

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

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### Abstrak

Self-efficacy merupakan aspek penting untuk memulai beberapa kegiatan, khususnya dalam hal berbicara di depan umum didalam pembelajaran siswa EFL. Keterampilan berbicara di depan umum sangat penting bagi siswa untuk memiliki kemampuan berbicara yang memadai, sedangkan efikasi diri merupakan salah satu faktor psikologis yang dapat mempengaruhi pencapaian siswa dalam menguasai keterampilan. Oleh karena itu, self-efficacy dalam berbicara bahasa Inggris di depan umum dapat diartikan sebagai keyakinan siswa tentang kemampuan mereka untuk melakukan public speaking dengan baik. Dalam hal ini, penelitian ini memiliki tujuan untuk mencari tahu hubungan yang signifikan antara efikasi diri siswa dengan kinerja public speaking dalam program pembelajaran bahasa Inggris. Populasi dalam penelitian ini adalah 50 siswa dari salah satu SMA di Lamongan. Penelitian ini menggunakan metode kuantitatif untuk mengumpulkan, menganalisis, dan menginterpretasikan hasil penelitian. Selanjutnya, penelitian ini tergolong dalam penelitian korelasional, yaitu sebuah metode kuantitatif yang dirumuskan untuk mengungkap korelasi antara dua variabel. Koefisien korelasi product-moment yang dikembangkan oleh Pearson dipilih dalam penelitian ini dengan melibatkan program SPSS dalam mengolah data untuk menentukan hubungan. Hasil penelitian ini menunjukkan bahwa perhitungan  $r$  untuk efikasi diri siswa dan skor kinerja berbicara di depan umum adalah 0,844 yang menyatakan adanya hubungan positif antara kedua variabel. memiliki Berdasarkan interpretasi korelasi tersebut, dapat dinyatakan bahwa interpretasi antara variabel X (efikasi diri) dan Y (public speaking) tergolong korelasi yang sangat tinggi (0,80 - ,999). Selain itu, dari signifikansi (2 tailed), peneliti memperoleh skor 0,01 yang menentukan  $Sig < 0,05$  sehingga hipotesis nol ( $H_0$ ) ditolak. Dengan demikian, jelas bahwa korelasi positif ditemukan antara efikasi diri siswa dan kemampuan berbicara mereka.

**Kata kunci:** Efikasi diri, Kemampuan berbicara, Kinerja berbicara di depan umum.

### Abstract

Self-efficacy is a crucial aspect of initiating several activities, specifically in terms of public speaking in EFL student learning. Public speaking skills are essential for students to have an adequate speaking skill, while self-efficacy is one of the psychological factors which can influence the student's achievement in mastering speaking skills. Hence, self-efficacy in English public speaking can be interpreted as students' beliefs about their proficiency to perform public speaking well. This research aims to find a significant relationship between students' self-efficacy and their public speaking performance in an English learning program. The population of this research is 50 students from one of the High Schools in Lamongan. The research uses the quantitative method to collect, analyze, and interpret the results of the research. Furthermore, it is included in the correlational research, which is a quantitative method formulated to reveal the correlation between two variables. The Pearson product-moment correlation coefficient is used in this research by using the SPSS program in processing the data to determine the relationship. The result of this research indicates that the calculation of  $r$  for the student's self-efficacy and their public speaking performance score is .844 which proves that the two variables have a positive relationship. According to the correlation interpretation, it can be stated that the interpretation between variables X (self-efficacy) and Y (public speaking) is considered as a very high correlation (.80 - .999). In addition, from the significance (2 tailed), the researcher acquires the score 0.01 which determines  $Sig < 0.05$  so the null hypothesis ( $H_0$ ) is rejected. Therefore, it is clear that a positive correlation was found between students' self-efficacy and their public speaking performance.

