

## Students' Emotional Intelligence and Self-Efficacy on The Speaking Performance in Politeknik Kesehatan Mimika

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Received: 24- June -2023

Revised: 27- July -2023

Accepted: 21- August -2023

### Abstract

The research aimed to find out the level of students' emotional intelligence, to reveal how emotional intelligence and self-efficacy affect the students' speaking performance, and to compare emotional intelligence and self-efficacy, which dominantly affect the students' speaking performance. This research was conducted in mixed method research. The instruments used in this research were a speaking test, questionnaire, and interview. The population were 35 students of Politeknik Kesehatan Mimika. The data were analyzed using the Likert scale, descriptive statistics, and ANOVA through SPSS 23 version. The result of this research showed that the level of students' emotional intelligence was at a very good level, while the level of students' self-efficacy was at an average level. The components of Emotional Intelligence affected the students' speaking performance were self-awareness, self-regulation, motivation, empathy, and relationship management. On the other hand, the dimensions of self-efficacy were not affecting the students' speaking performance. The Emotional Intelligence dominantly affected the students' speaking performance as evidenced by standardize coefficient (Beta) value 41.3 %, while the standardize coefficient (Beta) value of self-efficacy is 3.3%.

**Keywords:** Emotional intelligence, self-efficacy, speaking performance

### 1. Introduction

Speaking is one of the most important skills that requires much practice to transmit. Nunan (1995) said that obtaining speaking ability is the most important aspect of learning a second or unfamiliar language, and success is measured by the capacity to have a conversation in the language. It is acknowledged that the capacity to learn other languages will often be distinctive. In spite of the vast number of variables, such as motivation, demeanor, and personality types, that contribute to second or unknown language learning success, this study identifies a small number of significant factors that represent success in language learning and influence students' speaking ability. Self-efficacy enables individuals to appreciate others on a deeper level. In other words, emotional intelligence and self-efficacy play crucial roles in English language acquisition.

Emotional Intelligence impacts people's behaviors, although intellectual ability has little bearing on how individuals comprehend and respond to the emotions of others (Schutte et al., 1998). According to Barbara (2008), schools will fail to fulfill their objectives if they solely concentrate on academic education and school administration in their efforts to assist children achieve academic achievement. For students to get the greatest advantage from a teaching program, it is essential that they develop social and emotional intelligence.

Krashen (1981) noted that learning a foreign language is challenging, tiring, and fraught with tensions and strains for the students. As students are forced to communicate in a language other than their native tongue, the issues they face become more complex. Therefore, it is advantageous for students to be able to control their emotions in complex learning circumstances. Some may claim that academic achievement is dependent on intellect as measured by IQ. Goleman (1995) said that intellect only accounts for 20% of a person's achievement. Emotional Intelligence also contributes to this phenomenon (EI).

Significantly, it is considered that self-beliefs of capacity and self-worth relate to kids' academic accomplishment. In this respect, it is highlighted that students' efforts to attain academic objectives are often enhanced by their self-confidence. Their perceptions of their capacity to do certain activities encourage individuals to continue exerting effort and to persevere, particularly when obstacles are encountered (Bandura, 1986; Pajares, 1996).

In other words, self-efficacy is seen as a method through which individuals integrate and use their current cognitive, behavioral, and social abilities to complete a particular task (Shell et al., 1989). In the 1960s and early

1970s, field specialists started to place a greater emphasis on emotive variables in EFL environments. Self-efficacy is a significant component that relates to people's perceptions of their ability to plan and execute the actions necessary to achieve certain sorts of performance (Bandura, 1986).

Self-efficacy was drawn from Bandura's social-cognitive theory, which posited that an individual's perceptions about his or her talents had a substantial impact on future accomplishment. It has been studied in several disciplines and contexts and is supported by a growing corpus of research from numerous domains. Self-efficacy has been intensively examined in educational research over the last few decades, mainly in relation to academic achievement, motivation, and self-regulation. Self-efficacy research in EFL environments focuses on a number of characteristics, including language learning practices, language anxiety, inspiration, and language accomplishment.

