

Students' Achievement in Speaking for Professional Context and Their Self Efficacy

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Abstract

This research aimed to find out whether or not there is a significant correlation between Students' Achievement in Speaking for Professional Context and their self-efficacy of English Education Research Program at STKIP-PGRI Lubuklinggau in the academic year 2016/2017. The researcher investigated this research through the descriptive correlation method. The data were analyzed by using Person Product Moment formula. Based on the result of data analyzed, it was found out that r -table was 0.288 and r -obtained was 0.546. Therefore, alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It meant that there was a positive correlation between Students' Achievement in Speaking for Professional Context and their self-efficacy. However, the strength of correlation level was considered insufficient classification. The conclusion showed that the students' self-efficacy had influenced students' speaking achievement.

Key Words: speaking for professional context, achievement, self efficacy

INTRODUCTION

Education completely becomes the main facility that should be developed in rising demands of a human being. The process of education relates to the influence of physiology factor, human physical, and environment factor (Rusmaini, 2010:1). They influence each other and they take place systematically and well organized. The important thing in teaching and learning process of education is the human physical (students as learners) have to believe in their ability so that they may confront the problems. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways (Bandura, 1994:2).

Self-efficacy means the belief about one's capabilities to learn or perform behaviors at designated levels, and to have a measure of control over individual's thoughts, feeling and action (Bandura, 1994:84). It was not surprising that many researchers showed that self-efficacy influenced the students' academic motivation, learning and academic achievement (Pajares, 1996:66). In addition, the beliefs of student hold about his ability and the outcome of efforts influence in great ways how he will behave in mastering English well. It supposes to be done by all students in Indonesia.

Learning English needs more effort because Indonesian students use English as a Foreign language. English has been widely accepted as the most widespread language used in the world as it is the prime means for communication globally (Kitao, 1996:11). As an international language, English is used as lingua franca to all elements of human life including in education scope. It is therefore very important for college students to learn English and be able to communicate well in English (Idrus, 2011:109). It is like a vital need to be fulfilled without exception. The students, who learn English, should be confident in their motivation to speak English. However, most of the students in Indonesia were still lack of confidence to build a communication by using English. They tended to be inactive and pull to one side.

Students who took English Education Research Program should have a strong belief that they can be good learners. According to Zimmerman (2000:81), self efficacy has emerged as a highly effective predictor of students' motivation and learning. Furthermore, self efficacy beliefs have been found to be sensitive to subtle changes in students' performance context, to interact with self regulated learning process, and to mediate students' academic achievement (Zimmerman, 2000:82). Students' positive attitude would result in a positive attitude towards improving their oral communication ability and aspirations to reach the desired effect. Therefore, the process of learning

cannot be seen as a difficult task. The negative mindset of learning English should be changed and set to be a positive mindset. Self-efficacy is believed to be related to student engagement and learning.

METHODOLOGY

The method that was applied in this research was descriptive correlation method. According to Stangor (2011:16), descriptive correlation method is done for seeking relationships among variables involves the measurement of two or more relevant variables and an assessment of the relationship between or among those variables. The researchers define the problem, review the literature, design the approach which include: identify the relevant variable, select appropriate subjects, selector develop appropriate measuring instrument and select the correlation approach that fits the problem, then continue to the steps, collect the data, analyze and interpret the result. These steps were used by the researchers to know the correlation between two variables namely dependent variable and independent variable. In this research, the dependent variable was students' achievement in speaking for professional context and the independent variable was students self efficacy.

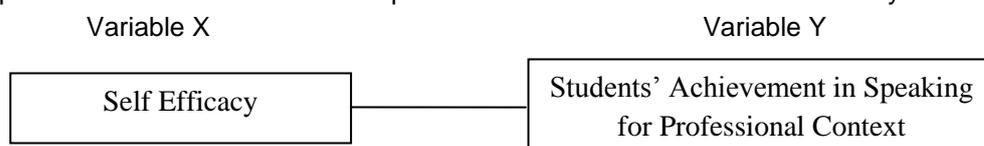


Chart 1. Research Variables

The subject of this research consisted of 46 students in the second semester of English research program at STKIP-PGRI Lubuklinggau in academic year 2016/2017. In collecting the data, the researchers used two instruments they were a questionnaire and a document. A questionnaire is a set of question on a form used to collect statistical information or opinion from people. A questionnaire is a written instrument consisting of the question to be answered or statement to be responded by respondents. In this research, the questionnaire was used to know the self-efficacy of the second-semester students of English research program at STKIP PGRI Lubuklinggau. Each item of the questionnaire contained possible answers such as strongly agree, agree, undecided, disagree, and strongly disagree.

