

# THE CORRELATION BETWEEN SELF-EFFICACY AND SPEAKING SKILL OF THE TENTH GRADE STUDENTS OF SMA N 6 DENPASAR IN ACADEMIC YEAR 2019/2020

Ni Luh Melayanti, Ni Luh Putu Dian Sawitri, I Gde Putu Agus Pramerta

Universitas Mahasaraswati Denpasar

[melayanti.nl@gmail.com](mailto:melayanti.nl@gmail.com)

## ABSTRACT

The research aims at finding out the correlation between self-efficacy and speaking skill of the tenth grade students of SMA N 6 Denpasar in academic year 2019/2020. There were two variables: self-efficacy (X) and speaking skill(Y). In taking the research, cluster random sampling was applied. The subjects were the tenth grade students of SMA N 6 Denpasar in academic year 2019/2020. There were 70 subjects which consist of 36 males and 34 females. The design was correlational research design. In collecting the data, the researcher used two instruments which were self-efficacy questionnaire consisted of 27 items and monologue speaking test. The data was analyzed by using Pearson Product Moment Correlation in IBM SPSS Statistics 23.0. According to the result of the analysis and statistical calculation, it is found that  $r$  was 0.727. It shows that there is significant correlation between self-efficacy and speaking skill of the tenth grade students of SMA N 6 Denpasar in academic year 2019/2020, it lies between 0.600 – 0.800 which is in high level.

**Keywords:** correlation, self-efficacy, and speaking skill.

## INTRODUCTION

Speaking is the key for language learners to make a good oral interaction and establish good communication. By speaking, learners can share information, ideas, opinion to each other. Speaking become very important in order to make a good conversation and get the meaning of the discussion or information. Ur (2009:120) considered speaking as the most important skill among four skills

(listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it. Besides, speaking English fluently is a must to get a good job or traveller to another country. Moreover, the increasing of the technology demands people to speak language especially English fluency.

As the statement of

Thornbury (2005:1), speaking is so much a part of daily life that people take it for granted. People can not communicate with other people if they can not speak. People will difficult to share ideas or information if people can not make a good communication. Moreover, the fluency of speaking skill in English is really important and needed for career in tourism, education and soon. Indeed, speaking become one of the aspect that should be mastered to communicate fluently. Therefore, speaking is an important part in language learning because it is used in daily communication.

In educational life, students also face the difficulties of speaking skill. Pollard (2008:33) states that speaking is one of the most difficult aspects for the students to master. It means that when speaking, student must concern with their ideas, language, how to uses grammar, vocabulary, and pronunciation as well as listening and reacting to the person they are communicating with. Students are expected to use speaking skill at school and in daily activity. Moreover, to be able to mastering 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.

Since one of the most important factors to control students in speaking English is their belief on their capability, or the so called self-efficacy as defined by Bandura (1995:2) which said that self-efficacy is “the beliefs in one’s capabilities to organize and execute the course of action required to manage prospective situations”. Thus, the beliefs that students have about their ability to speak can either encourage or make them hesitate to speak English in front of others in the classroom. Self efficacy can effect

the students speaking skill because students who have high level of self efficacy will have a high level of confidence that will motivate them to perform speaking even in easiest level or most difficult level (Asakereh and Dehghannezhad, 2015).

These theories are also supported by the result of the researcher's observation. Based on the observation, the researcher found that the students of tenth grade of SMA N 6 Denpasar seemed to be interested in learning English particularly in speaking. Moreover, they rarely felt shy to try to speak in English. According to the teacher, the students seemed very enthusiastic to deliver their idea especially in English. The students also seemed eager to practice the conversation and share ideas or sharing a problem that given by teacher. From the interview with the English teacher, it seemed that the student mostly got a good score in speaking performance.

Therefore, a high level of self-efficacy is very important for the students to be active in the class in order to practice speaking yet improving their knowledge especially in speaking skill.

Probably, that students level of self-efficacy seems to give lots effect on their speaking skill. The researcher was curious to find out whether there is significant correlation between self-efficacy and speaking skill.

## **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 can be formulated as follows: is there any significant correlation between self-efficacy and speaking skill of the tenth grade students of SMA N 6 Denpasar in the academic year of 2019/2020?

## **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.

### **Speaking Skill**

Ur (2009:120) defined speaking as the most important skill of all of four skills (speaking, reading, writing and listening) in English language learning. Speaking seems the most important in learning a foreign language, the focus target is to able to use that language in the real communication. However, it is become a problem for students to practice their speaking skill after learning. They often can not use it for daily communication. It seems that the teacher rarely exposed students to the target language.

### **Self-Efficacy**

According to Bandura (1997: 3), “perceived self-efficacy refers to belief in one’s capabilities to organize and execute the courses of action requires to produce given attainments”. People who are boosted and believe that they are able to do tasks given will try harder and never give up on finishing the task. Bandura (2009:184-185) stated that self - efficacy beliefs are developed by four principal sources of information. Those four factors which effect someones’ self-efficacy

are Enactive Mastery Experiences, Social Modeling, Social Persuasion and Physical and Emotional States.

