

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

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### Abstract

English speaking is quite difficult for many foreign language learners because there are many factor that affect their speaking ability. The purpose of this research is to determine the correlation between self-efficacy and speaking ability of 85 students in English Education Department at University of Islam Malang. This research is a quantitative research with correlational design. Through questionnaire and speaking score, this research attempts to answer two research questions: (1) students' level of self-efficacy, speaking ability, and (2) the correlation between students' speaking self-efficacy and their speaking ability. To analyze the data, descriptive analysis and Pearson correlation by SPSS 20 was used in this research. The result of descriptive analysis in self-efficacy showed that students' level belonged to moderate category with a mean score of 92.51. On speaking ability, the students' level belonged to the good category with a mean score of 70.85. Then, a positive and significant correlation was found in self-efficacy and speaking ability with a sig.value of 0.000 which was smaller than 0.05 ( $0.000 < 0.05$ ). From the data analysis, it can be concluded that students' level in self-efficacy classified as moderate, in speaking ability classified as high, and there was a positive and significant correlation between students' speaking self-efficacy and their speaking ability.

**Keywords:** Self-efficacy, Speaking Ability, EFL Context

## INTRODUCTION

In English learning, speaking is a crucial skill. According to Ismiatun (2019), Speaking becomes one of the most challenging skills in learning a foreign language, hence it is crucial to use learning strategies to improve students' speaking abilities in a classroom setting. Derakhshan et al (2016), also stated that speaking is an essential aspect of everyone's life; they should be constantly honed in both subtle and intricate language. Prastyawan et al (2021), also suggest When we talk about the act of connecting with someone or providing them with knowledge directly, speaking is one of the constructive skills that students need to develop. The significance of English as an international language can assist students in preparing themselves to meet the necessary global standards for using the target language, which may place a greater emphasis on practical communication skills, such as how to plan how to interact with locals and other people when traveling abroad (Anwar et al, 2020). Thus, it can be conclude that mastering English speaking has many opportunities. In line with Mahu (2012) Knowing English is a huge advantage for our professions.

Darmuki (2017) stated that for second and foreign language learners, mastering English speaking skills is the highest priority. According to Oxford, 1990 (in Mistar, 2011), second or foreign language learning strategies are specific acts or techniques that students utilize to help them

build their second or foreign language skills. However, mastering speaking is quite difficult for EFL students as it requires great effort. In accordance with Sundari and Dasmo (2014), Speaking English is quite difficult and particularly challenging for a beginner who uses English as a foreign language because efficient language use in social contexts is necessary for efficient oral communication. Moreover, some EFL learners may experience feelings of shyness or embarrassed to speak (Zuhairi et al, 2023). By Hamouda, 2012 (in Alimuddin et al, 2015), several factors made students feel doubtful about communicating in English, namely that they experienced anxiety, lost motivation to learn, felt embarrassed, and had weak confidence in their speaking abilities.

An individual's belief in their ability to do something is called self-efficacy. Self-efficacy is the conviction that a person can control a circumstance and achieve results that are advantageous to oneself. Meanwhile, according to Sundari & Dasmo (2014), self-efficacy, alternatively referred to as students' belief, represents a phrase employed to convey an individual's assurance in their ability to successfully engage in activities and their perceived level of competence in executing those tasks. The sense of self-efficacy a student will determine how well he or she learns since it can influence how they act, think, and are motivated. Rizki & Medan (2019) states that self-efficacy is essential to the learning process as it ensures that students will be successful in achieving their goals. Therefore, students should have confidence in their skills since it has a significant impact on how they learn. It is proven by the several studies that self-efficacy is correlated with learning process.

Rudina Skhulaku (2013), examines the relationship between self-efficacy and academic performance in the context of gender among Albanian students. The result indicate that between self-efficacy and academic performance is correlated, but between self-efficacy and gender there is no significant difference. Ahmad Asakereh et al (2015), utilized students' satisfaction with EFL classes: examining the relationship between self-efficacy and speaking skills achievement. The result demonstrated positive connection between satisfaction with speaking class and both skills achievement and self-efficacy belief. They also discovered that self-efficacy belief are better predictor of skill achievement than satisfaction with speaking class. Tutik Alawiyah (2018), conducted a study about speaking self-efficacy and EFL students teacher's speaking achievement, it's found a positive correlation between speaking self-efficacy and speaking achievement.