In measuring the self-efficacy, the Likert scale was used. The Likert scale consists of five points where the interval between each point of the scale was assumed toward a particular statement of on attitude, belief, and judgment. The questionnaire consists of 23 items which were adapted from Idrus (2011:113-115). A document can form as writing, picture, or monumental creation from someone (Sugiyono, 2011:240). In this research, the researcher took the Students' Achievement in Speaking for Professional Context (final score) at the second semester.

In analyzing the data the researcher applied three techniques, they were: (1) technique for analyzing the data from questionnaire, (2) technique for analyzing the data from the students' speaking achievement document, and (3) Pearson product moment formula to analyze the correlation between self efficacy and second semester students in speaking achievement. In identifying the students' response to the questionnaire, the researchers gave each item the scoring rule:

Table 1
 The Score of the Questioner

No.	Criteria	Points
1	Strongly agree	5
2	Agree	4
3	Undecided	3

No.	Criteria	Points
4	Disagree	2
5	Strongly disagree	1

(Source: Arikunto, 2010:27)

In scoring the students' score from the questionnaire, the researcher used the following formula:

$$IS = \frac{SC}{MS} \times 100$$

Where: IS = Individual Score
 SC = Students' Score
 MS = Maximum Score

(Source: Hatch and Farhady, 1982:43)

According to Bandura (1994:312), the rating degree of confidence of a student could be categorized using the scale given as follows:

Table 2
 Rating of Self Efficacy

Scale	Rating
0.81 – 1.00	Very high
0.61 – 0.80	High
0.41 – 0.60	Moderate
0.21 – 0.40	Low
0.00 – 0.20	Cannot do at all

The students' achievement in Speaking for Professional Context as the final score was categorized as the criteria in the following table:

Table 3
 The Criteria of Students' Achievement in Speaking for Professional Context

Score	Letter	Predicate
80 - 100	A	Very Satisfy
66 - 79	B	Satisfy
56 - 65	C	Enough
46 - 55	D	Less
00 - 45	E	Fail

(Source: STKIP-PGRI Lubuklinggau)

The correlation between students' achievement in speaking for professional context and their self efficacy was examined, the researcher used the formula:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\} \{N(\sum y^2) - (\sum y)^2\}}}$$

(Source: Hatch and Farhady, 1982:196)

Where: r_{xy} = Correlation Coefficient between Variable X and Y
 N = Number of the Students
 X = Score of Self Efficacy
 Y = Score of Speaking Achievement.

According to Arikunto (2010:319), the degree of coefficients correlation of a research could be categorized as:

Table 4
 Correlation Index

Correlation Index	Index
0.81 – 1.00	Very High Correlation
0.61 – 0.80	High Correlation
0.41 – 0.60	Moderate Correlation
0.21 – 0.40	Low Correlation
0.00 – 0.20	Very Low Correlation

(Source: Hatch and Farhady, 1982:201)

RESULT AND DISCUSSION

The research of correlation between Students' Achievement in Speaking for Professional Context and their self-efficacy was done in STKIP-PGRI Lubuklinggau at English Education Research Program which was begun on September 20th until September 30th, 2016. There were 46 students in the second semester at English education research program in the academic year of 2016/2017. The researcher took the score of students' self-efficacy by using 23 items of questionnaire and students' Achievement by using the final score of students in Speaking for Professional Context at the second semester and those scores were analyzed. It could be seen in the table:

Table 5

Summary of Students' Achievement in Speaking for Professional Context and their Self Efficacy

No	Parameter	X	Y
1	Minimum Score	56.52	67
2	Maximum Score	81.74	91
3	Mean	69.63	78.76
4	Median	70.17	78.5
5	Mode	73.91	77.5

From the table above, it could be described that the minimum score of self-efficacy was 56.52 and the maximum score was 81.74, mean score was 69.63, the median score was 70.17 and mode score was 73.91. While the minimum score of Speaking for Professional Context Achievement was 67, the maximum score was 91, mean score was 78.76, the median score was 78.5, and mode score was 77.5.

Based on those categories, the researcher concluded that many students had moderate self-efficacy, it could be proved from the total number of students who had moderate self-efficacy. There were 40 students or 86.96 % of 46 students.

Table 6
Composite Mean for Aptitude, Attitude and Aspiration

	n	Mean
Aptitude	46	3.35
Attitude	46	3.34
Aspiration	46	4.23
Total mean score		3.64

Table 6 showed the composite mean for aptitude, attitude, and aspiration. The result revealed that the highest mean was aspiration ($M= 4.23$), followed by aptitude ($M= 3.35$) and attitude ($M= 3.34$). This indicated that while a very high self efficacy level on aspiration toward speaking skill, nevertheless their aptitude and attitude level was moderate. The overall mean for the three factors was 3.64.

