ANALYZING STUDENTS' SELF-EFFICACY OF THEIR SPEAKING ABILITY ACROSS PROFICIENCY LEVELS

SKRIPSI

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui jenis dimensi self-efficacy yang digunakan oleh siswa di seluruh tingkat kemahiran dalam berbicara. Efikasi diri adalah jenis keyakinan akan kemampuan seseorang untuk mencapai tujuan tertentu. Siswa yang tidak memiliki efikasi diri akan merasa kesulitan dalam belajar. Peneliti memiliki pertanyaan penelitian tentang dimensi efikasi diri seperti apa yang digunakan siswa di seluruh tingkat kemahiran dalam kemampuan berbicara.

Desain yang digunakan dalam penelitian ini adalah deskriptif statistik. Populasi dari penelitian ini adalah 37 partisipan yang didistribusikan untuk mengisi kuesioner mengenai efikasi diri siswa. Mereka adalah mahasiswa semester tiga dari jurusan pendidikan bahasa Inggris di Universitas Islam Malang. Peneliti mengambil lima sampel dari masing-masing level-tinggi, menengah, dan rendah-berdasarkan nilai yang diberikan oleh dosen. Prosedur penelitian ini meliputi beberapa langkah; mendistribusikan kuesioner mengenai efikasi diri mahasiswa, mengambil nilai dari dosen bahasa Inggris, dan menganalisis data dengan menggunakan SPSS 16. Temuan dari penelitian ini menunjukkan bahwa dimensi magnitude berada pada level tinggi (2.80), level menengah (2.72), dan level rendah (2.56). Kemudian dimensi generality berada pada tingkat tinggi sebesar (3,08), pada tingkat menengah sebesar (3,04), dan pada tingkat rendah sebesar (2,92). Dan yang terakhir dimensi strength berada pada tingkat tinggi sebesar (3,36), pada tingkat menengah sebesar (3,20), dan pada tingkat rendah sebesar (3,28). Hasil penelitian menunjukkan bahwa semua siswa menggunakan dimensi kekuatan di semua tingkat kemahiran. Dan mahasiswa tersebut sebenarnya berpotensi memiliki efikasi diri yang tinggi, tergantung dari dosen bagaimana memberikan pemicu agar efikasi diri tersebut dapat menunjang prestasi belajarnya. Jadi, dosen tidak boleh memandang sebelah mata bahwa mahasiswa yang memiliki tingkat kemampuan rendah memiliki efikasi diri yang rendah. Hal ini disebabkan karena sebenarnya mahasiswa tersebut berpotensi memiliki tingkat self-efficacy yang tinggi sehingga dosen dapat memberikan trigger kepada mahasiswa dengan baik.

Selain itu, setelah mengetahui hasil self-efficacy ini, berarti mahasiswa dengan tingkat prestasi belajar yang rendah di kelas tersebut masih memiliki self-efficacy yang kemungkinan besar akan tinggi karena mereka memang yang dominan. Sehingga, dengan mengetahui hal tersebut dapat menjadi acuan bagi dosen bahwa mahasiswa dengan tingkat kemampuan yang rendah masih berpotensi memiliki self-efficacy yang tinggi, dan dari hal tersebut, pengajar harus menentukan bagaimana cara untuk meningkatkan self-efficacy mereka. Sehingga dapat mendukung pembelajaran bahasa Inggris. Kemudian untuk peneliti selanjutnya, disarankan untuk

melakukan wawancara untuk mendapatkan data yang lebih mendalam mengenai alasan bagaimana mereka memiliki self-efficacy masing-masing.

Kata Kunci : Efikasi diri, kemampuan berbicara, tingkat kemahiran

ABSTRACT

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Keywords: Self-efficacy, speaking ability, proficiency level

This study was aimed to find out what types of self-efficacy dimensions used by students across proficiency levels in speaking. Self-efficacy is a type of belief in one's ability to achieve certain goals. Students who do not have self-efficacy will find it difficult to learn. The researcher had a research question about what kinds of self-efficacy dimensions the students employ across proficiency levels in speaking ability.

The design used in this study is a statistical descriptive. The population of this study is 37 participants that were distributed to do a questionnaire on students' self-efficacy. They were third-semester students of the English education department at the University of Islam Malang. The researcher took five samples from each level—high, intermediate, and low—based on the grades from the lecturers. The procedure of this research includes some steps; distributing the questionnaire on students' self-efficacy, taking a score from an English lecturer, and analyzing the data by using SPSS 16.

