THE CORRELATION BETWEEN STUDENTS' SELF-EFFICACY AND THEIR SPEAKING ABILITY

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Abstract

This study aimed to investigate whether there is correlation between students' self-efficacy and their speaking ability. Correlational research was employed in the present study. The sample of the current research was 60 students of 8th grade of SMP Bilingual Terpadu, one of bilingual junior high school in Sidoarjo. A questionnaire of self-efficacy in speaking was distributed to obtain students' self-efficacy score. To acquire students' speaking skill score, a speaking rubric was utilized. Pearson Product Moment Analysis was employed to analyze the correlation between students' self-efficacy and their speaking ability. The P value was less than 0.05 indicates there is significance correlation between both variables. Moreover, the correlation coefficient, r = 0.667, indicates a moderate degree of correlation.

Keywords: Correlational Research, Self-Efficacy, Speaking

INTRODUCTION

Speaking becomes very important in order to have a good conversation and understand what is being discussed or given information. Besides, speaking is one of the most challenging components of learning for students (Pollard, 2008). During oral communication, students are required to direct their attention towards various aspects such as generating ideas, employing appropriate language, adhering to grammatical rules, utilizing a wide range of vocabulary, and demonstrating accurate pronunciation. Additionally, they must actively engage in listening and effectively respond to the individual they are conversing with. In Indonesia, English is not commonly spoken and is primarily utilised in specific contexts such as English classes. Students turn to communicate in their own language after class. It limits the usage of English. Therefore, Indonesian students' speaking capabilities are difficult to enhance (Anggini & Arjulayana, 2021).

Aside from the linguistic issues that teachers discovered in the classroom, there is another factor which causes students' difficulties in speaking English. Students may find it difficult to believe in their communicative competence, which is related to their psychological state. In the view of Haidara (2016), the ability to speak English is a language skill that is significantly impacted by human psychology. The author emphasized that English as a Foreign Language (EFL) students need to be sure of themselves if they desire to communicate well. The author emphasized that English as a Foreign Language (EFL) students need to be sure of themselves if they desire to communicate well. A study conducted by Ariyanti (2016) shows that there are many mental factors that make it hard for students to speak. These factors include anxiety,

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fear of committing errors, shyness, lack of motivation, and low self-esteem. Haidara (2016) also said that linguistic comprehension and psychological statements in individuals, such as confidence, motivation, and belief in oneself, have an impact on students' low performance. As a result, pupils' speaking difficulties might stem from both inside and outside these individuals (Nugrahaeni, 2022)

Self-efficacy, as one of the motivational constructs, has received increased attention in education (Usher & Pajares, 2008). Bandura (1997) stated that self-efficacy can be defined as an individual's ideas about what they can do to effectively organize and execute the necessary actions to handle potential situations. In the view of Maddux (1995), the term "self-efficacy" refers to a person's faith in their own ability to do a job well utilizing their acquired skills within specific contextual circumstances. In other words, self-efficacy is an individual's sense of confidence in oneself, which contributes to a person's motivation to succeed in a specific circumstance. Human achievements, based on social cognitive theory, are dependent on the synergistic relationship between personal, behavioral, and environmental actions (Bandura, 1986). As a result, people's behavior and cognition are influenced by their beliefs about their abilities (Bandura, 1997).

There have been some previous studies investigating on self-efficacy. Asakereh and Dehghannezhad's (2015) study attempted to examine the connection between students' belief in their own speaking talents, their actual speaking performance, and how satisfied they were overall with their speaking class. The results of the study indicated a significant positive correlation between how students satisfied they were with their speaking class and their self-efficacy in speaking abilities, and the attainment of speaking skills. Desmaliza and Septiani (2017) conducted a study that revealed a statistically significant positive association between students' belief in their own speaking talents and their actual speaking performance at SMPN 2 Curug, Tangerang.

