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THE CORRELATION BETWEEN STUDENTS' SELF-EFFICACY AND SPEAKING PERFORMANCE OF VOCATIONAL HIGH SCHOOL

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Abstract *This study aims to examine the correlation between students' self-efficacy and their speaking performance among eleventh-grade students of a vocational high school in Surabaya. This research employed a quantitative approach using a correlational research design. The participants consisted of 95 eleventh-grade students selected through a random sampling technique. The data were collected using two research instruments: a Speaking Skills Self-Efficacy Beliefs (SSSEB) questionnaire adapted from Asakereh and Dehghannezhad (2015) and a speaking performance test in the form of a descriptive text presentation. Students' speaking performance was assessed based on five components, namely pronunciation, grammar, vocabulary, fluency, and comprehension. The data were analyzed using IBM SPSS Statistics version 25. Descriptive statistical analysis was conducted to describe the levels of students' self-efficacy and speaking performance. The Kolmogorov–Smirnov normality test indicated that the data were not normally distributed; therefore, Spearman's rank correlation was employed to determine the relationship between the variables. The results revealed a moderate and statistically significant positive correlation between students' self-efficacy and their speaking performance ($\rho = 0.536$, $p < 0.05$). This finding indicates that students who possess higher levels of self-efficacy tend to demonstrate better speaking performance. In conclusion, students' self-efficacy is significantly correlated with their speaking performance. Thus, enhancing students' self-efficacy is considered an important factor in improving their speaking ability. It is recommended that English teachers implement instructional strategies that foster students' confidence, motivation, and active engagement in speaking activities.*

Keywords: self-efficacy, speaking performance, vocational high school students, correlational study

Abstrak Penelitian ini bertujuan untuk mengetahui hubungan antara self-efficacy siswa dan kemampuan berbicara siswa kelas XI di salah satu Sekolah Menengah Kejuruan di Surabaya. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian korelasional. Subjek penelitian terdiri atas 95 siswa kelas XI yang dipilih melalui teknik random sampling. Data penelitian dikumpulkan menggunakan dua instrumen, yaitu kuesioner Speaking Skills Self-Efficacy Beliefs (SSSEB) yang diadaptasi dari Asakereh dan Dehghannezhad (2015) serta tes berbicara berupa presentasi teks deskriptif. Penilaian kemampuan berbicara mencakup lima aspek, yaitu pelafalan, tata bahasa, kosakata, kelancaran, dan pemahaman. Analisis data dilakukan menggunakan IBM SPSS Statistics versi 25. Analisis statistik deskriptif digunakan untuk menggambarkan tingkat self-efficacy dan kemampuan berbicara siswa. Hasil uji normalitas menggunakan Kolmogorov–Smirnov menunjukkan bahwa data tidak berdistribusi normal, sehingga analisis korelasi dilakukan menggunakan uji Spearman. Hasil penelitian menunjukkan adanya hubungan positif yang signifikan dengan tingkat korelasi sedang antara self-efficacy siswa dan kemampuan berbicara siswa ($\rho = 0.536$, $p < 0.05$). Temuan ini mengindikasikan bahwa siswa dengan tingkat self-efficacy yang lebih tinggi cenderung memiliki kemampuan berbicara yang lebih baik. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa self-efficacy memiliki hubungan yang signifikan dengan kemampuan berbicara siswa. Oleh karena itu, pengembangan self-efficacy siswa perlu mendapat perhatian dalam pembelajaran berbicara bahasa Inggris guna meningkatkan performa berbicara siswa secara optimal.

Kata kunci: *self-efficacy, kemampuan berbicara, siswa SMK, penelitian korelasional*

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INTRODUCTION

In the contemporary era of globalization, effective oral communication has become a crucial competency for students, particularly those in vocational education who are expected to enter professional environments immediately after graduation. Speaking ability is widely recognized as a core component of language proficiency because it directly reflects learners' communicative competence in real life contexts. Speaking performance refers to an individual's ability to express ideas, convey messages, and interact verbally in a target language with sufficient accuracy and fluency. It is commonly assessed through structured speaking tasks that measure multiple dimensions such as fluency, pronunciation, grammar, vocabulary, and comprehension (Jaya et al., 2022). For vocational high school students, these aspects are not merely academic outcomes; they are instrumental skills that can support employability, workplace interaction, and lifelong learning.

