

THE INFLUENCE OF VOCABULARY MASTERY AND SELF-EFFICACY TOWARDS EFL SPEAKING PERFORMANCE

Ernawati¹

Universitas Indraprasta PGRI Jalan Nangka No. 58 Jakarta Selatan

Soenarjati Djajanegara²

Universitas Indraprasta PGRI Jalan Nangka No. 58 Jakarta Selatan

Oom Syamsudin³

Universitas Indraprasta PGRI Jalan Nangka No. 58 Jakarta Selatan

Ernawati39ernawati@gmail.com

Abstract. *The objectives of this study are to investigate: (1) the combined influence of vocabulary mastery and self-efficacy on the EFL speaking performance of junior high school students in Bogor City, (2) the influence of vocabulary mastery on students' EFL speaking performance, and (3) the influence of self-efficacy on students' EFL speaking performance. This research employed a survey method with statistical analysis using multiple linear regression correlation techniques, involving a sample of 91 students. The results demonstrate that vocabulary mastery and self-efficacy jointly have a significant effect on EFL speaking performance, indicated by the Sig. value of $0.000 < 0.05$ and $F_{count} = 22.894$. Furthermore, vocabulary mastery alone significantly influences speaking performance (Sig. = $0.000 < 0.05$, $t_{count} = 6.762$), while self-efficacy also contributes significantly (Sig. = $0.044 < 0.05$, $t_{count} = 2.045$).*

Keyword: *vocabulary mastery; self-efficacy; EFL speaking performance*

Abstrak

Tujuan penelitian ini adalah untuk menyelidiki: (1) pengaruh gabungan penguasaan kosakata dan efikasi diri terhadap keterampilan berbicara bahasa Inggris sebagai bahasa asing (EFL) siswa SMP di Kota Bogor, (2) pengaruh penguasaan kosakata terhadap keterampilan berbicara EFL siswa, dan (3) pengaruh efikasi diri terhadap keterampilan berbicara EFL siswa. Penelitian ini menggunakan metode survei dengan analisis statistik menggunakan teknik regresi linier berganda, melibatkan sampel sebanyak 91 siswa. Hasil penelitian menunjukkan bahwa penguasaan kosakata dan efikasi diri secara bersama-sama memiliki pengaruh yang signifikan terhadap kinerja berbicara dalam bahasa Inggris sebagai bahasa asing, ditandai dengan nilai Sig. $0.000 < 0.05$ dan $F_{count} = 22.894$. Selain itu, penguasaan kosakata secara mandiri secara signifikan mempengaruhi ketrampilan berbicara (Sig. = $0.000 < 0.05$, $t_{count} = 6.762$), sementara efikasi diri juga berkontribusi secara signifikan (Sig. = $0.044 < 0.05$, $t_{count} = 2.045$).

Kata Kunci: penguasaan kosakata; efikasi diri; keterampilan berbicara bahasa Inggris

INTRODUCTION

Language is a fundamental tool of communication in human life (Rabiah, 2018). Through language, humans can convey ideas, thoughts, and feelings to others (Nasution, F., & Tambunan, 2022). In addition, language serves as a means of building social relationships, transferring knowledge, and developing culture (Apriyanto, 2020). Every society has a language that reflects its identity and values. As time progresses, the need to master more than one language is



increasing, especially in the context of globalization, which demands cross-cultural communication. One language that plays a dominant role in global communication is English. It is widely used in various fields, such as education, technology, business, and diplomacy (Padermprach & Yaemtui, 2023). English language proficiency is a significant added value in academic and professional competition. Recognizing the importance of English, the Indonesian government has included it as a compulsory subject in the education curriculum, including at the Junior High School (SMP) level. However, mastery of English does not only cover one aspect, but consists of four main skills, namely listening, speaking, reading, and writing (Su, 2007). These four skills are interrelated and form the basis for mastering English comprehensively. Among these four skills, speaking presents its own challenges. This skill requires not only an understanding of language structure, but also fluency in conveying ideas orally. Speaking in English requires the ability to process information spontaneously, organize ideas well, and express them clearly and accurately. In addition, speaking, as one of the productive skills, is a complex activity (Dasmu, 2014). Productive skills imply that language is generated or produced by students (Nunan, 2018). Speaking is a productive skill that demonstrates students' capacity for critical thinking, influenceive communication, and fluent expression of ideas. Therefore, speaking performance is an indicator of success in foreign language acquisition, as they reflect the extent to which a person is able to use the language in everyday interactions. A preliminary study conducted at a public junior high school in Bogor revealed that many students experience obstacles in speaking English, both linguistically and psychologically. (Richards, 2008) and (D. Anggraini, 2014) stated that many students as second language or foreign language learners priorities mastery of speaking performance in English. In fact, these obstacles often arise in English as a foreign language class, especially in Indonesia (Apriliyanti & Mujiyanto, 2018). Therefore, these obstacles can be overcome through targeted interventions and a supportive learning environment to help students achieve better speaking skills. According to interviews with teachers, there are several important elements, particularly linguistic and psychological elements, that contribute to these challenges. Speaking performance among students learning English as a foreign language can be significantly influenced by linguistic and psychological elements, including vocabulary mastery and self-efficacy. This statement is supported by (Alimuddin, Nur Aulia Amalia, Prof. Muhammad Basri, M. A, PhD, Prof.Dr. Muhammad Basri Wello & State, 2020) and (Nusantara et al., 2021), who say that these factors also influence students' speaking performance.

