

Factor Influencing Students' Self-Efficacy in Speaking Class at English Tadris Study Program of IAIN Curup

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Abstract: This study aims to determine the factors influencing students' speaking class self-efficacy. This research was conducted at IAIN Curup's English Department. The population of this study were all active students of IAIN Curup's Tadris English study program in the 2024/2025 academic year. The sample of this study was 118 third and fifth-semester students who took speaking courses. The design of this study was quantitative research involving 118 TBI students in IAIN Curup. The data collected were analyzed using quantitative descriptive procedures, and the central tendency was computerized with Microsoft Excel. Furthermore, it was found that the percentage of mastery experience was 25,81% and became the highest factor that influenced students' self-efficacy followed by Physiological and emotional states at 25,36%, and Physiological and emotional states at 23,59% became the lowest factor that influenced students at' self-efficacy. These factors have a high influence on self-efficacy and contribution to building self-efficacy.

Keywords: *Self-efficacy, Factor influencing Self-efficacy, Speaking Class*

INTRODUCTION

Speaking is part of the tools in communication. It supports someone using expressions to express their thoughts and feelings so that the listener can comprehend what the talker is saying. Beyond having competent oral skills, Speaking depends on the complexity of the information to be communicated quoted by Brown and Yule in Alawiyah (2018). From this statement we recognize that speaking is one of the skills that must be learned by the students, through speaking the students capable of sharing their ideas, engaging each other, and communicating in English also it helps people who come from different countries to be easier when making communication and to avoid misunderstanding among native or non-native English speakers. In the realm of education, particularly in the teaching and learning process, speaking plays an important role. Language is an integral part of learning and oral language has a key role in classroom teaching and learning. (Alawiyah, 2018). It means that speaking will help teaching and learning be more effective for teachers and students. It shows that English speaking ability is very important, not only in the work field but also in teaching and learning in the English class.

Speaking is also becoming the most important skill in education, especially at the university level. Oral skills should be studied and mastered by students. Students learn spoken English so that they can speak English well. When learning to speak in class, students should be encouraged to practice speaking. Students should actively speak English in the learning process. It can motivate them to increase their speaking skills. In other words, a successful learning process can make students successful in their speaking. Some students get problems when speaking English,

students are still constrained by their speaking skills. At the English language education program of IAIN Curup, the researcher finds that speaking skills still become one of the challenging activities for students. Based on the researcher's observation in the study program, during speaking class, some students are reluctant to use or speak in English. The reason is the same as the reason that commonly happens, they do not know what to say and worry. In addition to students who have difficulty speaking English in classes, some students are good at speaking English and actively speaking in class.

Talking about speaking, some particular difficult factors that influence student's speaking skills. According to Latha quoted in Desmaliza & Septiani (2018) The student's speaking skill is influenced by several factors such as anxiety, learner inhibition, lack of motivation, lack of subject matter, lack of vocabulary, lack of confidence, lack of proper orientation, self-efficacy, improper listening skills, poor non-verbal communication, strong and quick learners' domination in the class, family background, and excessive use of mother-tongue.

From the several factors mentioned above, there are findings often discussed in several studies one of the factors, namely self-efficacy. Why self-efficacy is discussed by the researcher because Self-efficacy controls students' ability to speak English. Based on previous research by Sepritawati (2022) In her research, most students do not want to speak in English because they are not confident in their ability to speak English so they are not confident to speak in front of an audience. That is why self-efficacy is so important for students. Self-efficacy also can affect students' English-speaking skills, because people will often try to learn and complete tasks that they believe will be successful. However, based on the findings, students have high self-efficacy, meaning they can achieve greater results because they are motivated, have clear goals, have stable emotions, and can complete an activity successfully can complete the speaking task successfully. (Sepritawati, 2022). It means that with self-efficacy students can believe in their abilities and self-efficacy also increases students learning, motivation, and performance so that students can complete tasks and have goals to achieve, in other words, students who have good self-efficacy can develop students' English-speaking skills.

Therefore self-efficacy for students must be developed. Bandura (1986) Mentions that self-efficacy is concerned with someone's perception of the capability to create his/her achievement. Self-efficacy is "people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance. From the explanation, we know that self-efficacy describes individuals' beliefs in their capabilities. Based on Bandura (1985) Self-efficacy is divided into two types namely high self-efficacy and low self-efficacy. High self-efficacy refers to those who understand their capacities and successfully plan their activities while persons with low self-efficacy are unable to perform their assignment. It means that People with a high level of self-efficacy always think optimistically. Individuals trust in their abilities to solve difficulties and think they can accomplish anything. People with low self-efficacy lack ambition and dedication to achieve their aims. Furthermore, those with low self-efficacy do not consider how to approach a tough assignment.

