

## The Correlation Between Students' Self-Efficacy and Their English Speaking Performance at The First Grade of MAN 4 Agam

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### Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara efikasi diri siswa dan kemampuan berbicara bahasa Inggris mereka di kelas satu MAN 4 AGAM. Ada permasalahan mendasar yang dihadapi oleh siswa dalam kemampuan berbicara seperti beberapa siswa khawatir dengan kemampuan berbicara mereka. Oleh karena itu, beberapa siswa masih kekurangan kosakata yang menyebabkan mereka tidak berbicara dengan lancar. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan desain korelasional. Populasinya adalah 91 siswa. Penelitian ini menggunakan total sampling karena populasi penelitian kurang dari 100. Instrumen yang digunakan dalam penelitian ini adalah angket dan dokumentasi nilai akhir penampilan berbicara bahasa Inggris siswa yang diperoleh dari guru bahasa Inggris. Untuk menganalisis data peneliti menggunakan Koefisien Korelasi Pearson Product Moment ( $r$ ) dan untuk menguji hipotesis peneliti menggunakan rumus uji  $t$  dan hasilnya dikonsultasikan ke dalam  $t$  tabel dengan  $\alpha = 0,05$ . Hasil penelitian menunjukkan bahwa koefisien korelasi ( $r$ ) sebesar 0,407. Artinya terdapat korelasi sedang antara efikasi diri siswa dan kemampuan berbicara bahasa Inggris mereka, arah korelasi menunjukkan bahwa terdapat korelasi positif antara kedua variabel. Dengan kata lain berdasarkan uji hipotesis diperoleh  $t$ -score sebesar 0,407 sedangkan  $t$ -tabel pada  $\alpha = 0,05$  adalah 0,206. Artinya nilai  $t$  lebih besar dari  $t$  tabel. Oleh karena itu,  $H_a$  diterima dan  $H_0$  ditolak, yang menyatakan ada korelasi yang signifikan antara efikasi diri dan kinerja berbicara bahasa Inggris siswa.

**Kata Kunci:** *Self-Efficacy, Performa Berbicara, Dokumentasi*

### Abstract

This research aim to find out the correlation between students' self-efficacy and their English speaking performance at the first grade of MAN 4 AGAM. There were basic problems faced by the students' in speaking performance such as some students' were worried about their speaking performance. Thus, some of the students' still have lack of vocabulary that causes them did not speaking fluently. This research used quantitative approach by using correlational design. The population was 91 students. The research used total sampling because the population of the study was less than 100. The instrument of this researcher was questionnaire and documentation of students English speaking performance final score which are got from the English teacher. To analyze the data, the researcher used Pearson Product Moment Correlation Coefficient ( $r$ ) and to test the hypothesis, the researcher used  $t$ -test formula and consult the result into  $t$ -table with  $\alpha = 0.05$ . The finding of the research showed that the coefficient of correlation ( $r$ ) was 0.407. It means that there was moderate correlation between students' self-efficacy and their English speaking performance the correlation direction showed that there is positive correlation between both variables. In the other words, based on hypothesis testing, the  $t$ -score was 0.407 whereas the  $t$ -table on  $\alpha = 0.05$  was 0.206. It means the  $t$  score was bigger than  $t$  table. Hence,  $H_a$  accepted and  $H_0$

rejected, which stated there is a significant correlation between self-efficacy and students' English speaking performance.

**Keywords:** *Self-Efficacy, Speaking Performance, Documentation*

## INTRODUCTION

Speaking is a productive skill that needs a lot of practices. In the class, students can practice English with their friends. Speaking is not easy to learn. In speaking, students learn how to arrange the words, and also how to established good communication. By using spoken English, students will be able to convey their idea. Therefore, speaking is a direct route from one mind to other and is the best way to ask an explain question.

In speaking skills, there are some factors relate to be considered for effective English speaking performance, such as pronunciation, vocabulary, and collocations are some important factors to build fluency for students. In general, Richards stated that speaking performance is defined as the act of expressing ideas orally. Speaking performance is public talk that talks to transmit previous information to an audience, such as a classroom presentation, a public announcement, or a speech, as defined by the definition of speaking performance.

Tuan & Mai stated that students speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks. Meanwhile, Mahripah stated that EFL learners speaking skill is affected by some linguistic components of language, like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. As a foreign language in Indonesia, speaking English still have some problems caused by cognitive and psychological factors. Motivation, self-esteem, self-efficacy and anxiety are some psychological factors that affect students speaking performance.

