



The Relationship between Self-Efficacy and EFL Students' Speaking Performance: A Case Study of English Department Students

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Abstract

The purpose of this study is to examine the relationship between students' English-speaking self-efficacy and their English-speaking performance, as well as its significance. The study was conducted at the English Department, Hasanuddin University, Makassar-Indonesia. A sample of 21 students was chosen from a population of 108 students, and data was collected using a questionnaire and standardized speaking performance test scores. The correlation between speaking self-efficacy as variable X and speaking performance as variable Y is measured using quantitative correlational research. The Pearson Product-Moment Correlation was calculated using the Statistical Package for Social Sciences (SPSS) Statistics 25.0 Program to analyze the data. The findings revealed a positive relationship between speaking self-efficacy and performance, with a Pearson correlation of 0.713. The hypothesis of this study is accepted because the recount (0.713) is greater than the table (0.433) at the 5% level of significance. The correlation analysis revealed that there is a strong significance between the two variables in terms of impact significance. These findings indicated that the higher a student's level of speaking self-efficacy, the more persistent, determined, and confident the individual in delivering their speech, resulting in improved speaking performance. Accordingly, the lower their level of speaking self-efficacy, the more hesitant, anxious, and self-conscious they are when attempting to speak.

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1. Introduction

English is a global lingua franca, essential for communication across diverse cultures and nations. Its significance spans various domains including business, diplomacy, engineering, advanced studies, technology, tourism, and education. In Indonesia, English is recognized as a foreign language and is incorporated into the national curriculum, emphasizing the four core skills: speaking, listening, reading, and writing. Among these, speaking is particularly challenging for non-native speakers due to the complexity of verbal communication, which requires not only linguistic proficiency but also confidence and spontaneity.

Speaking is a part of a language's verbal abilities because it is one of its core skills. However, speaking becomes a difficult skill to master because it requires a specific set of knowledge and skills. For non-native speakers, English speaking can be a challenging skill to master. They are generally struggling to formulate adequate English utterances. Students face difficulties developing their speaking skills in the academic setting. As Pollard (2008) points out, speaking is one of the most difficult skills for students to master. This means that when speaking, students must consider their ideas, language, grammar usage, vocabulary, and pronunciation, as well as listen to and respond to the person with whom they are interacting. Students must be able to speak in both school and in their daily lives.

Furthermore, mastering speaking skills is one of the criteria for getting good grades in English classes. However, before students can learn to speak English, they must first believe in themselves. A student's belief in their ability to speak English can either positively or negatively impact their willingness to speak in front of their classmates. Students who believe in themselves are more likely to speak confidently, whereas those who do not believe in themselves may be too afraid to try. Psychological factors influence student performance significantly. Anxiety in public speaking is caused by low affective factors such as a lack of confidence and a fear of making mistakes. Students are afraid of being laughed at by their peers or even teachers, as well as being corrected harshly. Furthermore, students' low speaking performance is influenced by a lack of motivation, confidence, and low self-esteem. The discouragement to begin speaking English in the first place leads to a lack of effort to improve one's speaking ability.

According to educational psychology, self-efficacy can determine how a student believes in their own ability to achieve a specific goal. Self-efficacy is a component of Bandura's theory that describes a person's belief in their own ability to achieve a goal or overcome a situation. Students' perceptions of their own abilities are thought to influence their speaking performance. Their English-speaking learning will benefit from increased self-efficacy. Students who have a high sense of self-efficacy are more likely to communicate or complete a task. While those who believe they can achieve a goal will commit to themselves and exert greater effort to meet their expectations. Furthermore, students may define their own high or low score standard, in which they implement self-regulation and resilience behavior. In other words, affective factors influence students' ability to master their speaking skills while learning English. Students with low negative affective levels learn more languages than students with high negative affective levels. As a result, affective factors have a significant impact on student speaking success.

There is a strong emphasis on achieving high scores and grades in Indonesian education. The education system frequently measures success in terms of grades and test scores, which can create a competitive environment in which the main focus of both learning and teaching is heavily focused on how high or low scores students can achieve, with insufficient attention paid to developing a strong learning mentality. This phenomenon may reduce the perception of how important students' psychological states are in affecting their performance and reduce the possibility of self-efficacy enhancement.

Based on personal and close observation of English Department students over the last three and a half years, students perceive their English-speaking skills differently regardless of how low or high their statistics are and how fluent or limited they apply English in real-life conversation. The author discovered that some of the high-scoring students with upper intermediate to advanced English levels still doubt their ability to hold a spoken conversation. They do not believe in their abilities and are hesitant to speak, which prevents them from achieving fluency and a wide range of vocabulary when speaking, despite the fact that they clearly have the ability within them. In contrast, the writer discovered some students who have lower scores and fluency in speaking English but have a strong belief that they can speak English well. This belief enables them to participate in spoken English activities. They are more active and confident when speaking, despite the fact that some parts of their speech contain grammatical errors. This demonstrates that their perception of their speaking ability affects their performance in speaking English, indicating that the two items are related.

