Speaking Self-Efficacy of EFL Students of Pre-Service Teaching Program in EFL Classroom Setting

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Abstract

The standing grown of academic self-efficacy as a theoretical framework of the independent contributor to task performance of language skills such as speaking has been widely recognized. Considerable amount of researches has also found self-efficacy in EFL context is still roughly challenging. The present research attempts to explain the speaking self-efficacy of 35 EFL students of a pre-service teaching program who enrolled in an EFL speaking advanced class. The result showed the average percentage of student's self-efficacy in the mastery of speaking skills was 79% which was high. The highest point of those questionnaires was students; belief in their personal ability in the mastery of speaking skills (82%). while the lowest point of questionnaires was factors' influencing students' in public speaking in EFL classroom setting (77%). The average percentage of students' self-efficacy in the mastery of speaking skill can grow with effort was categorized as high scale (79%). This research also revealed that students' sources of self-efficacy based on their positive experiences of task accomplishments, observing role model performances, verbal persuasions, their effort, persistence/resilience that they exerted when obstacles arise, and emotional states. The Self-efficacy level of one student with another's was different despite having the same score and it has nothing to do with gender. Individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather than as threats to be avoided.

INTRODUCTION

One of the four macro language skills which are required to be developed by EFL/ESL learners to communicate effectively in different contexts is peaking, In fact, their goals are being able to use English for communicative purposes. The phenomenon is triggered by mainstream paradigm that speaking competence is one way of others to get a better job especially in multinational companies or international relationship. Furthermore, successful EFL/ESL learners are considered if they can communicate effectively in English. In terms of this matter, they put their priority on speaking and they should have maximum language exposure in order to develop their mastery in English speaking proficiency.

In dealing with the standing ground of English as international language above, speaking skill has become overwhelmingly pivotal in ESL/EFL context. The purpose of teaching and learning speaking is that how students are able to express and comprehend ideas in simple transactional and interpersonal conversation. It means that the mastery of speaking skill for EFL/ESL learners is very important because the learners are considered have succeeded in learning foreign language if he/she is able to communicate well.

However, the mastery of speaking skill for most EFL learners is still difficult. Mukminin, Muazza, Hustarna, & Sari (2015) stated that EFL learners still have difficulties in speaking class. This unwanted situation is supported by EF EPI 2020 (English First English Proficiency Index) reported that Indonesian rank of English language skill in the world showed that Indonesian English proficiency level was at low proficiency level (4.53) which was in the rank of 74 out of 100 countries in the world and rank 15 out of 25 in Asia.

The variety of approaches in the range of theoretical positions and the research practices bring the perspectives of speaking skill as a demanding skill for EFL learners. The thematic framework of speaking skill's issues, practices, and trends are reflecting the continuing diversity of mastering speaking skill as a research field. The result shows those students' speaking skills problems continuously exist even after some years of studying at university level. Furthermore, most of them basically shared the same and most common speaking skill problem which is the influence of the first or second language. Zhang (2009) argued that the majority of English learners faced speaking is the toughest skill. Ur (1996) stated that inhibition, students lack of idea to talk; only a peculiar student speak at a time either in small or large classes and the inclination of some peculiar learners in dominating the class make some learners lose their opportunities to speak or even not at all; and using local language.

Seim (2018) and Li & Gollan (2018) studied about mother tongue intervention and claimed that lexical interference and cognate representation are the most common. Pardede (2018) accentuated that good pronunciation is essential to enable one to speak effectively. Heriansyah (2012) attested that speaking skill largely more than knows its grammatical and semantic rules. Sayuri (2016) found out that vocabulary, pronunciation, grammar, and fluency were the most common problem faced the students. The other studies focused on pedagogical factors that affecting the mastery of speaking skills. Khaleghi (2018) claimed that conditional factors (class management, materials selection

and teachers' behavior) and pedagogical factors (educational system, material and course design, teacher and student relation, teaching approach, and teacher's English proficiency) affecting the mastery of speaking skills. Afshar & Asakereh (2016) stated that the curriculum was one of among the major problems for speaking skills.