**Keywords:** Self-efficacy, Speaking ability, public speaking performance.

## INTRODUCTION

Self-efficacy is one of the most crucial parts of students' beliefs related to their ability to achieve something successfully (Zhang, Ardasheva, & Austin, 2020). It has been defined as a condition in which students believe in their ability to handle a particular task (Genc, Kulusakli, & Aydin, 2016). Moreover, self-efficacy connects the interaction of behavior and cognition (Zelenak, 2015). It is the primary key in Bandura's social cognitive theory, which suggests that well attitude is understood through cognition, behavior, and environment (Suprpto, Chang, & Hsiung, 2017). He also assumes that everything related to psychological actions will serve as a tool to create and reinforce prospects of self-efficacy. Through self-efficacy, people will quickly understand the concept of self-esteem, which is the totality of people's evaluations of their duties (Tus, 2020). This clearly states that self-efficacy is closely related to one's social cognitive and psychological actions.

In the context of action, public speaking skills are related to self-efficacy. It is particularly relevant especially for EFL students, because it highlights the structure of academic discourse and delivery behavior to motivate the student's communicative qualifications academically (Zhang, Ardasheva, & Austin, 2020). In addition, the speaking ability can be beneficial to communicate with others in public speaking classes (Wijaya, 2020). Moreover, speaking has become a necessity for learning English (Alawiyah, 2018). Hence, an English-speaking skill is taught to provide students an opportunity to establish their speaking competence and self-efficacy to a higher level. Many researchers argue that self-efficacy plays an essential role before performing (Zelenak, 2015). It has a purpose that students' beliefs about their public speaking capability can be seen as a self-efficacy factor that will affect their English public speaking performance (Anam & Stracke, 2020). Besides, the high achievement will be related to high self-efficacy, which encourages students to put in more effort (Anam & Stracke, 2020). Therefore, the student's achievement in public speaking is affected by their level of self-efficacy.

Self-efficacy level deals with individual perceptions of abilities then it is evaluated to be low or high self-efficacy which can be indicated through someone's performance (Cassidy, 2015). This is very important for students to find out whether they are considered people with low or high self-efficacy. Besides, people with low self-efficacy will feel that they put in little effort, which creates a feeling of burden and pressure (Anam & Stracke, 2020). So, the students will be easily to get a negative result because they lose self-

confidence (Alawiyah, 2018). This general problem is something that students face in doing public speaking. Meanwhile, a high level of self-efficacy will affect higher performance achievements (Bandura, 2007). Students who have a high level of self-efficacy are usually more optimistic and focus on tasks to attain their goals, less anxious when facing assignments, active in the learning process, and have an agreement because they are ready to face risks when they get a failure (Anam & Stracke, 2020; Wijaya, 2020). This indicates that a high level of self-efficacy brings a better implementation of student success in achieving learning attainments. Furthermore, the high or low level of students' self-efficacy can be understood through their achievement in dealing with a task. Thus, the level of self-efficacy increases encouragement to work in cooperation significantly (Cave, Evans, & Dewey, 2018). Therefore, the difference in the level of self-efficacy is affected by some factors experienced by each person.

There have been several factors that affect the level of self-efficacy. These are *Mastery Experience*, *Vicarious Experience*, *Verbal Persuasion*, and *Emotional States*. These four factors bring an essential part in influencing the student's self-efficacy. Through mastery experience, someone who has experienced outstanding achievement in completing work tends to have a high level of self-efficacy. Hence, it is not only about the way people identify their abilities but also how they recognize the difficulty of the work and how hard they struggle to complete the work (Zhang & Ardasheva, 2019). Besides, vicarious experiences occur when someone sees another person becoming successful through hard work (Kim, 2017). It has to do with the social connection of one's achievement with others in related capabilities (Zhang & Ardasheva, 2019). This will inspire the confidence of the observers that they can also accomplish a comparable task or activity. Furthermore, verbal persuasion is related to feedback and socially persuasive comments that given by other people towards someone's performance (Zhang & Ardasheva, 2019). A people who verbally believe that they have the power to achieve a certain activity tend to put more effort into it and sustain it. Then, emotional states are used in evaluating individual abilities to maintain emotional and physical reactions in performing the task (Kim, 2017; Zhang & Ardasheva, 2019). From that explanation, these four factors can affect the role of students' self-efficacy in dealing with speaking learning activities.

