi yang lebih besar dan instrumen penelitian yang beragam dalam studi terkait

atau menerapkan metode pengajaran yang dapat meningkatkan kepercayaan diri dan motivasi mahasiswa dalam berbicara..

Kata Kunci: *efikasi diri, motivasi, kemampuan speaking*

INTRODUCTION

Speaking is a key skill that is essential to master when learning a foreign language. It is generally considered the measure of an individual's skill in a language. Nevertheless, numerous students frequently encounter challenges in acquiring the skill. Richards & Renandya (2002) mention that speaking in a foreign language poses challenges for learners of that language. They continue to struggle with articulating their thoughts verbally in English and often remain quiet when the teacher encourages them to communicate in the classroom.

This situation can be influenced by different elements. The elements may arise from performance conditions like (time constraints, preparation, quality of performance, and level of support), as well as from emotional factors such as (incentive, awareness, self-assurance, stress, comprehension skills, and responses while speaking). A key affective factor that influences success or failure in language learning is known as efficacy. A component of efficacy known as self-efficacy refers to the beliefs that an individual holds about their abilities in different areas or situations (Martín et al, 2023).

In social cognitive theory, the term that denotes an individual's efficacy or belief regarding their ability to complete a task is known as self-efficacy (Bandura, 2006). He also stated that self-efficacy is "the confidence in one's abilities to plan and carry out the actions needed to handle future situations." Self-efficacy can influence how individuals think, act, and the decisions they make in specific situations. In essence, self-efficacy refers to the belief individuals possess in their capacity to pursue their endeavors, achieve their objectives, and execute tasks proficiently (Dörnyei, 2005). In addition, self-efficacy plays a significant role in assisting students in achieving their goals, especially in academic success. Self-efficacy grows as a sensitive skill that has a significant impact on their character and motivation for learning (Gisella & Mulyadi, 2021). Reversely, students who lack self-efficacy typically exhibit little motivation and dedication to the objectives they have chosen to pursue. Instead of focusing on how to complete challenging tasks successfully, they focus on their own shortcomings, the challenges they will face, and many negative outcomes. They make little effort and give up easily when things became tough (Simanjuntak & Tridinanti, 2020).

In speaking, self-efficacy denotes the students' belief in their own abilities or competence to communicate effectively in the target language. The confidence students hold in their speaking abilities can either motivate or create reluctance in them to present in English publicly during classroom discussions. Drawing from her experience in teaching the speaking class, particularly with oral presentations, the researcher observed that some students appeared hesitant and unwilling to speak. The researcher inquired with a few students about why they seemed hesitant to actively speak English during this activity. A lot of their responses stem from a fear of making mistakes, and they also lack the confidence to express themselves. Thus, it is evident that the students' self-efficacy significantly influences their speaking skills.

Another emotional factor that also impacts or shapes the students' speaking skills is motivation. Cahyono, Bambang Yudi, & Rahayu, T. (2020) argue that motivation is essential for learning a language. Motivation is regarded as a crucial element in acquiring speaking skills. According to Ur (1996), the greater the motivation of learners, the more effective their learning experience will be. The more enthusiastic the learner, the stronger their speaking skills will become.

Jodai, Zafarghandi, & Tous (2013) state that motivation is commonly acknowledged as one of the most important affective variables in foreign language

learning. It means that motivation as the important factor that influences the learning process of speaking. In this study, the researcher observed that numerous students appeared unmotivated to develop strong speaking skills during oral presentation tasks. Monte and Lifrieri (1973) suggest that these students might possess the desire to succeed and the capability to complete the task, yet perceive the achievement as having minimal or no value, leading them to believe that the effort or time invested is not worthwhile. Some individuals might worry that they lack the ability to finish the necessary task, leading them not to start at all. They believe it is preferable to obtain a lower total grade than to demonstrate their inability to successfully finish the assignment. Given the aforementioned fact, the researcher is keen to explore the connection between self-efficacy, motivation, and students' speaking skills during oral presentation tasks.

