THE CORRELATION BETWEEN STUDENTS' SELF-EFFICACY AND ENGLISH SPEAKING SKILLS AT EIGHT GRADE OF JUNIOR HIGH SCHOOL 09 BENGKULU TENGAH

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ABSTRACT

The aims of this research are to know the correlation between students' self-efficacy and their speaking skill at first semester at eight grade junior high school 09 Bengkulu Tengah. In this research used a correlation research to find out the relationships between two or more variables studied without any attempt to influence them. This study has two variables, variable (X) is students Self-Efficacy and variable (Y) is speaking skill. The researcher was carried out at SMPN 09 Bengkulu Tengah. The population was first semester at eight grade of junior high school 09 Bengkulu Tengah, there were 128 students. Out of this population, 30 students were taken as sample. The sampling technique used is simple random sampling. The researcher used questionnaire to obtain the data of Self-Efficacy categories and speaking test to obtain data their speaking skill. To test correlation, the researcher uses two ways: calculating manually by using Pearson's Correlation Prosuct Moment formula and by using SPSS program. From the calculation, the correlation coefficient is 0,864 (the value of r_{count}). The critical values of r_{table} on the significant level of 5% with N=30, and $r_{table} = 0,361$. It means that r_{count} was higher than r_{table} (0,864 > 0,361). The hypothesis accepted in this research was the alternative (H1), while the null hypothesis (H0) was rejected. The finding showed that there is a positive correlation between Students Self-efficacy and speaking skill.

Keywords: Students' Self-efficacy, Speaking Skill, Correlation

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahuihubungan antara Efikasi diri dan kemampuan berbicara siswa pada semester pertama kelas delapan di sekolah menengah pertama 09 Bengkulu tengah. Dalam penelitian ini digunakan penelitian korelasi untuk mengetahui hubungan antara dua atau lebih variabel yang diteliti tanpa ada upaya untuk mempengaruhinya. Penelitian ini memiliki dua variabel, variabel (X) adalah efikasi diri dan variable (Y) adalah kemampuan berbicara siswa. Penelitian ini dilakukan di SMPN 09 Bengkulu tengah. Populasinya ada 128 siswa. Dari populasi ini diambil 30 siswa sebagai sampel.Teknik pengambilan sample yang digunakan adalah simple random sampling. Penelitian ini menggunakan questionnaire untuk mendapatkan data kategori dari efikasi diri dan tes berbicara untuk mendapatkan data dari kemampuan berbicara siswa. Untuk menguji korelasi, peneliti menggunakan rumus Pearsons' Correlation Product Moment dan dengan menggunakan program SPSS. Dari perhitungan, koefisien korelasinya adalah 0,864 (nilai r_{hitung}). Nilai r_{table} pada taraf signifikan 5 % dengan N = 3, dan $r_{tabel} = 0,361$. Ini berarti bahwa r_{hitung} lebih tinggi dari r_{tabel} (0,864> 0,361). Hipotesis yang diterima dalam penelitian ini adalah alternatif (H1), sedangkan hipotesis nol (H0) ditolak. Temuan ini menunjukkan bahwa ada korelasi positif antara efikasi diri dan kemampuan berbicara siswa.

Kata Kunci: Efikasi diri, kemampuan berbicara, Korelasi

INTRODUCTION

Learning English is very important because English as a major window of the modern world. English is one of the foreign languages taught to students in Indonesia. The learners must be able to use the language for communication, but it is not simply to understanding the language. In the learning process to get the good result that requires understanding some influential aspects. Madeline and Rebecca argue the interest aspects in learning process are learning style, learning strategies and affective variables. One of those variables in affective issue is Self-Efficacy. One of those variables in affective issues is self-efficacy. According to Bandura 1977, Self-Efficacy refers to individuals' belief in their capabilities to manage something. Cubukcu, 2008 states that self-efficacy is people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performances. Every student in the class has different motivation in joining the learning activity. Some students are motivated to follow the learning and believe they can do every task from the teacher while some of them do not.

According to Asarekeh and Dehghannezhad 2015, students with high level of perceived self-efficacy have more self-confidence to accomplish difficult task, while students with low perceived self-efficacy think that the task are very difficult for them and they end up feeling stressed and depressed. Self-efficacy is really significant for the students to attain achievement and better learning out comes. When getting tasks which seem difficult, students with high level of self-efficacy do not give up but keep trying to solve it because they believe they can accomplish the task. Self-efficacy is really significant for the students to attain achievement and better learning out comes. Learning English as a language is not only simply understanding the patterns, but also acquiring skills in order to be able to use the language in real communication. Aydogan and Akbarov state that there are four basic language skills: listening, speaking, reading and writing. In order to be able to use English as a language for communication, speaking is the main skill which should be mastered.

