THE CORRELATION BETWEEN SELF-EFFICACY AND EFL STUDENTS' SPEAKING PERFORMANCE: A CASE STUDY AT ENGLISH DEPARTMENT BATCH 2019

THESIS

Submitted to the Faculty of Cultural Sciences of Hasanuddin University as a Partial Requirement to Obtain Bachelor Degree in English Literature Study Program

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

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LEGITIMATION

THESIS

THE CORRELATION BETWEEN SELF-EFFICACY AND EFL

STUDENTS' SPEAKING PERFORMANCE: A CASE STUDY AT

ENGLISH DEPARTMENT BATCH 2019

BY

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It has been examined before the Board of Thesis Examination on 14th April 2023

and is declared to have fulfilled the requirements.

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AGREEMENT

On, 14 April 2023, the Board of Thesis Examination has kindly approved a thesis by Fauziah Eva Nurfadilani (F041191062) entitled **The Correlation between Self-Efficacy and EFL Students' Speaking Performance: A Case Study at English Department Batch 2019** submitted in fulfillment one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 9th June 2023

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The thesis by Fauziah Eva Nurfadilani (F041191062) entitled **The Correlation between Self-Efficacy and EFL Students' Speaking Performance: A Case Study at English Department Batch 2019** has been revised as advised during the examination on 14th April 2023 and is approved by the Board of Undergraduate Thesis Examiners:

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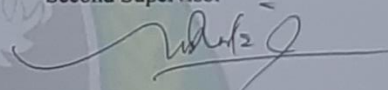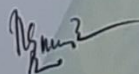
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With reference to the letter of the dean of Faculty of Cultural Sciences
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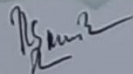Makassar, 6ᵗʰ March 2023

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STATEMENT OF ORIGINALLY

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Speaking Performance: A Case Study at English

Department Batch 2019

Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas expect the quotations and references.

Makassar, 9th June 2023

The Writer,

Fauziah Eva Nurfadilani

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ABSTRACT

THE CORRELATION BETWEEN SELF-EFFICACY AND EFL STUDENTS' SPEAKING PERFORMANCE: A CASE STUDY AT ENGLISH DEPARTMENT BATCH 2019

FAUZIAH EVA NURFADILANI. 2023. *The Correlation between Self-Efficacy and EFL Students' Speaking Performance: A Case Study at English Department Batch 2019*. Supervised by **Dra. Nasmilah, M.Hum., Ph.D.** and **Dra. Marleiny Radjuni, M.Ed..**

This research aims to analyse the correlation between students' English speaking self-efficacy and their English speaking performance; and its significance. The research was carried out at Hasanuddin University. With the population of 108 students of English Literature major batch 2019, a sample of 21 students was chosen, and the data was collected through a questionnaire and standardized speaking performance test scores. Quantitative correlational research is used to measure the correlation with speaking self-efficacy as variable X and speaking performance as variable Y. The data was analysed by calculating the Pearson Product-Moment Correlation calculated using Statistical Package for Social Sciences (SPSS) Statistics 22.0 Program.

The results showed a positive correlation between speaking self-efficacy and speaking performance with Pearson correlation of 0.713. With the rcount (0.713) being higher than the table (0.433) under the significance level of 5%, the hypothesis of this research is accepted. On the significance level of the impact, the result of the correlation analysis showed that there is a strong significance between the two variables. These findings suggested that the higher the level of a student's speaking self-efficacy, the more persistent, determined, and confident the individual in delivering their speech, resulting in the enhancement of their speaking performance. In line with that, the lower the level of the speaking self-efficacy, the more reluctant, anxious, and self-conscious they are in attempting to perform speaking.

Keywords: Self-Efficacy, English Speaking

ABSTRAK

KORELASI ANTARA EFIKASI DIRI DAN KINERJA BERBICARA SISWA EFL: STUDI KASUS DI JURUSAN BAHASA INGGRIS BATCH 2019

FAUZIAH EVA NURFADILANI. 2023. *The Correlation between Self-Efficacy and EFL Students' Speaking Performance: A Case Study at English Department Batch 2019*. Dibimbing oleh **Dra. Nasmilah, M.Hum., Ph.D.** dan **Dra. Marleiny Radjuni, M.Ed.**.