The finding of this research presented that magnitude dimension at the high level of (2.80), at the intermediate level of (2.72), and at the low level of (2.56). Then generality dimension is at a high level of (3.08), at an intermediate level of (3.04), and at a low level of (2.92). And the last strength dimension is at a high level of (3.36), at an intermediate level of (3.20), and at a level of (3.28). The results showed that all students used the strength dimension across proficiency levels. And those students actually potentially have high self-efficacy, depending on the lecturer how to provide triggers so that, self-efficacy can support their learning achievement. So, the lecturer should not underestimate that students with low levels have low self-efficacy. It is due to the fact that the students actually potentially have a high level of self-efficacy so that the lecturer can trigger the students well.

In addition, after knowing the results of this self-efficacy, it means that students with low levels of student achievement in the class still have self-efficacy, which is likely to be high because they are indeed the dominant ones. So, knowing that can be a reference for the lecturer that the students with a low level of proficiency still potentially have a high level of self-efficacy, and from that, the teacher must determine how to improve their self-efficacy. Therefore, it can support the learning of English. Then for future researchers, it is suggested to conduct interviews to obtain depth data about the reasons for how they have their respective self-efficacy.

CHAPTER I

INTRODUCTION

This chapter details the background of the study, what will the researcher find out and the benefits of this research are for students, teachers and the future researcher.

1.1 Background of the Study

Speaking as one of the productive skills is a difficult action. Some components as well as speaking regarding a student for them to think about in a class on speaking are grammar accuracy, vocabulary use, and clear pronunciation. Furthermore, speaking a language is especially difficult for foreign language learners since effective oral communication necessitates the capacity to utilize the language effectively in social interactions, however, they have certain issues using English because they are not used to doing so (Shumin, 2002, p. 204). According to Nunan (2003), most people, particularly English learners, find it challenging to speak a foreign language. They prefer to converse with others in their native tongue. Cameron (2005, p. 241) claimed that "acquiring the capacities is the technique used to become fluent in another language different beginning studying first language."

Wahyuni (2001) revealed two indicators explaining students' difficulties of speaking English in a study. These variables were linguistic challenges and non-linguistic features. The students' issues with linguistic features include English grammar, English pronunciation, and English vocabulary. Students cannot communicate in English simply on English grammar. They don't understand how

to use verbs in English sentences. In their speech, they continue to use incorrect English grammar. The students' challenges with English language pronunciation followed. They cannot write or read in English since they are ignorant in the language. As a result, the English language has a distinct sound. The student's command of the English lexicon is lacking. Students face non-linguistic challenges such as a lack of self-confidence, motivation, and their surroundings. Another study discovered that students struggled with the pronunciation, grammar, fluency, and vocabulary in English (Sayuri, 2016). The following study discovered that low self-esteem, higher anxiety, and low motivation a negative impact on students' English speaking skills (Leong et al., 2017).

According to the data presented above, self-efficacy is one of the elements influencing students' speaking abilities. Self-efficacy has been defined as people's beliefs in their personal capacities to do a certain activity with desired outcomes, according to Bandura (1997), as cited by Zhang & Ardasheva (2019), if people successfully complete the task, they will be more confident in taking on future challenges and will have a higher bar to meet. Students that have a high sense of self-efficacy are inquisitive, confident, and enjoy a challenge. Furthermore, self-efficacy influences students' learning accomplishments without relying on others. In summary, self-efficacy can help students become more independent. According to Rex & Roth (1998) in Paradewari (2017), self-efficacy can impact people's accomplishments. For example, if a student has a high level of self-efficacy, they will feel brave and thrilled to demonstrate their speaking skills in the classroom in front of their peers. The student will be confident in delivering the subject since

they have previously prepared themselves perfectly by learning the topic before presenting it. Meanwhile, students with poor self-efficacy may doubt their ability when faced with a problem, giving up and believing they cannot handle it.