There have been earlier studies on emotional intelligence and speaking English self-efficacy. Yunita (2014) performed the first research, titled "An Investigation into the Relationship Between Emotional Intelligence and Students' Speaking English Ability." The findings indicate that the students' emotional intelligence is mediocre, but their communication skills are excellent. There is a strong correlation between emotional intelligence and speaking skill. In addition, the outcome indicates that EI is a possible predictor of speaking ability. Multiple regression indicates that, among the other four EI components, self-control is the strongest predictor of students' speaking English ability.

The study about Self-efficacy in speaking English was conducted by Rosaria (2017), "*Students' Self-efficacy to Perform Speech in Public Speaking Class*". The findings of the study indicate that the elements demonstrating the students' self-efficacy impact their speaking performances. These were the students' strategies, their successes, and their peers' opinions. Although the kids have a high level of self-efficacy, they lack in some areas. In general, the more a person's self-efficacy, the greater their performance expectations. Thus, there are more opportunities to get greater results.

The final important research with reference is conducted by Serasi and Fransiska (2020), "*The Correlation between students' self-efficacy and speaking English Skills at Eight Grade of Junior High School 09 Bengkulu Tengah*". This research used correlation research to determine the relationships between two or more variables studied without any attempt to influence them. The finding showed a positive correlation between Students' Self-efficacy and speaking skills.

From the previous studies explained above, several studies have been undertaken on how emotional intelligence and self-efficacy impact speaking ability. The researcher attempts to combine emotional intelligence and self-efficacy characteristics in this study. This research's study that emotional intelligence and self-efficacy have a substantial influence on students' ability to speak English is incomplete. The capacity to speak English was a fascinating subject of discussion. Therefore, the researcher has identified emotional intelligence and self-efficacy as major factors on students' English-speaking proficiency.

Politeknik Kesehatan Mimika is one of excellent university at Papua. Based on researcher's observation, most students still got difficulties in learning English. They just began to study English at university, yet some students could win English competition among vocational university in Indonesia. For the reason, researcher was interested to find out the level of self efficacy and Emotional Intelligence of Politeknik Kesehatan Mimika students. Researcher was interested to find out the effect of self efficacy to the speaking performance and which one between emotional intelligence and self-efficacy, that dominantly affect their speaking performance.

## **2. Literature review**

### **2.1 The Theory of Emotional Intelligence (EI)**

According to Goleman (1995), emotionally intelligent persons have more control over their emotional impulses than those who lack emotional intelligence. They are conscious of their own emotions, thoughts, and expressions. They have compassion for the emotions of others and an understanding of how others think. They are capable of delaying satisfaction. They are often happy and upbeat. They comprehend the dynamics of a specific group with ease, and more crucially, they fit inside that group. In his four primary EI measures, Goleman (1998) proposes that the five components of emotional intelligence are self-awareness, self-regulation, motivation, empathy, and relationship management (Barzii; Slaski, 2003).

- 1) Self-awareness: A person is self-aware when he is aware of his current emotions and utilizes them to drive his decision-making, has a realistic evaluation of his talents, and has a solid sense of self-confidence.
- 2) Self-regulation: This entails regulating our emotions so that they support rather than hinder the work at hand; being mindful and deferring gratification, pursuing objectives, and recovering from emotional suffering effectively.
- 3) Motivation: This aspect of emotional intelligence is using a person's accessible innermost inclinations to motivate and direct him or her toward desired objectives, as well as to encourage initiative and perseverance. To progress and continue despite obstacles and displeasure.
- 4) Empathy is knowing what others are experiencing, understanding their viewpoint, and building rapport and attunement with a wide variety of individuals.
- 5) Relationship management Relationship management is exemplified by the ability to effectively regulate emotions, appropriately interpret social circumstances and networks, and connect with ease. For collaboration and teamwork, using these talents to persuade, lead, negotiate, and resolve disagreements. These EI components are crucial for transformative leadership.

## **2.2 The Definition of Self Efficacy**

Self-efficacy is one of the most significant components of self-knowledge. This is due to the fact that it influences the persons' determination of the activities they will take to reach a goal, as well as their evaluation of the many occurrences they will encounter. Bandura (2013) asserts that self-efficacy plays a crucial part in determining an individual's level of effort and his likelihood of achieving success. According to Maddux (2016), self-efficacy is a person's evaluation of his capacity to do a certain job and accomplish a desired outcome.

