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THE EFFECTS OF LEARNING STYLE PERCEPTIONS AND SELF-EFFICACY ON STUDENTS' ENGLISH-SPEAKING SKILLS

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Abstract
This research aimed to investigate the effects of students' perception of learning styles and self-efficacy on their English- speaking skills, both jointly and separately. The study was conducted at State Senior High Schools in Depok during the 2024/2025 Academic Year, using a survey method with 95 respondents. Data were collected through questionnaires and an English-speaking test. The findings revealed three main points: (1) perception of learning styles and self-efficacy together had a significant effect on English- speaking skills (Sig = 0.000 < 0.05, Fcount = 21.922); (2) perception of learning styles significantly influenced English-speaking skills (Sig= 0.000 < 0.05, tcount = 2.253); and (3) self-efficacy significantly affected English-speaking skills (Sig = 0.000 < 0.05, tcount = 6.437). These results emphasize the importance of enhancing self-efficacy and applying appropriate learning styles in teaching. The study provides meaningful insights for teachers, parents, school leaders, and policymakers to improve students' English-speaking proficiency.
Keyword: perception on learning styles; self-efficacy; English- speaking skills

Abstrak
Penelitian ini bertujuan menyelidiki pengaruh persepsi siswa terhadap gaya belajar dan kepercayaan diri terhadap kemampuan berbicara bahasa Inggris, baik secara bersama-sama maupun terpisah. Studi dilakukan di Sekolah Menengah Atas Negeri di Depok pada Tahun Akademik 2024/2025 dengan metode survei dan melibatkan 95 responden. Data diperoleh melalui kuesioner serta tes berbicara bahasa Inggris. Hasil penelitian menunjukkan: (1) persepsi gaya belajar dan kepercayaan diri secara simultan berpengaruh signifikan terhadap kemampuan berbicara bahasa Inggris (Sig = 0.000 < 0.05, Fcount = 21.922); (2) persepsi gaya belajar berpengaruh signifikan (Sig = 0.000< 0.05, tcount = 2.253); dan (3) kepercayaan diri berpengaruh signifikan (Sig = 0.000 < 0.05, tcount = 6.437). Temuan ini menegaskan pentingnya peningkatan kepercayaan diri dan penerapan gaya belajar yang tepat dalam pembelajaran. Penelitian ini memberikan implikasi praktis bagi guru, orang tua, pihak sekolah, dan pembuat kebijakan dalam upaya meningkatkan keterampilan berbicara bahasa Inggris siswa.
Kata Kunci: *persepsi gaya belajar; efikasi diri; kemampuan berbicara bahasa Inggris.*

PENDAHULUAN

English proficiency is increasingly vital in today's globalized era, functioning as the dominant medium of communication in education, business, and technology

(Nations, 2023). Since ASEAN declared English its official language in 2008 (Chua & Lim, 2017), English education has become a priority in member countries, including Indonesia. Despite its inclusion in the national curriculum from primary to secondary levels (Widagsa & Khusnia, 2023), national exam results show Indonesian high school students' English-skills remain low, particularly in speaking. The average scores for language, science, and social studies tracks are still categorized as insufficient including in West Java Province. This underachievement demonstrates the urgent need to strengthen students' English-speaking competence, which is critical for both academic achievement and future career opportunities (Harmer, 2015; Sharma & puri, 2020).

Students' speaking proficiency can be influenced by both internal and external factors. Learning styles, as the preferred modes of processing information, have been linked to learning effectiveness (Subagja & Rubini, 2023; Zuana et al., 2023). The VARK framework—visual, auditory, read/write, and kinaesthetic shows that students benefit differently from various instructional approaches, and matching learning preferences may improve learning outcomes (Makhambetova et al., 2021; Prihaswati & Purnomo, 2021). However, the effectiveness of tailoring instruction solely to learning styles has been questioned, as motivation and varied methods may play a stronger role (Jannatul Jannah & Kasyulita, 2023; Lawrence et al., 2020). In English language acquisition, especially speaking, students' perceptions of learning styles remain underexplored.