Penelitian ini bertujuan untuk menganalisis hubungan antara efikasi diri siswa dalam berbicara bahasa Inggris dan performa berbicara bahasa Inggris mereka; dan signifikansinya. Penelitian ini dilakukan di Universitas Hasanuddin. Dengan populasi sebanyak 108 mahasiswa jurusan Sastra Inggris angkatan 2019, telah dipilih sampel sebanyak 21 mahasiswa, dan data dikumpulkan melalui kuesioner dan nilai tes kemampuan berbicara yang distandarisasi. Penelitian korelasional kuantitatif digunakan untuk mengukur korelasi dengan efikasi diri berbicara sebagai variabel X dan performa berbicara sebagai variabel Y. Data dianalisis dengan menghitung *Product-Moment Pearson Correlation* yang dikalkulasi dengan menggunakan Program *Statistical Package for Social Sciences (SPSS) Statistics* 22.0.

Hasil penelitian menunjukkan adanya korelasi positif antara efikasi diri dalam berbicara dan performa berbicara dengan korelasi Pearson sebesar 0,713. Dengan rhitung (0,713) lebih besar dari rtabel (0,433) pada taraf signifikansi 5%, maka hipotesis penelitian ini diterima. Pada aspek signifikansi, hasil analisis korelasi menunjukkan adanya signifikansi yang kuat antara kedua variabel. Temuan ini menunjukkan bahwa semakin tinggi tingkat efikasi diri berbicara siswa, semakin gigih, tekun, dan percaya diri individu tersebut dalam menyampaikan pemikirannya, dimana hal tersebut meningkatkan performa berbicara mereka. Sejalan dengan hal tersebut, semakin rendah tingkat efikais diri dalam berbicara, semakin enggan, cemas, dan canggung mereka dalam berusaha untuk memberi performa berbicara.

Kata Kunci: Efikasi Diri, Berbicara Bahasa Inggris

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Bismillahirrohmanirrohim.

Assalamu'alaikum Warahmatullali Wabarakatuh.

Alhamdulillah, all praise be to Allah Subhanahu Wata'ala for His blessings, guidance and grace bestowed on the writer throughout the research so that the writer can finish writing this thesis entitled "The Correlation between Self-Efficacy and EFL Students' Speaking Performance: A Case Study at English Department Batch 2019". May peace always be given to the prophet Muhammad S.A.W. whose wisdom and example of integrity, hard work, and compassion have inspired the writer's to always seek knowledge.

The thesis is written to fulfill the final requirement of the English Literature Study Program at the Faculty of Cultural Sciences, Hasanuddin University and also as one of the requirements for the attainment of a bachelor's degree. This thesis represents the application of knowledge and skills gained during the course of the program's lectures. It is important to acknowledge that this thesis is not without its limitations and imperfections. Therefore, it is the writer's hope that this thesis will serve as a motivation for continued learning and exploration.

The writer would like to express the deepest gratitude to her parents, without whom she would have not been able to complete this thesis. Their love, guidance, and encouragement have been the main support in helping the writer throughout the process of finishing the thesis. Appreciation also goes to the

writer's siblings who believe in the writer's abilities and welcome her with open arms that have helped the writer through difficult times.

This thesis would not have been possible without the support, input, and guidance of parties from the university and many individuals. Hence, the writer would like to take this opportunity to express her sincere gratitude to:

1. The Rector of Hasanuddin University, **Prof. Dr. Ir. Jamaluddin Jompa, M.Sc.** and his staff.

2. The Dean of the Faculty of Cultural Sciences, Hasanuddin University, **Prof. Dr. Akin Duli, M.A.** and his staff.

3. The Head of the English Department, Faculty of Cultural Sciences, Hasanuddin University, **Dra. Nasmilah, M.Hum, Ph.D.**

4. **Rezky Ramadhani, S.S., M.Litt.** as the writer's academic supervisor.

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9. The writer's confidants, Aini, Kia, Ryan, and Robbie for their companionship and support throughout the writing process of this thesis.

During difficult times, the presence and support from many people were invaluable to the writer. The writer would like to express her gratitude once again to all those who have supported and encouraged her that the writer cannot mention one by one. I hope that this research will be beneficial and useful for all of us in the field of English language learning.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Makassar, March 4, 2023

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the languages in the world. It is considered as the global language as it is used by communities of different languages to communicate with each other. It allows people to interact in a given society and preserves cultures as it gives the opportunity to learn about others and spread ideas quickly. Besides the use of the language in informal and casual conversation, English is also spoken as a formal language where it is applied in professional communication areas, such as business, diplomacy, engineering, advanced studies, technology, tourism, and education.

