

Selfism in Speaking: The Psycholinguistics Effect on EFL Learners Performance

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Abstract

Self-belief systems, particularly self-efficacy (SE) and self-regulation (SR), have been increasingly recognised as key psychological factors in successful oral communication. However, studies examining how multiple self-beliefs operate collectively to influence speaking performance are still scarce. This study addresses this gap by examining the impact of selfism on EFL speaking performance. In conducting this research, a quantitative path analysis design was employed with a sample of 100 English learners at a university level. The data were collected through SE and SR questionnaires and speaking tests. Then Partial Least Squares Structural Equation Model (PLS SEM) was used to analyse the data. The study's results demonstrate that self-belief systems, both SE and SR, significantly influence learners' proficiency in spoken communication. Notably, learners with adept SR skills tend to exhibit heightened SE in their speaking performance. This phenomenon underscores that the favourable effect of SE on learners' speaking prowess is mediated by the intermediary factor of SR, as substantiated by a negligible coefficient of 0.000. This finding suggests speaking with teachers to create a teaching-learning process that increases learners' self-belief systems.

Key words: speaking selfism, speaking performance, EFL learners

Introduction

Speaking is widely acknowledged as crucial and the most challenging productive skill. The difficulties stem from aspects of English foreign language learning (Sakka, 2016; Leong & Ahmadi, 2017); it requires not only linguistic competence but also psychological readiness (Nasution & Nissa, 2014) and strategic control over the learning process (Richard, 2008). During a speaking task, it is imperative for the speaker to possess immediate access to the pertinent knowledge necessary for generating the suitable language within a limited timeframe. Additionally, the speaker must enhance the communication's comprehensibility for a wider audience. Thus, factors affecting a speaker's performance include self-efficacy, anxiety, self-regulation, and self-confidence (Woodrow, 2006; Bashir, Azeem & Dogar, 2011). These internal factors can be categorized under the broader construct of selfism, representing a set of self-related psychological mechanisms that collectively shape learners' speaking performance.

Within this framework, self-belief systems, particularly self-efficacy (SE) and self-regulation (SR), have been increasingly recognized as important factors in learners' speaking performance. They become the key determinants of successful oral communication (Zhang & Ardasheva, 2019) and English learning success (Ghorbandordinejad, 2017). SE, grounded in Bandura's cognitive theory (1997), refers to learners' belief in their capabilities to effectively execute and coordinate the necessary actions to achieve desired levels of performance. A strong sense of SE has been associated with higher effort, persistence, strategic engagement, and improved speaking performance (Arlinda, 2022; Lelita, 2016; Maharani, 2022). However, empirical evidence remains inconclusive, as several studies have reported weak, non-significant, or even negative relationships between SE and speaking performance or speaking-related anxiety (Khotimah et al., 2023; Yusuf, 2025; Suryanto, 2024; Rahmy

& Herniawati, 2024; Yogasuria, 2023), suggesting that SE alone may not sufficiently explain speaking outcomes.

Alongside self-efficacy (SE), self-regulation (SR) is considered central to successful language learning as one of the self-belief systems. As it reflects learners' ability to plan, monitor, and evaluate their own learning behaviour (Zimmerman, 2002). Learners with high SR tend to employ metacognitive strategies, set speaking goals, reflect on progress, and adjust learning action as difficulties arise; they demonstrate better control over anxiety, more effective strategy use, and stronger speaking performance (Teng & Zhang, 2021). While several studies confirm a positive association between SR and speaking performance (Abbasi & Nosratinia, 2018; Mahmoodi & Karampour, 2019), others indicate inconsistent or context-dependent effects, revealing that high and low performers may not differ significantly in overall SR levels but rather in the sequencing and orchestration of regulatory strategies (Mahjoob, 2015; Rodriguez et al., 2022). These mixed findings point to the need for a more integrative explanatory model.

The key novelty of the present study lies in its integrative conceptualisation of selfism, moving beyond the dominant fragmented approach that examines SE and SR as isolated predictors. This fragmented approach leaves a gap in understanding how these two dimensions of selfism collectively shape speaking outcomes in EFL settings. Despite extensive research on SE and SR independently, empirical investigations examining their joint, interactive, and potentially mediating contributions to EFL speaking performance remain scarce. Existing studies rarely acknowledge that SE and SR are dynamically interconnected and mutually reinforcing components of a unified self-belief system. This conceptual gap limits a comprehensive understanding of how learners' internal psychological resources collectively shape speaking performance.

