

# THE CORRELATION BETWEEN SELF-EFFICACY AND SPEAKING SKILL OF THE SEVENTH-GRADE IN JUNIOR HIGH SCHOOL

Ni Putu Milla Supita Sari<sup>1</sup>, Luh Ketut Sri Widhiasih<sup>2</sup>, Ni Luh Putu Dian Sawitri<sup>3</sup>

<sup>1,2,3</sup> Universitas Mahasaraswati Denpasar

Email: putumilla18@gmail.com, sriwidhiasih@unmas.ac.id,

niluhputudiansawitri@gmail.com

## ABSTRACT

The present study which made use of an ex-post facto research with correlation design was intended to figure out the significant correlation between self-efficacy and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024. The samples of the research consisted of 54 students which were chosen by means of random sampling method with lottery system. The data were collected through administering the research instruments which were in the form of structured questionnaire and picture description. The obtained data were statistically analyzed by using Pearson product moment correlation and t-test. The results of the data analysis clearly revealed the alternative hypothesis was accepted. In other words, the research findings confirmed that there is significant correlation between self-efficacy and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024.

**Keywords:** Correlation, Self-efficacy, Speaking skill

## ABSTRAK

*Penelitian ini menggunakan penelitian ex-post facto dengan desain korelasi yang bertujuan untuk mengetahui hubungan yang signifikan antara efikasi diri dan keterampilan berbicara siswa kelas tujuh SMPN 4 Denpasar pada tahun ajaran 2023/2024. Sampel penelitian berjumlah 54 siswa yang dipilih melalui metode random sampling dengan sistem undian. Pengumpulan data dilakukan dengan menggunakan instrumen penelitian berupa angket terstruktur dan deskripsi gambar. Data yang diperoleh dianalisis secara statistik dengan menggunakan korelasi Pearson product moment dan uji t. Hasil analisis data dengan jelas menunjukkan hipotesis alternatif diterima. Dengan kata lain, temuan penelitian menegaskan bahwa terdapat korelasi yang signifikan antara efikasi diri dan keterampilan berbicara siswa kelas tujuh SMPPN 4 Denpasar pada tahun ajaran 2023/2024.*

**Kata Kunci:** Korelasi, Efikasi Diri, Keterampilan Berbicara

## INTRODUCTION

Speaking is an activity when someone to communicate with other people. It has become part of daily life when somebody talks, interacts and use the language to express the ideas feeling and thought. According to Richard (2008), the mastery of speaking skill in English is a priority for many second language learners. Moreover, to be able to master speaking skill is one of the criteria to get a good score in English lesson at school. However, for students, they have to believe in themselves

if they want to learn to speak English. Students' belief on their capability either positively or negatively influence their willingness to speak in English. Therefore, the belief which students hold about their ability in speaking English can either encourage or make them doubt to speak English in front of the class. When the students have a good belief in themselves, they will try to speak well. However, if they do not have positive belief, it will make them shy to try.

In the process of learning English skill, students tend to have different self-efficacy. Self-efficacy affects students' judgment, performances and efforts when he/she deals with a challenge (Bandura, 1986). Self-efficacy makes a difference in how people think, feel, and act (Schwarzer and Hallum, 2008:153). Therefore, self-efficacy is more consistent predictor of success and achievement than any other related variables. Self-efficacy beliefs have also shown convergent validity in influencing such key indices of academic motivation as choice of activities, level of effort, persistence, and emotional reactions (Zimmerman, 2000). Tilfarlioglu and Cinkara (2009:130) revealed that it mediates the relationship between knowledge and action. In short, a student having knowledge and skill needed in language learning does not always succeed proficiently to perform it. Therefore, Self-efficacy is the belief in one's own ability to successfully accomplish something.

