

Correlation Between Self-Efficacy And Speaking Ability

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Abstract. The aim of this study was to find out whether or not there is significant correlation between self-efficacy and speaking ability of the tenth grade students of the school understudy. The design was correlational research design. The samples were 49 students. In collecting the data of this research, the researcher used two instruments which were self-efficacy questionnaire for self-efficacy and descriptive monologue speaking test for speaking ability. There were three aspects of self-efficacy questionnaire; level of magnitude, the strength and generality. The criteria of speaking test were grammar, pronunciation, fluency, comprehension, and vocabulary. The score obtained for self-efficacy was 3688 and 3896 for speaking ability. The result showed, when the student had high self-efficacy, their speaking was good, while the students who had low self-efficacy their speaking was not good. Moreover, the research instruments were made in order to collect the data needed. The data were analysed using IBM Statistical Package for Social Science (SPSS) 26 that consist of Normality test, Homogeneity test, Pearson Product Moment and T-test. The hypothesis in this study was significantly accepted. Then the result of Pearson Product Moment analysis showed that the "r" was 0.565. It revealed that there was a significant correlation between self-efficacy and speaking ability of students. It lies between 0.400-0.600 which is moderate level.

Keywords: Correlation, Self-Efficacy and Speaking Ability.

INTRODUCTION

English is an international language and second or foreign language that should be learned by students and all people over the world. Speaking English is one of the important things that students need to master in this global era although it is difficult to get it. The students use speaking skill for express their feelings, ideas, communicates and socializing with others. In the future students should be fluent in speaking English and it is really needed for the career in tourism, also education and many more. Although speaking English is a bit difficult because the needs to ponder several important things and aspects, such as inelegancy, vocabulary mastery, grammar and one of the important things is self-efficacy, but speaking English can be learned and practiced.

According to Turk (2003:9), definition of speaking is the direct convey from one mind to another, and that is the way to communicate among the other ways that can be used to communicate, such as encourage social relationships, promote emotional intelligence, and fulfil an important purpose in conveying ideas or opinion to others. Based on what has been stated above, that speaking is an ability that should be mastered that can make it easy for the students to communicate. Speaking skill is a bit complicated because there should be several things that should be considered such as the understanding of the listener and also self-efficacy to express the ability in speaking especially English. However, students could not communicate fluently with other students or people if they do not master the speaking skill especially in speaking English. Moreover, speaking English can help students improve their competitiveness in the future.

To master English speaking and to be a great speaker, students have to prepare several things such as; need intelligence or master a lot of vocabularies. However, there is also a crucial aspect that students have to prepare: it is the self-efficacy. This skill helps students build self-confidence and try to get higher goals and build more effort towards obtaining their achievement that needs more than words. Self-efficacy can improve the student's memory,

confidence, focus and speaking ability. It can be concluded that to improve speaking skills, students really need to have self-efficacy.

According to Hamouda (2012:32), there are some factors that can influence the students speaking ability such as; anxiety, lack of interest, incomprehensible input, shyness, lack of confidence, and low self-belief. However, the researcher still finds big problem, the fact is that the students still have low self-efficacy. The students' low- self efficacy can be seen from their ability that show they feel shy when they speak English and their speaking are still far from being fluent. So, students should believe in themselves and they should be able to increase the self-efficacy to bring them to be a great speaker.

Based on the situation stated above it is crucial to know if there is any correlation between self-efficacy and speaking ability. Moreover, in facing the future they are expected to be able to speak well in English. The researcher is eager to conduct a study entitled "The Correlation between Self-Efficacy and Speaking Ability of the Tenth Grade Students of SMAN 1 Abiansemal Academic Year 2021/2022.

METHOD

Research Design

In this research, to analyse the data. this research used quantitative approach and descriptive method. The main purpose of this research was to find out whether there is any significant correlation between self-efficacy level and students' English-speaking ability or not. To find out the correlation, this study used a correlation research design. Creswell (2012:21) explains that a correlation research design are procedures in quantitative research in which the investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlation analysis. The researcher concerned about two variables; they were self-efficacy as an independent variable (X) and speaking ability as a dependent one (Y). The self-efficacy here is defined as the skill in believing in oneself and in one's power abilities to do something that is related to concepts of speaking ability. Besides, the speaking ability is defined as the ability in performance, in describing pictures using a descriptive monologue with their own words based on the pictures which were provided by the researcher, and the students then performed it through Google Meet. According to Creswell (2021:12), the quantitative research has three types, they are; experimental design, correlational design, and survey design. In this research the researcher used correlational research design because this research purpose is to find out the correlation between self-efficacy and speaking ability.

