

The Influence of Linguistic Intelligence and Self-Efficacy on English-Speaking Skills of Vocational High School Students in Bekasi City

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Abstract

This research employed a survey method involving a population of vocational high school students in Bekasi City, with a sample size of 50 students selected using a simple random sampling technique. Data analysis was conducted using multiple linear regression. The results revealed: 1) There is a significant simultaneous influence of linguistic intelligence and self-efficacy on students' English-speaking skills, as evidenced by a significance value of $Sig = 0.000 < 0.05$ and an F -value of 56.384. 2) Linguistic intelligence has a significant influence on students' English-speaking skills, indicated by a significance value of $0.042 < 0.05$ and a t -value of 2.092. 3) Self-efficacy also significantly influences English-speaking skills, with a significance value of $0.001 < 0.05$ and a t -value of 3.438. These findings provide insights into how linguistic intelligence and self-efficacy can enhance English-speaking performance among vocational high school students.

Keywords: *Linguistic Intelligence; Self-Efficacy; English-Speaking Skills*

Abstrak

Penelitian ini dilakukan dengan menggunakan metode survei. Populasi dalam penelitian ini adalah siswa SMK di Bekasi dengan ukuran sampel sebanyak 50 siswa, menggunakan teknik survei dan sampling acak sederhana. Analisis data dilakukan dengan regresi linier berganda. Hasil penelitian menunjukkan: 1) Ada pengaruh signifikan dari kecerdasan berbahasa dan efikasi diri secara bersama-sama terhadap Keterampilan Berbicara Bahasa Inggris siswa di SMK Kota Bekasi. Hal ini dibuktikan dengan perolehan nilai $Sig = 0,000 < 0,05$ dan F hitung = 56,384. 2) Ada pengaruh signifikan dari kecerdasan berbahasa terhadap Keterampilan Berbicara Bahasa Inggris siswa di SMK Kota Bekasi. Hal ini dibuktikan dengan perolehan nilai signifikansi ($Sig.$) sebesar $0,042 < 0,05$ dan nilai t -hitung sebesar 2,092. 3) Ada pengaruh signifikan dari efikasi diri terhadap Keterampilan Berbicara Bahasa Inggris siswa di SMK Kota Bekasi. Hal ini dibuktikan dengan perolehan nilai ($Sig.$) sebesar $0,001 < 0,05$ dan nilai t -hitung = 3,438. Hasil penelitian ini bermanfaat untuk mengatasi bagaimana meningkatkan pengaruh kecerdasan Linguistik dan efikasi diri terhadap Keterampilan Berbicara Bahasa Inggris siswa di SMK Kota Bekasi.

Kata kunci: Kecerdasan Linguistik; Efikasi Diri; Keterampilan Berbicara Bahasa Inggris

PENDAHULUAN

English communication skills can significantly increase opportunities for success in life. Therefore, speaking skills in English are essential in today's interconnected world. However, a 2017 study conducted by the international education company English First (EF) ranked Indonesia 32nd out of 72 countries in the English Proficiency Index (EF EPI), indicating relatively low English proficiency among Indonesian students. Various factors influence English learning outcomes, including internal factors such as intelligence, motivation, interest, and attitude, as well as external factors like teacher influence, parental support, school resources, and curriculum. It is believed that internal factors play a particularly dominant role in students' academic success. Research by Rahmalia (2019) supports this claim, indicating that internal aspects significantly influence students' English proficiency. A key indicator of success in language learning is the ability to use the language effectively, both orally and in writing. Speaking often requires more confidence than writing.

Since speaking can be highly challenging, teachers must actively encourage students to practice speaking while also addressing various factors that can enhance their speaking skills. Speaking is a crucial component of language learning and is often considered one of the most difficult skills to master. It involves complex cognitive and linguistic processes, including comprehension, phonological skills, vocabulary, grammar, syntax, pragmatics, and coherence. Given the importance of this skill, many researchers have explored the factors that influence the development and mastery of speaking abilities. From an internal perspective, McGroarty (1996) emphasized that attitude and motivation significantly affect both learners and teachers, although these influences may be subtle and not easily identified. This highlights the critical role that attitude plays in the learning process. Syah (2011) identified several factors that affect learning outcomes, categorizing them into internal factors, external factors, and learning approaches. Internal factors include physiological and psychological aspects. Physiological aspects are related to physical conditions and sensory perception, while psychological aspects include intelligence, attitude, talent, interest, and motivation.