In Indonesia, English is identified as a foreign language. EFL (English as Foreign Language) refers to the use of English in a non-English-speaking country. The four core skills of English are included in the national curriculum; speaking, listening, reading, and writing. Education system of Indonesia aims to prepare and assess students' capability in English language based on these skills.

As one of the core skills of English, speaking is a part of verbal abilities of a language. However,speaking becomes a complex skill to achieve as a certain set of knowledge and skill is needed. English speaking can be a difficult and challenging ability to master for non-native speakers. They are generally struggling with formulating adequate utterances in English.

In the academic setting, students encounter difficulties in developing their speaking skills. As Pollard (2008) notes, speaking is one of the most challenging areas for students to master. This implies that when speaking, students need to consider their ideas, language, grammar usage, vocabulary, and pronunciation, as well as listen and respond to the person they are communicating with. Speaking skills are required of students both in school and in daily life activities. Furthermore, mastering speaking skills is one of the criteria for achieving good scores in English classes. However, for students to learn to speak English, they must first believe in themselves. A student's belief in their ability to speak English can either positively or negatively impact their willingness to speak in front of their classmates. When students possess a positive self-belief, they are more likely to speak confidently, but if they lack this belief, they may feel too timid to try.

Psychological factors play a big role behind students' performance. Anxiety in speaking arises as a result of low affective factors due to several things such as lack of confidence and fear of making mistakes. Students fear being laughed at by their peers or even teachers and being corrected judgmentally. Moreover, lack of motivation and low self-esteem also play a role in students' low speaking performance. The discouragement to start speaking English in the first place results in the lack of effort to improve speaking skill.

Under the scope of educational psychology, it is believed that self-efficacy can determine how a student believes in their own capability to achieve a certain goal. Self-efficacy is a part of Bandura's theory which defines a person's belief in their own ability that they are able to achieve a goal or overcome a situation. How

students perceived their own capabilities is believed to affect their speaking performance. High self-efficacy will provide more positive boost towards students' English speaking learning. Possessing a high self-efficacy generates students' confidence to communicate or execute a certain task. As students believe that they can accomplish a goal, they will commit to themselves and give higher intensity of effort to reach their expectancy. In addition to that, students might define their own standard of high or low score, in which they implement self-regulation and resilience behavior. In other words, affective factors affect the process of mastering the speaking skills of students in the process of learning English. Students with low negative affective levels tend to acquire more language knowledge than those with high negative affective levels. Therefore, affective factors have a major influence on the success of students speaking.

In Indonesian education, there is a strong emphasis on achieving high scores and grades. The education system often measures success in terms of grades and test scores, and this can create a competitive environment where the main focus both of the learning and the teaching is heavily focused on how high or low scores students can achieve with inadequate attention on developing a strong learning mentality. This phenomenon might lower the perception of how important students' psychological state in affecting their performance and minimize the possibility of the enhancement self-efficacy can contribute.

Based on the personal and close observation of English Department batch 2019 students for the last three and a half years, students perceive their English speaking skill differently regardless of how low or high the statistics of their score

and how fluent or limited they apply English in conversation in real life. The writer found that some of the high scored students with upper intermediate to advanced English level still struggle to believe in their capabilities to hold a spoken conversation. They do not trust their abilities and are hesitant in speaking which hold them back from achieving fluency and wide range of vocabularies when talking even though they clearly have the ability inside of them. In contrast, the writer also found some students with lower score and fluency in speaking English but fondly trust that they can speak in English well. This belief makes them able to bring themselves in spoken English activities. They are more active and confident in speaking even though the quality of their speech contains language inaccuracy on some parts. This shows that the level of them perceiving their speaking ability affects their performance in speaking English, which also shows that the two items have a correlation underneath.

Despite the effect that self-efficacy brings to the students' performance, the level of their self-efficacy is still not being considered by the students of English Department of batch 2019 as one of the factor that influences their speaking. Besides the students' take on self-efficacy, there is a lack of self-efficacy encouragement from the teachers and department. These observation results brought the writer to highlight this phenomenon.

Connecting the concept of self-efficacy with English speaking skill of batch 2019 students, the writer believes that self-efficacy can create a positive push on students' English speaking performance because of how self-efficacy can provide confidence and motivation needed to improve speaking performance. Concerning

the explanation above, the writer chooses to conduct a research entitled "The Correlation between Self-Efficacy and EFL Students' Speaking Performance: A Case Study at English Department Batch 2019".

