

The Correlation Between English Extracurricular Students' Self-Efficacy and Speaking Performance

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara self-efficacy berbicara siswa ekstrakurikuler bahasa Inggris dan kinerja berbicara mereka. Temukan juga sumber efikasi diri yang mempengaruhi efikasi diri berbicara. Penelitian ini melakukan penelitian kuantitatif dan hasil analisis data berupa penomoran. Sampel penelitiannya adalah 30 siswa kelas 10 yang menjadi anggota ekstrakurikuler bahasa Inggris. Instrumen yang digunakan berupa angket yang terdiri dari 20 item pernyataan berdasarkan empat sumber efikasi diri, yaitu mastery experience, vicarious experience, verbal persuasion, dan fisiologis & keadaan emosional. Lebih lanjut, ditemukan bahwa sumber efikasi diri yang menonjol adalah Persuasi Verbal (M=3.85) dan Keadaan Fisiologis & Emosional (M=3.73). Selain itu, terdapat hubungan yang signifikan antara kemandirian berbicara siswa dan kemampuan berbicara mereka ($r=.422$, $p=.038 \leq .05$). Namun, Mastery Experience dan Vicarious Experience belum menunjukkan hubungan yang signifikan terhadap kemampuan berbicara dan efikasi diri. Dengan demikian, dapat disimpulkan bahwa efikasi diri berbicara mempunyai hubungan dengan kinerja berbicara siswa dan sumber efikasi diri memberikan pengaruh terhadap kinerja berbicara siswa.

Kata Kunci: *Ekstrakurikuler Bahasa Inggris, Performa Berbicara, Self-Efficacy Berbicara.*

Abstract

The current study aimed to find out whether there is a relationship between English extracurricular students' speaking self-efficacy and their speaking performance. Also, find the sources of self-efficacy that influence speaking self-efficacy. This study conducted quantitative research and the result of data analysis in the form of numeration. The research samples were 30 students of 10th grade who were members of the English extracurricular. The instrument was a questionnaire which consisted of 20 statement items based on four sources of self-efficacy, namely mastery experience, vicarious experience, verbal persuasion, and physiological & emotional state. Further, it was found that prominent sources of self-efficacy were Verbal Persuasion (M=3.85) and Physiological & Emotional State (M=3.73). In addition, there is significant relationship between students' speaking self-efficacy and their speaking performance ($r=.422$, $p=.038 \leq .05$). However, Mastery experience and vicarious experience haven't shown significant relationship toward speaking and self-efficacy. Thus, it can be concluded that speaking self-efficacy has relationship with students' speaking performance and sources of self-efficacy give influence the students' speaking performance.

Keywords: *English Extracurricular, Speaking Performance, Speaking Self-Efficacy.*

INTRODUCTION

Learners are expected to be able to communicate in the form of speaking and writing with other people. However, in real situations, learners feel it is difficult to speak English, whether in or out of the classroom (Desmaliza & Septiani, 2018). Learners are less likely to

convey their opinions, ideas, thoughts, and questions about something related to the lesson through the oral session (Molla, 2020). Students' speaking difficulties are influenced by many factors such as absence of confidence, anxiety, educational or experience background, low motivation, inadequate vocabulary mastery (Anuyahong, 2017; Devi et al., 2022; Latha & Ramesh, 2012). Students can speak English fluently by not only prioritizing an outstanding speaking skill, but also on the assessment of their own abilities in speaking, namely self-efficacy (Chen, 2020; Paradewari, 2017).

Based on the pre-observation conducted by the researcher, teachers feel that learning in the classroom is considered insufficient to improve students' speaking skills, so that additional learning outside the classroom is needed, for example English extracurricular. That activity gives a place for students who want to improve their English skills as well as followed on demand the learner autonomy that can be their interests and talents (Kardiansyah & Qodriani, 2018). English extracurricular activity needs to be considered as an activity to provoke students' academic and non-academic achievement (Freeman, 2017). Neno & Siahaan (2021) affirm that English extracurricular give a positive impact on developing senior high school students' speaking skills. This extracurricular activity also enhances students' motivation to learn English and increases their belief when they are performing in front of the class (Hamadameen & Najim, 2020). Therefore, English extracurricular has been shown to play a significant impact on improving academic performance (Abizada et al., 2020).