Generally, speaking is the competence to deliver any information in the verbal language (Alawiyah, 2018). It can be defined as an activity of giving and

receiving information. It is a two-way process of speaking between speaker and audience. Meanwhile, public speaking is an act related to speaking in front of a group of people (Nadiyah & Arina, 2019). It can be defined as the activity of expressing something in language orally in which people contribute opinion, knowledge, and perception. Thus, if people can communicate in a good way, they will also be able to cooperate with many people (Haidara, 2016). The benefits of public speaking include fostering one's public speaking skills and knowledge, increasing self-confidence, and increasing communicative competence (Zhang & Ardasheva, 2019). Through public speaking activities, people can express ideas, emotions, and reactions to other people or audiences (Rosaria, 2017). It also includes one's competence to manage the condition and then overcome what they are talking. In addition, having good public speaking skills is essential aspect of some professional and academic work (Spieler, Miltenberger, 2016). Therefore, the ability to speak in public is considered an important context in foreign language learning because it has a role as communication to inform the audience about something.

In this research, public speaking refers to students' ability to deliver their speech thoughtfully and convincingly. These are *Informative Speech*, *Persuasive Speech*, and *Entertaining Speech*. An informative speech is the most common type of public speaking (Paradewari, 2017). The speakers will share information about certain topics such as people, places, processes, concepts, or certain problems by describing and explaining (Peale, 2013). The purpose of an informative speech is to share knowledge with the audience (Paradewari, 2017). Thus, what the speaker has conveyed through this type of speech will get the desired understanding according to the content of the speech. Meanwhile, persuasive speech is someone's speaking activity to persuade others (Paradewari, 2017). It can be in the form of oral speech in which there are elements of invitation, motivation, and direction for a particular purpose. Furthermore, speakers must give confidence, invite, and motivate the audience to change for the better (Paradewari, 2017). Besides, an entertaining speech involves several activities that provide a pleasant impression (Zhang & Ardasheva, 2019). It can be like a presentation and receiving awards, wedding toasts, and the memorial service for the after-dinner speech (Paradewari, 2017). This type of speech strengthens the relationship between the speaker and the audience. It contains remembering a shared experience or intending to

entertain an audience through humor, stories, or illustrations (Peale, 2013).

In term of English as foreign language learning, there has been a significant development through a researcher who discusses self-efficacy in language teaching (Zhang, Ardasheva, Austin, 2020). Some information shows a relationship between self-efficacy and other motivational measures positively, such as self-perception and self-confidence (Anam & Stracke, 2020). Therefore, students' self-efficacy in learning English is an important issue in education because their minds about the learning of foreign language indicate different perceptions depending on their individual. In term of learning the English language confidently, research has investigated that self-efficacy is also linked to learning capability, strategies, and language anxiety (Raofi, Tan, Chan, 2012). Several studies have examined the correlation between students' self-efficacy and those variables, which indicate that students' self-efficacy toward foreign languages affects their language performance.

Based on existing studies, all findings indicate that students' self-efficacy has an essential factor in their activities when facing certain tasks and situations. It shows that self-efficacy has a part in the success of student performance as in presenting speaking in front of many people. Some researchers have written that efficacy has a very close relationship with language achievement in general. Zhang, Ardasheva, and Austin (2020) stated that there was a relationship between students' self-efficacy and their speaking performance. Meanwhile, another researcher also stated that the student who has high self-efficacy does not always show a positive performance when performing public speaking (Paradewari, 2017). This indicates that more study is needed to report the correlation between self-efficacy and English public speaking. Research is still needed on how successful the influence of self-efficacy on students in performing public speaking. Hence, this study spotlights on finding out the correlation between students' self-efficacy and more specific speaking skills, namely public speaking. Many students do not realize that self-efficacy can be a motivation to help them build confidence in learning a language, especially in performing public speaking. Therefore, the researcher conducts the study by formulating the following research question: "Is there any significant relationship between students' self-efficacy and their public speaking performance?". Thus, the purpose of this research is to determine the significant relationship between students' self-efficacy and their public speaking performance. This research also includes a

statistical hypothesis consisting of two tentative predictions:

1. *The null hypothesis (H<sub>0</sub>)*, means that there is no significant relationship between students' self-efficacy and their speaking ability.
2. *The alternative hypothesis (H<sub>a</sub>)*, means that there is significant relationship between students' self-efficacy and their speaking ability.

## METHOD

As previously explained, this research has a research question that aims to find out the relationship between students' self-efficacy and their public speaking performance. The research question requires the researcher to analyze the level of students' speaking self-efficacy, which linked with their public speaking scores. It is designed using quantitative research to get data. This provides a proposed explanation for the relationship between the variables tested by the researcher (Wisler, 2009). Besides, this design involves the process of collecting, analyzing, interpreting, and writing the results of the research. So, the purpose of this quantitative method is to reveal the correlation between two variables or to use the relationship in making predictions.

The researcher conducted this research in one of the High Schools in Lamongan. Furthermore, the researcher took 11<sup>th</sup>-grade students as the population because they are currently practicing public speaking. The reason why the researcher is interested in choosing one of the high schools in Lamongan is because the school has a special program such as an extracurricular or mandatory program related to students' speaking ability in English. Through this mandatory activity, students are taught to learn vocabulary and practice English, so they are quite accustomed to using it.

According to the research question, the data was obtained in the form of numbers which are self-efficacy and public speaking scores. Those data obtained through a questionnaire and public speaking test rely on English language learning to answer the research question. The questionnaire is used as data collection to measure the level of student self-efficacy then followed by a public speaking test to get data on students' public speaking scores. Furthermore, this research used a questionnaire and public speaking test as instruments. In collecting quantitative data, the researcher used a questionnaire regarding speaking self-efficacy. The questionnaire has 20 statements which was adapted from other research made by Asakereh, A. and Dehghannezhad, M. (2015). It is intended for the students to specify their beliefs about

their public speaking capabilities. In addition, Five Likert scales are used to map and interpret student responses. Besides, the speaking rubric which was adapted from other research made by Ningrum, R. P., Husna, L., & Tanjung, F. (2017) is used as a guideline in assessing students' public speaking test. The researcher determines the theme used as material for students' public speaking, so all students will get the same theme to be tested. So, the students were given approximately 5 minutes to show their speaking act. The assessment consists of several aspects which include content, grammar, vocabulary, pronunciation, and fluency.

The researcher used the correlation product moment which developed by Carl Pearson in analyzing the data. Furthermore, the researcher used the SPSS program in calculating the data to produce the relationship between the two variables. The computation of Pearson r results in a number between 0 and 1, or between 0 and -1. This number is called Correlation Coefficient. Here is how the correlation:

Table 2.1 The Interpretation of Correlation

Correlation Value	Interpretation
1	Perfect
.80 - .999	Very High
.60 - .799	High
.40 - .599	Moderate
.20 - .399	Low
.01 - .199	Very Low
0	No Correlation

## RESULTS AND DISCUSSION

### Results

In this section, the researcher conducted research using a questionnaire to find out students' self-efficacy scores and a public speaking test to find out their speaking ability scores. This research was conducted in one a high school in Lamongan by selecting 11<sup>th</sup>-grade high school students as the population. There are two classes involved in this research. Each class contains of 25 students, so a total of 50 students were involved in this research.