Thus, this study addresses the gap by examining the direct and indirect contribution of selfism—conceptualised through SE and SR—in shaping the speaking performance of EFL learners. By positioning SE and SR within a single explanatory framework, the present study offers a novel psycholinguistic perspective on EFL speaking, providing empirical evidence on how intertwined self-belief mechanisms operate together rather than in isolation. By doing so, the findings are expected to contribute theoretically to selfism research and pedagogically to the design of EFL speaking instruction that systematically nurtures both learners' SE and their regulatory capacities.

Literature Review

Speaking Performance

Speaking is a form of speech production that is integrated into everyday routines and entails interpersonal engagement. The term "speaking" refers to a communicative process by which individuals exchange information, ideas, and emotions. Hence, those with effective communication skills can engage with a wide range of individuals (Sakka, 2016). Some psychological aspects are included in the process. For this reason, several research studies identify some factors affecting students' speaking performance (Leong & Ahmadi, 2017; Tuan & Mai, 2015; Nation & Newton, 2009).

The first factor is pertinent to performance conditions such as time pressure, planning, and the amount of support. Those bring different results of learners' performance (Nation & Newton, 2009). Giving enough time for learners to complete a speaking task enables them to access both their explicit and implicit grammatical knowledge and thus improve the quality of their spoken output. In addition, planning supports language production by allowing for the completion of some tasks ahead of time, which reduces the amount of work that needs to be done during the activity. Then learners are under more pressure to perform well if they must speak in front of an audience and if they know that their performance will be evaluated.

The next are affective factors such as second language acquisition, motivation (Dincer

and Tesilyurt, 2013), self-efficacy, anxiety (Woodrow, 2006; Bashir, Azeem & Dogar, 2011), students' regulation, and self-confidence. Listening ability is also another factor that can affect speaking performance. Learners should comprehend what they hear in order to have successful communication (Leong & Ahmadi, 2017; Tuan & Mai, 2015). The last factor is the topical knowledge. Learners who understand clearly about the topic discussion will find it easy to deliver information about it because they are familiar with it. Feedback also can affect students' performance in speaking. The way the instructor gives feedback will affect how the learners continue their speaking. The last factor is linguistic components like phonology, syntax, semantics, and vocabulary, and psychological factors such as motivation and personality (Leong & Ahmadi, 2017; Mahripah, 2014).

Self-Efficacy

Several experts define self-efficacy (SE) similarly. It refers to an individual's belief in his/her capacity to successfully complete a certain action (Desmaliza & Septiani, 2017). In the realm of academia, it plays a crucial role in enabling learners to gauge the level of effort, resilience, and persistence required to complete a given task (Hetthong & Teo, 2013).

SE has some dimensions that have important implications in it, such as magnitude, strength, and generality (Bandura, 1998). Magnitude refers to how the people decide the difficulty level of the task that they face. They seem to choose the easier one over something more difficult. Students' strength comes from their experience in doing the task. It is related to the sources of self-efficacy, vicarious experience. It means that this dimension refers to people's degree of confidence in believing their capability to do certain tasks. The next dimension is generality, which can be defined as the degree to which the expectation is generalised across situations. The people may believe they will finish the challenge only in certain areas and situations.

Self-Regulation

In understanding self-regulation (SR), almost all experts refer to Zimmerman's definition. It is someone's ability to devise thoughts, feelings, and actions that lead to goal attainment (Zimmerman, 2002). It is the people's personal activity, cognition, emotion, and systematic behaviour, and they are sustained to achieve the goals (Gorgos & Tican, 2019). They can plan, organise, observe, supervise and evaluate the learning process to reach what they want. Highly regulated individuals can adapt to different circumstances and solve problems while tackling a task with assurance, persistence, and purpose (Zimmerman, 2002; Mahmoodi & Karampour, 2019; Abbasi & Nosratinia, 2018).

SR has four dimensions: motivation and action to learning, planning and goal setting, strategies for learning and assessment, and the lack of self-directedness. The motivation in acting on certain tasks of learning is important for students' self-regulation. It will make them decide what plan and goal they want to reach. In the process of reaching the goal, strategies are needed. The success of them can be seen after having an assessment. The lack of self-directedness also will have an impact on the self-regulation of students. Their self-regulation level will decrease when they prefer to wait for other people to do something for them (Zimmerman, 2002).

