SELF-EFFICACY, ANXIETY, AND EMOTIONAL INTELLIGENCE: DO THEY CONTRIBUTE TO SPEAKING PERFORMANCE?

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Article Info	Abstract
Article History Received: January 2024 Revised: March 2024 Published: April 2024 **Keywords** *Self-efficacy;* *Anxiety;* *Emotional Intelligence;* *Speaking Performance;*	*Speaking demands self-confidence and composure when dealing with other people. Furthermore, communicating in English is a big barrier for many students due to self-efficacy, anxiety, and emotional intelligence. This study examined direct and indirect variable contributions. This path analysis study used multiple regression and mediated model. This study involved 128 of the tenth graders students at SMA Senopati, Sidoarjo. To collect the data, the instruments used a closed-ended questionnaire about self-efficacy, anxiety, emotional intelligence and speaking test. This study yielded seven conclusions. First, self-efficacy had a weak effect on speaking performance (estimate =.128, p-value.000). The estimate value of.506, p-value.001, showed that self-efficacy contributes significantly to emotional intelligence. Anxiety's contribution to emotional intelligence was minimal (estimate value -.397, p-value.005). The fourth finding showed that anxiety directly affects speaking performance (estimate value -.069), p-value.000. The fifth finding showed that emotional intelligence had a weak effect on speaking performance (estimate value.034, p-value.004). Significant indirect influence of self-efficacy through emotional intelligence on speaking performance (Sobel test=2.1220>1.96, p-value 0.033<.05). Anxiety indirectly affects speaking performance through emotional intelligence (Sobel test=-.2.0043>1.96, p-value 0.045<.05).*

INTRODUCTION

English is one of the most used languages in the world. Furthermore, 67 countries have English as their official language, while 27 countries have English as a secondary official language (Ilyosovna, 2020). Indonesia is one of the countries that has applied English as a foreign language (Riadil, 2020). In recent years, Indonesian people's English proficiency has remained at the lowest level, even in 2019, Indonesian was ranked 61st out of 100 countries surveyed regarding English proficiency (Yosintha 2020). This is one of the factors that make it difficult for them to find work for fresh graduates, especially in several multi-national companies because having the capability to speak English fluently and good communication is one of the main requirements for them to be accepted in the company (Millah 2019; Koroliova et al., 2021; Sudarno, 2021). This supported by Rao (2019) that communication skills are important, and mastery of these talents is required for success in their respective fields. So, students must improve their speaking abilities in order to communicate effectively. Furthermore, speaking is the most important skill of all four languages in order to communicate effectively in today's global environment (Suadiyanto et al., 2020; Riadil, 2020).

Speaking is a tool for daily communication, and students should be comfortable speaking in front of others (Syahbani & Apoko, 2023). This is a complex skill that students have to master

and perform. Innovative and effective methods must be proposed to help the students achieve better speaking comprehension. Meanwhile, speaking is also being able to express oneself in some way of life, being able to explain action or situation clearly, being able to discuss various concepts fluently (Surrahman, 2021; Haris, 1974 as cited in Silaban & Damanik, 2022). Speaking emphasizes a person's ability to express himself using the language he possesses whether through an expression and other means. Therefore, learning to speak has a great influence on students to increase their ability in learning English. Despite this, they believe that speaking is more difficult to learn than other skills of English. However, this does not become an obstacle for the teachers in doing their obligation to teach them to improve their skills especially in speaking skills.

In an EFL classroom, speaking becomes a challenging skill to develop besides listening, reading and writing for foreign language learning because they should express their ideas spontaneously in the same time (Rokhman et al., 2021; Tahmid et al., 2019). Supported by Richard (2002) that speaking is employed for many objectives such as, to convey message, to describe something, or to make a polite request. Five aspects have to be considered to be a good speaker, including pronunciation, grammar, vocabulary, fluency and comprehension (Brown, 2001).