Another critical factor is self-efficacy, defined as learners' belief in their ability to achieve specific goals (Irie, 2021; Schunk & DiBenedetto, 2021). High self-efficacy fosters motivation, resilience, and willingness to practice speaking, while low self-efficacy is associated with anxiety, hesitation, and reduced performance (Bakhtiar & Suwandi, 2022; Fazila, 2021). Preliminary studies in Depok revealed that students' self-efficacy in English speaking is still low, affecting their confidence in pronunciation and oral communication (Purnama, 2022). Although self-efficacy has been widely studied in relation to academic performance (Giyanti & Anam, 2023; Luo et al., 2023), its interaction with learning style perceptions in shaping English-speaking skills remains insufficiently addressed at the secondary level.

Based on this gap, the present study investigates the combined and separate effects of students' perceptions of learning styles and self-efficacy on their English-speaking skills in State Senior High Schools in Depok. By integrating psychological and pedagogical perspectives, the findings aim to provide practical recommendations for teachers, parents, and policymakers in enhancing students' English-speaking proficiency.

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RESEARCH METHOD

This study applied a quantitative survey design with a correlational approach to investigate the effects of students' perceptions of learning styles and self-efficacy on their English-speaking skills. The design followed an ex-post facto strategy since the independent variables could not be manipulated but were measured

through instruments (Creswell & Creswell, 2018). The research was conducted from September 2024 to June 2025 at SMA Negeri 14 Depok and SMA Negeri 1 Depok, both located in Depok City, West Java.

The research population consisted of 1,798 students from the two schools, and a sample of 95 students was determined using Slovin's formula with a 10% margin of error (Sugiyono, 2020). Sampling employed a simple random technique to ensure representativeness (L. R. Gay et al., 2012). Inclusion criteria required participants to be active tenth graders, have prior experience in English learning, and voluntarily agree to participate.

Data collection involved two instruments. The first was a questionnaire measuring students' perceptions of learning styles and self-efficacy. The learning styles questionnaire contained 14 items covering visual, auditory, and kinaesthetic dimensions (Sugianto, 2021), tested with Cronbach's $\alpha = 0.696$. The self-efficacy questionnaire included 15 items on magnitude, generality, and strength (Rahmatullah, 2018), with Cronbach's $\alpha = 0.825$. Both questionnaires were validated using Pearson's product-moment correlation with a 5% significance level (df = n-2), confirming that all items were valid. The second instrument was a web-based English-speaking test administered via Speechace LLC, aligned with IELTS speaking descriptors to measure pronunciation, fluency, vocabulary, and grammar. Previous studies confirmed Speechace reliability with a Pearson correlation of 0.80 compared to IELTS examiner scores (Zou et al., 2023).

The research procedure began with obtaining research permits, followed by distributing questionnaires via Google Forms and conducting speaking tests through Speechace. Respondents were informed about research objectives, data confidentiality, and voluntary participation before completing the instruments. Completed responses were checked for accuracy and securely stored.

Data analysis employed descriptive statistics to summarize scores and assumption testing including normality (Kolmogorov–Smirnov), linearity, multicollinearity, and heteroscedasticity. Inferential statistics were then applied, consisting of correlation analyses (simple, partial, and multiple) and regression tests (simple and multiple). Hypotheses were tested at a 5% significance level to determine the effects of perception on learning styles and self-efficacy on students' English- speaking skills. Ethical approval was obtained from the Postgraduate Faculty of Universitas Indraprasta PGRI, and all participants provided informed consent.

RESULTS AND DISCUSSION

A. Data Description

Data analysis was carried out using SPSS 22 on three variables: Perception on Learning Styles (X1), Self-Efficacy (X2), and English-Speaking Skills (Y).