Karen Ho (2016) mentioned that when learners are involved in extracurricular activity, it can evoke their self-efficacy in doing a task. Improvements in self-efficacy are accompanied with improvements in speaking performance (Amelia & Syahri, 2021). Students' self-efficacy is formed by their experiences so that they try their own ways and strategies which affect their confidence in performing speaking (Musyarrafah et al., 2022). Besides, speaking self-efficacy of the students can be built on sources which can bring out their self-efficacy, which is called sources of self-efficacy. Based on Bandura's theory, there are four sources of self-efficacy, namely mastery of experience, vicarious experience, verbal persuasion and physiological and emotional states (Bandura, 1993, 2007).

Based on the previous studies above, there are relatively minimal studies which examine the relationship in the context of English extracurricular students' speaking self-efficacy on speaking performance and the influence of sources of self-efficacy. For this reason, the present study wants to know the correlation between English extracurricular students' speaking self-efficacy and students' speaking performance in the classroom. The other researcher believes that learners with high self-efficacy tend to reach high scores (Ersanlı, 2015) and great English ability (Anam & Stracke, 2020). Students with low self-efficacy have low engagement in speaking class (Anggraini et al., 2014).

METHOD

Present study is a quantitative research by considering the aim of this study to find out a correlation between English extracurricular students' self-efficacy and their speaking performance in the classroom of 10th grade students at one of leading senior high school (Kowalczyk, (2016) in Techo, 2016). Further, this research is classified as correlational research that wants to gather a data correlation among two variables such as speaking skill and self-efficacy. There were 30 students in the 10th grade sample of this study based on a simple random sampling method and the recommendation from English teachers.

Source of data

The data of this research were students' English speaking score in the classroom and questionnaire about speaking self-efficacy. The first source of data was obtained from English teachers. The second data was a questionnaire that was gained from students who join English extracurricular. This research utilized a closed-ended questionnaire that consisted of 20 items. Thus, the researcher was provided statements in the questionnaire rather than questions. Further, the questionnaire adapted from (Asakereh & Dehghannezhad, 2015; Damayanti & Listyani, 2020; Musyarrafah et al., 2022; Sardegna et

al., 2018; Siboro et al., 2022). Then, the researcher modified the questionnaires from those researchers to suit the variables and context applied based on four sources of speaking self-efficacy according to Bandura's theory (Bandura, 1993, 2007, 2009). The questionnaire used Likert Scale which presents five possible responses, namely Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5).

Table 1. Questionnaire of Speaking Self-efficacy

Sources of Self-Efficacy	Statement	Item
Mastery Experience	My speaking skill is better than my listening, reading and writing skills.	1
	I feel confident when speak in front of people or audience.	2
	I still feel confident if I notice an error during my performance.	3
	I can pronounce word correctly.	4
	I can pronounce a sentence with correct grammar.	5
	I always face difficult tasks.	6
	I always avoid problems and difficult tasks.	7
Vicarious Experience	Compared with other students in English extracurricular, I'm a student who has a good speaking performance.	8
	I can convey all the ideas and information that I have in my speaking performance through given topics or issues.	9
	Compared with other students in English extracurricular, I'm a student who has extensive knowledge.	10
	I always look for various references as my training.	11
	My coach always gives comments on my grammar.	12
Verbal Persuasion	My coach always gives comments on my pronunciation.	13
	I feel more excited when the coach observe and evaluate my speaking performance during training.	14
	I feel helped by the feedback given by the coach.	15
	I improve myself based on comments from the coach.	16
Physiological & Emotional State	I feel stress when face difficult task/topic/issue.	17
	I feel anxiety before perform.	18
	I have experienced brain fog or forgetting for a moment when I was doing a speaking performance.	19
	I will practice if I have a good mood.	20