Based on the background of the study, the research questions of this study can be stated as follows:

1. Is there any relationship between self-efficacy and speaking ability in oral presentation of the fourth-semester students of the English Department of Kutai Kartanegara University?
2. Is there any relationship between motivation and speaking ability in oral presentations of the fourth-semester students of the English Department of Kutai Kartanegara University?
3. Is there any simultaneous relationship between self-efficacy, motivation, and speaking ability on oral presentation of the fourth-semester students of the English Department of Kutai Kartanegara University?

METHODOLOGY

Research Design

The design of this research was a quantitative study. The investigation was about the relationship between three variables, namely self-efficacy, motivation, and speaking ability of the fourth semester students. Therefore, the researcher utilized multiple correlational designs in this research. Multiple correlations or multiple regressions are techniques that enables researcher to determine a correlation between criterion variable and the best combination of two or more predictor variable. The design can be illustrated in this scheme as follows:

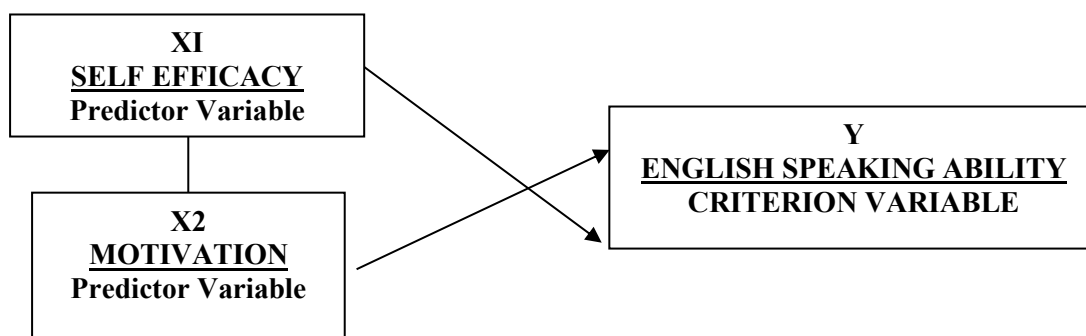


Figure 1. Illustration of Multiple Correlational Design

Population and Sample

The populations of this research were students of the English department in Kutai Kertanegara University (Unikarta). Further, the researcher employed purposive sampling in this research. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. As stated by Cohen, et.al (2000), purposive sampling belongs to a non-probability sample in which the researcher handpicked the cases to be included in the sample based on their judgment of their typicality. In this research, there were 38 students were selected as samples from one class of the fourth semester of the English department that based on the consideration that speaking skills had been taught to students of this semester.

Research Instrument

In collecting the data, this study employed the following research instruments: A test and questionnaires. A speaking ability test was administered to obtain data about students' speaking ability in oral presentations. Whereas the questionnaires were employed to obtain data about students' efficacy and motivation.

Speaking Test

The researcher administered of oral test to get the data on students' speaking ability in oral presentations. As Hammer (2001) states, a test is a list of questions used to measure students' mastery, achievement, intelligence, and readiness during the process of teaching and learning. The researcher employed an oral test type in measuring the speaking ability of students in oral presentations. The kind of oral test focused on grammar, pronunciation, fluency, comprehension, content, and vocabulary. This is in the form of rubric assessment of speaking ability. Rubric on oral presentation adopted from Harris (1974), which is based on the components of speaking ability. Speaking ability on the oral presentation rubric was utilized to assess the students' performance on oral presentation, with 1 as the lowest and 4 as the highest score for each indicator of the rubric. Each student of the 38 samples was asked to present their presentation in front of the class. Allotted time for each student presenting the topic was about 15 minutes. The topics of students' presentations were determined by the lecturer. The students started their presentation by greeting the audience and giving a self-introduction. Then, the students were asked to explain the purpose of their talk by starting with introducing the topic along with the outline of the main points, and then started to deliver his/her presentation related to the topic given. The students' presentations were also supported by material and visual aids, that is, LCD, laptop and multimedia, and laser pointers. The rest of the last minutes were allotted for the audience to ask the presenter questions related to the topic presented. Afterward, all the students' presentation was assessed to find out the level of each indicator or proficiency.

Self-Efficacy Questionnaire

According to Wiersma (2009), the questionnaire is a list of questions or statements to which the individual is asked to respond in writing. The response may range from a check mark to an extensive written statement. Moreover, according to Ary et al (1979), there are two types of questionnaires. The first are structured or closed types. The second is an unstructured or open type. The researcher administered the structured or closed type in which enabled the students to get started easily in the questionnaire list with the tick sign in each column. The questionnaire was aimed at finding out the students' perception of their speaking ability in oral presentations.

