

STUDENTS' SELF-EFFICACY AND STUDENTS' SPEAKING SKILL: CORRELATIONAL ANALYSIS

Rafika¹, Fitriani²

^{1,2}Universitas Sulawesi Barat, Indonesia

¹Email: rafika@unsulbar.ac.id

Abstract: *The students' speaking achievement encounters some problems, namely, vocabulary deficiency, anxiety, less motivation, inhibition, and self-efficacy. The current research aimed to know the level of the students' self-efficacy and the correlation between students' self-efficacy and students' speaking skills in English. The subject of this research was the students of the Speaking for Academic Purposes class at the fourth semester of the English Education Department at the University of Sulawesi Barat. The total sampling technique was used in this research, and it contained the total active students in the fourth semester of the English education study program was 74 students. The quantitative method was applied in this research, and the design was a correlational study. Furthermore, the instruments attempted were a self-efficacy questionnaire and students' speaking scores from the Speaking for academic purpose lecturer at the English Education Department at the University of Sulawesi Barat. The first result of this study showed that most of the students had a high level of self-efficacy, and the second result showed that the sig value is $0.81 > 0.05$. It can be concluded that rejecting H_0 and accepting H_a means there was no significant correlation between self-efficacy and student's speaking skills.*

Keywords: *Correlation, self-efficacy, speaking skill*

INTRODUCTION

Speaking skill is an essential part of studying English. Students can express opinions, participate in socialization, and practice their English language skills by speaking. Moreover, the students of English Education expect to get excellent and better speaking skills, as the students will be teachers. The students must master certain points of speaking skills, such as grammar, vocabulary, pronunciation, fluency,

and comprehension (Dasmo, 2014; Erdiana et al., 2019; Mufida et al., 2015; Ocarina et al., 2022). Consequently, the teachers or lecturers require to assist the students in elevating their speaking competence (Mufida et al., 2015). Numerous ways include the approach, method, and model the teachers or lecturers attempted in evolving students' speaking skills. Regrettably, most English learners still find difficulties in speaking English because they are required the competence to use English as

an appropriate language in the teaching-learning process (Sundari & Dasmo, 2014). Notably, in learning process needs communication between the lecturer and students (Paris & Rafiq, 2021).

There are some problems in speaking that hinder students' achievement in speaking. Several speaking problems are vocabulary deficiency, anxiety, less motivation, inhibition, and self-efficacy (Desmaliza & Septiani, 2018; Khodadad & Kaur, 2016; Ocarina et al., 2022; Paradewari, 2017; Sundari & Dasmo, 2014). Therefore, the students require to better comprehend instructional elements, for instance, self-efficacy, hence it can evolve students' speaking skill in social interaction (Ocarina et al., 2022; Zhang & Ardasheva, 2019). Social interaction requires using various language levels, each of which is customized to the speaker in question. Due to the lack of exposure to the target language, students with limited exposure to spoken English are less fluent. However, many students are fearful of speaking in English. Students lack confidence in their speaking skill. The majority of them expressed severe apprehension about speaking English in front of their classmates, creating a negative perception. It is called anxiety, and how an individual addresses anxiety varies depending on their own assessment of their skills (Ocarina et al., 2022), referred to as self-efficacy.

Several self-efficacy studies have been conducted by some researchers related to speaking skill. For Instance, speaking self-efficacy and collocation proficiency among students are highly and positively correlated. It is possible to claim that speaking collocation competency increases with speaking

self-efficacy (Ocarina et al., 2022). The other study revealed that self-efficacy has an impact on how well pupils learn a language, particularly EFL learners (Ningias & Indriani, 2021). Aligns this study, the researchers found that students in the seventh grade show a significant connection between their speaking ability and their sense of self-efficacy (Desmaliza & Septiani, 2018).

Moreover, self-efficacy relates to a person's view and assumption that they have the skills necessary to successfully complete a task, such as reading or writing in the language. Self-efficacy is an intrapersonal trait that helps to learn and academic performance (Capron Puozzo & Audrin, 2021; Kord & Abdolmanafi-Rokni, 2016; Ningias & Indriani, 2021). Additionally, self-efficacy is one aspect that affects the students' learning, including speaking skill (Fuchs & Katzir, 2021; Muttaqin et al., 2019; Ningias & Indriani, 2021; Paradewari, 2017; Zhang & Ardasheva, 2019).

Based on the above statements, the researchers intend to investigate the correlation between students' self-efficacy and speaking skill. Therefore, the objectives of th research:

1. To gather information about the level of students' self-efficacy.
2. To know the correlation between students' self-efficacy and students' speaking skill.