One key component of intelligence is linguistic intelligence, a type of intelligence identified by Howard Gardner. Halil (2017) explains that linguistic intelligence refers to an individual's ability to understand and use language effectively. This intelligence supports both the comprehension and expression of spoken and written language and plays a crucial role in students' English-speaking skills. According to Fleetham (2006), linguistic intelligence involves the ability to think and communicate effectively through language. It includes understanding linguistic structures and applying them in real-life contexts. Individuals with strong linguistic intelligence tend to excel in language-related tasks and often enjoy reading and writing. These students can quickly memorize and use new vocabulary, which increases their interest and enjoyment in learning. Thus, strong linguistic intelligence can significantly improve students' English-speaking performance.

Conversely, students with limited linguistic intelligence or ineffective learning strategies may struggle with language, resulting in demotivation. Previous studies related to linguistic intelligence support this idea. For instance, research by Erlin Puspitasari (2020) on "The Influence of Linguistic Intelligence and Classroom Climate Perception on Students' English Conversation Skills" concluded that linguistic intelligence had a significant influence on students' speaking skills. This was evidenced by a significance value of 0.044 (less than 0.05) and a t-score of 2.027.

Similar results were reported by Muhammad F. (2021) in his study on "The Relationship Between Verbal-Linguistic Intelligence, Self-Efficacy, and Students' Speaking Skills," which concluded:

There was a positive and significant correlation between verbal-linguistic intelligence (X1) and speaking skills (Y), indicated by a correlation coefficient of 0.717 and an R square of 0.513.

1. Self-efficacy (X2) also showed a positive and significant relationship with speaking skills (Y), with a correlation coefficient of 0.496 and an R square of 0.246.
2. Simultaneously, verbal-linguistic intelligence (X1) and self-efficacy (X2) had a positive and significant relationship with speaking skills (Y), with a correlation coefficient of $r = 0.726$ and a significance level of 0.00 (less than 0.05). Therefore, the alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected.

In summary, the combined contribution of verbal-linguistic intelligence and self-efficacy to students' speaking skills reached 52.7%. This suggests that both variables jointly influence students' improvement in speaking proficiency. Based on these findings, it can be concluded that verbal-linguistic intelligence and self-efficacy have a positive and significant correlation with English-speaking ability. A preliminary survey was conducted at a private senior high school in Bekasi City to assess students' performance in English subjects. In this school, English is taught twice a week for a total of four instructional hours. The survey revealed that students' summative assessment results were below expectations, with some students failing to meet the minimum passing criteria (KKM). The KKM is determined based on students' skills, material complexity, target competencies, and the school's available facilities and resources. The following table presents the results of the student assessment:

Tabel 1 Results of the Students' Assessment

Grade Level		Minimum		
10	45	70	70%	30%
11	69	70	65%	35%
12	33	70	60%	40%

The data indicate that in Grade 10, 70% of students (32 out of 45) met the KKM, while 30% (13 students) did not. In Grade 11, 65% (45 students) achieved the minimum standard, leaving 35% (24 students) below the required level.

In Grade 12, only 60% (20 out of 33) reached the KKM, while 40% (13 students) failed to do so. Ideally, teachers expect all students to meet the KKM; however, these outcomes may reflect incomplete mastery of language skills, which in turn affects students' academic performance. Challenges in mastering language skills remain common in the English learning process. Students often struggle with limited vocabulary, grammatical errors, and insufficient language exposure. A lack of vocabulary inhibits reading and listening comprehension.

Arifiani (2017) found that limited vocabulary delays listening comprehension as students struggle to recognize key words. Although students may remember grammar rules, they frequently fail to apply them effectively in real-life communication. Furthermore, some students own English textbooks but lack the reading skills or comprehension to fully understand the content. Exposure to non-authentic language sources may also lead to misinterpretations. Many students feel anxious about making mistakes and lack the confidence to express ideas or share stories in class. These difficulties reflect their current level of linguistic competence, which affects their overall language development. In addition to linguistic intelligence, several other factors influence the success of language learning. Among them, students' self-efficacy beliefs play a key role. Motivation enhances the ability to acquire a new language, and one of the primary sources of motivation is self-efficacy. Albert Bandura introduced the concept of self-efficacy within the broader framework of social cognitive theory.

