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EFL Learners' Self-Efficacy and Learning Strategies in The Learning English

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Abstract

The purposes of this research were (1) to investigate the self-efficacy level and learning strategies of EFL Learners in the learning English at English Education Department of Mulawarman University of Samarinda; (2) to investigate the kind of learning strategies of EFL Learners in the learning English at English Education Department of Mulawarman University of Samarinda; (3) to investigate the correlation between self-efficacy level and learning strategies of EFL Learners in the learning English at English Education Department of Mulawarman University of Samarinda. This research utilized correlation research. The researcher took 100 students in sixth semester at English Education Department of Mulawarman University of Samarinda as the sample in this research. The researcher used a questionnaire as an instrument in this research. The result of this research showed that most of students or 73 (73%) of students had High criteria of self efficacy in learning English speaking. While 8 (8%) of the students had Highest criteria. Therefore, 18 (18%) of the students had Average criteria. Then, one of the students (1%) had lowest criteria. In addition, no one had low criteria. It means that most of the students had High level of self efficacy in learning English speaking. According to result of spearman correlation, the correlation coefficient obtained was 0.167, which means that correlation between learning strategies and self-efficacy have a week correlation, it can be concluded that the relationship between learning strategies and self-efficacy were extremely weak. This also evidenced by the significant value of spearman correlation obtained 0.098 was higher than 0.05 which means that there is no significant correlation between learning strategies and self-efficacy of EFL Learners in English at English Education Department of Mulawarman University of Samarinda.

Keywords: EFL Learners, Self-Efficacy, Learning Strategies, Correlation

1. Introduction

English has emerged as a global language that is widely used by people worldwide. It has become universally recognized as the primary international language and is increasingly considered a fundamental skill required of students in all education systems (Khaleghi, 2018). With advancements in technology and increased social interaction, English has become central to communication, including in countries like Indonesia where it is considered a foreign language.

The ability to communicate effectively in English involves mastering four language skills, one of which is speaking. Developing and improving English speaking skills is

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crucial for effective communication (Alawiyah, 2018). In the field of education, particularly in the teaching and learning process, speaking plays a vital role.

According to Brown and Yule, as cited in Darmawan et al (2021), learning to speak in a foreign language is often considered one of the most challenging aspects of language learning for teachers to assist students with. Consequently, many students feel apprehensive about speaking English in front of their peers. They lack confidence in their speaking abilities, leading to poor performance. It is not necessarily due to a lack of English language skills, but rather because English is not commonly practiced in their daily lives as a foreign language. Additionally, students may be hesitant to engage in conversation due to shyness or a lack of motivation. In the Indonesian context, there are various reasons that make it difficult for students to speak confidently (Khaleghi, 2018).

However, it is important for students to recognize their own self-efficacy. Many students experience a certain level of anxiety when speaking English in front of their classmates, which can create negative perceptions and hinder their progress. This anxiety can be addressed differently for each individual, depending on their self-assessment of their abilities, known as self-efficacy. Therefore, self-efficacy plays a significant role in students' ability to speak confidently in front of their peers (Pardede, 2018).

Self-efficacy plays a critical role in students' belief systems regarding their ability to achieve success in various tasks (Zhang & Ardasheva, 2019). It refers to the confidence students have in their capacity to handle specific challenges (Cladonia & Marlina, 2021). Furthermore, self-efficacy connects behavior and cognition, highlighting the interaction between these two aspects (Lestari & Kurniawan, 2018). Bandura's social cognitive theory places self-efficacy as a central concept, suggesting that attitudes and beliefs are influenced by cognition, behavior, and the environment (Suprapto et al., 2017). Bandura posits that psychological actions are instrumental in creating and reinforcing self-efficacy expectations. Through self-efficacy, individuals can gain a comprehensive understanding of their self-worth, encompassing evaluations of their abilities and achievements. This underscores the close relationship between self-efficacy, social cognition, and psychological actions.

