

Interrelationship Among Learning Strategies, Self-Efficacy, and Speaking skill of EFL Students'

Iklil Chusnia

(English Education Department, Faculty of Teacher Training Education, University of Islam Malang)

Abstract: ELT objective in recent modern fields meet various challenges on learners' productive performances especially English-speaking skill. One of the challenges that EFL Indonesian students meet is self-efficacy, learning strategies, and speaking skill. The purpose of this study is to look at the relationships between learning strategies, self-efficacy, and speaking skills in English as a Foreign Language (EFL) students. A quantitative method, namely a correlation design, is applied in this study. In collecting the data, Strategy Inventory on Language Learning and Self-Efficacy Belief questionnaire and Speaking test was used to investigate the level of students reading anxiety. The subject of this study were 66 students of third semester students of English department. The data analysis of this research is correlational analysis using SPSS Pearson Product Moment Correlation. The findings revealed that there is no correlation between three variables.

Keyword : Learning Strategies, Self-efficacy and Speaking Skill.

INTRODUCTION

ELT objective in recent modern fields meet various challenges on learners' productive performances especially English-speaking skill. One of the challenges that EFL Indonesian students meet is self-efficacy, learning strategies, and speaking skill. This study aimed to explore learning strategies, self-efficacy and speaking skill among EFL learners during learning. More research in the local educational and cultural context, however, is needed to give insights into students usage of language learning strategies and how this is connected to their language self-efficacy beliefs (Siew & Wong, 2015). Language acquisition researches has revealed that many L2 learners have a low feeling of self-efficacy and a lack of learning strategies to help them develop fluency in the language. It is also clear that certain strategies may be more culturally relevant and hence chosen, or that the students' educational experiences may influence them to prefer specific strategies (Magogwe & Rhonda, 2007). The lack of a coherent, well-accepted system for describing these learning strategies indicates that there is a major problem in the research on classification of L2 learning strategies (Oxford, 1994).

Based on Syafyadin (2020), various language learning strategies should be examined further so that different elements such as gender, the cultural background of the students, and the influence of learning strategy use on the students' speaking ability may be studied. Different characteristics, such as gender and cultural background, influenced the learners' choice of similar and dissimilar language learning strategies, allowing for additional investigation. It is also becoming a basic aspect for a language teacher to lead students in

becoming aware of their own learning strategies. This is because applying appropriate strategies in learning the target language has a high potential for increasing students' language performance and creating a positive atmosphere in class for motivation, support and communicative competence. Learners may influence their own learning through developing language skills, raising motivation in the learning process, and building confidence. Because the language learner is the most significant aspect of language acquisition, it is reasonable to presume that some issues are with the students themselves. The language learning strategies utilized by the learners are one of the components of improving speaking skills.

Some students have their own way of managing their learning strategies. L2 language learners employ six learning strategies: cognitive, metacognitive, memory-related, compensating, emotional, and social (Oxford, 1990). Cognitive strategies are used to assist students in appropriately manipulating the target language or activity by utilizing all of their processes. Students use metacognitive strategies to assist them in managing the learning process by focusing, arranging, planning, and assessing their learning, which allows them to regulate their own learning. These strategies have a significant impact on language learning because they help students control their emotions. Good language learners are aware of these emotional issues to some extent. Good language learners aim to build good connections with the foreign language and its speakers, as well as with the learning processes involved.

Even though these strategies give exposure to the target language, they only have an impact on learning since they do not directly lead to language acquisition, storage, retrieval, or use. Language learning strategies, combined with other personal complements, lead to academic achievement. The employment of learning strategies by students is known to be greatly connected to achievement. Self-efficacy is not a measure of one's abilities; rather, it is a belief in one's ability to perform in given situations with whatever abilities one possesses. Individuals' self-efficacy is significantly affected by direct accomplishment experiences. In terms of the overall assessment of the research findings, it can be stated that self-efficacy is an essential variable influencing achievement. Individuals' self-efficacy perceptions evolve, and this is shown in their achievements (either positively or negatively).

The previous research was on Widyanatorio A and Marpaung V (2020) tried find out EFL Learners' Big Five Personalities, Language Learning Strategies, and Speaking and by Boyandi, Nikou and Shahbas (2012) was explain about The Relationship between EFL Learners' Self-efficacy Beliefs and Their Language Learning Strategy Use. This study aimed wheter or not correlation between two variables.

