INTERRELATIONSHIP AMONG LEARNING STRATEGIES, SELF-EFFICACY AND SPEAKING SKILL OF EFL STUDENTS

SKRIPSI

BY

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ABSTRACT

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Keyword : Learning Strategies, Self-efficacy and Speaking Skill.

The purpose of this study is to look at the relationships between learning strategies, self-efficacy, and speaking skills in English as a Foreign Language (EFL) students. The study aims to fill gaps in the literature by investigating the relationships between learning strategies and speaking skill, self-efficacy and speaking skill, and learning strategies and self-efficacy. The study seeks to give useful insights into the productive performance of EFL learners and contribute to the development of successful language teaching practices that improve students' language competence and build a good learning environment by evaluating these linkages.

A quantitative method, namely a correlation design, is applied in this study. Using statistical analysis, this technique investigates the link between factors such as learning strategies (X1), self-efficacy (X2), and speaking skills (Y). An outline of how the research was carried out as well as the methods utilized to collect and analyze the data.

The findings revealed a weak correlation between learning strategies and speaking skills, as well as between self-efficacy and speaking skills. No significant correlation was found between learning strategies and self-efficacy. According to the findings, this demonstrates that the three factors are unrelated, implying that each student has their own unique ability for managing their surrounding situations. However, there were variations in findings from other studies, suggesting the need for further research in this area.

CHAPTER 1

INTRODUCTION

This chapter presents the topics related to the introduction of the study. They are background of the study, research problems, objective of the study, significances of the study, scope and limitation of the study, and the definition of key terms

1.1 Background of study

ELT objective in recent modern fields meet various challenges on learners' productive performances especially English-speaking skill. One of the challenges that EFL Indonesian students meet is self-efficacy, learning strategies, and speaking skill. This study aimed to explore learning strategies, self-efficacy and speaking skill among EFL learners during learning.

More research in the local educational and cultural context, however, is needed to give insights into students usage of language learning strategies and how this is connected to their language self-efficacy beliefs (Siew & Wong, 2015). Language acquisition researches has revealed that many L2 learners have a low feeling of self-efficacy and a lack of learning strategies to help them develop fluency in the language. It is also clear that certain strategies may be more culturally relevant and hence chosen, or that the students' educational experiences may influence them to prefer specific strategies (Magogwe & Rhonda, 2007). The lack of a coherent, well-accepted system for describing these learning strategies indicates that there is a major problem in the research on classification of L2 learning strategies (Oxfrod, 1994).

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Meanwhile, a study of the literature found that there is slight published records of local research on L2 students' language self-efficacy and language learning strategies.

According to Zakaria, Zakaria and Azmi (2018) this requires belief that students' inexperience about the efficiency of language learning strategies in order to be a successful language learner, students use them infrequently. As a result, it is critical to identify the most commonly employed speaking strategies by learners. It is critical for EFL learners to achieve language learning strategies in order to gain skills in L2. Language learning strategies have been widely researched in the context of foreign language learning (Mutlu, Andarab, & Karacan, 2019). Based on Syafyadin (2020), various language learning strategies should be examined further so that different elements such as gender, the cultural background of the students, and the influence of learning strategy use on the students' speaking ability may be studied..

Also Zahiri, Sibrani and Sumarsih (2017) investigate students' anxiety and self-efficacy while delivering an English monologue. The findings revealed that students' speaking skills are regulated by both anxiety and self-efficacy. It has been found that certain students may experience worry and anxiety while speaking in front of others, especially when developing their speaking skills. The fact that self-efficacy for verbal communication skills reduces as class grade increases suggests that linguistic skills in L2 language education lessons are not intensive or attentive enough (Demir, 2017).

The results are compatible with Arigoul, Unal, and Onursal (2009). Different characteristics, such as gender and cultural background, influenced the learners' choice of similar and dissimilar language learning strategies, allowing for additional investigation. It is also becoming a basic aspect for a language teacher to lead students in becoming aware of their own learning strategies. This is because applying appropriate strategies in learning the target language has a high potential for increasing students' language performance and creating a positive atmosphere in class for motivation, support and communicative competence.

The difference between this research and the other research is the variables, whereas the previous study only focuses on two variables. Other studies have not investigated whether there is a relationship between three variables, such as learning strategies, self-efficacy, and speaking skills. Moreover, it is still unclear if this holds true for self-efficacy, learning strategies, and speaking skills. One goal of the current study is to fill these gaps in the literature. Because of that, the researcher wants to research with the title "Interrelantionship among learning strategies, self-efficacy, and speaking skills in EFL students."

1.2 Research Problem

Based on the background of the study, the problem in this study can be stated as follows :

1. What is the relationship between learning strategies and speaking skill?

2. What is the relationship between self-efficacy and speaking skill ?

3. What is the relationship between learning stategies and self-efficacy?

1.3 Objective of Research

Based on the formulated of the problem, this research is directed :

1. To examine whether or not relationships exist between learning strategies and speaking skill.

2. To examine whether or not relationships exist between self-efficacy and speaking skill.

3. To examine whether or not relationships exist between learning strategies and self-efficacy.

1.4 Hypotheses of the research :

1. The alternative hypothesis (H1)

1. There is significant correlation or relationship between learning strategies and speaking skills in speaking class 3B and 3C, Islamic University of Malang

2. There is significant correlation or relationship between self-efficacy and speaking skills in speaking class 3B and 3C, Islamic University of Malang

3. There is significant correlation or relationship between learning strategies and self-efficacy in speaking class 3B and 3C, Islamic University of Malang

2. The null hypothesis (H0)

1. There is no significant correlation or relationship between learning strategies and speaking skills in speaking class 3B and 3C at the Islamic University of Malang

2. There is no significant correlation or relationship between self-efficacy and speaking skills in speaking class 3B and 3C at the Islamic University of Malang

3. There is no significant correlation or relationship between learning strategies and self-efficacy in speaking class 3B and 3C, Islamic University of Malang

1.5 Significance of Study

The researchers expect that this study will be valuable both theoretically and practically to ensure its relevance.