Despite the effect that self-efficacy has on students' performance, the level of self-efficacy is still not considered by English Department students as a factor that influences their speaking. Apart from students' perspectives on self-efficacy, there is a lack of self-efficacy encouragement from teachers and the department. These findings prompted the author to draw attention to this phenomenon.

Connecting the concept of self-efficacy to English-speaking skills students, the writer believes that self-efficacy can provide the confidence and motivation needed to improve speaking performance. In light of the foregoing explanation, the authors have decided to conduct a study titled "The Relationship between Self-Efficacy and EFL Students' Speaking Performance: A Case Study of English Department Students".

The primary objective of this study is to investigate the relationship between self-efficacy and speaking performance among EFL students at Hasanuddin University. Specifically, it aims to determine how students' beliefs in their own speaking abilities influence their actual performance in speaking tasks. This research seeks to provide empirical evidence on the significance of self-efficacy in enhancing speaking proficiency, which is crucial for academic success and real-life communication.

This study introduces a novel perspective by quantitatively examining the direct correlation between self-efficacy and speaking performance among EFL students. Utilizing the Pearson Product-Moment Correlation analysis, it provides robust statistical evidence of the positive impact of self-efficacy on speaking skills. Additionally, this research highlights the psychological factors influencing language learning, offering a comprehensive understanding that extends beyond traditional linguistic approaches. Focusing on Indonesian EFL learners, adds a unique cultural dimension to the global discourse on language acquisition.

The implications of this study are far-reaching, suggesting that enhancing self-efficacy can significantly improve speaking performance among EFL learners. For educators, this means incorporating strategies that boost students' confidence and belief in their speaking abilities, thereby fostering a more supportive and effective learning environment. On a broader scale, this research underscores the importance of psychological well-being in language education, advocating for a more holistic approach that integrates affective factors with traditional teaching methods. By demonstrating the critical role of self-efficacy, this study contributes to the development of innovative pedagogical practices that can be applied in various cultural and linguistic contexts, ultimately promoting more effective and inclusive language learning worldwide.

2. Literature Review (12 pt)

The concept of self-efficacy was first introduced by Bandura (1977) as a central component of his social cognitive theory. Self-efficacy refers to an individual's belief in their capability to execute behaviors necessary to produce specific performance attainments. It influences how people think, feel, motivate themselves, and act. According to Bandura (1997), self-efficacy is not about the skills one has but rather the judgments of what one can do with whatever skills one possesses. This belief in personal efficacy affects an individual's choice of activities, goal setting, effort, perseverance, resilience to adversity, and recovery from setbacks.

In the context of language learning, self-efficacy plays a crucial role. Studies have shown that students with high self-efficacy are more likely to engage in challenging tasks, put in more effort, and persist longer in the face of difficulties (Bandura, 1986). This is particularly relevant in learning a foreign language, where anxiety and fear of making mistakes can hinder performance. According to Schunk (1989), self-efficacy influences academic motivation and achievement, suggesting that students who believe in their ability to succeed in language learning tasks are more likely to perform well.

Speaking is one of the most challenging skills for EFL learners to master. It requires not only a good command of vocabulary and grammar but also the ability to produce coherent, fluent, and accurate speech in real time. According to Pollard (2008), speaking involves complex cognitive processes and is often accompanied by high levels of anxiety, especially in a foreign language setting. This anxiety can be a significant barrier to effective communication.

Several psychological factors affect speaking performance, including motivation, confidence, and anxiety. High levels of anxiety can negatively impact speaking performance by causing hesitation, stuttering, and avoidance behaviours (Krashen, 2013). On the other hand, confidence, often linked with high self-efficacy, can enhance fluency and willingness to communicate. Students who believe in their speaking abilities are more likely to take risks, participate in conversations, and ultimately improve their speaking skills (Brown, 2004).

Self-efficacy is typically measured using self-report questionnaires that assess an individual's beliefs about their capabilities in specific domains (Bandura, 1997). For speaking performance, various assessment tools can be used, including standardized tests, oral exams, and performance tasks. Harris (1969) identified key components for assessing speaking skills: vocabulary, grammar, fluency, pronunciation, and content. These components provide a comprehensive framework for evaluating speaking performance in a structured manner.

