Self-efficacy effect on basic level learners in speaking activities

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Abstract – This study aims to reveal the effect of self-efficacy on the elementary level students and factors causing the high level of self-efficacy and its influence on students' English speaking ability. The population of this study were all students of grade VIII SMPN 3 Gianyar, while the sample of this study was taken by random sampling technique with lottery system. For research and data collection methods, the researcher uses some valid and reliable instruments, namely (1) speaking performance appraisal to know students' ability to speak English consisting of 3 criteria ie smoothness, pronunciation and improvisation, (2) self-efficacy questionnaire for knowing the high level of self-efficacy and its influence on students' speaking ability consisting of 4 components ie learning experience, field experience, social invitation, and psychological and emotional condition and analyzed with SPSS 16.0, (3) FGD guide (Focus Group Discussion) to know the factors causing the high low self-efficacy consisting of these 8 interview questions. A total of 33 students with details of 12 male and 21 female students were grouped into 3 large groups (high, medium, low) to be interviewed through FGD. The results of this study is self-efficacy gives a significant effect on students' speaking ability at the basic level of contribution of 91%. It was also found that the four criteria in self-efficacy have significant influence on students 'speaking ability, the most dominant is the criteria of students' psychic and emotional state when learning to speak English. This study contributes empirically that teachers can update their teaching techniques by observing self-efficacy in students by using creativity in teaching. In addition students can find out what happens to them during English learning so that together can create a comfortable and conducive learning atmosphere.

Keywords: *self-efficacy, ability to speak English*

1. Introduction

Learning English as a foreign language is always an interesting topic to be studied. Starting from research on the science of English itself to methods and intricacies involving learning English proficiency. Because language is a communication tool in which communication can be oral or written, English proficiency has four basic skills that must be mastered by every learner of language that is listening, speaking, reading and writing). As one of the basic productive skills of English language, English speaking competency becomes important to be mastered by any language learner of any level of education (National Education Department, 2009).

Nowadays, the use of curriculum at junior level both KTSP and K13 has had a significant impact on the learning process in English classes. Although the outline of the material that must be mastered by students and learning outcomes are not too similar, the demand for English language skills that must be controlled by students is not different. Junior high school students are expected to be able to communicate in English through structured activities involving interactions conducted during the learning process, both interactions with teachers and students.

These structured activities have been indicated in the learning process in Grade VIII SMPN 3 Gianyar. Based on the KTSP applied here, the ability to communicate verbally, which in this case is the ability to speak English into one of the focus of the output that must be mastered by students. In the field, this ability is sometimes a scourge for students in this school who are still classified in basic level learners, although the English subject matter contained in it is still classified as basic and not complex; so this automatically affects student achievement. According to informal interviews with teachers teaching English in grade VIII SMPN 3 Gianyar and the results of previous semester tests that have been conducted, most students do not experience serious problems with the value of learning achievement in writing; but experiencing a dilemma when interacting directly and spontaneously using spoken English. This shows that they are experiencing difficulties not in the cognitive aspect but from the affective aspect.

Many factors influence this situation. These factors can come from outside (external) as well as in student (internal). External factors are external factors, such as school environment, family environment, play / learning, teacher teaching techniques, teacher attention and so on, which can have a positive or negative impact on student achievement; while the internal factor (internal) comes from within the student who can be called affective student's sphere. One of the internal factors is self-efficacy.

This self-efficacy factor can affect students' self-confidence that is directly proportional to student learning outcomes. Bandura (1995) explains that self-efficacy is a belief in one's ability to be successful in a given situation. This is a person's belief in his ability. With self-belief in a person this can greatly affect all the work he is doing.

Based on Bandura (1995), self-efficacy is a self-fulfilling belief to successfully complete an activity. This self-efficacy theory shows that one will try to accomplish something that they believe they are able to do and will not try it if they believe that

they will fail. A person with a high level of self-efficacy believes that they are capable of accomplishing very difficult tasks and vice versa. This confirms that when students are convinced that they are able to communicate using spoken English directly and spontaneously then automatically they will be able to perform the task as well as possible. Thus, this self-efficacy will have an effect on students that if they believe they are capable of being as difficult as they are then they will by themselves do the utmost to make what they believe to be true.

Furthermore, Bandura states that this self-efficacy comes from Social Cognitive Theory. Based on this theory, student self-efficacy means individual students' beliefs in their own ability to achieve satisfactory English learning outcomes and communicate English fluently and acceptable both in class and outside the classroom (Skaalvik & Skaalvik, 2010). Self-efficacy has four sources: success experience, direct model observation, social support, and psychological and emotional states (Bandura, 1997). These four aspects have their respective interrelated roles to explain the student's affective state as seen from his self-efficacy factor.

Based on the above background, research on how strong the influence of self-efficacy to grade VIII students SMPN 3 Gianyar which, still classified as basic level learners and find out what factors that influence it is very important to do. By knowing how big the influence and the factors that cause it to the students' speaking ability in terms of direct interaction using the English language can help teachers to design learning in order to improve the quality of student learning.