Furthermore, self-efficacy can influence motivation and activity selection. When faced with adversity, a student with high self-efficacy will put out great effort and will most likely remark, " This is something I can handle." In contrast, a learner with low self-efficacy might distrust his own abilities, believing that "it appears to be hard and challenging." Furthermore, the problem is primarily concerned with answering the question: in this situation, are I able to do my assignment? . Self-efficacy beliefs are multimodal in nature and vary depending on the functional domain (Zimmerman, 2000). As an example, On a history test, one may be effective, but not on a biology exam. To put it another way, the perception of self-efficacy is decreasing given activity in a specific context.

Bandura (1997) identified the domain from which people learn about their own efficacy. They arrived at their results through performance achievement, social persuasion, physiological conclusions, and vicarious (observational) experiences (Schunk, 1985). Successes that are repeated develop self-efficacy; failures decrease it. Meanwhile, Zimmerman (2000, pp. 82–91) argued that self-efficacy is more concerned with performance capacities than with personal features for instance physical or psychological characteristics. Çubukçu (2008) demonstrates that personal direct encounters with activities have a greater influence on self-efficacy views rather the social comparison. Students In terms of self-efficacy, nobody can

compare their estimated ability to that of their classmates in the same field. They evaluate their own talents to complete a specific activity.

Parallel convergent mixed methods research has been conducted by Zhang & Ardasheva (2019) on self-efficacy and performance in English public speaking. According to a study also been carried out in America, Wang (2007, pp. 23–24) study found a connection between behavior and self-efficacy perceptions in doing related activities. There are similarly studies that use questionnaires to collect data. The purpose of this study was to investigate the impact of speaking self-efficacy and gender on speaking behaviors (Sundari & Dasmo, 2014).

The majority of earlier research focused on self-efficacy and English public speaking performance. For data gathering and analysis, quantitative and qualitative methods are used. A few studies focus on discussing the self-efficacy toward speaking ability. In addition, The majority of the studies employed quantitative research designs to examine the relationship and influence of speaking self-efficacy and gender in speaking activities. To fill the gap, this study will investigate students' self-efficacy of their speaking ability across proficiency levels. The current study utilizes a descriptive statistical method research design to carry out students' speaking self-efficacy.

1.2 Research Question

Based on the background above, the researcher formulates a question "What kinds of self efficacy dimensions do the students' employ across proficiency level in speaking ability?"

1.3 Research Objective

The research objective of the study is to find out what kinds of self-efficacy dimensions that the students' employ across proficiency level in speaking ability.

1.4 Significances of the Study

Theoretically, The results of this research are probable be useful aimed at education development, particularly in the subject of English education regarding self-efficacy across students' proficiency in speaking ability at the University of Islam Malang's Faculty of Teacher Training and Education. Besides that, it is also expected to be a references or input for futher researcher with different skill.

The results of this research are practically expected to be a source for teachers in educating their students. Teachers will later understand that the level of self-efficacy for each student is different. After that, lecturers can understand how to deal with those who have high, intermediate and low levels of self-efficacy. Lecturers can also provide different strategies according to their self-efficacy. so that, students can increase their confidence and can perform better while speaking.

1.5 Scope and Limitation of the Study

The goal of this research is to identify the dimensions of the self-efficacy used by students in speaking ability. This research was conducted at a University of Islam Malang. The sample studied was third-semester students because they have taken speaking courses from semester one to semester three, so they already have sufficient speaking ability.

The limitation of this study is the lack of participants, due to limited research time so that researchers only took half the participants.

1.6 Definition of Key Terms

To avoid misunderstandings and ambiguity, crucial terminology are defined. Several terminology used in this study must be defined, as follows.

1. *Self-efficacy* is a type that belief in a person's capacity for achievement. Students who lack of self-efficacy will struggle to study. This will result in students being lazy to study, having high anxiety when doing tasks, having low self-ability towards learning, and feeling like they are giving up on learning soon.

2. *Speaking ability* is the ability of the student to speak verbally in English to convey their ideas by using the right vocabulary and correct pronounciation. communicated.

3. *Student proficiency* is based on the speaking scores of 3rd semester students which will be grouped into 3 levels including high level who have speaking scores (85-90 points), then medium level with scores (75-80 points), and low level with scores (60-70 points).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the research. The conclusion consists of research results and discussion, while suggestions emerge with some ideas addressed to upcoming researchers who are intrigued by the topic of the dimension self-efficacy used by students of their speaking ability across proficiency level.