Individuals who have confidence in their talents are more likely to achieve success than those who consistently suffer failure. Bandura (2013) asserts that persons with a high sense of self-efficacy will attain a higher level of performance due to their strong drive, clear objectives, and capacity to accomplish tasks or behaviors effectively. Those with poor self-efficacy are less likely to attempt or choose collaboration in tough circumstances.

There are several facets of self-efficacy that have significant effects on performance. Bandura (1986) describes three characteristics of self-efficacy: size, strength, and generalizability.

### **1. Magnitude**

This dimension refers to the difference in someone's self-efficacy depending on the various demands. Self-efficacy magnitude measures the difficulty level (e.g., easy, moderate, and hard). An individual feels it is required to perform a certain task (Van der Bijl & Shortridge-Baggett, 2002). It means that something has to do with task difficulty and individuals believe they can handle it.

### **2. Strength**

Various experiences have many influences on someone's self-efficacy. Lack of experience will cause a lack of self-efficacy. Self-efficacy strength refers to the amount of conviction where an individual has been performing successfully at diverse levels of difficulty (Van der Bijl & Shortridge-Baggett, 2002). Strength refers to the degree of someone's confidence in believing their capabilities. This dimension refers to the degree of confidence in someone's belief or expectancy.

### **3. Generality**

Generality is the concept in which someone's self-efficacy is unlimited to the specific situation. It has something to do with similar behavior. The generality of self-efficacy refers to the degree to which the expectation is generalized across situations (Lunenborg, 2011).

## **2.3 Research Questions**

Based on the background study above, the researcher formulates the research problems as follows:

1. What is the level of students' emotional intelligence and self-efficacy in Politeknik kesehatan Mimika?
2. How does emotional intelligence influence students' speaking ability?
3. How does students' self-efficacy affect the students' speaking performance?
4. Which of these two variables, emotional intelligence and self-efficacy, dominantly affects their speaking performance?

### **3. Research Methodology**

#### **3.1 Research Design**

This study employed a mixed-methods design. It combined quantitative and qualitative methods by combining quantitative and qualitative data in a study (Gay, Mills, & Airasian, 2012). Moreover, according to Gay et al. (2012), mixed-method research tries to capitalize on the synergy and power of quantitative and qualitative research methodologies in order to get a deeper understanding than utilizing solely quantitative or qualitative approaches alone. Explanatory sequential design, also known as QUAN-Qual, was one of the mixed-method study designs used by the researcher.

#### **3.2. Population and Sample**

The participants in this study were first-semester nursing students at Mimika Politekes kesehatan. According to Burgess (2001), the population consists of all members of the study's target group. There were a total of 35 participants, comprised of two classes: Class A consists of 20 students, while Class B consists of 15 students. Because this study used a mixed method sequential explanatory design, the sampling procedure consisted of two distinct approaches. In the first phase of this quantitatively designed study, the researcher used volunteer sampling, meaning that the sample consisted of individuals who voluntarily participated in the survey.

#### **3.4. Instrument of the Research**

The researcher collected data using three instruments: a questionnaire, a speaking test, and an interview guide. The researcher used the leadership Toolkit (Leading Across London) questionnaire to measure emotional intelligence and the self-efficacy questionnaire by Asarekeh & Deghannezhad (2015) to measure self-efficacy. The evaluated speaking test was correlated with the findings of the emotional intelligence and self-efficacy questionnaires in order to determine their speaking abilities. Then, the subject presented in the speaking exam was relevant to the participant's future experiences. In addition, the interview may reveal information that cannot be gleaned from a questionnaire, or it may be used to validate the questionnaire and speaking test. It showed data that was absent from the questionnaire instrument. Therefore, it gained participants' perspectives more deeply.

#### **3.6. The technique of Data Analysis**

In Analyzing data questioner, the researcher utilized the leadership Toolkit (Leading Across London) for level of emotional intelligence and a formative self-efficacy questionnaire by Asarekeh & Deghannezhad (2015) for level of self-efficacy, where students could checklist the answer questionnaire point agree, disagree, no disagree, and strongly disagree.

