

EXPLORING STUDENTS' SELF - EFFICACY TOWARDS THEIR SPEAKING SKILL AT MTsN 1 MAROS

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ABSTRACT

This research aimed to explore the influence of students' self-efficacy on their English-speaking skills at MTsN 1 Maros. This study employed a qualitative method, with data collected through interviews and observations. The population of this research consisted of ninth-grade students at MTsN 1 Maros, and a purposive sampling technique was used to select six participants representing varying levels of self-efficacy. The data were analyzed using Miles and Huberman's interactive model, which includes data reduction, data display, and conclusion drawing/verification. The findings reveal that students with high levels of self-efficacy tend to be more confident, willing to face speaking challenges, able to regulate their emotions, and capable of applying their speaking skills in a variety of contexts both inside and outside the classroom. They also show greater tolerance for mistakes and possess intrinsic motivation to continue practicing. On the other hand, students with low self-efficacy tend to avoid speaking tasks, experience anxiety, and feel more comfortable in structured or guided speaking situations. The three dimensions of self-efficacy magnitude, strength, and generality were found to significantly influence students' engagement in speaking activities. These findings highlight the importance of fostering students' self-efficacy through consistent practice, social support, and a psychologically safe learning environment.

Keywords: *Self-efficacy, speaking skills and students perceptions.*

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi pengaruh efikasi diri siswa terhadap keterampilan berbicara (speaking skill) dalam bahasa Inggris di MTsN 1 Maros. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data melalui wawancara dan observasi. Hasil penelitian menunjukkan bahwa siswa dengan tingkat efikasi diri yang tinggi cenderung lebih percaya diri, berani menghadapi tantangan berbicara, mampu mengelola emosi, serta dapat menerapkan kemampuan berbicara mereka dalam berbagai konteks, baik di dalam maupun di luar kelas. Mereka juga lebih toleran terhadap kesalahan dan memiliki motivasi intrinsik untuk terus berlatih. Sebaliknya, siswa dengan efikasi diri rendah cenderung menghindari tugas berbicara, merasa cemas, dan hanya nyaman dalam situasi yang terstruktur seperti menghafal teks. Tiga dimensi efikasi diri magnitude, Strength, dan Generality mempengaruhi secara signifikan bagaimana siswa menghadapi kegiatan berbicara. Temuan ini menegaskan bahwa efikasi diri merupakan indikator penting dalam keterlibatan aktif siswa dalam aktivitas berbicara. Oleh karena itu, penguatan efikasi diri melalui dukungan sosial dan

latihan berkelanjutan perlu menjadi fokus dalam pembelajaran bahasa Inggris dan menyarankan agar pendidik menciptakan lingkungan belajar yang suportif dan menerapkan strategi yang dapat menumbuhkan rasa percaya diri dan motivasi siswa dalam berbicara bahasa Inggris.

Kata Kunci: Efikasi diri, kemampuan berbicara, presepsi siswa.

A. Introduction

Language is very important for humans because it allows them to fulfill their needs and communicate. Humans rely heavily on the use of language as active members of society in their daily lives. In other words, every time people do something, they also use language (Syahrin et al., 1980). In many countries around the world, students urgently need to learn English, especially where the language of instruction in the educational environment is English (Ahmed et al., 2017). Language and communication are intertwined or related. The two cannot be separated from each other. So, when students learn a new language, they must learn to communicate with the language or use it correctly (Eisenring dan Margana 2019).

Students must master speaking as a language skill because the purpose of learning a language is communication (Syakur et al. 2020). Therefore, speaking ability is an

important aspect that must be mastered by students, because through this skill they can convey ideas, opinions, and feelings effectively in various communication situations. One of the skills that need attention in the language learning process is speaking skills. Learning tends to emphasize only grammar mastery, while important skills such as speaking are often overlooked and many students have fairly good grammar skills, but lack speaking skills due to a lack of practice opportunities and ineffective teaching methods (Isnaeni Wahab et al., 2024). Speaking should be a priority for students learning English or any other language, as this skill is essential for communicating with others (Gómez, 2019). This shows that speaking skills are the main means of conveying ideas and building effective interactions. Speaking is conveying the ideas of our mind with the means of speech (Zahiri et al., 2017). Thus, speaking is a linguistic and cognitive process that involves the ability to

organize, process, and convey information verbally so that it can be understood by the listener.