1. Theoretically

The findings of this study can provide some important information on learning strategies, self-efficacy, and speaking skills. This study also describes and interrelates the learning strategies, self-efficacy, and speaking skills of third semester English Department University of Islam Malang students.

2. Pratically

The findings of this study for future research can be a reference for other researchers who want to conduct the same research.

1.6 Scope and limitation of the study

The researcher focuses on the three variables that students learning strategies on self-efficacy as speaking performance during learning begins.

The limitation of the study is that due to the continued COVID-19 pandemic, the researcher conducted the questionnaire and test. Due to the researchers' and students' unwillingness to meet face-to-face during the COVID-19 epidemic, data from this research was collected via voice notes for Speaking Skills and Gform for self-Efficacy, which were delivered via WhatsApp groups. Furthermore, the instruments utilized in this study are significantly less specific in terms of delivering particular results.

1.7 Definition of Key Terms

The definition of key terms is provided to avoid misunderstanding, there are some terms used in this study which needed to be defined as follow:

1. Students' learning strategies refer to a technique of study by English Education Department students of University of Islam Malang to learn English as a foreign language.
2. Self-efficacy refers to belief in one's potential to learn or perform well, and self efficacy for learning refers to belief in one's ability to use self-

regulating processes English Education Department students at the University of Islam Malang can manage and achieve their goals.

3. Speaking skills refer to the ability to convey something by English Education Department students at the University of Islam Malang through conversation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions based on the finding from data analysis of questionnaires and document and provides suggestions for English lecturers, English students and future researchers.

5.1 Conclusions

This study used quantitative methods. The sample for this study was 63 students from Speaking 3B and Speaking 3C. To collect the data, the researcher gave the test and questionnaire to the students. Once the data have been analyzed from the study with three variables, it can be stated that the result of this research shows that :

1. Correlation between Learning strategies and Speaking skill

The number of coefficient correlation is 0,212, and the significant value is 0,087. There was no correlation between students' learning strategies and their speaking skills.

2. Correlation between Self-efficacy and Speaking skill

The number of coefficient correlation is 0,092, and the significance is 0,465 more than 0.05 (>0.05). There was no correlation between students' self-efficacy and their speaking skills.

3. Correlation between Learning strategies and Self-efficacy

The last number of coefficient correlation is -0,146 and the significant is 0,242, which means there is no correlation between learning strategies and

self-efficacy. It can be concluded that students need motivation, learning strategy, and self-efficacy in the students' achievement of learning a second language.

5.2   Suggestions

Based on the study's results, this study offered some important information that teachers, students, and future researchers may use. The researcher would like to make the following suggestions:

1. For future researchers, the variable might correlate with the three direct variables or be used in a different way. Future researchers can offer methods or techniques for the learning process like, Zoom, Whatsapp groups, and voice notes, as well as information on motivation level, attitude, age, personality characteristics, and goals for learning the language.
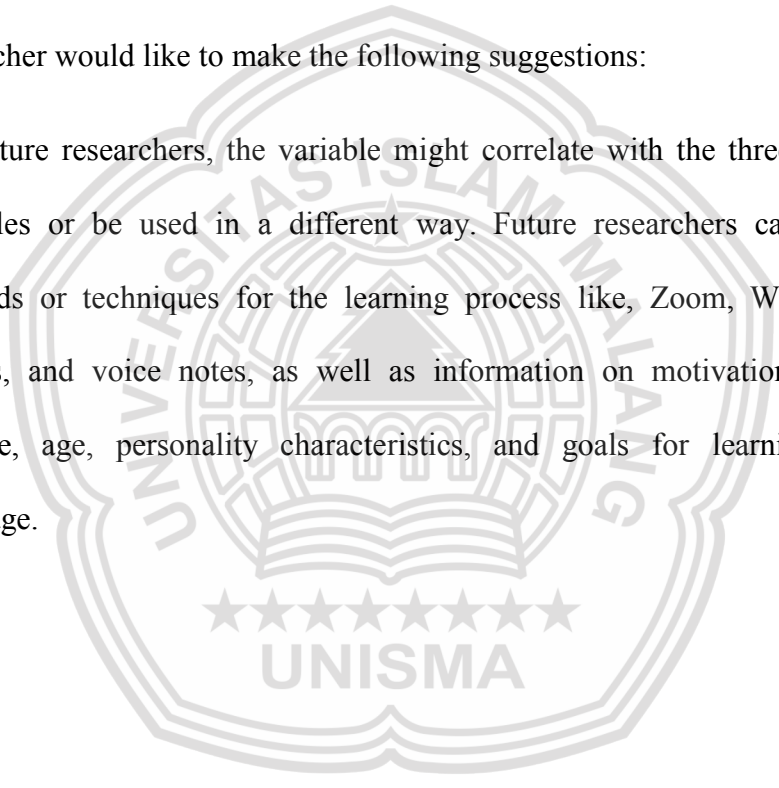
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