According to Bandura (2012), in the social learning analysis, we can expect a person's self-efficacy through four main sources of information. These are: (1) Mastery experience, a person's experience, (2) Vicarious experience, a person's experience by imitating a model (observing a peer solving a specific task); (3) Verbal Persuasion, Verbal support or encouragement from other people; and (4) Physiological State, an emotional stimulation in a person to control his/her fatigue, stress and/or anxiety. Bohlin, et. al in Desmaliza & Septiani (2018), have the same opinion as Bandura but with an easier explanation. Four source factors can affect a person's level of self-

efficacy. They are past performance (EME), vicarious experience (VE), verbal persuasion (VP), and physiological state (PAS).

Furthermore, based on preliminary in the English education program IAIN Curup some students have difficulty speaking English in speaking class, in English classes there are usually students who actively speak and who are passive or silent when in speaking class. Based on the result of a survey of some students who had difficulty speaking when in class because they hesitate to speak, feel anxious, and not confident than students who actively speak English in class, students who actively speak in class have good speaking skills, do not hesitate and are confident even though they feel anxious but can be overcome. In other words, students who rarely speak English in speaking class lack confidence in their abilities, while students who actively speak are more confident in their abilities and their speaking ends successfully. It can be said that students have high and low belief or self-efficacy in their abilities, therefore students who have low belief or self-efficacy in their abilities tend to have low ambition and dedication so that they do not participate in English discussions, avoid situations that require speaking English, do not make efforts to improve speaking skills, lack confidence in speaking English, do not take risks to speak English compared to students who have high self-efficacy in their abilities. If this continues, they will not have the opportunity to improve their speaking skills.

From the description above, and by the title taken by the researcher, that is what factors influence student self-efficacy which makes self-efficacy between students in the English class different. So several factors cause self-efficacy in their abilities experienced by students, namely Mastery experience, Vicarious Experience, verbal persuasion, and Physiological and Emotional States, therefore the researcher wants to find out what are the causes or factors that influence this.

Some researchers have conducted research regarding Self-Efficacy and speaking skills. For example, research conducted by Chen (2020) Entitled Correlation between Self-Efficacy and English Performance, found there is a significantly positive correlation between self-efficacy and speaking performance. Another researcher is Amelia (2023) The result researcher concludes that several factors influence learners' self-efficacy in public speaking, whether enhances or inhibits them from having high self-efficacy. The implications of this research, people can consider those influential factors as a reference to improve their self-efficacy in public speaking, especially in presentation. From several studies above, this research is different because researchers want to examine what factors affect self-efficacy in our English speaking. According to the background above the researcher would like to carry a research by the title "Factor Influencing Students' Self-efficacy in Speaking Class at English Tadris Study Program in IAIN Curup"

METHOD

The researcher employs a quantitative descriptive method in this study. Creswell (2009) Defines quantitative research as a problem-based description through the use of descriptions. The researcher describes the current state of the subject under study with this descriptive research. This study analyzes the variables that influence students' self-efficacy in IAIN Curup speaking sessions.

All of the students in the English Tadris Study Program at IAIN Curup were used as the research population. Based on the survey, the research used all 118 students who took speaking class courses as respondents in the English Tadris Study Program. In the third semester of speaking for group activity and the fifth semester of speaking for academic settings.

Table 1. Population

No	Class	Number of Students
1	TBI 3A	19
2	TBI 3B	20
3	TBI 3C	22
4	TBI 5A	19
5	TBI 5B	19
6	TBI 5C	19
Total		118

One of the tools in this research that focuses on respondent-specific information is a questionnaire. Arikunto (2010) States that a questionnaire is a question written in the form of arranged questions and is intended to help researchers obtain data from respondents to obtain information and responses. The questionnaire is a research tool used by researchers to collect information. To make it easier for respondents to answer, the questionnaire consisted of 25 statements. To collect data, researchers distributed questionnaires by distributing them directly to the class concerned using questionnaire paper as a data collection medium. This research used a Likert scale according to Beglar & Nemoto (2014), the Likert scale is a type of psychometric scale where respondents choose from a variety of categories to indicate their opinions, attitudes, or feelings about the issues. The questionnaire used a Likert scale of agreement (ranging from 1 meaning "never" to 5 meaning "always"). Two scales (never and rarely) were combined for ease of data interpretation. (Mohammad & Hazarika, 2016).