5.1 Conclusion

The investigation's purpose aims at discover what types of self-efficacy dimensions students use across proficiency levels in speaking ability. The approach of this study is descriptive statistics. This research was carried out at the English Education Study Program University of Islam Malang. A total for 37 third semester students in speaking class were selected as well as those who participated. The research instrument a questionnaire, was adopted from an international publication on Exploring The Level of Students' Self-Efficacy in Speaking Class.

Based on the data discussed in the findings, the researcher would like to explain the conclusions. Because of its role in daily communication, speaking is one of the most crucial talents in the classroom. Communicating is difficult since it's part for oral interacting with others; therefore, speaking ability practice and self-efficacy are very important for instilling motivation and self-assurance in students performance. It was showed that language self-efficacy may determine the level to which persons may push each other along with how long they can persevere in the

face of difficulties. This confirmations that the dimension used by the overall proficiency level is the strength dimension.

The data shows that it is an interesting discovery that even high proficiency levels have low self-efficacy dimensions, then the diversity of self-efficacy dimensions at each level is also not only those at high levels have high self-efficacy, they also have the lowest type of self-efficacy. Therefore, its significance can provide knowledge to lecturers that even those at high levels still need to be encouraged by their self-efficacy. As for the low ones, it needs to be increased again for learning activities that might reduce anxiety and can increase self-efficacy without ignoring those who are already high, because even those who are already high still have low self-efficacy.

As a result of the study, all students used the strength dimension across proficiency levels. And those students actually potentially have high self-efficacy, depending on how the lecturer provide triggers so that, self-efficacy can support their learning achievement. So, the lecturer should not underestimate that students with low levels have low self-efficacy. It is due to the fact that the students actually potentially have a high level of self-efficacy so that they can trigger them well.

5.2 Suggestions

Following the conclusion of the research, the researcher found that it had gaps and limits. Future studies can go deeper into the gaps and limits mentioned in this study to get a better result. According to the conclusion, the researcher makes various recommendations to students, lecturers, and future researchers.

For students who are low level do not feel inferior because, from this result, those who are low level still have self-efficacy that is potential to achieve. From this result that the low level still has self-efficacy which is potential to have self-efficacy in high levels. Then for the lecturers, that the students with a low level of proficiency still potentially have a high level of self-efficacy, and from that, the lecturer must determine how to improve students' self-efficacy. Therefore, it can help with English learning. And last, for future researcher it is suggested to conduct interviews so as to obtain depth data about the reasons for how the students have their respective self-efficacy.
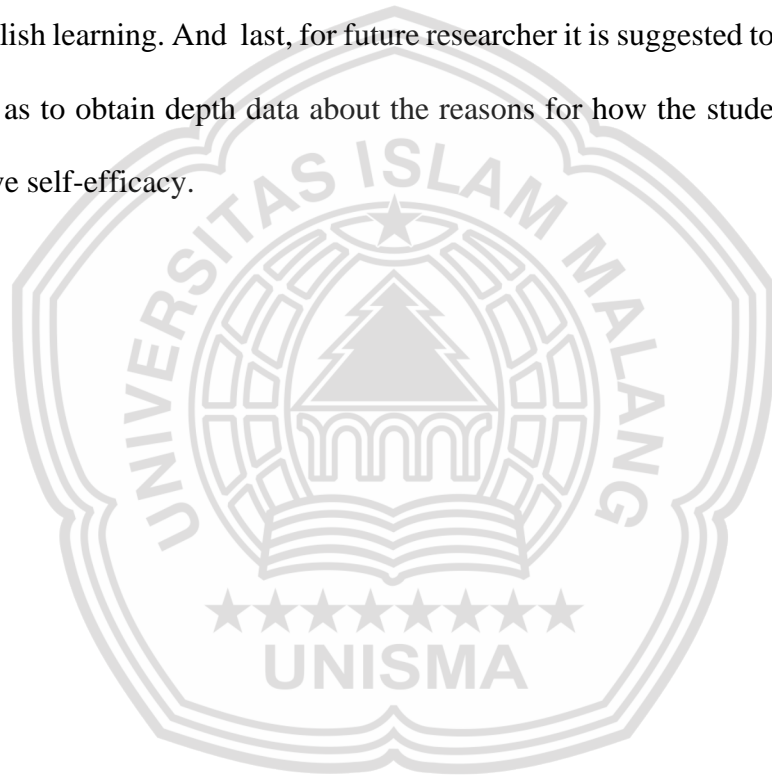
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