The term "self-efficacy" is synonymous with confidence in one's abilities. Bandura, as cited in Demirel (2020), defines self-efficacy as individuals' belief in their capabilities to manage tasks and take action to accomplish specific goals. Similarly, Mayer (2008) defines self-efficacy as individuals' belief in their ability to perform a task.

It is important to distinguish self-efficacy from motivation. Bandura, as cited in Demirel (2020), describes self-efficacy as individuals' specific perceptions of their capabilities in a given task. Prior experiences with tasks can influence one's self-efficacy level. On the other hand, motivation refers to the factors that stimulate a desire to achieve a goal (Ersanli, 2015). Motivation energizes and directs human behavior. An individual's self-efficacy or personal belief can impact their motivation to accomplish a specific task. Bandura suggests that individuals with high self-efficacy tend to exert more effort and persevere longer in tasks compared to those with low self-efficacy. Additionally, individuals with high self-efficacy experience less fear when facing challenges. In summary, self-efficacy influences various aspects, including the choice of language

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learning strategies, effort invested when encountering difficulties, thought patterns, emotional reactions, and overall performance.

Individuals with low self-efficacy tend to perceive tasks as difficult and lack confidence in their ability to complete them. Conversely, individuals with high self-efficacy find enjoyment in tasks and approach them willingly. Sulistyo and Wikaningrum (2020) define self-efficacy as individuals' beliefs about their capability to achieve desired levels of performance that can influence events in their lives. It has been shown that self-efficacy strongly influences one's level of achievement and plays a crucial role in facing challenges. Self-efficacy can impact the choices individuals make in terms of activities and challenges they undertake.

In addition to self-efficacy, learning strategies are recognized as significant factors in language learning. Learning strategies encompass the techniques and approaches learners employ to enhance their acquisition of knowledge and skills (Nisbet & Shucksmith, 2017). Previous research has indicated that learners who utilize effective learning strategies tend to be more successful in language learning compared to those who do not.

Oxford (2003) outlines various types of Learning Language Strategies (LLS). Direct strategies include mental linkages, visual and auditory aids, effective reviewing, and taking action. Cognitive strategies are related to practices such as practicing, receiving and sending messages, analyzing and reasoning, and organizing input and output structures (Wong and Nunan, 2011). Compensation strategies involve intelligent guessing and overcoming limitations in speaking and writing. Indirect strategies encompass metacognitive strategies that involve focusing on learning, planning and organizing learning, and evaluating learning progress. Affective strategies aim to reduce anxiety, self-encouragement, and emotional management. Lastly, social strategies involve asking questions, cooperating with others, and empathizing with others. Moreover, Mandasari and Oktaviani (2018) found that most students employed a variety of language learning strategies, including affective, memory, social, metacognitive, cognitive, and compensation strategies.

Despite the growing body of research on self-efficacy and learning strategies in language learning, there is a gap in the literature regarding the relationship between these two factors specifically in the context of English speaking skills. This study aims to address this gap by examining the association between self-efficacy and the use of learning strategies among EFL learners in developing their English speaking abilities. The findings of this research hold the potential to contribute to language teaching practices and assist EFL learners in improving their speaking skills more effectively.

Based on the aforementioned discussion, it is crucial to investigate and address the aforementioned issues, considering the abundance of studies conducted on these topics. Therefore, the researcher intends to conduct a study titled “EFL Learners' Self-Efficacy and Learning Strategies in The Learning English at the English Education Department of Mulawarman University, Samarinda.”

2. Literature Review

a. The Self-Efficacy

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According to Myers (cited in Cladonia and Marlina, 2021), self-efficacy refers to an individual's belief in their own competence and effectiveness to successfully perform a task. It is a belief rooted in personal satisfaction and the ability to handle and solve problems effectively. Self-efficacy encompasses the belief in one's capabilities that have been developed through experiences impacting their life. In the context of English language proficiency, understanding education-related factors such as self-efficacy becomes crucial in the development of speaking skills. Self-efficacy is defined as individuals' assumptions about their ability to successfully accomplish a specific task (Zhang et al., 2020).