Data analysis

The data of this research was analyzed using SPSS version 22 software. Since this research was about correlation, the precise formula to analyze was Pearson Product Moment (r) (Pallant, 2016). In addition, there were several guidelines for interpreted Pearson Product Moment. The correlations between two variables are approached value 1 means that there is correlation and 0 means that there is no correlation between two variables. Further, the researcher was provided table interpretation for Pearson Product Moment Correlation:

Table 2. Interpretation of Pearson Correlation Output

Correlation Coefficient (<i>r</i>)	Interpretation
.00-.200	Very Low Correlation
.200-.400	Low Correlation
.400-.600	Moderate Correlation
.600-.800	High Correlation
.800-1.000	Very High Correlation

RESULT AND DISCUSSION

Result of Students' Speaking Self-efficacy

After distribute questionnaire, the researcher got the data from questionnaire. This researcher analyze based on the four sources of self-efficacy. The key-finding from research questions of this study which is to find out the correlation of students' self-efficacy on English extracurricular and speaking performance in classroom. Therefore, this study used the Pearson Product Moment Correlation. The finding is supported by Banduras' theory (1977, 1978, 2009) in the context of the notion of self-efficacy in language and language performance. As mentioned previously, the present study stand on Bandura's theory (1997, 2009) that belief self-efficacy influenced by four source of self-efficacy such as Mastery Experience, Vicarious Experience, Verbal Persuasion, and Physiological and Emotional State. In the same idea by Anggraini et al. (2014), they accentuate that students who have high self-efficacy affected by the contribution of four factors of self-efficacy and they were actively engage in the speaking activity.

Table 3. Frequency and Classification of Speaking Self-efficacy

Sources of self-efficacy	Items	Mean Score	Total Score	Mean
Mastery Experience	ME 1	3.17	22.07	3.15
	ME 2	3.37		
	ME 3	2.87		
	ME 4	3.5		
	ME 5	3		
	ME 6	3.3		
	ME 7	2.87		
Vicarious Experience	VE 1	2.67	12.50	3.13
	VE 2	3.27		
	VE 3	2.83		
	VE 4	3.73		
Verbal Persuasion	VP 1	3.23	19.27	3.85
	VP 2	3.20		
	VP 3	4.07		
	VP 4	4.53		
	VP 5	4.23		
Physiological and Emotional State	PES 1	3.47	14.90	3.73
	PES 2	3.97		
	PES 3	3.77		
	PES 4	3.70		

Based on the table above showed that the highest mean score from students' answer of speaking self-efficacy questionnaire especially on Mastery Experience was ME 4 with M=3.5. Moreover, ME 2 with M=3.37, ME 6 with M=3.3, ME 1 with M=3.17, and ME 5 with M=3. In addition, ME 3 and ME 7 with same mean score M=2.87. Above all, the total score

reveal that 22.07 and mean score of Mastery Experience was 3.15. It means that they have a background of experience in speaking skills that included with the aspects of speaking skills such as vocabulary, grammar, pronunciation, fluency and comprehension. Not only that, when they are faced a difficult task they respond calmly and not avoid the task. Moreover, they have high confidence when speaking in front of many people even though they are still have low confidence if they are realize there are mistakes in speaking. Likewise findings from Yang (2017), he reports that mastery experience influence students' pronunciation in speaking activity. Other researcher like Durbin (2021) believes that students' self-efficacy is affected by mastery experiences.