Table 1. Research Data Description

		Statistics		
		Perception on learning styles	Self-efficacy	English speaking skills
N	Valid	95	95	95
	Missing	0	0	0

Mean	26,13	52,20	5,591
Median	25,97	51,57	5,629
Mode	25[a]	51[a]	6,1[a]
Std. Deviation	3,069	6,694	,6806
Variance	9,420	44,811	,463
Range	13	29	2,4
Minimum	20	41	4,5
Maximum	32	70	6,9

a. Multiple modes exist. The smallest value is shown

The English-Speaking Skills scores ranged from 4.5 to 6.9 with a mean of 5.591 and a standard deviation of 0.6806, indicating relatively homogeneous proficiency and a normal distribution. Perception on Learning Styles ranged from 20 to 32 with a mean of 26.13 and a standard deviation of 3.069, reflecting moderate variability and diverse perceptions, also normally distributed. Self- Efficacy scores ranged from 41 to 70 with a mean of 52.20 and a standard deviation of 6.694, suggesting considerable variability among students, yet the data followed a normal distribution.

1. Data Analysis Requirement Test

a. *Normality Test*

The research data shows the Sig column corresponding to the Kolmogorov-Smirnov method for X1 variable with sig = 0.200 > 0.05 so the data is declared normally distributed; for X2 variable with sig = 0.200 > 0.05 so the data is declared normally distributed; and for Y variable with sig = 0.060 > 0.05 so the data is declared normally distributed, as follows

Table 2. Recapitulation of Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Perception on Learning styles	Self-efficacy	English speaking skills
N		95	95	95
Normal Parameters[a,b]	Mean	26,13	52,20	5,591
	Std. Deviation	3,069	6,694	,6806
Most Extreme Differences	Absolute	,070	,073	,089
	Positive	,070	,073	,089
	Negative	-,058	-,059	-,068
Test Statistic		,070	,073	,089
Asymp. Sig. (2-tailed)		,200[c,d]	,200[c,d]	,060[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

b. *Linearity Test*

Linearity testing in the sample group is done with Fcount < Ftable at the significance level α = 5%. The summary of the calculation of the linear test of the sample group given perception on learning styles (X1) to the English-speaking skills (Y) in the table as follows:

Table 3. Recapitulation of the Results of the Linearity Test of the Regression Line Relationship between X1 Variable and Y Variable

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
English speaking skills * Perception on Learning styles	Between Groups	(Combined)	3,702	12	,309	,648	,795
		Linearity	,760	1	,760	1,596	,210
		Deviation from Linearity	2,943	11	,268	,562	,854
	Within Groups		39,015	82	,476		
	Total		42,717	94			

The Sig column corresponding to the deviation from linearity row is 0.854 for all samples, which above the 0.05 threshold. As a result, the null hypothesis (H0) is rejected, implying that the regression line separating the X1 and Y variables has a linear relationship.

Table 4. Recapitulation of the Results of the Linearity Test of the Regression Line Relationship between X2 Variable and Y Variable

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
English-Speaking skills * Self-efficacy	Between Groups	(Combined)	21,761	25	,870	2,866	,000
		Linearity	13,767	1	13,767	45,328	,000
		Deviation from Linearity	7,994	24	,333	1,097	,371
	Within Groups		20,957	69	,304		
	Total		42,717	94			

The Sig column corresponding to the deviation from linearity row is 0.371 for all samples, which above the 0.05 threshold. As a result, the null hypothesis (H0) is rejected, implying that the regression line separating the X2 and Y variables has a linear relationship.

c. *Multicolinearity Test*

The multicollinearity assessment's results as belows

Table 5 The multicollinearity assessment's results

Coefficients[a]

	Unstandardized Coefficients	Standardized Coefficients	Collinearity Statistics

Model		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	2,780	,739		3,760	,000		
	Perception on Learning styles	-,005	,019	-,022	-,253	,801	,961	1,041
	Self-efficacy	,056	,009	,563	6,437	,000	,961	1,041

a. Dependent Variable: English-Speaking skills

From the analysis presented in Table 5, it is evident that both independent variables exhibit a VIF value = 1,041 < 10. Consequently, it can be inferred that there is no issue of multicollinearity between perception on learning styles and self-efficacy variables.

d. *Heteroscedasticity Test*

The heteroscedasticity examination are presented in the following figure.

