



Students' Performance in Speaking Skill and Self-Efficacy : An Correlational Study

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Abstract: The objective of this study is to investigate the extent to which students' levels of self-efficacy are correlated with their levels of success in speaking skill assessments of the students of MAN 1 Madiun. The research method used quantitative research. The population in this study are all the eleventh grade students. The sample for this study are students from class XI MIA 2 consists of 22 students. The researcher uses using purposive sampling technique. The researcher uses questionnaires to students to determine the level of students' self-efficacy and uses speaking test. Pearson Product Moment (r) formula using t-test is used in this research. The results show that the highest score is 95. Meanwhile, the lowest score is 82. The result of the Pearson product moment correlation is.052 with a negative sign. The conclusion that can be drawn from these findings is that there is a negative correlation between speaking ability and self-efficacy, as well as the results of significance levels above 0.05. This is what causes scores on students to be lacking. Besides self-efficacy, it has a very positive effect on each student. The implication of this research is to describe the correlation between students' self-efficacy and their performance in speaking skill so the teacher and other researchers can get information related with that.

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Introduction

Speaking is a process to convey information or delivery of languages using spoken language. Kusriani (2012) pointed out that the students' vocabulary could be expanded as a result of their improved speaking, in addition to receiving better results from their speaking. The students are motivated to take part in the activities that need them to communicate verbally with one another. Because of this activity, the students will have the opportunity to acquire some practice using the language that is the focus.. The learners will have time to practice getting the target language thanks to this activity. The students have a lot going on, a lot of things to do, and they are being challenged to manage both their ideas and their practices in a complete manner. Then, according to Argawati (2014) enthusiasm students and their cheerfulness are shown. The students' willingness increases to speak because of their enthusiasm. The students' vocabulary increases by sharing one another. It is an activity to understand how to communicate between the speaker and others. Moreover, in speaking skill the students are encouraged to communicate well. In students communication it seems that self-efficacy influences their successful communication.

Self-efficacy is the students un-confidence in doing an action, and the extent to which we have a belief in the capacity that is owned to be able to carry out the task or handle the problem with good result. According to Leger (2007) self-efficacy in speaking can be known from the students who feel more to be able to find alternative ways to express themselves.



This means having many vocabularies develop their confidence during the semester to compensate enough for speaking. Self-perception is also influenced by the type of interaction carried out by students. Besides, according to Hoigaard et.al (2014) has focused that the students who feel challenged and encouraged of the learning environment can reflect their involvement and critical. The students believe that their attention is voiced seriously and that the suggestions are important when the teachers listen carefully and respond interactively and constructively to their critical complaints.

Thus, self-efficacy is very necessary because the students will feel more to be able to express themselves in front of many people and more able to think critically.

Senior high school students have learned English for many years but they are still hard to speak. There are many problems as mentioned by Sari (2016). First, the students are anxious in English speaking class. Second, the students are lazy. Third, the students are less of motivation to develop their ability. Then, Alawiyah (2018) mentions that problem in English speaking are the students having low English speaking performance and they are very seldom to practice it in their daily life. Furthermore, investigating between English speaking and self-efficacy is needed in this study.

There are many previous researchers support this study. A study conducted by Sari (2016) indicates that there is a substantial association between the amount of self-efficacy that students have and the level of success that they have in speaking skill examinations.. Students that have a high level of self-efficacy are able to improve their public speaking skills by employing images in front of their peers. People who have a high self-efficacy level do not feel embarrassed, fearful, or hesitant when it comes to speaking in front of their classmates or friends. There is a favorable association between a person's self-efficacy and their performance in speaking skills. Students who have a healthy sense of self-efficacy are able to communicate effectively with their peers because they are confident in their capacity to show and describe the pictures they have been given, even in situations in which they may have to do so in front of the entire class or another friend.