Second aspects of self-efficacy is Vicarious Experience, the highest mean score of Vicarious Experience was VE 4 with $M=3.73$. Moreover, VE 2 with $M=3.27$ and VE 3 with $M=2.83$. In addition, the lowest mean score was VE 1 with $M=2.67$. Finally, the total score was that 12.50 and mean from all questionnaire of Vicarious Experience was 3.13. It is still at a moderate level with Mean score 3.13, because most of students think that they are not among of the students who have good speaking skills and have a lot of knowledge than peers. However, they are trying to find various references as practice and achieve their goal of being able to convey better ideas and information according to the assignments they get when they are involve in English extracurricular activities (Asakereh & Yousofi, 2018). Those can also have an impact on their habits during the learning process in the classroom, so that they have well performance in speaking.

The third aspect of self-efficacy is Verbal Persuasion. This source indicates the hand of someone who can be trusted or has advantages in certain fields. In the case of English extracurricular, the involvement of coach is very crucial (Musyarrafah et al., 2022). From the table above reported the result of students' speaking self-efficacy on Verbal Persuasion with the highest mean score was $M=4.53$. Followed, VP 5 with $M=4.23$, VP 3 with $M=4.07$, VP 1 with $M=3.23$ and VP 2 with $M=3.20$. In brief, the total score based on Verbal Persuasion sources was 19.27 and the mean score was 3.85. Therefore, based on the results of the questionnaire it showed that some students chose answers in this aspect because they believe the extracurricular English coach played a role in improving their speaking skills, such as giving comments on aspects of speaking. From the comments and input from the coach, they felt very helpful, excited to practice and encouraged them to improve their speaking skills.

The last aspect is Physiological & Emotional State with the highest mean score was $M=3.97$ from PES 2. Followed, PES 3 with $M=3.77$, PES 4 with $M=3.70$, and PES 1 with $M=3.47$. In brief, the total score based on Verbal Persuasion sources was 19.27 and the mean score was 3.85. Students of English extracurricular have opinion that they feel pressured when they get a difficult task or topic (Asakereh & Dehghannezhad, 2015). In addition, sometimes they will practice depending on their state of feeling or mood. Moreover, they feel anxious before performing and experience forgetting what they want to convey when performing or brain fog. Similar with Mentari (2021) confirm that speaking ability in the classroom influence by emotional factor with the results was $r=0.361$, $p=0.026$. Moreover, Vaughan-Johnston & Jacobson (2020) emphasize that people might consider someone reaction towards anxiety and stress as indicators of a person's ability.

In brief, there are two influential sources of self-efficacy which were Verbal Persuasion and Physiological & Emotional State. Verbal Persuasion is the most dominant factor because it represents the most concrete evidence about the other individuals' constructive feedback especially expert or someone who trusted gives a significant encouragement towards one's speaking performance (Bandura, 1997). Verbal Persuasion indicate that the presence and support of trusted people such as coaches, teachers or someone who is an expert in the field of speaking will help students develop their speaking skills more. In addition, behavior of the students will increase their self-efficacy (Demir, 2017; Demirel et al., 2020). While, Physiological & Emotional State as the second sources of speaking self-efficacy which influence students' speaking performance. It indicates that the one's physic and emotion give influential encourage in performs speaking skill.

Above all, this result similar with the result from Musyarrafah et al. (2022) and Vaughan-Johnston & Jacobson (2020) that Verbal Persuasion and Physiological & Emotional State as the prominent source of self-efficacy. In this case they were engage in the English extracurricular as well as they are expected create outstanding speaking performance in the classroom activity (Harisiswana, 2017; Yanda, 2014). Above all, either they are involve in the out-school activity or in the society those skill of speaking will arise when communicate and socialize with others (Ornelas, 2022). However, the result of this research has decent different from the results of other researchers. Yang (2017) stated that mastery experience and vicarious experience were correlated with student's speaking. Students start to learn from their experience and the experience of other people.