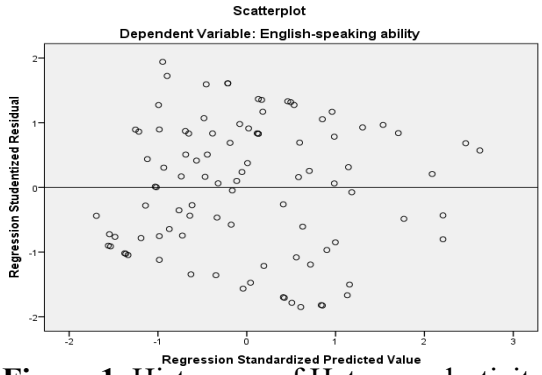

Figure 1. Histogram of Heteroscedasticity Test

The figure above shows that the data points are scattered in an apparently random manner, with no discernible patterns, and are located both above and below the zero mark on the Y axis. This finding indicates that the regression model lacks heteroscedasticity, so verifying its suitability for predicting the variable related to English speaking skills, as influenced by perception on learning styles and self-efficacy.

2. Inferential Test

The regression analysis examined the effects of perception on learning styles (X1) and self-sfficacy (X2) on English-speaking skills (Y).

Table 6. The Results of Calculation of Correlation Coefficient of the Influence of X1 and X2 Variables towards Y Variable

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,568[a]	,323	,308	,5608

a. Predictors: (Constant), Self-efficacy, Perception on Learning styles

Table 7. The Results of Calculation of Significance Testing of Regression Coefficient of the Influence of X1 and X2 Variables towards Y Variable

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13,787	2	6,894	21,922	,000b
	Residual	28,930	92	,314		
	Total	42,717	94			

Table 8. The Results of Calculation of Regression Line Equation of the Influence of X1 and X2 Variables towards Y Variable

Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	2,780	,739		3,760	,000
	Perception on Learning styles	,055	,019	,222	2,253	,000
	Self-efficacy	,056	,009	,563	6,437	,000

a. Dependent Variable: English-Speaking skills

Based on the three tables presented above, a simultaneous examination of three hypothesis will be conducted. First, the Perception on Learning Styles (X1) and Self-Efficacy (X2) jointly have a significant positive effect on English Speaking Skills (Y). The model explains 32.3% of the variance ($R = 0.568$, $R^2 = 0.323$, $F = 21.922$, $p < .001$). Second, Perception on Learning Styles (X1) significantly effects English Speaking Skills ($\beta = 0.055$, $t = 2.253$, $p < .05$), indicating a positive contribution. Lastly, Self-Efficacy (X2) shows a stronger influence on English Speaking Skills ($\beta = 0.056$, $t = 6.437$, $p < .001$), confirming its significant positive effect.

Discussion

The Effects of Perception on Learning Styles and Self-Efficacy in Relation towards English- Speaking Skills

The relationship between perception on learning styles and self-efficacy towards English-speaking skills is an interesting and relevant topic in education. Based on the results of the research conducted, it was found that these two variables have a significant effects on students' English-speaking skills. With a correlation coefficient of 0.568, the relationship between perception on learning styles and self-efficacy on speaking skills shows a fairly strong level of relationship.

This study tested the hypothesis that there is significant effects of perception on learning styles and self-efficacy on speaking skills (null hypothesis is rejected). That is, there is an effects of both independent variables on the dependent variable. The coefficient of determination of 0.323 indicates that perception on learning styles and self-efficacy together contribute 32.3% to students' English-speaking skills. Meanwhile, the remaining 67.7% is influenced by other factors not examined in this study.

The regression equation obtained from this analysis is Y = 2.780 + (0.055) X1 + 0.056 X2. The constant of 2.780 indicates that if these two factors are taken into account, students' English- speaking skills has a baseline value that remains positive. The perception on learning styles and self- efficacy has a positive coefficient of 0.055 and 0.056.