Table 2. Blueprint factor influencing Self-Efficacy

No	Factor	Indicator	Item
1.	Mastery Experience (<i>Individuals evaluate their accomplishments based on their interpretations of success and failure in designated tasks</i>)	1. Repeated success and performance. 2. Academic success 3. Improvement ability	1,2,3*,5,6,7* 4 8,9,10
2.	Vicarious Experience (<i>Experiences that are shaped by observing the experiences of social models or friends whom they consider competent and intelligent.</i>)	1. Students observe and picture models in the same way. 2. Students' ability to follow the footsteps of successful models	1,2,3,4* 5
3.	Verbal Persuasion (<i>Receiving feedback, judgments, and appraisals from others about the related task</i>)	1. Feedback on final results 2. Feedback on process	16,17,18 19*,20
4.	Physical and emotional state (<i>A person's physical and emotional conditions state on their self-efficacy such as fatigue, anxiety, and others with poor performance.</i>)	1. A person's psychological responses to nervous, stress, anxiety, and other caused poor performance 2. Self-evaluate to be better	21,22,23,24 25

To analyze the validity of the factor influencing students' self-efficacy in speaking class, the researcher conducted a tryout of 25 items by handing them to several students who will be not included in the research sample. The researcher used the SPSS v29 Windows program to analyze the data. The researcher compared the *r* value to the *r* table at a significant level of 5% is 0,320

(df= N-2=20). The r value of each item should be higher than the r table to be considered a valid question. If the r-value on the analysis of less than the r table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

To obtain the reliability of the factors influencing students' self-efficacy in speaking class, the researcher used the SPSS 25.0 program to find out whether the test was reliable or not. The test results using Cronbach's alpha with a questionnaire measuring tool are reliable if Cronbach's alpha value is 0.884 which means that the questionnaire item was reliable.

In data analysis, the researcher used descriptive quantitative procedures to get the result of the response given to the targeted population in the subject quoted. Creswell (2009). Data obtained from the questionnaire are presented in the form of tables and diagrams to know the tendency of EFL students' self-efficacy in speaking class. The researcher used a central tendency to find percentage scores and create tabulation to get a conclusion based on Walizer's formula in Yuliani et al., (2023) As follow:

$$P = \frac{F}{N} \times 100\%$$

In which:

P = Number of percentages

F = Frequency

N = Number of Samples

100 = Constant value

The researcher used SPSS 23.0 and MS Excel to analyze data for the further analysis description of EFL students' self-efficacy in speaking class. The categories score of students' self-efficacy questionnaire from Sugiyono is as follows:

1. The student completed the questionnaire, which was gathered.
2. The results of the questionnaires were tallied. After that, the researcher looked for the mean questionnaire score. The mean scores were then matched to a mean score interpretation found in a table.
3. To determine the EFL students' self-efficacy in speaking, the researcher calculated frequency and percentage.
4. Ultimately, a conclusion was reached.

RESULTS & DISCUSSION

Results

In this section, 25 items have been asked to find out how the factors influencing students' self-efficacy in speaking class. The data are categorized by each factor, namely mastery experience, vicarious experience, verbal persuasion, and physiological and emotional states. The percentage results of the four factors will be explained in this table.

Table 3. Total Percentage

Factor/indicator	F	%
Mastery Experience	391	25,81
Vicarious Experience	382	25,23
Verbal Persuasion	358	23,59
Physiological and Emotional States	384	25,36
Total	1.516	100%

Mastery Experience

This self-efficacy factor is related to the experiences that students have had in the past, then students can learn from their past experiences. This means that if students have a successful experience, it will increase their self-efficacy while failure can reduce student self-efficacy. Students' responses regarding this factor are presented in Table 6.

Table 4. Mastery Experience

Item	Never	Rarely	Sometimes	Often	Always	Total
Q1	0	27	42	22	27	
	0	54	126	88	135	403
Q2	0	20	40	47	11	
	0	40	120	188	55	403
Q3	10	31	48	27	2	
	50	124	144	54	2	374
Q4	2	21	37	45	13	
	2	42	111	180	65	400
Q5	1	28	35	34	20	
	1	56	105	136	100	398
Q6	11	16	31	22	38	
	11	32	93	88	190	414
Q7	5	37	32	36	8	
	25	148	96	72	8	349
Q8	13	28	31	32	14	
	13	56	93	136	70	368
Q9	5	31	27	43	12	
	5	62	81	172	60	380
Q10	3	23	31	24	37	
	3	46	93	96	185	423
Total	110	660	1.062	1.210	870	3912
Total Number	391,2					

Based on the table above, it can be stated that the majority of respondents recognize that mastery experience holds the highest influence on students' self-efficacy in speaking classes. Mastery experience gets a total percentage of 25,81% average of 391,2 by looking at Table 6, in this case, mastery experience is the most dominant factor influencing students' self-efficacy in speaking class because it has the highest percentage. This can be interpreted that the experience of the students in the past has an impact on their self-efficacy. When students complete speaking tasks the achievements solidify their belief in their ability to perform similar tasks in the future.