### **EMPIRICAL REVIEW**

The first similar research was done by Mastur (2016) with the title “The Relationship Between Students’ Self-Efficacy and Their Speaking Ability ( A Study at MTsS Al-Manar Aceh Besar). The aim of his study was to find out whether there is any significant relationship between self-efficacy and speaking ability of MTsS Al-Manar students. The result of this research showed that there is positive significant relationship between self-efficacy and speaking ability of the English class of eight grade students of MTsS Al-Manar.

The second similar research was done by Fatimah (2018) with the title “The Correlation Between Students’ Self-Efficacy Towards Their Speaking Skills at The Eleventh Grade Students of MAN Salatiga in The Academic Year of 2018/2019”. The aim of her study was to find out the correlation between students’ self-efficacy toward speaking skill of the eleventh

grade students of MAN Salatiga in the academic year of 2018/2019. The result of this research showed that there is a significant correlation between the students' self-efficacy and their speaking skills of the eleventh grade students of MAN Salatiga in the academic year of 2018/2019.

Mastur and Fatimah, in their research they already used questionnaire for research instruments. However, Mastur did not use test for the instrument. Mastur's research only used questionnaire and documentation score without using the test. There is no explanation about scoring rubric in Mastur's research. In Fatimah's research, the researcher said that the sampling used were simple random sampling and she used two classes. Whereas the sampling that used two classes called cluster random sampling and not simple random sampling. Moreover, there is no comprehensibility in the rubric of speaking test. The categories were grammar, vocabulary, fluency and pronunciation. The use of scoring rubric was very important as the function of scoring rubric could

assess the students' speaking skill objectively. In the test explanation in Fatimah's research, there was no clear instruction regarding how the samples should do the test.

In order to conduct a better study, in this present study the researcher also assessed students' speaking skill by using analytical scoring rubric. There were five categories that being assessed namely pronunciation, fluency, vocabulary, grammar, and comprehension. This present research also used questionnaire and test to assess the students. Moreover, the researcher gives clear explanation in the test instruction.

## **RESEARCH METHOD**

This research was done by using correlational research design. Correlational research design is one type of quantitative research designs. It generally starts with an experimental design in which a hypothesis is followed by the quantification of data and some sort of numerical analysis is carried out (Mackay and Gass, 2005:2). 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 tenth grade students of SMA Negeri 6 Denpasar. It was done to determine relationships among two or more variables and to explore their implications for cause and effect. This type of research can help researcher make more intelligent predictions (Fraenkel and Wallen, 2009 :11).

The population in this research was the tenth grade students of SMA N 6 Denpasar. In this study, the researcher used cluster random sampling. According to Fraenkel and Wallen (2009:95) cluster random sampling is selection of groups, or clusters, of subjects rather than individuals. It means that to choose the samples based on groups rather than individuals. Therefore, the use of cluster random sampling method suggested all of intact classes. The classess that is already in existence have the same opportunity to be selected and included as the samples of the study. The advantages of cluster random sampling are that it can be used when it is difficult or impossible to select a random sample of individuals, it is often far easier to

implement in schools, and it is frequently less time-consuming. Cluster random sampling is usually used because there are times when it is not possible to select sample of individuals from a population. It happened to the present study, it was difficult and not possible for the researcher to gather individuals from different class to be used as a sample. Therefore, cluster random sampling method with lottery system was used to select a sample in this present study.

According to Arikunto (2010:112), if the population less than 100, it is better to take all of them. However, if the population is big or more than 100, researcher can take 10-15% or 20-50% or more. The total population in this present study was 288 students which divided into 8 classes. The researcher took 25% of 288. The total students in one class of SMA N 6 Denpasar was around 30-40. To get the sample, the researcher took 2 classes with total sample 72. However, when the research was conducted, there were two students who were absent. Thus, the researcher took 70 students from two classes for the sample.

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 researcher used close-ended questionnaire. It is the technique of collecting data by giving the respondents a list of questions in written form. The respondents have to choose the alternative answer provided by researcher based on their true condition. Thus, the students only needed to checklist on provided column based on their own feeling about the statement. The questionnaire was adopted from Asakereh and Dehghannezhad (2015) to obtain primary data of the students' self-efficacy. The questionnaire was used to collect data of the students' self-efficacy. The total items of the questionnaire were 27 items. Each item of the questionnaire had five possible answers those are; Strongly Disagree

(SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA).

The second instrument was speaking test. The researcher also 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 was 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 gave the several pictures to the students. After that, the students were instructed to deliver monologue speaking in which expressing about the pictures.