Therefore, speaking is considered a productive skill that enables students to communicate their thoughts, feelings, and opinions to others and interact with others (Lara Velarde et al. 2022). This confirms that speaking skills have a central role in the interpersonal communication process, as through these skills, individuals can actively construct meaning and establish effective social relationships. In light of this, in order to improve students' language skills in the future, the teaching of speaking is very important (Crisianita et al., 2022). However, since speaking requires five elements: pronunciation, comprehension, vocabulary, grammar, and fluency, some students say that speaking is the most difficult skill to learn (Bohari, 2020).

Most people believe that the most challenging language skill for students is speaking (Abugohar et al. 2019). This shows that speaking skills require students to master various aspects of language simultaneously in a short time. It can be seen from when Students often face obstacles when they want to speak in class, they are

embarrassed by other students' attention to themselves and worry about making mistakes and being criticized (Leong dan Ahmadi 2017). The results showed that anxiety and self-efficacy affect students' speaking ability (Paradewari, 2017). In other words, high anxiety can inhibit students from expressing their thoughts, while low levels of self-efficacy can affect their confidence in speaking.

Self-efficacy is a person's belief in their ability to complete tasks and achieve certain goals, as success is largely dependent on their own efforts (Hidayanti, 2023). Thus, self-efficacy plays an important role in motivating individuals to face challenges, because individuals who have high confidence in their abilities tend to be more confident in facing tasks or situations that require maximum effort. According Sunyoto (2015), self-efficacy is defined as how well a person judges their ability to complete a task correctly or incorrectly. That is, self-efficacy reflects an individual's perception of his or her ability to overcome challenges and achieve goals, which in turn affects the level of motivation and effort expended in completing the task. A person's

confidence in their ability to achieve certain goals is called self-efficacy (Sari, 2018). Therefore, self-efficacy acts as a motivational factor that encourages individuals to try hard and persist despite obstacles, as this belief increases confidence in achieving goals.

To learn a language, especially speaking English, self-effort can be very important. Research by Gursoy (2018), shows that students with higher levels of self-efficacy in speaking English are less likely to experience anxiety during speaking activities. The results show that students who are confident in speaking in English do not experience anxiety when speaking.

Students with low levels of self-efficacy are more easily influenced by the opinions and judgments of others and tend to feel anxious when interacting with their peers (Utami dan Nurjati, 2017). As a result, low self-efficacy can cause students to be more vulnerable to social pressure, which in turn affects their ability to communicate effectively and confidently in social situations. High-achieving students, on the other hand, have self-efficacy, strong curiosity and enjoy facing challenges (Desmaliza

dan Septiani, 2018). This shows that students with high self-efficacy tend to be more confident in facing challenging situations, as well as having strong intrinsic motivation to achieve their goals.

Junior high school is one type of formal education in Indonesia. To achieve the goals of national education, it must be balanced with the quality of students who are ready to face education at the next level (Rachma et al., 2023). However, the reality says that not all students are able to complete their assignments well. One of the things that affects the student learning process is self-efficacy. Based on the preliminary study at MTsN 1 Maros, it is found that the that students' English speaking ability is still low because they are not used to using English in the surrounding environment and are learning English for the first time in junior high school. Thus, students are the lack of ability and confidence when trying to learn to speak English in class. Students' self-efficacy is very important in supporting their learning outcomes in achieving learning achievement (Aini et al., 2024). This shows that self-efficacy functions as a motivating factor that motivates

students to try harder and persevere in the face of difficulties, which ultimately contributes to better learning achievement.

Especially in English speaking skills. Students who have a high level of self-efficacy also have a high level of self-confidence, which will motivate them to display their speaking skills both at beginner and advanced levels (Serasi et al., 2020). Thus, high self-efficacy not only increases students' confidence in speaking, but also strengthens their willingness to continue practicing and honing their English speaking skills, regardless of their ability level.

Related to self efficacy, there are several studies that have been conducted, including by Anggi (2021), which shows that there is a large and positive relationship between self efficacy and the communication skills of grade V students of SDN Gugus IV Kuripan. Students who have good self-efficacy will have high confidence in doing a task and have awareness of their speaking abilities (Musyarrafah et al., 2022). This indicates that the higher the students' self-efficacy, the more likely they are to show better communication skills, because their confidence encourages them to be

more active and effective in interacting. This shows that self-efficacy plays an important role in shaping students' positive attitude towards their abilities, which in turn encourages them to be more active and confident in completing tasks, including in the context of speaking. The higher a student's self-efficacy, the higher their communication skills (Sudirman et al., 2023). This means that students' belief in their own abilities contributes directly to their effectiveness in conveying ideas, interacting and adjusting in various communication situations.