The self-efficacy questionnaire that has been provided contains 20 questions related to student self-efficacy in terms of public speaking. Meanwhile, for the public speaking test, the students are given approximately 5 minutes to show their speaking performance. Hence, the score is obtained from the students' performance in public speaking. Furthermore,

the researcher computed the data to determine the relationship between the students' self-efficacy and their speaking capability by using the Pearson Product Moment formula in the SPSS 26 Program.

**Students' Self-efficacy Score**

In this section, the researcher uses a speaking self-efficacy questionnaire that has been distributed to 50 students. The questionnaire has 20 statements for the students to specify their beliefs about their public speaking capabilities. In addition, Five Likert scales are

used to interpret student responses. The interpretation is as follows:

1. SD = Strongly Disagree (shows a very low level of self-efficacy)
2. D = Disagree (shows a low level of self-efficacy)
3. N = Neutral (shows a moderate level of self-efficacy)
4. A = Agree (shows a high level of self-efficacy)
5. SA = Strongly Agree (shows a very high level of self-efficacy)

Table 3.1 The Results of The Questionnaire

Items	N	SD	D	N	A	SA	Mean
Q01 I feel I have sufficient capability to speak in front of many people.	50	-	7	7	31	5	3.68
Q02 I believe that if I practice speaking more, I will get a better score in public speaking performance.	50	-	5	11	26	8	3.74
Q03 I am sure that I can speak better than my friends.	50	-	2	6	37	5	3.90
Q04 I encourage my efforts to perform my speech very well.	50	-	2	4	22	22	4.28
Q05 I am not stressed out when speaking English in front of the audience.	50	-	2	8	39	1	3.78
Q06 The more challenging the speaking practice, the more interesting it will be for me.	50	-	-	5	42	3	3.96
Q07 I always trigger myself to improve my speaking skills in the Public Speaking program.	50	-	-	-	47	3	4.06
Q08 I can deliver the content of my speech in an organized manner.	50	-	1	4	44	1	3.90
Q09 I can manage and maintain my posture when delivering a speech.	50	-	3	4	41	2	3.84
Q10 I can convey speech material clearly so that audiences understand what I say.	50	-	4	2	42	2	3.84
Q11 I can remain calm when facing difficulties while speaking.	50	-	1	3	45	1	3.92
Q12 I can deliver my speech confidently.	50	-	1	3	44	2	3.94
Q13 I am confident that I can convey what I mean easily.	50	-	1	10	12	27	4.30
Q14 I believe that I am considered a good English speaker.	50	-	2	5	14	29	4.40
Q15 I firmly believe that my fluency in speaking performance can be like a native speaker of English.	50	-	-	4	44	2	3.96
Q16 I can find several strategies for delivering my speech.	50	-	1	2	46	1	3.94
Q17 I can find it easy to use the strategies I have found in delivering my speech.	50	-	2	6	38	4	3.88
Q18 I can manage and organize my speech during the allotted time.	50	-	1	4	44	1	3.90
Q19 I can speak English in front of many people without feeling nervous.	50	-	-	2	45	3	4.02
Q20 The atmosphere in the class motivated me more to deliver a better-organized speech.	50	-	3	5	37	5	3.88

The questionnaire was adapted from another research made by Asakereh, A. and Dehghannezhad, M. (2015).

Table 3.2 Statistical Scores of Self-efficacy

Statistics		
Self-efficacy		
N	Valid	50
	Missing	0
Mean		79.12
Median		81.00
Mode		83
Std. Deviation		6.607
Variance		43.659
Minimum		57
Maximum		90

According to table 3.2, it can be shown that the mean score of the students' questionnaire about self-efficacy is 79.12. The median is 81.00. Then 83 is the mode. The highest score of self-efficacy is 90 otherwise the lowest score is 57. The standard deviation is 6.607 with a variance of 43.659.

**Students' Public Speaking Score**

The researcher held a speaking test to get the data. Furthermore, the speaking rubric uses as a guideline in the process of assessing students' public speaking test. The assessment consists of several aspects which include content, grammar, vocabulary, pronunciation, and fluency. The data that has been obtained will be shown in the form of a diagram below.

