

**CORRELATION BETWEEN EFL STUDENTS' SELF – EFFICACY AND
SPEECH ABILITY IN PUBLIC SPEAKING CLASS AT
ENGLISH DEPARTMENT OF UNIVERSITAS NEGERI PADANG**

THESIS

*Submitted as a Partial Fulfilment of the Requirements to Obtain Bachelor of
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at English Department of Universitas Negeri Padang

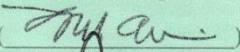
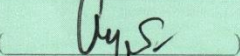
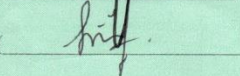
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ABSTRACT

Cladonia, Z. (2021). “The Correlation Between EFL Students’ Self – Efficacy and Speech Ability in Public Speaking Class at English Department of Universitas Negeri Padang.” Thesis. Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.

Some students feel scared when they have to perform a speech in front of the public. They feel like having a kind of tension, worry, and discomfort during the speech performance. Therefore, this research aimed to find out the relationship between self-efficacy and speech ability of English department students who had taken Public Speaking class at Universitas Negeri Padang. The type of research is a correlation study. The population in this research was second years students in the Public Speaking class. The sample took 29 students in a class who were selected using cluster random sampling. The data were collected through a questionnaire and a speech ability test through the final semester scores in the Public Speaking class. The results of the study show that self-efficacy and speech ability do not have a correlation with sig. (2-tailed) is 0.787 which indicates that the two variables have no relationship with each other. When students have high self-efficacy it is not a guarantee that the performance of the speech is high, and when students have low self-efficacy, it is not guarantee that they cannot perform speech well. It is suggested for further researchers to develop more research about self-efficacy and speech ability and look for other factors that can affect speech abilities.

Keywords: *Speech Ability, Self – Efficacy, Public Speaking*

ABSTRAK

Cladonia, Z. (2021). Hubungan antara Efikasi Diri Siswa dan Kemampuan Berbicara dalam Kelas *Public Speaking* di Jurusan Bahasa Inggris Universitas Negeri Padang. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Beberapa mahasiswa merasa takut ketika harus berpidato di depan umum. Mereka merasakan semacam ketegangan, kekhawatiran dan ketidaknyamanan selama penampilan pidato. Oleh karena itu, penelitian ini bertujuan untuk mengetahui hubungan antara self-efficacy dengan kemampuan berbicara pada mahasiswa jurusan Bahasa Inggris yang mengikuti kelas Public Speaking di Universitas Negeri Padang. Jenis penelitian ini adalah penelitian korelasi. Populasi dalam penelitian ini adalah siswa tahun kedua di kelas Public Speaking. Sampel yang diambil adalah 29 mahasiswa dalam satu kelas yang dipilih dengan menggunakan cluster random sampling. Pengumpulan data dilakukan melalui angket kuesioner dan tes kemampuan berbicara melalui nilai semester akhir di kelas Public Speaking. Hasil penelitian menunjukkan bahwa self-efficacy dan kemampuan berbicara tidak memiliki hubungan dengan sig. (2-tailed) sebesar 0,787 yang menunjukkan bahwa kedua variabel tidak memiliki hubungan satu sama lain. Ketika siswa memiliki self-efficacy yang tinggi bukan berarti penampilan tuturannya rendah, dan ketika siswa memiliki self-efficacy yang rendah bukan berarti ia dapat melakukan tuturan dengan baik. Disarankan bagi peneliti selanjutnya untuk lebih mengembangkan penelitian tentang self-efficacy dan kemampuan bicara.

Kata kunci: Berbicara, Kemampuan Berpidato, Efikasi Diri, Berbicara Didepan Umum

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Padang, 31 January 2021

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language where many countries use it and makes this language as a second language in several countries, one of which is in Indonesia. To master the language, EFL Students are required to be able to master four language skills in English. One of them is speaking skills.

Speaking can make people interact with each other, especially in terms of communication. Communication can be successful if the message can be conveyed and understood by the recipient. Therefore, to be a good speaker, the students have to know the basic concepts of speaking, the purpose of the speaking, and the types of speaking.

In conveying information, several things have to be considered, such as body language, eye contact, intonation, and also takes strong confidence to perform a speech. The students have to prepare their speech before performing in public. In addition, they also need to know the audience and organize the material.

In this case, when students want to perform a speech they tend to feel tense, anxious and lack confidence. They should increase their confidence that they can deliver a good speech by practicing and preparing the speech carefully. Besides, to make Students believe in their abilities and try to do something to achieve what they want, this is called self-efficacy. Bandura (2016, p.2) says that "The belief in one's capabilities to organize and execute the course of action

required to manage prospective situations". The speaker has to prepare properly and build confidence in performing a successful speech.

Several researchers have analyzed self-efficacy and speech. Chen, Y (2020) discusses the Correlation between Self-Efficacy and English Performance. Maryam et al (2019) discuss EFL Students' perceptions towards their self – efficacy in learning Public Speaking. Nuvitasari et al., (2018) discuss self – efficacy in Public Speaking. Khatib and Maarof (2015) discuss self – efficacy perception of oral communication ability among English as a second language. Puspita et al., (2014) discuss the level and sources of self–efficacy in Public Speaking.