Population and Sample

Population which consisted of an object or subject that have quantity and characteristics determined by the researcher to be studied and then conclusion is drawn (Sugiyono, 2017:61). A dead and life objects that can be learned also can be said as population. So, population is not only people or students. According to Creswell (2012:142), to get the population, researcher used sample which is the part of the population. The model of the population to be tested in the research is called sample. Hence, the result was obtained from the testing sample that can be said as the result obtained from the population.

Here the sample taken from the population were used to test the correlation between variable X and variable Y. In this research, the population of the study was the tenth grade students of one of public high schools in Bali. It had 14 classes for the tenth grade. In each class there were around 36 students. The whole tenth grade students consisted of 490 students.

Furthermore, the 490 students were considered as the population. To choose the sample, the researcher used cluster random sampling method in which only 10% was used, that is 49 students from the whole population selected from two classes. The researcher contacted the English teacher there to help the researcher pick the sample which was selected randomly and which were regarded representative enough.

Data Collection

Collecting data in this study is the important step to do and to know the answer of the research problem. The validity and reliability of the research finding were obtained by the data strategies. To obtain the data, the researcher had to administer the research instrument to the sample. All of the steps were useful for the researcher to produce a good quality of the research. The data of the study were gathered by administering the research instrument to the samples of the present study. Moreover, the data were collected by giving questionnaire and speaking test to assess self-efficacy and students' speaking ability for 49 samples that had been chosen by using cluster sampling method.

In this Research, the data was collected in two sections; first is questionnaire and second is speaking test. It can be explained as follows:

1. The researcher gave the questionnaire for the students and told them to fulfil the questionnaire. The question was in the form of Google form.
2. The instruction of the questionnaire was in written form. To avoid misunderstanding of the students, all items used *Bahasa Indonesia*. All students had to read and answered all the items carefully.
3. The researcher administered the speaking test after the students finished doing the questionnaire.
4. The speaking test was picture description monologue test.
5. The speaking test was held from home through recording their own video and sent in to the researcher by using media such as phone or computer.
6. The researcher guided the students to record their video.

Data Analysis

Data analysis is needed to answer the questions as formulated by the researcher. In this study, data were collected through management. When analysing the data of this study, some data need to be prepared in order to perform a good analysis. In order to complete the data analysis, the researcher prepared some statistical analysis, such as; the normality test, the homogeneity test, the Pearson product moment, and the t-test.

FINDINGS

In this part is presented the findings of the research. The aim is answering the research questions. There are four statistical analyses; 1) the normality test, 2) the homogeneity test, 3) the Pearson product moment, 4) the t-test.

The Normality Test

Normality testing was done by Statistical Package for Social Science (SPSS) 26 using One-sample Kolmogorov-Smirnov Test.

Table 1. Normality Test of Self-Efficacy and Speaking Ability

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self-Efficacy	.113	49	.152	.961	49	.100
Speaking Ability	.111	49	.179	.963	49	.125

It could be seen from the table, based on the calculation of IBM Statistical Package for Social Science (SPSS) 26 by using Shapiro-Wilk was $0.100 > 0.05$ for Self-Efficacy and $0.125 > 0.05$ for speaking ability. In other words, it means the data of self-efficacy and speaking ability had already a degree of normality. Moreover, these figures also signified that they have shown that the data were normally distributed. The normality curve of Self-Efficacy and Speaking Ability can be seen in the following graph:

Chart 1. Normality of Self-Efficacy

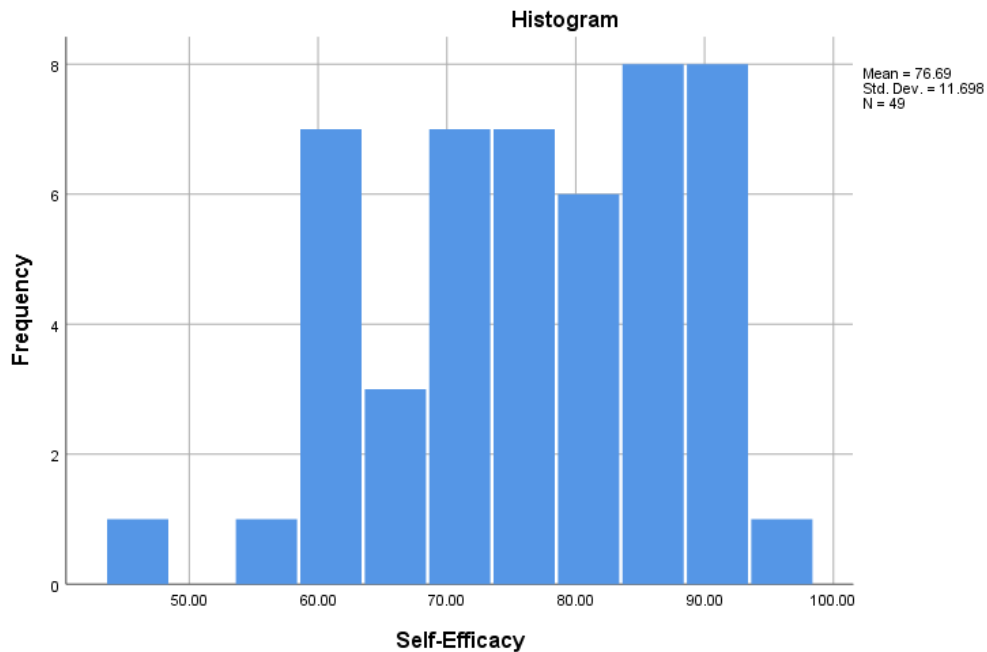
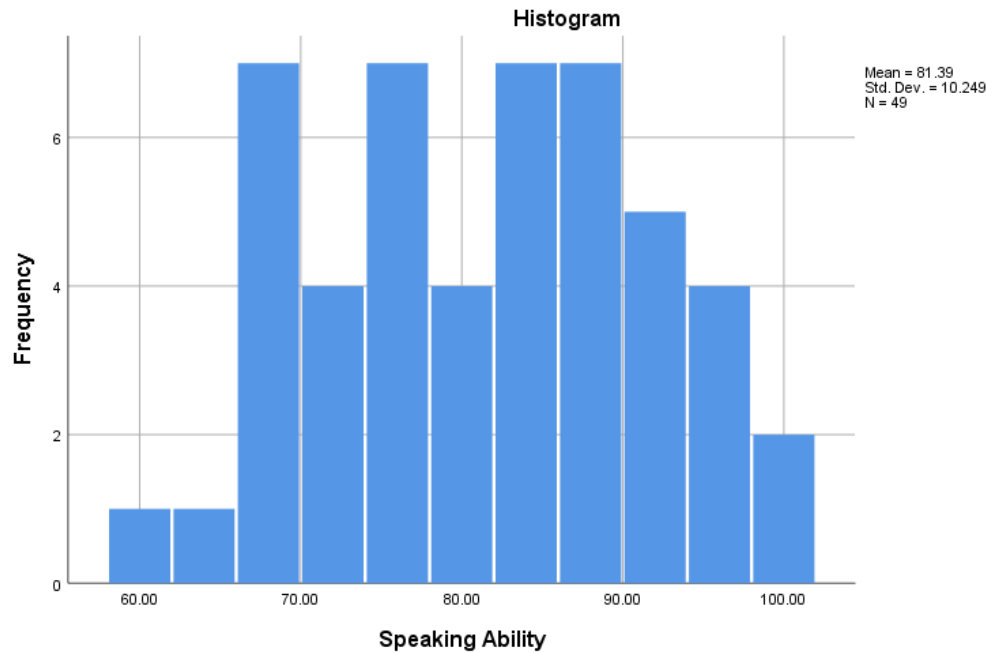


Chart 1. Normality of Speaking Ability



The Homogeneity Test

Next test is homogeneity test. Homogeneity test was needed to ensure that all of the groups of samples were homogenous to each other. In homogeneity testing, the researcher needed to know the students' score in both variable. The data could be presented by using a contingency table in which the row and column table were the population and categories of the variable. According to the IBM Statistical Package for Social Science (SPSS) 26 used to test the homogeneity of variances, the researcher gained the result as follow:

Table 2. Test of Homogeneity

		Levene Statistic	df1	df2	Sig.
Result of the Research	Based on Mean	.901	1	96	.345
	Based on Median	.854	1	96	.358
	Based on Median and with adjusted df	.854	1	95.753	.358
	Based on trimmed mean	.923	1	96	.339

Based on the table 2. the data shows that the homogeneity is 0.345 which means that $0.345 > 0.05$. The variances could be interpreted to be homogenous if the result of homogeneity was bigger than 0.05. In summary, that the data have already fulfilled the criteria in term of the homogeneity test and it can be concluded that the data is homogenous, and also the analysis can be continued to the next testing.