Numerous investigations have been undertaken pertaining to the notion of self-efficacy. Nevertheless, there is a dearth of scholarly investigations concerning the notion of self-efficacy as it pertains to oral proficiency within the context of bilingual education. The aim of this study was to examine the potential relationship between students' self-efficacy and their speaking proficiency. In relation to the contextual framework of the study, the research question was established in the following manner: Is there any significant correlation between students' self-efficacy and their speaking ability?

LITERATURE REVIEW
Self-Effcacy

Self-efficacy pertains to an individual's level of assurance in their own capacity to effectively participate in a particular activity or set of behaviors that are necessary to achieve a desired outcome (Bandura, 1977). The concept of perceived self-efficacy refers to someone's assurance level in their ability to strategize effectively and execute the requisite actions for attaining particular objectives (Bandura, 1997). Furthermore, he provided a definition of self-efficacy as the learners' perceptions and beliefs regarding their capability to successfully accomplish a given task.

As stated by Maddux (1995), self-efficacy pertains to one's level of belief in their own ability to effectively perform a given task utilizing their acquired skills within specific contextual circumstances. This inquiry does not pertain to convictions regarding the capacity to execute particular and trivial physical actions, but rather to

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convictions regarding the capacity to harmonize and organize aptitudes and proficiencies in adaptable and demanding circumstances. Within the framework of self-efficacy theory, efficacy beliefs hold significant importance in various domains such as psychological adjustment, psychological concerns, physical well-being, and both professionally directed and self-guided behavioral change strategies (Maddux, 2012). Self-efficacy is not considered to be a trait inherent to an individual's personality. Self-efficacy refers to a set of beliefs held by individuals regarding their ability to effectively integrate their skills and capabilities in order to attain desired outcomes within specific domains and contexts. Self-efficacy beliefs do not encompass intentions to engage in specific behaviors or to attain particular goals. An intention refers to an individual's planned course of action, and empirical studies have demonstrated that intentions can be shaped by multiple determinants, including self-efficacy beliefs (Maddux, 1999).

Speaking

Speaking is an interactive process involving the creation, reception, and organization of information (Brown, 2006). The term "speaking" pertains to a form of verbal communication that encompasses both the act of producing speech and the ability to listen and comprehend (Byrne, 1986). Speaking is the act of utilizing verbal language in a manner that is consistent with natural speech patterns. It involves the vocalization of words, the comprehension of language, the ability to effectively employ linguistic skills, the expression of thoughts and ideas through verbal means, and the facilitation of communication between individuals (Hornby, 1995). Bailey et al. (2005) stated that speaking skill can be defined as a productive skill that involves the systematic use of verbal utterances to effectively communicate information. Brown (2004) asserts that the ability to engage in verbal communication is a demonstrable skill that can be observed through direct empirical evidence. In essence, verbal communication serves as a tangible aptitude for honing language proficiency, enabling individuals to effectively convey ideas, opinions, and emotions, while facilitating the acquisition of knowledge and information through interpersonal interactions. The act of speaking can be defined as the utilization of one's linguistic knowledge in practical communication situations. Speaking is a communicative skill employed by individuals to convey messages and engage in interactions with others. It serves various purposes, including the dissemination of information, the exchange of questions and answers, the expression of statements, and the communication of personal emotions and ideas.

RESEARCH METHOD

Research Design

The study employs correlational research as one of its quantitative research methods. Correlational research, as defined by Fraenkel and Wallen (2009), refers to a type of study that seeks to examine the association and magnitude of the relationship between two or more variables, without any intention of manipulating the variables. The main aim of this current investigation is to examine the association between the self-efficacy of learners and their proficiency in spoken language.

Respondents

The determination of the appropriate number of respondents for a study is generally contingent upon the specific category of research being conducted. Based on Gay and Diehl (1992), in order to establish a relationship, correlational research

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necessitates a minimum of 30 subjects. However, 60 participants from 8th grade students of SMP Bilingual Terpadu Sidoarjo were involved in this investigation.