It is important to note that this regression result shows that perception on learning styles and self-efficacy proved to have a more pronounced impact, suggesting that students' confidence in learning and using English plays an important role in improving students' English-speaking skills.

The regression significance test further strengthens these results, with a Sig = 0.000 value that is well below the 0.05 threshold, as well as an Fcount = 21.922 value that is greater than Ftable (3.09). Thus, it can be concluded that the regression has strong significance, indicating that perception on learning styles and self-efficacy together do have an effects on students' English- speaking skills.

The Effects of Perception on Learning Styles towards English-Speaking Skills

This study aims to understand how perception on learning styles influence English-speaking skills. The hypothesis tested in this analysis focus on whether or not perception on learning styles have a significant effects on student's speaking skills. The null hypothesis (H0) states that there is no significant effects, while the alternative hypothesis (H1) states that perception learning styles have a meaningful effects on English-speaking skills.

To determine whether perception on learning styles actually play a role in improving English-speaking skills, the analysis is done by looking at the tcount and Sig values in the regression table. Based on the predetermined statistical criteria, if the tcount value is greater than the ttable or if the Sig value is smaller than 0.05, then H0 will be rejected, which means that perception on learning styles has a significant effects on English-speaking skills. In this study, the regression analysis results show that the tcount value obtained is 2.253, which is greater than the ttable value of 1.985. In addition, the Sig value of 0.000, which is less than the 0.05 threshold, indicates that there is significant effects between perception on learning styles and English-speaking skills. Furthermore, the learning styles questionnaire summary showed that there were 42% or 40 students who belong to visual learning style as similar as students belong to auditory learning style and there were 16% or 15 students belong to kinesthetic learning style.

From these results, it can be concluded that a students' perception on learning styles has significant effects on how well they speak English. In other words, the method or approach one uses in learning a language does necessarily determine their speaking skills. Besides, other factors such as self-efficacy, consistent speaking practice, or a supportive learning environment, may have a greater impact on speaking skills than perception on learning styles alone.

This is inline with the research conducted by Komala & Lilis Suharti (2023) which revealed significant correlation between perception on learning styles and speaking skills. The coefficient correlation (r) product moment between

the students' perception on learning styles and their speaking abilities. As a result, it can be concluded that H0 is rejected but Ha is accepted.

According to Abante et al., (2014) internal factors such as physical and psychological, can influence students' perception on learning styles when it comes to enhancing their English-speaking skills. Physical variables like health, visual and physical impairments, diet, and overall physical development all have an impact on the learning process. Aside from feeling tired, less engaged, or experiencing dizziness and drowsiness when one's body is weak, learning will suffer if an individual's health is jeopardized owing to a lack of blood or any sensory and physical abnormalities. Psychological variables including beliefs, maturity, readiness, natural talent, interest, intelligence, focus, and motivation plays a crucial role in how learners acquire and process new information (Oluremi, 2015). On the other hands, the external factors, such as family-related influences, school dynamics, and environmental conditions, have an impact on learning and originate outside of the individual. These elements resulted in various experiences that could influence the student learning process (Kunhardianto, 2018).

The Effects of Self-Efficacy towards English-Speaking Skills

This study seeks to understand the extent to which self-efficacy can provides effects towards English- speaking skills. The hypothesis tested in this analysis rests on two possibilities, namely whether self- efficacy has a significant effects towards English-speaking skills, or whether the relationship has no meaningful influence. The null hypothesis (H0) states that there is no significant influence, while the alternative hypothesis (H1) states that self-efficacy has a real influence on English-speaking skills.

To test these hypothesis, the analysis was conducted by looking at the tcount and Sig values in the regression table. Based on the applicable statistical standards, if the tcount value is greater than the ttable or if the Sig value is smaller than 0.05, then H0 will be rejected, which means that self-efficacy does have a significant influence on English-speaking skills. The results obtained show that the tcount value is 6.437, which is much larger than the ttable value of 1.985, and the Sig value recorded is 0.000, far below the 0.05 threshold. Thus, the null hypothesis was rejected, confirming that self-efficacy does have a significant influence on English-speaking skills.