This formula was utilized by the researcher to calculate the percentage data from the questionnaire. (2012): (Gay, Mills, & Airasian)

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

Note:

P = Rate Percentage

F = Frequency of the correct answer

N = Number of respondents

The test was meant to determine students' existing speaking knowledge. Students were given an oral examination by the researcher. Regarding the oral examination, the researcher separated the score into three criteria: correctness, fluency, and the total of all criteria was then divided into three categories. To determine the results of the oral exam. In the speaking exam, the study utilized the score by Heaton (1991) along with a few factors.

1) Scoring the students' speaking test

$$\text{A student's score} = \frac{\text{The gain score}}{\text{The maximal score}} \times 100\%$$

2) Computing the frequency and the rate percentage of the students' score.

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

Note:

P= A student's score

F= The gain Score

N= The maximal Score

The researcher analyzed the interview data using the theory of Miles, Huberman, and Saldana (2014), which is divided into four sections:

1) Data Acquisition

The researcher gathered interview data to explore the elements that impact students' emotional intelligence and speaking self-efficacy.

2) Data Display Following the collection of data via an interview, the data is transcribed into written transcripts and carefully reviewed many times. Then, all occurrences of emotional intelligence and self-efficacy were classified so that data could be reorganized to simplify comparisons across data in the same categories.

3) Data Condensation

Data condensation is the process of choosing, concentrating, simplifying, abstracting, or changing the data found in complete transcripts, papers, and other empirical materials. The researcher found and selected data pertinent to the study topics using data condensation.

## 4. Finding and Discussion

### 4.1 Result

The result of this research was gotten from questionnaire, speaking test, and interview.

#### 4.1.1 The Level of Students' Emotional Intelligence and Self-Efficacy in Politeknik Kesehatan Mimika

Table 1. The Recapitulation of Students' Score

No.	Variables	Total Score	Mean Score	Classification
1	Emotional Intelligence	6697	191.3	Very Good
2	Self-Efficacy	3039	86.8	Average

The preceding table demonstrated that the emotional intelligence of the students at Politeknik Kesehatan Mimika is exceptional. The total obtained score is 6697. Meanwhile, the average degree of self-efficacy among students is 3039 points.

#### 4.1.2 The Emotional Intelligence Affect the Speaking Performance of the Students

Table 2. The Frequency and Percentage of Students' Emotional Intelligence

No.	Score	Classification	Frequency	Percentage
1	215-250	Excellent	3	8.6
2	190-214	Very Good	13	37.1
3	165-189	Good	18	51.4
4	140-164	Average	1	2.9
5	115-139	Poor	0	0
6	1-114	Very Poor	0	0
<b>Total</b>			<b>35</b>	<b>100</b>

The data indicated that the majority of students (18 students) have high emotional intelligence. It continued with outstanding emotional intelligence. Only three students' scored exceptional emotional intelligence, while one student had medium emotional intelligence. There were no kids that exhibited a lack of emotional intelligence. The student's emotional intelligence at Politeknik Kesehatan prodi Mimika is exemplary, as seen in the table above. The total obtained score is 6697. Meanwhile, the average degree of self-efficacy among students is 3039 points.

Table 3. The Frequency and Percentage of Students' Speaking Performance

No.	Score	Classification	Frequency	Percentage
1	86-100	Excellent	10	28.6
2	76-85	Very Good	15	42.9
3	66-75	Good	10	28.6
4	56-65	Average	0	0
5	46-55	Poor	0	0
6	1-45	Very Poor	0	0
<b>Total</b>			<b>35</b>	<b>100</b>

The table presents the data about the frequency and percentage of students' speaking performance. There were 15 students (42.9%) with outstanding in speaking performance, with a score of 76-85. Ten students (28.6%) demonstrated an exceptional degree of comprehension. There were no additional students' in the performance level. It might be established that emotional intelligence affected the speaking performance of the students. Therefore, children with a high level of emotional intelligence would also have excellent speaking skills. The interview results below corroborate the data.

The interview outcome:

*"I can understand what I am feeling when I speak in front of people. Sometime that feeling influenced my performance, but I can control that feeling, for example by singing. I also able to motivate myself to do my best. When talking to others I know the feeling of my audience."* Student 1.

The outcome demonstrated that the student exhibits emotional self-awareness while communicating with others. They were able to self-regulate their emotions and motivate themselves. The interview also revealed that the students exhibited empathy and a decent rapport with the interviewees.