Maulana, Daud, and Heriansyah (2016) paper focused on students' inhibitions and stated that the most problems in the mastery of speaking skill were vocabulary, pronunciation, no confidence and afraid of errors while speaking. Lilis Suryani & Argawati (2018) stated that the mastery of speaking skill was somehow spotted on several parts of psychological aspects like motivation, self-esteem, and risk-taking. Indrianty (2016) investigated students' source of anxiety and their types. She found out that the sources of anxiety were derived from communicative apprehension, anxiety testing and negative evaluation fearless and revealed two types of anxiety: trait anxiety and state/situational anxiety.

In general, the researcher concludes that these previous findings indicated that individual differences in learning speaking skill such as ages, motivations, learners' beliefs, aptitudes, strategies, personality traits, learning styles lead to a huge differences learning rate and learning achivements, such as no ideas about what to say, less confidence to speak, lack of vocabulary bank, tend to keep silent, not confident to speak, and afraid of making mistakes.

Although speaking skill is complicated as it faced the problems as mentioned above, some researchers have been putting their efforts and attentions toward learners' perceptions on the role of their beliefs and thoughts in the mastery of speaking skills. The standing grown of this theoretical framework was developed by Bandura (1983) known as self-efficacy. He said that self-efficacy was regenerated from personal factors (e.g., thoughts, beliefs), interactions behavior and environmental conditions. Furthermore, Bandura (1995) explained self-efficacy is a belief in one's capabilities to accomplish a task under certain circumstance,

In the other hand, Noonan & Erickson (2018) stated that self-efficacy is individual perceptions on one's capabilities to organize, execute and achieve an expected level of challenging tasks. They argued that self-efficacy apparently is a vital and significant in students' educational performances and even increasing their performances even better than real and actual abilities. One's who has a high self-efficacy believes in his/her educational performance will be motivated to work harder. In the other way around, one's who has a low self-efficacy will thinks that the given task is very difficult. Tilfarlioglu and Cinkara (2009) described self-efficacy as a very significant element of effort and motivation. Schunk (1991) stated that self-efficacy sustains, generates and increases motivation and perception. Once students realize their progress in second language skills, they levels of self-efficacy will be gradually developed and raise their learning motivation.

Bandura (1999) developed 4 (four) states of self-efficacy, namely (1) mastery experiences, (2) vicarious experiences, (3) social persuasion and (4) physiological and emotional state. Mastery experience in this research was defined as learner's experiences of successful in their speaking performance. The researchers used it as one of powerful

sources to stimulate their motivation and perception to enhance learner's ability and competence. Vicarious experience was defined as observing and comparing oneself with others as 'a model' (classmate that has identical and comparable skills or traits). Once learner see this model successes in performing a task, he/she will likely motivated to feel able to face and complete identical given task; Social persuasion was about positive persuasion that may improve or increase self -efficacy, and negative persuasion that seems decrease or lowering self-efficacy. One's who has high self-efficacy show confidence in their ability to manage their motivation and behavior, allowing them able to manage their own needs and supports. In dealing with the mastery of speaking skill in language learning context, they actively participated in class, studying harder, longer persistence, and having less adversely emotional reactions when encountering difficulties comparing to learners with lower self-efficacy.

Demirel, Türkel, & Aydın (2020) investigated Turkish university student's speaking self-efficacy in EFL setting. The findings showed that self-efficacy was not base on gender, but based on their faculties. Hadriana (2020) studied the correlation of learning anxiety and speaking self-efficacy and found out that self-efficacy and anxiety showed different patterns. Intan, Rizka & Rakhmawati. (2018) found out that speaking performance was affected by vicarious experience, verbal persuasion and emotional state. Paradewari (2017) revealed that students' self- in EFL classroom setting consisted of mastery experience, emotional state, verbal or social persuasion and vicarious experience, Alawiyah (2018) found out that students' speaking-self-efficacy affected their speaking skill performances.

