The Correlation between Students' Self-Efficacy and English-Speaking Performance in Future Dream Monologues

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Abstract

This study aimed to investigate the relationship between students' self-efficacy and their English-speaking performance in delivering a monologue about future aspirations among 16 ninth-grade students at SMP PGRI 1 Medan. Self-efficacy, defined as students' belief in their ability to accomplish a task, is considered an important factor influencing language learning, particularly speaking skills, which require confidence, fluency, and organization. Despite receiving English instruction, students often encounter difficulties in expressing their ideas due to limited vocabulary, anxiety, and the influence of their native accents. This study employed a quantitative correlational approach. Data on self-efficacy were collected through a structured questionnaire, while students' speaking performance was evaluated using recorded monologues. The relationship between the variables was analyzed using Pearson's Product-Moment Correlation to determine the extent to which self-efficacy influences students' speaking performance. The results revealed a positive correlation between self-efficacy and speaking performance; however, the correlation was not statistically significant. This indicates that students with higher self-efficacy tended to demonstrate better speaking outcomes, although the relationship was not strong enough to draw definitive conclusions. The findings emphasize the importance of fostering self-efficacy through guided practice, feedback, and motivational activities to enhance students' speaking abilities. Moreover, this study provides insights into how psychological factors can influence language performance in monologue tasks.

***Keywords**: self-efficacy, English-speaking performance, monologue, ninth-grade students, SMP PGRI 1 Medan*

INTRODUCTION

Speaking skill in English is essential for a student to master, as it enables the expression of idea, opinion, and information in a direct and effective manner (Cao et al., 2024). State that EFL learners who receive instruction based on World Englishness show significant improvement in their speaking confidence. In addition, (Fauzi, 2022) explain that the use of chunking and pausing techniques helps students organize their speech more fluently and coherently. With proper practice and appropriate strategies, students can develop better speaking skills for both academic and everyday communication contexts. Nevertheless, many students still encounter several challenges in developing their speaking performance. One of main challenges students face when delivering English monologues is the strong influence of their regional accents, which can indirectly affect their pronunciation, intonation, and overall speech clarity. For many students who are accustomed to using local dialects in their daily lives, shifting to standard English pronunciation requires significant effort, especially when they are expected to speak spontaneously and continuously without pauses, as in often required in monologue tasks. This challenge not only impacts

phonological aspects but also tends to undermine students' confidence, as they may perceive their accents as "foreign" of inconsistent with the expected norms of English pronunciation. This is consistent with the findings of (Novrianti, 2022), who observe that local accents such as Bugis can lead to deviations in the articulation of specific phonemes, thereby affecting speech intelligibility. Similarly, (Xue, 2023) found that the influence of students' mother tongue often leads to deviations in English pronunciation, particularly among learners who are required to speak continuously without scripted guidance, as is common in monologue tasks.

A monologue is a form of verbal communication in which a speaker conveys ideas, opinions, or narratives continuously without immediate response from listener. In the context of English language learning, monologic speaking skills are important for training students' ability to organize their thoughts, convey information coherently, and enhance their fluency. (Lokteva, 2022) explains that speaking in a foreign language is a complex type of speech activity because it involves an internal structure (such as the analytical-synthetic stage for selecting and structuring words from memory) and an external structure (such as the motivational-incentive phase to establish the need and goal of the statement) that must be developed in a balanced manner for effective communication. Therefore, monologue speaking skills require not only linguistic competence, but also cognitive and affective skills that support successful communication in a foreign language. The focus on monologue speaking performance was chosen because this format allows researchers to assess students' speaking abilities both individually and comprehensively. In a monologue, students are required to convey ideas, construct coherent sentences, select appropriate vocabulary, and maintain fluency without any intervention or assistance from the other speaker. This offers a more objective representation of their speaking proficiency. Moreover, monologues mirror real-life situations such as presentations, speeches, and storytelling, which are commonly encountered in both academic and professional settings. Therefore, evaluating speaking performance through monologues is considered relevant and representative in measuring students' overall English-speaking competence. Engaging students with personalized and meaningful topics, such as "future dreams," can positively impact their self-efficacy. "Developing emotional intelligence in the learning process enables students to manage their feelings towards the subject matter, which in turn can increase their motivation to learn and their self-efficacy. When students feel motivated and confident in their abilities, emotional barriers such as anxiety about speaking can be reduced, so that they are more courageous in expressing their ideas and producing better performance" (Salamah, 2024).