#### 4.1.3 The Students' Self-Efficacy Affect the Speaking Performance

Table 4. The Frequency and Percentage of Students' Self-Efficacy

No.	Score	Classification	Frequency	Percentage
1	120-140	Excellent	0	0
2	106-119	Very Good	2	5.7
3	92-105	Good	8	22.9
4	78-91	Average	15	42.9
5	64-77	Poor	10	28.6
6	1-63	Very Poor	0	0
<b>Total</b>			<b>35</b>	<b>100</b>

The table showed that most students (15) had an average self-efficacy of 42.9%. It followed that ten students had poor self-efficacy. Only a small number of students had very good and good self-efficacy.

Table 5. The Frequency and Percentage of Students' Speaking Performance

No.	Score	Classification	Frequency	Percentage
1	86-100	Excellent	10	28.6
2	76-85	Very Good	15	42.9
3	66-75	Good	10	28.6
4	56-65	Average	0	0
5	46-55	Poor	0	0
6	1-45	Very Poor	0	0
<b>Total</b>			<b>35</b>	<b>100</b>



The table presented that 15 students (42.9%) were excellent in speaking performance, with a score of 76-85. Ten students followed it (28.6%) students were at an excellent good level. There were no students in the rest of the performance level.

From the aforementioned findings, it can be stated that self-efficacy did not impact the speaking performance of students. Additionally, the data was validated by the interview outcomes shown below.

An example of interview results:

*"I believe with my ability when I got speaking test in every theme by searching to some sources. But, when my friends laugh at me when I am speaking, it makes me shame and sometime makes me cannot focus anymore. I also feel not confidence to speak with strangers. Maybe it influenced by my environment where there is no people who speak English. I like when I got appreciation in speaking from my friends and teacher"* Student 2.

From the interview results, it was possible to deduce that the task's difficulty had no effect on the student's sense of competence. On the other hand, the other factors, such as psychological factors, environment, circumstance, familiar audience, preparation, external incentives, and information on self-skill, influenced the students' self-efficacy table illustrates that most students (15) had an average self-efficacy of 42.9%. It followed that ten students had poor self-efficacy. Only a small number of students had very good and good self-efficacy.

#### 4.1.4 The Dominant Variable affect the Speaking Performance

On the basis of the results of data analysis using SPSS Version 23, the coefficients for the regression calculation were determined, and the subsequent regression equation was as follows:

$$Y = 44,4963 + 0,198X1 - 0,029X2$$

The above equation for multiple linear regression might be understood as follows:

1. According to the aforementioned multiple linear regression calculation, the Speaking Performance has a value of 44,963 if the Emotional Intelligence and Self-Efficacy scores remain constant.

2. The value of the Emotional Intelligence regression coefficient (X1) is 0.198 with a P (probability) value of 0.028 (0.05), indicating that there is a positive and significant influence of Emotional Intelligence on Speaking Performance of 0.198, such that if the Emotional Intelligence score increases by 1 point, the Speaking Performance score will increase by 0.198 points.

3. The regression coefficient value of Self-Efficacy (X2) is -0.029 with a P value (probability) of 0.857(0.05), indicating that there is no significant effect of Self-Efficacy on Speaking Performance. If the Self-Efficacy score increases by one point, the Speaking Performance score will decrease by 0.029 points.

4/ To determine the contribution of Emotional Intelligence and Self-Efficacy factors, the Standardized Coefficient (Beta) value was calculated. The Beta value for Emotional Intelligence is 0.413%, while the Beta value for Self-Efficacy is -0.033%. Therefore, the variable with the greatest influence on Speaking Performance is Emotional Intelligence, which accounts for 41.3% of the variance.

#### 4.2 Discussion

##### 4.2.1 The Level of Students' Emotional Intelligence and Self-Efficacy in Politeknik Kesehatan Mimika

The emotional intelligence of students at Politeknik Kesehatan Mimika is exceptionally high. High levels of emotional intelligence would encourage rigorous evaluations and improved performance. According to Goleman's (1995) view, those with emotional intelligence are at least somewhat better able to control their illogical impulses. In addition, the level of self-efficacy among students at Politeknik Kesehatan Mimika is ordinary. This result is consistent with Honicke and Broadbent's (2016) finding that academic self-efficacy is marginally associated with academic achievement. Several factors influenced this condition, including effort management, techniques for deep processing, and goal orientations.