Aspects of self-efficacy are divided into three parts, according to Bandura (1977), which include Level, Generality, and Strength. According to Bandura as cited in Cladonia and Marlina (2021), there are various factors that contribute to the level of self-efficacy in individuals, including Culture, Age. Gander, Experience, Level of education, Information about self-ability, External incentives, Nature of the task, and Individual status in the environment

Self-efficacy can be changed, acquired, decreased or increased. There are four sources of self-efficacy, namely (Darmawan, Alam & Nirma, 2021) performance accomplishment, vicarious experience, emotional state and social persuasion. This theory will be used by the research as the indicator of students' self-efficacy level in learning English speaking.

b. Learning Strategies

According to Protheroe and Clarke (2008) learning strategies is the ability of an individual's approach to the learned task. The ability of the individual includes how the way of thinking and acting is carried out when planning, implementing, and evaluating the performance of the task. and the learning outcomes obtained. Therefore, individuals can be said to have any learning strategies if they have the ability to think and think or take an action to achieve the target language.

Language learning strategies encompass various categories, including cognitive, metacognitive, memory-related, compensation, affective, and social strategies. Cognitive strategies involve learning techniques such as memorization, monitoring, and deduction. Metacognitive strategies focus on planning, self-management, goal-setting, and prioritization to effectively manage language learning. Memory-related strategies aid in remembering and retrieving information necessary for future language use. Compensation strategies are employed to overcome knowledge gaps by using alternative methods. Affective strategies help manage emotions and motivation in L2 language learning. Social strategies involve interacting and communicating with native speakers of the target language. Considering the diverse range of learning strategies, the researcher can utilize these theories to investigate the specific learning strategies employed by students in their English speaking endeavors. By exploring and understanding the students' learning strategies, valuable insights can be gained to enhance language learning outcomes in the context of English speaking.

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c. Correlation between self-efficacy and learning strategies

The correlation between self-efficacy and learning strategies is a fundamental aspect of understanding how individuals' approach and succeed in their learning endeavors. Self-efficacy, rooted in Bandura's theory (1977), represents an individual's belief in their own capacity to accomplish tasks and achieve goals. In the context of learning, it translates into the confidence one has in their ability to learn and perform academically. This self-belief significantly influences the choice and utilization of learning strategies. A positive correlation is often observed, meaning that individuals with higher self-efficacy are more likely to employ effective learning strategies. This correlation is not merely coincidental; it's a dynamic relationship.

The feedback loop between self-efficacy and learning strategies is also noteworthy. Successes achieved through effective learning strategies bolster self-efficacy, fostering increased motivation and a greater willingness to employ these strategies in the future (Lee et al, 2020). Consequently, individuals become more adept at self-regulated learning, where they monitor their progress, set goals, and adjust strategies accordingly. Here, self-efficacy plays a pivotal role in sustaining the self-regulation process.

3. Methods

Correlational research design is a type of research design in scientific research methods which aims to explore the relationship or correlation between two or more variables in a population or sample (Cooksey, 2020). In correlational research, researchers collect data about the variables they want to study and then analyze whether there is a statistically significant relationship between these variables. The main goal of a correlational research design is to measure the extent to which variables are related to each other without trying to cause changes in the variables itself.

This research attempted to get the empirical data as a quantitative research that intended to investigate whether there was a significant correlation between the self-efficacy and learning strategies of EFL learners in English at the English Education Department of Mulawarman University in Samarinda during the academic year 2023.

4. Result

a. The Self-Efficacy Level of EFL Learners in The Learning English.