Several studies have explored the relationship between self-efficacy and language performance. Wang et al. (2017) found a positive correlation between self-efficacy and academic achievement in language learning. Similarly, Rahimi and Abedini (2009) demonstrated that higher self-efficacy is associated with better listening comprehension and overall language proficiency. In the context of speaking skills, Maryam et al. (2019) showed that students with higher self-efficacy performed better in speaking tasks, indicating that self-efficacy is a significant predictor of speaking performance.

Educational psychologists suggest various strategies to enhance self-efficacy in students. These include mastery experiences, vicarious experiences, verbal persuasion, and managing physiological states (Bandura, 1997). Mastery experiences, or successful performance accomplishments, are the most effective way to build self-efficacy. Observing peers succeed through vicarious experiences can also boost self-efficacy. Verbal persuasion involves encouragement and positive feedback from teachers and peers. Managing physiological states, such as reducing anxiety through relaxation techniques, can further enhance self-efficacy.

While there is substantial evidence linking self-efficacy with academic performance, research specifically focusing on speaking skills in EFL contexts is limited. Most studies have concentrated on general language proficiency or other skills like reading and writing. Additionally, there is a need for longitudinal studies to explore how self-efficacy in speaking develops over time and how it can be effectively fostered through targeted interventions.

Enhancing self-efficacy should be a priority in language education. Teachers can implement strategies that build students' confidence and belief in their speaking abilities, thereby improving their performance. Understanding the role of self-efficacy can lead to more effective teaching practices and better learning outcomes. By addressing psychological factors alongside traditional language instruction, educators can create a more supportive and holistic learning environment that promotes language proficiency and communication skills. Therefore, self-efficacy is a critical factor in language learning, particularly in the development of speaking skills. It influences motivation, confidence, and performance in significant ways. While the current literature provides valuable insights, there is still a need for more focused research on the relationship between self-efficacy and speaking performance in EFL contexts. By integrating self-efficacy enhancement strategies into language education, educators can help students overcome anxiety, build confidence, and achieve better speaking outcomes. This holistic approach to language teaching can ultimately lead to more effective and fulfilling learning experiences for EFL students.

2.1 Level of Self-efficacy

The level of self-efficacy can be measured by: Motivation, Confidence, and Self-regulation.

Motivation can be defined as the overall psychological driving force in students that boosts their learning activities in order to achieve the learning subject's desired goals. Motivation, according to Stephen P. Robbins (2001), is an individual's willingness and ability to employ a highly-leveled set of efforts for organizational goals by behaving in a certain way to fulfill his or her wants and needs. Motivation is the result of a number of internal and/or external processes in an individual that result in the emergence of an enthusiastic and persistent attitude toward carrying out certain activities. Learning motivation is a psychological factor that is not intellectual in nature. Its role is to foster and grow a love of learning so that the teaching and learning process can run smoothly. The motivation for learning for students within the scope of learning speaking English as a foreign language is to encourage students to pursue ways to communicate using spoken English both inside and outside the classroom with appropriate linguistic and cultural aspects.

Individuals who have a high sense of self-efficacy in second-language communication are more likely to be confident in their ability to communicate effectively in the new language. They are more likely to engage in conversations and take risks, which can lead to more practice and improvement opportunities.

Self-regulation refers to an individual's effort to regulate themselves in an activity so that they can achieve goals or achievements as evidence of improvement, and the process includes metacognitive abilities, motivation, and active behaviour. The ability to monitor and control one's own thoughts, emotions, and behaviours in order to achieve one's goals is referred to as self-regulation of learning. It entails setting goals, tracking progress, and adjusting behaviour as needed to ensure that one's performance meets expectations. Self-efficacy, or a person's belief in their ability to complete a task successfully, is important in self-regulation because people with higher self-efficacy are more likely to set challenging goals, persist in the face of obstacles, and effectively regulate their behaviour. Students must be self-sufficient.

2.2 Dimension of Self Efficacy

According to Bandura (1997), each individual's self-efficacy will differ on the three dimensions listed below.

a. Level

This aspect refers to the level of difficulty of the tasks that must be completed, which can range from simple to difficult as maximum performance is required. This aspect involves the decision of whether to accept or avoid the challenge. An individual may attempt to take the challenge because they believe they are capable of doing so, or they may avoid performing the task because they believe it is beyond their perceived ability.

b. Generality

This aspect refers to an individual's level of confidence in their abilities across a variety of tasks and situations. Confidence in performing various activities is required in a variety of pursuits. Some people's self-efficacy may be limited to specific areas in this context, whereas others may have a broad range of self-efficacy that encompasses multiple areas.

c. Strength

This factor refers to the strength of a person's beliefs or expectations about his or her own abilities. It is the point at which an individual's self-efficacy determines whether the individual perseveres in the face of challenges and setbacks or gives up easily and avoids difficult situations. Weak belief and expectations in one's ability may cause one to exert less effort in completing a task. A strong sense of self-efficacy, on the other hand, encourages people to persevere in their efforts.