Self-efficacy is one of the psychology factors that affect students in speaking. Self-efficacy defined as the belief in one's own ability to successfully accomplish something. According to Bandura, self-efficacy is individual's belief about the ability to perform or produce something that can affect individual's life. Self-efficacy includes motivational, selection, cognitive and affective process. Meanwhile, Baron defined self-efficacy as a person's assessment of his own ability or competence to perform a task, achieve a goal, and overcome obstacles. In conclusion, self-efficacy is people's beliefs about their ability to produce a level of performance that is appointed as having an influence over events that affect their lives.

Students' self-efficacy may give positive impact on their speaking performance. It means that students self-efficacy have contribution and may affect their speaking performance. The first factor affecting the students' self-efficacy in speaking performance is task complexity. Next, psychological factor affects the students' self-efficacy in speaking performance. In this case, the student does not believe their abilities in speaking performance. Further, the result is supported by Trujillo & Tanner who claims that psychological can affect students' self-efficacy in speaking performance. Another factor affecting students' self-efficacy in speaking performance is circumstances. Furthermore, Schunk demonstrates that a noisy classroom environment frequently causes students to lose focus and become unconfident in their speaking performance.

Based on the preliminary research at the first grade of MAN 4 Agam in academic year 2022/2023 in February-March, 2023, the researcher found some facts related to student's self-efficacy in speaking performance. The researcher did the observation during the teaching and learning process in classroom, the first fact was some students had no confidence doing speaking performance in front of class. They were worried about their speaking performance, they were also afraid to being laughed by their friends. Next, some of the students still have the lack of vocabulary that causes them to not speaking fluently. The last fact was, the students with low self-efficacy surprisingly had good speaking performance and some students with high self-efficacy did not have a good speaking performance.

## METHOD

In this research, to achieve the research objectives and to address the research problem by using quantitative approach. Thus, the design of this research was correlational design. The population of this research was the first grade students of MAN 4 Agam in academic year 2022/2023 with total 91 students. Thus, the researcher used total sampling in this research, the researcher used total sampling because the population of the study was less than 100. The total of sample of this research was 91 students. The instrument of this research was questionnaire and documentation. The questionnaire was used to find out data about students self-efficacy. The documentation was used to find out students English speaking performance. This research used Pearson Correlation Coefficient to analyze the data and calculated the data of both variables used SPSS 26.

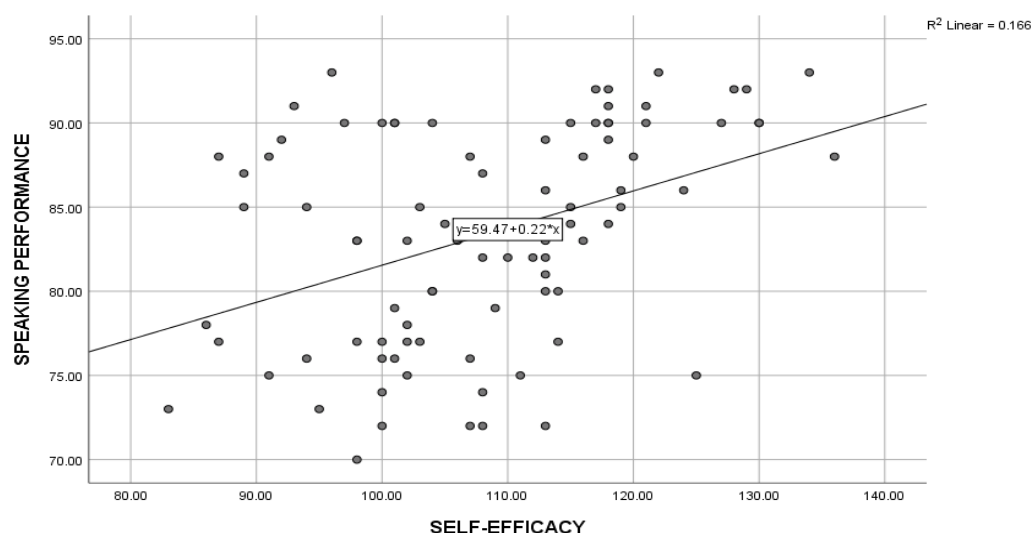
## FINDINGS AND DISCUSSION

This chapter described about the analysis of the data to answer the research questions: 1) Is there any correlation between students self-efficacy and their English speaking performance? 2) What is the correlation direction between students' self-efficacy and their English speaking performance? 3) What is the correlation magnitude between students' self-efficacy and their English speaking performance? The findings are intended to explain whether there is any significant correlation between self-efficacy and students' English speaking performance at the first grade of MAN 4 Agam.