The Pearson Product Moment Test

The next step is Pearson Product moment testing. In the research correlation test, this testing is very important and needed, because the coefficient of Pearson Product Moment or Pearson r is used to measure the linier relationship between two interval or ratio variables and it can have value between -1 and 1. Based on statistical calculation assisted by IBM Statistical Package for Social Science (SPSS) 26 in Pearson Product Moment test, the researcher obtained the result as follow:

Table 3. Pearson Product Moment Test

		Self-Efficacy	Speaking Ability
Self-Efficacy	Pearson Correlation	1	.565**
	Sig. (2-tailed)		.000
	N	49	49
Speaking Ability	Pearson Correlation	.565**	1
	Sig. (2-tailed)	.000	
	N	49	49

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

It clearly shows that the significant values of the research variables are below the alpha level, 0.05. The value of the Pearson correlation was 0.565, this result can be said as a positive correlation between self-efficacy and speaking ability. Moreover, the significant value of Pearson Product Moment correlations, is 0.000. According to the result, it was found that there was a correlation between self-efficacy and speaking ability of the tenth grade students of the school understudy. In conclusion, the data have already proven that there was a correlation.

The T-test

This test was the final analysis. It is used to determine whether there is a significant difference between the means of two groups. In line with all inferential statistics, the dependent variable could be assumed to fits a normal distribution. Based on SPSS interpretation, the directional hypothesis could be categorized significant if the significant value was lower than 0.05. However, if the significant value were higher, it means the directional hypothesis was rejected. To sum up, the results of the analysis can be seen in the following table:

Table 4. T-test Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Self-Efficacy Questionnaire - Speaking Ability Test	-4.69388	10.31222	1.47317	-7.65589	-1.73186	-3.186	48	.003

Looking at the table above, it can be found that at the value of sig. = 0.003. Because the sig. less than 0.05, thus there was significant correlation between self-efficacy and speaking

ability of the tenth grade students of the school understudy and the hypothesis which says that there is correlation was finally accepted. It can be concluded that the data have already assured that self-efficacy was significantly correlated with the students' speaking ability.

DISCUSSION

The present study which made use of ex-post facto as the research design was conducted at one of public schools in Bali. The result of the data analysis confirmed that self-efficacy had impact to the student's speaking ability. It means that there is a significant correlation between self-efficacy and speaking ability. According to the calculation about the correlation between self-efficacy and speaking ability, the result of Normality test, Homogeneity test, Pearson product moment test, T-test were good. For normality test, the researcher focused on Shapiro-Wilk result. It got the result 0.100 for self-efficacy and 0.125 for speaking ability. It means the data distribution was normal because the result was bigger than 0.05. Moreover, for homogeneity test, the researcher got result 0.345 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 0.565. According to Arikunto (2010:319), since the r score scale 0.400 – 0.600 was classified the interpretation of moderate correlation, which is the result 0.565 was already considered moderate correlation between variable x (Self-efficacy) and variable y (speaking ability). For T-test, the output that was significantly accepted because the result $0.003 < 0.05$. Moreover, there was positive correlation between self-efficacy and speaking ability.

In accordance with the research finding in the present study, each student needs to have self-confident where it could increase their self-efficacy to be a good speaker in speaking English. To deliver their ideas in front of their friends, teacher or other people, the students need to speak bravely and confidently. In addition, when students speak English, they must know how to handle the emotion, feeling, situation, and gesture to make them enjoy and straightforward in speaking. The key in speaking English that may help students to find the right pronunciation is to do more in practicing to speak especially in English, so that it will increase their speaking ability.

CONCLUSION

Based on the data analysis, the testing hypothesis and the discussion in the previous chapter, the conclusion could be drawn that this study was successfully done. According to the data that was obtained in this study, it was found that there was a significant correlation between self-efficacy between speaking ability of the tenth grade students of the school understudy. Thus, in speaking ability especially English, the factor that influenced students speaking skill was not only their vocabulary, grammar, or language ability but there was also certain internal factor for example their self-efficacy, and etc. Furthermore, as the psychological factor that may relate their speaking ability, the researcher expects that all teacher could have more awareness to put more intention in students' self-efficacy. In conclusion that students have to do practice more and more to have a brave and confident in expressing their thought.

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