However, in Indonesia, many students have difficulties and shortcomings when facing a speaking course which make them feel anxious in speaking (Riadil, 2020). They have a lot of mistakes when do speaking such as errors in grammatical, pronunciation, inappropriate selected vocabulary in interactive communication (Suciati, 2020; Silaban & Damanik, 2022). Individual ability to learn a foreign language is unquestionably diverse. Many aspects that contribute the process of learning English as a successful second language acquisition. Several important factors including self-efficacy, emotional intelligence, anxiety, and personality appear to be involved in language learning and influence students' ability to speak (Khasinah, 2014).

One of emotional factors that impact in students' ability in speaking English is self-efficacy. Self-efficacy refers to people's beliefs about their capacity to plan and carry out the actions necessary to attain a specific goal. It has the potential to influence how people think, act, feel, and manage their own behavior (Serasi & Fransiska, 2020; Hermagustina et al., 2021). Self-efficacy is also very important for the students to be successful and achieve better learning outcomes (Bandura, 1997).

In general, there are two types of self-efficacy: high self-efficacy and low self-efficacy. Individuals with high levels of self-efficacy may be cognitively motivated to behave in a more resilient and concentrated manner, especially if the aim to be reached is a clear objective (Nusantara et al., 2021). When faced with difficulties in something, students with high self-efficacy have perseverance in facing all the difficulties and challenges that exist. They believe that if they struggle more, their abilities will be better (Nusantara et al., 2021; Paradewi, 2017). However, students with low self-efficacy do not have self-confidence to go pass the challenge. When faced with a task or challenge, they prefer to do an easy task that has the minimum possibility to fail (Hermagustina et al., 2021).

Additionally, as speaking requires language use in communication in the real world, students' ability to acquire successful speaking skills depends on their level of self-efficacy. Self-efficacy has an impact on students' speaking abilities because students with high levels of self-efficacy also have high levels of confidence, which motivates them to speak at the easiest or even the most difficult level because they are confident, they will pass the speaking test. Students with low self-efficacy, however, might feel reluctant to speak up (Serasi & Fransiska, 2020).

Moreover, another factors that influence on speaking is anxiety. Since English has been a required language to learn, many foreign language students have experienced some level of anxiety (Rumiyati, 2018; Tyana, 2021). Students find it difficult to speak English in an EFL

classroom because it is difficult to speak a new language where they are not native speakers. When they have to communicate in English, they get anxious. As a result, their feelings may become an impediment to speaking English.

Anxiety is regarded as one of the most important negative factors influencing second language acquisition. Students' physical and emotional well-being are both impacted by the effects of speaking anxiety (Susanto, 2017; Tyana, 2021). It was demonstrated by the study's findings which indicated that students with lower levels of anxiety perform better when speaking than those with higher levels of nervousness (Amini, 2019).

Moreover, another factors that influences the students' speaking performance is psychological factors, that is emotional intelligence. Emotional intelligence is important and beneficial in many areas. Emotional intelligence has been examined extensively since the 1990s, with academics focusing on the prospective implications of trying the contract to life outcomes (Nusantara, 2021). As a key factor, emotional intelligence can support students to be successful in school. Emotional intelligence is another way to make your emotions and feelings smarter and brighter (Goleman, 1995).

By having a good emotional intelligence, the students have the capability to manage their emotions and feelings appropriately. Students can speak English fluently and it can increase their emotion about speaking English. It is because emotion can influence what the students want to say and what they want to do. Moreover, it can motivate them to be successful in speaking. If the students can control their motivation well, they can use their intelligence in speaking well (Pitriani, 2021). In addition, students with high emotional intelligence are better at speaking than those students with low emotional intelligence (Surahman, 2021). It occur as a result of their careful studying and successful social interaction classes. However, the students with low emotional intellligence are less enganged in class activities.