Speaking skills are related to self-efficacy since one of the most important factors to control students in speaking English is their belief on their capability. According to Bandura (1997), self-efficacy is the beliefs in one's capabilities to organize and execute required task to obtain accomplishment. Self-efficacy can be students' belief in their capabilities to accomplish assignment including speaking English. Moreover, the beliefs that students have about their ability to speak can either encourage to speak English in front the classroom. Moreover, According to Bandura (1995), self-efficacy is defined as personal judgments of one's capabilities to organize and execute courses of action to attain designated types of educational performances including speaking

performance. Students who have a high level of self-efficacy will have a high level of confidence. It will motivate them to perform speaking even in the easiest level or most difficult level.

Self-efficacy is one of the psychological factors of students in speaking. Self-efficacy should be elaborated as student's beliefs on their abilities to do a task in speaking. It has a close connection between the belief of student and their performance in speaking. Kim and Lorshbach (2005) state that students who have high self-efficacy in their performance better than those with low self-efficacy. Students who have high self-efficacy can muster whatever to make their performance better. Moreover, if students have high self-efficacy, they will look and use their friend achievement in speaking English as a comparison in improve their speaking skill. Besides that, teachers' self-efficacy may influence the relation with the students' speaking. Therefore, students should have self-efficacy to produce good communication and better performance with others.

In accordance with the explanations above, the previous theorist about self-efficacy and speaking skill have convinced the researcher that self-efficacy is important when the students speak English. The researcher was interested in choosing self-efficacy and speaking skill in this present study. The researcher needed to know how self-efficacy affects the students' speaking skill of seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024. Therefore, the researcher wanted to prove the theories above by conducting research entitled "The Correlation between Self-efficacy and Speaking Skill of Seventh-grade Students

of SMPN 4 Denpasar in the Academic Year 2023/2024”

### **Research Problem**

Based on the background of the study above, the researcher is interested in finding out more about the significant correlation of self-efficacy and speaking skill. Therefore, the research problem of the present study can be formulated in the form of a question as follows: is there any significant correlation between self-efficacy and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024?

### **Theoretical Review**

This present study was undertaken based on some relevant theoretical reviews that are related and necessary with the research. Therefore, the present investigation was based on the following theoretical review. They were (1) speaking skill and (2) self-efficacy.

Self-efficacy is belief in people's capabilities to organize and carry out required task to obtain accomplishment. According to Bandura (1997:79), people's beliefs about their personal efficacy constitute a major aspect of their self-knowledge. Self-efficacy beliefs are constructed from four principal sources of information. Firstly, enactive mastery experiences that serve as indicators of capability. Secondly, vicarious experiences that alter efficacy beliefs through transmission of competencies and comparison with the attainments of others. Thirdly, verbal persuasion is types of social influences that one possesses certain capabilities. Lastly, physiological and affective states from which people partly

judge their capable-ness, strength, and vulnerability to dysfunction.

Speaking skill is the productive skill in the oral mode that more complicated than implicate more than just pronouncing the words. Therefore, one of the productive skills that students must master as a measuring tool for success in learning English is speaking. According to Brown (2004:140), Speaking is an interactive process of contrasting meaning, involving the generation, reception and processing of information. Brown (2004:172). Brown's scoring rubric consists of six categories which are grammar, vocabulary, comprehension, fluency, pronunciation, and task. However, in this present study the researcher adapted Brown's scoring rubric. The scoring rubric that adapted only consist of three categories. There are three categories of speaking scoring rubric: Fluency, Comprehension, Grammar.

### **RESEARCH METHOD**

The correlational design is a research design that is used to show the relationship between two or more variables. Creswell (2012:338) states that correlational design provides an opportunity for the researcher to predict scores and explain the relationship among variables. It was used in this research design because this research was aimed to find out the correlation between self-efficacy and speaking skills of the students. It was done to determine relationships among two or more variables and to explore their implications for cause and effect.