Those previous studies above showed that there have been many studies undertaken the vital role of self-efficacy in language learning. However, the findings were somehow inconsistent, some had either positive or negative and even there was no relationship at all with speaking skill performance. Base on the findings of those previous studies, this research aims to investigate students' self-efficacy in the mastery of speaking skills in EFL classroom setting specifically in speaking advanced class. The researchers adopted the self-efficacy theory proposed by Gaumer-Erickson & Noonan (2016) who stated that self-efficacy is a belief in one's ability to organize, execute and complete a given tasks and a belief that ability can grow with effort (students' believe that ability in the mastery of speaking skill can grow with effort and students' believe in their ability in the mastery of speaking skill).

In compliance with the aims stated above, this study was conducted to answer the following three questions:
1. What is the students' belief on their ability in the mastery of speaking skill in advanced speaking class?
2. What is the students' belief on their personal ability in the mastery of speaking skill in advanced speaking class?
3. Factors' influenced students' self-efficacy in the mastery of speaking skill in EFL classroom setting

METHOD

Respondents of this research were the second-year students of 35 EFL students of pre-service teaching program who enrolled in speaking advanced class in EFL classroom setting at Muhammadiyah Maumere Teacher Training Institute. Their ages were in between 19-22 and had been learning English for approximately 6 years. Mostly, they used English inside or outside the classroom, such as: chatting with foreigners and watching movies and English news. They were selected since they were in speaking advanced class so they were more relevant to this study.

In order to elicit their self-efficacy in speaking advanced class, researchers used 19 items of questionnaire taken from Gaumer-Erickson & Noonan (2016) and the questionnaire taken from Paradewari. (2017) to match with the mastery of speaking skill context which consisted of 8 (eight) items of students' believe on their abilities in the mastery of speaking skill, 5 (five) items of students' believe in their abilities in the mastery of speaking skill can grow with effort and 6 (items) about factors' influencing students' in public speaking in EFL classroom setting.

Researchers made the questionnaire available by providing the URL https://forms.gle/Aa9teAuFJAcwa8MNA. Students filled the questionnaire by self-rated items base on a 5-point, Likert-type scale. These scales were ranged from (1) strongly disagree, (2) disagree, (3) Neutral, (4) agree, and (5) strongly agree. The data were measured individually and presented with different levels and strength using percentage and highlighted. The low level self-efficacy range 0 point to 30-point scale. Then, moderate level will be ranged from 31 point to 69 and high level will be ranged from 70 point to 100 point. The formula which was used to calculate the answer is below:

$$\frac{\sum x}{N}$$

$\sum x$: Sum of respondents' answer for each statement
   N: Total respondents

FINDINGS AND DISCUSSION

The result would be highlighted in three sections representing the elements of each questionnaire.

Students' belief on their ability in the mastery of speaking skill in speaking advanced class

The finding showed that 30 out of 35 students (85%) were categorized as high scale which meant that they believed on their abilities in their speaking performances while 5 out of 35 students (14%) students were moderate. The average percentage of students who believed on their personal ability in the mastery of speaking skill in EFL classroom setting was categorized as high scale (82%). Chart 1 highlights the data findings.
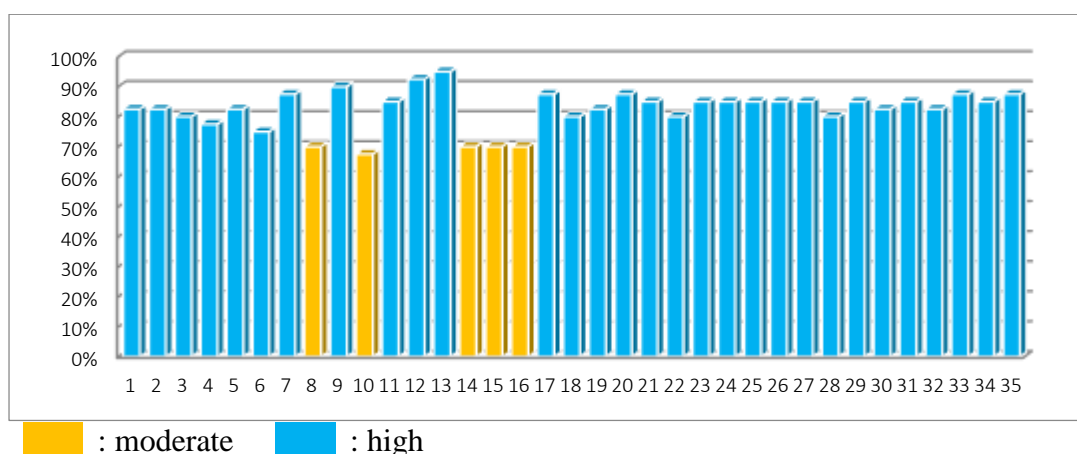
Chart 1 Students' believe on their ability in the mastery of speaking skill in speaking advanced class