Table 3.3 The Results of The Public Speaking Test

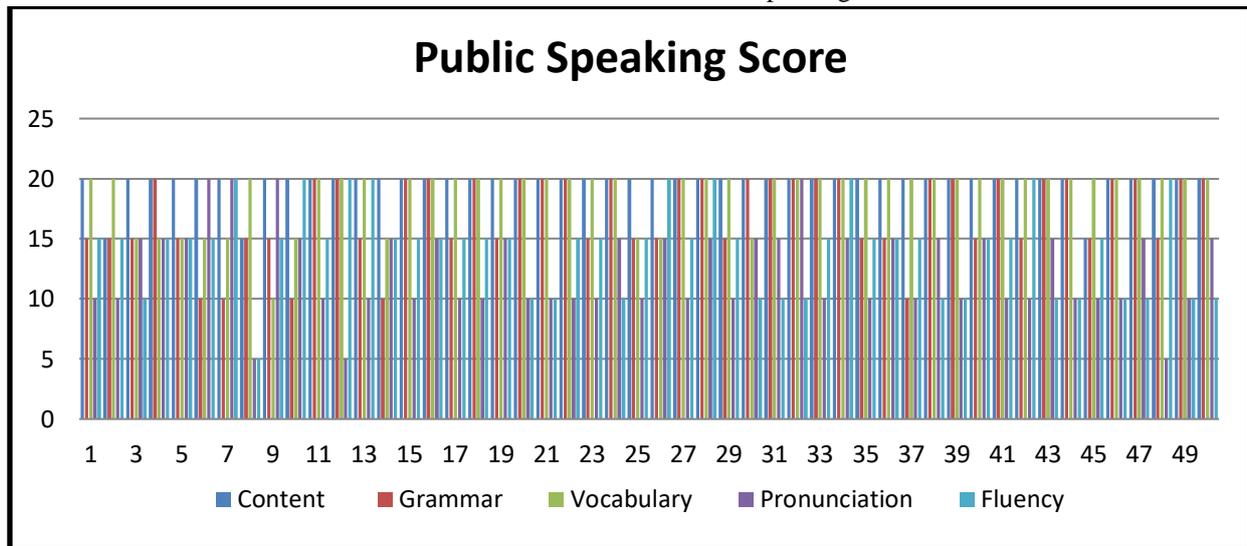


Table 3.4 Statistical Scores of Public Speaking

Statistics		
Public Speaking		
N	Valid	50
	Missing	0
Mean		82.20
Median		85.00
Mode		85
Std. Deviation		5.548
Variance		30.776
Minimum		60
Maximum		95

According to table 3.4, it can be stated that the mean score of the students' public speaking is 82.20. The median is 85.00. Then 83 is the mode. The highest score

of self-efficacy is 95 otherwise the lowest score is 60. The standard deviation is 5.548 with a variance of 30.776.

**The Correlation Result**

In the process of analyzing data, the researcher used the SPSS program. The result is shown in the table below:

Table 3.5 Correlation between Self-efficacy and Speaking Score

Correlations			
		Self-efficacy	Public Speaking
Self-efficacy	Pearson Correlation	1	.844**
	Sig. (2-tailed)		.000

	N	50	50
Public Speaking	Pearson Correlation	.844**	1
	Sig. (2-tailed)	.000	
	N	50	50

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

Based on the correlation table 3.5, it states a correlation coefficient of .844 which means that the two variables have a positive relationship. Moreover, referring to table 2.1 regarding correlation interpretation, it can be stated that the interpretation between variables X (self-efficacy) and Y (public speaking) is considered a very high correlation (.80 - .999). Hence, it is clear that a positive relationship was found between self-efficacy of the students and their public speaking performance.