The researcher adopted the description of the self-efficacy questionnaire designed by Hairuzila and Subarna (2007). The questionnaire consisted of three subsections: ability efficacy (aptitude), activity efficacy (attitude), and speaking self-efficacy (aspiration), with 20 questions. The Likert scale was used to measure the students' self-efficacy of students speaking ability for oral presentations. Each item was followed by 4 closed options to show whether the respondents Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD) with given statements. These options had the scale values of 4-3-2-1 for favorable statements and 1-2-3-4 for unfavorable statements. The qualities of students' self-efficacy efficacy showed the value: very high (4) for strongly agree, high (3) for Agree, low (2) for Disagree, and very low (1) for Strongly Disagree

Table 1. The Blueprint of Students' Self-Efficacy Questionnaire

NO	DIMENSION	ITEM
1	Ability Efficacy (aptitude)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
2	Activity Efficacy (attitude)	12, 13, 14, 15, 16, 17
3	Speaking self-efficacy (aspiration)	18, 19, 20

Motivation Questionnaire

The instrument utilized to measure the students' motivation based on the *Achievement Motives Scale (AMS)* proposed by Lang & Fries (2006) that focuses on two emotional state factors or components of achievement motivation: *Hope of success* (HOS) and *Fear of failure* (FOF). This scale (AMS) is a well-established and frequently used to assess hope of success and fear of failure in educational settings.

The motivation questionnaire consisted of 20 adopted items in the form of statements. There were four alternative answers provided on a Likert scale and students were expected to choose the suitable option that they liked, which therefore they can be indicated in the range from strong to weak, namely: Strongly Agree, Agree, Disagree, and Strongly Disagree. The qualities of each option of students' motivation using the scale values: very high (4) for Strongly Agree, high (3) for Agree, low (2) for Disagree, and very low (1) for Strongly Disagree.

Table 2. The Blueprint of Motivation Questionnaire

NO	Indicator	Items
1.	Hope of Success	1,2,3,4,5,6,7,8,9,10
2.	Fear of failure	11,12,13,14,15,16,17,18,19,20

FINDINGS AND DISCUSSION

Normality Test

In testing the normality of the test distribution, the researcher applied SPSS via the Kolmogorov-Smirnov test. The hypothesis to determine the normality of the test distribution is as follows: 1) Ho: the data has a normal distribution, 2) H1: the data does not normal distribution. In finding the data of the normality testing result, the researcher utilized SPSS. The result can be seen in the following table.

Table 3. One-Sample Kolmogorov-Smirnov Test

		achievement		
		Self-efficacy	motivation	speaking Ability
N		38	38	38
Normal Parameters ^{a,b}	Mean	48.08	46.26	12.29
	Std. Deviation	12.678	13.486	3.668
Most Extreme Differences	Absolute	.182	.310	.269
	Positive	.182	.310	.269
	Negative	-.127	-.168	-.135
Test Statistic		.182	.310	.269
Asymp. Sig. (2-tailed)		.003 ^c	.000 ^c	.000 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

From this table, the significance of each variable is found. The significance level of self-efficacy was found at the significance level $0.182 > 0.050$ and was in normal distribution. Achievement Motivation also had a normal distribution, which was found at the level of significance $0.310 > 0.050$. The speaking ability had a normal distribution was at the significance level $0.269 > 0.050$.

Descriptive Data of Speaking Skills

Descriptive data was given to give general view about the spread of data in the field. The raw data has been computed using SPSS. The data description showed in the form of mean, deviation standard, the highest score and the lowest one.

Table 4. Descriptive Data of Speaking Skills

	N	Range	Min	Max	Sum	Mean	Std. Dev
							Std. Error
Pronunciation	38	3	1	4	86	2.26	.140
Comprehension	38	2	2	4	101	2.66	.121
Fluency	38	3	1	4	86	2.26	.129
Vocabulary	38	2	2	4	96	2.53	.129
Total	38	12	8	20	467	12.29	.595
Valid N (listwise)	38						

Based on the computation of students' speaking scores, it is found that the total mean scores are 12.28, and the total scores of deviant standards are 3.668. Meanwhile, the total scores of variances are 13.454, with the maximum score being 20 and the lowest being 8.