According to Bryant (2017), self-efficacy is an individual's belief in their capability to complete specific tasks. This belief influences performance outcomes—even students with similar skills may achieve different results depending on their level of self-efficacy. Those with strong self-efficacy are better able to plan, carry out tasks successfully, and apply their skills confidently, even in challenging situations. Conversely, individuals with low self-efficacy tend to avoid difficult tasks, struggle with planning, and doubt their ability to succeed. Research supports the idea that people are more likely to engage in activities when they believe they are capable of completing them (Pajares, 1996; Jackson, 2002; Ching, 2002; Margolis & McCabe, 2003). Thus, higher self-efficacy encourages students to persist and overcome obstacles in the learning process. Challenges arise when students lack adequate self-efficacy.

According to the author, strong self-efficacy is essential to help students perform better in assigned tasks. Students with low self-efficacy tend to become frustrated when faced with difficult tasks, viewing them as obstacles to avoid rather than challenges to overcome (Blumenthal, 2014). Previous studies on self-efficacy support these claims.

Research by Maria Adelina (2017), titled *The Influence of Self-Confidence and Vocabulary Mastery on Students' English Speaking Skills*, revealed that self-confidence had a significant effect on speaking skills. The study reported a t-score of 3.987 with a significance level of 0.000, which is below the 0.05 threshold. The self-confidence variable contributed 9.83% to the improvement of speaking skills.

Similar findings were reported by Khairun Nisa (2022) in her study *The Influence of Emotional Intelligence and Self-Efficacy in Speaking on English Speaking Skills of English Students*. The significance value for the self-efficacy variable was 0.001, below the 0.05 threshold, leading to the acceptance of the alternative hypothesis. This suggests that self-efficacy has a significant impact on students' speaking skills. Likewise, Natalia Tri Astuti (2022), in her study titled *The Influence of Self-Efficacy and Learning Autonomy on English Speaking Skills*, also found a significant positive relationship between students' self-efficacy and their English-speaking ability. Given these phenomena, the researcher intends to conduct a study to examine whether linguistic intelligence and self-efficacy influence students' performance in English-speaking skills.

RESEARCH METHOD

This study was conducted at Vocational High School Students in Bekasi City, West Java, during the 2024/2025 academic year, from March to July 2025. It employed a quantitative survey method, as described by Hapsari and Heryani (2019), which aims to collect natural data from a particular setting. Kerlinger, as cited in Hashwani (2008), also described surveys as ideal for exploring facts, beliefs, motivations, and personal and social issues. The research design included the use of questionnaires, tests, and literature reviews for data collection. Correlation analysis was employed to evaluate the relationships between independent and dependent variables. This study involved three variables: two independent variables—students' linguistic intelligence (X1) and self-efficacy (X2)—and one dependent variable—English-speaking skills (Y). The population consisted of 503 students from Vocational High School Students in Bekasi City.

A proportional cluster random sampling method was used to select a representative sample of 50 students (10% of the population). The sample included 20 and 30 students from two different schools. Data were gathered using validated instruments. A 40-item Likert-scale questionnaire was used to assess linguistic intelligence, while another 40-item Likert-scale questionnaire, adapted from Asakereh and Dehghannezhad (2015), assessed self-efficacy. English-speaking skills were evaluated using a role-play speaking test focusing on expressions related to giving, accepting, and declining invitations.

Assessment was based on fluency, pronunciation, understanding, intonation, and content coherence. Validity and reliability tests were conducted using Pearson's Product Moment correlation and Cronbach's Alpha. Items with r -count $>$ r -table (0.374) were considered valid. Both instruments showed a Cronbach's Alpha of 0.746, indicating high reliability. Data analysis involved descriptive statistics (mean, median, mode, standard deviation), normality tests (Kolmogorov-Smirnov), linearity tests (ANOVA), multicollinearity (Tolerance and VIF), heteroscedasticity (scatter plot), and regression analysis using SPSS version 22. The significance threshold for hypothesis testing was set at 0.05.