Chart 1 showed students with moderate were student 8, student 10, student 14, student 15, and student 16. The highest percentage of student's believe on their ability in the mastery of speaking skill in speaking advanced class was student 13 which was 95% while the lowest one was 68% which was student 10. Students answer in the questionnaires would be highlighted in Table 1.

As shown in Table 1, the percentage of each question picked by students. The 1st question was related to students believed that they could learnt what had been taught in speaking advanced class. It showed that 6 out of 35 (17%) neutral, 22 out of 35 (63%) agreed while 7 out of 35 (20%) were strongly agreed. Question no 2 related to their believed that they could enhance their speaking skills if they try hard enough. . It showed that 3 out of 35 (9%) neutral, 20 out of 35 (57%) agreed while 12 out of 35 (34%) were strongly agreed. Question no 3 was related their belief if they practiced daily, they could performed an organized and clear speech in speaking advanced class. It showed that 5 out of 35 (14%) neutral, 21 out of 35 (60%) agreed while 9 out of 35 (26%) were strongly agreed.

The 4th and the 5th question aimed to measure student's focus on tracking both their efforts and progress. It helps them celebrate their improvement rather than getting discouraged by what they haven't accomplished yet, but also helps them shift away from comparing themselves to others. Question no 4: once I've delivered an organized and clear speech in speaking advanced class, I'll keep trying to develop, although if it is getting harder than I expected. . It showed that 4 out of 35 (11%) neutral, 22 out of 35 (63%) agreed while 9 out of 35 (26%) were strongly agreed. Question no 5: when I struggled to accomplish an organized and clear speech in speaking advanced class, I'll focus on making progress instead of feeling afraid of errors and discouraged. . It showed that 7 out of 35 (20%) neutral, 18 out of 35 (51%) agreed while 10 out of 35 (29%) were strongly agreed.

The last 3 (three) questions aimed to measure student's ability in the mastery of speaking skill. Question no 6: I believe that I have ability to perform a speech in front of the classroom. . It showed that 2 out of 35 (6%) neutral, 21 out of 35 (60%) agreed while

12 out of 35 (34%) were strongly agreed. Question no 7: I would succeed to enhance my speaking skill in speaking advanced class. It showed that 6 out of 35 (17%) neutral, 22 out of 35 (63%) agreed while 7 out of 35 (20%) were strongly agreed. Question no 8: I believe I have the capability to perform my speech confidently in speaking advanced class. It showed that 4 out of 35 (17%) neutral, 28 out of 35 (80%) agreed while 3 out of 35 (9%) were strongly agreed.

Table 1 Students' believe on their ability in the mastery of speaking skill in speaking advanced class

No	Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		N	%	N	%	N	%	N	%	N	%
1	I believe I have capability to learn in speaking class.	0	0%	0	0%	6	17%	22	63%	7	20%
2	I believe I have capability to enhance my speaking performance if I try hard enough.	0	0%	0	0%	3	9%	20	57%	12	34%
3	I believe I will have capability to perform an organized speech in speaking advanced class, if I practice daily	0	0%	0	0%	5	14%	21	60%	9	26%
4	Once I've decided to perform an organized speech in speaking advanced class, I try my best to complete it, even if it is harder than I expected.	0	0%	0	0%	4	11%	22	63%	9	26%
5	I believe that I have capability to perform my speaking skill in the classroom in front of my friends.	0	0%	0	0%	7	20%	18	51%	10	29%
6	When I'm struggling to complete an organized speech in speaking advanced class, I will focus on progress instead of feeling afraid and discouraged.	0	0%	0	0%	2	6%	21	60%	12	34%
7	I believe I have capability to develop my speaking skill in speaking advanced class.	0	0%	0	0%	6	17%	22	63%	7	20%
8	I believe I have the capability to perform my speech confidently in speaking advanced class.	0	0%	0	0%	4	11%	28	80%	3	9%