In this research, to collect the data about self-efficacy level of EFL learners, the researcher used questionnaire. In the self-efficacy questionnaire, the statement includes self-efficacy students in the class. The questionnaire is adopted from Zhang & Ardasheva (2019) which divided into 4 categories of self-efficacy students in the class such as performance accomplishment, vicar experience, emotional state, and social persuasion. Here the result of self-efficacy level of EFL learners in questionnaire.

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The following table is the result of one of the dimensions of self-efficacy variabel which is performance accomplishment.

Table 4.9 Descriptive statistics of Performance Accomplishment

Performance Accomplishment		Frequency	Percentage
Interval	**Category**		
4.00 - 5.00	Highest	16	16%
3.33 - 4.00	High	55	55%
2.66- 3.33	Average	27	27%
1.99 - 0.66	Low	1	1%
0.99 - 1.99	Very Low	1	1%
Minimum Value		1.67	
Maximum Value		5.00	
Average		3.73	
Std Deviation		0.572	
Variance		0.327	

According to table 4.9 Descriptive statistics of performance accomplishment above, it shows that 16 respondents (16%) has had highest performance accomplishment, 55 respondents (55%) has had high performance accomplishment, 27 respondents (27%) has had average performance accomplishment, 1 respondent (1%) has had low performance accomplishment, 1 respondent (1%) has had lowest performance accomplishment. Therefore, the minimum, maximum, and average value for vicarious experience dimension 1.67, 5.00, and 3.73.

Further, the results of descriptive statistics from the vicarious experience dimension will be presented in the following table.

Table 4.10 Descriptive statistics of Vicarious Experience

Vicarious Experience	Frequency	Percentage

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Interval	Category		
4.00 - 5.00	Highest	13	13%
3.33 - 4.00	High	58	58%
2.66- 3.33	Average	27	27%
1.99 - 0.66	Low	1	1%
0.99 - 1.99	Very Low	1	1%
Minimum Value		1.00	
Maximum Value		5.00	
Average		3.73	
Std Deviation		0.553	
Variance		0.305	

According to table 4.10 Descriptive statistics of vicarious experiences above, it shows that 16 respondents (16%) have had highest performance accomplishment, 55 respondents (55%) have had high vicarious experiences, 27 respondents (27%) have had average vicarious experiences, 1 respondent (1%) has had low vicarious experiences, 1 respondent (1%) has had lowest vicarious experiences. Therefore, the minimum, maximum, and average value for performance accomplishment dimension 1.00, 5.00, and 3.73.

Further, the results of descriptive statistics from the emotional stated dimension will be presented in the following table.

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Table 4.11 Descriptive statistics of Emotional Stated

Emotional Stated		Frequency	Percentage
Interval	**Category**		
4.00 - 5.00	Highest	30	30%
3.33 - 4.00	High	27	27%
2.66- 3.33	Average	29	29%
1.99 - 0.66	Low	7	7%
0.99 - 1.99	Very Low	7	7%
Minimum Value		1.00	
Maximum Value		5.00	
Average		3.56	
Std Deviation		0.965	
Variance		0.930	

According to table 4.11 Descriptive statistics of emotional stated above, it shows that 30 respondents (30%) have had highest emotional stated, 27 respondents (27%) has had high emotional stated, 29 respondents (29%) have had average emotional stated, 7 respondent (7%) have had low emotional stated, 7 respondent (7%) have had lowest emotional stated. Therefore, the minimum, maximum, and average value for emotional stated dimension 11.00, 5.00, and 3.56.

Further, the results of descriptive statistics from the social persuasion dimension will be presented in the following table.