Research Method

The aim of this study was to examine the direct and indirect contribution of selfism—conceptualised through SE and SR—in shaping the speaking performances of EFL learners. Then the quantitative research approach, specifically employing a path analysis methodology, was employed. Path analysis is a research methodology employed to examine the association patterns across variables (Riduwan and

Kuncoro, 2017). This analysis can demonstrate both the direct and indirect impact of an independent variable (exogenous) on a dependent variable (endogenous). Path analysis is a robust approach that offers researchers the ability to examine both direct and indirect effects concurrently while considering various independent and dependent variables. The present study employed path analysis to examine the relationship between variables, incorporating a mediating variable in the analysis. The present investigation encompassed exogenous (SE), endogenous (speaking performance), and moderating factors (SR) used to know the indirect contribution.

Participants

A total of one hundred (100) second-year students from a university in Indonesia participated in this study. The participants were selected using a random sampling technique. This approach was employed to ensure that the sample adequately represented the target population.

Research Instrument and Data Collection

In collecting the data, three instruments were used. The first instrument was the self-efficacy questionnaire (SEQ), which measured students’ SE in speaking. This questionnaire was adopted from Saedi and Farchi (2015), which consisted of twenty-nine (29) items and was based on the Likert scale, which measured the scores in 5 scales, ranging from 0 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire blueprint is presented in Table 1. Based on the result of the tryout, all of the questionnaire items were valid, and the questionnaire was reliable to be used because the Cronbach’s Alpha value was 0.976.

Table 1 Blueprint of SEQ

Subscale of SE	Number of Item
Mastery Experiences	2, 3, 8, 11, 13, 15, 18, 20, 26, 29
Vicarious Experiences	12, 16, 19, 22,
Social Persuasion	4, 5, 6, 7,
Physiological and Emotional Stage	1, 4, 9, 10, 14, 17, 21, 23, 24, 27, 28

The second instrument used was the self-regulation questionnaire (SRQ), which aimed to measure the students’ SR in speaking. This questionnaire was adapted from Turan, Demirel and Sayek (2009), which consisted of twenty-nine (29) items and was based on a five-point Likert scale ranging from “strongly disagree” to “strongly agree”. The blueprint of the questionnaire is presented in Table 2. Based on the result of the tryout, all of the items were valid and reliable. The Cronbach’s Alpha value of this questionnaire was .980. Both questionnaires, SEQ and SRQ, were distributed via Google Forms to the participants.

Table 2 Blueprint of SRQ

Subscale	Number of Item
Motivational Strategies	1, 2, 3, 4
Metacognitive Strategies	5, 6, 7, 8, 9, 10, 11, 12
Cognitive Strategies	13, 14, 15, 16, 17, 18, 19
Management Strategies	20, 21, 22, 23, 24, 25, 26, 27, 28, 29

The last instrument used was the speaking test, which aimed to measure students’ speaking performance. The speaking test was adapted from IELTS speaking test part

2. The participants were given a topic card and had to speak about it for 3-5 minutes. They also had 1 minute to prepare what they wanted to talk about. The topics were a book they recently read, advice they recently received, the favourite member of their family, and their interesting hobby. The speaking test was recorded as data for assessment by rater 1 and rater 2 to determine the final score for participants' speaking performance. The rubric of speaking assessment, which consisted of fluency, pronunciation, vocabulary, grammar, and details, was used.

Data Analysis

After being collected and tabulated, all data were analyzed using SPSS 25 to obtain descriptive statistics and results from prerequisite tests (normality, linearity, and linear regression). To assess the direct and indirect contributions among variables, the Partial Least Squares Structural Equation Model (PLS SEM) was employed. It was chosen because it did not require specific distributional assumptions and could be used with small samples (Ghozali & Latan, 2015). To calculate it, the researcher used SmartPLS 3.0. The proposed model of the selfism contribution to learners' speaking performance is in Figure 1.

