

Dwi Putri Sihotang (223306020026). 2025. *The Correlation Between Students' Self-Efficacy and Their English-Speaking Performance in Delivering a Monologue About Future Dreams: A Study at Ninth-Grade Students Of Smp Pgri 1 Medan*. Pembimbing: Yenita Br Sembiring, S.S., M.Hum. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Prima Indonesia.

ABSTRACT

This study aimed to investigate the relationship between students' self-efficacy and their English-speaking performance in delivering a monologue about future aspirations among 16 ninth-grade students at SMP PGRI 1 Medan. Self-efficacy, defined as students' belief in their ability to accomplish a task, is considered an important factor influencing language learning, particularly speaking skills, which require confidence, fluency, and organization. Despite receiving English instruction, students often encounter difficulties in expressing their ideas due to limited vocabulary, anxiety, and the influence of their native accents.

This study employed a quantitative correlational approach. Data on self-efficacy were collected through a structured questionnaire, while students' speaking performance was evaluated using recorded monologues. The relationship between the variables was analyzed using Pearson's Product-Moment Correlation to determine the extent to which self-efficacy influences students' speaking performance.

The results revealed a positive correlation between self-efficacy and speaking performance; however, the correlation was not statistically significant. This indicates that students with higher self-efficacy tended to demonstrate better speaking outcomes, although the relationship was not strong enough to draw definitive conclusions. The findings emphasize the importance of fostering self-efficacy through guided practice, feedback, and motivational activities to enhance students' speaking abilities. Moreover, this study provides insights into how psychological factors can influence language performance in monologue tasks.

Keywords: *self-efficacy, English-speaking performance, monologue, ninth-grade students, SMP PGRI 1 Medan*

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ABSTRAK

Penelitian ini bertujuan untuk meneliti hubungan antara self-efficacy siswa dengan kemampuan berbicara bahasa Inggris dalam menyampaikan monolog tentang aspirasi masa depan pada 16 siswa kelas IX di SMP PGRI 1 Medan. Self-efficacy, yang didefinisikan sebagai keyakinan siswa terhadap kemampuan mereka dalam menyelesaikan suatu tugas, dianggap sebagai faktor penting yang memengaruhi pembelajaran bahasa, terutama keterampilan berbicara yang membutuhkan rasa percaya diri, kelancaran, dan keteraturan. Meskipun menerima pembelajaran bahasa Inggris, siswa sering mengalami kesulitan dalam mengekspresikan ide akibat keterbatasan kosakata, kecemasan, dan pengaruh aksen bahasa ibu.

Penelitian ini menggunakan pendekatan kuantitatif korelasional. Data mengenai self-efficacy diperoleh melalui kuesioner terstruktur, sementara kemampuan berbicara siswa dievaluasi melalui rekaman monolog. Analisis hubungan antarvariabel dilakukan menggunakan Pearson's Product-Moment Correlation untuk mengetahui sejauh mana self-efficacy memengaruhi kemampuan berbicara siswa.

Hasil penelitian menunjukkan adanya korelasi positif antara self-efficacy dan kemampuan berbicara, namun korelasi tersebut tidak signifikan secara statistik. Hal ini mengindikasikan bahwa siswa dengan tingkat self-efficacy yang lebih tinggi cenderung menunjukkan hasil berbicara yang lebih baik, meskipun hubungan tersebut tidak cukup kuat untuk menarik kesimpulan yang pasti. Temuan ini menekankan pentingnya mendorong self-efficacy melalui praktik terarah, umpan balik, dan kegiatan motivasional guna meningkatkan kemampuan berbicara siswa. Selain itu, penelitian ini memberikan wawasan tentang bagaimana faktor psikologis dapat memengaruhi kinerja bahasa dalam tugas monolog.

Kata Kunci: *self-efficacy, kemampuan berbicara bahasa Inggris, monolog, siswa kelas IX, SMP PGRI 1 Medan*