Besides, Asakereh et all (2015) stated that the findings also demonstrated a substantial connection between self-efficacy and the ability to communicate orally. It is of the opinion that speaking abilities are a more reliable indicator of the level of achievement achieved by uranium EFL students in speaking abilities. According to the findings of this research, pupils who have stronger speaking abilities are more likely to obtain higher marks when they are tested on their speaking skills. Then according to Alawiyah (2018) a positive significant correlation was found between excellent speaking skills and students' levels of satisfaction with their own speaking abilities and self-efficacy. After that, the degree of effort put out is decided by one's ideas regarding their own self-efficacy. It is possible to draw the conclusion that pupils do not feel embarrassed or even hesitant to talk because they have high levels of self-efficacy, which results in strong levels of self-confidence

The correlation between students' levels of self-efficacy and their success in speaking skill is of particular interest to the researcher, and he or she intends to investigate this connection further because the researcher is operating on the assumption that self-efficacy in speaking has an effect on speaking. Students that believe they are capable of achieving their goals will have a higher level of success in speaking. High self-efficacy will cause a person to always have good behavior and will not show a problem personality. In other situations, students who are always optimistic will have a strong hope in their ability to succeed.



Research Method

A correlational research with explanatory design is used in this study. Latief (2013) states the co-relational research design is similar to casual comparative research design in that both investigate relationships between different variables. The population in this study was second grade in MAN 1 Madiun. There are 147 total of the students. Sample is a part of population group that is observed or analyzed. The sample for this study were students from class XI MIA 2 second grade in MAN 1 Madiun, which consisted of 22 students. Gall et al, (2007) stated that purposive sampling technique is used as the informative rich respect to the aim of the study. It is selected sample to provide the information of the research.

The self-efficacy questionnaire and the speaking test are the two methods that can be utilized to obtain the data. The purpose of the survey is to establish the extent to which individuals believe they are capable of communicating in English while in the classroom. The data can also be collected by another method, which is a speaking test. The speaking test is intended to evaluate candidates based on how well they perform in speaking. The speaking test is based on resources, specifically the English book. The questionnaire is adopted from Asakereh A and Dehghannezhad M (2015). The questioner consists of 38 questions. This questionnaire explains about self-efficacy in speaking skills. To answer this, the students only choose the column provided, which includes: (1) VU = very unsatisfactory, (2) U = unsatisfactory, (3) N = neutral, (4) S = satisfactory, and (5) SA = very satisfactory.

Pearson Product Moment (r) formula using t-test is used in this research. The simple correlation statistic is a technique that is used to measure the strength of the relationship between two variables and also to be able to know the relationship between two variables with significant correlation results of quantitative properties. This technique was developed in the early 20th century (to know whether there is a significant correlation). The results of the speaking test and the students' questionnaires are correlated using Pearson product moment in SPSS verse 25.

Results and Discussion

This section entails a presentation of the data, the results, and a discussion of the findings. It shows the result to reveal the correlation of self-efficacy and speaking in MAN 1 Madiun. The result of speaking is presented by providing the highest and lowest scores. It can be seen from by looking at various ways to determine which are provided, current (pronunciation of intonation & stress), content (generic structure of grammar, vocabulary), appearance (body language, expression). To see the results of the self-efficacy section, researcher used a questionnaire test which would be tested in the class. The researcher can conclude the results by looking at VU (very unsatisfactory) and VS (very satisfying). To determine the questionnaires are equal to number the researcher interpret the result. Then, the researcher provides the results about the correlation speaking and self-efficacy by carrying out using SPSS 17.0 Version. Furthermore, the result is discussed in the discussion section.