Vicarious Experience

The second factor is vicarious experience, sometimes referred to as modeling, which influences students' self-efficacy by examining the proficiency of their lecturer/teacher, friends,

and other people who are competent in speaking English. The information will be shown in greater depth in the following table to determine how students responded to this factor.

Table 5. Vicarious Experience

Item	Never	Rarely	Sometimes	Often	Always	Total
Q11	1	28	37	30	22	
	1	56	111	120	110	398
Q12	2	19	46	39	12	
	2	38	138	156	60	394
Q13	1	24	37	45	11	
	1	48	111	180	55	395
Q14	9	25	38	35	11	
	45	100	114	70	11	340
Q15	1	20	51	39	7	
	1	40	153	156	35	385
Total	50	282	627	682	271	1912
Total Number	382,4					

Closely following Mastery Experience is Vicarious Experience, with a score of 382,4 and a percentage of 25,23%. Based on the table above it means this factor is quite dominant in terms of students' self-efficacy in speaking class the majority of respondents believe that vicarious experience is a factor that affects their self-efficacy in the classroom. Consequently, students believed that modeling affects their self-efficacy in speaking English, according to the research's findings. This demonstrates that students pay attention to their friends, lecturers, and others whom they consider competent and intelligent.

Verbal Persuasion

Positive support is one of the verbal persuasions that students typically receive. It frequently comes from their closest friends, classmates, teachers, or lecturers. Their confidence in their abilities to speak English will grow as a result of the encouraging support they receive. Detailed information is provided in the following information to understand the students' answers to the questionnaire regarding verbal persuasion.

Table 6. Verbal Persuasion

Item	Never	Rarely	Sometimes	Often	Always	Total
Q16	20	48	28	20	2	
	20	96	84	80	10	290
Q17	6	43	28	36	5	
	6	86	84	144	25	345
Q18	6	33	47	29	3	

	6	66	141	116	15	344
Q19	26	25	40	15	12	
	130	100	120	30	12	392
Q20	6	14	31	45	22	
	6	28	93	180	110	417
Total	168	376	522	550	172	1788
Total Number	357,6					

Table 8 is presented about verbal persuasion. Based on the table above, it can be seen that Verbal persuasion with a scoring average of 357,6 and a percentage of 23,59%. By looking at this factor has the lowest score of other factors. Thus, students believe that other people's feedback, judgments, and support have quite an effect on their self-efficacy in speaking English class.

Physiological and Emotional States

Physiological and emotional conditions are last but not least. This is one factor related to self-efficacy that has to do with students' emotions, including nervousness, stress, anxiety, and others. People believe that negative performance is a result of their stress and anxiety Puspita et al. Students who believe in their abilities hold a different view. Since they enjoy challenges and learning new things, they are not experiencing any anxiety, stress, or nervousness. Students have previously been requested to complete a questionnaire about their emotional state when speaking in English, and the specific details are included in the information below.

Table 7. Physiological and Emotional States

Item	Never	Rarely	Sometimes	Often	Always	Total
Q21	34	30	33	18	3	
	170	120	99	36	3	428
Q22	10	17	35	38	18	
	50	68	105	76	18	317
Q23	23	24	33	30	8	
	115	96	99	60	8	378
Q24	36	35	31	15	1	
	180	140	93	30	1	444
Q25	17	17	49	20	15	
	85	68	147	40	15	355
Total	600	492	543	242	45	1922
Total Number	384,4					

Based on the table above, physiological and emotional have an average of 384,4 and a percentage of 25,36%. Following mastery experience Physiological and Emotional States are almost the same as mastery experience to be the most dominant factor influencing students' self-efficacy in speaking class. Students now believe that their self-efficacy is influenced by the emotional and physical states they experience when speaking in English.

Discussion

The purpose of this research is to know how factors influence students' self-efficacy in speaking class in the English Tadris Study Program at IAIN Curup in the 2024/2025 Academic year. The factor influencing students' self-efficacy is based on their experience when learning to speak English in a class by looking at four factors Mastery experience, Vicarious experience, Verbal persuasion, and Physiological and emotional states. The material that follows provides more details about this study.