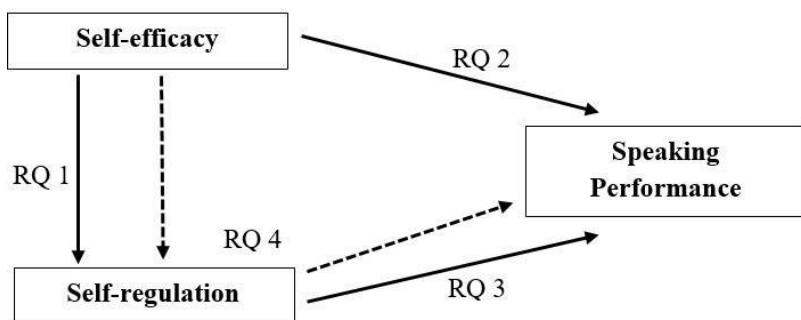


Figure 1. The Proposed Model

RQ 1: the arrow of direct contribution of SE toward SR

RQ 2: the arrow of direct contribution of SE toward speaking performance

RQ 3: the arrow of direct contribution of SR toward speaking performance

RQ 4: the arrow (dashes lines) of indirect contribution of SE toward speaking performance mediated by SR

Results

The results of the descriptive statistics analysis can be found in Table 3. One hundred participants completed the SEQ, SRQ and speaking test. From the result of SEQ, it can be seen that the range score from the minimum (42) to the maximum (145) score was 103. It also revealed that the mean score was 114.74, and the standard deviation was the number 18.658. It was included in the high level of SE. Then from the result of the SRQ, it can be seen that the range between the minimum (46) and the maximum (144)

Table 3 Descriptive Statistics of SE, SR, and speaking performance

	N	Range	Min.	Max.	Mean	SD	Variance
SE	100	103	42	145	114.74	18.658	348.114
SR	100	98	46	144	113.96	19.122	365.655
Speaking	100	12.5	10	22.5	16.320	2.3821	5.674

score was 98. The mean score was 113.96, and the standard deviation was 19.122. It was included in the high level of SR. Lastly, from the speaking test results, the range was 12.5, from the lowest (10) to the highest (22.5). The mean score was 16.320, and the standard deviation was 2.3821. It was included in a good level of speaking performance. In addition, the result of the inter-rater reliability of raters 1 and 2 was 0.891, which means that the correlation was very strong.

To assess normality for the path analysis prerequisite, the Kolmogorov-Smirnov test was conducted (Table 4). Based on Table 4, none of the data was normal because their significant values were lower than 0.05. The SE distribution was not normal because the p-value was 0.000, which was lower than 0.05. Next, the SR data did not follow a normal distribution because the p-value was 0.000, which was lower than 0.05. Lastly, the speaking performance data also were not in normal distribution because the significance number of it was 0.007, which was lower than 0.05. Since the data were not normal, the Partial Least Squares Structural Equation Model (PLS SEM) was employed.

Table 4 Normality test of SE, SR and Speaking Performance

		SE	SR	Speaking
N		100	100	100
Normal Parameters ^{a,b}	Mean	114.74	113.96	16.320
	SD	18.658	19.122	2.3821
Most Extreme Differences	Absolute	.232	.180	.107
	Positive	.121	.070	.063
	Negative	-.232	-.180	-.107
Test Statistic		.232	.180	.107
Asymp. Sig. (2-tailed)		.000 ^c	.000 ^c	.007 ^c

The linearity test was to know the arrow of the linearity between the independent and dependent variables. It was done by using ANOVA (test for linearity). The result is in Table 5. It can be said to be linear if the significance value of deviation from linearity was greater than 0.05. Based on the result of the first analysis, it showed that the significance value of deviation from linearity was .270. It meant that there is linearity between SE and speaking performance. It is because the significance value of deviation from linearity was higher than .05. Second, the result of the linearity test between speaking performance and SR was .373. It can be concluded that there is positive linearity between speaking performance and SR because the significance value of deviation from linearity was greater than .05.

Table 5 The Linearity Test (ANOVA Test Result)

Linearity between	Sig.
SE and Speaking Performance	.270
Speaking Performance and SR	.373

Next, the linear regression aimed at predicting the significance and the degree of the exogenous variable in explaining the endogenous variable. The results of the linear

regression of SE and speaking performance, and the linear regression of SR and speaking performance are in Table 6. It showed that the correlation between SE and speaking performance was high. This high correlation was indicated by an R value of 0.556. The R-square indicated the effectiveness of the regression model in explaining the relationship between self-efficacy (SE) and speaking performance. The R-square was 0.309, indicating that self-efficacy accounted for 30.9% of the variance in speaking performance. The significance values of the regression showed .000, which was lower than .05. It can be concluded that there was a positive significant effect of SE on speaking performance. Based on Table 6, the correlation between SR and speaking performance was high. It was because the R value revealed 0.563. The R-squared revealed how well the regression model was by the interaction between SR and speaking performance. The R-square was 0.317; that meant the SR influenced the speaking performance by 31.7%. The significance value of the regression showed .000, which was lower than .05. It can be concluded that there was a significant effect of SR on speaking performance.