LITERATURE REVIEW

The delivery of language through the mouth is referred to as speaking. It is a productive skill that includes many components, such as grammar, strategy, sociolinguistics, and discourse (Sundari &

Dasmo, 2014). Speaking is more than just making the right sounds, selecting the right words, or getting the constructions correct. Speaking is probably the most essential language skill that most language learners want to master as soon as possible. Furthermore, speaking is more common than writing (Rao, 2019).

The primary function of spoken language is to socialize people. Unlike writing, spoken language is produced and processed in real-time, so the speaker and hearer have limited time to plan and produce what they want to say and understand. Speech is typically used in face-to-face conversations; fleeting, spontaneous, and variable. Body language, such as gestures or facial expressions, supplements spoken language (often called non-verbal communication). Teaching speaking because students regard it as one of the most important and challenging skills to master. The most common method of establishing interpersonal relationships is through spoken communication. Furthermore, speaking is necessary since students can complete the tasks, obtain information, and provide instructions.

In teaching speaking, the teacher must stimulate the students' motivation, personal confidence and self-efficacy. Those are factors that influence students' speaking competence (Dasmo, 2014; Khodadad & Kaur, 2016; Olivier et al., 2019).

Self-efficacy can be defined as the idea that one is able to plan and carry out the required courses of action in order to successfully manage potential scenarios (Weinberg et al., 2019). Put another way, it is the confidence you have in your own capabilities to achieve success in a particular circumstance (Hsieh

& Schallert, 2008; Lev, 1997; Li, 2020; Mohammed, 2021; Resnick, 2018; Weinberg et al., 2019).

The expert divided the characteristics of high and low self-efficacy (Schunk, 2012). The first characteristic is high self-efficacy. An individual can determine a situation that they face effectively. Certain of success in overcoming the barrier. Consequence is viewed as a challenge that must be overcome. Furthermore, the individual is motivated to endure good effort and to believe in their own skill. Individuals are rarely shown to be apprehensive. They are also fascinated by new situations.

The second characteristic is a low level of self-efficacy. When an individual fails, they feel unmotivated gradually. They do not feel they can overcome the challenge. A "consequence" is anything that should be avoided. They always make little effort and are quick to give up. Furthermore, there is doubt about the individual's skill and ambition. Low task dedication. An individual dislikes being in a new environment. In conclusion, everyone has a particular skill for performing tasks. The capacity to complete a task determines an individual's level of self-efficacy (Sundari & Dasmo, 2014).

RESEARCH METHOD

This study was quantitative approach that employed correlational research. It was attempted to gain the data of correlation between students' self-efficacy and speaking skill. Correlational research analyzes the relationship between two or more variables without trying to influence them (Creswell, 2018; Gay et al., 2006). Moreover, correlation research is an example of ex-post facto research because researchers typically do not manipulate the existing variables and instead look for the existence

of relationships and the level of relationship variables reflected in the regression analysis (Gall, Meredith; Gall, Joyce; Borg, 2003).

The researchers obtained the data from the fourth-semester students of the English Education Department of the University of Sulawesi Barat population. There were 74 students in total. Total sampling, also known as census sampling, is a sampling technique in that the entire population is sampled. The researchers obtained the document of the students' speaking scores from the lecturer of speaking for academic purposes.

The instrument attempted in this study were questionnaire and document. The questionnaire gained self-efficacy data, and it contains 20 item statements, it was adopted from the previous researcher (Amelia, 2020). The document was the speaking score taken from the lecturer of the Speaking for Academic Purposes course. The analyzed data used the Rank-Spearman correlation to find the correlation between variables X and Y with SPSS.

FINDINGS

The study's findings were: (1) the level of students' self-efficacy and (2) the correlation between students' self-efficacy and students' speaking skill. Below is the data gained from students' statements on the questionnaire to analyze the students' self-efficacy.

Tabel 1. The result of frequency distribution based on categorization

| data | | | | |
|-------|-----------|---------|---------------|--------------------|
| | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Moderate | 9 | 12.2 | 12.2 |
| | High | 65 | 87.8 | 87.8 |
| | Total | 74 | 100.0 | 100.0 |

The table shows the frequency of students based on their categories of self-efficacy. There were no students who possessed low self-efficacy, which means there were no students with score below 47. Meanwhile, there were nine students who had moderate self-efficacy. In other words, their score of self-efficacy was on the range of above 47 but below 73. At the same time, the highest is possessed by 65 students who have the self-efficacy score of more than 73. This category is also the majority of students responses which represents 87.8% of all the samples.

The researchers used SPSS to find out the correlation between students' self-efficacy and students' speaking skills in English. The researchers used Rank Spearman correlation to analyze it.