One linguistic factor that influences speaking performance is vocabulary mastery. Vocabulary is defined as knowledge of words, their meanings, and their use to express ideas through written or oral communication (Fatimah et al., 2019), while vocabulary mastery is the ability to express the meaning of words and patterns with information (Hiebert, E. H., & Kamil, 2015). This means that vocabulary is a collection of words known and used by a person in communication, both verbally and in writing, to convey ideas, feelings, or information. Understanding and mastery of vocabulary includes not only knowing

the meaning of words, but also how to use them in various contexts, such as in everyday conversation, formal writing, or creative expression. The more extensive a person's vocabulary, the more influenceive they are at communicating, understanding texts, and conveying ideas accurately and clearly. Vocabulary develops through reading, listening, and interacting with language, thereby enriching communication skills and understanding of the surrounding world. In addition to linguistic factors, psychological aspects also play an important role in the ability to speak English. One influential psychological factor is self-efficacy. Self-efficacy, defined as the belief that one can successfully complete an activity, is an important component (Alimuddin, Nur Aulia Amalia, Prof. Muhammad Basri, M. A, P.hD, Prof.Dr. Muhammad Basri Wello & State, 2020) in language learning (Bandura, 1995). Another definition of self-efficacy is a person's belief in their capacity to perform actions and complete tasks to achieve desired results (Lisawati, I., Yuniawati, Y., & Kartadireja, 2019). (Putu & Cahya, 2016) also mention that the belief that a person can complete tasks influenceively is known as self-efficacy. In addition, self-efficacy is also considered to be related to student learning and engagement (Cubukcu, 2008). In the context of learning English as a foreign language, students with higher self-efficacy tend to perform speaking performance with confidence, resulting in better speaking skills.

Previous studies have shown that both vocabulary mastery and self-efficacy have a significant relationship with English speaking skills. (Br Bangun & Simanjuntak, 2022) states that if students do not have sufficient vocabulary, they cannot communicate well because vocabulary is a basic competency that supports speaking. In addition, students will have difficulty communicating well because vocabulary is the basis for constructing clear and meaningful sentences, both spoken and written. Without sufficient vocabulary, a person will experience obstacles in expressing ideas, understanding conversations, and responding appropriately. Influenceive speaking performance are highly dependent on vocabulary mastery, because the more extensive one's vocabulary is, the easier it is for a person to convey ideas fluently and accurately. Therefore, enriching vocabulary is very important for improving communication skills, both in everyday conversation and in formal situations.

Previous studies have also emphasized the importance of self-efficacy in language acquisition, particularly in speaking skills. For example, (Hermagustiana et al., 2021) found that the likelihood of successful goal setting increased with students' level of self-efficacy in language learning. In a similar study, (Khotimah et al., 2023) investigated Indonesian students' self-efficacy and its relationship with speaking skills, concluding that students who are confident in their ability to speak English well tend to be more proficient speakers. Similarly, (Santoso et al., 2024) and (Radjuni et al., 2024) found that students' skills, especially in learning language skills, including speaking, are influenced by their level of self efficacy.

According to this study, speaking performance and self-efficacy are positively related because students who have greater confidence in their English language abilities are more likely to participate in speaking practice and persevere in the face of difficulties. This suggests that fostering self-efficacy in students learning English as a foreign language can serve as a fundamental step in

improving their overall speaking skills. In this case, speaking performance refers to the use of spoken language (Erdiana et al., 2020). These tests are often used to measure how influenceively students have mastered a foreign language (Hoesny et al., 2023).