Further, several previous studies discussed self-efficacy, anxiety, emotional intelligence toward speaking performance. The researchers employed quantitative method with correlational design (Hermagustina et al., 2021; Musyarofah et al., 2022; Esmaeeli et al., 2018; Sulistyawati, 2018; Nusantara et al., 2021; Pratama et al., 2021). The research showed that the variables are interconected. There is no recent research has focused on the conribution of self-efficacy, anxiety, emotional intelligence toward speaking perfomance analyzed through the path analysis method. Therefore, this current research is rarely conducted because its focus is on showing other insights into the students' self-efficacy, students' anxiety, students' emotional intelligence and speaking performance in a senior high school. This research aimed to investigate the direct and indirect contribution of self-efficacy, anxiety and emotional intelligence toward speaking performance.

RESEARCH METHOD

This research used a quantitative approach by applying a path analysis design. This study examined self-efficacy, anxiety, and emotional intelligence into speaking performance. To collect the data, the researcher used questionnaires and test. The researcher used questionnaire to measure the level of students' self-efficacy, students' anxiety and students' emotional intelligence. Meanwhile, the speaking test was used to measure the students' speaking performance. The questionnaires were distributed in the first step to collect the data and carry out English speaking test. To analyze the data, SPSS program version 25 was utilized the prerequisite test before path analysis. Meanwhile, to calculate the contribution of each variable, the researcher used SPSS AMOS version 25.

Population and Sample

The research population comprised tenth-grade students from SMA Senopati Sidoarjo during the academic year 2022/2023. The school consisted of five classes, with three classes

dedicated to science subjects accommodating approximately 93 students and two classes focused on social subjects comprising roughly 66 students, resulting in a total population of 159 students. In accordance with the requirements for conducting path analysis, the researcher aimed to achieve a sample size within the recommended range. Sarwono (2011) suggests a minimum sample size of 100 for path analysis, with the ideal range falling between 400 to 1000 participants. To attain a representative sample, the researcher selected four classes, totaling approximately 128 students, from the available population. Additionally, one class was designated for piloting the research instrument, ensuring its validity and reliability before implementation in the main study. By adhering to established guidelines for sample size selection, the researcher aimed to obtain robust and reliable data for conducting path analysis. This systematic approach to sample selection contributes to the validity and generalizability of the research findings, enabling meaningful insights into the relationships among variables under investigation.

Instruments

In this research, the data were gathered utilizing two instruments; questionnaire and speaking test. The first questionnaire to measure the levels of self-efficacy adopted from a self-efficacy questionnaire (Asakereh & Dehghanneshad, 2015). The questionnaire was given out after the original version was translated into Indonesian. 28 questions have been tried out before being given to participants. There were 3 items that were not valid. The questionnaire has a reliability level of 0.921. Second, Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwizt, 1968 cited in Adevia 2021 to measure the levels of student's anxiety. The questionnaire was tried out before being distributed to participants to ensure that it was valid and reliable and it was translated into Indonesian. 5 items were not valid. The reliability value was 0.922. Then, the next questionnaire to measure emotional intelligence by using Emotional Intelligence Self-Assessment adopted from San Diego City College MESA Program (Mohapel, 2015 cited in Harahap, 2022). Before giving it to the participant, the questionnaire was tried out and translated into the Indonesian language first. There were 8 items not valid. The reliability value was 0.929. The second instrument is speaking test that adapted from IELTS speaking test part 2. The researcher explained the topic and given the task card. To prepare before speaking, the researcher given 15 minutes and they must speak about 5 to 7 minutes. There are 5 assessments that are used as criteria for good speaking. Those are vocabulary, pronunciation, fluency, grammar and comprehension. As for the scoring, the test will be scored by two ratters.