In this present study, the samples were scored based on five components of speaking skill by using Brown's scoring rubric. The researcher used a scoring rubric which was adapted from Brown (2004:172). 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 testing showed that the normality (Asymp.Sig) for self-efficacy is 0.245 which is higher than 0.05 ( $0.245 > 0.05$ ) and for speaking skill is 0.151 which is higher than 0.05 ( $0.151 > 0.05$ ). It means that the data distribution is normal. Furthermore, the calculation result of Homogeneity of Variances by Levene's testing is 0.193 which is higher than 0.05 ( $0.193 > 0.05$ ). It means that the data was homogeneous. In other word, self-efficacy and speaking skill have same variant.

In the Hypothesis testing, the result showed that the Pearson Product Moment Correlation Sig. is 0.727. According to Arikunto (2015:88), if the score is 0.600-0.800, the correlation between variable X (self-efficacy) and variable Y (speaking skill) can be concluded as high. Moreover, the researcher found  $df=62$  ( $N-2$ ). The  $r_{table}$  is 0.2075, meanwhile the  $r_{count}$  is 0.727. Since the score of  $r_{count} > r_{table}$  ( $0.727 > 0.207$ ), it means the result of the correlation is significant. It can



be concluded that there is a high correlation between self-efficacy and speaking skill. Moreover, the alternative hypothesis ( $H_a$ ) of the study is accepted, which means that there is a significant correlation between self-efficacy and speaking skill of the tenth grade students of SMA N 6 Denpasar in academic year 2019/2020.

In addition, the result of the T-test can be found at the value of sig (2-tailed) is 0.000 and  $df = 63$ . 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. Moreover, the result of t is 18.194. It means t higher than 1.66940 in t table. The result was considered significant since the  $t > t_{table}$  ( $18.184 > 1.66940$ ).

## **DISCUSSION**

The result of this study showed that  $H_a$  was accepted. It means there is a significant correlation between self-efficacy and speaking skill of the tenth grade students of SMA N 6 Denpasar in academic year 2019/2020. Based on the calculation about the correlation

between self-efficacy and speaking skill of the tenth grade students of SMA N 6 Denpasar in academic year 2019/2020, the result is 0.727 from the table of Pearson Product Moment. According to the table strange of correlation, the result 0.727 is considered as a high correlation (0.600-0.800) between variable X (self-efficacy) and variable Y (speaking skill).

The finding of this study indicated that the hypothesis stating there is a positive correlation between self-efficacy and speaking skill of the tenth grade students of SMA N 6 Denpasar. In other word, the student with high self-efficacy will be better speaking skill than the lower one. It can be concluded that self-efficacy gives impact to student's speaking skill. If students have high self-efficacy, they will try to do the task because they belief on their capabilities to do the task. However, if the students have low self-efficacy, they did not believe on their capabilities that they can do the task well. Hence, self-efficacy plays important role in developing competencies in student's self that make them believe that they can

speak and express more ideas in English.

Moreover, the level of self-efficacy can influence the students' speaking performance. Students with higher self-efficacy will manage to have higher speaking skills. The belief of themselves having ability affects their achievement. Therefore, the level of self-efficacy is one of major influences of the level of accomplishment. Thus, as the writer has explained before, the student's self-efficacy can give positive impact on their speaking test and performance, as proved by the findings above.

The finding of this study also showed the most dominant aspect of self-efficacy toward speaking skill. Based on four aspects of self-efficacy, the most influencing aspect was from enactive mastery experiences. It means that when the students have experiences in doing something or a task, they believe in their capabilities that they could do it again. However, when they never try previously, they believe that they could not have capabilities to do the task. The second influencing aspect of self-efficacy was from social

modeling. The third aspect was from social persuasion. The aspect that did not have a big effect was from physical and emotional states. Hence, the researcher can concluded that the most influencing aspect from self-efficacy was from enactive mastery experiences. It can be stated that if the students have high self-efficacy, they will also get high score in speaking test.

## **CONCLUSION**

This study reaches at a conclusion that there is a significant correlation between self-efficacy and speaking skill of the tenth grade students of SMA N 6 Denpasar in academic year 2019/2020. It answered the research question mentioned in Chapter 1 that self-efficacy and speaking skill of the tenth grade students of SMA N 6 Denpasar in academic year 2019/2020 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 Teachers

The teachers have to pay attention on the students' speaking skill . It can be done by constructing a planning of a lesson which involves some strategies that relevant to make the students believe in their ability of speaking skill, for example by asking the students to deliver an easy speaking in front of the class. Moreover, the teacher should be a model to give example to do the speech first.

### 2. For the Students

Students need to know that speaking skill is really important for them to use the language communicatively. The students should practice their speaking skill not only in the classroom but also outside the classroom.

### 3. For the Institution

The institution needs to provide more facilities to support the learning activity for English. Providing a theatre or special room is one of the facilities that could be use for English activities. Conducting an English competition such as debate, speech contest, drama in English, and quiz are some activities that can

improve students' self-efficacy and speaking skill.

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