This research focused on how much the students' level of self-efficacy and speaking ability and determining the correlation between students' speaking self-efficacy and their speaking ability. This research is different from previous studies which focus on the correlation between self-efficacy and academic performance. This research is aimed at English Education Department students at University of Islam Malang with two objectives, the first is to analyze the level of students in terms of self-efficacy and speaking ability, the second is to determine the correlation between speaking self-efficacy and their speaking ability

## METHODS

This research uses a quantitative research with descriptive and correlational design, which Self-efficacy as independent variable (X) and Speaking ability as dependent variable (Y). According to Arikunto (2010), quantitative research is a systematic empirical investigation that uses numerical data. The purposed of this research are to analyze the students' level in terms of self-efficacy and speaking ability and to determine the correlation between students' speaking self-efficacy and their speaking ability. This research provide two hypotheses: (1) Ha: There is a correlation between self-efficacy and speaking ability, (2) Ho: There is no correlation between self-efficacy and speaking ability. On this research, third semester students which consist of 85 students of English Education Departmen was made up as the subject. They were selected because they were in early stage learning, it will be easy if we know the students' level of self-efficacy, speaking ability, and the connection between the two variables. It is hoped in the next semester, they will enhance their speaking ability through their self-efficacy.

In collecting the data, a questionnaires that related with self-efficacy belief and speaking score was utilized in this research. The questionnaires was modified from Asakereh (2015) and contains about 28 questions. A five point Likert scale was employed to map and interpret the students' response. This questionnaires was satisfactory valid and reliable, it proven by the result of Cronbach's alpha test which the sig. value of 0.915 ( $0.915 > 0.6$ ). It means that the questionnaire valid and reliable to be used in this research. For speaking score, it obtain from the lecturers in third speaking class. This speaking scores contains several criteria to evaluate students' speaking proficiency including; pronounciation, fluency, and vocabulary.

In analyzing the data, a descriptive analysis and Pearson correlation in SPSS 20 program was utilized. The subject of this research were asked to filled out the questionnaires and indicate the five points Likert scale in order to know the self-efficacy belief that related in themselves. To analyze the students' level of self-efficacy and speaking ability, a descriptive analysis was conducted. Then, Pearson correlation in SPSS 20 program was used to determine whether self-efficacy and speaking ability correlated. Before that, the normality test was used to examining whether the data is normally distributed or not. In line with Mishra et al (2019), testing for normality data is crucial because it affects the use of parametric and nonparametric tests as well as measurements of central tendency and dispersion. Then, Pearson correlation was used to see the correlation between students' speaking self-efficacy and their speaking ability. After that, regression analysis was used to determine the potential impact of students' speaking self-efficacy in their speaking ability.

## RESULT AND DISCUSSION

### Result of Students level in terms of Self-efficacy and Speaking ability

#### Result Of Students' Level in Self-efficacy

**Table 1.** The result of precentage students' speaking self-efficacy

| No.          | Interval | Interpretation | Frequency | Percentage |
|--------------|----------|----------------|-----------|------------|
| 1            | 103-140  | High           | 19        | 22,3%      |
| 2            | 65-102   | Moderate       | 66        | 77,6%      |
| 3            | 28-64    | Low            | 0         | 0          |
| <b>Total</b> |          |                | 85        | 100%       |

Based on the table above, it's showed that 19 out of 85 (22,3%) in high category, 66 out of 85 (77,6%) in moderate category, and there is no students in low category. From the statistical analysis, the maxium score was 127 and the lowest score was 66 with an average score of 92.51. These result suggest that the level of self-efficacy among students is moderate.

**Result of Students' level in Speaking ability****Table 2.** The result of percentage students' speaking ability

| No.          | Interval | Interpretation | Frequency | Percentage |
|--------------|----------|----------------|-----------|------------|
| 1            | 85-100   | Very good      | 27        | 31,7%      |
| 2            | 70-84    | Good           | 43        | 50,6%      |
| 3            | 55-69    | Moderate       | 6         | 7,1%       |
| 4            | 25-54    | Bad            | 2         | 2,4%       |
| 5            | 0-24     | Very bad       | 7         | 8,2%       |
| <b>TOTAL</b> |          |                | 85        | 100%       |

Based on the table above, it's showed that 27 out of 85 (31,7%) in very good category, 43 out of 85 (50,6%) in good category, 6 out 85 (7,1%) in moderate category, 2 out of 85 (2,4%) in bad category, and 7 out of 85 (8,2%) in very bad category . From the statistical analysis, the maxium score was 90 and the lowest score was 0 with an average score of 70.85 These result suggest that the level of speaking ability among students at good level.