2. Method

This research is a correlation research with one independent variable namely self-efficacy and one dependent variable that is the ability to speak English students. The population of this study amounted to 387 people scattered from class VIII A to VIII J. For sampling, researchers used a random sampling technique in which the researchers took a sample of 33 people. The entire population is given a self-efficacy questionnaire. Furthermore, using the percentage criterion of Nitko (1996), the researchers captured 33.33% of the high group, 33.33% medium group and 33.33% low group; resulting in 11 high self-efficacy groups, 11 moderate self-efficacy groups and 11 low self-efficacy groups.

To get the necessary data, the researcher uses three instruments namely performance appraisal, questionnaire and FGD Guide. All three instruments have been validated by experts to find the validity of content and reliability.

Performance appraisal used is: assessment of speaking performance. The performance appraisal speaks adapted from Brown in Supriyadi (2010) which consists of pronunciation, fluidity and improvisation. Meanwhile, questionnaires were used to obtain data on student self-efficacy. Questionnaire given once. This self-efficacy questionnaire was adapted from a questionnaire developed by Bandura (1995) and translated into Indonesian to avoid misunderstanding and students can respond appropriately. Each item is equipped with a response based on a Likert scale with points 1-5 (strongly agree = 5, agree = 4, disagree = 3, disagree = 2, strongly disagree = 1), with negative statements opposite.

In addition, FGD interviews were conducted to identify factors that led to the high-low self-efficacy of students' English speaking abilities. The FGD Guide consists of 8 questions developed from 4 aspects of self-efficacy ie learning experience, field experience, social invitation, and psychological and emotional state. FGD interviews were conducted once in a while with each sample group. Samples were interviewed using English and Indonesian to facilitate data retrieval.

The data collected were analyzed using descriptive statistics in which the researcher determined the mean, median, mode, range and standard deviation; and inferential statistics in which researchers processed data using simple linear regression analysis with the help of SPSS 16.0.

3. Results and Discussion

Based on the result of calculation using SPSS 16.0, descriptive statistical analysis of 33 sample people from this research that is mean 32,40, median 36, mode 20, range 24 and standard deviation 9,09. Then the researcher looking for correlation value between self-efficacy and ability to speak English students of class VIII SMPN 3 Gianyar which can be seen in Table 1 below.

Table 1 The correlation value of self-efficacy and the ability to speak English

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.957[a]	.916	.913	4.244

a. Predictors: (Constant), Self efficacy

Based on Table 1 above, it can be seen that there is influence of self-efficacy contribution to students' ability to speak English. Having found the influence of this contribution then the next level of significance or linearity of the regression can be searched. The results can be seen from the summary Table 2 as follows.

Table 2 The level of significance of self-efficacy and the ability to speak English

ANOVA[b]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	6085.520	1	6085.520	337.867	.000[a]
Residual	558.359	31	18.012		
Total	6643.879	32			

a. Predictors: (Constant), Selfefficacy

b. Dependent Variable: Speaking

From the above table it can be concluded that the F test value or significance test (Sig. <0.05) is 0.00. It can be interpreted that the above regression model is significant and meets the linearity standard. Given the certainty that there is a correlation effect between self-efficacy and the ability to speak strong English and the data is linear and significant, then obtained the regression value as seen in Table 3 below.

Table 3 The value of self-efficacy regression of the ability to speak English

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval for B	
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1 (Constant)	25.422	2.776		9.158	.000	19.761	31.084
Self efficacy	1.518	.083	.957	18.381	.000	1.350	1.687

a. Dependent Variable Speaking

Through the above summary table can be informed that the model of regression equation obtained with the coefficient of the constant and the coefficient of the variable is Y = 25.422 + 1.518X. It can be interpreted that the constant of 25,422 states that if there is self-efficacy the value of speaking ability is 25,422. The regression coefficient X of 1.518 states that each increase of one value of self-efficacy

then the value of the speaking ability increases by 1.518.

Through the results of data analysis above, it can be said that the correlation between self-efficacy factors and the ability to speak English is strong. This can be seen from the correlation value is 0.957 (see table 01 and table 03) which is bigger than the value of r 0,05 (0,344). It can be interpreted that the relationship between self-efficacy and the ability to speak English is in the strong category. It also shows that the value of R Square or coefficient of determination (KD) is 91% (see table 01). This proves the extent to which the independent variable of affective factor of students in the form of self-efficacy has a contribution influence of 91% on the dependent variable of English speaking ability, while the other 9% is influenced by other factors outside of self-efficacy. This is in line with that proposed by Chastain (1988) which states that affective factors have a greater role in the development of students 'language skills because affective factors control students' cognitive factors either in the form of a desire to continue or stop to learn to grow. In addition, successful language learners use various strategies to achieve successful learning, one of which is a risk-taking attitude often applied by those with high self-efficacy. Even if they have not achieved success in the first try, they will keep trying to achieve what is targeted (Cervatiuc, 2008).