Despite its importance, speaking performance remains one of the most challenging skills for many English as a Foreign Language (EFL) learners. This difficulty is often influenced not only by linguistic factors, such as limited vocabulary and grammatical mastery, but also by psychological factors that shape learners' motivation, persistence, and anxiety when engaging in oral tasks. One of the most frequently discussed psychological constructs in educational psychology and language learning is self-efficacy. Self-efficacy is defined as an individual's belief in their capability to successfully execute actions required to achieve specific goals (Waddington, 2023a). Rooted in Bandura's Social Cognitive Theory, self-efficacy plays a key role in determining how learners think, feel, behave, and persist when encountering academic challenges. Bandura (1997) argued that self-efficacy influences human functioning through cognitive, motivational, affective, and selection processes, meaning that learners' beliefs about their competence affect their level of engagement, emotional regulation, and willingness to take learning opportunities.

In the context of speaking, self-efficacy becomes highly significant because oral communication requires learners to perform spontaneously while managing anxiety, linguistic limitations, and social evaluation. Students who possess high speaking self-efficacy tend to set challenging goals, remain committed to practice, and demonstrate resilience when errors occur. Conversely, learners with low self-efficacy may avoid speaking tasks, show reluctance to participate, and withdraw from communicative opportunities, which can negatively affect their long term language development. Pajares (1996) emphasized that self-efficacy beliefs strongly influence students' academic performance because these beliefs guide effort, strategy use, and persistence. Therefore, self-efficacy is assumed to be closely related to the quality of speaking performance among language learners.

Furthermore, self-efficacy is not a fixed trait; it can be strengthened through educational experiences. Joni and Wirastuti (2018) explained that learners can develop self-efficacy through mastery experiences (successful past performance), vicarious experiences (observing peers succeed), social persuasion (encouragement and feedback), and interpretation of physiological states (reducing anxiety and stress). In speaking classrooms, these processes may occur when students are given supportive tasks, opportunities to perform, constructive teacher feedback, and exposure to successful peer models. As a result, learners may build confidence and become more willing to engage in spoken communication.

Empirical research increasingly highlights the relevance of self-efficacy in improving speaking outcomes. Students who believe they can speak effectively are more likely to experiment with language, take communicative risks, and seek more practice opportunities. These behaviors are essential for developing fluency and communicative competence. Consequently, investigating the relationship between self-efficacy and speaking performance remains a crucial step in designing teaching strategies that address both cognitive and affective dimensions of language learning.

Based on this rationale, the present study investigates the correlation between students' self-efficacy and their speaking performance among vocational high school learners in Surabaya. The study focuses on eleventh-grade students during the second semester of the 2024/2025 academic year and employs descriptive text speaking tasks as the learning material. In addition, speaking activities such as individual presentations and group discussions are applied to provide students with speaking opportunities. This research is expected to provide theoretical contributions to the understanding of self-efficacy and speaking performance as well as practical recommendations for teachers to enhance learners' confidence and oral achievement.

The research is guided by two main questions: (1) What characteristics are observed among students with high self-efficacy? and (2) How does students' self-efficacy influence their speaking performance? Based on existing theory and prior evidence, the hypothesis proposes a positive relationship between students' self-efficacy and their speaking performance.

LITERATURE REVIEW

Self-efficacy, introduced by Bandura (1995; 1997), refers to learners' beliefs in their ability to perform actions required to achieve desired outcomes. It is not merely an individual's general confidence, but a task-specific belief that varies across domains. Zimmerman (2000) emphasized that self-efficacy is multidimensional and context-dependent; a learner may feel efficacious in one academic task yet uncertain in another. In language learning, self-efficacy determines how students approach difficulties, how long they persist, and how they regulate emotions during challenging tasks. Learners with high self-efficacy tend to engage more actively, use effective strategies, and maintain

motivation despite obstacles, while those with low self-efficacy often avoid difficult tasks due to fear of failure (Joni & Wirastuti, 2018).

Bandura (1997) explained that self-efficacy is shaped by four sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological states. Mastery experience is the most powerful source because success increases perceived competence, whereas repeated failures may decrease confidence. Vicarious learning occurs when students observe peers successfully performing speaking tasks, reinforcing the belief that they can also succeed. Verbal persuasion includes encouragement and constructive feedback from teachers and peers. Physiological and affective states, such as anxiety or stress, can reduce self-efficacy if students interpret these reactions as signs of inability (Woodrow, 2006; Chen & Lin, 2009). Contextual factors, such as classroom environment and cultural norms, also influence students' speaking confidence (Kim & Elder, 2008).