Table 6 The Linear Regression Test Result

	The Coefficient Correlation Result		The Significance Value of the Regression
	R value	R square	
Between SE and Speaking Performance	.556	.309	.000
Between SR and Speaking Performance	.563	.317	.000

Two submodels in analysing PLS-SEM, namely the measurement model (outer model) and the structural model (inner model), were used in this study. Out-of-model evaluation is used to know the validity and reliability of the model. The indicators were evaluated through validity and also composite reliability through Cronbach's alpha. The convergent validity test can be evaluated from the loading factor value of every indicator. The loading factor value should be more than or equal to 0.70, and the Average Variance Extracted (AVE) should be more than 0.5. The result showed that all of the indicators in SEQ fulfilled the criteria of convergent validity because the loading factor showed the number more than 0.70 (see Figure 2). The results also showed the same conclusion for the loading factor of SRQ. The loading factor of every indicator of it was more than 0.70. It means that the SRQ fulfilled the convergent validity criteria.

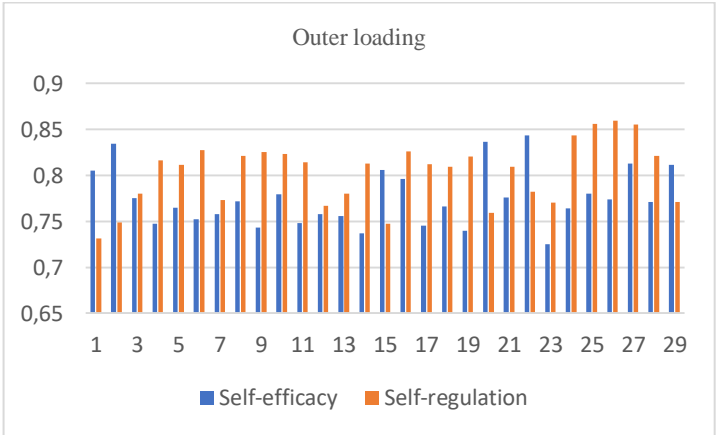


Figure 2 Outer loading

Average Variance Extracted (AVE) reflected the average communality for each latent factor in a reflective model. The AVE of the SE variable was 0.602, and the AVE of the SR was 0.645. Because all of the AVE of every variable was more than 0.5, it can be concluded that every indicator represented the variables or was valid (Figure 3).

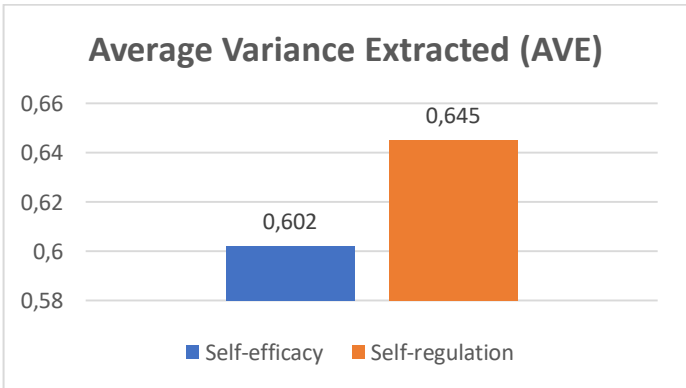


Figure 3. Average variance extracted (AVE)

A reliability test shows how accurate and consistent the instrument use is. To determine it, the researcher calculated the Cronbach's Alpha. The instrument was reliable if the Cronbach's alpha of every variable is more than 0.70. Figure 4 presents the result of Cronbach's Alpha reliability analysis. From Figure 4, the Cronbach's Alpha of SE was 0.976 and SR was 0.980. All of the variables had Cronbach's Alpha more than 0.7. It can be concluded that all of the instruments were reliable.