**Result of The correlation between students' speaking self-efficacy and their Speaking ability****Normality test****Table 3.** Test of One-Sample Kolmogorov-Smirnov

| One-Sample Kolmogorov-Smirnov Test |                |                             |
|------------------------------------|----------------|-----------------------------|
|                                    |                | Unstandardize<br>d Residual |
| N                                  |                | 79                          |
| Normal Parameters <sup>a,b</sup>   | Mean           | 0E-7                        |
|                                    | Std. Deviation | 12.55992399                 |
| Most Extreme<br>Differences        | Absolute       | .099                        |
|                                    | Positive       | .099                        |
|                                    | Negative       | -.087                       |
| Kolmogorov-Smirnov Z               |                | .880                        |
| Asymp. Sig. (2-tailed)             |                | .421                        |

a. Test distribution is Normal.

The table's statistics indicate that the normality test of p-value analysis resulted in a value of 0.421, which is higher than the significance level of 0.05 ( $0.421 > 0.05$ ). As a result, it's clear from the findings that the data exhibits a normal distribution.

### Correlation measurement

**Table. 4** Correlation between speaking self-efficacy and speaking ability

| Correlations        |                     | self-<br>efficacy | speaking<br>ability |
|---------------------|---------------------|-------------------|---------------------|
| self-efficacy       | Pearson Correlation | 1                 | .411**              |
|                     | Sig. (2-tailed)     |                   | .000                |
|                     | N                   | 79                | 79                  |
| speaking<br>ability | Pearson Correlation | .411**            | 1                   |
|                     | Sig. (2-tailed)     | .000              |                     |
|                     | N                   | 79                | 79                  |

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

From the table, it's known that the sig. value was 0.000, smaller than 0.05 ( $0.000 < 0.05$ ). Then, the correlation coefficient (rcount) of 0.411 was higher than the rtable ( $0.411 > 0.220$ ). It's demonstrated a positive and significant correlation between students' self-efficacy belief and their speaking ability. Which based on Arikunto (2006), the level of correlation was moderate.

### Regression Analysis

**Table. 5** Regression analysis's result

| ANOVA <sup>a</sup> |            |                |    |             |        |                   |
|--------------------|------------|----------------|----|-------------|--------|-------------------|
| Model              |            | Sum of Squares | Df | Mean Square | F      | Sig.              |
| 1                  | Regression | 2501.267       | 1  | 2501.267    | 15.652 | .000 <sup>b</sup> |
|                    | Residual   | 12304.632      | 77 | 159.800     |        |                   |
|                    | Total      | 14805.899      | 78 |             |        |                   |

a. Dependent Variable: speaking ability

b. Predictors: (Constant), self-efficacy

Following the analysis above obtained f-table 15.652 with a sig. value 0.000, which was smaller than 0.05 ( $0.000 < 0.05$ ). Therefore, it can be assumed that self-efficacy had an impact on their speaking ability. To ascertain the extent to which students' speaking abilities were influenced by their speaking self-efficacy, the researcher also computed the R-square. The result is explained in the table below:

**Table 6.** R-square's result

| Model Summary <sup>b</sup> |                   |          |                   |                            |
|----------------------------|-------------------|----------|-------------------|----------------------------|
| Model                      | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                          | .411 <sup>a</sup> | .169     | .158              | 12.641                     |

a. Predictors: (Constant), self-efficacy

b. Dependent Variable: speaking ability

It's known from the table the R-square was 0.169. This demonstrates that self-efficacy has a significant impact of 16.9% on their speaking ability, while 83.1% of the variability in speaking ability was attributed to unexplained factors.