Table 4.12 Descriptive statistics of Social Persuasion

Social Persuasion		Frequency	Percentage
Interval	**Category**		
4.00 - 5.00	Highest	1	1%
3.33 - 4.00	High	35	35%
2.66- 3.33	Average	55	55%
1.99 - 0.66	Low	8	8%
0.99 - 1.99	Very Low	1	1%

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Minimum Value	1.33
Maximum Value	5.00
Average	3.27
Std Deviation	0.575
Variance	0.330

According to table 4.11 Descriptive statistics of social persuasion above, it shows that 1 respondent (1%) has had highest social persuasion, 35 respondents (35%) have had high social persuasion, 55 respondents (55%) have had average social persuasion, 8 respondent (8%) have had low social persuasion, 1 respondent (1%) has had lowest social persuasion. Therefore, the minimum, maximum, and average value for social persuasion dimension 11.00, 5.00, and 3.56.

a. The Learning Strategies of EFL Learners in The English Speaking

In this research, to collect the data about learning strategies of EFL learners, the researcher used questionnaire. In the learning strategies questionnaire, the statement includes students' learning strategies in the class. The questionnaire is adopted from Choiriyah (2016) which devided into 6 learning strategies such as cognitive strategies, metacognitive strategies, memory-related strategies, compensation strategies, affective strategies, and social strategies. Here the result of the criteria students' learning strategies.

The descriptive statistics aims to discover the frequency of respondents in the categories within the dimensions that construct the variables. The result of descriptive statistics will be presented in the following section.

a. Learning Strategies

The following table is the result of one of the dimensions of learning strategies which is cognitive strategies.

Table 4.3 Descriptive statistics of Cognitive Strategies

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Cognitive Strategies		Frequency	Percentage
Interval	Category		
4.00 - 5.00	Very High Used	31	31%
3.33 - 4.00	High Used	49	49%
2.66- 3.33	Average Used	19	19%
1.99 - 0.66	Low Used	0	0%
0.99 - 1.99	Very Low Used	1	1%
Minimum Value		1.33	
Maximum Value		5.00	
Average		3.95	
Std Deviation		0.608	
Variance		0.370	

According to table 4.3 Descriptive statistics of Cognitive Strategies above, it shows that 31 respondents (31%) were very high used in cognitive strategies, 49 respondent (49%) were high used in cognitive strategies, 19 respondents (19%) were average used in cognitive strategies, 1 respondent (1%) was very low used in cognitive strategies. Therefore, the minimum, maximum, and average value for Cognitive Strategies dimension were 1.33, 5.00, and 3.95.

Further, the results of descriptive statistics from the meta cognitive strategies dimension will be presented in the following table.

Table 4.4 Descriptive statistics of Meta Cognitive Strategies

Meta Cognitive Strategies		Frequency	Percentage
Interval	Category		
4.00 - 5.00	Very High Used	40	40%
3.33 - 4.00	High Used	50	50%
2.66- 3.33	Average Used	10	10%
1.99 - 0.66	Low Used	0	0%
0.99 - 1.99	Very Low Used	0	0%
Minimum Value		2.67	

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Maximum Value	5.00
Average	4.11
Std Deviation	0.536
Variance	0.287

According to table 4.3 Descriptive statistics of Meta cognitive Strategies above, it shows that 40 respondents (40%) were very high used in meta cognitive strategies, 50 respondent (50%) were high used in meta cognitive strategies, and 10 respondents (10%) were average used in meta cognitive strategies. Therefore, the minimum, maximum, and average value for Meta cognitive Strategies dimension were 2.67, 5.00, and 4.11.

Further, the results of descriptive statistics from the memory-related strategies dimension will be presented in the following table.

Table 4.5 Descriptive statistics of Memory-Related Strategies

Memory-Related Strategies		**Frequency**	**Percentage**
Interval	**Category**		
4.00 - 5.00	Very High Used	27	27%
3.33 - 4.00	High Used	50	50%
2.66- 3.33	Average Used	22	22%
1.99 - 0.66	Low Used	0	0%
0.99 - 1.99	Very Low Used	1	1%
Minimum Value		1.67	
Maximum Value		5.00	
Average		3.87	
Std Deviation		0.573	
Variance		0.329	

According to table 4.3 Descriptive statistics of Memory-related Strategies above, it shows that 27 respondents (27%) were very high used in memory-related strategies, 50 respondent (50%) were high used in memory-related strategies, 22 respondents (22%) were average used in memory-related

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strategies, and 1 respondent (1%) was very low used in memory-related strategies. Therefore, the minimum, maximum, and average value for memory-related Strategies dimension were 2.67, 5.00, and 4.11.