Students' belief in their abilities in the mastery of speaking skill in speaking advanced class can grow with effort

The finding showed that 31 out of 35 students (88%) were categorized as high while 4 out of 35 students (11%) students were moderate. The average percentage of students' belief in their abilities in the mastery of speaking skill in speaking advanced class can grow with effort was categorized as high (79%). Chart 2 highlights the data findings.
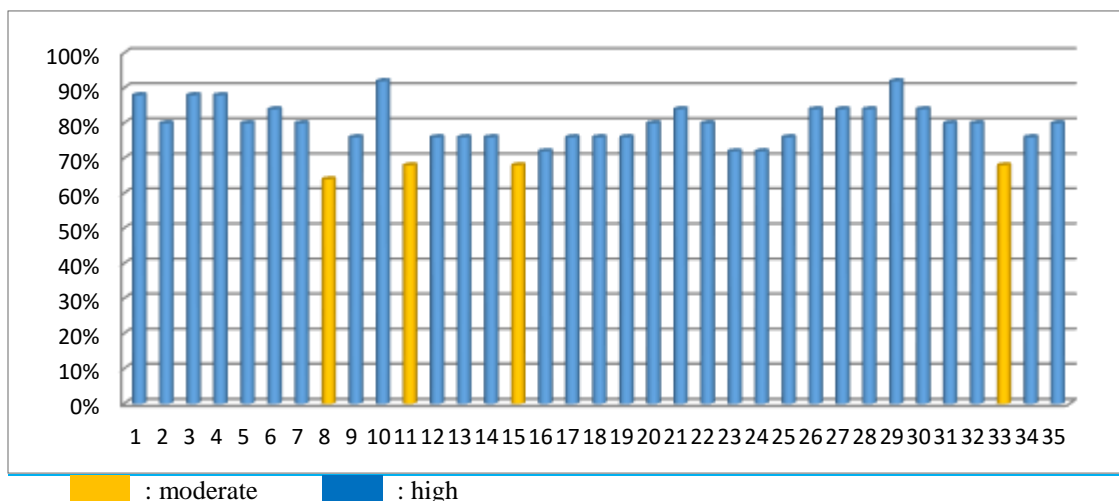

Chart 2 Students' belief in their ability in the mastery of speaking skill during speaking advanced class

Chart 2 showed students with moderate were student 8, student 11, student 15 and student 33 while the rest were students with high percentage. The highest percentage of students believed on their personal ability in the mastery of speaking skill can grow with effort was 92% while the lowest one was 64%. Students answer in the questionnaires would be highlighted in table 2.

As shown in Table 2, the percentage of questions about students believes on their ability in the mastery of speaking skill in speaking advanced class. The 1st question was related to students believed that hard work would be paid off with my confident speech performance. It showed that 10 out of 35 (29%) neutral, 19 out of 35 (54%) agreed while 6 out of 35 (17%) were strongly agreed. The 2nd related to their believed on their ability in speaking advanced class could grow with effort. It showed that 10 out of 35 (29%) neutral, 16 out of 35 (46%) agreed while 9 out of 35 (29%) were strongly agreed. The 3rd question related their belief that speaking skill can be developed. It showed that 5 out of 35 (14%) neutral, 20 out of 35 (57%) agreed while 10 out of 35 (29%) were strongly agreed. The 4rd question related their belief that they can significantly develop their speaking skill. It showed that 11 out of 35 (31%) neutral, 17 out of 35 (49%) agreed while 7 out of 35 (20%) were strongly agreed. The 5th question related their belief that they have capability to increase my ability in speaking advanced class. It showed that 9 out of 35 (26%) neutral, 23 out of 35 (66%) agreed while 3 out of 35 (9%) were strongly agreed.