## DISCUSSION

From the table 1, it showed from the total sample, 19 out of 85 students (22,3%) have high self-efficacy, 66 out of 85 students (77,6%) have moderate self-efficacy, and none are in a low category. Additionally, descriptive statistical analysis was performed on the students' self-efficacy. The findings revealed that the highest score achieved was 127, and 66 was the lowest. The mean score was 92.51, with a variance of 173.467 and a std. deviation of 13.171. This finding implies that the students' self-efficacy level is moderate. Of these findings, no one was included in the low category. It indicates that they have high motivation and effort when facing something. In accordance with Bandura (1977) states that an individual with high self-efficacy demonstrates great effort and perseverance when confronted with challenges.

While from speaking score, it can be seen from the Table 2, students in the very good category were 27 (31,7%), in the good category, 43 students (50,6%), six students (7,1%) in the moderate category, in the bad category were two students (2,4%), and in the very bad category was seven students (8,2%). A descriptive statistical analysis of students' speaking scores was also completed. The result shows that the maximum score obtained was 90, and the lowest was 0. The mean score was 70.85, with a standard deviation of 23.707 and a variance of 562.012. These results indicate that the students' speaking ability is at a good level. It means that most of the students have good communication competence. As cited in Richard (2008), good communication competence includes knowledge of managing grammar and vocabulary, speaking rules, rules for using and responding to various types of speech, and appropriate language use.

Based on the result of the Table 4, it was discovered that between the two variables, the correlation was 0.411 and the sig. value 0.000, which was smaller than 0.05 ( $0.000 < 0.05$ ). Based on the Arikunto (2006) interpretation, the correlation strength can be classified as moderate. Additionally, It denotes that  $H_a$  was accepted and  $H_o$  was rejected. As a result, it suggests that self-efficacy and speaking ability are positively and significantly correlated. It means that self-efficacy can be defined as human belief in their ability to speak effectively. In line with Bandura (1977) states that an individual believes that she/he can achieve something in achieving a certain goal

The result of this research was confirmed relevance with some studies, Rudina Skhulaku (2013) found that people are much more likely to succeed when they take on a project they feel they can complete. As shown by the research finding, it's demonstrated a positive relationship between students' self-efficacy beliefs and their academic performance. Zagoto (2019) stated students with high self-efficacy levels are better able to handle their anxiety when faced with challenges, make better decisions, and exert more effort to move forward. They also demonstrate persistence and perseverance by working hard to achieve their goals. Another research from Tutik Alawiyah (2018). She discovered that students who possess higher self-efficacy in speaking skills are more inclined to achieve higher scores in their speaking abilities. His research also demonstrated that significantly, self-efficacy and speaking achievement had a positive connection. High self-efficacy will impact the stronger self-confidence of students in doing more or more effort maximum, the higher the acquisition of learning achievement. Meanwhile, if students have low self-efficacy, they lower the learning achievement obtained. (Wulanningtyas, 2020).

Thus, it indicates that in the context of speaking ability, self-efficacy can be defined as human belief in their ability to speak effectively. In line with Bandura (1977) states that an individual believes that she/he can achieve something in achieving a certain goal. Therefore, students with higher levels of self-efficacy were more inclined to participate in speaking activities, seek opportunities to practice their speaking, and persist in improving their abilities.

## CONCLUSION AND SUGGESTION

In conclusion, the findings of this study conducted at the University of Islam Malang have provided valuable insights into the relationship between students' self-efficacy and their speaking abilities. The results indicated that students possess a moderate level of self-efficacy, reflecting a reasonable belief in their capabilities to achieve desired outcomes. Simultaneously, their speaking ability was reported to be at a good level, signifying the development of effective communication skills within the context of language learning.

Crucially, the study revealed a significant and positive correlation between students' speaking self-efficacy and their speaking ability. This correlation underscores the profound influence of self-efficacy beliefs on language proficiency. It suggests that when students exhibit higher levels of confidence in their speaking abilities, they are more likely to perform better in their spoken language skills. This highlights the crucial role of self-efficacy in shaping language learning outcomes and reinforces the importance of addressing and nurturing students' belief in their own language abilities.

The research suggests that educators should focus on fostering students' self-efficacy, considering its impact on communication skills and daily behavior. Students are encouraged to build self-efficacy to enhance their speaking ability and academic performance. Parents should provide support and motivation to boost their children's self-efficacy, being an essential support system. Future researchers can utilize these findings as a guide for studying self-efficacy in various language skills beyond English, including reading, writing, listening, and other areas.

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