1.2 Identification of Problems

Based on the background above, some problems that can be identified are:

1. Many of English Literature students of batch 2019 do not consider the importance of the level of their self-efficacy in affecting their performance in speaking English.

2. There is a lack of self-efficacy enforcement from the lecturers in the learning process.

3. Some students of English Literature students of batch 2019 have low competence in speaking ability.

1.3 Scope of Problem

From the problems stated above, the writer decides to focus on the problems number one of how self-efficacy can influence students' English speaking performance and to what extent self-efficacy can contribute to the speaking performance.

The concept of self-efficacy will be specified to speaking self-efficacy, where it's narrowed down to the belief of an individual's ability regarding their own speaking skill. The measurement of the self-efficacy is focused on the dimension

of strength that assess the individual's degree of belief in their own abilities to perform a speaking task as an EFL speaker. Students' speaking performance will be assessed through the speaking type of extensive speaking or monologue with their speaking score on a speaking test as the data.

The scope of the population limited to the students of English Literature batch 2019 in Hasanuddin University is the population of this study with the total of 107 students.

1.4 Research Questions

Based on the background, the research problems are formulated in the following questions:

1. What is the ==correlation== between students' self-efficacy and speaking performance of English Literature Students batch 2019 of Hasanuddin University?

2. To what extent does self-efficacy affect speaking performance of English Literature Students batch 2019 of Hasanuddin University?

1.5 Objectives of the Study

Based on the statement of problems above, the writer conducts this research to the objectives as follows:

1. To determine the correlation between self-efficacy and students' English speaking performance.

2. To investigate the significance of the effect of self-efficacy on students' English speaking performance.

1.6 Significance of the study

The writer expects that this study will contribute to some parties such as lecturers, students, institution, and writer.

For the lecturers, the lecturers can use the result of this study to enrich the teaching methods of speaking English. It can contribute as a reference to acknowledge students' individual differences in achieving a well-conducted class.

For the students, students are able to gain insights of how aspects in their personal psychological state that can influence their speaking ability. From the self-reflection process based on the result of this study, students can be more aware of their self-efficacy so they can improve themselves and execute better performance in speaking.

For the institution, the finding of this research is expected to be a source of information for the English Department in considering the learning outcomes. It is to provide in depth consideration to construct a syllabus that encourages students' self-efficacy in achieving better speaking performance/higher level of speaking.

Lastly, the writer can apply the knowledge of this study in the teaching process in the future. The study also gives insights to the writer about what aspects that needs to be considered in every teaching and learning process.

CHAPTER II

LITERATURE REVIEW

The review of the literature presents the information which relates to the major aspects of this study: (1) previous studies, (2) theoretical background, and (3) theoretical framework.

2.1 Previous Studies

A research titled *EFL Learners' Perceptions towards their Self-Efficacy in Learning Public Speaking* conducted by Maryam, Febriani, and Kumia (2019) confirms the positive relationship between self-efficacy and speaking performance. The influence of students' self-efficacy levels are highlighted in this journal article. Through close-ended questionnaire, open-ended questionnaire, and interview, the result is collected from 60 students of English Department of Galuh University. The findings of this study show that students with higher level of self-efficacy face less speaking anxiety as they put more effort and confidence in presenting themselves. Thus, compared to the students with lower level of self-efficacy, students who highly believe in their ability are able to achieve better speaking performance.

Adrian Dinata Dwi Dharma in his journal article titled *Students' Self-Efficacy: A Case Study on the First Semester Students of English Education at Jambi University* showed that self-efficacy improves students' speaking achievement. Conducted in 2018, the sample of this study is the first semester students of English Education major at Jambi University with 6 participants in

total. Gender, self-efficacy, and students' score ranging from A, B, and C+ are the variable. This research was carried out by using qualitative method, in which demographic questionnaire and face-to-face interview were used. Based on the research finding of this study, the result showed that gender doesn't have a correlation to self-efficacy, while self-efficacy itself is tested as a factor that can help students' speaking. Based on this study, it is said that self-efficacy boosts students' confidence, thus helping them to achieve better result.