Distribution Frequency of Speaking Self-efficacy

Table 4. Sources of Speaking Self-efficacy

Score	Classification	Frequency	Mean Score
$86 \leq x \leq 100$	Very High Self-efficacy	1	100
$72 \leq x \leq 86$	High Self-efficacy	10	7.713
$58 \leq x \leq 72$	Moderate Self-efficacy	18	3.571
$44 \leq x \leq 58$	Low Self-efficacy	1	44
$x \leq 44$	Very Low Self-efficacy	-	-

Based on the Table 4.7 there were 5 classifications or criteria of student's self-efficacy and based on the result above shows that there were 18 students classified as "Moderate Self-efficacy" (M=3.571). Moreover, there were 10 students have "High Self-efficacy" (M=7.713). Follows by "Very High Self-efficacy" criteria revealed that 1 students (M=100). The last but not least, there was only one student has "Low Self-efficacy" (M=44) but there is none of them in "Very Low Self-efficacy". From the table and explanation earlier, the researcher can conclude that in this scope of the study, most of students have moderate self-efficacy and high self-efficacy.

Speaking Performance

Table 5. Descriptive Statistics of Speaking Performance

	N	Min.	Max.	Mean	Std. Dev
Speaking Performance	30	78	95	88.2	4.1
Valid N (listwise)	30				

As stated in the table above, the minimum score of speaking performance was 78 and maximum score of speaking performance was 95. The mean score was 88.2 and Std. Deviation was 4.10.

The Correlation between Speaking Self-efficacy and Speaking Performance

Table 6. Correlation Analysis

		Speaking Self-efficacy	Speaking Performance
Speaking Self-efficacy	Pearson Correlation	1	.422
	Sig. (2-tailed)		.038
	N		30
	Pearson Correlation	.422	1

Speaking Performance	Sig. (2-tailed)	N	.038 30	30
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As stated previously, this study was investigated using Pearson product-moment correlation coefficient and if the correlation coefficient in interval .400–.600 indicates the interpretation at “Moderate Correlation”. Meanwhile, based on the table above, the result of the analysis revealed that value of Pearson Correlation (r) was .422. It means there is correlation between students’ speaking self-efficacy (X) and their speaking performance in classroom (Y) $.422 \geq .05$. The researcher was already mentioned in the previous chapter that Correlation coefficient between .400 - .600 determined to be Moderate Correlation. Moreover, the significance value (p) was $.038 \leq .05$, so the hypothesis indicated that Null Hypothesis (H_0) was rejected and Alternative Hypothesis (H_a) was accepted which means there was significant positive correlation. It can be interpreted that students will get a high speaking score if there was high self-efficacy (Suharja, 2020). Another research done by Asakereh & Dehghannezhad (2015) conclude that self-efficacy affects the successfully of students’ speaking performance.

CONCLUSION

Four sources of self-efficacy all played a role in the establishment of self-efficacy in developing students’ speaking performance, namely mastery experience, vicarious experience, verbal persuasion, and physiological & emotional state. However, derived from the results of the questionnaires that have been distributed, it showed that there are similarities between the present study and Bandura's theory that Verbal Persuasion and Physiological & Emotional State are two sources that gave great contribution contributions to one’s self-efficacy. On the other word, those two sources of speaking self-efficacy can influence students’ speaking performance. The researcher can concluded from second research question revealed that there was a correlation between students’ self-efficacy in English extracurricular and their speaking performance in the classroom. That finding showed by the analysis correlation of the correlation coefficient (r) was .422 and the significant value (p) was $.038 \leq .05$.

Thus, it was approved that joining English extracurricular built the speaking self-efficacy and well contributed to the performance of speaking particularly in the classroom. Even though a student participates in extracurricular activities, it cannot be denied that the self-efficacy of each student will be different and will affect the result of their speaking performance. In addition, teacher, students or other people who interest with students’ self-efficacy can apply it to learning activities in the classroom and outside the classroom. However, this study doesn’t show that other two sources of self-efficacy have correlation with speaking performance. Therefore, this becomes an opportunity for further research to investigate or find out which sources of self-efficacy have the most significant correlation with speaking performance or other variables.

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