In addition, building high self-efficacy in students will form a good strategy for managing speaking development (Niswah Istiqomah, 2021). This suggests that self-efficacy serves as an important foundation for learning decisions, including choosing effective ways to improve speaking skills on an ongoing basis. As Hasna Nafisah Amatullah (2021), revealed that students with high self-efficacy levels have better speaking skills. In a similar vein, a study from Niswah Istiqomah (2021), This reinforces the view that self-efficacy contributes directly to improved speaking performance, as students who are

confident in their abilities tend to be more active, confident and motivated in the oral communication process. Found a positive coefficient between self-efficacy students' speaking skills. This finding indicates that self-efficacy not only affects internal aspects such as self-confidence, but also has a real impact on oral communication performance in public spaces, including in educational contexts.

However, the researcher has explored studies that focus more specifically on the dimension of self-efficacy are still limited as in research conducted by Donie Fadjar Kurniawan and Alya Dhiya Shafa (2022), This shows that there are still gaps in the literature review related to the dimensions of self-efficacy that have not been explored in depth, as seen in the research conducted by Donie Fadjar Kurniawan and Alya Dhiya Shafa, which is one of the few studies that highlight this aspect specifically. on students of the Film and Television study Program, Institut Seni Indonesia Surakarta. Most of the studies focused on the positive effect of self-efficacy in speaking. This study explored more on the Magnitude, Strength, and Generality with studies speaking.

This study offers an innovative approach to exploring students' self-efficacy in speaking English by focusing on three main dimensions in the context of speaking English. First, Magnitude was explored to again understand students' perceptions of their ability to face English speaking challenges. Interviews helped elicit information on how students assess their abilities in different situations such as formal and everyday conversations. Secondly, Strength was studied to understand how strongly individuals believe in their ability to speak English. The researcher identified factors that strengthen students' self-efficacy including previous learning experiences and peer and teacher support. Finally, the generality dimension was studied Finally, the generality dimension was examined to gain an understanding of the extent to which students' self-efficacy beliefs can be applied consistently in various English communication contexts.

By analyzing these three dimensions together, this study aims to provide a more comprehensive understanding of how each of these dimensions influences speaking ability to help develop more effective

learning strategies tailored to students' specific needs. Therefore, researcher decided to conduct a research titled "Exploring Students' Self-efficacy Towards Their Speaking Skill at MTsN 1 Maros". This study provides insight into the role of self-efficacy in shaping students' speaking ability. The results are expected to be utilized to design more effective approaches in improving students' confidence and speaking. Based on the study problems, the purpose of this study is to explore the influence of students' self-efficacy on their speaking skills in English at MTsN 1 Maros. This study aims to understand how students' beliefs in their own self-efficacy towards their English speaking ability.

B. Methods

This study used qualitative method to explore students' self-efficacy in speaking English. Qualitative study is a type of research that produces findings that cannot be achieved through quantitative or statistical techniques (Sidiq & Choiri, 2019). To gain a better understanding of the subject or phenomenon under research, this study involves certain processes such as problem

formulation, data collection, analysis, and interpretation. The researcher used a qualitative approach to collect relevant data. The study conducted observations and interviews to find out students' behaviors and situations related to self-efficacy in learning English speaking. Through these observations, researcher can identify students who exhibit certain characteristics related to self-efficacy, either high self-efficacy, both high and low. Furthermore, snowball sampling was used, starting from the previously identified students of class 8b. This method was chosen because it allowed the researcher to find suitable participants based on suggestions from the initial participants based on suggestions from the initial participants.

C. Results and Discussion

In terms of magnitude, the results of interviews and observations of this study indicate that students with high self-efficacy are more willing to take on complex speaking challenges. They actively participate in activities such as presentations, storytelling, and spontaneous discussions in the classroom. Their courage to take on challenges does not appear suddenly

but rather develops through practice, self-affirmation, and environmental support from teachers and peers. In contrast, students with low self-efficacy tend to avoid speaking challenges. They are only comfortable in highly structured situations, such as memorization activities or prepared dialogues.