RESULTS AND DISCUSSION

Here is the polished and properly translated version of your research results and hypothesis testing section in English, ready to submit for your journal:

Table 2 The strength of the relationship and the contribution of variables X₁ and X₂ simultaneously to variable Y

Model Summary ^b				
Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.841 ^a	.707	.694	2.064

- a. Predictors: (Constant), Self Efficacy , Linguistic Intelligence
- b. Dependent Variable: English Speaking Skill

Table 3 The Significance of the Relationship and the Contribution of Variables X₁ and X₂ Simultaneously to Variable Y

ANOVA ^a						
Model		Sum Squares	ofdf	Mean Square	F	Sig.
1	Regression	482.169	2	241.085	56.584	.000 ^b
	Residual	200.251	47	4.261		
	Total	682.420	49			

- a. Dependent Variable: Keterampilan Berbicara B.Inggris
- b. Predictors: (Constant), Efikasi Diri, Kecerdasan Linguistik

Table 4 The Significance of the Relationship and the Contribution of Variable X₁ Partially to Variable Y, and Variable X₂ Partially to Variable Y

Coefficients ^a									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part order
1	(Constant)	5.741	1.245		4.612	.000			
	Kecerdasan Linguistik	.051	.024	.329	2.092	.042	.795	.292	.165
	Efikasi Diri	.076	.022	.540	3.438	.001	.824	.448	.272



a. Dependent Variable: Keterampilan Berbicara B.Inggris

The Joint Influence of Linguistic Intelligence and Self-Efficacy on English Speaking Skills Tested Hypotheses:

H₀: $\beta_1 = \beta_2 = 0$

H₁: $\beta_1 \neq 0$ and $\beta_2 \neq 0$

Explanation:

H₀: Linguistic intelligence and self-efficacy do not simultaneously affect students' English speaking skills.

H₁: Linguistic intelligence and self-efficacy simultaneously have an influence on students' English speaking skills.

Based on Table 3 the researcher found that the F-value was 56.384 with a significance value of 0.000, which is less than 0.05. Therefore, it was concluded that linguistic intelligence and self- efficacy significantly influence students' English speaking skills.

Furthermore, the researcher developed a multiple regression equation using the data from the Unstandardized Coefficients column (section B) in Table 4.12. Based on this information, the regression equation is as follows:

$$\hat{Y} = 5.741 + 0.051X_1 + 0.076X_2$$

This multiple regression equation can be interpreted as follows: every one-unit increase in linguistic intelligence (X₁) contributes 0.051 points, and every one-unit increase in self-efficacy (X₂) contributes 0.076 points to English speaking skills.

Additionally, Table 2 presents the correlation coefficient (R) and the coefficient of determination (R²). The correlation coefficient is $r = 0.841$, indicating a very strong simultaneous relationship between linguistic intelligence and self-efficacy with English speaking skills.

The coefficient of determination (R²) is 0.707 or 70.7%, which means that linguistic intelligence and self-efficacy together contribute 70.7% to students' English speaking skills.

The Influence of Linguistic Intelligence on English Speaking Skills

Tested Hypotheses:

H₀: $\beta_1 = 0$ H₁: $\beta_1 \neq 0$

Explanation:

H₀: There is no influence of students' linguistic intelligence on their English speaking skills. H₁: There is an influence of linguistic intelligence on English speaking skills.

Based on Table 4 the significance value (Sig.) is $0.042 < 0.05$, and the t-value is 2.092. Thus, it is concluded that there is a significant influence of linguistic intelligence on students' English speaking skills.

The partial contribution of the linguistic intelligence variable to English speaking skills can be calculated using the following formula:

$$KD = \text{Beta} \times \text{Zero Order} \times 100\% \quad KD = 0.329 \times 0.795 \times 100\%$$

$$KD = 26.15\%$$

Based on this calculation, it can be concluded that linguistic intelligence contributes 26.15% to students' English speaking skills.

The Influence of Self-Efficacy on English Speaking Skills Tested Hypotheses:

$H_0: \beta_2 = 0$ $H_1: \beta_2 \neq 0$

Explanation:

H_0 : There is no influence of self-efficacy on students' English speaking skills. H_1 : There is an influence of self-efficacy on students' English speaking skills.