According to Khatib and Maarof 2014, speaking is one of productive skills which require the students to have abilities in performing task. To acquire a good speaking skill, the students need both cognitive and affective factors. The affective factors that affect the student speaking skills are self-efficacy, self-confidence, anxiety, self-esteem. Self- efficacy can affect the students' speaking ability because students

with high level of self-efficacy simultaneously have high level of confidence that will motivate them to perform speaking even in easiest level or most difficult level. Self-efficacy is significant to students for getting a good speaking skill as speaking is a real time activity which requires the students to produce language in communication. In order to improve the ability of students in learning English most schools in Indonesia give rules that students should be more active. SMP N 09 is one of them. In the learning process that requires effective communication. Self-efficacy is one of the affective factors which affect the students' speaking performance.

METHODOLOGY

As the topic indicates the correlation between students self-efficacy and speaking skills at Junior High School 09 Bengkulu Tengah, so the aim of this study is find out the possible relationship between the two variables. In order word, this study is correlation study. Creswell 2012, states three kinds of research designs in general; quantitative research design, qualitative research design, and combined research design. This research will be done by using quantitative research design. According to Karl, it is usually used to correlate two variables or more based on its correlation coefficient value. It is beneficial to find out the significance of the correlation between those variables, that is variable X and variable Y. From the explanation above, we can identify that the first variable is student's self-efficacy which is taken by distributing questionnaire; (variable X). The second variable is speaking skill score which is taken by conducting speaking test; (variable Y). There are two kinds of instruments in collecting data used by the researcher:

Questionnaire is a list of questions given to others with intention that the person is willing to respond according to the researcher's request. Questionnaire adapted from Asarekeh and Deghannezhad 2015 was distributed to collect data about the level of self- efficacy of the students.

According to Brown 2004, test is a method which is used to measure a person's ability, knowledge, or performance in a determined area. The test was used to measure the profile of the students speaking proficiency. This research is a correlational quantitative research. Thus, to know the correlation between two variables, the researcher used Correlation Product Moment technique which was developed by Carl Pearson. The formula is as follows.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:

R = Pearson's correlation coefficient

N = number of participants

X = students' self-efficacy scores

Y = students' speaking scores

$\sum X$ = the sum of self-efficacy scores

$\sum Y$ = the sum of speaking scores

$\sum X2$ = the sum of squared self-efficacy scores

$\sum Y2$ = the sum of squared speaking scores

$\sum XY$ = the sum of multiplied scores between X and Y

FINDING AND DISCUSSION

In this part, a validity test technique is needed by using SPSS version 22.0 to find out the accuracy of the data. The researcher conducted *Pearson Product Moment Validity* testing using SPSS 22.0 program. The instrument is valid if $r_{count} > r_{table}$ with significant value 0.05. If $r_{count} < r_{table}$ with significant value 0.05, the instrument is not valid and cannot be used to collect data in the research. The amount of sample (N) is 35. It is gained $r_{table} = 0,334$. The result of validity test that calculated values from SPSS version 22.0 can be seen in the appendix 3. Based on the result in the appendix 3, it can be seen that there are 6 of items questionnaire that has $r_{count} < r_{table}$ (< 0,334). It means the 6 items was explained invalid and could not to be used in this research.

The invalid items were number 4,5,18,20,23,26. On the other hand, there are 24 of valid items questionnaire that has $r_{count} > r_{table}$ (> 0,334). The valid itemnumber1,2,3,6,7,7,9,10,11,12,13,14,15,16,17,19,21,22,24,25,27,29,30.

The researcher used the SPSS version 22.0 program to know the measuring reliability the questionnaire using the *Cronbach Alpha* (α). The result can be show in the appendix 4. Based on the appendix 4, it can be seen that the value in the *Cronbach Alpha* (α) of item deleted column for all of valid items of questionnaire *Cronbach Alpha* (α) of more then 0,60 (>0,60). It means 30 items questionnaire *Cronbach Alpha* (α) of more than 0,60 (>0,60). It means the 30 items questionnaires are declared reliable to use as instrument of the test. The student's self-efficacy was obtained by questionnaire which include of 24 items that was distributed to 30 students. The general descriptions of data such as the mean, median, standard deviation, mode, and the category would be display by statistically process. Additionally, the researcher used SPSS 22.0 program to calculate all of the data description above. The result of data could be seen in Table. 1 The data description of self-efficacy, as follows:

Table 1. The Data Description of Self-Efficacy

	N	Range	Maximum	Sum	Mean	Std. Deviation
Self-Efficacy	30	27	47	1778	59,27	7,158
Valid N	30					

In addition, as for data description technique for this variable was referred to the technique which already started in appendix. The result of the questionnaire responses from the students summed first in each category of interpretation, and also the research calculated the percentage of frequency in the table below.