Table 2. Result of Correlation Rank Spearman

| Correlations | | | |
|----------------|-------------------------|----------------|-------|
| Self Efficacy | | Speaking Score | |
| Spearman's rho | Correlation Coefficient | 1.000 | .027 |
| | Sig. (2-tailed) | . | .819 |
| | N | 74 | 74 |
| Speaking Skill | Correlation Coefficient | .027 | 1.000 |
| | Sig. (2-tailed) | .819 | . |
| | N | 74 | 74 |

The table above shows that the result of rho (Correlation Coefficient) was 0.027. Related to the table of Rank Spearman Correlation Interpretation, it implies that the students' self-efficacy had a positive correlation toward speaking skill, but it had a very low category.

Table3. Rank Spearman Correlation Interpretation

| rho positif | rho negatif | category |
|-----------------------|-------------------------|-------------|
| $0,9 \leq \rho < 1$ | $-0,9 \leq \rho < -1$ | Very strong |
| $0,7 \leq \rho < 0,9$ | $-0,7 \leq \rho < -0,9$ | Strong |
| $0,5 \leq \rho < 0,7$ | $-0,5 \leq \rho < -0,7$ | Moderate |
| $0,3 \leq \rho < 0,5$ | $-0,3 \leq \rho < -0,5$ | Low |
| $0 \leq \rho < 0,3$ | $-0 \leq \rho < -0,3$ | Very low |

The results of the data analyses indicate whether the hypothesis that the researchers had proposed was accepted or not.

1. If the significance level is less than 0.05, the independent variable significantly affects the dependent variable.

2. If the significance level is higher than 0.05, the variable has no significant effect on the dependent variable

Hence, the significance score (2-tailed) was higher than 0.05, which means that Ho accepted. It implies that there was no significant correlation between variable X and Y. Based on the above score, 0.819 was higher than 0.05, meaning there was no significant correlation between students' self-efficacy and speaking skill.

DISCUSSION

Self-efficacy is a theory that may play a part in deciding how well a learner does in any subject, including English (Capron Puozzo & Audrin, 2021; Khodadad & Kaur, 2016; Muttaqin et al., 2019). Another point is that self-efficacy is a powerful predictor of performance in a variety of language skills and tasks, and various different elements contribute to an increase in the level of self-efficacy that students have (Raofi et al., 2012). For instance, students who have a higher level of self-efficacy in FL reading tend to have better performance in FL reading, according to the findings of a study that found a moderate and positive association between FL reading self-efficacy and FL reading performance (Han, 2021).

The first result of this study was most of students had high level of self-efficacy. It was aligned with the previous researchers who found self-efficacy was high in English business communication (Muttaqin et al., 2019). At SMPN 1 PARENGAN, the ninth-grade students have a high level of self-efficacy in their ability to communicate orally (Ocarina et al., 2022).

Moreover, the finding from Ningias (2021) revealed that in online learning speaking, the students had enough self-efficacy. It was distinguished from the study findings that 59.0% of Iraqi EFL undergraduate students overall reported poor writing self-efficacy, followed by 37.0% of students with intermediate writing self-efficacy and only 4.0% with strong writing self-efficacy (Sabti et al., 2019). This study reported that more than half of students had self-efficacy at low level in the writing context.

Furthermore, the second result of this study was there was no significance correlation between students' self-efficacy and speaking skill. Similar findings from other researchers showed that there is a negative correlation between speaking ability and self-efficacy, which is the conclusion that can be taken from these findings. This conclusion can also be drawn from the results of significance levels that are over 0.05. The low marks that kids receive are directly attributable to this factor. It has a good influence on each learner, not just their sense of self-efficacy (Khotimah et al., 2023). It was supported by another study revealed that teachers' self-efficacy in regards to reading instruction and their self-reported teaching style did not correlate, according to another research (Fuchs & Katzir, 2021).

Despite, the researchers have highlighted that students are aware of their self-efficacy and have the ability to speak more effectively (Siboro et al., 2022). According to the findings of the study, there is a correlation between self-efficacy in English speech delivery and academic accomplishment (Murtiningsih, 2011). Moreover, there is a significant positive correlation between students' speaking

self-efficacy and their collocation competency in speaking. This correlation is high and suggests that almost all of the pupils have a high level of self-efficacy in speaking (Ocarina et al., 2022).

6. CONCLUSION

Based on the findings and discussion, it can be concluded that: 1) There are no students in the low category of self-efficacy, 12 % in the moderate level of self-efficacy category, and 88% of the sample in the high self-efficacy category. 2) The second result of this study found out that there was no correlation between students' self-efficacy and students' speaking skill in English. Students expected to improve their coping self-efficacy in speaking English in the fourth semester English Education department at the University of Sulawesi Barat.

This study has small sample group and it did not attempt a method to enhance speaking skill as the limitation. Further research is expected to investigate the causal factors of self-efficacy that do not correlate with speaking skill.

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