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Submission date: 11-Aug-2022 02:10PM (UTC+0700)

Submission ID: 1881291069

File name: artikel_Khusnul.doc (282.5K)

Word count: 3684

Character count: 20624

The Correlation between Students' Performance in Speaking Skill and Self-Efficacy

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Abstract: The purpose of study is to find the correlation between students' self-efficacy and their performance in speaking skill of the eleventh grade students of MAN 1 Madiun in the schooling year of 2018/2019. 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 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 Pearson product moment correlation shows the result -.052. Thus, the result shows that there is negative correlation between speaking skill and self-efficacy and the results of sig. 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. This research may have some suggestions for teachers in the learning process. As shown, some students do not understand some of the tricks for speaking correctly, they also do not know the structure of speaking by expressing their lack of body language and grammar. Thus, it might help if the teacher pays attention to their students and gives them more practice. This research can be considered for further research for investigation, because there are still some problems and weaknesses in this study.

Article History

Received:

Revised:

Published:

Key Words :

Speaking, Skill, Self Efficacy,
Performance

How to Cite: Khusnul Khotimah., Rengganis Siwi Amumpuni., & Samsul Arifin (2022). The Correlation between Students' Performance in Speaking Skill and Self-Efficacy. *Jurnal Paedagogy: Jurnal Penelitian dan Pengembangan Pendidikan*, vol(no). doi:<https://doi.org/10.33394/jp.vxxxyi>



<https://doi.org/10.33394/jp.vxxxyi>

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Introduction

Speaking is a process to convey information or delivery of languages using spoken language. Kusrini (2012) mentioned that the students not only get better results from their speaking but also can increase their vocabulary. The students are motivated to carry out in speaking activities. This activity will give students time to practice to get target language. The students are very active, busy, and challenged to manage their ideas and practices

comprehensively. 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.all (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) shows there is significant correlation between students' self-efficacy and their performance in speaking skill. The students who have high self-efficacy speak better by using pictures in front of their friends. They are not ashamed, afraid or hesitate to speak in front of class or their friends if they have high self-efficacy. Self-efficacy and their performance in speaking skills have a positive correlation. The students who have self-efficacy are able to speak

with their friends because they believe that they have their own abilities to show and describe pictures where students may have to speak in front of the class or another friend. Besides, Asakereh et al (2015) said that the result also showed a significant relationship between speaking and self-efficacy. It believes that speaking skills are stronger predicator of uranium EFL students speaking skills achievement. The results of this study indicate that students with higher speaking skills are more likely to receive higher scores in speaking skills. Then according to Alawiyah (2018) the satisfaction of students speaking skills and self-efficacy had a significant positive correlation with successful speaking skills. Then, self-efficacy beliefs determine the amount of effort. It can be concluded that students are not ashamed to even hesitate to speak, because they have high self-efficacy so that they have strong self-confidence.

Based on the explanation above the researcher assumes that self-efficacy in speaking influences the speaking. The students who have high self-efficacy will also perform speaking better. 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. They will continue to feel confident about speaking in the classroom. This self-efficacy has a high sense of responsibility in carrying out any task by showing a genuine effort. Based on the background above the researcher is interested in conducting the research on the correlation between students' self-efficacy and their performance in speaking skill.

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 researchers need students or populations to complete research data. The population in this study was second grade in MAN 1 Madiun. There are six classes that will be examined, namely XI MIA 1, XI MIA 2, XI MIA 3, XI IPS 1, XI IPS 2, and XI IIK. 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, 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. To determine the research sampling, the researcher proposes using purposive sampling technique. The reason

used this technique is because researchers only used one class of sixth grade XI. The researcher considers the students characteristics in this class match with the study. Therefore, that class is considered to represent the characteristics of the entire population, namely in class XI MIA 2. In accordance with the objectives to be achieved, namely knowing visual intelligence in students, researchers took class XI MIA 2 as object of research because the class is considered capable of representing the characteristics of the population of the research.