Students' success in speaking English is influenced not only by their mastery of vocabulary and grammatical structures, but also by psychological factors, particularly self-efficacy, or the belief one's own ability to use the language effectively. Learners with high self-efficacy are generally more willing to speak in public, take those with low self-efficacy often hesitate, fear making errors, and may avoid speaking tasks altogether, which can hinder their speaking development. Research by (Albert Bandura, 1997) and (Aslan, 2020) supports the idea that higher self-efficacy is significantly correlated with improved oral performance in foreign language learning contexts. This suggests that there is a positive correlation between self-efficacy and English-speaking performance: the more confident individuals are in their abilities, the more likely they are to excel in speaking tasks.

Self-efficacy refers to an individual's belief in their ability to successfully perform a specific task or achieve a particular goal. This belief influences how individuals think, feel, motivate themselves, and behave, especially in challenging situations. Although the concept was originally introduced by (Albert Bandura, 1997), recent studies have

continued to validate and expand its application within educational contexts. For instance, a study by (Han & Hamzah, 2024) found that students with high self-efficacy were more engaged and performed better in English learning within a flipped classroom environment. Therefore, self-efficacy plays a crucial role in determining students' persistence, autonomy, and success in foreign language learning.

This study is relevant as it highlights the relationship between self-efficacy and students' speaking performance in monologue contexts, which reflect authentic communication tasks such as presentations and speeches. By understanding this relationship, teachers can design instructional approaches that not only emphasize linguistic development but also foster students' confidence. The findings of this study are expected to contribute to the improvement of English language teaching quality, particularly in enhancing students' speaking skills in a more effective and meaningful way.

Research Problems

Based on the background of the study, this research addresses three main problems. First, it seeks to identify the level of students' self-efficacy in learning English. Second, it aims to describe the students' speaking performance in delivering a monologue. Third, this study investigates whether there is a significant correlation between students' self-efficacy and their speaking performance in delivering a monologue.

Objectives of the Research

In line with the research problems, this study is designed to achieve several objectives. The first objective is to determine the level of students' self-efficacy in learning English based on Bandura's (1997) theoretical framework. The second objective is to evaluate students' speaking performance in delivering a monologue, with particular emphasis on pronunciation. The third objective is to examine the existence of a significant correlation between students' self-efficacy and their speaking performance, in order to gain a deeper understanding of how psychological factors influence students' oral communication skills.

Scope of the Research

The scope of this research is limited to examining the correlation between students' self-efficacy and their English-speaking performance in delivering a monologue on the topic of future dreams. The participants of this study are ninth-grade students of SMP PGRI 1 Medan in the 2025/2026 academic year. In assessing speaking performance, this study focuses solely on the aspect of pronunciation, which is measured using the ELSA Speak application. The application provides pronunciation scores ranging from 1 to 5 based on students' monologue presentations.

Furthermore, the measurement of self-efficacy in this study is restricted to students' personal judgments of their ability to complete the speaking task effectively and confidently. This includes their perceived preparedness, motivation, and ability to manage potential challenges during the performance. Other psychological constructs and language skills beyond speaking are not examined in this research. Consequently, the findings of this study are limited to the specific context, variables, and participants under investigation.

Significance of the Research

This study is expected to contribute both theoretically and practically to the field of English language education, particularly in enhancing students' speaking performance in EFL contexts. From a theoretical perspective, the study is expected to enrich existing literature by providing empirical evidence on the role of students' self-

efficacy, defined as learners' beliefs in their ability to successfully perform speaking tasks. Previous studies have indicated that self-efficacy is a strong predictor of oral performance (Bandura, 1997; Wang & Sun, 2020).

From a practical perspective, the findings of this study may serve as a useful reference for English teachers in designing instructional strategies that foster students' confidence, enhance intrinsic motivation, and improve oral fluency. Such strategies may encourage more active and meaningful participation in speaking activities. In addition, this study is expected to raise students' awareness of the importance of psychological readiness in achieving speaking success. For the researcher, the study is also anticipated to provide valuable pedagogical insights and professional experience that support ongoing development in English language teaching.

Research Design

This study employed a quantitative approach with a correlational design. The purpose of this design is to examine the relationship between students' self-efficacy and their English-speaking performance in delivering a monologue about future dreams. In a correlational study, the researcher does not manipulate variables but observes them as they naturally occur in the learning process. According to (Ghanad, 2023) correlational research is used to determine the strength and direction of the association between two measurable variables, which is a key characteristic highlighted in quantitative research methods.