2.3 Sources of Self Efficacy

According to Bandura's Social Cognitive Theory (1997), four sources of self-efficacy contribute to an individual's sense of self-efficacy and beliefs about their ability to perform a specific task. These are the sources:

a. Mastery Experiences

Mastery experiences are defined as successful accomplishments or actions undertaken and completed by an individual and are a significant source of self-efficacy. Mastery experiences can be extremely beneficial in developing an individual's confidence and sense of self-efficacy, allowing them to approach new challenges with a positive attitude and greater determination. When a person achieves success in a specific task or activity, their confidence in their ability to perform similar tasks in the future grows. This increased self-efficacy, or confidence, can assist individuals in approaching new challenges with a positive attitude and greater determination. The key point is that the experience is perceived as a personal accomplishment, which increases self-efficacy.

In contrast, poor performance on tasks or challenges can undermine self-efficacy. Previous failures to complete a task can erode an individual's confidence and belief in their ability to complete tasks in the future. If failures occur repeatedly, the individuals may lose faith in their ability to complete the tasks assigned to them, especially if self-efficacy has not been established within the individual.

b. Vicarious Experiences

Seeing others who are similar to oneself succeed at a task can also boost one's self-efficacy. Vicarious experiences are related to how observing others affects one's own self-efficacy beliefs. It allows individuals to form beliefs about their own abilities by observing the actions and outcomes of others. When someone similar to them successfully completes a task, it can boost their self-efficacy for that task because they believe that if the other person can do it, so can they. Observing someone similar to themselves fail at a task, on the other hand, can reduce their self-efficacy for that task.

c. Verbal Persuasion

The effect that others' words have on an individual's beliefs about their own abilities is the source of self-efficacy. Positive verbal persuasion can include feedback, encouragement, or other forms of communication from others that influence an individual's perception of their own abilities. These verbal positive reinforcements can boost an individual's self-efficacy for that task. An individual's self-efficacy can decrease over time when subjected to negative verbal persuasion, such as negative feedback or criticism from others.

Verbal persuasion can be a powerful tool for influencing self-efficacy beliefs because it can provide individuals with information, support, or inspiration. However, the effectiveness of verbal persuasion can vary depending on the credibility of the source, the relevance of the message, and the individual's pre-existing self-efficacy beliefs. In some cases, the impact of verbal persuasion on self-efficacy can be short-lived if the individual does not experience successful task outcomes or if the individual receives conflicting information from other sources.

d. Emotional and Psychological States

The emotional and physiological states of an individual influence their self-efficacy. Emotional states can have a significant impact on self-efficacy, which is characterized by individuals feeling capable and motivated to complete a task and guided by positive emotions such as confidence and excitement. If they are driven by anxiety, fear, or stress, their self-efficacy may suffer as they feel overwhelmed, uncertain, or inadequate. Furthermore, Bandura (2008) contends that feelings of exhaustion and depression make it more difficult to believe in one's ability to succeed.

Physical physiology, just like emotional state, can influence self-efficacy beliefs. Individual differences, such as coping styles, and situational factors, such as the type of task being performed, can both influence physiological states. When confronted with a task that they do not believe they can complete, an individual may experience high levels of stress, increased heart rate, or muscle tension, resulting in a lower sense of self-efficacy and negative outcomes such as poor performance or avoidance of the task. In contrast, when an individual is relaxed, they are more likely to feel capable and confident in their abilities, which leads to better task performance and greater persistence in the face of challenges.

2.4 Definition of Speaking

According to Florez (1999), speaking is an interactive process of meaning construction that involves producing, receiving, and processing information. Speaking is defined by Finocchiaro and Brumfit (1983) as a complex communication skill that requires the speaker to form the ideas to be expressed, whether by starting or listening and responding to the previous speaker; express the ideas through the language's subsystem; and adapt to the appropriate tone, body language, and culture.

2.4 Indicators of Speaking

According to Harris (1969:68), scoring in a speaking test consists of five components: vocabulary, grammar, fluency, pronunciation, and content.

a. Vocabulary

The words and phrases that a person knows and uses in a language to convey written or spoken thoughts are referred to as vocabulary. This includes not only words they know and use now, but also words they learned in the past, even if they have since forgotten or stopped using them. In addition, Individuals' vocabularies change over time as they encounter and learn new words and phrases.