**Correlations**

		SELF-EFFICACY	SPEAKING PERFORMANCE
SELF-EFFICACY	Pearson Correlation	1	.123
	Sig. (2-tailed)		.518
	N	91	30
SPEAKING PERFORMANCE	Pearson Correlation	.407**	1
	Sig. (2-tailed)	.000	
	N	91	30

The table showed that correlation magnitude between two variables was 0.407, which meant that there is moderate correlation between students' self-efficacy and their English speaking performance. The table of correlation by Ika Permata stated that there is moderate correlation 0.407 (0.400 – 0.599) between X and Y variables which means there is a positive correlation between variable X and Y.



Meanwhile, from the table above it showed that the correlation direction between students' self-efficacy and their English speaking performance was positive (direct to right side). The table also showed that the relationship between X variable (self-efficacy) and Y variable (speaking performance) is linear.

This research hypothesis was  $H_a$ : There is any significant correlation between self-efficacy and their English speaking performance, and  $H_o$ : There is no significant correlation between self-efficacy and their English speaking performance. The researcher consulted the index correlation ( $p$ ) to the t-table. To consult with the table, the researcher decided the Degree of Freedom (df) and significant level ( $\alpha$ ). The degree of freedom in this research was  $N-2 = 91-2 = 89$ . Then, the researcher used  $\alpha = 0,05$  to know the critical value of the df. Because the t-table on df = 89 on  $\alpha = 0.05$  was 0.206 ( $0.407 < 0.206$ ), it can be conclude t test was smaller than t table. In other words,  $H_a$  was accepted and  $H_o$  was rejected, which means that there is a significant correlation between self-efficacy and their English speaking performance.

## Discussion

Based on the findings, the researcher had found the correlation between students' self-efficacy and their English speaking performance. The data was gathered by the researcher using a questionnaire and documentation from an English teacher. The purpose of this study was to determine the relationship between self-efficacy and students' English speaking performance.

The first research question is whether there is any correlation between self-efficacy and students' English speaking performance. Based on the findings, the researcher discovered that the coefficient of correlation between self-efficacy and students' English speaking performance was 0.206, indicating that the relationship between self-efficacy and students' English speaking performance had a moderate correlation.

The next research question, what is the correlation direction between self-efficacy and students' English speaking performance? The correlation direction between self-efficacy and students' English speaking performance was positive correlation. This is relates from the result obtained by the researcher as much as 0,407. This shows that between self-efficacy and students' English speaking performance in the direction of a positive correlation. Positive correlation means that self-efficacy affected students' speaking performance. It was proved by the graphic correlation. In the other words, the first Grade of MAN 4 Agam, between students' self-efficacy and their English speaking performance influencing each other.

The last research question, what is the correlation magnitude between self-efficacy and students' English speaking performance? From the interpretation tables, the researcher found that the result of magnitude of both variables was modeate 0.407. It means that in this

research the magnitude of both variables was moderate. In the other words, the implementation of self-efficacy in the first grade of MAN 4 Agam influencing on students' English speaking performance at school.

Bandura stated that performance accomplishment is the most influential source of self-efficacy. After experiencing repeated success throughout the learning process, students develop a sense of mastery, and aperiodic defaults are less likely to occur. From the study form experts above, it can be conclude that self-efficacy have an influence in students speaking performance.

## CONCLUSION

The purpose of this research was to now if there is a significant correlation between Students Self-Efficacy and Their English Speaking Performance at the First Grade of MAN 4 Agam. The researcher correlated the score of self-efficacy through questionnaire and students English speaking performance through English speaking performance final score from English teacher at the first grade of MAN 4 Agam.

The researcher had concluded after analyzing the result of the study that students self-efficacy and their English speaking performance had moderate correlation with magnitude 0,407. It meant that if students self-efficacy increase, the students English speaking performance also increase. It may concluded that students self-efficacy influence their English speaking performance. The graphic also showed that the relationship between self-efficacy and English speaking performance is linear. Linear correlation is the situation when the ratio of proportion of two given variables are same or constant.

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