In this study, students' self-efficacy served as the independent variable, while their speaking performance were the dependent variable. The data were collected using two instruments: a five-point Likert scale questionnaire to measure students' beliefs about their English-speaking ability, and a monologue task to assess their speaking performance. In assessing pronunciation, five key aspects are evaluated, namely vowels, consonants, intonation, word stress, and sentence stress. According to recent pronunciation research, these components represent segmental features (vowels and consonants) and suprasegmental features (intonation and stress), both of which play a crucial role in enhancing learners' fluency and overall spoken performance ((Usman & Usman, 2023); (Ihsani et al., 2025)). Although speaking includes various components, this study limited the evaluation to pronunciation only, based on the app's scoring system. The use of performance assessment is supported by (Ismailia, 2021) who emphasizes the effectiveness of rubrics in improving speaking skills. This method has also been applied in similar studies, such as (Maharani, 2022), which reported a significant correlation between students' self-efficacy and their speaking ability. The findings of this study are expected to provide valuable insights for English teachers in understanding how students' confidence influences their oral performance.

The population of this study consisted of all students of SMP PGRI 1 Medan in the academic year 2025/2026. This population includes students from grades VII, VIII, and IX who participate in the English learning program following the school's standardized curriculum. Although the population covers all students in the institution, the researcher will specifically focus on ninth-grade students as the sample of this study. The selection of the ninth grade is based on the consideration that students at this level are more capable of performing speaking tasks, particularly monologues related to expressing future dreams, which aligns with the objective of the research.

During the academic year when the study was conducted, there were only one ninth-grade class consisting of 16 students. Due to the relatively small number of students, all members of the ninth-grade class will be included as the sample. Therefore, the researcher will employ a total sampling technique, in which all 16 ninth-grade students are selected as the participants. The use of total sampling is

considered appropriate, as it allows full representation of the target group and minimizes sampling bias. Moreover, all students in this class receive the same English instruction, follow the same curriculum, and have similar exposure to previous speaking activities, including monologue tasks about future dreams. The prior experience with these tasks indicates that they are adequately prepared to participated in the speaking performance assessment. Additionally, all participants are expected to be available and willing to take part in the monologue assessment, which were evaluated directly using the ELSA Speak application.

This study used two instruments to collect data. First, students' self-efficacy wasbe measured using a 20-item questionnaire rated on a five-point Likert scale ((Yavuzalp & Bahcivan, 2020); (Albert Bandura, 1997)). Second, students' speaking performance were evaluated through a monologue task in which they articulate their future dreams, consisting of approximately 120 words. The assessment focused specifically on pronunciation, which will be scored using the ELSA Speak application on a scale from 1 to 5. These instruments were considered appropriate for measuring the independent variable (self-efficacy) and the dependent variable (speaking performance), providing valid and measurable data to achieve the research objectives.

Data Collection Technique

Data were collected in a series of structured steps to ensure consistency and accuracy. First, students completed the 20-item self-efficacy questionnaire via Google Forms, using a five-point Likert scale. consisting of Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5), to indicate the extent to which students perceive their confidence and ability to perform English-speaking tasks. The questionnaire follows the approach of (Yavuzalp & Bahcivan, 2020)and is based on (Albert Bandura, 1997) theory of self-efficacy, assessing students' beliefs in their ability to perform English-speaking tasks, such as participating in class, completing assignments, and handling challenges.

Next, students performed a monologue about their future dreams, consisting of approximately 60-90 words. Their pronunciation will be assessed directly using the ELSA Speak application on a scale from 1 to 5. Although speaking generally includes multiple components, such as grammar, fluency, vocabulary, comprehension, and pronunciation ((Brown, 2007): (Ilham et al., 2024)), this study limits the evaluation to pronunciation only, focusing on the aspect most relevant to oral clarity.

The data collection was conducted in the students' English classroom, ensuring that all participants have an equal opportunity to complete the tasks under consistent conditions.

Data Analysis Technique

The data in this study are quantitative, consisting of students' scores from the self-efficacy questionnaire and their speaking performance in the monologue task (pronunciation). The analysis will be conducted in two main stages. Firstly, descriptive statistics, including mean, standard deviation, minimum, and maximum, will be used to summarize the level of students' self-efficacy and their speaking performance (pronunciation). Secondly, inferential statistics will be employed to examine the relationship between the independent variable (self-efficacy) and the dependent variable (speaking performance) using Pearson correlation analysis.