Another related past study was found in a journal article with the title *Do I Speak Anxiously? A Correlation of Self-Efficacy, Foreign Language Learning Anxiety and Speaking Performance of Indonesian EFL Learners* by Istanti Hermagustiana, Anjar Dwi Astuti, and Didik Sucahyo in 2021. This research focuses on the relationship of between speaking anxiety and self-efficacy towards speaking performance. Involving sixth-semester students from three separate classes with 70 participants, this research used a speaking test given to the students to measure their speaking performance. Foreign language learning anxiety (FLLA) questionnaire and speaking evaluation were used as the research instruments. The result of this study presents a significant correlation between speaking performance and self-efficacy. According to this study, high level of self-efficacy lowers students' anxiety in speaking. Students with a strong belief in their ability succeeded to show better performance along with their confidence compared to the ones with a weaker belief.

On a research conducted in America by Wang, Harrison, and Cardullo in 2018 called *Exploring the Relationship among International Students' English*

Self-Efficacy, Using English to Learn Self-Efficacy, and Academic Self-Efficacy,
the correlation between self-efficacy and students' English ability was being
highlighted through the indirect influence of English self-efficacy towards EFL
learners' academic self-efficacy. The total of 216 international students of a south-
eastern university were chosen as the participants with English self-efficacy,
gender, and the span of them living in United States as the variables being studied.
It was shown that students' self-efficacy got higher because of the learning of
English itself, which along the process, familiarity and mastery experiences were
being created. This study also implied that students' self-efficacy level can be a
mediator for students' successory in the learning. The findings of this research
prove the theory of Schunk that self-efficacy developed over time and keeps
enhancing students' English as the belief gradually improves.

Lastly, a different result was found in a research in China with 82
university students enrolling in English Public Speaking (EPS) course conducted
in 2020. Mixed method was employed in this research with the title of *Self-
Efficacy and English Public Speaking Performance: A Mixed Method Approach*.
With one of the purposes of the research to test the relationship between EPS self-
efficacy and EPS performance, the result showed that there is no indirect or direct
influence of EPS self-efficacy on EPS performance. However, it is still confirmed
with this study that mastery experience plays a role in building students' self-
efficacy level.

These five previous studies explored the impact of a student's level of self-
efficacy. They are based on the same general theory where the three of them use

the concept from Bandura that self-efficacy has been defined as a person's perceptions of his/her capabilities to organize and execute the courses of action required to complete a specific task with the skills that he or she possesses. Various spectrums of speaking skills are the focus of each of the studies above with the assessed population and sample of each research are specialized on English as Foreign Language speaker.

Compared to the researches above, the research conducted by the writer uses different settings of research. The major difference is the area of speaking performance and self-efficacy that are being tested. Speaking performance on this research is focused on extensive speaking type, and self-efficacy is specialized into speaking self-efficacy instead of general self-efficacy like the three mentioned past studies. The type of speaking used in this research is monologue or extensive speaking where each student states their opinion regarding the chosen topic, while the two past studies are using interactive or responsive type of speaking through interviews. One of the studies above used monologue to test the speaking performance, but is assessed by different scoring speaking rubric compared to the writer's research. There is also a difference in the method of the research. The researches above used quantitative survey study and qualitative case study. In contrast, this research is a quantitative correlational, case study.

2.2 Theoretical Background

`   ### 2.2.1 Self-Efficacy

2.2.1.1 Definition of Self-Efficacy

In Albert's book called Social Foundations of Thought and Action (1986), he emphasizes the idea of self-referent thought. The central argument of Bandura's theory is that the difference between knowing what to do and actually doing it is regulated by self-referent thought processes, where the most influential self-referent thought is self-efficacy.

The concept of self-efficacy was proposed by Bandura in 1997. According to Bandura, self-efficacy is the belief in one's own ability to organize and perform a series of appropriate actions to achieve an expected result. This belief is a sense of belief in one's own abilities so that it can encourage someone to achieve everything they want. Students who have a strong belief in their abilities will be more persistent in their efforts and will not give up easily despite facing various difficulties and obstacles.

According to Rahimi and Abedini (2009), the concept of self-efficacy, as described by Ehrman, refers to the extent to which a student believes they are capable of overcoming learning challenges. While some students may find challenging learning tasks overwhelming and give up, others may be motivated to work harder. Bandura's theory shows that self-efficacy involves a belief in one's ability to organize and successfully complete necessary tasks in order to achieve success are adopted by the researcher.