Speaking performance is commonly defined as the ability to communicate orally with clarity and effectiveness through fluency, pronunciation, grammar accuracy, vocabulary use, and comprehension (Jaya et al., 2022). Effective speaking requires both linguistic competence and psychological readiness, particularly confidence and low anxiety. Research suggests that affective factors, including self-confidence and motivation, significantly contribute to second language speaking success (Krashen, 1982). Asakereh and Dehghannezhad (2015) found that students with high speaking self-efficacy demonstrate higher achievement and greater satisfaction in speaking classes, indicating a strong association between self-belief and oral outcomes.

Based on these theoretical and empirical foundations, the present study positions self-efficacy as a relevant predictor of speaking performance and examines the extent to which students' self-efficacy correlates with their speaking achievement among vocational high school learners.

METHOD

This study employed a quantitative correlational research design to examine the relationship between students' self-efficacy and speaking performance. Correlational research is appropriate when the aim is not to manipulate variables but to measure the degree of association between two or more variables (Tekbıyık, 2014; Gurler, 2015). The independent variable in this study was students' speaking self-efficacy (X), while the dependent variable was students' speaking performance (Y).

Participants and Setting

The population of this study consisted of vocational high school students in Surabaya. A total of **95** eleventh grade students participated in the research during the second semester of the 2024/2025 academic year. The study was conducted in a vocational high school located in the Sidosermo area, Wonocolo, Surabaya. The sample

was selected using random sampling through a lottery method to ensure equal probability for selection.

Instruments

Two instruments were used. First, students' self-efficacy was measured through a Speaking Skills Self-Efficacy Beliefs (SSSEB) Questionnaire, adapted from Asakereh and Dehghannezhad (2015). The questionnaire consisted of 28 items measuring five sub-skills: pronunciation, fluency, grammar, vocabulary, and comprehension. Responses were rated using a five-point Likert scale (1 = strongly disagree to 5 = strongly agree).

Second, students' speaking performance was obtained through a speaking test in which students delivered a descriptive text presentation. Speaking scores were assessed using a rubric covering pronunciation, grammar, vocabulary, fluency, and comprehension, with a total score ranging from 0 to 100.

Data Analysis

The data collected from the self-efficacy questionnaire and the speaking performance scores were analyzed using IBM SPSS Statistics. The analysis procedure consisted of several stages, namely descriptive statistics, normality testing, correlation analysis, and score categorization.

1) Descriptive Statistics

First, descriptive statistics were computed to summarize the general distribution of both variables. This step aimed to provide an overview of students' performance levels and self-efficacy tendencies. The descriptive indicators calculated included: mean, standard deviation, minimum score, and maximum score.

a. The mean represents the average score obtained by students and indicates the central tendency of the data.

b. The standard deviation (SD) shows how dispersed the scores are from the mean. A higher SD indicates more variation among students' scores, while a lower SD indicates that scores are relatively similar.

c. The minimum and maximum values reflect the overall range of the scores, helping to describe the lowest and highest levels achieved by participants.

Descriptive statistics are important because they provide baseline information and help determine the most appropriate inferential statistical test to use.

2) Normality Test: Kolmogorov–Smirnov

After descriptive statistics were obtained, a normality test was conducted to determine whether the data were normally distributed. In this study, the Kolmogorov–Smirnov (K–S) test was applied because it is widely used for sample sizes larger than 50.

The Kolmogorov Smirnov test compares the empirical distribution function of the sample with the cumulative distribution function of a normal distribution. The test statistic is formulated as follows:

$$D = \sup_x \mid F_n(x) - F(x) \mid$$

Explanation of the formula:

a. D= the Kolmogorov–Smirnov test statistic (maximum deviation)

b. $F_n(x)$= the empirical cumulative distribution function (ECDF) derived from the sample data

c. $F(x)$= the cumulative distribution function (CDF) of the theoretical normal distribution

d. $\sup_x$= the supremum, meaning the maximum value of the absolute difference for all values of x

    a. Decision rule:

e. If p-value > 0.05, the distribution is considered normal.

f. If p-value < 0.05, the distribution is considered not normal.

This normality test was necessary because the selection of parametric or non-parametric statistical analysis depends on whether the assumption of normality is met.

3) Correlation Test: Spearman Rank Correlation

Since the normality test indicated that at least one dataset was not normally distributed, the study employed a non-parametric correlation test. Therefore, the Spearman rank-order correlation was used to examine the relationship between self-efficacy and speaking performance.