All data were processed using SPSS software, which allows for precise calculation of both descriptive and inferential statistics. The descriptive analysis aims to provide an overview of the students' self-efficacy levels and their speaking performance, while the Pearson correlation aims to determine whether there is a

significant relationship between self-efficacy and pronunciation performance, including the strength and direction of the correlation.

This data analysis technique is appropriate for quantitative research examining relationships between continuous variables, as supported by (Ghanad, 2023)who emphasizes that correlational studies are effective in measuring the strength and direction of associations. Additionally, the use of descriptive statistics is consistent with the approach described by (Ishtiaq, 2019) for summarizing and interpreting quantitative data in educational research.

FINDING AND DISCUSSION

This chapter presents the results of the study concerning the correlation between students' self-efficacy and their English-speaking performance in delivering a monologue about future dreams. The data obtained from the questionnaire and speaking test were analyzed to describe the students' levels of self-efficacy and their performance scores. Furthermore, this chapter discusses the relationship between the two variables and interprets the findings in relation to the research questions and relevant theories.

Finding

This chapter presents the results of the research and the findings obtained from the data analysis. The data were collected from two instruments: a self-efficacy questionnaire and a speaking performance test. The results are presented in several parts, including the description of instrument results, validity testing, reliability testing, normality testing, linearity testing, and hypothesis testing. Each part aims to provide a comprehensive explanation of how the data were analyzed to answer the research question concerning the correlation between students' self-efficacy and their English-speaking performance in delivering a monologue about future dreams.

Description of Instrument Result

To determine the correlation between students' self-efficacy and their English-speaking performance, the researcher employed two research instruments: a questionnaire and a speaking test. The questionnaire was distributed to the students on October 23, 2025, while the speaking test was conducted on October 27, 2025. The questionnaire initially consisted of 40 statements developed to measure students' self-efficacy in learning English. After the validity test was conducted, 20 statements were selected as valid items to represent the construct being measured. The questionnaire measured five dimensions of self-confidence adapted from Lauster (2002) (Buleuen & Amalia, 2023), namely confidence in one's abilities, optimism, objectivity, responsibility, and realism.

Meanwhile, the speaking test was designed to assess students' pronunciation ability in delivering a monologue about future dreams. The pronunciation assessment was conducted using the ELSA Speak application, which provides scores on a scale from 1 to 5. The pronunciation evaluation was based on five criteria, including consonant sounds, vowel sounds, intonation, word stress, and sentence stress. Each aspect was scored to obtain an overall pronunciation performance score for each student.

The complete results of both the questionnaire and the speaking test can be found in appendices.

Result of Validity Testing

The validity test of the self-efficacy questionnaire was conducted to determine whether each statement item was appropriate and capable of measuring students' self-efficacy accurately. The data for the validity test were collected from eighth-grade students, who were not part of the main study sample, in order to ensure that the instrument was properly tested before being distributed to the research participants. The validity test was carried out on October 20, 2025.

The results obtained from the eighth-grade students were analyzed using Microsoft Excel, applying the Pearson Product Moment correlation formula. Each item's correlation coefficient (*r*-count) was compared with the r-table value at a significance level of 0.05, where r-table =0.432858. An item was considered valid if the r-count was higher than r-table, and invalid if the r-count was lower than r-table.

Based on the calculation results, 20 out of 40 statements met the validity criteria, indicating that these items were appropriate for measuring students' self-efficacy. The 20 valid statements were then used in the main research conducted with ninth-grade students of SMP PGRI 1 Medan. The summary of the validity testing results is presented in the following table.

Table 3.1 Tabulation of Respondent Questionnaire Results (X)

Question	***rcount***	***rtable***	***Criteria***
1	0.191699	0.432858	Invalid
2	0.729658	0.432858	Valid
3	0.438942	0.432858	Valid
4	0.184204	0.432858	Invalid
5	0.2594	0.432858	Invalid
6	0.279162	0.432858	Invalid
7	0.62068	0.432858	Valid
8	0.38415	0.432858	Invalid
9	0.45046	0.432858	Valid
10	0.49347	0.432858	Valid
11	0.31527	0.432858	Invalid
12	0.54768	0.432858	Valid
13	0.47755	0.432858	Valid
14	0.12854	0.432858	Invalid
15	0.1002	0.432858	Invalid
16	0.61631	0.432858	Valid
17	0.18003	0.432858	Invalid
18	0.40829	0.432858	Invalid
19	0.51342	0.432858	Valid
20	0.43775	0.432858	Valid
21	-0.02905	0.432858	Invalid
22	0.34724	0.432858	Invalid
23	0.18573	0.432858	Invalid
24	0.2621	0.432858	Invalid
25	0.55268	0.432858	Valid
26	0.5483	0.432858	Valid
27	0.55535	0.432858	Valid
28	0.62756	0.432858	Valid