The students have confidence in their abilities and capacity to manage challenging situations. In addition, kids with high self-efficacy will have superior performance because they are highly motivated, have well-defined goals, and are able to successfully accomplish activities or behaviors (Hardiyanti, Pammu & Nasmilah, 2022).

#### **4.2.2 The Emotional Intelligence Affect the Speaking Performance of the Students**

The emotional intelligence of the students at Politeknik Kesehatan Mimika was exceptional. It is also consistent with their speaking performance abilities. The speaking performance of students can be affected by five emotional intelligences: self-awareness, self-regulation, motivation, empathy, and relationship management (Goleman, 1988).

The students of Politeknik Kesehatan Mimika exhibit self-awareness. The students were aware of their emotions as they spoke. They would forget what they had to say if they were nervous, but the kids could control their emotions. They were aware of the steps necessary to boost their confidence. It improved their speaking performance grade. This conclusion is consistent with the findings of Silva and Flores (2021), who discovered that self-awareness does not directly effect students' performance in speaking, but it does influence their attitudes toward learning and self-perception. Thus, it may be argued that self-awareness has no direct effect on the speaking performance of students.

#### **4.2.3 The Students' Self-Efficacy Affect the Speaking Performance**

Students with greater self-efficacy are typically more confident in their abilities. Students with high self-efficacy are better able to self-regulate their learning and performance. In this study, the hypothesis H0 is supported whereas H1 is denied. Self-efficacy is not significantly influencing students' speaking performance improvement. This study revealed that the students at Politeknik Kesehatan Mimika possessed average to low levels of self-efficacy. In contrast, their oral performance was excellent. It indicates that self-efficacy had no significant effect on the speaking performance of the students.

The finding of this research is similar to the result of Sundari and Dasmo (2014), who discovered that self-efficacy did not significantly influence speaking actions. It suggests that the mean differences between moderate and low self-efficacy are minimal. Even while students with higher self-efficacy do better in speaking tasks, the difference between students with high and low self-efficacy is not statistically significant. Moderate or poor levels of self-efficacy have surprisingly little impact on the speaking actions of students.

It demonstrates that strong self-efficacy does not emerge naturally and motivates students to actively participate in speaking activities in front of the class. This result contradicts Shah et al. (2011), who found a substantial positive association between self-efficacy and writing performance among Malaysian secondary students. Speaking self-efficacy did not influence students' speaking activities in speaking class at Politeknik Kesehatan Mimika.

#### **4.1.4 The Dominant Variable affect the Speaking Performance**

H0 is acceptable, while H1 is not. In other words, neither emotional intelligence nor self-efficacy had a substantial effect on speaking performance. Students with a high level of emotional intelligence will have outstanding speaking skills. On the other hand, students' with high self-efficacy will not deliver an outstanding speech. This result contradicts the findings of Mouton et al. (2013), who discovered a positive correlation between emotional intelligence and self-efficacy in the sociability category.

### **5. Conclusion and Suggestion**

This chapter gives some study conclusions based on the data and findings presented in the preceding chapter. In addition, there are some suggestions for future research connected to the analysis of grammatical material.

#### **5.1 Conclusion**

The emotional intelligence of the students at Politeknik Kesehatan Mimika is exceptional, while their self-efficacy is average. The performance of students is affected by emotional intelligence due to aspects such as self-awareness, self-regulation, motivation, empathy, and relationship management. The high level of emotional intelligence of Politeknik Kesehatan Mimika students has had a major impact on the student's speaking



performance. The influence of self-efficacy on the speaking performance of students at Politeknik Kesehatan Mimika is negligible. The students of Politeknik Kesehatan Mimika's speaking performance at is mostly influenced by emotional intelligence, not self-efficacy.

## 5.2 Suggestion

The previous section's conclusions lead to various suggestions for future investigation. First, the research focuses exclusively on classroom speaking performance. The additional researcher can do study on the public speaking performance of students. Second, researchers can investigate an additional variable that affects speaking performance.

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