Table 2. Self-Efficacy Frequency

Interval	Categories	F
80-100	High level of self-efficacy	0
55-79	Average	9
0-54	Low level of self-efficacy	21
	Total	30

Table 3. The Percentage of Students' Self-Efficacy Interpretation

Interval	Categories	F	Percentage
80-100	High of self-efficacy	0	0 %
51-79	Average	9	30 %
0-50	Low of self-efficacy	21	70 %
	Total	30	100%

Based on the table, it could be seen that the frequency and percentage student's self-confidence were as follows: none student's high level self-efficacy (0%), 9 students (30%) was in high average category and 30 students was in low level of self-efficacy (70%). From explanation above, average category and low category are dominant in the student's self-efficacy. It means that almost all of eight grades of students in SMPN 09 Bengkulu Tengah have low self-efficacy.

The students speaking skill was obtained by English speaking test. The researcher was distributed the topic to students and then make a story and presentation about the topic. After the students collected and presentation the story, the researcher filled and evaluated the students speaking test based on rubric the criteria speaking test. In analyzing the data were statistically processed to know the general descriptions of them such as the mean, median, standard deviation, mode, and category. In this part, the researcher used SPSS 20.0 program to calculate all of the description above.

Table 4. The Data Description of the Students Speaking Skill

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Self-Efficacy	30	40	40	80	1840	61,33	10,165
Valid N	30						

Table 5. The frequency of the Sstudent's'
Speaking Skill

No	Interval	Interpretation	F
1	85-100	Very good	0
2	70-84	Good	6
3	55-69	Enough	20
4	25-54	Poor	4
5	0-24	Very Poor	0
Total			30

Table 6. The frequency of the Sstudent's
Speaking skill

No	Interval	Interpretation	F
1	85-100	Very good	0
2	70-84	Good	6
3	55-69	Enough	20
4	25-54	Poor	4
5	0-24	Very Poor	0
Total			30

The researcher calculating the percentage of frequency to know the distribution of students self-efficacy score by using formula:

$$P = \frac{F}{N} \times 100\%$$

Percentage of good category

$= \frac{6}{30} \times 100\% = 20\%$

Percentage of enough category

$= \frac{20}{30} \times 100\% = 67\%$

Percentage of poor category

$= \frac{4}{30} \times 100\% = 13\%$

Table 6. Students Self-Eefficacy Percentages

No	Interval	Interpretation	F	Percentage
1	85-100	Very good	0	
2	70-84	Good	6	20%
3	55-69	Enough	20	67%
4	25-54	Poor	4	13%
5	0-24	Very poor	0	
Total			30	100%

Based on the table, it could be seen that the frequency and percentage students speaking skill were as follows: 6 students (20%) was in good category, 20 students (67%) was in enough category, and 4 students (13%) was in poor category. From the explained above, good and enough categories are dominant in students speaking skill. It means almost all of student of eighth grade of SMPN 09 Bengkulu Tengah have average speaking skill.

The aims of hypothesis analysis are to find out whether there is the Correlation between student's self-efficacy and speaking skill of eight grade students in SMPN 09 Bengkulu Tengah. The designed hypothesis in this research is:

- Alternative Hypothesis (H₁): There is significant correlation between student's self-efficacy and speaking skill.

- Null Hypothesis (Hₒ): There is no significant correlation between

student's self-efficacy and speaking skill.

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$= \frac{30 \times 110875 - (1778)(1840)}{\sqrt{\{30 \times 106862 - (1778)^2\}\{30 \times 115850 - (1840)^2\}}}$$

$$= \frac{54730}{\sqrt{(44576)(89900)}}$$

$$= 0,8645719792111$$

$$= 0,865$$

Table 7. The Result of Correlation by SPSS.

		Self-Efficacy	Speaking Skill
Self-Efficacy	Pearson Correlation	1	,865[**]
	Sig. (2-tailed)		,000
	N	30	30
Speaking Skill	Pearson Correlation	,865[**]	1
	Sig. (2-tailed)	,000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

CONCLUSION

The level of the students' self-efficacy is low. Based on the data analysis, the average score is 59,27. Therefore, the average of the students' scores is categorized as moderate. The highest score is 75 and the lowest score is 47. From 30 participants, there is student 6 with good score, 20 students with high score, 5 students'

poor score. The level of the students' speaking skill is moderate or higher before the self-efficacy level. The average of speaking score is 61,33. The highest score is 80 and the lowest score is 40. From 30 participants, there are 9 students with moderate score, 21 students with low score.

Then, there is a positive significant relationship between the students' self-efficacy and their speaking skills of the eight grade students of SMPN 09 Bengkulu Tengah. It can be proved by the correlation coefficient (r_{count}) and significance value (ρ) got from the calculation (r_{count}= 0,864 ρ = 0,000). Because the r count is positive and more than r table (0,864 > 0,361) and ρ = 0.000 < 0.05, therefore the correlation between students' self-efficacy and their speaking skills is positive and significant. The data also shows that students with higher self-efficacy level tend to have a better speaking performance than they who have lower self-efficacy level. Thus, self-efficacy is one of the factors that influence the students' speaking skills.

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