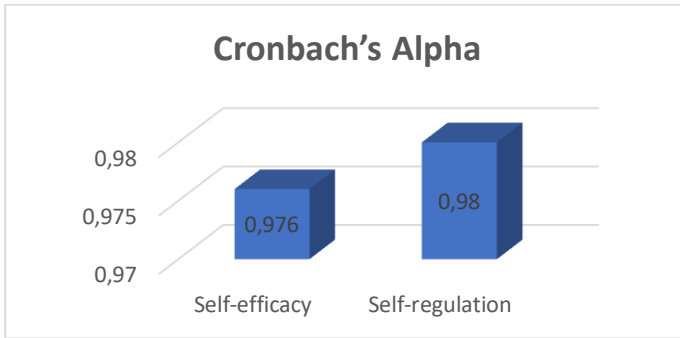


Figure 4 Reliability analysis result

Inner model evaluation aimed to predict the relationship between latent variables. The inner model was evaluated by using R-square (Table 7). Then, the significant value was used to know the effect between variables through the bootstrapping procedure. The inner model can be seen in Figure 5.

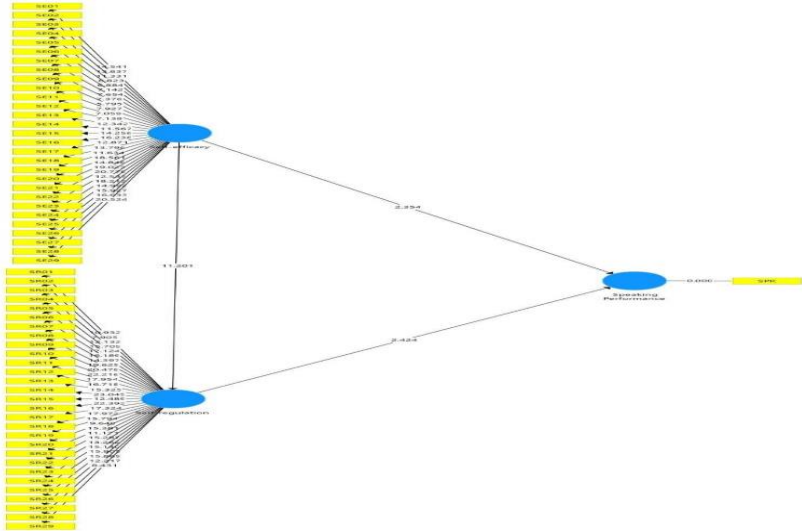


Figure 5 Inner model

Table 7 R-square

	R Square	R Square Adjusted
Self-regulation	0.645	0.641
Speaking Performance	0.353	0.340

The R-square in Table 7 was used to see the effect of variable SE on SR and SR on speaking performance. Based on the analysis result, it can be explained that the effect of SE toward SR was 0.645, or 64.5%. Then the effect of SE and SR on speaking performance was 0.353, or 35.3%.

Table 8 NFI analysis

	Saturated Model	Estimated Model
SRMR	0.067	0.067
d_ ULS	7.982	7.982
d_ G	10.540	10.540
Chi-Square	3.761.667	3.761.667
NFI	0.563	0.563

The NFI value in Table 8 showed the number 0.563. The model can be concluded to be a good model if the NFI value is more than 0.1. So the model of this research is good. The purpose of this study was to examine the relationship among variables. To get the answer to it, the researcher was doing hypothesis testing by calculating the data into SmartPLS 3.0. This calculation was used to examine the contribution between variables through a bootstrapping procedure. The null hypothesis can be rejected if the significant value was lower than 0.05 and the t-statistic was higher than 1.96 (Ghazali and Latan, 2015). It meant that there was a significant direct contribution between variables. The test result of the path coefficient is in Table 9.

Table 9 Path Coefficient

	Original Sample (O)	Sample Mean (M)	SD	T Statistics ((O/SD))	P Values
Self-efficacy -> Self-regulation	0.803	0.805	0.072	11.201	0.000
Self-efficacy ->Speaking Performance	0.294	0.295	0.125	2.354	0.019
Self-regulation - > Speaking Performance	0.332	0.324	0.137	2.424	0.016

1. The Direct Contribution of SE toward SR

Based on the table above, SE toward SR had a t-statistic of 11.201 that was higher than 1.96. Next, the p-values of it showed the nominal 0.000, which was lower than 0.05. It can be concluded that the null hypothesis can be rejected; there was a significant direct contribution of SE toward SR. The original estimate showed 0.803.