Self-Efficacy Questionnaire Result

Furthermore, based on the computation of self-efficacy scores, the total mean of self-efficacy was 48.08, the scores of deviant standards were 12.678. Meanwhile the scores of variances were 160.732. It is also found that the maximum score of the efficacy questionnaire is 78, and the minimum score is 32.

Table 5. Descriptive Data of Self-Efficacy

Sum	Mean	Std. Deviation	Variance	Skewness	Kurtosis
Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error
1827	48.08	2.057	12.678	160.723	.672
				.383	.383
				-.812	.750

Motivation Questionnaire Result

The total mean score of motivation is 46.26, with the minimum score being 33 and the maximum score being 71. The table also showed that the result of the standard deviation was 13.486, and the variance was 181.875. Table 6 presents the descriptive data of the motivation questionnaire.

Table 6. Descriptive Data of Motivation

	N	Range	Min	Max	Sum	Mean	Std. Dev
Motivation	38	38	33	71	1.758	46.26	13.486
Valid N (listwise)	38						

Relationship between self-efficacy and speaking ability

To find out the relationship between self-efficacy and speaking ability, the researcher applied SPSS, with the result being as follows:

Table 7. The Relationship between Self-Efficacy and their Speaking Ability

		Self-efficacy	speaking ability
Self-efficacy	Pearson Correlation	1	.841**
	Sig. (2-tailed)		.000
	N	38	38
speaking ability	Pearson Correlation	.841**	1
	Sig. (2-tailed)	.000	
	N	38	38

Based on the table above, the coefficient correlation between the two variables were in high category. It showed that coefficient correlations from two variables were in 0.841. Further the correlation between self-efficacy and speaking ability with 38 students as sample showed the significance level at value $r = 0.000$. The significance value $0.000 < 0.05$ meant that H_0 was rejected and H_a was accepted. The result showed that there was a significant correlation between students' efficacy and speaking ability on oral presentation of the fourth semester students of English Department of Unikarta.

The Relationship between Achievement Motivation and Their Speaking Ability

The researcher applied Pearson correlation of SPSS to find out the relationship between self- efficacy and speaking ability.

Table 7. The Correlation Analysis Results of Motivation and Speaking Ability

		motivation	speaking ability
motivation	Pearson Correlation	1	.939**
	Sig. (2-tailed)		.000
	N	38	38
speaking ability	Pearson Correlation	.939**	1
	Sig. (2-tailed)	.000	
	N	38	38

** . Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, the coefficient of correlation between the two variables was in the high category. It showed that the coefficient correlations from two variables were 0.939. Further, the correlation between self-efficacy and speaking ability in oral presentation with 38 students as a sample showed a significance level at $r = 0.000$. The significance value $0.000 < 0.05$, which meant that H_{o1} was rejected and H_{a1} was accepted. The result showed that there was a significant correlation between achievement motivation and speaking ability in the fourth semester of the English Department of Unikarta.

The Relationship Between Self-Efficacy, Motivation, and Their Speaking Ability

The result showed that the relationship between students' efficacy, achievement motivation, simultaneously with speaking ability in oral presentation showed a significant value, $r = 0.000$. The value of r meant that H_{o3} was rejected and H_{a3} was accepted based on the significant value $0.000 < 0.05$ level. It indicated that there is a significant relationship between students' self-efficacy, motivation, simultaneously with speaking ability on oral presentation of the fourth-semester students of the English department of Unikarta.

Table 9. The Relationship between Self-Efficacy, Motivation, and Speaking Ability

		Students' Efficacy	Motivation	Speaking Ability
Students' Efficacy	Pearson Correlation	1	.886**	.841**
	Sig. (2-tailed)		.000	.000
	N	38	38	38
Motivation	Pearson Correlation	.886**	1	.939**
	Sig. (2-tailed)	.000		.000
	N	38	38	38
Speaking Ability	Pearson Correlation	.841**	.939**	1
	Sig. (2-tailed)	.000	.000	
	N	38	38	38

** . Correlation is significant at the 0.05 level (2-tailed).

Discussion

According to the findings that the researcher obtained, the result showed results of the research questions that based on the data analyzed to find out the relationship and the significance of each variable. The researcher applied the computer program SPSS to analyze the data obtained.