29	0.55261	0.432858	Valid
30	0.2699	0.432858	Invalid
31	0.21462	0.432858	Invalid
32	0.10022	0.432858	Invalid
33	0.75355	0.432858	Valid
34	0.53951	0.432858	Valid
35	0.50343	0.432858	Valid
36	0.24666	0.432858	Invalid
37	0.31113	0.432858	Invalid
38	0.62442	0.432858	Valid
39	0.38502	0.432858	Invalid
40	0.48929	0.432858	Valid

Based on the validity testing results, it can be concluded that out of the 40 questionnaire items, 20 items were found to be valid while the remaining 20 items were invalid. Only the 20 valid items were used and distributed to the research sample as the final instrument in this study. The students' self-efficacy utilized in this research is presented in the table below.

Table 3.2 Valid Student Self-Efficacy Questionnaire Instrument (X)

Number of question		r_{count}	r_{table}	Criteria
Before	After			
2	1	0.729658	0.432858	Valid
3	2	0.438942	0.432858	Valid
7	3	0.62068	0.432858	Valid
9	4	0.45046	0.432858	Valid
10	5	0.49347	0.432858	Valid
12	6	0.54768	0.432858	Valid
13	7	0.47755	0.432858	Valid
16	8	0.61631	0.432858	Valid
19	9	0.51342	0.432858	Valid
20	10	0.43775	0.432858	Valid
25	11	0.55268	0.432858	Valid
26	12	0.5483	0.432858	Valid
27	13	0.55535	0.432858	Valid
28	14	0.62756	0.432858	Valid
29	15	0.55261	0.432858	Valid
33	16	0.75355	0.432858	Valid
34	17	0.53951	0.432858	Valid
35	18	0.50343	0.432858	Valid
38	19	0.62442	0.432858	Valid
40	20	0.48929	0.432858	Valid

Result of Reliability Testing

The reliability test was administered to examine the extent to which the instrument procedures stable and consistent measurement outcomes when applied repeatedly across different periods. This procedure is essential to ensure that the data collected genuinely reflect the constructs being measured rather than random

variations or measurement errors. In evaluating the reliability of the instrument, Cronbach's Alpha was utilized as the primary indicator, as it is widely recognized as a robust and reliable measure of internal consistency in educational and social science research. An instrument is categorized as reliable when the Cronbach's Alpha coefficient exceeds the threshold value 0.60, indicating that the items within the instrument exhibit an acceptable degree of cohesion and measure the same underlying construct.

In the context of this study, the researcher employed SPSS version 31 to perform the reliability analysis due to its accuracy, efficiency, and widespread use in quantitative research. The reliability test was conducted following standard statistical procedures, and the outcomes of the analysis demonstrated the instrument's reliability level. The detailed results of the reliability test are presented as follows:

Test of Reliability of Self-Efficacy Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.785	20

The table above indicates that the instrument for variable X is considered reliable, as obtained Cronbach's Alpha value 0.785 exceeds the minimum threshold of 0.60 (0.785 > 0.60).

Descriptive Statistics

Self-efficacy

This section provides the descriptive statistical analysis of the self-efficacy variable. *Table 3.3 Descriptive Statistic of Self-Efficacy*

Criteria	Category	Frequency	%
$67.66 \leq X \leq 77$	High	6	37.5
$58.33 \leq X < 67.66$	Medium	4	25
$49 \leq X < 58.33$	Low	6	37.5
Total		**16**	**100**