The population in this research was the seventh-grade students of SMPN 4 Denpasar. In this study, the researcher used simple random sampling with a lottery system According to Frenkel and Wallen

(2009: 93), the use of a simple random sampling method with a lottery system suggested all of the seventh-grade students have the same opportunity to be selected and included as the sample of the study. This type of sampling method appropriated for the present study.

Research instrument used by the researcher to collect valid and reliable data needed based on the objective of the study. Without research instrument the data needed in the present study could not be obtained. Therefore, to collect the data, in this present study the researcher used two instruments; questionnaire and test. The first instrument was questionnaire. The data taken by distributing a questionnaire of self-efficacy in student's speaking. The questionnaire used to measure self-efficacy that correlated to speaking skill. It consists of 30. The self-efficacy questionnaire was in form of a structured questionnaire that wrote in Bahasa Indonesia. The questionnaire analyzed by using a Likert rating scale ranging from one to four. The students must select one of the four choices: Strongly Agree (*Sangat Setuju*), Agree (*Setuju*), Disagree (*Tidak Setuju*), Strongly Disagree (*Sangat Tidak Setuju*). The researcher gave the explanation and directions to answer the questionnaire before the students start to fill it. The questionnaire made based on the self-efficacy aspects of Bandura (1997:79). The questionnaire answered by giving a checkmark to one of the choices (✓).

The second instrument was speaking test. The researcher used test as the instrument in order to get the data of students speaking skill. To know the students' score, the researcher gave speaking test. The researcher used a scoring rubric which is adapted from Brown, (2004:172) to

measure the students' performance. According to Brown (2004):180), there are several tasks to assess the students' speaking skill for monologue speaking test. Picture-Cued test is one of monologue speaking test. In this research, the researcher conducted a Picture-Cued test for monologue speaking. The researcher provided 30 pictures of famous person to the students. After that, the students instructed to choose one picture in turn. Then, researcher gave 15 minutes for students to prepare their descriptive monologue. After they prepare their monologue, the students instructed deliver their monologue speaking in which expressing about the pictures of the famous person.

In this present study, the samples scored based on three components of speaking skill by using Brown's scoring rubric. The researcher used a scoring rubric which is adapted from Brown (2004:172). Brown's scoring rubric consists of six categories which are grammar, vocabulary, comprehension, fluency, pronunciation, and task. However, in this present study the researcher adapted Brown's scoring rubric. The scoring rubric that is adapted only consist of three categories which are fluency, comprehension, grammar. The scale of the criteria was started from 1 as the lowest and 5 as the highest score.

The research instrument is used in collecting the data to get more accurate, complete, and systematic data. In order to get worth and representative findings, the research instrument should be validly and reliably constructed. There are two important characteristics that every measuring instrument should have: they are validity and reliability. In order to make the instrument valid and reliable, the researcher was gave the instrument to the two supervisors in order to get revision. The

supervisors checked the content, spelling error, and grammar of the instrument to avoid mistakes. After getting some revisions, the researcher got approval for the instrument. The data collected was analyzed to investigate the correlation between both variables. It was analyzed by using Pre-requisite Testing which consists of Normality and Homogeneity Testing then continued to Hypothesis Testing which consists of Pearson Product Moment Correlation and T-Testing.

## FINDING AND DISCUSSION

### Finding

The result of the Pre-requisite analysis showed that the normality the significance value (Sig.) was 0.065, which was greater than 0.05 ( $0.065 > 0.05$ ). It means that the data distribution is normal. Furthermore, the calculation result of Homogeneity of Variances by Levene's testing is 0.295 which is higher than 0.05 ( $0.295 > 0.05$ ). It means that the data was homogeneous. In other word, self-efficacy and speaking skill have same variant.