Table 7
Aptitude Mean Score

Items	Statements	Mean	Rank
1	I do a good job of participating in class discussion conducted fully in English.	3.76	3
2	I am good at learning speaking skill.	3.61	4
3	I have no problem learning speaking skill.	3.07	11
4	I do not have any problem speaking in English when I should.	2.91	12
5	I always think I am good at speaking in English.	3.2	8
6	I feel confident about my ability to speak English clearly.	3.35	6
7	I can motivate myself to speak in English.	4.11	1
8	I can speak fully in English well with my English lecturers.	3.13	10
9	I am good at communicating with the international students and lecturers.	2.76	13
10	I can learn and use new English words in my conversation easily.	3.5	5
11	My speaking ability does not worry me.	3.28	7
12	I am able to keep speaking in English even when my friends tease me.	3.28	7
13	When I decide to say something in English, I go ahead and do it.	3.85	2
14	It is not difficult for me to concentrate while speaking in English with others.	3.15	9
Total mean score		3.35	

Table 7 showed that the mean score for all 14 items for aptitude. The total mean score was 3.35 implied that the students were in agreement that had a moderate ability for speaking well in English. As indicated in table, most of the responses given were indicated that students did not really face problems in using the language. The highest mean was for item 7 ($M= 4.11$), which gave an indication that the students could motivate themselves to speak in English.

Table 8
 Attitude Mean Score

Items	Statements	Mean	Rank
15	I enjoy for having group discussions in class when I am done fully in English.	3.61	1
16	I do not find oral presentations hard to do.	3.02	6
17	I enjoy in communicating with others in English.	3.37	3
18	I enjoy for speaking in English with anybody.	3.15	5
19	Doing individual oral presentations in class is enjoyable.	3.28	4
20	Doing group oral presentations in class is enjoyable.	3.59	2
Total mean score		3.34	

Table 8 showed that the students had high perceived self efficacy in their attitudes toward speaking skill, having a total mean score of 3.34. Students agreed that they enjoyed group presentations, as this item had the highest mean of 3.61, while the mean indicated activity on individual presentation was the lowest (M= 3.02).

Table 9
 Aspiration Mean Score

Items	Statements	Mean	Rank
21	One of my main goals is to be much better at speaking English by next year.	4.35	2
22	Speaking well in English is one of my main goals in life.	4.43	1
23	I would like to speak good English just like other students who are good speakers.	3.91	3
Total mean score		4.23	

As shown in table 9 the total mean score for aspiration was 4.23. This indicated that the students agreed that they had high self-efficacy level in their aspiration to become good speakers in English. There were two categories of speaking achievements score, the first was a satisfied predicate (67-79), and the second was a very satisfied predicate (80-100). Based on those categories, the researcher concluded that almost a half of students have satisfied and very satisfy predicate, it could be proved from the total number of students who had to satisfy predicate are 24 students or 52.17 % from 46 students and the total number of students who had very satisfy predicate are 22 students or 47.83 %.

In this case, both students' achievement in speaking for professional context and their self-efficacy were correlated by using Person's product moment.

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\} \{N(\sum y^2) - (\sum y)^2\}}}$$

$$\begin{aligned}
&= \frac{46 \times 251831.36 - (3186.97)(3623)}{\sqrt{[46(222566.9789) - (3186.97)^2][46(286633) - (3623)^2]}} \\
&= \frac{11584242.56 - 11546392.31}{\sqrt{(10238081.029 - 10156777.781)(13185118 - 13126129)}} \\
&= \frac{37850.25}{37850.25} \\
&= \frac{\sqrt{(81303.248)(58989)}}{37850.25} \\
&= \frac{\sqrt{4795997296.3}}{37850.25} \\
&= \frac{69253.1392}{37850.25} \\
&= 0.5465
\end{aligned}$$

Table 10
Simple Interpretation of Correlation

R_{xy}	Interpretation
0.00 – 0.20	There is correlation between X variable and Y variable, but it is very weak or very low. So the correlation is rejected. In other words, there is no correlation between X variable and Y variable.
0.20 – 0.40	There is a weak or low correlation between X variable and Y variable but it is sure
0.40 – 0.70	There is an enough correlation between X variable and Y variable
0.70 – 0.90	There is a strong or high correlation between X variable and Y variable
0.90 – 1.00	There is a very strong or very high correlation between X variable and Y variable

From the calculation Person's product moment correlation above, the researcher got the result from $r_{xy} = 0.546$ (it was between 0.40 – 0.70). According to simple interpretation above, the correlation between variable X and variable Y was enough. Thus, the researcher interpreted that there was a positive correlation between self efficacy (as variable X) and students' achievement in speaking for professional context (as variable Y).