This study is focussed on the self-efficacy and speech ability of EFL students in Public Speaking. Students often feel less confident about their ability to perform a speech. To build their confidence, several things can be done such as by seeing other people performing speech, finding some motivation that motivate them, and continuing to practice much time to be able to perform well and be confident in their abilities to speech.

To learn how to be able to perform a good speech, students who take the English learning program can learn it in Public Speaking Class. It is one of the subjects that have to take in the English language learning program. This is a subject that studies how to improve public speaking skills. Students can learn how to speak properly in public. How to do a good speech that can convey a message to the audience.

Many researchers have conducted speech ability and self – efficacy in Public Speaking studies. Dasmo (2014) research conducted examines the effect of speaking self-efficacy and gender on speaking activities. Doğan (2016) the research was conducted at the ELT Department of Necmettin Erbakan University in Konya, Turkey. This research is about students' self-efficacy levels and their relation to their anxiety within an EFL context. Paradewari (2017) this research studies the investigation of students' self-efficacy of public speaking at Sanata Dharma University's English Language Study Program. Barruansyah (2018) the researcher conducted Applying Impromptu Speech Technique to Improve Students' Speaking Ability, a study at the College of Foreign Languages (STIBA) using the subject of a fourth semester student research. Mortaji (2018) conducted the impact of ongoing impromptu speech on developing public speaking competence at Al Akhawayn University in Ifrane (AUI). Meilani, et al (2019) the researcher conducted an Analysis of Students' Ability in Public Speaking at Universitas PGRI Palembang.

This study examined how EFL students' ability in performing speech and how it relates to self-efficacy. Is there a correlation between speech ability and self – efficacy. This study focused on their performance in speech and the influence of self-efficacy on students. Therefore, they can see how the results will be obtained.

Based on the problems above, the researcher figured out the Correlation between EFL Students' Speech ability and Self-Efficacy in Public Speaking Class at the English Department of Universitas Negeri Padang. In addition, this study is

also proposed to study the correlation between students' speech ability and self-efficacy in public speaking class.

B. Identification of the Problem

Some students feel worry when they have to make a speech in front of the public. They feel a kind of tension, worry, and discomfort during the speech performance. This makes them less optimal when delivering their speech. Many things can cause students' confidence in performing a speech. For example, by seeing other people make speeches or finding some motivation that can motivate them to be able to perform a speech with very well. EFL Students who want to learn about performing a good speech can learn in Public Speaking. It is a subject that teaches the students how to speak in the public.

Therefore, the researcher wanted to see more about EFL Students' speech ability and self – efficacy in Public Speaking. The researcher wanted to know whether or not EFL Students' self – efficacy correlates with speech ability.

C. Limitation of the problem

Based on the identification of the problem, the study focussed on the correlation between EFL students' Self-Efficacy and Speech Ability in Public Speaking Class at English Department of Universitas Negeri Padang.

D. Formulation of the Problem

Based on the focus of the research, the researcher formulates the problems into "Is there a correlation between EFL students' self – efficacy and

speech ability in the Public Speaking class at English department of Universitas Negeri Padang.

E. Research Question

The research questions of this research based on the identification and the limitation of the study are as the following:

1. What is the level of EFL students' self – efficacy in speech in Public Speaking?
2. What is the level of EFL students' speech ability in Public Speaking?
3. What is the correlation between EFL students' self-efficacy and speech ability in public speaking?

F. Purpose of the Research

The purposes of this research are:

1. To find level EFL students' self – efficacy in speech public speaking.
2. To analyze EFL students' speech ability in public speaking.
3. To determine the correlation between EFL students' self – efficacy and speech ability in the public speaking.

G. Significance of the Research

Many studies have been conducted in testing the speech ability of students and their self-efficacy. Therefore, this research is expected to improve current knowledge, to see more detailed students' self – efficacy and speech ability.

H. The Definition of the Key Terms

1. Speaking

Speaking focused on speaking monologue, which is speaking is doing by one person without any response from other people

2. Speech Ability:

Someone ability to present or perform a speech in the public

3. Self – Efficacy:

Self-efficacy is people's beliefs about their ability to improve a performance that gives effect to events that affect their lives. These beliefs determine how people feel, think, motivate themselves, and behave in doing things.

4. Public Speaking

Public speaking is a subject that studies how to speak in the public that focuses on speech.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results obtained, it can be concluded that self-efficacy and speech abilities do not have a correlation. The analysis was performed using SPSS 20.0. The results showed that the 2-tailed sig number 0.787, which means this number is greater than 0.05, which means that there is no correlation between self-efficacy and speech ability. The data from the self-efficacy in speech questionnaire showed that the students were in the medium to the high level. The Speech Test Score showed that students were in very good scores and at a high level.

B. Suggestions

Based on the conclusion stated above, the suggestions are stated below:

1. For the next researchers

For further research, this study can be used as a reference in researching self-efficacy and speech ability. It is hoped that further research can find solutions so that Students can perform a speech in public confidently

2. For lecturer

It is recommended for lecturers to pay more attention to the self-efficacy of students and to give encouragement to perform a speech in public. For example, before performing the lecturer gives some tips and

motivation to the students about making a good speech so they can be able to perform confidently.

3. For Students

Students have to know what their strengths and weakness are when they perform in speech so they can prepare it better by increasing knowledge about how to perform good speech and increasing self-confidence in the public.

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