Data Collection Technique

This current investigation utilized two techniques to collect data; questionnaire and test.

1. Questionnaire

A questionnaire was used in this study to collect information about students' self-efficacy. The instrument used was closed-ended questionnaire. This questionnaire response describes the students' sense of self-efficacy. The participants are provided with a written questionnaire containing a series of inquiries. The participants chose an alternative response option that aligned with their actual circumstances. Consequently, the students are solely required to indicate their assessment on the given column by means of a checklist, in accordance with their personal sentiments towards the statement. The questionnaire employed in this study was adapted from the research conducted by Asakereh and Dehghannezhad (2015) to gather primary data on students' self-efficacy. The questionnaire contains a total of 20 items. Each questionnaire item has five options available: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The calculated r values of the 20 items of the self-efficacy questionnaire are greater than the r table (0.254), showing that the instrument is valid. Furthermore, the value of Cronbach's alpha coefficients for the self-efficacy questionnaire (0.921) surpassed the threshold of 0.6, indicating that the instrument exhibits acceptable levels of reliability.

2. Test

A speaking test was employed to determine students' speaking performance in this study. Students practiced speaking extensively in this test, delivering a long monologue in the style of a recount text for 5 minutes. To measure the students' speaking performance, a scoring rubric proposed by O'Malley and Pierce (1990) was utilized. Several aspects were assessed; pronunciation & intonation, fluency, accuracy, and vocabulary with rating score 1 up to 4. The calculated r values of 4 items of the speaking rubric assessment are greater than the r table (0.254), showing that the instrument is valid. Moreover, the value of Cronbach's alpha for the speaking rubric (0.635) surpassed the threshold of 0.6, indicating that the instrument is reliable.

Data Analysis

1. Prerequisite Test Analysis
    a. Homogeneity Test

    The study employed Levene's test to assess the homogeneity of variance. As stated by Garson (2012), the equality of variances within the group can be determined by examining the significance of the Levene statistic at a threshold of 0.05 or higher.

Table 1. Homogeneity Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Self-Efficacy	1.373	5	54	0.249
Speaking	0.865	5	54	0.511

The homogeneity significance values for the self-efficacy variable (0.249) and the speaking variable (0.511) exceed the threshold of 0.05, suggesting that the sample groups exhibit similar levels of variance.

b. Normality Test

Based on Mishra et al. (2019), it is recommended to utilize the Kolmogorov-Smirnov test when the sample size exceeds 50. The normality of the data was assessed using SPSS 24. The normality of data is determined by comparing the obtained significance level (P) to the predetermined significance level of 0.05. If P is greater than 0.05, the data is considered to exhibit normality. In contrast, when the observed significance level is less than 0.05 ($P < 0.05$), the data is considered to deviate from the norm.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		60
Normal Parameters[a,b]	Mean	0.0000000
	Std. Deviation	1.28867399
Most Extreme Differences	Absolute	0.163
	Positive	0.107
	Negative	-0.163
Test Statistic		0.163
Asymp. Sig. (2-tailed)		.000[c]
Exact Sig. (2-tailed)		0.073
Point Probability		0.000

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the provided table, it is evident that the significance value of Exact Sig. 0.073 exceeds the predetermined threshold of 0.05. This suggests that the data normally distributed.

c. Linearity Test

The objective of the linearity test is to ascertain the existence or non-existence of a linear correlation between two or more variables being examined. The linearity was analyzed using SPSS 24.

Table 3. Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Speaking Ability * Self-Efficacy	Between Groups	(Combined)	97.833	26	3.763	1.582	0.106
		Linearity	78.353	1	78.353	32.938	0.000
		Deviation from Linearity	19.480	25	0.779	0.328	0.997
	Within Groups		78.500	33	2.379		
	Total		176.333	59			

The test result indicates that the p-value for the Deviation from Linearity is 0.997, which is greater than the significance level of 0.05. This suggests that there is a linear relationship between students' self-efficacy and their speaking ability.