Table 2 Students belief on their personal ability in the mastery of speaking skill in speaking advanced class

No	Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
1	I believe hard work pays off with delivering my speech confidently.	0	0%	0	0%	10	29%	19	54%	6	17%
2	I believe that my ability in speaking advanced class grows with effort.	0	0%	0	0%	10	29%	16	46%	9	26%
3	I believe that my peaking skill could be developed in speaking advanced class	0	0%	0	0%	5	14%	20	57%	10	29%
4	I believe no matter what, I would able to develop my speaking skill in speaking advanced class	0	0%	0	0%	11	31%	17	49%	7	20%
5	I believe I have capability to change my speech performance in speaking advanced class	0	0%	0	0%	9	26%	23	66%	3	9%

Factors' Influencing Students' in Public Speaking in EFL classroom setting
The finding showed that 31 out of 35 students (88%) were categorized as high while 4 out of 35 students (11%) students were moderate. The average percentage of factors' that that influenced students' self-efficacy in the mastery of speaking skill in speaking advanced class was categorized as high scale (77%). Graph 2 highlighted the data findings.
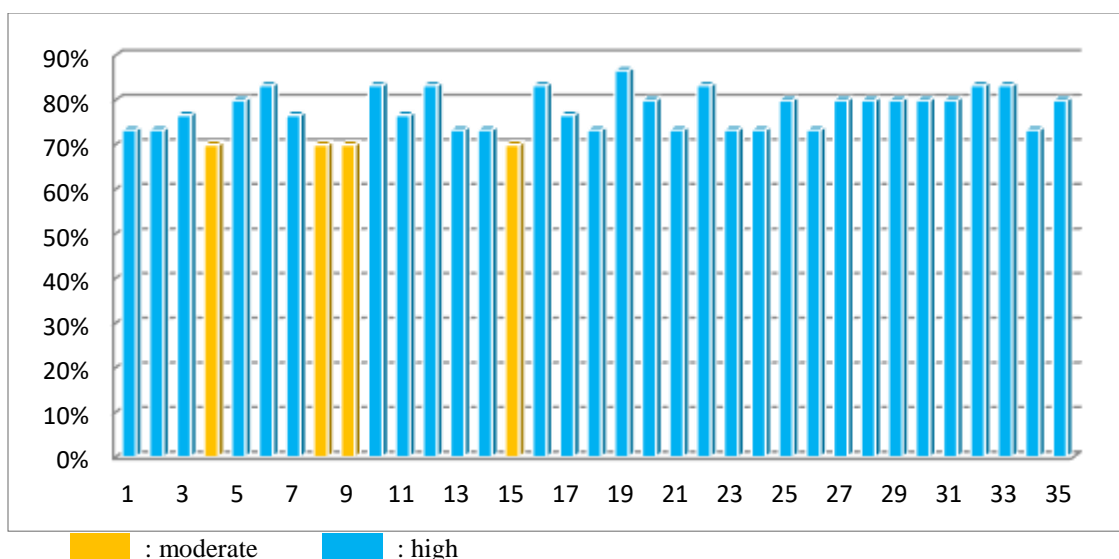

Chart 3 factors' that that influenced students' self-efficacy in the mastery of speaking skill in speaking advanced class

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Chart 3 showed students with moderate were student 4, student 8, student 9 and student 15 while the rest were students with high. The highest factors' that that influenced students' self-efficacy in the mastery of speaking skill in speaking advanced class was 87% while the lowest one was 64%. Students answer in the questionnaires would be highlighted in table 3.