### The Hypothesis Testing

The researcher must determine whether the hypothesis is accepted or not to uncover the research question. This study includes a statistical hypothesis consisting of two tentative predictions:

1. *The null hypothesis (H<sub>0</sub>)*. It states that there is no significant relationship between students' self-efficacy and their speaking ability.
2. *The alternative hypothesis (H<sub>a</sub>)*. It states that there is significant relationship between students' self-efficacy and their speaking ability.

The statistical hypothesis stated:

1. H<sub>0</sub> is rejected if  $\rho < 0.05$  ( $\alpha=5\%$ ), which interprets H<sub>a</sub> accepted.
2. H<sub>0</sub> is accepted if  $\rho > 0.05$  ( $\alpha=5\%$ ), which interprets H<sub>a</sub> rejected.

According to table 3.5, it is known that sig. (2-tailed) = 0.01 < 0.05. It states that H<sub>0</sub> is rejected while H<sub>a</sub> is accepted. Based on that explanation, the researcher can conclude that a positive relationship was found between the self-efficacy of the students and their public speaking performance. Based on the results obtained, it can strengthen the previous research by Zhang, Ardasheva, and Austin (2020) who stated that there was a relationship between students' self-efficacy and their speaking performance. Thus, it can be understood that the higher self-efficacy level possessed by students, then their public speaking performance is also expected to increase.

### Discussion

According to the results of the questionnaire that has been distributed to 50 respondents, it shows that the

results are appropriate with the public speaking performance scores obtained by each respondent. The results of student questionnaires with high scores are supported by increased public speaking test scores. Meanwhile, the results of the student questionnaires with low scores are supported by low public speaking test scores. Therefore, it is clear that a positive relationship was found among students' self-efficacy and their public speaking performance.

The positive correlation results are supported by the results of questionnaire which shows that students tend to agree with the statements that lead to their self-efficacy in doing public speaking. It is proven by the results of the statements (Q06, Q07, Q15, Q19) in the table 3.2 which most students chose to agree with those statements. Besides, the result of the hypothesis in this research proves that H<sub>a</sub> is accepted because there is a significant relationship between students' speaking self-efficacy toward their speaking capability. The result was obtained through a data analysis process using the correlation product moment developed by Carl Pearson. Through the formula used, the researcher processes and calculates the data by using the SPSS program. It is intended to obtain effective and accurate results. Furthermore, the data processing calculated by using the SPSS program was found that the result of a correlation coefficient was 0.844. It means that two variables have a positive relationship. Moreover, referring to correlation interpretation (Table 2.1), it can be stated that the interpretation between variables X (self-efficacy) and Y (public speaking) is considered as a very high correlation (.80 - .999).

According to the final result of this research, the researcher interprets that the high or low level of students' self-efficacy will be able to affect their public speaking performance. This issue can happen because self-efficacy deals with individual perceptions of abilities, then it is evaluated to be low or high self-efficacy which can be indicated through someone's performance (Cassidy, 2015). Furthermore, students with low self-efficacy will feel that they put in little effort which creates a feeling of burden and pressure (Anam & Stracke, 2020). So, they will easily get a negative result because they lose self-confidence (Alawiyah, 2018). Thus, students' speaking performance can be affected by their level of self-efficacy.

### CONCLUSION

According to the research objective, this research has a purpose to find a significant relationship between students' self-efficacy and their public speaking performance in an English learning program. The data analysis and research results can be seen that the self-

efficacy of the students and their speaking capability have a positive relationship. The result of the study also indicates that students with high levels of self-efficacy tend to get higher public speaking scores than those with low self-efficacy. Hence, the result of this research can be concluded that the level of students' self-efficacy can affect their speaking ability or spoken language performance in learning English.

### Suggestion

Through this research, it is hoped that it can be a reference for the other researcher in making new findings related to the effect of self-efficacy on someone's speaking ability. According to the result of the research which stated that the higher self-efficacy level of students could encourage their speaking skills, it is hoped that it can provide an understanding for teachers to pay more attention to the psychological factors of their students. Thus, this research can provide benefits for those who are trying to improve their speaking skills by paying attention to their self-efficacy.

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