2. The Direct Contribution of SE toward Speaking Performance

The next was about the direct contribution of SE toward speaking performance. The t-statistic on the table showed 2.354; it was higher than 1.96. The p-value of it was 0.019, which was lower than 0.05. From the data above, it can be concluded that the null hypothesis can be rejected; there was a significant contribution of SE toward speaking performance. The original estimate showed 0.294.

3. The Direct Contribution of SR toward Speaking Performance

In the row of SR toward speaking performance above, it showed that the t-statistic of it was 2.424, which was higher than 1.96. Then, the p-value of it was 0.016, which was lower than 0.05. It can be concluded that the null hypothesis can be rejected; there was a significant contribution of SR toward speaking performance.

4. The Indirect Contribution of SE through SR toward Speaking Performance

The indirect contribution test was used to determine the contribution of the independent variable to the dependent variable through the intervening variable. It can be known by seeing the output of a specific indirect effect. It can be said that there is significant indirect contribution if the significant value (p-value) was lower than 0.05 and the t-statistic was more than 1.96. Table 10 was the result of indirect effect analysis. Based on the table, SE toward speaking performance through SR got the t statistic 2.326, which was more than 1.96. Then, the P value of it was 0.020, which was lower than 0.05. It can be concluded that the null hypothesis can be rejected, and there was a significant indirect contribution of SE toward speaking performance through SR.

Table 10 Indirect Effect

	Original Sample(O)	Sample Mean (M)	SD	T Statistics ((O/SD))	P Values
Self-efficacy -> Self-regulation -> Speaking Performance	0.266	0.260	0.115	2.326	0.020

Discussion

The analysis yielded significant and robust findings, indicating a substantial direct impact on both self-belief constructs. The calculated t-statistic of 11.201 surpasses the critical value of 1.96, with a remarkably low p-value of 0.000, clearly falling below the significance threshold of 0.05. The initial sample assessment yields a strong positive estimate of 0.803. This result underscores a pronounced contribution. This observation is consistent with established theory suggesting that students with elevated self-efficacy levels are more likely to utilise self-regulated learning strategies. Such students demonstrate a propensity for determined effort and a resilient attitude in the face of challenges, culminating in enhanced outcomes, as previously suggested by Bai and Guo (2018). It is worth noting that SE's influence extends to learners' overall learning behaviour, while the reciprocal relationship between SE and strategy employment further emphasises its significance.

Furthermore, the impact of SE extends its reach to learners' strategic choices. Positive SE levels activate self-regulation processes that span multiple stages, including proactive planning, precise goal setting, diligent self-monitoring, thorough self-evaluation, and adaptive corrective actions (Bai and Guo, 2018; Ghonsooly, Ghaniz, and Adeb, 2013). These cumulative effects corroborate the intricate interplay between SE and SR, accentuating their collective role in facilitating effective learning strategies. To create a good SR, the students should also have a good SE. This result aligns with the previous studies (Yazdizadeh, Shakibaei, and Namaziandost, 2020; Lelita, 2016) that SE had a positive relationship with SR among undergraduate learners. Learners who enhance their SE beliefs will become skilled at regulating and controlling challenging activities in the language learning process. Students' SE gives direct effect to their SR. This belief influences some aspects. One of them is strategy. High-SE students are likely to take some useful actions and have higher commitment to finishing their goals.

In addition, it can be inferred that SE has a substantial role in directly influencing the speaking performance of students. The t-statistic obtained in the analysis was 2.354, which is above the critical value of 1.96. The p-value was 0.019, which is below the usual threshold of 0.05, indicating statistical significance. Furthermore, the contribution was deemed inadequate because the original sample had a positive

estimate of 0.294. Self-efficacy (SE) influences individuals' confidence in their ability to complete specific tasks or navigate particular circumstances.

This result aligns with a previous study, which found that students with a strong sense of SE tend to exert greater effort during task performance (Asakereh, Dehghannezhad, 2015). This finding supports the notion that SE beliefs play a substantial role in students' speaking performance (Febriani and Kurnia, 2019). Students see SE as a crucial attribute that individuals should possess, as it significantly enhances students' speaking proficiency. High levels of SE have been found to make a substantial impact on individuals' speaking performance. In addition, SE contributes to learners' speaking performance, as their belief in their ability can lead to better speaking and reduce their fear of speaking. The learners will be more confident, and their performance in speaking will be better. It is in line with the previous study that SE was the strongest predictor of academic achievement (Ozer and Akcayoglu, 2021). The students with low SE level caused the learners to be shy, run away from the task and give up easily. Students with high SE will perform better in speaking. Having good SE reduced students' hesitation or fear of speaking English. They do not get interrupted during their speaking performance because they feel confidence and belief in their ability to finish the performance.