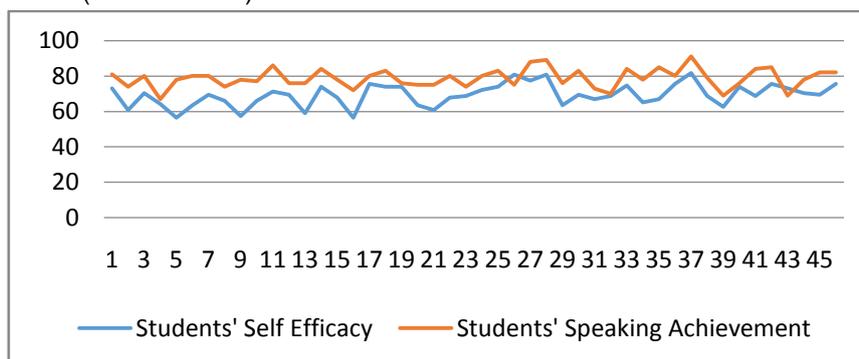


Chart 2

Students' Achievement in Speaking for Professional Context and Their Self Efficacy

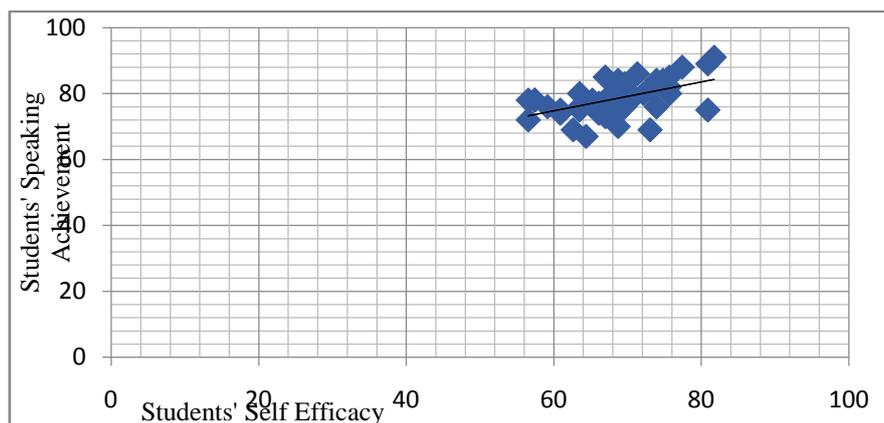


Chart 3

Scatter Diagram of Students' Achievement in Speaking for Professional Context and their Self Efficacy

Thus, there were five characteristics of scatter diagram such as maximal positive correlation, maximal negative correlation, high positive correlation, high negative correlation and enough, moderate or low correlation. The scatter diagram below showed that the correlation between students' self efficacy as variable X and students' speaking achievement as variable Y was high positive correlation. Those point dispersions less to avoid the linear line. They were dispersed or in the around the linear line.

1. The Test of Hypothesis

After calculating r_{xy} , the result of r_{xy} was 0.546. The researcher determined degree of freedom (df) to get r_t (r table). $df = N - nr = 46 - 2 = 44$. After looking at the table, df (44) get significance 5% was 0.288 and get significance 1% is 0.372. The researcher concluded that r_{xy} was higher than r_t in significance 5% and 1% or $r_{xy} > r_t = 0.288 < 0.546 > 0.372$, so that H_a was accepted (H_o was rejected).

2. The Interpretation of Data

From the correlation computation, the researcher interpreted that there was a positive correlation between self efficacy (as variable X) and speaking achievement (as variable Y). From the calculation Person's product moment correlation above, the researcher got the result from $r_{xy} = 0.546$ (it is between 0.40 – 0.70). According to simple interpretation above, the researcher noticed that the correlation between variable X and variable Y was enough correlation and it was considered that there was significant correlation between variable X (self efficacy) and variable Y (students' speaking achievement).

CONCLUSION

Based on the data above, it could be described that the students' highest score in a questionnaire (self-efficacy) was 81.74, the lowest score was 56.52 and the average score was 69.63. The students' self-efficacy was categorized into moderate category. In addition, the result of students' speaking achievement, the researcher found that the highest score was 91, the lowest score was 67 and the average score was 78.76. The students' achievement in speaking for professional context were categorized into satisfying and very satisfy categories.

It could be concluded that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Whereas, r_{xy} was 0.546 with the degree freedom was 44. The result of r-table on the degree of significance 5% = 0.2888 and 1% = 0.372 so r_{xy} was higher than r_t or $r_{xy} > r_t = 0.288 < 0.546 > 0.372$. It meant that the conclusion of this research was: there was a positive correlation between students' self-efficacy and students' achievement in speaking for a professional context. In another word, the students' self-efficacy influenced students' achievement in speaking for a professional context.

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