Based on the data, Mastery Experience has a total percentage of 25,81% with an average of 391. Mastery experience is the most dominant factor influencing students' self-efficacy in speaking class. It indicates the positive impact of mastery experiences in speaking classes on students' self-efficacy and performance. When students succeed in tasks related to speaking, such as presentations, discussions, etc, they develop self-efficacy in their ability to perform well in similar tasks in the future. This belief in their abilities helps reduce anxiety and encourages a willingness to actively engage in speaking activities. As a result, students who experience success often approach speaking tasks with greater motivation, leading to improved fluency, better pronunciation, and better speaking skills overall. Nonetheless, it is regarded as according to Bandura (1997), mastery experience is the most influential it offers proof of success. This implies that students' past experiences might influence their sense of self-efficacy and that they can gain knowledge from them. This research found that mastery is the most influential factor in students' self-efficacy in speaking class.

Vicarious experience is found to have an effect on students' self-efficacy in speaking classes, accounting for a total score of 382 and a percentage of 25,23%. It indicates observing successful performances in speaking tasks can lead students to visualize themselves performing in the same way. This not only enhances their self-efficacy but also provides them with strategies to improve their speaking. As a result, vicarious experience can promote greater engagement and motivation to participate in speaking tasks, ultimately leading to better language development, reduced anxiety, and increased willingness to speak English in the classroom. This factor is quite dominant in terms of students' self-efficacy in speaking class. Because based on Bandura (1997), students' self-efficacy will increase when they witness a social model's success and decrease when they observe a model's failure. It emphasizes that students' self-efficacy can be influenced by observing the accomplishments of their friends, lecturers, classmates, and social role models.

The next factor is verbal persuasion with a score average of 358 and a percentage of 23,59%. By looking at this case this factor has the lowest score than other factors. Students believe that their self-efficacy is quite influenced by the emotions they have when speaking in English. It indicates verbal persuasion in a speaking class affects students' self-efficacy but not really like other factors. When students receive constructive feedback such as positive comments or encouragement from their parents, teachers/lecturers, friends, and relationships, it is to improve their ability based on Bandura (1997), those who are socially convinced that they are capable of handling challenging situations will have a strong feeling of self-efficacy. This support acknowledges progress and provides direction for improvement, making students more likely to trust in their ability to develop their speaking skills over time. When feedback is encouraging but not overly exaggerated, students may feel supported without feeling that success is guaranteed, encouraging them to put in consistent effort.

In this research, physiological and emotional states have an average of 384 and a percentage of 25,36%. By looking at this, following mastery experience physiological and emotional states is seen to have the greatest affect on students' self-efficacy. Students believe that their self-

efficacy is almost significantly effect by the emotions they have when speaking in English. The majority of students chose the Never scale, which means they are quite confident with their speaking ability in speaking class because the statements used are negative as explained by the theory itself. Students. Students are increasingly able to control their emotions and physical. This also helps them recover quickly from any mistakes, reducing fear of failure and encouraging them to keep practicing. Over time, this leads to greater resilience and a stronger sense of self-efficacy in speaking English, as students become more comfortable and capable of managing their emotions in the classroom.

According to the researcher's analysis of the data, the researcher found that four factors influencing self-efficacy in speaking class, especially in third and fifth-semester students in TBI IAIN Curup demonstrate a high influence on self-efficacy. It means that these factors have an influence on students' self-efficacy in speaking English in the classroom, their self-efficacy is primarily driven by their success in practical tasks and observing effective role models. While emotional challenges and critical feedback pose some obstacles, the supportive classroom environment and repeated opportunities for mastery contribute to their belief in their speaking abilities. This research also turned out to be relevant to previous studies conducted by Melayanti et al., (2020) Found the most dominant factor of self-efficacy toward speaking skill was from mastery experience, the second is physiological and emotional states, the third factor was from vicarious experience and the lowest factor was from verbal persuasion.

CONCLUSION

Based on the results of research conducted at TBI IAIN Curup and analysis in chapter four, the following conclusions can be reached:

1. Mastery experience is the most influencing factor for students' self-efficacy with a percentage of 25,81%.
2. Vicarious experience is quite dominant influencing students' self-efficacy in speaking with a percentage of 25,23%.
3. Verbal persuasion has a percentage of 23,59%, factor a low percentage, which indicates that it quite influences self-efficacy among students in speaking class.
4. Physiological and emotional states are also the most influencing students' self-efficacy after mastery experience with a percentage of 25,36%.
5. Self-efficacy is simultaneously influenced by four factors, namely mastery experience, vicarious experience, verbal persuasion, and physiological and emotional states. These factors have equally influenced students' self-efficacy and have contributed to building self-efficacy.

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