Data Analysis

To examine the collected data, the researcher used a data analysis technique. To conduct prerequisite testing and descriptive analysis on the data, the researcher utilizes SPSS Version 25.0. Prerequisite test has three parts: normality test, a linearity test and linear regression. Then, the data will analyze according to the research problem. The researcher used a path analysis mediation model because emotional intelligence (Y) would be used as a mediator that determines the influence of self-efficacy (X1) and anxiety (X2) on speaking performance (Z). To create path analysis and calculate the effect, the researcher used SPSS AMOS 25.0. Then, Z-sobel test used to determine the significance of the influence. After that, to identify the direct and indirect contribution among variable, the researcher used (SEM) in AMOS 25.0. This path's model is recursive model. It can be indicated if all arrows point in the same direction (Z). The arrows must only point in one direction in order for this model to work. There is one exogeneous variable and three endogenous variables, and there are no arrows pointing in the opposite direction (Sarwono, 2022). To comprehend better, a model was figured out below:
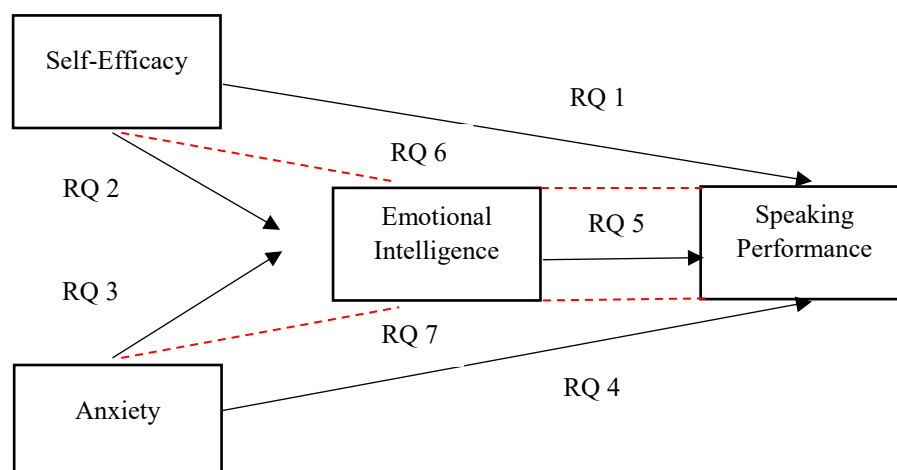
Figure 1. Proposed Model

RESEARCH FINDINGS AND DISCUSSION
Research Findings

The primary goal of this research is to discover how much influence self-efficacy and anxiety on students' speaking performance with emotional intelligence as a mediator variable. After gathering the data, it is necessary to understand the description of the data. The following are the result of descriptive data analysis.

Table 1.
Descriptive Statistics of Four Variables.

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Speaking Performance	128	14	9	23	15.41	3.692	13.629
Self-Efficacy	128	52	39	91	66.36	13.574	184.248
Anxiety	128	59	37	96	67.92	15.256	232.734
Emotional Intelligence	128	72	46	118	83.12	19.224	369.575
Valid N (listwise)	128						

Table 1 shows that the speaking test's mean value was 15.41. Students' lower score was on 9 on a 25 scale, while the higher score was 23. The interval score was 14. The mean of the students' self-efficacy was 66.36 with a standard deviation of 13.574, indicating that the data were well distributed because the standard deviation was lower than the mean score. The student's highest score was 91, while the lowest score was 39, with the range between highest and lowest scores 52. Students' anxiety in the table above shows that the distance was 59, with the highest score 96, while the lowest scores was 37. The mean of students' anxiety was 67.92 with a standard deviation of 15.256, it can be said that the data is well distributed. Regarding the emotional intelligence score, the student's highest score was 118, while the lowest score was 46, with the range between the two highest and lowest scores being 72. The mean of students' emotional intelligence was 83.12 with a standard deviation 19.224, which indicated that the data was well distributed. Following the acquisition of descriptive statistical data, path analysis was performed using AMOS; the contribution among variables is shown in figure 2, which is then followed by the regression calculation findings.
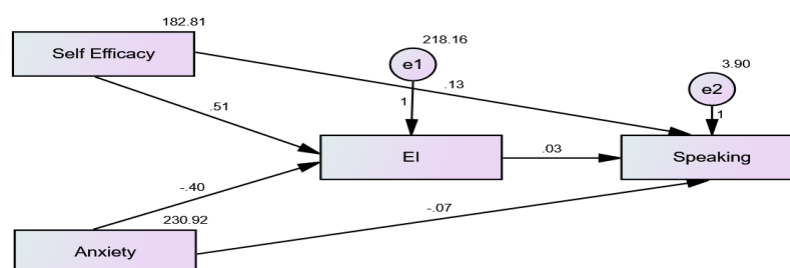
Figure 2. Path Analysis Result