The difference between this research and the other research is the variables, whereas the previous study only focuses on two variables. Other studies have not investigated whether there is a relationship between three variables, such as learning strategies, self-efficacy, and speaking skills. Moreover, it is still unclear if this holds true for self-efficacy, learning strategies, and speaking skills. One goal of the current study is to fill these gaps in the literature.

Finally, seen from the gap of the study, Learning Strategies, Self-Efficacy and Speaking Skill is important to examined.

METHODS

In this research, the researcher used quantitative methods with correlational design. According to Wallen (2009), correlation is a statistical test to examine a link between or among two or more variables in the same sample in order to discover a trend or pattern. Correlation design is not included in experimental research design because there is no treatment in this research. Creswell (2012) said that the correlation between two or more continuous variables was evaluated using a correlation study design. The data were examined using Pearson Product Moment Correlation to get the correlation coefficient.

The population of this study was Third Semester students of English Department in University of Islam Malang. For the sample of the study, the researcher took 66 students from class B and C. To collect the data, the researcher used test and questionnaire.

To collect the data, the researcher used Learning strategies, self-efficacy questionnaire and speaking test were used to collect the data. While to collect the data from questionnaire, the researcher gave the questionnaire and Speaking test to students online in the form of google form, and then they asked to answer the question honestly.

The researcher used SPSS Pearson Product Moment Correlation to compute all of the data and determine the relationship between Learning strategies, Self-efficacy, and Speaking skill.

FINDING AND DISCUSSION

The Speaking 3B class has 31 active students. When the research was over, all of the students who had participated in it submitted questionnaires. When this research was being done, 33 active students participated in this study and filled out questionnaires while another class was speaking 3C. The speaking test was attended by students from 3B and 3C. This research included 63 students from Speaking 3B and Speaking 3C.

Researchers conducted correlation tests on study variables to see whether or not the measurement instruments used for each variable were consistent. Table 4.1 summarizes the results of a series of statistical tests on descriptive statistics of learning strategies, self-efficacy, and speaking skills.

Descriptive statistic

	N	Minimum	Maximum	Mean	Std. Deviation
SILL	66	71	219	173,17	21,666
SE	66	79	132	110,39	10,665
SS	66	16	33	24,20	4,130
Valid (listwise)	N 66				

The descriptive statistics table for the Strategy Inventory for Language Learning (SILL) variable reveals that there are 66 observations recorded, and the SILL variable's minimum value is 71, with the highest score of 219. The average (mean) value is 173.17, with a standard deviation of 21.666. The standard deviation number is less than the average, suggesting that the SILL variable has no data deviation. This demonstrates that the data distribution for the SILL variable is satisfactory.

The self-efficacy variable's descriptive statistics table reveals that the number of observations observed is 66, and the minimum value for the SE variable is 79, with the highest value of 132. The average (mean) value is 110.39, with a standard deviation of 10.665. The standard deviation number is less than the average, suggesting that the SE variable has no data deviation. This demonstrates that the data distribution for the SE variable is good.

The descriptive statistics table on the Speaking Skill (SS) variable shows that the number of observations observed is 66, and the minimum value for the SS variable is 16. The maximum value is 33. The average value (mean) is 24.20, with a standard deviation value of 4.130. The standard deviation value is smaller than the average, indicating that there is no data deviation in the SS variable. This shows that the distribution of data on the SS variable is good.

The result of Correlation between Learning Strategies and Speaking Skill

The table below summarizes the results regarding a series of statistical tests of students' learning strategies, self-efficacy, and speaking skills.

		Speaking Skill	Explanation
Learning Strategies	Pearson correlation	0,212	correlation is low
	Sig.	0,087	Not significant

The value is $r_{count} = 0.212$, according to the calculation findings of the SPSS 26.0 application software. The positive r_{count} results indicate that as learning strategies improve, so will speaking skills. The sig. value from the table above is $0.087 > 0.05$, indicating that H_0 is acceptable. Because of the positive correlation data, the alternative hypothesis (H_a) "There is a significant relationship between learning strategies and speaking skills" is rejected. This suggests that there is no relationship between learning strategies and speaking skills.