Self-efficacy is the result of cognitive processes in the form of decisions, beliefs or expectations about the extent to which the individual estimates someone's ability to carry out certain tasks or actions required to achieve the

desired result. Self-efficacy focuses not on the quantity of abilities an individual possesses, but rather on their belief in their capability to utilize their abilities in specific circumstances.

Dale H. Schunk (1989), an educational psychologist, has stated that self-efficacy beliefs are not innate qualities but can be cultivated and improved throughout one's life. Through engaging in activities and experiences that promote mastery, individuals can build confidence in their abilities and increase their belief in their capacity to succeed. By setting and achieving challenging goals, individuals can expand their perceived capabilities and strengthen their self-efficacy beliefs.

Self-efficacy can either be general or specific to a particular task, which means that individuals can have various beliefs about their own self-efficacy at any given time. An individual's SE beliefs can have an impact on their emotions, thoughts, and motivation, resulting in significant differences in behavior between people with different levels of self-efficacy. Individuals with high SE have a strong belief in their capabilities and view challenges as opportunities to be mastered, rather than threats to be avoided. They are highly engaged in tasks and demonstrate strong commitment, easily recovering from setbacks and using them as learning opportunities. Conversely, those with low self-efficacy have significant doubts about their abilities, causing them to avoid challenging situations. They often focus on past failures, making it difficult for them to recover from setbacks, which can result in depression and stress.

There are two types of self-efficacy: general self-efficacy and task-specific self-efficacy, which have distinct differences. According to Bandura's (1977) definition, general self-efficacy is an individual's belief in their overall ability to perform well across a variety of tasks and situations. It is a broad belief that an individual is capable of completing any task at any time, without specificity. Task-specific self-efficacy, as being discussed in this research, refers to an individual's belief in their ability to complete a specific task presented. Task-specific self-efficacy is a more focused belief in one's ability to perform a particular activity or task successfully. This type of self-efficacy can vary depending on the task or activity being performed, and an individual's level of task-specific self-efficacy may be high for some tasks and low for others.

One's self-efficacy can be seen through the level of:

1. Motivation

Motivation can be defined as the overall psychological driving force in students that boosts their learning activities, so that the goals desired by the learning subject can be achieved. Stephen P. Robbins (2001) described motivation as an individual's willingness and ability to employ highly-levelled set of efforts for organizational goals by behaving in a certain way to fulfil his or her wants and needs. Motivation comes as the result of a number of internal and/or external processes of an individual, which generate the emergence of one's attitude of enthusiasm and persistence in carry out certain activities.

Learning motivation is a non-intellectual psychological factor. Its role is in terms of having and growing a passion in learning so that the teaching and learning process can succeed optimally. Within the scope of learning speaking English as a foreign language, the motivation for learning for students is to encourage students to pursue ways to communicate using spoken English both inside and outside the classroom with appropriate linguistic and cultural aspects.

2. Confidence

Individuals with high self-efficacy in second language speaking are more likely to feel confident in their ability to communicate effectively in the new language. They are more likely to engage in conversations and take risks, which can lead to more opportunities for practice and improvement.

3. Self-Regulation

Self-regulation is one's effort to regulate their self in an activity so that they can achieve goals or achievements as evidence of improvement, which the process includes metacognitive abilities, motivation, and active behavior. Self-regulation of learning is the ability to monitor and control their own thoughts, emotions, and behaviors in order to reach their goals. It involves setting standards, monitoring progress, and adjusting behavior when necessary to ensure that one's performance meets their standards. Self-efficacy, or a person's belief in their ability to perform a task successfully, plays a key role in self-regulation, as individuals with higher self-efficacy are more likely to set challenging goals, persist in the face of obstacles, and regulate their behavior effectively. It is important so that students have independence in learning.

2.2.1.2 Dimensions of Self-Efficacy

As stated by Bandura (1997), self-efficacy in each individual will differ from one individual to another on three dimensions below.

a. Level

 This aspect relates to the level of difficulty of the tasks one has to accomplish ranging from simple to difficult tasks as maximum performance is required. This aspect implicates the choice of behaviour in accepting the challenge or avoiding it. An individual might try to take the challenge as they feel capable of doing or avoid performing the task since they view the challenge as something that is beyond the limits of their perceived ability.

b. Generality

 This aspect refers to the level of an individual's belief in their abilities across various tasks and situations. Confidence in performing different activities is required in various pursuits. In this context, some people's self-efficacy may only be limited to specific areas, while others may have a broad range of self-efficacy that encompasses multiple areas.

 c. Strength

 This aspect relates to the level of strength of a person's beliefs or expectations about his or her abilities. It is where the strength of an individual's self-efficacy affects whether the individual persevere in the face of challenges and setbacks or

give up easily and avoid challenging situations. Weak belief and expectations in one's ability may lower one's effort in achieving a task. On the other hand, a strong sense of self-efficacy generates an encouragement to be persistent in giving their efforts.