Table 2
Regression Weights for Proposed Model

			Estimate	S.E.	C.R.	P	Label
EI	<---	Self-Efficacy	.506	.158	3.207	.001	par_1
EI	<---	Anxiety	-.397	.140	-2.827	.005	par_2
Speaking	<---	EI	.034	.012	2.857	.004	par_3
Speaking	<---	Self-Efficacy	.128	.022	5.848	***	par_4
Speaking	<---	Anxiety	-.069	.019	-3.576	***	par_5

Table 2 showed that the regression coefficient has a direct effect between variable X1, X2, Y and Z. The table above shows some findings on variables of self-efficacy, anxiety, emotional intelligence, and speaking performance. All of the models showed the significant effect. The first showed that the contribution of self-efficacy toward speaking performance was very weak with a coefficient of .128, p-value .000. Meanwhile the result on examining the contribution of self-efficacy toward emotional intelligence was finally found that has a significant contribution with the estimate value .506, p-value .001. Then, the result on examining the contribution of anxiety toward emotional intelligence was weak with the estimate value -.397, and also have a negative effect with p-value .005. This shows that if the students have a low anxiety, their emotional intelligence will increase. However, the fourth finding was also found out the negative significant result of direct contribution of anxiety toward speaking performance with the estimate value -.069, p-value .000, so it can be assumed that if the students have a high level of anxiety, they have a good ability in speaking. Then the statistical computation of fifth finding was found the contribution of emotional intelligence toward speaking performance was very weak with the estimate value .034, p-value .004.

Table 3 presents the results of the Z-Sobel calculation, which was employed to assess the significance of several relationships within the research framework. Specifically, the analysis focused on examining the influence of self-efficacy, mediated by emotional intelligence, on speaking performance. Additionally, the table provides insights into the relationship between anxiety and speaking performance, with emotional intelligence serving as the connecting variable. Through the Z-Sobel calculation, researchers were able to quantify the strength and direction of these relationships, shedding light on their statistical significance. By employing this method, the study aimed to ascertain the extent to which self-efficacy and anxiety, mediated by emotional intelligence, impact students' speaking performance. Overall, the findings presented in Table 3 offer valuable insights into the complex interplay between psychological factors and language performance. By elucidating the role of emotional intelligence as a mediator, the study contributes to a deeper understanding of the mechanisms underlying language learning and performance.

Table 3
Indirect effect of self-efficacy toward speaking performance
Indirect effect of anxiety toward speaking performance

Association	Effect		Z-Sobel	Label
	Direct	Indirect		
Self-efficacy >> emotional intelligence >> speaking performance	.128	.017	2.1220	Significant
Anxiety >> emotional intelligence >> speaking performance	-.069	-.013	-2.0043	Significant

Discussion

This section discusses how the research findings were interpreted. This section discusses several highlighted points. This section includes direct and indirect contributions of self-efficacy, anxiety, emotional intelligence and speaking performance.

The Direct Contribution of Self-Efficacy toward Speaking Performance

Maintaining an English performance successfully is harder than many people believe. Self-efficacy is one of the characteristics that is currently thought to be one of the determinants of speaking performance success, as it is being explored in this study. From the findings, it was found that the statistical data of the first research question; self-efficacy has a weak contribution toward speaking performance. It still sufficient evidence that it had a significant contribution because self-efficacy is an individual's belief to carry out the behavior required to produce certain performance achievements.

