

**THE CORRELATION BETWEEN SELF-EFFICACY AND STUDENTS'
SPEAKING ACHIEVEMENT OF ELEVENTH GRADERS AT SMK
KESEHATAN KADER BANGSA PALEMBANG**

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FACULTY OF TEACHER TRAINING AND EDUCATION

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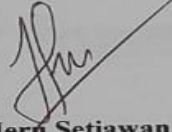
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Yang menyatakan.




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ABSTRACT

The objectives of this study were to find out whether or not there was a significant correlation among self-efficacy and student speaking achievement. The aim of this research was to determine whether there was a correlation between self-efficacy, and speaking achievement of students at SMK Kesehatan Kader Bangsa Palembang, 65 eleventh grade students were selected using purposive sampling techniques. The correlational method applies to this research. Questionnaires and tests are data collection instruments. To analyze the data, the author used the Kolmogorov-Smirnov normality test, Pearson Product Moment for correlation analysis, with SPSS version 24. The correlation between the significance coefficients of students' self-efficacy showed that the correlation value of students' Self-Efficacy was 46.46, the minimum score was 31, then the maximum score was 70, and the standard deviation is 9.321, Judging from the students' Speaking Achievement results, the maximum score is 83 and the minimum score is 68. The average (mean) is 74.72, with a standard deviation of 3.214. In conclusion, these results are explained by the fact that there is an insignificant relationship between the correlation between self-efficacy, and students' speaking achievement.

Keywords : *correlation, self-efficacy, and students' speaking achievement.*

CHAPTER I

INTRODUCTION

This chapter presents: (1) background of the study, (2) limitation of the problem, (3) formulation of the problem, (4) objectives of the study, (5) and significance of the study.

1.2 Background of the Study

Speaking is a crucial component of learning English since it correlates to a variety of fields of skills in the English language. Speaking is the most important aspect compared to other aspects. According to Lê (2011) stated that speaking is the most important skill compared to other skills.

Speaking includes many aspects, namely understanding, pronunciation, fluency, and good and correct grammar. Because learning to speak is very difficult, that in oral discussions, feelings of embarrassment, nervousness, feelings of fear of making grammatical errors, not knowing how to direct.

According to Hamouda (2013), students become quiet in learning to speak English because students are not confident and feel doubtful. Therefore, many students lose their self-confidence when they want to speak English, this self-confidence becomes an influence on learning to speak English. Based on the events above, therefore, teachers should teach things that can influence students to be interested in learning to speak English. There are several experts who state the factors that influence students to speak English. According to Riasati (2012), various elements encourage students to learn English, including personality,

content, contests, and student motivation. As a result, it can be inferred that students' sense of self-confidence is the motivator for them to speak English.

Furthermore, self-efficacy beliefs apply to a person's perception of their abilities to plan and execute the steps required to accomplish a particular type of performance. Deli et al, (2019) explains that self-efficacy is a person's confidence to convey something that has been determined. This is also supported by Desmaliza et al, (2017) who stated that a person's speaking ability can be seen from the self-confidence a person has to do something. Based on the above, it can be concluded that self-efficacy can determine how people can think and behave so that they can achieve what they want to achieve perfectly without any obstacles.

In addition, self-efficacy has a correlation with students' language abilities. There was previous study had investigated about self-efficacy and speaking skill. Dodds (2011) in his research conducted a correlation study on self-efficacy and language performance among new arrivals of Chinese immigrants in Canada. He found that there was a significant positive correlation between English language confidence, self-efficacy and English-speaking performance. He stated that participants who had the confidence to appear to speak could do so well and smoothly. Therefore, it is very important to carry out this research to provide ideas to both students and English teachers to increase confidence in their ability to speak English.

The first previous study was by Paradewari (2017), It was about "Investigating students' self-efficacy of public speaking". The research result showed that the students were aware of their self-efficacy when doing public

speaking (81.4%), and the students had higher self-efficacy in public speaking (79%).

