

ABSTRACT

INVESTIGATING THE RELATIONSHIP BETWEEN EFL LEARNERS' SELF IDENTITY AND THEIR SPEAKING SKILL

By

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This study investigates the relationship between EFL learners' self-identity and their speaking skills in an English as a Foreign Language (EFL) context. Grounded in Norton's theory of identity and Krashen's Affective Filter Hypothesis, this research employs a quantitative correlational design to examine the statistical association between learners' self-identity and their speaking performance. The participants were undergraduate students of the English Education Study Program at the University of Lampung enrolled in a speaking class during the 2025/2026 academic year. Data were collected using a self-identity questionnaire comprising Likert-scale and open-ended items, alongside a storytelling-based speaking performance test assessed with the Complexity, Accuracy, and Fluency (CAF) framework proposed by Mahpul (2014). Quantitative data were analyzed using Pearson Product-Moment correlation, while qualitative responses were examined through content analysis to explore learners' perceptions of their identity as English users. The findings indicate that students generally possess a moderate level of self-identity, and their speaking performance is relatively consistent. However, the correlation analysis revealed a very weak and statistically insignificant relationship between self-identity and speaking skill. These results suggest that self-identity functions more as a background factor influencing learners' attitudes and engagement rather than directly predicting speaking performance. Consequently, EFL instruction should not only develop linguistic competence but also provide identity-affirming and emotionally supportive learning environments to encourage students' active participation and confidence in speaking.

Keywords: *Self-Identity, Speaking Skill, EFL Learners, Affective Factors, Identity Theory.*