This finding indicates that students’ who has a high level of self-efficacy is more likely to have better speaking skills in English. Self-efficacy reflects a students’ belief in their ability to perform a task, including speaking a foreign language. When a student believes that they are capable of speaking well, they are more likely to practice and take risks in using the language, ultimately improving their ability.

The study conducted by Zhang et al., (2020) found a relationship between students' self- efficacy and their performance in English public speaking (EPS). Participants were 82 EFL students enrolled in a university-level EPS course in China. Both quantitative and qualitative methods were employed for

data collection and analysis. Using a mixed-methods approach, the researchers discovered that higher levels of self-efficacy were connected with better EPS results. The results indicate that self-efficacy is a strong predictor of students' speaking abilities.

Some factors that influenced people's self-efficacy in improving their English-speaking skills such as the mastery experiences highlights individual overcoming obstacles through persistence boosts self-efficacy, while consistent success fosters confidence and resilience (Utami, 2017). Vicarious experiences meaning that a person observes someone with comparable skills accomplish a task, they are more inclined to believe they can achieve the same outcome (Schunk & DiBenedetto, 2021). The social persuasion stated by Clark & Evans (2014) also influence people to encourage or disencourage others to have good self-efficacy, which emphasizing the messages intended to persuade are most impactful when delivered by credible and trustworthy individuals. The emotional and psychological states also can boost self-efficacy by fostering a sense of control and tranquility (Jurado et al., 2019). The last is imaginal experiences consist of visualization methods where people mentally practice tasks and envision themselves achieving success. Such mental imagery may also alleviate anxiety and boost confidence, especially in high-pressure circumstances (Di Corrado et al., 2025).

CONCLUSIONS

The findings of this study indicate that perception on learning styles and self-efficacy jointly have a significant influence on students' English-speaking skills in Depok. Statistical analysis shows that both variables together explain a meaningful proportion of the variance, with self-efficacy emerging as the stronger predictor. While perception on learning styles also demonstrates a significant effect, its influence is relatively weaker compared to self-efficacy. This suggests that students' confidence and belief in their ability to speak English play a more decisive role in shaping their speaking performance than their preferred learning styles.

These results carry several important implications. Theoretically, the study reinforces the view that self-efficacy is a crucial psychological factor in successful language acquisition, particularly in developing speaking proficiency. It also highlights that learning styles alone are not the main determinants of speaking ability unless accompanied by self-confidence and a supportive environment. Practically, the findings encourage English teachers to prioritize strategies that foster students' self-efficacy, such as providing constructive feedback, creating a safe and supportive classroom atmosphere, and offering frequent opportunities for speaking practice. On a policy level, schools and educational institutions are advised to integrate self-efficacy training into language programs and to design learning environments that reduce speaking anxiety while promoting active participation. Furthermore, future research is needed to examine other influential factors, such as communication anxiety, extracurricular activities, and self-directed learning, as well as to explore students' speaking experiences through qualitative approaches.

In light of these conclusions, several recommendations can be offered. Students are encouraged to develop greater confidence in using English through consistent practice, participation in peer discussions, and adopting a growth mindset that views mistakes as a natural part of the learning process. Teachers are advised to incorporate confidence-building activities, provide positive reinforcement, and design lessons that combine structured learning with real-life speaking experiences. Parents can support their children by fostering a conducive home environment, encouraging speaking practice, and exposing them to English through media such as films, music, and books. At the institutional level, school management should establish English-speaking clubs, promote interactive teaching methods, and provide professional development for teachers to strengthen classroom engagement. Finally, policymakers should design educational policies that emphasize the development of self-efficacy in language learning, support immersive and interactive programs, and allocate resources for research on effective strategies to improve students' speaking skills.

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