Based on the statistical analysis, it can be concluded that SR has a significant direct contribution toward speaking performance. It is because the t-statistic was 2.424, which is more than 1.96, and the p-value was 0.016, which is lower than 0.05. Moreover, it has a positive contribution because the original sample estimate is positive in the number 0.332. SR is one of the best indicators of achievement and skill in learning. It includes the self-initiated work and self-promoted skills of students (Gorgos & Tican, 2019). Speaking itself is undoubtedly one of the most important productive skills in language learning. To have good speaking performance, the students have to have the required mastery over it so they can communicate in a foreign language effectively. It also makes speaking challenging because they need quick access to all relevant knowledge to produce language quickly. From this situation, their SR will contribute to their speaking. Students with good SR will have a well-planned learning strategy. SR is a self-directive process by which the students transform their mental abilities into academic ones. They set goals, observe, and reflect on all of their strategies used.

This study revealed that SR has a contribution to students' speaking performance. The students will be more active in the learning process if they have high SR skills; they use more various learning strategies, including motivational and metacognitive strategies, in order to achieve their goal in learning (Junaštková, 2024; Andriyani et al., 2024). SR capability also enables learners to control their behaviour. They feel that it is necessary to evaluate their strategies during the learning process. Self-regulated students are insistent on their efforts for learning and change their strategies if necessary (Lavasani, Mirhosseini & Davoodi, 2011). In this case speaking performance is their goal, and their SR has the important rule because it gives the positive contribution to learners' speaking performance.

Finally, it can be inferred that SE has a substantial role in directly influencing self-regulation. The t-statistic obtained in the analysis was 2.326, which exceeds the critical value of 1.96. Additionally, the p-value was 0.266, indicating statistical significance, as it falls below the conventional threshold of 0.05. Furthermore, it is worth noting that the original sample has a positive contribution, since the estimated value is 0.266. Self-efficacy beliefs refer to students' conviction that they can achieve commendable performance in specific activities, thereby fostering their motivation to exert diligent effort to achieve favourable outcomes. Students who are highly motivated are likely to show greater engagement in class and achieve greater success in their academic endeavours. Individuals exhibit a heightened level of enthusiasm while engaging in social interactions with others (Paradewi, 2017; Lelita, 2016).

Students with strong SR skills are more motivated to achieve academically, leading to better learning outcomes and greater success in the strategies they use to attain their objectives. Students who possess higher levels of SE are more likely to exhibit more motivation and actively pursue strategies to attain their goals. It contributes to their performance in spoken communication.

Conclusion

In essence, this study contributes to a deeper understanding of the complicated relationship between multiple self-beliefs (SE and SR) and speaking performance among EFL learners. Through meticulous investigation, the findings become evident that learners endowed with heightened SE exhibit a propensity to employ diverse strategies (SR), enriching their arsenal in pursuit of their goals. More importantly, this study confirms the direct contribution of SE to speaking performance, highlighting the pivotal role of confidence in reducing learners' fear of speaking. In addition to this direct relationship, the study makes a significant theoretical contribution by demonstrating the role of SR—encompassing cognitive, metacognitive, management, and motivational strategies—as both a direct predictor of speaking performance and a mediating variable between SE and speaking performance. This mediating effect clarifies the underlying mechanism through which SE enhances speaking performance, showing that strong SE not only directly influences performance but also fosters effective self-regulatory behaviours that lead to continuous improvement over time.

From a practical perspective, the findings offer important implications for EFL pedagogy. Educators and curriculum designers are encouraged to incorporate instructional strategies that explicitly strengthen learners' SE, as this can directly improve speaking performance and indirectly promote more effective SR. Such integration may foster more confident, autonomous, and strategically aware EFL learners.

Despite these contributions, this study acknowledges certain limitations. The relatively limited number of participants suggests that the findings should be interpreted with caution. Future research is therefore recommended to involve larger samples and incorporate qualitative data to provide a more comprehensive and nuanced assessment of the relationships examined, as well as to explore contextual and psychological factors that may further shape the dynamics between SE, SR, and speaking performance.

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