Speaking performance in English as a foreign language are complex, involving both linguistic and non-linguistic factors. A number of studies have examined the factors that influence speaking performance in English as a foreign language, with fluency, coherence, pronunciation, and self-confidence identified as important components. For example, (Harahap et al., 2024) identified two main components in speaking, namely fluency and accuracy. Although the importance of vocabulary mastery and self-efficacy in language acquisition has been proven, little research has been conducted on how the two interact together in influencing the speaking performance of junior high school students. Most studies have explored vocabulary mastery and self-efficacy separately and at higher levels of education such as senior high school/MTS/vocational high school and even university.

Research has focused on students learning English as a foreign language, and specific research in the context of junior high school is still lacking and ignores the potential interaction between these linguistic and psychological factors. This gap in the literature highlights the need to investigate how vocabulary mastery and self-efficacy together influence speaking performance in junior high school students in Indonesia, thereby advancing a more comprehensive understanding of learning procedures in the context of learning English as a foreign language. Based on these reasons, the researcher proposes to conduct a study entitled The Influence of Vocabulary Mastery and Self-Efficacy on English Speaking performance in Public Junior High Schools in Bogor City.

RESEARCH METHOD

The research method used was a survey method with a regression study approach, which is part of correlational quantitative research. The survey method is a method that involves distributing questionnaires or surveys to a small group of individuals (known as a sample) with the aim of discovering patterns in attitudes (Cresswell, 2012). (Cresswell, 2012) also explains that when conducting quantitative research, researchers determine the research problem by looking at industry patterns or the need to provide an explanation for an event.

RESULTS AND DISCUSSION

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.585 ^a	.342	.327	1.164	.342	22.894	2	88	.000

a. Predictors: (Constant), Efikasi Diri, Penguasaan Kosakata

b. Dependent Variable: Keterampilan berbicara bahasa Inggris

Figure 1 Results of Correlation Coefficient Calculations for the Influence of Variables X1 and X2 on Variable Y

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	62.077	2	31.038	22.894	.000 ^b
	Residual	119.308	88	1.356		
	Total	181.385	90			

a. Dependent Variable: EFL speaking performance

b. Predictors: (Constant), Self-Efficacy, vocabulary mastery

Figure 2 Summary of the Results of the Significance Test Calculations for the Regression Coefficients of the Influences of Variables X1 and X2 on Variable Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	86.498	1.131		76.509	.000					
	Penguasaan Kosakata	.091	.013	.621	6.762	.000	.558	.585	.585	.886	1.128
	Efikasi Diri	.013	.007	.188	2.045	.044	.021	.213	.177	.886	1.128

a. Dependent Variable: EFL speaking performance

Figure 3 Summary of the Results of the Regression Line Equation Calculation of the Influence of Variables X1 and X2 on Variable Y

From the tables above show:

1. The Combined Influence of Vocabulary Mastery and Self-Efficacy towards EFL speaking performance.

The hypothesis for this influence is: $H_0: \beta_{y.1} = 0$ and $\beta_{y.2} = 0$ $H_1: \beta_{y.1} \neq 0$; and $\beta_{y.2} \neq 0$; meaning: H_0 : Collectively, there is no significant influence of vocabulary mastery and self-efficacy towards EFL speaking performance. H_1 : Together, vocabulary mastery and self-efficacy have a significant influence towards EFL speaking performance. From Table 4.10 above, it can be seen that the multiple correlation coefficient for the simultaneous influence of the

independent variables of vocabulary mastery and self-efficacy towards EFL speaking performance is 0.585.

The calculation of the significance test of this multiple correlation coefficient can be seen in the appendix. From this calculation, it is obtained that the correlation coefficient is significant, in other words, that there is a significant simultaneous influence of the independent variables of vocabulary mastery and self-efficacy towards EFL speaking performance of 0.585. Meanwhile, the coefficient of determination of 0.342 indicates that the contribution of vocabulary mastery and self-efficacy to English speaking skills is 34.2%, with the remaining 65.8% due to other factors.