In this research, Students can obtain a lot of experience with their speaking abilities. In speaking, they not only made up a word to say but they also have to speak fluently with the correct grammar. This will be a challenge for them to increase their self-efficacy. This is line with the statement from Maharani (2022) that self-efficacy plays a role in the effectiveness of students' performances, such as presenting speaking in front of a large group of people. This is consistent with the previous study by Melayanti (2020) found that a student's ability to talk has an impact on their self-efficacy. Students who have a high level of self-efficacy will attempt the assignment because they are confident in their ability to complete it. However, students with low level of self-efficacy did not have confidence in their abilities to do the assignment successfully (Rafiqa & Fitriani, 2023) Therefore, self-efficacy is crucial for helping students acquire the skills that will enable them to believe they can communicate more effectively in English.

According to Bandura (1995), self-efficacy helps students in fostering a supportive and competitive environment in the classroom. They will compete with one another if they have a strong sense of their own strengths. As a result, self-efficacy becomes one of the key elements influencing how well learners talk. The growth of students' self-efficacy will also encourage them to explore learning materials and finish any necessary activities. In contrast, the finding shown by Rafiqa & Fitriani (2023) that there was no significant relationship between self-efficacy and student's speaking skill. The low score of speaking performance receive are directly attributable to teachers' self-efficacy. Because it has a positive impact on each learner's sense of self-efficacy. In addition, the study used a small sample group and it did not attempt to find a way to enhance speaking ability.

The Direct Contribution of Self-Efficacy toward Emotional Intelligence

Self-efficacy was positively correlated with emotional intelligence in this study. Students with high levels of self-efficacy, they can control their emotion well. This is consistent with previous research findings by Sun & Lyu (2022) that Emotional intelligence is beneficial for student self-efficacy. This shows that emotional intelligence can have a positive influence on self-efficacy not only through positive emotions but also through emotional intelligence, which influences the development of self-efficacy and subsequently influences student inertia. Self-efficacy can be increased by using emotional intelligence to help people overcome difficulties and make the best decisions. People with higher emotional intelligence can more successfully examine their decision-making environment, establish their own sense of confidence, and use reasonable emotional expressions to influence others.

High level of self-efficacy influences the way others attribute particular qualities. People with strong self-efficacy are more likely to seek causes within themselves, whereas people with low self-efficacy tend to blame their own failure to address problems. People with low self-efficacy believe that their failure to address difficulties is to blame. Higher levels of self-efficacy are associated with better mental health, reduced levels of negative emotions, and improved academic success. Additionally, since emotional reaction patterns are a reflection of emotional intelligence and self-efficacy promotes emotional response patterns, the two are strongly associated (Sun & Lyu, 2022). Strengthening self-efficacy and emotional intelligence can increase the students learning outcomes (Goleman, 2000 cited in Martanto et al., 2022). Efficacy helps students develop a courageous and self-assured learning mentality. Meanwhile, during learning activities, emotional intelligence contributes to the development of solid relationships, the ability to make wise choices, and the ability to handle challenging situations (Tur-Porcar, 2019).

The Direct Contribution of Anxiety toward Emotional Intelligence

Anxiety was positively correlated with emotional intelligence in this study. The students with low level of anxiety, they can control their emotion well. The capacity to control emotions affects a student's ability to endure anxiety. Emotional intelligence is a concept used to describe emotion. The general consensus is that a child just has to have high intellectual intelligence (IQ) to have good learning outcomes. While according to Goleman in Apprianda (2021) there are many other factors that can influence how well students learn, emotional intelligence is one of them. Only 20% of success is attributable to IQ, while 80% is attributable to other strengths, such as emotional intelligence.

Anxiety was negatively contribution with emotional intelligence for this study. It means that students with low level of anxiety, they can control their emotion well. In line with the previous finding by Hashempor & Mehrad (2014) that the emotions are closely related to both good and bad interior aspects, like worry. The majority of the time, emotions have a good side and show how many skills someone has. The negative effects, such as anxiety, can be significantly reduced and controlled if the emotions are correctly identified. In actuality, this approach encourages people to improve their speaking and other learning skills. Because anxiety is thought to be one of the key factors limiting the amount of learning that may occur when strong emotions are present.