Spearman correlation is appropriate when:

a. The data are not normally distributed, and/or

b. The data are ordinal or based on ranking, and/or

c. The relationship between variables is monotonic rather than strictly linear.

Spearman's correlation coefficient (ρ or rho) ranges from −1 to +1:

a. $\rho = +1$: perfect positive correlation

b. $\rho = 0$: no correlation

c. $\rho = -1$: perfect negative correlation

a. The significance level used in this study was **0.05**:

d. If **$p < 0.05$**, the correlation is statistically significant.

e. If **$p \geq 0.05$**, the correlation is not statistically significant.

4) Score Categorization Using Azwar's Interval Method

To interpret the students' self-efficacy levels, the questionnaire scores were categorized using the interval classification method proposed by Azwar (2012). This method is widely used in educational and psychological research in Indonesia to transform numerical scores into qualitative categories such as *Low, Moderate, High*, or *Very High*.

The interval width is calculated using the following formula:

$$\text{Interval Width} = \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Number of Categories}}$$

Explanation of the formula:

a. Highest Score = the maximum possible score in the scale

b. Lowest Score = the minimum possible score in the scale

c. Number of Categories = the number of classification levels used (commonly 4)

In this study, the questionnaire scale ranged from 1 to 4 (or equivalently from low to high). Using a four-category classification, the interval width is calculated as:

$$\text{Interval Width} = \frac{4 - 1}{4} = 0.75$$

This means that each category spans an interval of 0.75 points, which allows the researcher to define cut-off points for each level of self-efficacy (e.g., low, moderate, high, very high) in a systematic and standardized way.

FINDINGS AND DISCUSSION

This section presents the findings of the study and discusses them in relation to the research questions and relevant theoretical perspectives. The primary objective of the study was to examine the relationship between students' speaking self-efficacy and their speaking performance among eleventh-grade vocational high school students in Surabaya. The analysis was conducted using IBM SPSS Statistics, and it involved descriptive analysis, normality testing, correlation testing, and regression analysis to determine the extent to which self-efficacy contributed to speaking outcomes. The findings are structured into three major parts: (1) descriptive results, (2) inferential results, and (3) interpretive discussion linked to the research questions.

Findings

1. Descriptive Statistics of the Variables

A total of 95 students participated in this study. Students' self-efficacy was measured using a validated questionnaire adapted from the Speaking Skills Self-Efficacy Beliefs (SSSEB) instrument, while speaking performance was obtained from official documentation of students' descriptive text speaking presentations. Table 1 summarizes the descriptive statistics of both variables.

Table 1. Descriptive Statistics of Self-Efficacy and Speaking Performance (N = 95)

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Speaking Performance (Y)	95	58.00	90.00	78.00	9.00
Self-Efficacy Questionnaire (X)	95	50.00	97.00	73.11	12.10

As shown in Table 1, students' speaking performance ranged from 58 to 90, with a mean score of 78.00, suggesting that the overall speaking performance tended toward the "good" category. The standard deviation of 9.00 indicates moderate variability, meaning that while students generally performed well, there were noticeable differences in performance levels within the sample.

For self-efficacy, the questionnaire scores ranged from 50 to 97, with a mean score of 73.11 and a standard deviation of 12.10. The relatively larger standard deviation for self-efficacy suggests that students' beliefs about their speaking capabilities varied more widely than their speaking performance outcomes. This implies that learners in the same classroom environment may experience different levels of confidence and self-belief, even when their observable speaking performance is similar.

These descriptive findings provide an important foundation for interpreting the subsequent correlation and regression results. Specifically, the mean values indicate that students' self-efficacy and speaking performance were both generally moderate to high, which creates a reasonable condition for testing whether the two variables are associated.

2. Distribution of Students' Self-Efficacy Levels

To interpret the self-efficacy scores meaningfully, students were categorized into three levels, low, moderate, and high, based on Azwar's (2012) classification approach using the mean and standard deviation. Table 2 presents the categorization ranges.

Table 2. Categorization of Students' Self-Efficacy Scores

Category	Score Range	Interpretation
Low	< 61.01	Students show limited confidence and may avoid speaking tasks
Moderate	61.01 – 85.21	Students display adequate confidence but may hesitate in challenging situations
High	> 85.21	Students show strong confidence, persistence, and high engagement in speaking

Based on these ranges, the majority of students were classified in the moderate self-efficacy category, indicating that most students believed they could perform speaking tasks reasonably well but still experienced some uncertainty under pressure. Students in the high category were generally those who reported being comfortable speaking English, were more willing to participate, and were less affected by fear of making mistakes. Conversely, students in the low category likely exhibited hesitation, anxiety, and avoidance behavior, which may hinder their opportunities for practice and growth.