There are two ways to collect the data. The researcher gives questionnaires to students to determine the ³ level of students' self-efficacy. The students must complete a 38 item questionnaire. Then, the questionnaire is collected for analysis purposes. Then, the researcher divides into two groups, namely students who have high self-efficacy and students who show low levels of self-efficacy. There are some steps to collect the data by using questionnaires. First, the students are given questioners and answer the questioners by giving tick (✓) for the answer. Then, the results of the questionnaires are collected and analyzed. To determine the high level of self-efficacy the researcher calculates the result. It is found the total and the mean. The result above the mean is considered as the high level of self-efficacy and the result lower from the mean is considered as the low level of self-efficacy. The other way to collect the data is by using speaking test. The speaking test is adopted from the resources namely the book for the Grade XI of senior high school and the syllabus.

¹⁴ Before the research is conducted, the researcher prepares the instruments, namely questionnaire and speaking test. The questionnaire is used to find out their self-efficacy of the students in speaking English in class. Then, the speaking test is constructed to see their performance in speaking

¹⁴ 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) formulausing t-test is used in this research. ² Simple correlation statistic is a technique used to measure the strength of the relationship of two variables and also to be able to know the relationship between two variables with significant correlation results of quantitative properties (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 version 17.

Result and Discussion

This chapter provides the data presentation, the results, and discussion. It shows the result to reveal the correlation of self-efficacy and speaking. 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

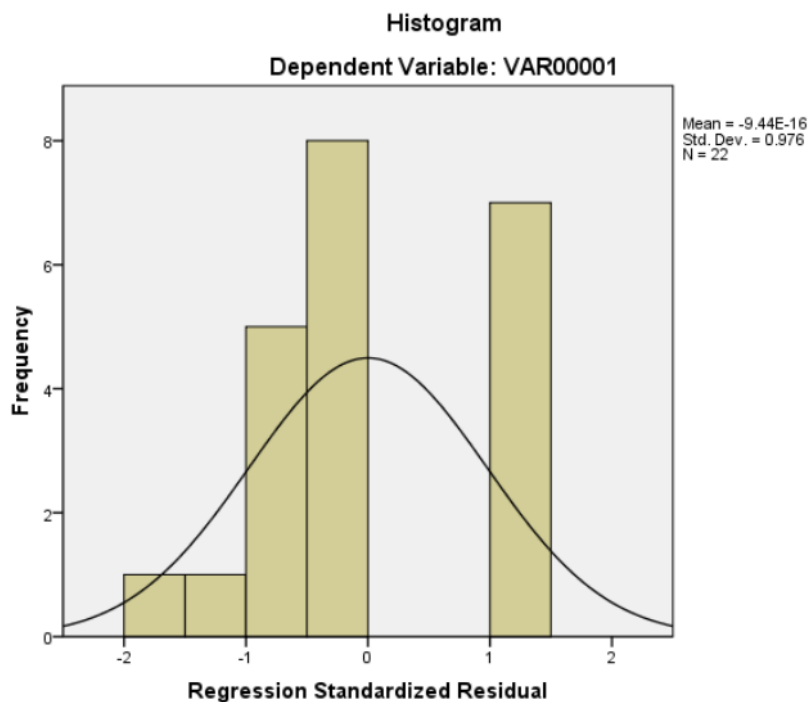
The table 1 shows the normality test of the data. It is both from the students' speaking test and the students questionnaires. In this case, the normality is using Shapiro-Wilk because the participants are under 50. The result shows that the sig. of speaking test normality is .079 and the self-efficacy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