Further, the results of descriptive statistics from the memory-related strategies dimension will be presented in the following table.

Table 4.6 Descriptive statistics of Compensation Strategies

Compensation Strategies		Frequency	Percentage
Interval	**Category**		
4.00 - 5.00	Very High Used	31	31%
3.33 - 4.00	High Used	55	55%
2.66- 3.33	Average Used	11	11%
1.99 - 0.66	Low Used	2	2%
0.99 - 1.99	Very Low Used	1	1%
Minimum Value		1.67	
Maximum Value		5.00	
Average		3.96	
Std Deviation		0.587	
Variance		0.345	

According to table 4.3 Descriptive statistics of compensation Strategies above, it shows that 31 respondents (31%) were very high used in compensation strategies, 55 respondent (55%) were high used in compensation strategies, 11 respondents (11%) were average used in compensation strategies, 2 respondent (2%) were low used in compensation strategies and 1 respondent (1%) was very low used in compensation strategies. Therefore, the minimum, maximum, and average value for compensation Strategies dimension were 1.67, 5.00, and 3.96.

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Further, the results of descriptive statistics from the affective strategies dimension will be presented in the following table.

Table 4.7 Descriptive statistics of Affective Strategies

Affective Strategies		Frequency	Percentage
Interval	**Category**		
4.00 - 5.00	Very High Used	13	13%
3.33 - 4.00	High Used	41	41%
2.66- 3.33	Average Used	39	39%
1.99 - 0.66	Low Used	4	4%
0.99 - 1.99	Very Low Used	3	3%
Minimum Value		1.67	
Maximum Value		5.00	
Average		3.52	
Std Deviation		0.675	
Variance		0.456	

According to table 4.7 Descriptive statistics of affective Strategies above, it shows that 31 respondents (31%) were very high used in affective strategies, 55 respondent (55%) were high used in affective strategies, 11 respondents (11%) were average used in affective strategies, 2 respondent (2%) were low used in affective strategies and 1 respondent (1%) was very low used in affective strategies. Therefore, the minimum, maximum, and average value for affective Strategies dimension were 2.67, 5.00, and 4.11.

Further, the results of descriptive statistics from the social strategies dimension will be presented in the following table.

Table 4.8 Descriptive statistics of Social Strategies

Social Strategies		Frequency	Percentage
Interval	**Category**		
4.00 - 5.00	Very High Used	13	13%

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3.33 - 4.00	High Used	46	46%
2.66- 3.33	Average Used	37	37%
1.99 - 0.66	Low Used	4	4%
0.99 - 1.99	Very Low Used	0	0%
Minimum Value		2.00	
Maximum Value		5.00	
Average		3.61	
Std Deviation		0.601	
Variance		0.361	

According to table 4.8 Descriptive statistics of social Strategies above, it shows that 13 respondents (13%) were very high used in social strategies, 46 respondent (46%) were high used in social strategies, 37 respondents (37%) were average used in social strategies, and 4 respondent 42%) were low used in social strategies. Therefore, the minimum, maximum, and average value for social Strategies dimension 2.00, 5.00, and 3.61.

b. Correlation between self-efficacy and learning strategies

a. Normality Test

Normality testing aims to discover that the distribution of the data used follows a normal distribution. The selection of correlation test used in this research is based on the results of the normality test, which were if the data used follows normal distribution, then the correlation analysis that will be carried out was Pearson correlation, conversely if the data used does not follow a normal distribution, then the correlation analysis that will be carried out is Spearman correlation. The result of normality test will be present in the following table.