Vocabulary is critical for effective communication and comprehension. A large vocabulary allows a person to express their ideas and thoughts clearly and effectively, as well as understand the meaning of words they come across in reading and conversation. According to Viera (2017), knowledge of vocabulary in the target language is closely related to both language production (speaking and writing) and comprehension (listening and reading). The level of vocabulary knowledge possessed by English as a Foreign Language (EFL) learners has a direct impact on their overall language competence and ability to use the language effectively.

b. Grammar

Grammar is a set of rules and principles that govern how sentences are structured in a language. Grammar is concerned with how words are combined to form phrases and sentences, as well as how those sentences are built using syntax and morphological rules. It determines a sentence's meaning and how it should sound when spoken or written.

c. Fluency

Fluency is the ability of a person to speak or perform a skill smoothly, effortlessly, and with ease, without hesitation or interruption. Fluency is commonly defined as a blend of vocabulary, grammar, pronunciation, and the ability to use language in context.

d. Pronunciation

The manner in which a word or language is spoken is referred to as pronunciation. Pronunciation in English can refer to both individual sounds (phonemes) and word stress patterns. Pronunciation varies from language to language, and even within a language, regional variations can exist. Furthermore, a speaker's individual background, education, and social class can all have an impact on their pronunciation. An individual's pronunciation can reveal their cultural and linguistic origins, as well as their level of education and social status.

e. Content

The information or message conveyed through spoken language is referred to as speech content. It includes the words, phrases, and sentences that a speaker uses to convey their thoughts and ideas to their audience. A speech's content can range from formal, structured presentations to casual, impromptu remarks, and it can cover a wide range of topics and purposes, such as informing, persuading, entertaining, and inspiring.

2.4 Types of Speaking

Brown (2004) defines five basic types of speaking, which are listed below.

a. Imitative

This type of speech imitates a word, phrase, or sentence. Although grammar is also scored, the primary focus of the assessment is pronunciation. It is important to note that the ability to communicate effectively in the language is not required for imitative speaking. The test takers

must simply be given information and then repeat it orally without any additional clarification. The only thing created is the information itself.

b. Intensive

The process of producing a specific amount of language within a well-regulated language setting is known as intensive speaking. To demonstrate proficiency at this level, one must master specific grammar and vocabulary skills, which may be influenced by the teacher's expectations.

c. Responsive

The use of language appropriately in response to a given situation or interlocutor is referred to as responsive speaking. Understanding the context entails listening comprehension, interpreting the communicative intent of the other speaker, and producing an appropriate response, as well as understanding a variety of social and cultural contexts

d. Interactive

The ability to engage in a conversation with one or more interlocutors and effectively contribute to the exchange of ideas and information is referred to as interactive speaking. In other words, it entails using language to communicate with others, share ideas, and foster community. This includes the goal of establishing and maintaining relationships, which may include a complex pragmatic context. According to Alshenqeeti (2016), interactive speaking is important for developing social and cultural competencies because it allows people to participate in social interactions and form relationships with others.

e. Extensive (Monologue)

Extensive oral production tasks are activities that require a large amount of spoken language, such as giving a speech, giving an oral presentation, or telling a story. Opportunities for listeners to interact orally may be limited during these tasks, either through limited verbal responses or no oral interaction at all. Giving a presentation on a topic, participating in a group discussion or debate, or conversing with a friend or colleague on a more complex topic are all examples of extensive speaking.

3. Method

This study employs quantitative research and a design correlational study. According to Fischer et al., a quantitative research method is a systematic scientific investigation into the parts and phenomena, as well as the causality of their relationships. It is defined as a methodical investigation of phenomena through the collection of data that can be measured using statistics and numbers. Using this research method allows researchers to use mathematical frameworks and theories related to the quantity under consideration (2014). The goals of quantitative research are to test hypotheses and draw conclusions by testing theories, examining relationships between variables, and describing patterns and trends in data. This allows the researcher to discover and comprehend the relationships between variables and the magnitude of those relationship.

The correlation between two variables is known as bivariate correlation in statistical science, while the correlation between more than two variables is known as multivariate correlation. Because the correlation study seeks to determine whether there is a correlation between two or more variables, the correlation between two variables can be both positive and negative (Sudijono, 2006). When two (or more) variables move in tandem, a study has a positive correlation. This means that as the X variable decreases, so does the Y variable decreases, and

vice versa. When one variable decreases while the others increase, the study has a negative correlation, and vice versa.

Quantitative research is used for the purpose of measuring the level of students' speaking self-efficacy and their speaking test scores as numerical variables to be collected and calculated, allowing the author to discover the fundamental relationship through empirical observations and the mathematical expression of quantitative relationships of these two variables.