In the Hypothesis analysis, the result showed that the value of the Pearson correlation was 0.431, this result can be said as a positive correlation between self-efficacy and speaking skill. Then, it can be classified the interpretation of moderate correlation. According to the result, it was found that there was a correlation between self-efficacy and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024. In conclusion, the data have already proven that there was a moderate (if not weak) correlation. In addition, the result of the T-test can be found at the value of sig (2-tailed) is 0.000 and  $df = 53$ . The result of t-test is significant accepted because sig (2-tailed) is lower than 0.05 ( $0.000 < 0.05$ ). It

means that the correlation between variables is significant.

### Discussion

The result of the data analysis confirmed that self-efficacy had impact to the student's speaking skill. It means that there in a significant correlation between self-efficacy and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024. According to the calculation about the correlation between self-efficacy and speaking skill, the result of normality test, homogeneity test, Pearson product moment test, T-test were good. For normality test, the researcher focused on One-sample Kolmogorov-Smirnov result. It got the result 0.65 and it means the data distribution was normal because the result was bigger than 0.05. Moreover, for homogeneity test, the researcher got result 0.295 which was bigger than 0.05. The variances can be assumed to be homogenous because the data was homogenous is then accepted.

Toward for the Pearson product moment, the researcher obtained was 0.431. According to Sugiyono (2015), since the r score scale 0.400 was classified the interpretation of moderate correlation, which is the result 0.431 was already considered fair correlation between variable x (self-efficacy) and variable y (speaking skill). For T-test, the output that was significantly accepted because the result  $0.000 < 0.05$ . Moreover, there was positive correlation between self-efficacy and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024.

The result of data analysis confirmed that self-efficacy had positively moderate impact to the students' speaking skill. It can

be clearly seen from their score in self-efficacy questionnaire and speaking achievement. It can be stated that the higher the student's self-efficacy, the higher their score in speaking. If the students had low self-efficacy, it may be impact or influence their speaking acquisition. In other words, the student can be failed in their test when they had low self-efficacy. However, the higher the student's self-efficacy, their score in speaking could be higher. Furthermore, those phenomena confirmed that self-efficacy is one of the factors that can affect students' speaking skill.

In the present study, the researcher has found that there was a significant correlation between self-efficacy and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024. This results also supported the exiting theory by Bandura (1995); self-efficacy is defined as personal judgments of one's capabilities to organize and execute courses of action to attain designated types of educational performances including speaking performance. Moreover, students who have high level of self-efficacy will have a high level of confidence. It will motivate them to perform speaking even in the easiest level or most difficult level. It linked with the results of the present study that students' self-efficacy correlated with their speaking skill. It means that those theories stated are indeed true, that there is a significant correlation between self-efficacy and speaking skill. To sum up, it can be clearly stated that the alternative hypothesis, there is a correlation between self-efficacy and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024 was convincingly confirmed. In other words, the hypothesis was accepted.

## CONCLUSION

This study reaches at a conclusion that there is a significant correlation between self-efficacy and speaking skill of the students. It answered the research question mentioned in Chapter 1 that self-efficacy and speaking skill of students have a high correlation.

## SUGGESTION

According the result of this present study that has been mentioned above, then the researcher would like to suggest the following practical suggestion.

### 1. For the Teacher

The teachers have to pay attention on students' self-efficacy in teaching and learning process especially in teaching speaking. In addition, it is very important since self-efficacy is one of the factors that affects speaking achievement. Therefore, teachers should give more encouragement to the students beside giving or transferring knowledge. Furthermore, teachers should be more creative in giving a lesson and using a variety of teaching methods or strategies, especially in teaching speaking so that the students can be more comfortable and more interested in learning English, especially in speaking skills.

### 2. For the Students

Since self-efficacy is important for them, they have to be aware and explore themselves in the language learning so that they can achieve more in learning speaking. It is also recommended that the students who got poor achievement to never give up practicing their fluency, comprehension, and grammar to improve their speaking skill. They should practice their English speaking as frequently as possible so that it would become a habit. The most important

one is they must have a big desire to learn English speaking in order to help them easily understand the materials and increase their knowledge.

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