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Table 4.13 Normality Test Result

Variabel	Significant Value	Information
Learning Strategies	0.000	Not Normally Distributed
Self-Efficacy	0.024	Not Normally Distributed

According to table 4.14 normality test result above, it can be seen that all the variables that used in this study which were learning strategies and self-efficacy were not normally distributed. Thus, it can be concluded that the correlation analysis that will be carried out was Spearman correlation.

b. Spearman Correlation

The result of spearman correlation between learning strategies and self-efficacy of EFL Learners in English at English Education Department of Mulawarman University of Samarinda will be presented in the following table.

Table 4.14 Spearman Correlation Result

Correlation Coefficient	0.167
Significant value	0.098

According to table 4.14 spearman correlation result above, it can be seen that the Correlation Coefficient was 0.167, in can be concluded that correlation between learning strategies and self-efficacy of EFL Learners in English at English Education Department of Mulawarman University of Samarinda have a week correlation, which means that the relationship between learning strategies and self-efficacy were extremely weak. This also evidenced

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by the significant value of spearman correlation obtained 0.098 was higher than 0.05 which means that there is no significant correlation between learning strategies and self-efficacy of EFL Learners in English at English Education Department of Mulawarman University of Samarinda.

5. Discussion

Based on the finding of this research, it indicated that most of students or 73 of students had High criteria of self-efficacy in learning English speaking. While 8 of the students had Highest criteria. Therefore, 18 of the students had Average criteria. Then, one of the students had lowest criteria. In addition, no one had low criteria. It means that most of the students had High level of self-efficacy in learning English speaking. It means that the high self-efficacy among these students likely results from a combination of factors such as a positive learning environment, prior success, motivation, support, effective teaching methods, self-regulation skills, role models, and cultural influences. These factors collectively contribute to students' belief in their ability to excel in learning English speaking.

Therefore, In the "Performance Accomplishment", students received an average score of 3.73, denoting a "High" criteria classification. Similarly, in the "Vicarious Experience", students also obtained an average score of 3.73, signifying a "High" criteria classification. The "Emotional State", demonstrates an average score of 3.56, placing it within the "High" criteria classification. Lastly, in the "Social Persuasion", students garnered an average score of 3.27, resulting in an "Average" criteria classification. It is likely that the students in this study

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received effective teaching and guidance in their English-speaking courses. When students consistently perform well and achieve their learning objectives (Performance Accomplishment), it boosts their confidence in their abilities. Similarly, when they see their peers or role models succeeding in English speaking (Vicarious Experience), it can serve as positive reinforcement.

High self-efficacy is often associated with better learning outcomes. The prevalence of high and highest self-efficacy levels among students may indicate a positive correlation with their performance and success in learning English speaking. The educational environment or teaching methods used are likely conducive to building students' self-confidence. As Zonoubi et al, (2017) said that effective teaching methods, positive feedback, and supportive learning experiences may have contributed to this positive self-efficacy profile. Based on data finding in this research, the students have shown a significant implementation of cognitive strategies in their learning approach, as indicated by the average score was 3.95 which in criteria high used. Cognitive strategies help students organize and structure information, making it easier to understand and remember. This leads to more efficient learning, as students can absorb and retain knowledge more effectively. As Verawati et al, (2019) said that cognitive strategies also encourage critical thinking and problem-solving. Students learn to analyze situations, identify patterns, and develop creative solutions to challenges.

The students have demonstrated a remarkably high utilization of metacognitive strategies in their learning process, as evidenced by the average

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score was 4.11 which in criteria very high used. These strategies help students become more aware of their learning, plan their approach, and monitor their progress. Concina, (2019) said that metacognitive strategies encourage students to take an active role in their learning. By reflecting on their learning processes, setting goals, and monitoring their progress, students can achieve better academic results.