Based on the interpretive criteria for the correlation coefficient, the value of r_{count} is in the range 0.00–0.25, implying that the correlation coefficient is at an extremely weak level.

Correlation between Self-efficacy and Speaking skill

		Speaking Skill	Explanation
Self-Efficacy	Pearson correlation	0,092	correlation is very low
	Sig.	0,465	Not significant

The value is $r_{count} = -0.092$, according to the calculation results of the SPSS 26.0 application software. Negative r_{count} data demonstrate that when self-efficacy grows, so do speaking skills. The sig. value from the table above is $0.465 > 0.05$, indicating that H_0 is acceptable. Because of the negative correlation data, the alternative hypothesis (H_a) "There is a significant relationship between self-efficacy and speaking skill" is rejected. This suggests that there is no correlation between self-efficacy and speaking ability.

Based on the interpretive criteria for the correlation coefficient, the value of r_{count} is in the range 0.00–0.25, implying that the correlation coefficient is at an extremely weak level.

Correlation between Learning Strategies between Self-efficacy

		Self-Efficacy	Explanation
Learning Strategies	Pearson correlation	-0,146	Correlation is very low
	Sig.	0,242	Not significant

The value is $r_{count} = -0.146$, according to the calculation outcomes of the SPSS 26.0 application software. Negative r_{count} data suggests that when learning strategies develop, so does self-efficacy. The sig. value from the table above is $0.242 > 0.05$, indicating that H_0 is acceptable. Because of the negative correlation data, the alternative hypothesis (H_a) "There is a significant relationship between learning strategies and self-efficacy" is rejected. This implies that there is no relationship between learning strategies and self-efficacy. Based on the interpretive criteria for the correlation coefficient, the value of r_{count} is in the range 0.00–0.25, implying that the correlation coefficient is at an extremely weak level.

CONCLUSION AND SUGGESTION

This study used quantitative methods. The sample for this study was 63 students from Speaking 3B and Speaking 3C. To collect the data, the researcher gave the test and questionnaire to the students. Once the data have been analyzed from the study with three variables, it can be stated that the result of this research shows that :

1. Correlation between Learning strategies and Speaking skill

The number of coefficient correlation is 0,212, and the significant value is 0,087. There was no correlation between students' learning strategies and their speaking skills.

2. Correlation between Self-efficacy and Speaking skill

The number of coefficient correlation is 0,092, and the significance is 0,465 more than 0.05 (>0.05). There was no correlation between students' self-efficacy and their speaking skills.

3. Correlation between Learning strategies and Self-efficacy

The last number of coefficient correlation is -0,146 and the significant is 0,242, which means there is no correlation between learning strategies and self-efficacy. It can be concluded that students need motivation, learning strategy, and self-efficacy in the students' achievement of learning a second language.

Based on the study's results, this study offered some important information that teachers, students, and future researchers may use. For future researchers, the variable might correlate with the three direct variables or be used in a different way. Future researchers can offer methods or techniques for the learning process, as well as information on motivation level, attitude, age, personality characteristics, and goals for learning the language.

REFERENCES

- Magogwe, J., & Rhonda, O. (2007). The relationship between language learning strategies, proficiency, age and self-efficacy beliefs: A study of language learners in Botswana. *Elsevier*, 338-351..
- Oxfrod, R. (1994). Language Learning Strategies. *ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.*, 1-4.
- Siew, M., & Wong, L. (2015). Language Learning Strategies and Language Self-Efficacy: Investigating the Relationship in Malaysia. *SAGE Publications (London, Thousand Oaks CA and New Delhi) Vol 36(3)*, 245-269.
- Syafryadin. (2020). Students' Strategies in Learning Speaking: Experience of Two Indonesian Schools. *VISION: JOURNAL FOR LANGUAGE AND FOREIGN LANGUAGE LEARNING*, 35-46.
- Zahiri, A., Sibarani, B., & Sumarsih. (2017). To What Extent Do Anxiety and Self-Efficacy Effect The EFL Students' English Monologue Speaking Skill ? *International Journal of Education and Research Vol. 5 No. 9*, 151-160.
- Zakaria, N., Zakaria, S., & Azmi, N. (2018). Language Learning Strategies Used by Secondary Schools Students in Enhancing Speaking Skills. *Creative Education*, 2357-2366.