The descriptive statistical analysis was conducted to obtain an overview of students' self-efficacy levels. The mean score was calculated using the formula:

$$\text{Mean} = \frac{\sum X}{N} = \frac{1017}{16} = 63.5625$$

This mean value indicates the average self-efficacy level of the students. Furthermore, the score range was computed to determine the spread of the data:

$$\text{Range} = \text{Max} - \text{Min} = 77 - 49 = 28$$

To classify the students into categories of high, medium, and low self-efficacy, the interval width was determined using the following formula:

$$\text{Interval} = \frac{Range}{K} = \frac{28}{3} = 9.33$$

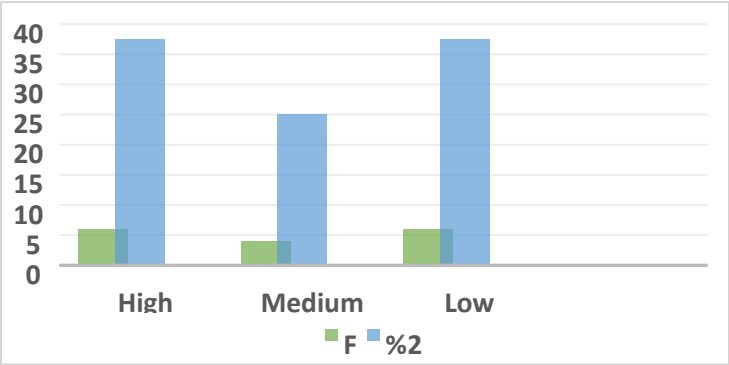
Based on this classification, the analysis revealed that 6 students (37.5%)

fell within the high self-efficacy category. This indicated that these students possess a strong belief in their academic abilities, displaying confidence in initiating tasks, persisting in challenging situations, and managing obstacles effectively. Meanwhile, 4 students (25%) were categorized as having a medium level of self-efficacy. Students within this group demonstrated a moderate degree of confidence. However, their sense of capability may fluctuate depending on the complexity of tasks or situational demands. This suggests the presence of foundational confidence that could be enhanced with appropriate instructional support. Additionally, an equal proportion of students 6 students (37.5%) were identified in the low self-efficacy category. This finding indicates that a substantial portion of the sample experiences limited confidence in their academic performance, possibly encountering difficulties in initiating tasks, maintaining persistence, or believing in their ability to achieve successful learning outcomes. Such students may require targeted interventions, motivational support, or structured learning strategies to strengthen their self-efficacy beliefs.

In summary, the descriptive statistical findings demonstrate that the distribution of self-efficacy level among students is diverse, with balanced proportions in the high and low categories and a relatively smaller percentage falling within the medium category. This variation highlights the differing degrees of perceived academic capability within the class, serving as a crucial foundation for further analysis and interpretation in subsequent sections of the research.

The diagram below illustrates the results obtained from the analysis of self-efficacy categorization.

Diagram 3.1 Descriptive Statistic of Sel-Efficacy



Speaking Ability

This section provides the descriptive statistics table related to the speaking ability variable:

Table 3.4 Descriptive Statistic of Speaking Ability

Criteria	Category	Frequency	%
65,34 ≤ X ≤ 76	High	6	37,5
54,67 ≤ X < 65, 34	Medium	8	50
44 ≤ X < 54, 67	Low	2	12,5
Total		16	100

The descriptive statistical analysis was performed to provide an overall picture of students' speaking ability. The mean score was calculated using the formula:

$$\text{Mean} = \frac{\sum X}{N} = \frac{980}{16} = 61.25$$

Based on the students' scores, the mean value represented the average pronunciation performance of the participants. The score was obtained through the ELSA Speak application, which automatically assessed students' pronunciation and generated scores for five specific aspects: consonants, vowels, intonation, word stress, and sentence stress on a 1-5 scale. This mean score therefore reflects the overall level of students' pronunciation proficiency as measured by the application.
To examine the distribution of the data, the score range was also computed:

$$\text{Range} = \text{Max} - \text{Min} = 76 - 44 = 32$$

This value shows the spread between the highest and lowest speaking scores, indicating the variability of students' speaking performance.

To categorize student into high, medium, and low levels of speaking ability, the interval width was determined using the following formula:

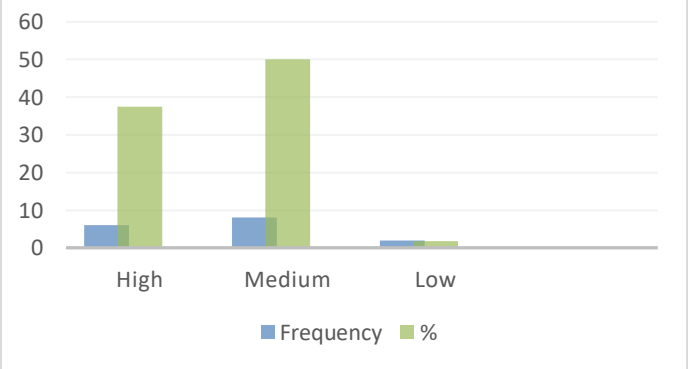
$$\text{Interval} = \frac{Range}{K} = \frac{32}{3} = 10.67$$

Using the determined interval, the students were grouped into three categories: high, medium, and low speaking ability.