The students have employed memory-related strategies to a considerable extent, as reflected by the average score was 3.87 which in criteria high used. Successfully applying memory-related strategies boosts students' confidence in their ability to learn and remember. This confidence can motivate them to engage more actively in their studies. Lestari and Wahyudin, (2020) said that memory strategies facilitate the transfer of information from short-term memory to long-term memory. This ensures that students retain knowledge over an extended period, which is particularly valuable for exams and lifelong learning.

The students have utilized compensation strategies effectively in their learning endeavors, as indicated by the high average score was 3.96 which in criteria high used. Compensation strategies ensure that students with varying learning needs have equal access to educational opportunities. This promotes inclusivity and ensures that all students can participate fully in the learning process. By using compensation strategies, students can overcome obstacles and enhance their academic performance. These strategies help them focus on learning rather than struggling with limitations (Lestari & Wahyudin, 2020).

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The students have incorporated affective strategies into their learning process, showcasing a significant implementation as indicated by the high average score was 3.52 which in criteria high used. Affective strategies can increase students' engagement and interest in learning. When students are emotionally invested in a topic or task, they are more likely to participate actively and learn more effectively (Lestari & Wahyudin, 2020).

The students have actively employed social strategies in their learning approach, as evidenced by the average score was 3.61 which in criteria high used. Social strategies facilitate collaboration and information sharing with peers. Students can learn from each other, exchange ideas, and gain insights that may not be available through individual study alone. Interacting with peers from different backgrounds and perspectives exposes students to diverse viewpoints and approaches to problem-solving, enriching their understanding of various subjects (Lestari & Wahyudin, 2020).

Overall, the students have demonstrated a strong utilization of various learning strategies, including cognitive, metacognitive, memory-related, compensation, affective, and social strategies. Therefore, metacognitive strategies were the most commonly used. These findings highlight the students' effective application of these strategies to enhance their learning experiences and outcomes in learning English speaking.

The correlation between self-efficacy and learning strategies is a fundamental aspect of understanding how individuals’ approach and succeed in

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their learning endeavors. Self-efficacy, rooted in Bandura's theory (1977), represents an individual's belief in their own capacity to accomplish tasks and achieve goals. In the context of learning, it translates into the confidence one has in their ability to learn and perform academically. This self-belief significantly influences the choice and utilization of learning strategies. A positive correlation is often observed, meaning that individuals with higher self-efficacy are more likely to employ effective learning strategies. This correlation is not merely coincidental; it's a dynamic relationship.

According to spearman correlation analysis result, it has shown that the Correlation Coefficient was 0.167, which means that correlation between learning strategies and self-efficacy of EFL Learners in English at English Education Department of Mulawarman University of Samarinda have a week correlation, it can be concluded that the relationship between learning strategies and self-efficacy were extremely weak. This also evidenced by the significant value of spearman correlation obtained 0.098 was higher than 0.05 which means that there is no significant correlation between learning strategies and self-efficacy of EFL Learners in English at English Education Department of Mulawarman University of Samarinda.

6. Conclusion

Based on the finding of this research, it indicated that most of students or 73 (73%) of students had High criteria of self-efficacy in learning English speaking. While 8 (8%) of

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the students had Highest criteria. Therefore, 18 (18%) of the students had Average criteria. Then, one of the students (1%) had lowest criteria. In addition, no one had low criteria. It means that most of the students had High level of self-efficacy in learning English speaking. Based on the finding of this research, it indicated that the students have demonstrated a strong utilization of various learning strategies, including cognitive, metacognitive, memory-related, compensation, affective, and social strategies. Therefore, metacognitive strategies were the most commonly used. According to result of spearman correlation, the correlation coefficient obtained was 0.167, which means that correlation between learning strategies and self-efficacy have a week correlation, it can be concluded that the relationship between learning strategies and self-efficacy were extremely weak. This also evidenced by the significant value of spearman correlation obtained 0.098 was higher than 0.05 which means that there is no significant correlation between learning strategies and self-efficacy of EFL Learners in English at English Education Department of Mulawarman University of Samarinda.

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