3.1. Research Location

Research Subjects are 30 students from the fifth semester which will be the subject of this study. This study conducted in Makassar, South Sulawesi, more specifically is in English Department, at Hasanuddin University.

3.2. Population

This study's population consists of 107 English Literature students from the English Department, at Hasanuddin University. These students are divided into five classes: A, B, C, and D. Class A has 26 students, Class B has 28 students, Class C has 26 students, and Class D has 27 students. The population ranges in age from 20 to 22 years old.

3.3. Sample

A research sample is a subset of the population being studied that is chosen for analysis (Creswell, 2002). The sample represents the population and is used to make inferences and draw conclusions about the entire population. The author selects a sample of 21 students from this target population for study. When the number of subjects in a research study is less than 100, all subjects should be included in the sample, according to Arikunto (2010). If the number of subjects is larger, a sample of 10-15% or 20-25% can be chosen. The number of the test is acquired as the accompanying estimation with a mistake resilience of 20% (0.20). In this study, the convenience sampling technique was employed. A convenience sample is a group of people who are easily accessible for research (Fraenkel et al., 2012). As a result, the author decided to study 21 students who were chosen at random as the sample.

3.4. Data Collecting Method

The data of this research will be collected through a questionnaire and a speaking test.

The writer used a self-efficacy questionnaire to collect quantitative data. A questionnaire is a type of research instrument that consists of a series of questions designed to elicit information from people. It can be given in a variety of ways, including online, in person, or on paper. Questionnaires can be used for a variety of purposes, including data collection for academic research, market research, and assessing customer satisfaction. The questions can be open-ended or closed-ended, with quantitative or qualitative responses. The quality of the questions and how well they are designed to elicit the desired information determine the effectiveness of a questionnaire.

To obtain primary data on the students' self-efficacy, the questionnaire was adapted from Asarekeh and Deghannezhad. The items, which total 28 questions, are designed to specifically measure students' speaking skill self-efficacy beliefs. As a result, one of the instruments is this task-based self-efficacy questionnaire. The writer decided to remove items 10 and 24 from the original questionnaire and modify the remaining items. The two items are excluded because they both test the level of students' speaking beliefs based on their ability, which is beyond the scope of this research because it is focused on students' subjective views of their own speaking skills. As a result, 26 questions were modified to test the level.

This questionnaire passed validity and reliability tests. The questionnaire contains 26 items in total for learners to indicate their beliefs about their speaking abilities, which are divided into five sub-skills: vocabulary, grammar, fluency, pronunciation, and description. The questionnaire has 26 items in total, with 26 being the lowest possible score and 130 being the highest possible score.

The process of gathering evidence to support the accuracy of interpretations made from a student's responses in relation to a specific assessment is known as validation. The level of support the evidence provides for the correctness of these interpretations and the suitability of how they are used, on the other hand, is referred to as validity (American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999).

The researcher investigates the students' speaking performance using a speaking test to measure their performance. Students are asked to speak to the researcher about one of the ten available argumentative statements one at a time. The discussions are taped, and each student has 1-3 minutes to express their thoughts.

When a performance-based measure is correlated with a self-reported measure, convergent validity refers to how closely the new scale is related to other variables and other measures of the same construct. The convergent validity test is being performed on this speaking test using SPSS 22.0. To establish convergent validity, the average factor loading must be greater than 0.7.

The test result revealed that component 1's average factor loading is 0.815. This means that the average factor loading is greater than the standard, with 0.815 greater than 0.7. As a result, the validity is established.

Cronbach's Alpha is also used to assess the consistency of the speaking performance test. Following the test, the Cronbach's Alpha value of 0.874 was obtained. According to the results (see Appendix F), the speaking test is reliable because the Cronbach's Alpha value is greater than 0.7, or $0.874 > 0.7$.

3. 5. Data Analysis Method

The author will use quantitative data analysis to analyze and determine the results in accordance with the research design. This study will make use of SPSS 22.0.

When analyzing data, the researcher employs the correlation product moment developed by Carl Pearson because the researcher wishes to determine the influence associated with correlational studies. "Correlation product moment is used to show whether there is a correlation or relationship between X variable and Y variable." 2010 (Sugiono). "r" is the symbol for the correlation product moment. 1989 (Sudijono).

In research, a hypothesis is a basic assumption about how the research will turn out. It is a forecast of a phenomenon. Furthermore, when developing a hypothesis, the researcher must ensure that it is based on fact. Hypotheses are classified into two types (Sangadji, 2010):

a.) Hypothetical Alternative (Ha): There is a link between self-efficacy and English speaking performance among the English Department students.

b.) Null Hypothesis (Ho): There is no correlation between self-efficacy and speaking performance in English among the students at the English Department, Hasanuddin University

If α is equal to or greater than α , the H_a is accepted. It means that there is a link between self-efficacy and speaking ability. The H_a is rejected if α is less than α . It means that there is no relationship between mastery of self-efficacy and speaking performance.