Meanwhile, for hypothesis testing through regression analysis, the calculation results are shown in Table 4.11 and Table 4.12. From Table 4.12, we obtain the regression line equation that represents the influence of variables X1 and X2 on variable Y, namely $\hat{Y} = 86.498 + 0.091 X1 + 0.013 X2$. Meanwhile, the significance of the regression line is tested by looking at the calculation results in Table 4.11. According to the existing provisions, the significance criteria for the regression are 'if Sig < 0.05 then H0 is rejected' or 'if Fcount > Ftable then H0 is rejected', which means that the regression coefficient is significant, in other words, there is a significant influence of the independent variables X1 and X2 on the dependent variable Y. The Sig value is the number listed in the Sig column in Table 4.11. The Fcount value is the number listed in the F column in Table 4.11.

Meanwhile, the Ftable value is the F distribution table value for a 5% significance level with a numerator degree (k) = 2 and a denominator degree (n - k - 1) = 90, where n is the number of respondents and k is the number of independent variables. From Table 4.11, it can be seen that the Sig value = 0.000 > 0.05 and Fcount = 22.894, so H0 is rejected, which means that the regression coefficient is significant. In other words, together, there is a significant influence of the independent variables of vocabulary mastery and self-efficacy on the dependent variable of EFL speaking performance. From the results of the regression test, it can be concluded that together, the independent variables of vocabulary mastery and self-efficacy have a significant influence on the dependent variable of EFL speaking performance.

2. The Influence of Vocabulary Mastery towards EFL speaking performance

The hypothesis for this influence is: H0: $\beta_{y1} = 0$ H1: $\beta_{y1} \neq 0$; meaning: H0: there is no significant influence of vocabulary mastery towards EFL speaking performance. H1: there is a significant influence of vocabulary mastery towards EFL speaking performance. To prove this hypothesis, we look at the values/numbers listed in the t column or Sig column for the vocabulary mastery row (Variable X1) in Table 4.11.

According to the existing provisions, the significance criteria for regression are 'if tcount > ttable then H0 is rejected' or 'if Sig < 0.05 then H0 is rejected', which means that there is a significant influence of the independent variable X2 on the dependent variable Y. The Sig value is the number listed in the Sig column for the vocabulary mastery row (Variable X1) in Table 4.12. The t-count value is the number listed in the t column for the vocabulary mastery row (Variable X1) in

Table 4.12. Meanwhile, the t-table value is the t distribution table value for a 5% significance level with a confidence level ($df = n - 2$) = 89, where n is the number of respondents.

From Table 4.12, it can be seen that $Sig = 0.000 < 0.05$ and $t_{count} = 6.762$, so H_0 is rejected, which means that there is a significant influence of vocabulary mastery towards EFL speaking performance. Based on the results of the regression test, it can be concluded that there is a significant influence of vocabulary mastery towards EFL speaking performance.

3. The Influence of Self-Efficacy towards EFL speaking performance

The hypothesis for this influence is: $H_0: \beta_2 = 0$ $H_1: \beta_2 \neq 0$ meaning: H_0 : there is no significant influence of self-efficacy towards EFL speaking performance. H_1 : there is a significant influence of self-efficacy towards EFL speaking performance. To prove this hypothesis, we look at the values/numbers listed in the t column or Sig column for the self-efficacy row (Variable X2) in Table 4.12.

According to the existing provisions, the significance criteria for the regression are 'if $t_{count} > t_{table}$ then H_0 is rejected' or 'if $Sig < 0.05$ then H_0 is rejected', which means that there is a significant influence of the independent variable X2 on the dependent variable Y. The Sig value is the number listed in the Sig column for the self-efficacy row (Variable X2) in Table 4.12. The t-count value is the number listed in the t column for the self efficacy row (Variable X2) in the table. 4.12. Meanwhile, the t-table value is the t-distribution table value for a 5% significance level with a confidence level ($df = n - 2$) = 89, where n is the number of respondents.

From Table 4.12, it can be seen that $Sig = 0.044 > 0.05$ and $t_{count} = 2.045$, so H_0 is rejected, which means that there is a significant effect of self-efficacy towards EFL speaking performance. Based on the results of the regression test, it can be concluded that there is a significant effect of self-efficacy towards EFL speaking performance. This study aims to determine the effect of vocabulary mastery and self-efficacy towards EFL speaking performance. The Combined Effect of Vocabulary Mastery and Self-Efficacy towards EFL speaking performance From the description of the data after correlation analysis, a correlation coefficient of 0.585 and a coefficient of determination of 34.2% were obtained. After testing with the SPSS program, it was proven that the correlation coefficient was significant. This means that vocabulary mastery and self-efficacy simultaneously affect towards EFL speaking performance. Meanwhile, regression analysis yielded the regression line equation $\hat{Y} = 86.498 + 0.091X_1 + 0.013X_2$. The constant value = 86.498 indicates that with the lowest vocabulary mastery and self efficacy, it is difficult for students to achieve good speaking performance.