This categorization supports the argument that self-efficacy is not equally distributed across learners and that students may require different pedagogical supports to enhance their confidence in speaking contexts.

3. Distribution of Students' Speaking Performance Levels

Students' speaking scores were also categorized using Azwar's classification approach. Table 3 presents the speaking performance categories.

Table 3. Categorization of Students' Speaking Performance Scores

Category	Score Range	Interpretation
Low	< 71.29	Speaking performance indicates major limitations
Moderate	71.29 – 89.29	Speaking performance is adequate, with minor weaknesses
High	> 89.29	Speaking performance reflects advanced proficiency and control

The speaking performance results indicate that most students were placed in the moderate category, showing that the learners were capable of communicating messages reasonably well, though some limitations remained in fluency, grammar accuracy, pronunciation clarity, and vocabulary range. A smaller proportion achieved high performance, demonstrating strong mastery of speaking components, while a limited number fell into the low category, reflecting a need for more targeted speaking instruction and practice. Notably, the pattern of moderate dominance in both self-efficacy and

speaking performance suggests a meaningful possibility that students' confidence levels correspond to their speaking outcomes.

4. Normality Test Results

Before selecting the appropriate correlation test, a normality analysis was conducted using the Kolmogorov Smirnov test. The results are shown in Table 4.

Table 4. Kolmogorov Smirnov Normality Test Results

Variable	N	Test Statistic (D)	Sig. (p-value)
Speaking Performance	95	0.118	0.003
Self-Efficacy Questionnaire	95	0.101	0.020

The p-values for both variables were below 0.05, indicating that both datasets did not follow a normal distribution. Therefore, the assumption required for parametric correlation tests (e.g., Pearson correlation) was not met. As a result, the study employed a non-parametric Spearman rank-order correlation to examine the relationship between self-efficacy and speaking performance.

5. Correlation Findings (Spearman Rank Correlation)

To answer the primary research objective, whether self-efficacy is correlated with speaking performance, a Spearman correlation analysis was conducted. The results are presented in Table 5.

Table 5. Spearman Correlation between Self-Efficacy and Speaking Performance

Variables	Spearman's rho (ρ)	Sig. (2-tailed)	Interpretation
Self-Efficacy and Speaking Performance	0.536	0.000	Moderate positive and significant correlation

The correlation coefficient indicates a moderate positive relationship between students' self-efficacy and their speaking performance. This means that students who reported stronger beliefs in their speaking ability tended to obtain higher speaking scores. Additionally, the p-value (0.000) confirms that the correlation is statistically significant, so the relationship is unlikely to be due to random chance.

6. Regression Findings (Predictive Contribution of Self-Efficacy)

A simple linear regression was conducted to examine whether self-efficacy significantly predicted students' speaking performance. Table 6 summarizes the model.

Table 6. Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.536	0.287	0.279	8.209

The model shows an R Square of 0.287, meaning that self-efficacy explains 28.7% of the variance in speaking scores. This is a meaningful contribution within educational research, where learning outcomes are often influenced by multiple interacting factors. The remaining 71.3% of the variance may be explained by other variables such as language exposure, vocabulary size, speaking anxiety, classroom participation, teacher feedback, and learning motivation. Table 7 presents the significance of the regression model.

Table 7. ANOVA (Model Significance)

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	2498.143	1	2498.143	37.075	0.000
Residual	6199.059	92	67.381		
Total	8697.202	93			

The model was statistically significant ($p < 0.001$), indicating that self-efficacy meaningfully predicts speaking performance. Table 8 presents the regression coefficient.

Table 8. Regression Coefficients

Predictor	B	Std. Error	Beta	t	Sig.
Constant	43.756	6.035	—	7.251	0.000
Self-Efficacy	0.461	0.076	0.536	6.089	0.000

The regression equation can be formulated as:

$$\text{Speaking Score} = 43.756 + 0.461(\text{Self-Efficacy Score})$$

This indicates that for every one-point increase in self-efficacy score, the speaking score is expected to increase by 0.461 points, assuming other factors remain constant.