According to Table 4, the significance value (Sig.) is $0.001 < 0.05$, and the t-value is 3.438. Therefore, it is concluded that there is a significant partial influence of self-efficacy on students' English speaking skills.

The partial contribution of the self-efficacy variable to English speaking skills is calculated as follows:

$$KD = \text{Beta} \times \text{Zero Order} \times 100\% \quad KD = 0.540 \times 0.824 \times 100\%$$

$$KD = 44.49\%$$

Based on this calculation, it can be concluded that self-efficacy contributes 44.49% to students' English speaking skills.

Discussion

This study aimed to investigate the influence of linguistic intelligence and self-efficacy on students' English speaking skills at two vocational high schools in Bekasi City. The analysis results lead to the following discussion:

1. There is a significant simultaneous influence of linguistic intelligence and self-efficacy on students' English speaking skills.

The findings support the hypothesis that students' linguistic intelligence (X_1) and self-efficacy (X_2) have a positive and significant effect on their English speaking skills. This is indicated by the regression coefficients, where linguistic intelligence contributes 0.051 points and self-efficacy contributes 0.076 points to speaking skill improvement. The hypothesis testing resulted in a correlation coefficient of 0.841, indicating a strong relationship among the variables. The coefficient of determination (R^2) was 0.707 or 70.7%, showing that linguistic intelligence and self-efficacy together contribute 70.7% to English speaking skills. These findings are consistent with previous research by Muhammad, F. (2021), which examined the relationship between verbal-linguistic intelligence, self-efficacy, and students' speaking skills. The study concluded:

- A significant positive correlation between verbal-linguistic intelligence (X_1) and speaking skills (Y), with a correlation coefficient of 0.717 and $R^2 = 0.513$.
- A significant positive relationship between self-efficacy (X_2) and speaking skills (Y), with a correlation coefficient of 0.496 and $R^2 = 0.246$.
- A significant positive joint effect of X_1 and X_2 on Y , with $r = 0.726$ and significance level of 0.00 (< 0.05), leading to the acceptance of the alternative hypothesis (H_1) and rejection of the null hypothesis (H_0).

The combined contribution of verbal-linguistic intelligence and self-efficacy to speaking skills was 52.7%, indicating their strong role in enhancing students' speaking ability. Similarly, Dewi (2019) found that linguistic

intelligence significantly improved reading comprehension, as students with higher linguistic intelligence demonstrated better language skills. Agustiani (2016) also revealed a strong correlation between self-efficacy and academic achievement, emphasizing that success in English learning is influenced by cognitive, affective, and psychomotor domains. This study affirms that linguistic intelligence and self-efficacy positively affect English speaking skills among students at Vocational High School Students in Bekasi City. Theoretical perspectives support these findings. Thornbury (2012) stated that speaking skills develop through daily interaction and communication. Speaking is a medium for sharing knowledge, opinions, and feelings, allowing connection with others despite differing communication abilities. Evaluation of speaking involves fluency, pronunciation, grammar, vocabulary, and comprehension. However, assessment can be challenging as communication styles vary.

Thornbury emphasizes that speaking is a socially developed skill involving both technical language use and the ability to adapt to various social contexts. This highlights the influence of linguistic knowledge, pragmatics, and cultural factors. According to Jackson (2019), citing David Wechsler, intelligence is a person's overall ability to reason, adapt, and manage their environment effectively. Intelligence reflects cognitive mechanisms that can be inferred from behavior. Meanwhile, self-efficacy, as explained by Lunenburg (2011), affects students' choices, learning goals, commitment, and perseverance in challenging subjects. Lunenburg asserts that self-efficacy influences learning motivation and effectiveness, as individuals are more likely to engage in tasks they believe they can accomplish.