2. Pearson Product-Moment Analysis

The analysis of the data involved the utilization of Pearson Product-Moment Correlation in SPSS 24 software in order to ascertain the relationship between self-efficacy and oral language proficiency. In order to assess the level of correlation between the two variables, it is necessary to interpret the coefficient outcome. The subsequent table of interpretations is derived from the study conducted by Hinkle et al. (1998).

Table 4. Guidance for Interpreting the Degree of a Correlation

Correlation Value	Interpretation
0.90 to 1.00 (-0.90 to -1.00)	Very high positive (negative) correlation
0.70 to 0.90 (-0.70 to -0.90)	High positive (negative) correlation
0.50 to 0.70 (-0.50 to -0.70)	Moderate positive (negative) correlation
0.30 to 0.50 (-0.30 to -0.50)	Low positive (negative) correlation
0.00 to 0.30 (0.00 to -0.30)	Little if any correlation

RESULTS AND DISCUSSION

A Pearson Product-Moment analysis was done to find out if there was a connection between how confident students felt about their speaking skills and how well they could speak. The findings of this analysis are presented in the following table.

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Table 5. Pearson Correlation Result

Correlations

		Self-Efficacy	Speaking Ability
Self-Efficacy	Pearson Correlation	1	.667**
	Sig. (2-tailed)		0.000
	N	60	60
Speaking Ability	Pearson Correlation	.667**	1
	Sig. (2-tailed)	0.000	
	N	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table, a statistically significant positive relationship was observed between students' self-efficacy and their speaking skill. The correlation coefficient, $r = 0.667$, indicates a moderate degree of correlation. The sample size for this study was 60 participants, and the significance level, p, was less than 0.05.

Hence, the present study's finding supports the prior investigations conducted by Asakereh and Dehghannezhad (2015) and Desmaliza and Septiani (2017), which posited a favourable relationship between students' self-efficacy and their speaking proficiency. Pupils who possess high degree of self-efficacy in the domain of speaking tend to exhibit notable achievements in their speaking skills. In contrast, students who possess low levels of self-efficacy in speaking tend to exhibit poor outcomes in speaking. Individuals who possess a strong sense of self-efficacy are more likely to exhibit superior speaking abilities in comparison to those who have a lower level of self-efficacy. Moreover, based on Pajares (1996), beliefs about self-efficacy exert a substantial influence on the degree of exertion, dedication, and resilience individuals invest in an activity, as well as their cognitive processes and emotional responses. Considering the aforementioned positive impacts of self-efficacy beliefs, it can be argued that possessing high extent of self-efficacy in speaking is advantageous for students in their pursuit of developing speaking skills. This is due to the reality that people with elevated self-efficacy tend to exhibit heightened self-confidence and are more inclined to engage in speaking tasks that encompass a range of difficulty levels, thereby enhancing their overall achievement in this domain. According to Asakereh and Dehghannezhad (2015), individuals who possess a strong sense of self-efficacy exhibit confidence when engaging in demanding tasks. Conversely, individuals who lack self-efficacy tend to perceive tasks as more arduous than they actually are, potentially resulting in heightened levels of stress and feelings of hopelessness. Consequently, self-efficacy assumes a prominent role in cultivating students' competencies, fostering their belief in their ability to communicate and articulate themselves proficiently in the English language. Hence, it can be argued that there is a statistically significant positive relationship between students' self-efficacy and their speaking ability.

CONCLUSION

Based on the study findings, it can be concluded that there is a statistically significant positive relationship between students' self-efficacy and their speaking ability, with a moderate degree of correlation. Students who possess a strong belief in

their own abilities to succeed are more likely to excel in the domain of speaking skill. When individuals experience a decrease in their perceived ability, they have a tendency to exhibit reduced effectiveness in spoken ability.

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