Discussion

The results indicate that students with high self-efficacy demonstrated patterns consistent with Bandura's (1997) theory of social cognition. Students with high self-efficacy tended to show greater willingness to speak, higher persistence during tasks, and lower fear of making errors. These students were more likely to engage actively in class speaking activities such as presentations and discussions, which are consistent with the notion that self-efficacy influences behavioral choices and engagement.

In practical classroom terms, high-efficacy students typically:

a. Volunteer to speak more frequently,
b. Speak with greater confidence and lower hesitation,
c. Maintain effort even when vocabulary is limited,
d. Respond more positively to feedback, and
e. Demonstrate resilience after making mistakes.

These characteristics align strongly with Pajares (1996), who explained that self-efficacy beliefs influence the goals learners set, the effort they invest, and the endurance they display when facing challenges. Moreover, Asakereh and Dehghannezhad (2015) emphasized that high self-efficacy learners are generally more autonomous and motivated to develop oral proficiency. Therefore, the present study confirms that high self-efficacy is reflected not only in psychological belief but also in observable classroom behavior.

The findings demonstrate that self-efficacy has a statistically significant and moderately strong relationship with speaking performance ($\rho = 0.536$, $p < 0.001$). This result supports Bandura's (1997) argument that self-efficacy affects performance through motivational and affective pathways. Students with higher self-efficacy are more likely to invest effort and persist longer in speaking activities, which provides them with greater practice opportunities and ultimately improves performance.

The regression results further show that self-efficacy predicts speaking performance and explains 28.7% of score variance. This indicates that self-efficacy is not merely associated with performance but also serves as a meaningful predictor. This finding resonates with previous studies in EFL contexts that highlight self-efficacy as a key psychological factor affecting language performance. Students who believe they can succeed are more likely to manage anxiety, use compensatory strategies (e.g., paraphrasing), and maintain fluency even under pressure.

From a pedagogical perspective, this suggests that improving speaking performance requires more than linguistic drills; it also requires systematic strategies to strengthen learners' confidence. This can be achieved through structured mastery experiences, peer modeling, supportive feedback, and anxiety reduction practices, which collectively promote stronger speaking self-efficacy and better speaking outcomes.

Taken together, the findings confirm the study hypothesis that students' self-efficacy is positively associated with speaking performance. Students with stronger self-beliefs tended to achieve higher speaking scores, and self-efficacy contributed significantly as a predictor of speaking achievement. These results strengthen the argument that speaking instruction should incorporate psychological empowerment and confidence building alongside linguistic content.

Importantly, since self-efficacy only accounts for 28.7% of performance variance, educators should also consider other factors, such as language exposure, speaking anxiety, classroom interaction quality, and instructional strategies, that interact with self-efficacy in shaping speaking success. Nevertheless, the moderate correlation suggests that interventions aimed at improving self-efficacy may yield meaningful improvements in students' speaking proficiency, especially in vocational school contexts where communicative competence is essential for professional readiness.

CONCLUSION

This study investigated the correlation between students' speaking self-efficacy and their speaking performance among eleventh-grade vocational high school students in Surabaya. Using a quantitative correlational design, data were collected from 95 participants through a Speaking Skills Self-Efficacy Beliefs (SSSEB) questionnaire and documented speaking test scores derived from descriptive text presentations. The overall findings confirmed that students generally demonstrated moderate to high levels of both self-efficacy and speaking achievement, suggesting that learners in vocational education possess a relatively adequate foundation for English oral communication.

The inferential analysis revealed a statistically significant, moderate positive correlation between self-efficacy and speaking performance ($\rho = 0.536$, $p < 0.001$). This result indicates that students with higher confidence in their speaking ability tended to achieve better speaking scores. Furthermore, regression analysis showed that self-efficacy significantly predicted speaking performance and accounted for 28.7% of the variance in students' speaking outcomes ($R^2 = 0.287$). This confirms that self-efficacy is not only associated with speaking achievement but also functions as a meaningful predictor of students' oral performance in EFL contexts.

These findings support Bandura's Social Cognitive Theory, which emphasizes that self-belief influences learners' motivation, persistence, emotional regulation, and willingness to engage in challenging tasks. The study therefore highlights the importance of integrating psychological empowerment into speaking instruction. Teachers are encouraged to strengthen students' self-efficacy through mastery experiences, supportive feedback, peer modeling, and anxiety-reduction strategies. Overall, improving students' speaking performance requires not only linguistic training but also deliberate efforts to cultivate confidence and resilience in oral communication.

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