Table 3 Factors' influenced students' self-efficacy in the mastery of speaking skill in EFL classroom setting

No	Statements	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
1	I can manage (raise or lower) my voice to make my speech powerful in front of the classroom	0	0%	0	0%	3	9%	27	77%	5	14%
2	I can deliver my speech clearly In front of the classroom	0	0%	0	0%	15	43%	18	51%	2	6%
3	I have a role model in speech performance in speaking advanced class	0	0%	0	0%	4	11%	26	74%	5	14%
4	I can manage my facial expressions during my speech performance in front of the classroom	0	0%	0	0%	7	20%	21	60%	7	20%
5	I can manage my gestures during my speech in front of the classroom	0	0%	0	0%	9	26%	22	63%	4	11%
6	I always feel relieved and delighted after performing my speech In front of the classroom	0	0%	0	0%	15	43%	17	49%	3	9%

Table 3 showed the percentage of questions about factors' influencing students' in public speaking in EFL classroom setting ir speech more powerful in front of the classroom. It showed that 3 out of 35 (9%) neutral, 27 out of 35 (77%) agreed while 5 out of 35 (14%) were strongly agreed. The 2nd question related to their believed on their ability in performing credible speaker during their speech because they can deliver their speech clearly In front of the classroom It showed that 15 out of 35 (43%) neutral, 18 out of 35 (51%) agreed while 2 out of 35 (6%) were strongly agreed. The 3rd question related their belief that they had a role model in delivering the speech effectively in front of the classroom. It showed that 4 out of 35 (11%) neutral, 26 out of 35 (74%) agreed while 5 out of 35 (14%) were strongly agreed. The 4th question related their belief that they could use facial expressions during their speech in front of the classroom. It showed that 7 out of 35 (20%) neutral, 21 out of 35 (60%) agreed while 7 out of 35 (20%) were strongly agreed. The 5th question related their belief that they could use gestures during their

speech in front of the classroom. It showed that 9 out of 35 (26%) neutral, 22 out of 35 (66%) agreed while 4 out of 35 (11%) were strongly agreed. The 6th question related their belief that after delivering my speech In front of the classroom they feel relieved and delighted. It showed that 15 out of 35 (43%) neutral, 17 out of 35 (49%) agreed while 3 out of 35 (9%) were strongly agreed.

Gaumer Erickson & Noonan (2016) stated that the most important source of self-efficacy is believe on personal ability because it's components determine their belief on their capability to organize, execute and accomplish specific tasks. The finding confirmed that students with high self-efficacy believed they had capabilities in the mastery of speaking skill and had excellent or at least good speaking performance and explained the material of speech in a better idea. (80%), they could manage (raise or lower) their voices in their speech performances (77%), managed their facial expressions and delivered their speech confidently (60%), they could managed their gestures and pushed the efforts to find strategies (63%).

Agreed with Alawiyah (2018) this study found out those students' speaking-self-efficacy affected their speaking skill performances. Students with high belief on their personal ability in the mastery of speaking skill were able to learn about what was being taught (63% agreed) reflected by more actively participated in class, studying harder (57% agreed) reflected by their daily practicing (60% agreed), longer persistence (63% showed by their less adversely emotional reactions when encountering difficulties. Williams (2010) noted that individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather than as threats to be avoided. It was proved that 60% agreed that students would focus on their progress instead of feeling afraid of errors and being discouraged. These attitudes were influenced by their own self-efficacy. Bandura (1993) stated that sel-efficacy beliefs affecting people feel, think, motivate and behave. The result also agreed with Demirel, Türkel, & Aydın (2020) which was stated that self-efficacy was not based on gender, but based on their faculties.

CONCLUSION

Portraying speaking self-efficacy of EFL learners of pre-service teaching program who enrolled in speaking advanced class in EFL classroom setting was a huge challenging deal. The researchers concluded that level of self-efficacy of one student with another's is different despite having the same score and it has nothing to do with gender The findings demonstrated that the students' sources of self-efficacy based on their positive experiences of task accomplishments, observing role model performances, verbal persuasions, their effort, persistence and resilience that they exerted when obstacles arise, and emotional states. Students with high self-efficacy achieved higher GPA compared to students with moderate self-efficacy supported the finding. Researchers suggested that teachers have to help students experience success such as encourage students in delivering a speech and give them daily problem-solving successes, provide feedback on their effort, peer modeling, and support students affirmations. Future related study about academic self-efficacy especially in EFL context is still roughly challenging, therefore some core aspect such as methodological aspect, research instruments and sampling should have be

better before conducting research, so the result generated would be more robust and more interpretable

ACKNOWLEDGEMENTS

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