The second previous studies by Asakereh and Dehghannezhad (2015) about "Students satisfaction was EFL speaking classes". The research results showed that 1) there was a positive correlations between participants' satisfaction with speaking classes and their speaking skill achievement, 2) there was a positive correlation between participants' speaking skills self-efficacy belief and their speaking skills achievement, 3) there was a positive significant correlations between participants' satisfaction with speaking classes and their speaking skill self-efficacy belief, 4) Satisfaction with speaking classes and speaking skills self-efficacy beliefs, the latter was a stronger predictor of speaking skills achievement of the participants.

The third previous study, Tutik (2017), the title was "The correlation between speaking self-efficacy and speaking achievement". The results showed that there was significant correlation between self-efficacy and speaking achievement. The correlation coefficient of the test was 0.349. Thus, the level of correlation was weak.

However, the writer asked one of the English teachers at SMK Kesehatan Kader Bangsa Palembang. The writer found that students' efficacy in speaking English was weak. The students had problems with their self-efficacy in learning English when they speak, when the writer conducted a preliminary study with one of the English teachers. These facts can be used as material for the research. Based on the reason above, the writer was interested in conducting research

entitled speaking "The Correlation Between Self-Efficacy and Students' Speaking Achievement of Eleventh Graders at SMK Kesehatan Kader Bangsa Palembang".

1.2 Limitation of the Problem

The study focused on self-efficacy, cognitive strategy, and speaking achievement among eleventh graders at SMK Kesehatan Kader Bangsa Palembang during the academic year 2023/2024.

1.3 Formulation of the Problem

Based on the explanation above, the problems of the research were formulated in the following questions:

1. Was there a significant correlation between self-efficacy and students' speaking achievement of the Eleventh Graders at SMK Kesehatan Kader Bangsa Palembang?
2. Was there a significant correlation between self-efficacy, cognitive strategy, and students' speaking achievement of the Eleventh Graders at SMK Kesehatan Kader Bangsa Palembang?

1.4 Objectives of the Study

Based on the problems of the research, the research objectives were stated as follows:

1. To find out whether or not there was a significant correlation between self-efficacy and students' speaking achievement of the Eleventh Graders at SMK Kesehatan Kader Bangsa Palembang.
2. To find out whether or not there was a significant correlation among self-efficacy, cognitive strategy, and students' speaking achievement of the Eleventh Graders at SMK Kesehatan Kader Bangsa Palembang.
- 3.

1.5 Significance of the Study

The significances of the research were as follows:

1. Students

In this study, it was hoped that students would make their academic efficacy and learning participation in speaking classes better than before and could help the students to know self-efficacy which could influence their speaking abilities. The results of this research used cognitive strategies in speaking to maximize memory, that students must remember all the materials because one of cognitive learning is to pressure participants to always remember the material they have studied. Therefore, students could also communicate in English interactively and could understand each other's capacities to avoid confusion in speaking English.

2. Teacher

This study aimed to help teachers to improve speaking skills in teaching, especially in creating interesting and efficient strategies in

teaching speaking so that students could be more interested in learning and had good self-confidence. The teachers could convey high expectations to students and praise students' work abilities. They could help the students who have low efficacy and could get the students to invest effort in more challenging learning.

3. Readers

The other researcher of this research could be developed for further research. It can also be carried out in other schools, for example at junior high and elementary school levels, and can use other methods such as qualitative methods in research. This is useful to find out more about self-efficacy and speaking achievement in order to determine the abilities of students at different school levels and different research methods.

4. For other researchers

For other research, pay attention to the instrument because the instrument can be one of the causes of uncorrelated research and the points of the questions are lacking and also for questionnaires, don't use adaptations but have to do a trial first or try out because the questionnaire has been taken for several years. The past is sometimes not appropriate when conducting research. So it's best not to use full adaptation for questionnaires.

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