The analysis revealed that 6 students (37.5%) fell within the high pronunciation ability category. Students in this group demonstrated strong control of pronunciation features, showing clarity in producing sounds, appropriate stress patterns, and consistent intonation. Meanwhile, 8 students (50%) were classified in the medium pronunciation ability category. Students in this category generally showed adequate pronunciation performance, although inconsistencies still appeared, particularly in managing stress placement, vowel accuracy, or intonation depending on the difficulty of the spoken task. Additionally, 2 students (12.5%) were identified as belonging to the low pronunciation ability category. This indicates that a small portion of the students may benefit from more focused pronunciation practice, guided feedback, and increased speaking exposure.

In summary, the descriptive findings show that the levels of pronunciation proficiency vary among the students, with half of the participants categorized as medium performers, a substantial proportion placed in the high category, and a smaller number positioned in the low category. This variation provides important insight for instructional planning and serves as a foundation for further analysis in this research. The diagram below illustrates the results obtained from the categorization of students' speaking ability.

Diagram 3.2 Descriptive Statistic Speaking Ability



Result of Normality Testing

The researcher conducted One-Sample Kolmogorov-Smirnov normality test to determine whether the data were normally distributed. Even though the sample consisted of only 16 respondents., the Kolmogorov-Smirnov test was employed because it is widely used in educational and social science research for testing the normality of continuous data and is provided as one of the default normality test options in SPSS. This test compared the cumulative distribution of the observed scores with the expected normal distribution. The result of the test indicated whether the data showed a significant deviation from normality.

Normality Testing

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			16
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		10.02561061
Most Extreme Differences	Absolute		.192
	Positive		.089
	Negative		-.192
Test Statistic			.192
Asymp. Sig. (2-tailed)[c]			.116
Monte Carlo Sig. (2-tailed)[d]	Sig.		.112
	99% Confidence Interval	Lower Bound	.104
		Upper Bound	.120

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 1314643744.

The researcher employed the One-Sample Kolmogorov-Smirnov test to evaluate whether the questionnaire scores conformed to a normal distribution. According to the criteria of this test, the data were considered normally distributed when the obtained significance value was greater than 0.05, whereas a value below this level signified a deviation from normality. The analysis produced a significance value of 0.116 for the questionnaire data, which exceeded the 0.05 threshold. Consequently, it was inferred that the distribution of the questionnaire scores did not significantly differ from a normal distribution, and therefore, the data were classified as normally distributed.

Result of Linearity Testing

The linearity test was employed to determine whether the relationship between variable X and variable Y followed a linear pattern and to evaluate the extent to which variable X contributed to changes in variable Y. in the decision-making criteria, the relationship was classified as non-linear when the significance value was below 0.05. Conversely, when the significance value exceeded 0.05, the relationship between the two variables was regarded as linear, indicating that the regression model met the linearity assumption.

Linearity Testing

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
speakingtest * selfefficacy	Between Groups	(Combined)	1415.000	12	117.917	.961	.590
		Linearity	275.307	1	275.307	2.244	.231
		Deviation from Linearity	1139.693	11	103.609	.845	.640
	Within Groups		368.000	3	122.667		
	Total		1783.000	15			

As shown in the table above, the significance value for the Deviation from Linearity is 0.60. since this value is greater than 0.05, it can be concluded that the data demonstrate a linear relationship.

Result of hypothesis

The hypothesis was tested using the Pearson Correlation method. The results of the data analysis, which were processed using SPSS version 31, are presented in the following section:

Picture Hypothesis Testing

Correlations

		Self-Efficacy	Speaking
Self-Efficacy	Pearson Correlation	1	.393
	Sig. (2-tailed)		.132
	N	16	16
Speaking	Pearson Correlation	.393	1
	Sig. (2-tailed)	.132	
	N	16	16

Discussion

Based on the hypothesis testing using Pearson correlation analysis with SPSS version 31, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted if the two-tailed significance value is less than 0.05. Conversely, H_0 is accepted and H_a is rejected is the two-tailed significance value is greater than 0.05.

In this analysis, the obtained two-tailed significance value was 0.132, which is greater than 0.05. therefore, it can be concluded that there is no significant relationship between self-efficacy and English-speaking ability among the students of class IX at SMP PGRI 1 Medan. Although the analysis shows no significant relationship, this result may be due to the limited sample size and the influence of other external factors, such as students' English learning experiences outside the classroom, which were not measured in this study.