The result of the findings showed that self-efficacy has a relationship with the students' speaking ability in oral presentations in the fourth semester of the English department of Unikarta. The result answered the first question of the research, which stated "is there a relationship between students' self-efficacy and their speaking ability." This first research question is solved by the acceptance of (Ha Alternative Hypothesis, which states "there is a relationship between self-efficacy and their speaking ability." It proved from the result of the statistical hypothesis is significant at the level was $0.05 > 0.000$. The influence of the independent variable is examined by its significance at level $\alpha 0.000 < 0.05$. It showed that self-efficacy influenced the speaking ability of the fourth semester of the English department.

Some previous research had investigated this relationship. Arlinda (2022) revealed that there is a positive correlation between efficacy and students' speaking ability. It meant that the higher the value of effectiveness, the higher the value of speaking skills. Moreover, Pramerta (2021) also conducted similar research and shows that there is a positive correlation between the two variables. The significance (2-tailed) explained that the students had good potential to enhance their speaking skills, and their self-efficacy had a significant contribution to their speaking performance at a Public University in Indonesia.

The result of data analysis showed that motivation has a significant relationship with speaking ability in oral presentations. The results findings answer the second question of the research, which stated, "Is there a relationship between motivation and their speaking ability. This first research question is solved by the acceptance of Ha Alternative Hypothesis, which states, "there is a relationship between achievement motivation and their speaking ability". It proved from the result of the statistical hypothesis is significant at the level $0.05 > 0.000$. The influence of the independent variable is examined by its significance at level $\alpha 0.000 < 0.05$. It showed that achievement motivation influenced speaking ability in the oral presentation of the fourth semester of the English department.

In line with the result, Hoesny et al (2023) tried to investigate the correlation between motivation and speaking performance in their study. Based on the results of the data analysis about the relationship, it was found that self-efficacy had a significant correlation with speaking proficiency.

Further, the researcher found that there is a significant relationship between students' efficacy, motivation simultaneously and speaking ability. It showed that the value of the F test is 131.534 on the significance level $\alpha 0.000 < 0.05$. The result revealed that the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis was accepted.

Based on the result above, the researcher assumed that efficacy (self-efficacy) and motivation are two important factors that contribute highly to the success of students' speaking ability. The result of this research is supported by the research of Astuti (2017) with the sample of 30 undergraduate second-semester students of the English Department of the University of Brawijaya, who also employed a correlational design in finding out the relationship among achievement motivation, academic self-

efficacy, and the students' speaking performance. This study aims to obtain the level of students' motivation, academic self-efficacy, and their speaking performance. This study then reveals that the relationship between motivation combined with academic self-efficacy and the students' speaking performance was significantly positively correlated.

CONCLUSION

Based on the findings of the research it shows that there is a positive relationship between self-efficacy, achievement motivation, and speaking ability in the fourth semester of the English department of Unikarta. The researcher assumed that efficacy and motivation are two important factors that contribute highly to the success of students' speaking ability or speaking performance.

From the conclusion above, the researcher would like to give some suggestions which also related to the findings of the research to the lecturers, the students and future researchers as follows: (1) English lectures should keep encouraging and motivating the students to be confident to speak English on oral presentation class, also lecturers need to create a comfortable atmosphere in which the students will turn their fears in speaking to be motivated and confident on presenting their topic on oral presentation. Besides that, the students are better to being involved in a small group that is expected to lead them to be more confident to speak before they perform an oral presentation in front of. (2) Students need to build self-confidence in their activities, particularly in speaking, classroom activities of oral presentation, because oral communication is a skill that must be acquired by every student, especially at the tertiary level. (3) The researcher suggests that future researchers provide a solution to overcome the students' low achievement motivation and their perception towards their speaking ability by involving the kinds of teaching methods that can build up the students' motivation and their confidence in speaking class on oral presentation. Additionally, this research used tests and questionnaires in finding the data. The researcher suggests that it might also be useful to utilize other methods of quantitative study, like interviewing.

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