In addition, based on the results of interviews with groups of students with high self-efficacy, it was found that the four aspects of self-efficacy became the cause of a sense of self-confidence in students while learning English that then affect their learning success (Tilfarlioglu and Cinkara, 2009) . The dominant aspect that occurs to them is the aspect of success experience as well as the psychic and emotional state of the new activity. These students said that they had done previous speaking activities in the classroom, which was a role-playing activity without bringing the manuscript in groups. They prepare themselves thoroughly for it so that the staging of the role-play runs smoothly. Given this experience of success, they feel confident when asked to engage in verbal communication in English with a note they are told earlier. In keeping with one aspect of the self-efficacy theory of successful experience, students are confident that they are capable of performing tasks well because they have had success experiences so they are sure they will succeed (Bandura, 1995).

Furthermore, they say that spontaneous, spontaneous, and sudden English speaking activities sometimes make them feel tense because they do not know what to do yet. They claim that although they understand grammar and vocabulary, they still feel tense because the challenge of dealing with new things gives them some kind of concern for their lack of success. However, when given this interview over time they can feel more relaxed to respond to using verbal English. This means they have positive attitudes and self-beliefs that affect their performance in the face of something new. Similarly, Zheng et al (2009) found that those with high self-efficacy had better use of English, attitude toward English and self-efficacy in e-communication more positive than those who did not. In addition, Mahyuddin, et al (2006) demonstrated that the success of English language learning from language learners in Malaysia will increase as the student has a high self-efficacy in the linguistic language. Things that are not much different are found in groups of students

who have a moderate level of self-efficacy. These students claim that the most dominant aspects of self-efficacy affecting them are the psychic and emotional circumstances and the social drive of the teacher. In terms of giving teachers a social boost, they say that teachers when teaching in the class sometimes provide "shock therapy" or quizzes by asking questions in verbal English to make them tense and shocked when answering, but the teacher also gives positive feedback afterwards give praise and support by saying that their answers are pretty good but lacking in terms of language like grammar and pronunciation. This gives them the motivation that they should concentrate fully in learning so that they can answer correctly and correctly. Shock therapy and this quiz is given at any time with new material so that students feel tense when begin to be taught new material. This automatically affects their aspect of self-efficacy in terms of psychic and emotional states when faced with something new. As found by Bandura, et al (1996) who found that persuasive social impulse, which is one aspect of self-efficacy, has an effect on the success of student learning directly or indirectly.

In addition, groups of students with low self-efficacy also have their own experience in learning to speak English. When interviewed, these students mostly use the Indonesian language. This is because most of them are less able to pronounce the English vocabulary correctly and feel embarrassed when wrong. They also admit that they prefer other lessons than English because they are less familiar with the grammar being taught and how to use it so they rarely practice English other than in class. The dominant aspect of self-efficacy affects them i.e. the psychic and emotional state when faced with new activities. New activities such as FGD interviews make them fearful and tense because they are basically lacking good English, affecting their self-efficacy. In addition, in the classroom, teachers sometimes give them games by looking for one person or one group of winners. Due to the new and challenging games that require fast response, their self-efficacy is declining on the grounds that they will surely lose out against those who are faster and smarter in class.

This is one of the factors why the level of self-efficacy of these students can be low. But these students still have an opportunity to become better with their changing views on self-efficacy as everyone develops with new experiences and has a new perception of himself (Blumenthal, 2014). As the research conducted by Raoofi, Tan and Chan (2012) in reviewing various self-efficacy studies in EFL and ESL that found several factors that influence the level of student self-efficacy. They also found that self-efficacy at any rate is a strong predictor of student performance in language skills assignments. In addition, the findings are also in line with Hsieh and Kang (2010) which revealed that ESL learners both high and low performing with high self-efficacy levels have more positive internal and personal attributes than those with low self-efficacy levels directly affect the predicted learning success.

4. Conclusion

Based on the results obtained, it can be concluded that self-efficacy gives a significant influence on the ability to speak English class VIII SMPN 3 Gianyar 91%. This strong influence contributes to student achievement. Each student must have self-efficiency

in doing any activity at any level. This is a straight comparison between student achievement and self-efficacy level. Thus, the higher the level of self-efficacy, the better the student's performance in learning.

Given these findings, teachers are expected to update their teaching techniques by taking into account students' affective spheres, namely student self-efficacy. Given self-efficacy has a significant influence on students' English speaking ability. Teachers can creativity in the learning process in the classroom so that students feel more comfortable in learning to speak. This affects the students' psychological and emotional state. Teachers can use a variety of techniques to teach English speaking skills that not only to improve students' cognition but also increase their effectiveness. One of them is cooperative learning approach with the use of Jigsaw technique, STAD, Gallery Walk, Carousel Activity, etc. The more students feel happy learning the easier the knowledge is received; so automatically the learning experience gained even more can be enjoyed by students. Diverse learning experiences with the support of psychological and emotional states will further enhance student self-efficacy and will directly improve student learning outcomes and give them confidence that they are capable of doing whatever is their duty and duty.

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