Paradewari (2017) reinforces this finding, stating that anxiety is strongly influenced by self-efficacy. Students with high self-efficacy have the courage to try, even though they realize they might make mistakes. Gursoy (2018) also asserts that students with high self-efficacy do not experience anxiety when speaking. This is consistent with the observational data in this study, in which students with high self-efficacy are willing to try, even if they are not perfect. Thus, students' ability to cope with challenging speaking tasks largely depends on their self-efficacy. This suggests that the level of self-efficacy is an early indicator of students' active engagement in speaking activities.

The strength dimension refers to how stable and strong a student's belief in his or her speaking ability is. Students with high self-efficacy are not

easily swayed by mistakes or criticism; they are confident and persistent. They consistently complete speaking tasks and are motivated to improve their abilities. They are also open to correction and have an intrinsic motivation to improve. In contrast, students with low self-efficacy have fragile beliefs. They quickly lose confidence when they make small mistakes and often avoid speaking when they feel unprepared. These findings align with those of Utami & Nurjati (2017), who revealed that students with low self-efficacy are easily influenced by the judgments of others and experience high anxiety.

This study aligns with Sari (2018), who states that self-efficacy encompasses not only what students believe they can do but also their ability to maintain that belief in difficult situations. In this study, the three students with high self-efficacy demonstrated that previous successes and positive environmental encouragement strengthened the stability of their beliefs. In contrast, students with low self-efficacy lacked the psychological resources and external support necessary to sustain their motivation. In other words, self-efficacy directly influences students'

continuity and consistency in English-speaking activities.

The generality dimension describes the extent to which students' self-efficacy applies to different situations. Students with high self-efficacy demonstrate their ability to use English in various contexts, including casual conversations with friends, chatting, and presentations outside the classroom. This demonstrates that their self-efficacy is broad and flexible. In contrast, students with low self-efficacy feel confident only in limited contexts, such as speaking after memorizing a text or when they are not the center of attention. They tend to shy away in unstructured or spontaneous situations. Amatullah (2021) and Niswah Istiqoomah (2021) support this, stating that self-efficacy is directly correlated with speaking performance in various situations. Students who believe in their abilities will be more active and confident in oral communication, both in and outside the academic environment. Additionally, Desmaliza and Septiani (2018) discovered that high-achieving students tend to have high self-confidence and the courage to try new things. This demonstrates that self-efficacy impacts not only learning

situations but also character development and students' daily language behavior.

Overall, the interview and observation data are consistent in showing that students with high self-efficacy tend to perform better in speaking, are more resistant to pressure, and are more flexible in various communication contexts. They showed courage to try, were able to overcome nervousness, and could adjust when speaking outside of structured contexts. In contrast, students with low self-efficacy showed marked limitations in all three dimensions. They tend to avoid the challenge of public speaking, feel nervous even in familiar situations, and struggle to convey ideas when communication is not patterned. Some of them also show high doubts about their own abilities and rely heavily on help from teachers or peers. These findings align with those of Anggi (2021), who demonstrated a positive relationship between self-efficacy and communication skills from an early age, and Musyarrafah et al. (2022), who stated that students with high self-efficacy are not only more confident but also aware of how to independently monitor and improve

their abilities. These findings reinforce Bandura's view that self-efficacy is a strong predictor of individual behavior and performance. Other studies, such as those Sudirman et al. (2023), have also demonstrated a positive correlation between self-efficacy and speaking skills. The implication is that strengthening self-efficacy should be a focus of English speaking instruction through positive teacher support, gradual practice, and creating a psychologically safe learning environment.

E. Conclusion

This study concludes that students' self-efficacy level at MTsN 1 Maros significantly influences their English speaking skills. Students with high self-efficacy demonstrate greater self-confidence and emotional regulation. They are brave enough to face challenging speaking situations and can apply their speaking skills in various contexts, including outside the classroom. They also tolerate mistakes better and are motivated to continue practicing. Conversely, students with low self-efficacy tend to avoid speaking tasks, experience

more anxiety, and feel comfortable only when reciting memorized texts in controlled situations. Therefore, it is important to emphasize that strengthening self-efficacy through consistent practice and appropriate social support is crucial to improving students' English speaking courage, readiness and ability.

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