The Direct Contribution of Anxiety toward Speaking Performance

The statistical result of this study has proved that the contribution of anxiety and speaking performance was very weak. As was already examined, the students displayed a variety of behaviors during the presentation, including mumbling, pronouncing phrases incorrectly, shivering, and trembling. This is because students are not ready to appear in front of the class due to lack of practice. Even so, there are some students who have good speaking skills. They stay calm while speaking in front of the class so the spoken words will appear correctly. Student

behavior is influenced by the student's own anxiety, the more they have high anxiety the more it can affect their performance in front of the class. Horwitz cited in Amini et al., (2019) stated that anxiety has a negative impact, which will prevent students from receiving language input. And then their mastery of the language will fail to make progress.

A second language's ability to grow is significantly impacted by anxiety. Therefore, students will learn English more successfully if they are less anxious. Thornbury cited in Taufana & Mirza (2020) claimed that a lack of vocabulary, poor grammar, and a fear of making mistakes are the variables that can worsen speech and create acute anxiety. In other words, because they are confident in their performance and want it to go well, students with strong speaking skills typically experience less nervousness.

This research was similar with Sutarsyah (2017) that there was a significant negative correlation between students' anxiety and oral presentation performance which means that High levels of anxiousness among the students could have an impact on how well they learned to talk. When students experience excessive levels of anxiety, they may fail their speaking test. Anxiety in speaking can affect students' motivation and ability to speak English in class. Students who have low motivation may have low proficiency and consequently be more anxious in language classes at the academic, cognitive, social, and personal levels (Andita et al., 2019).

The Direct Contribution of Emotional Intelligence toward Speaking Performance

The statistical result of this study has proved that the contribution of emotional intelligence and speaking performance was very weak. During the study, the researcher can know the emotional intelligence of each student from speaking performance. A person may occasionally experience an emotional state of insecurity at various levels, which is characterized by fear, concern, insecurity, and tension. It is believed that one of the key factors in fostering EFL and ESL learners' speaking abilities is emotional intelligence (Manalulallaili et al., 2018).

By having high emotional intelligence, students have the capability to manage their emotion correctly. They can speak English is not only about intelligence, but also their emotion. It because emotion can influence what the students want to say and that they want to do. Moreover, it can motivate them to be successful in speaking. If the students can control their emotion well, they can use their intelligence in speaking well (Pitriani, 2021).

This is line with the findings by Manalulallaili et al. (2018) that emotional intelligence has significant correlation with speaking achievement. It demonstrates that children with high emotional intelligence levels spoke more actively. Contrary, students with low emotional intelligence did not interact with society in a healthy way, and as a result they were prohibited from participating in speaking activities. The finding of this study contrasting with the research by Adelia et al. (2022) that emotional intelligence has no significant correlation with speaking performance. The respondents have high emotional intelligence, but low speaking score. It can be stated that linguistics issues cause students' speaking abilities to decline and are an influential component in speaking performance.

The Indirect Contribution of Self-Efficacy through Emotional Intelligence toward Speaking Performance.

The statistical computation proved that there was significant indirect contribution of self-efficacy through emotional intelligence toward speaking performance. Self-efficacy is strongly correlated with emotional intelligence because it affects a person's emotional reaction patterns, which are a representation of emotional intelligence (Sun & Lyu, 2022). This is line with this study that the correlation between self-efficacy and emotional intelligence is significant,

because Higher levels of self-efficacy are associated with better mental health, decreased negative emotions, and increased academic success, especially speaking ability.

The students who feel more confident in their ability to discover different ways to communicate oneself will likely have higher self-efficacy in speaking. Ideally, students should have a high level of self-efficacy to make sure that can improve their speaking performance. Meanwhile speaking is always challenging for EFL learners. Several speaking problems impede students' achievements in becoming successful speakers. For example, self-efficacy can help students improve their communication skills (Fitriani, 2023).