Discussion

Based on the results of the frequency distribution analysis, students' self-efficacy levels fall into three categories: 37.5% are in the high category, 25% in the medium category, and 37.5% in the low category. This indicates that the proportions of students with high and low self-efficacy are equal, while a smaller portion of the student's medium level of self-efficacy.

Regarding speaking ability, the findings show that 50% of the students are in the medium category, followed by 37.5% in the high category, and 12.5% in the low category. These results illustrate that most students possess a medium level of speaking ability, with only a small number performing at a low level. Furthermore, the correlation analysis reveals that the significance value (2tailed) for both variables is 0.132, which is higher than the significance threshold of 0.05. Therefore, the null hypothesis (H0) is accepted, and the alternative hypothesis (Ha) is rejected. This means that there is no significant relationship between students' self-efficacy and their English-speaking ability. In other words, the students' level of self-efficacy does not significantly influence their speaking performance in English.

Several factors may explain the lack of a significant correlation. The limited sample size may have reduced statistical power, making any existing correlation too weak to reach significance. In addition, the self-efficacy and speaking ability scores do not display a consistent pattern, as students with high self-efficacy do not always achieve high speaking scores, and students with low self-efficacy do not necessarily perform poorly. Furthermore, English-speaking ability is influenced by other factors such as vocabulary knowledge, pronunciation practice, exposure to English, speaking anxiety, learning environment, and instructional quality, which may have

had a stronger impact on students' performance. The use of different measurement tools self-perception questionnaires for self-efficacy and the ELSA Speak app for speaking ability may also have caused a mismatch between students perceived and actual abilities. Response bias might have further affected the results, as some students could have rated themselves too high or too low. Considering these factors, the absence of a significant correlation does not imply that self-efficacy has no effect; although not statistically significant, the relationship between self-efficacy and speaking ability is positive. This suggests that, within the context of this study, other factors likely had a more prominent role in influencing students' English-speaking performance.

The results of this study differ from some previous research. (Serasi et al., 2020), in their first study, found a positive and significant relationship between students' self-efficacy and their speaking ability in eighth-grade students at SMPN 09 Bengkulu Tengah ($r = 0.864$, $p = 0.000$), indicating that students with higher self-efficacy tend to have better speaking performance. Meanwhile, (Tridinanti, 2018) did not find a significant relationship between speaking anxiety and speaking achievement, with a correlation coefficient of $r = 0.157$ and a p-value of 0.425, suggesting that speaking anxiety is not a significant predictor of students' speaking ability. Similarly, (Syarif, 2018) reported no significant correlation between self-efficacy and speaking ability ($r = 0.18$, $p > 0.05$), indicating that self-efficacy alone was not a strong predictor of students' speaking achievement.

In this study, although a positive correlation was observed between students' self-efficacy and their English-speaking ability ($r = 0.393$, $p = 0.132$), the correlation was not statistically significant. These results suggest that while self-efficacy may contribute positively to students' speaking performance, other factors likely play a more dominant role in influencing their English-speaking skills.

In summary, the results of this study indicate that self-efficacy alone is not sufficient to serve as a strong predictor of students' English-speaking ability. This finding suggests that students' speaking performance is influenced not only by their self-efficacy but also by various other interacting factors, such as language anxiety, learning motivation, learning strategies, and the classroom environment. Therefore, the development of students' speaking skills should take these multiple factors into account to ensure a more effective and comprehensive learning process, ultimately enhancing students' overall English-speaking proficiency.

Conclusion

Based on the hypothesis testing using Pearson correlation analysis in SPSS version 31, the null hypothesis **(**H_0) is rejected and the alternative hypothesis (H_A) is accepted if the two-tailed significance value is less than 0.05. Conversely, H_0 is accepted and H_a is rejected if the two-tailed significance value is greater than 0.05.

In this study, the two-tailed significance value obtained was 0.132, which is higher than 0.05. Therefore, it can be concluded that there is no significant relationship between self-efficacy and English-speaking ability among the ninth-grade students at SMP PGRI 1 Medan. This result indicates that while self-efficacy may positively contribute to students' speaking skills, it alone is not sufficient to predict their performance in a statistically significant way. Furthermore, this finding may be influenced by the limited sample size as well as other external factors, such as students' English learning experiences outside the classroom, which were not examined in this study.

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