4. Results

4.1 Data Description

The writer conducted the study on English Literature students from all four classes at the University of Hasanuddin, with a total of 21 students as respondents. The respondents provided two types of information. There are two types of data collected: self-efficacy (via Google Form questionnaire) and speaking performance (via recorded monologue speaking test).

4.2 Students' Self-Efficacy

The level of self-efficacy of students is assessed and determined using a Google Form questionnaire. The questionnaire contained 26 items, each with a closed-ended response, and measured using a Likert scale. The data contains the collected data on students' self-efficacy levels. Argumentative statements from which to choose one and provide their opinion on the chosen topic. The views were expressed in a monologue and recorded using voice recorders. With a total of five categories and a score range of 1 to 5, the lowest possible score is 5 and the highest possible score is 25. The table above shows that students' speaking performance scores range from low to high. The data collected from the speaking test is then processed through SPSS 22.0 to calculate the statistical scores.

4.3 Data Analysis

4.3.1. Correlation Results

The writer used SPSS 22.0 with the two-tailed p-value computed using the t distribution to find the correlation between students' speaking self-efficacy and speaking performance.

4.3.2. Hypothesis Testing

This study aims to determine whether the hypothesis is accepted or rejected. The following is the formulated hypothesis:

- a) Null hypothesis (H_0): There is no correlation between self-efficacy and speaking performance in English among English Department students.
- b) The alternative hypothesis (H_a): There is a relationship between self-efficacy and speaking performance in English among English Department students.

As a result, there is a significant positive correlation between the students' self-efficacy and their speaking skills.

5. Discussion

The writers addressed the findings from studies on how students' speaking self-efficacy and speaking performance show a correlation and its significance in this section. The writers used two instruments to obtain the results: a speaking self-efficacy questionnaire and a speaking test. The following conclusions were reached after analyzing the data and testing the hypotheses:

5.1 The relationship between speaking self-efficacy and performance

According to the findings of the study, the level of students' self-efficacy was followed by an increase in the success of their speaking performance. Students who score high on self-efficacy are motivated to expand their vocabulary. If they forget or are unsure how to use a term

or vocabulary, they will attempt to define it. They can compose sentences with the proper word choice because they have a large vocabulary. This demonstrates the validity of the self-efficacy theory. According to Bandura, self-efficacy is a personal belief in one's ability to organize and carry out a series of actions required to complete a specific task.

Someone with high self-efficacy is confident in their ability to complete a task. Low self-efficacy sample is known to be extremely cautious when speaking. Despite the fact that grammar accuracy is not heavily weighted when an EFL learner discusses a specific idea, some instructors still expect their students to use proper grammar in their speech. This means that students must be proficient in grammar. As a result, students become more conscious and deliberate in their language use. However, speaking requires quick and spontaneous comprehension, making it difficult for students to devote enough time to grammar. This study found that students with high self-efficacy in grammar continue to speak confidently even when they make mistakes, because the pace and content of their speech tend to be varied.

Students with low self-efficacy, on the other hand, are more accurate in their grammar but slower in their speaking, and they may stop speaking if they make grammatical errors. According to the findings, self-efficacy had the greatest influence on fluency. It has been demonstrated that students with low self-efficacy will feel very nervous, resulting in slow and stiff speech caused by the mistake of being wrong rather than looking for words. Some students took long pauses between "Ee... anu..." and even stopped in the middle of a sentence to express how nervous they are.

Students with moderate to very high self-efficacy levels typically have a smooth speaking flow. Students exhibit a few hesitations here and there. Their transition from one idea to the next, on the other hand, is smooth and fluid. It demonstrates that the higher the level of self-efficacy possessed by students, the lower their level of public speaking anxiety, and vice versa, the lower their level of self-efficacy, the higher their level of public speaking anxiety.

The students demonstrated various levels and styles of pronunciation. What stands out the most is how those with medium to very high self-efficacy make an effort to pronounce words correctly. Those who have a high to very high sense of self-efficacy may be more accurate in pronouncing words correctly. As a result, they have an accent similar to that of a native speaker.

Students with low to very low self-efficacy in both pronunciation and accent, on the other hand, tend to pronounce words with heavily accented accents in their mother tongue. Some of them make no effort to pronounce the word correctly with a native-like accent, so the spoken word is only read as it is written. For example, the word 'phone', which is pronounced /fn/, becomes /pon/.