Meanwhile, the regression coefficients of 0.091 and 0.013 indicate that there is a positive influence of vocabulary mastery and self-efficacy towards EFL speaking performance. For every one-unit increase in vocabulary mastery, ceteris paribus, with the self-efficacy variable remaining unchanged, there is a 0.091-unit increase in English speaking skills. while for every increase of one unit in student self-efficacy, there is an increase in English speaking skills of 0.013, ceteris paribus, the vocabulary mastery variable does not change. The significance test of

the regression coefficient, which was also conducted using the SPSS program, showed that the regression coefficient was significant, as indicated by a Sig value of $0.000 < 0.05$ and an Fcount of 22.894, meaning that the regression was significant. This confirms that vocabulary mastery and self-efficacy have a significant simultaneous effect towards EFL speaking performance.

According to (Mulgrave, 2018), 'speaking is a tool for communicating ideas that are structured according to the needs of the listener or audience'. In order to convey information effectively, speakers should thoroughly understand the content of their speech and be able to evaluate the effect of communication on the audience, which requires vocabulary mastery and self-efficacy on the part of students. As an illustration, students who fail their English exams, if encouraged continuously, will eventually pass. Even if they have adequate vocabulary and self-confidence, they can pass the final exam with good grades in English. Vocabulary, according to W. A. (Eds.). Richards, J. C., & Renandya (2002), 'vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

Vocabulary is an integral part of language proficiency and plays a very important role as the basis for being able to speak, listen, read, and write well'. Based on the results of the hypothesis and the explanation presented above, it can be concluded that vocabulary mastery and self-efficacy have a significant influence towards EFL speaking performance. The hypothesis test results show a correlation of 0.585 and a Sig. value of $0.000 < 0.005$ and Fcount = 22.894. 2. The Influence of Vocabulary Mastery towards EFL speaking performance From the hypothesis testing, it was found that the Sig value = $0.000 < 0.05$ and tcount = 6.762, so H_0 was rejected, which means that there is a significant influence of vocabulary mastery towards EFL speaking performance. Good speakers are always able to choose interesting, relevant, and useful topics of conversation for their listeners. They also always consider the interests, abilities, and needs of their listeners and understand, appreciate, and master the material they will convey.

According to Tarigan (2008), 'the main purpose of speaking is to communicate.' In order to achieve this goal, English speaking skills are required. These EFL speaking performance can be acquired by everyone through a continuous and systematic learning and practice process. To support these EFL speaking performance, a broad vocabulary is very important because it can facilitate the communication process, both verbally and in writing. Based on the hypothesis results and explanations presented above, it can be concluded that there is a significant influence of vocabulary mastery towards EFL speaking performance. The hypothesis test results show a Sig value of $0.000 < 0.05$ and a t-value of 6.762. 3. The Influence of Self-Efficacy towards EFL speaking performance From testing the hypothesis, it was found that Sig = $0.044 < 0.05$ and tcount = 2.045, so H_0 was rejected, meaning that there is a significant influence of self-efficacy towards EFL speaking performance. One factor that influences EFL speaking performance is self-efficacy.

Another definition of self-efficacy is a person's belief in their capacity to perform actions and complete tasks to achieve desired results (Lisnawati, I., Yuniawati, Y., & Kartadireja, 2019). Based on the hypothesis results and the

explanation above, it can be concluded that there is a significant effect of self-efficacy towards EFL speaking performance. The hypothesis test results show a Sig value of $0.044 < 0.05$ and a t-value of 2.045.

CONCLUSIONS

Based on the results of the research and discussion in Chapter IV, the following conclusions can be drawn: 1. There is a significant influence of vocabulary mastery and self-efficacy together toward EFL speaking performance of junior high school students in Bogor City. This is evidenced by the Sig. value of $0.000 < 0.05$ and $F_{count} = 22.894$. 2. There is a significant influence of vocabulary mastery towards EFL speaking performance of public junior high school students in Bogor City. This is evidenced by the Sig. value of $0.000 < 0.05$ and $t_{count} = 6.762$. 3. There is a significant influence of self-efficacy towards EFL speaking performance of public junior high school students in Bogor City. This is evidenced by the Sig. value of $0.044 < 0.05$ and $t_{count} = 2.045$.

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