



## Students' Self-Efficacy and English-Speaking Skills in Advanced Speaking Class: Do They Correlate?

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### Abstract

This research aims to determine the correlation between students' self-efficacy and English-speaking skills at Advanced Speaking. This research was a correlational design. The population of this research is the English Literature Department 2022 Universitas Negeri Padang from NK2-NK5, and the sample is the NK 2 class which was chosen by using cluster random sampling. The instruments of this research were a Self-efficacy questionnaire and a speaking test, and the data were analyzed using SPSS 25 for Windows. The data were analyzed using the Spearman Rank test. It was found that the sig. (2 tailed) 0.454 higher than sig. 0.05. As a matter of fact, the null hypothesis was accepted. Therefore, the results of this research showed that there was no correlation between self-efficacy and students' speaking skills in Advanced Speaking classes.

### Keywords:

Correlational, Self-efficacy, Speaking skills

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## INTRODUCTION

Speaking is essential for EFL students nowadays and later. According to Nunan et al (2003:48), speaking is someone's productive oral skill. Speaking is not only about the theory of how to perform but also the way to practice it. In high school and university, students often have to deliver public speeches in front of large audiences. This is especially true for Advanced Speaking Class students; this class is just the same as a public speaking class. This research focused on the English literature department students in Advanced Speaking Class. Advanced speaking class in the third semester for the English literature department. It means the student is a sophomore at the university. That is why speaking is important for the students.

However, there are so many problems that students face when learning to speak English. Problems that students face when learning to speak are related to psychological and language problems. Psychological problems include shyness, anxiety, and lack of confidence. While, language problems include inhibition, low participation, and mother tongue use. Then, other problems are the linguistically-related problems including vocabulary, fluency, grammar, and pronunciation. These opinions are related to several expert opinions (see Chen, 2020; Mido, 2019; Putera

Jaya et al., 2022). One of the factors that can affect students' speaking skills is self-efficacy. Self-efficacy controls students' belief in their capability (Melayanti, Luh, Dian, Putu, & Pramerta, 2020). According to Bandura (1997:203), self-efficacy refers to belief in one's capabilities to organize and execute the courses of action required to manage prospective situations.

Some researchers have conducted research regarding Self-Efficacy and speaking skills. For example, a study conducted by Fakieh Alrabai about the association between the Self-efficacy of Saudi Learners and the students' EFL Academic Performance (Alrabai, 2018). The result of the research is a positive correlation was detected between both variables. Hayat et al (2020) found that there is a positive correlation between self-efficacy with academic performance. Next, research conducted by Alam et al. (2021) pointed out that there is no correlation between the self-efficacy of EFL students of pre-service in the classroom setting. Then, the research conducted by Adesola & Li (2018) investigated the correlation between learning anxiety and self-efficacy. The research showed that there is a strong correlation between the two variables. Last, research conducted by Chen (2020) showed a significant positive correlation between Self-Efficacy and English Performance.

Based on the research above it is possible to see the correlation between self-efficacy and English-speaking skills. However, a study that focuses on a particular level of English-speaking skills is barely examined, not to mention how it correlates to students' self-efficacy. The study then fills the gap in investigating the correlation between students' self-efficacy and English-speaking skills in Advanced speaking class.

## **METHOD**

This study belongs a correlational research by a quantitative method. This research aimed to see the correlation between students' self-efficacy and English-speaking skills in Advanced speaking class. The population of this research is the students of the English Literature Department in Universitas Negeri Padang from NK2 to NK5. NK2 class that consisted of 23 pupils and was selected as a sample through Cluster Random Sampling. To gather the data, the researcher used a questionnaire and extensive speaking tests. Extensive speaking refers to various monologues, including storytelling, speeches, and presentations. The researcher gave the questionnaire to the sample through a WhatsApp group and the questionnaire was only sent one time. While speaking test was tested orally by delivering a speech in front of the class. Therefore, the researcher determined the validity and reliability of the instruments used for the research by using the review of experts with the lecturers from the English Department of Universitas Negeri Padang. The data was analyzed by using SPSS 25 for Windows. In order to find out the normality of data distribution, the researcher use the Saphiro-Wilk Normality test and the result showed sig.  $0.008 < 0.05$ . It means that the data is not distributed normally. From the result of the normality test above, the data was not distributed normally. Therefore, the researcher conducted the research using a non-parametric test that is Spearman Rank test.

**RESULT AND DISCUSSION****Result****1. Students' self-efficacy score**

The Self-Efficacy Questionnaire that was adapted from (Syarif, 2018) was used to determine the classification of the students' Self-Efficacy level. Based on the table below, it showed that the lowest self-efficacy score is 39 and the highest score is 69.