Another aspect that influences on students speaking performance is Emotional intelligence. Monitoring the social emotions that have an impact on other people's strengths, sorting things out, and using this information to inform thoughts and actions are all part of emotional intelligence, a subset of social intelligence. Some people are unable to control their emotional tendencies. Low emotional intelligence will make it challenging for students to concentrate (focus) during teaching and learning process, which will result in poor student learning results (Cahyani & Wulandari, 2021). Students with high emotional intelligence will be better at calming down and comprehending the subject matter especially in speaking.

Contrary, low emotional intelligence among students affects learning results since they find it difficult to concentrate and comprehend the subject. Students with high emotional intelligence typically have good problem-solving skills. They can express their idea when they speak (Cahyani & Wulandari, 2021). According to these situation, emotional intelligence contributes to affecting the tendency of students' self-efficacy to maximize their speaking performance.

The Indirect Contribution of Anxiety through Emotional Intelligence toward Speaking Performance

The statistical computation proved that there was significant indirect contribution of anxiety through emotional intelligence toward speaking performance. Anxiety is an unpleasant, scary feeling that students can experience as a result of their learning process or use of a foreign language (Mahdalena & Muslim, 2021). Due to the learning purpose and language components that these students must comprehend, feeling anxious is a common psychological burden that these students encounter in the culture that serves as their home. Additionally, EFL students need time to elaborate on how they use the target language to achieve their goals.

nxiety plays a pivotal role in shaping the outcomes of language learning endeavors, influencing learners' experiences in both positive and negative ways, as highlighted by Sutarsyah (2017). Ideally, learners should strive to maintain low levels of anxiety to ensure that their speaking performance remains enjoyable and conducive to effective language acquisition. When learners exhibit a genuine interest in learning English, they are more likely to regulate their emotions effectively, thereby enhancing their ability to manage themselves, particularly in the context of speaking English. By fostering a positive and supportive learning environment, educators can help learners mitigate anxiety and cultivate a sense of enthusiasm and confidence in their language learning journey. Encouraging learners to engage in activities that pique their interest and align with their learning preferences can further contribute to reducing anxiety levels and promoting a more conducive learning atmosphere. Furthermore, equipping learners with strategies to effectively manage their emotions, such as mindfulness techniques and stress-reduction exercises, can empower them to navigate challenges and setbacks with resilience and composure. By fostering a sense of emotional regulation and self-awareness, learners can enhance their speaking performance and overall language proficiency.

Meanwhile, producing an appropriate and meaningful word orally, fluently and with the correct grammar always challenging for learners. The challenges in speaking are influenced by the students' low self-efficacy and high anxiety, both of which are related to their emotional. It

is not only intelligence is needed in achieving success in speaking, but also their emotion (Adelia, 2022). Because, learning that only focuses on the Intellectual Quotient without balancing the emotional side will produce a generation that is easily discouraged and depressed, so that many students are less aware of their responsibilities as students and it will be difficult for them to focus more (Apprianda, 2021). According to this situation, students' emotional intelligence contributes to affecting the tendency of foreign language anxiety to maximize their speaking performance. In addition, the contribution comes from the foreign language anxiety and students' emotional intelligence.

CONCLUSION

This study aims to determine how self-efficacy and anxiety contributes directly and indirectly to speaking performance mediated by emotional intelligence. The researcher argued that self-efficacy, anxiety and emotional intelligence are essential factors in this century and can be integrated with language learning, especially speaking. In this study, the results found the significant direct and indirect contribution between the variables of self-efficacy, anxiety and emotional intelligence on students' speaking skills. By considering the results of the current research, a more empirical discussion is needed to understand the research objectives in more depth. In addition, another model needs to be carried out to determine the possible forms of the variables self-efficacy, anxiety and emotional intelligence in influencing students' speaking performance. This research took place in a micro scale context, namely in one of the primary senior high school, so it is not strong enough to be generalized in other, wider contexts. Therefore, it is very important to conduct similar research but in different contexts.

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