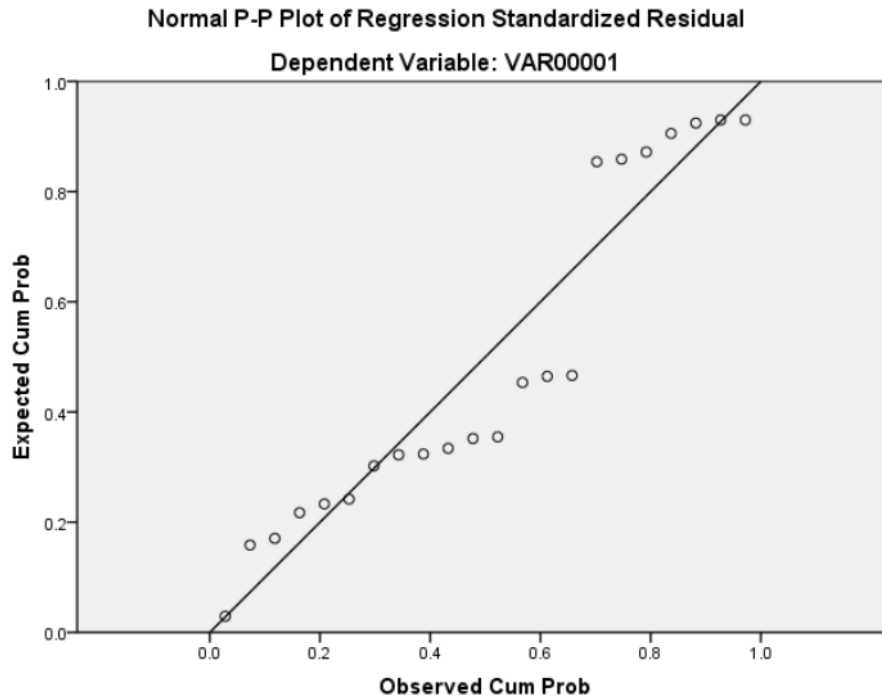
		Speaking skill	Self-efficacy
Speaking skill	Pearson Correlation	1	-.052
	Sig. (2-tailed)		.819
	N	22	22
Self-efficacy	Pearson Correlation	-.052	1

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 ¹¹ that there is a positive correlation between speaking skill and students' self-efficacy.

This study determines ¹¹ 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. 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: ¹ there is negative correlation between ² speaking skill and self-efficacy in class XI. 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 result of questionnaire the students in class XI are classified into very satisfying with these items. This happens because they have a high correlation of self-efficacy in speaking. This is supported by Sari (2016) which explains that students who have high self-efficacy where the students can do something without hesitation. They are not shy, afraid or hesitant to speak in front of the class or their friends, if the students have high self-efficacy. Self-efficacy and their performance in speaking skills have a positive correlation because both of the variables have dependence on each other.

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. Based on the statistical hypothesis of the data that has been tested, it is revealed that $\rho_{\text{empiric}} (0.755) > \rho_{\text{table}} (0.225)$, so it can be concluded that H_0 is rejected and H_a is accepted. This shows that there is a

significant correlation between speaking skills and self-efficacy. In this study self-efficacy can influence student learning outcomes in lower middle level speaking. This can be proven by their score, where the students with high level self-efficacy get higher score and students with low level self-efficacy have lower score. It can be proven that self-efficacy is very important to build the students' trust in their abilities, because trust is the first source of student confidence. So, if the students have a high level of self-efficacy in learning to speak, they will be able to do it well.

This study still has several disadvantages as a recommendation for researchers. First, because this study only uses one sample group, so the next researcher can try using the experimental group and the control group. Second, the researcher does not consider the sex included in this study so that further researcher could try to consider gender. These three questionnaires for the next researcher can make a questionnaire to be tested in the data collection. Further researchers can conduct research by paying attention to these findings

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 -0.052 . 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.

Based on the research result that presented above, there are still several aspects needed to be addressed related to the correlations between speaking skill and self-efficacy at the eleventh grade students of MAN 1 Madiun.

This research may have some suggestions for teachers in the learning process. As shown, some students do not understand some of the tricks for speaking correctly, they also do not know

the structure of speaking by expressing their lack of body language and grammar. Thus, it might help if the teacher pays attention to their students and gives them more practice. The students as research respondents are advised to be more active and more to practice speaking wherever and whenever. Besides that, they are suggested to increase motivation and have high self-efficacy. Thus, it can make appear confident and be able to speak fluently and successfully. This research can be considered for further research for investigation, because there are still some problems and weaknesses in this study. It would be better to take quantitative in different ways such as correlation between reading and self-efficacy.

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