**Table 1. Self-Efficacy Score**

No.	Respondents	Total	Classification
1	AAP	55	moderate
2	ATP	57	moderate
3	AD	43	low
4	DC	59	moderate
5	GSD	<u>39</u>	low
6	GDK	75	high
7	HTR	63	moderate
8	IMP	57	moderate
9	JMP	55	moderate
10	LN	55	moderate
11	MJH	63	moderate
12	MH	57	moderate
13	MD	59	moderate
14	NE	63	moderate
15	Nlth	58	moderate
16	ORD	54	moderate
17	PW	58	moderate
18	RB	60	moderate
19	SAEP	59	moderate
20	SRY	<u>69</u>	high
21	SM	51	low
22	SN Hsb	52	low
23	SRT Simanjuntak	60	moderate
Mean score		57	

**2. Students' Speaking Test score**

This research was conducted extensive speaking tests which means the students delivered monologues, including storytelling, speeches, and presentations. But, in this speaking test, the researcher focused on a speech form. One of the English department lecturers is helping the researcher score the test. The scores are listed in the table below.

**Table 2. Speaking test score**

No.	Name	Score
1	AAP	80
2	ATP	80
3	AD	75
4	DC	95
5	GSD	95
6	GDK	80
7	HTR	80
8	IMP	<u>55</u>
9	JMP	80
10	LN	80
11	MJH	75
12	MH	80
13	MDR	85
14	NE	75
15	Nltfh	75
16	ORD	70
17	PW	85
18	RB	80
19	SAEP	75
20	SRY	80
21	SM	70
22	SN Hsb	75
23	SRT Simanjuntak	80
Mean Score		78

**3. Normality Test**

The normality of this research was conducted by using the Saphiro-Wilk Normality test. This test is usually used for small amounts of data. If the significance >0,05 the data are distributed normally. Meanwhile, if the significance <0,05 the data are not distributed normally.

**Table 3. Saphiro-Wilk Normality test**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking	.236	23	.002	.874	23	.008
a. Lilliefors Significance Correction						

Based on the result of the normality test shown in the table above sig.  $0.008 < 0.05$ . It means that the data is not distributed normally. Thus, the researcher conducted the research using a non-parametric test, the Spearman Rank test.

#### 4. Correlational Test

The correlational test of this research was used Spearman Rank correlational test. The significant value was used to see a coefficient correlation between the two variables as follows. Spearman rank test is a non-parametric test for correlational research. If the significant value  $< 0.05$ , it means that there is a relationship and  $H_a$  is accepted. While, if the significant value  $> 0.05$ , it means that  $H_a$  is rejected and  $H_o$  is accepted.

**Table 4. Spearman Rank Correlation test**

		<b>Correlations</b>		
			Self-Efficacy	Speaking Skills
Spearman's rho	Self-Efficacy	Correlation Coefficient	1.000	.164
		Sig. (2-tailed)	.	.454
		N	23	23
	Speaking Skills	Correlation Coefficient	.164	1.000
		Sig. (2-tailed)	.454	.
		N	23	23

Based on the information in the table above sig.  $0.454 > 0.05$ , it can be concluded that  $H_o$  is accepted and  $H_a$  is rejected. Therefore, there is no correlation between student's self-efficacy and their speaking skills. Then, the correlation coefficient between these two variables is 0.164 which means the correlation is very weak.

#### **Discussion**

This research was to discover the correlation between self-efficacy and English-speaking skills in advanced speaking class. The result of this research showed that  $H_o$  is accepted and  $H_a$  is rejected. It was shown from the sig. value that was higher than 0.05 ( $0.454 > 0.05$ ). Thus, a null hypothesis ( $H_o$ ) was accepted. Thus, there is no significant correlation between student's self-efficacy and their English-speaking skills in advanced speaking class.

Some previous researchers found that there is a significant correlation between students' self-efficacy and English-speaking skills, but this research not. The reason why researcher have different results from the other research is because there are different samples and variables. The sample of this research is the students in advanced speaking class in the third semester. It means that they are a sophomore in college. While, the previous study conducted by Alam, et al (2021) had a sample that used

English inside and outside of the classroom such as chatting with foreigners, watching movies, and reading English news.

However, other possibilities were due to student's speaking practice. Luoma (2004) argues that speaking requires real-time planning and processing to produce. Before being able to speak well, students must plan, practice, and follow a process to develop their speaking skills. Bailey in Nunan (2003) states that learners need to develop good habits and engage in frequent practice while learning to speak. Thus, speaking needs to be practiced and repeated several times. From those experts' opinions above, it can be concluded that speaking needs to be practiced. It does not only depend on student's self-efficacy but also depend on their speaking practice.

### **CONCLUSION**

Based on the findings and data analysis of this research, it can be concluded that students' self-efficacy does not correlate with student's speaking skills in Advanced Speaking class. The Spearman correlation of these variables is 0.454 which means  $> 0.05$  and the variables have a negative correlation. The result also showed that the students who have low self-efficacy can get high scores on speaking tests. Thus, a student's self-efficacy will not directly impact their speaking skills as speaking skills must be regularly practiced to improve. There are likely many other factors that correlate to students' speaking skills such as speaking practice and language exposure. The results of this research can be useful for the lecturers to increase students' speaking practice starting from getting students used to using English in class, whether talking to lecturers or their friends.

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