2.2.1.3 Sources of Self-Efficacy

According to psychologist Bandura's Social Cognitive Theory (1997), there are four sources of self-efficacy that contribute to an individual's sense of self-efficacy and their beliefs about their ability to perform a particular task. These sources are:

1. Mastery experiences

Mastery experiences refer to successful accomplishments or actions that an individual has undertaken and completed, and are a significant source of self-efficacy. Mastery experiences can play a vital role in building an individual's confidence and sense of self-efficacy where it allows them to tackle new challenges with a positive attitude and greater determination. When an individual experiences success in a particular task or activity, their confidence in their ability to perform similar tasks in the future increases. This increased confidence, or self-efficacy, can help individual tackle new challenges with a positive attitude and greater determination. The key is that the experience is perceived as a personal accomplishment, which then leads to an increase in self-efficacy.

On contrast, inadequate handling of tasks or challenges can undermine self-efficacy. Previous failed experiences of a task can weaken an individual's

confidence and belief in their ability to perform tasks in the future. An individual can lose the belief of being able to succeed the tasks given to them if the failures keep repeating numerous times, especially when self-efficacy has not been established within the individual themselves.

2. Vicarious experiences

Observing others who are similar to oneself successfully perform a task can also increase one's self-efficacy. Vicarious experiences are related to how the influence that observing others has on one's own self-efficacy beliefs. It allows the process by which individuals derive their beliefs about their own abilities by observing the actions and outcomes of others. If someone sees someone similar to themselves successfully complete a task, it can increase their self-efficacy for that task, as they believe that if the other person can do it, they can too. On the other hand, observing someone similar to themselves fail at a task can decrease their self-efficacy for that task.

3. Verbal persuasion

Verbal persuasion is the source of self-efficacy of the effect that others' words have on an individual's beliefs about their own abilities. On the positive verbal persuasion, this can include feedback, encouragement, or other types of communication from others that influence an individual's perception of their capabilities. These verbal positive push can increase an individual's self-efficacy for that task. On the negative verbal persuasion, such as negative feedback or criticism from others, an individual's self-efficacy can decrease over time.

Verbal persuasion can be a powerful tool in influencing self-efficacy beliefs as it can provide information, support, or inspiration to individuals. However, the effectiveness of verbal persuasion can vary depending on the credibility of the source, the relevance of the message, and the individual's existing self-efficacy beliefs. On certain cases, the impact of verbal persuasion on self-efficacy can be short-lived if the individual does not experience successful task outcomes or if the individual receives conflicting information from other sources.

4. Emotional and physiological states

An individual's emotional and physiological states play a role in affecting their self-efficacy. Emotional states can significantly affect self-efficacy, where individuals feel capable and motivated to tackle a task and led by positive emotions such as confidence and excitement. However, if they are led by anxiety, fear, or stress, their self-efficacy might be decreased by as they feel overwhelmed, uncertain, or inadequate. In addition, Bandura (2008) suggests that feelings of fatigue and low mood make it more difficult to have confidence in one's ability to succeed.

As important as the emotional state, one's physical physiology can impact their self-efficacy beliefs. Physiological states can be influenced by individual differences, such as coping styles, and situational factors, such as the type of task being performed. An individual might have a high level of stress, increased heart rate, or muscle tension when they are faced with a certain task without the belief that they can carry it out, resulting in their lowering their sense of self-efficacy

and lead to negative outcomes, such as poor performance or avoidance of the task. In contrast, in the state of an individual being in a state of relaxation, they are more likely to feel capable and confident in their abilities, leading to better task performance and greater persistence in the face of challenges.

2.2.2 Speaking

2.2.2.1 Definition of Speaking

Florez (1999) stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. According to Finocchiaro and Brumfit (1983), speaking is defined as a complex skill of communication that requires the speaker to form the ideas to be expressed, whether by starting or listening then responding to the previous speaker; express the ideas through the subsystem of the language; and adapt to the appropriate tone, body language, and culture.