2. There is an influence of linguistic intelligence on students' English speaking skills.

Hypothesis testing showed a significant effect of linguistic intelligence on English speaking skills, with a significance value of $0.042 < 0.05$ and a t-value of 2.092. The contribution of linguistic intelligence to the dependent variable (Y) was 26.15%. This the second hypothesis stating that linguistic intelligence significantly influences English speaking skills is accepted. This result aligns with research by Mujiono (2019) on the effect of linguistic and emotional intelligence on the academic performance of EFL learners in Indonesia, which found a significant correlation between linguistic intelligence and academic achievement. Similar findings were reported by Erlin Puspitasari (2020), who found a significant impact of linguistic intelligence on students' speaking performance, with a significance value of 0.044 and a t-value of 2.027.

Fatimah (2019) also found that verbal- linguistic intelligence had a strong correlation with English learning achievement among EFL students, with a correlation coefficient of 0.662. These findings validate that linguistic intelligence positively affects students' English speaking skills at Vocational High School Students in Bekasi City. This can be explained by Howard Gardner's (1983) Theory of Multiple Intelligences, which recognizes linguistic intelligence as one of several types and rejects IQ as the sole measure of capability. Gardner's theory, widely accepted as a framework for identifying diverse learners, emphasizes that

individuals possess unique blends of intelligences affecting academic performance.

Earlier, Alfred Binet (1905), together with Theodore Simon, defined intelligence as the ability to direct thoughts and actions, adapt behavior, and engage in self-reflection. Gardner, cited by Djuwita and Jamaris (2017), defined verbal-linguistic intelligence as the ability to use language effectively, both in speech and writing, including skills in expression, grammar, semantics, phonology, and pragmatic language use. These cognitive and social skills demonstrate that speaking and writing reflect deeper mental processes.

3. There is an influence of self-efficacy on students' English speaking skills.

Based on the third hypothesis testing, self-efficacy has a positive and significant influence on English speaking skills, indicated by a significance value of $0.001 < 0.05$ and a t-value of 3.438. Self-efficacy contributes 44.49% to English speaking skills. From the students' responses to the questionnaire, it was evident that they believed in their ability to complete English assignments, even when considered difficult. This indicates that strong self-efficacy improves speaking ability. These results are consistent with Nurhasnah's (2022) study on self-efficacy in science learning, which found high levels of self-efficacy in all aspects.

Similar results were found by Maria Adelina (2017), who reported that self-confidence significantly affected speaking skills, supported by a t-value of 3.987 and a significance level of 0.000. Confidence contributed 9.83% to speaking skill development. Khairun Nisa (2022) also found a significant effect of emotional intelligence and self-efficacy on speaking skills, with a significance value for self-efficacy of 0.001. Likewise, Natalia Tri Astuti (2022) found a significant relationship between self-efficacy and English speaking performance. This study confirms that self-efficacy positively affects students' English speaking skills at Vocational High School Students in Bekasi City.

According to Albert Bandura's concept of self-efficacy, it is the belief in one's ability to take necessary actions to achieve specific goals (Stajkovic et al., 2018). This belief influences goal-setting, decision-making, and persistence. Bandura argues that those with higher self-efficacy choose more challenging tasks and are more resilient in achieving goals. Lopez et al. (2018) explain that individuals with strong self-belief are more proactive and motivated. Social environments, such as support from teachers, peers, or family, also reinforce self-efficacy. Margolis & McCabe (2006) further assert that in education, self-efficacy is strongly linked to learning motivation. Students with high self-efficacy are more confident in tackling academic challenges, while those with low self-efficacy may feel intimidated and unmotivated, hindering achievement.

CONCLUSIONS

Based on the results of hypothesis testing and discussion of the research findings, the following conclusions can be drawn:

1. There is a significant simultaneous influence of linguistic intelligence and self-efficacy on students' English speaking skills. This is supported by the

significance value (Sig.) of $0.000 < 0.05$, F-value = 56.384, and the combined contribution of linguistic intelligence and self- efficacy to English speaking skills is **70.7%**.

2. There is an influence of linguistic intelligence on students' English speaking skills. This is evidenced by the significance value (Sig.) of $0.042 < 0.05$, t-value = 2.092, and the contribution of linguistic intelligence to English speaking skills is **26.15%**.
3. There is an influence of self-efficacy on students' English speaking skills. This is shown by the significance value (Sig.) of $0.001 < 0.05$, t-value = 3.438, and the contribution of self-efficacy to English speaking skills is **44.49%**.

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