Table. 1 Tests of Normality

	self-efficacy	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
speaking	1.00	.188	22	.041	.921	22	.079
test	2.00	.183	22	.053	.939	22	.191

a. Lilliefors Significance Correction

The table 1 shows the normality test of the data. It is both from the students' speaking test and the students questionnaires. In this case, the normality is using Shapiro-Wilk because the participants are under 50. The result shows that the sig. of speaking test normality is .079

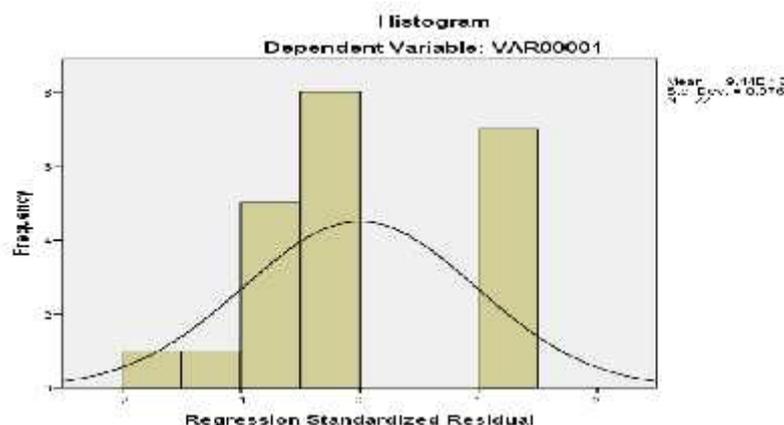


and the self-efficacy is .191. The data from both are normally distributed because the result of sig is .079 and .191 which are $>.05$.

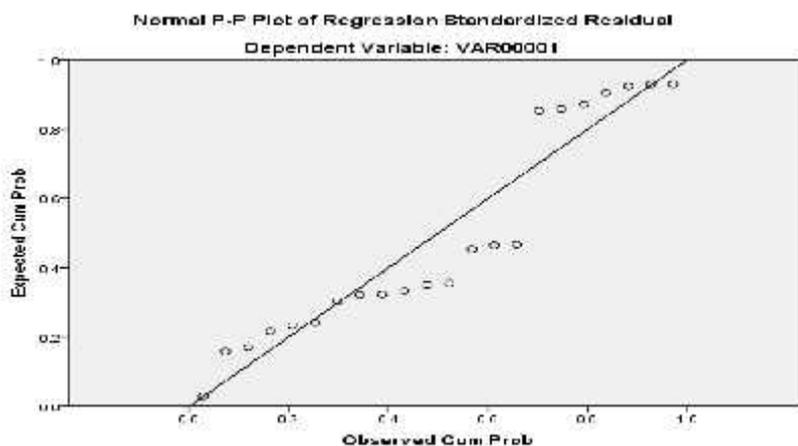
Table.2 Correlations between speaking test and self-efficacy

		Speaking skill	Self-efficacy
Speaking skill	Pearson Correlation	1	-.052
	Sig. (2-tailed)		.819
	N	22	22
Self-efficacy	Pearson Correlation	-.052	1
	Sig. (2-tailed)	.819	
	N	22	22

Table 2 shows that the correlation between speaking skill and self-efficacy. It can be seen from the table that the result of Pearson correlation on speaking skill and self-efficacy is $-.052$. The speaking skill result on Pearson correlation $< r$ table (0.432). R table of significance level 0.05 shows the number of the participants in this study namely 22 students. Thus, the result shows negative correlation between speaking skill and self-Efficacy because the result is $-.052$.



Based on the histogram above, it can be seen that the data of the study has normal distribution. It refers to the self-efficacy influence the students' speaking.



The plot shows that there is a positive correlation between speaking skill and students' self-efficacy. This study determines the correlation between speaking and self-efficacy in class.



This research was conducted on class XI students at MAN 1 Madiun. In this section, the researcher discusses the speaking and self-efficacy of class XI MAN 1 Madiun. The researcher analyzes the data using SPSS version 17.

The value of the normality test data which includes student speaking tests and questionnaires for students. The researcher uses Shapiro-Wilk to show the normality test which is 0.079 and self-efficacy is 0.191. Both of the data are normally distributed because the sig results are higher than 0.05. The correlation table between speaking and self-efficacy show the results by using Pearson product moment correlation. The result is -.052. Thus, the results of the study shows that there is negative correlation between speaking skill and self-efficacy. This is stated to be negative correlation, because the results are sig. above 0.05. There are only a few statements from the problem proposed by the researcher namely: there is negative correlation between speaking skill and self-efficacy in class XI students in MAN 1 Madiun.