2.2.2.1 Speaking indicators

According Harris (1969:68), there are 5 components of scoring in speaking test: vocabulary, grammar, fluency, pronunciation, and content.

1. Vocabulary

Vocabulary refers to the words and phrases a person knows and uses in a language for conveying written or spoken thoughts. This includes not only the words they currently know and use, but also those they have learned in the past, even if they have since forgotten or stopped using them. Furthermore, an

individual's vocabulary is not static and can change over time as they encounter and learn new words and phrases.

Vocabulary is an essential component of effective communication and comprehension. A strong vocabulary enables a person to express their ideas and thoughts accurately and effectively, and to understand the meaning of words they encounter in reading and conversation. Viera (2017) states that the knowledge of vocabulary in the target language is closely linked to both language production, such as speaking and writing, and comprehension such as listening and reading. The level of vocabulary knowledge that English as a Foreign Language (EFL) learners possess has a direct impact on their overall language competence and ability to effectively use the language.

2. Grammar

Grammar is a set of rules and principles that govern the structure of sentences in a language. Grammar involves the way words are combined to form phrases and sentences, and the way those sentences are constructed using syntax and morphological rules. It determines the meaning of a sentence and how it should sound when spoken or written.

3. Fluency

Fluency refers to the extent of an individual's ability to speak or perform a skill smoothly, effortlessly, and with ease without hesitation or interruption. Fluency is generally seen as a combination of vocabulary, grammar, pronunciation, and the ability to use language in context.

4. Pronunciation

Pronunciation refers to the way in which a word or a language is spoken. In English, pronunciation can refer to individual sounds (phonemes) and the stress patterns of words. Pronunciation varies from language to language, and even within a language, there can be regional variations. In addition to that, pronunciation can also be influenced by a speaker's individual background, education, and social class. An individual's pronunciation can provide insights into their cultural and linguistic origins, and can even reveal their level of education and social status.

5. Content

Speech content refers to the information or message that is conveyed through spoken language. It encompasses the words, phrases, and sentences used by a speaker to communicate their thoughts and ideas to their audience. The content of a speech can range from formal, structured presentations to informal, impromptu remarks, and can cover a wide range of topics and purposes, including informing, persuading, entertaining, and inspiring.

2.2.2.3 The Types of Speaking

According to Brown (2004), there are five basic types of speaking as stated below.

1. Imitative

This form of speaking is the imitation of a word, phrase, or sentence. The primary focus of the assessment is pronunciation, although grammar also plays a role in the scoring. It's important to note that the ability to effectively communicate in the language is not crucial in imitative speaking. The test takers simply need to receive some information and then repeat it orally without adding any additional clarification. The only thing that is produced is the information itself.

2. Intensive

Intensive speaking is the process of generating a certain amount of language within a well-regulated language setting. To demonstrate proficiency at this level, one must exhibit mastery over specific grammar and vocabulary skills, which may be influenced by the expectations of the teacher.

3. Responsive

Responsive speaking refers to the language use appropriately in response to a given situation or interlocutor. It involves understanding the context through listening comprehension, interpreting the communicative intent of the other speaker, and producing an appropriate response which also includes a variety of social and cultural contexts understanding.

4. Interactive

Interactive speaking refers to the ability to engage in a conversation with one or more interlocutors, and to contribute effectively to the exchange of ideas and information. In other words, it involves using language to connect with others,

share ideas, and build community. This involves the purpose of establishing and maintaining relationships which might include complex context of pragmatics. Alshenqeeti (2016) stated that interactive speaking is important for developing social and cultural competencies, as it allows individuals to participate in social interactions and establish relationships with others.

5. Extensive (monologue)

Extensive oral production tasks refer to activities that involve generating a significant amount of spoken language, such as delivering a speech, giving an oral presentation, or telling a story. During these tasks, opportunities for listeners to interact orally may be restricted, either through limited verbal responses or through no oral interaction at all. Examples of extensive speaking might include giving a presentation on a topic, participating in a group discussion or debate, or engaging in a conversation with a friend or colleague on a more complex topic.

2.3 Theoretical Framework

The key hypothesis that author will be based on is that there is a correlation between self-efficacy and English speaking performance. It is based by the previous studies that stated the positive relationship between the two variables. Following the 3 main previous studies above, the author would examine and prove the hypothesis more through this study that self-efficacy plays a role in students' speaking performance and it help students' speaking in a positive light.