Students with high to very high self-efficacy know how to provide extra details in their speeches, such as comparing the general idea to their own experience and providing more in-depth context of their statement. Students with moderate self-efficacy are more likely to provide adequate information.

However, a few students with low to very low self-efficacy were clearly struggling with what to say, expressing that they didn't know how to express the idea they had in mind.

5.2 The importance of the relationship between speaking self-efficacy and performance

According to the observations, a student's level of self-efficacy has a significant impact on how they bring and place themselves in a situation that requires them to perform speaking. Low self-efficacy contributes to students giving up without first making an effort and believing they are unable to perform presentation tasks. On a high level, self-efficacy can motivate each individual so that they feel confident that they can produce words in English and thus gather and express

their thoughts. They are more likely to practice speaking and take risks when communicating in the language. This can result in an improvement in their speaking ability as well as an increase in their confidence and motivation to learn.

This result is consistent with the analysis of the R Square value in this study, which yielded a result of (0.713), indicating that self-efficacy has a 71.3% influence on public speaking anxiety. The correlational coefficient is 0.713, indicating a strong relationship between self-efficacy and speaking achievement. Furthermore, Miftahuddin (2008) explains that a correlation coefficient of 0.70 - 0.90 is considered strong or high, indicating a positive correlation; from this result, one could see that one variable (language score) increases when another variable (self-efficacy) increases.

However, in addition to a high level of speaking self-efficacy, English lessons require adequate practice. According to Thornbury (2005), speaking is an interactive skill that requires cooperation with other aspects of language. The ability to speak must be developed and practiced independently of other aspects of language, such as grammar and listening.

6. Conclusion

The purpose of this study was to determine whether there is a negative or positive correlation between speaking self-efficacy and speaking performance, as well as the extent to which self-efficacy can contribute to students' speaking performance. The researcher formulates two conclusions to answer the research problems based on the results of hypotheses testing and data analysis in chapter four.

First, there is a positive relationship between students' self-efficacy in public speaking and their performance in public speaking. It has been discovered that the level of students' self-efficacy influences the quality of their speaking performance. The higher a student's self-efficacy score, the better the student's ability to present ideas and opinions through speaking, resulting in better English-speaking performance. This is demonstrated quantitatively by the fact that the correlation coefficient (R_{count}) is positive and greater than R_{table} ($0.713 > 0.433$).

Second, speaking self-efficacy has a significant impact on students' speaking performance. It is demonstrated by the significance value (α) being less than 0.05 (0.000 < 0.05). As a result, there is a significant positive correlation between students' self-efficacy and their speaking performance. The data show that self-efficacy significantly improves students' speaking performance on the five aspects tested, which are vocabulary, grammar, fluency, accent and pronunciation, and description. Fluency, accent and pronunciation, and vocabulary were the most affected language aspects, as self-efficacy encouraged students to keep trying and exploring vocalizing their ideas through speech.

Based on these two results, it is proven that self-efficacy is one of the success factors of students' speaking performance. It is confirmed that self-efficacy enhances speaking performance and therefore worth being encouraged.

The researcher makes the following recommendations based on the research findings and discussion.

For teachers, it is expected that lecturers to use learning methods that can increase student self-efficacy in speaking by using interactive communication during learning rather than just explaining. This can be accomplished by recognizing and praising students for their efforts and accomplishments, creating a supportive learning environment, and fostering a supportive, inclusive, and welcoming classroom culture. Teach students how to cope with setbacks, obstacles, and failures.

For students, this study can be used as a psychological development reference for students to embrace the positive effects that self-efficacy can have on their future speaking performances. It is critical for EFL students to understand the concept of self-efficacy in order to identify and assess it. Students will gain confidence and a sense of self-efficacy as a result of this awareness, allowing them to improve and correct any weaknesses they may have. Furthermore, increasing self-efficacy can result in significant accomplishments not only in public speaking but also in other subjects.

This study can be used as a starting point for future research into a more personal area, specifically by conducting in-depth interviews to uncover individuals' self-efficacy beliefs. To obtain a more precise assessment and elaboration of students' self-efficacy, the author proposes using a qualitative or mixed-method approach involving both qualitative and quantitative measures. Interviews and essay questionnaires, for example, can provide more detailed results on how self-efficacy affects their performance. It is also suggested that more assessors be used to increase the reliability of the results.

Researchers interested in language skills should conduct research on the implementation of self-efficacy in listening, reading, and writing skills in future studies. Furthermore, further research into the accurate measurement of self-efficacy from various perspectives such as gender, educational background, and personal motivation is recommended in order to provide more detailed results.

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