This statement has been answered based on the results of the above research. Based on the previous chapter, it has been explained if the value of speaking is high then the value of self-efficacy is low, so if the students speak low the value of self-efficacy is high. The researcher provides several samples, namely: NA obtained a speaking value of 95 while for self-efficacy, the value obtained was 70, DR obtained a speaking value of 94 while the value of self-efficacy was obtained 56. Furthermore, if students got high self-efficacy scores, students get a low in speaking. The researcher provides a sample, namely: MH obtained 81 values of self-efficacy, while the speaking value was obtained 87, TE obtained 74 values of self-efficacy, while the speaking value was obtained 84.

Based on the speaking skill, the results show that the highest score is 95. There are 4 students who get 95. Meanwhile, the lowest score is 82. The only one student gets that score. Their difficulty lies in intonation and body language. This is what causes scores on students to be lacking. Besides self-efficacy, it has a very positive effect on each student. Students who do not have self-efficacy to prove good speaking will be seen when speaking in front of the class. From this test, they can learn how to speak properly and correctly in accordance with the structure that has been determined. Based on the results of the survey, the students in class XI are categorized as having a very high level of satisfaction with these aspects. This is due to the substantial correlation of self-efficacy in speaking that exists between the two groups. This is reinforced by Sari (2016), who states that students who have high levels of self-efficacy are in a position where they are able to execute something without doubt. If a student has a high self-efficacy, they do not experience shyness, fear, or hesitancy when it comes to speaking in front of the class or their peers. Because both of the variables are dependent on one another, there is a positive association between self-efficacy and the performance of individuals in terms of their speaking skills.

This study is in contrasting with the study found by Alawiyah (2018) that satisfaction of students' speaking skills and self-efficacy has a positive correlation, so students who have self-efficacy in speaking bring significant result in speaking skills. Assakereh (2015) shows a positive relationship between achievement of speaking skills and self-efficacy. As shown by the results, the students who have high satisfaction in speaking class receive high scores in speaking skills and those who express low satisfaction receive low scores. The research conducted by Septiani (2017) has examined the correlation of self-efficacy with speaking in the class. This demonstrates that there is a substantial connection between self-efficacy and the ability to communicate effectively. According to the findings of this research, students' levels of self-efficacy can have an effect on the results of their learning in lower middle level



speaking. This may be seen by looking at their scores; students who have a high level of self-efficacy tend to have better scores, whilst students who have a low level of self-efficacy tend to have lower scores. Because trust is the primary source of student confidence, it can be demonstrated that self-efficacy is of utmost significance in the process of constructing the students' trust in their capabilities. Therefore, the students will be successful in learning how to communicate effectively if they have a high level of self-efficacy in the process of doing so.

Conclusion

This research provides evidence that the correlations between speaking test and self-efficacy class is the eleventh grade students of MAN 1 Madiun. This can be seen clearly, which is seen from the table that the results of the Pearson product moment correlation is $-.052$. Thus, the result shows that there is negative correlation between speaking skill and self-efficacy because of the results of sig. above 0.05. In class XI MIA 2 students, the speaking test is successfully delivered in front of the class and in front of all students. The students do speaking by dialogue in accordance with the text provided by the researcher. Students dialogue according to the rules that researchers have conveyed. Meanwhile, in the questionnaire, the students can learn a lot of vocabulary that they do not know. Based on the results of the data, the result is low correlation. It happens because the score on each test is not balanced. It means that if the speaking value is low the score on the questionnaire (self-efficacy) is obtained high score, and vice versa.

Recommendation

For the teacher, the result of this research will give the teacher as information to pay attention to their students and gives them more practice. For the students, the results of this study will help students improve their speaking skills

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