

EXPLORING STUDENTS' SELF-EFFICACY IN SPEAKING PERFORMANCE IN INDONESIAN EFL CLASSROOM

¹Nur Aulia Amalia Alimuddin

²Prof. Muhammad Basri, M. A, P.hD

³Prof. Dr. Muhammad Basri Wello, M.A

State University of Makassar

Jl. Andi Pangeran Pettarani

Email: Nuraulia.amalia@gmail.com

Abstract

This research aimed to identify the students' self-efficacy levels in speaking performance, to investigate the factors affecting students' self-efficacy in speaking performance, and to explore the impacts of the factors in students' speaking performance in Indonesian EFL classroom. The researcher applied qualitative method research. The subjects of this research were six students of ten grade MIPA 6 of SMAN 22 Makassar. This research used case study design. This research used three instruments, they were questionnaire, interview guide, and observation sheet. The result of this research showed that (1) most of the students have moderate self-efficacy level in speaking performance. (2) factors affecting students' self-efficacy in speaking performance were task complexity, psychological, environment, circumstances, familiar audiences, preparation, external incentives, and information of self-skill. (3) the impacts of the factors affecting the students self-efficacy in speaking performance were lack of confidence, anxiety, nervousness, lack of focus, relax, and high self-confidence.

Key words: Self-efficacy, speaking performance

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi tingkat efikasi diri siswa dalam kemampuan berbicara, mengidentifikasi faktor yang mempengaruhi efikasi diri siswa dalam kemampuan berbicara, dan mengeksplor dampak dari faktor tersebut dalam kemampuan berbicara siswa pada kelas EFL. Peneliti menerapkan metode penelitian kualitatif. Subjek dari penelitian ini adalah 6 siswa kelas sepuluh MIPA 6 dari SMAN 22 Makassar. Penelitian ini menggunakan desain penelitian studi kasus. Penelitian ini menggunakan tiga instrumen, yaitu kuesioner, panduan wawancara, dan lembar observasi. Hasil dari penelitian ini menunjukkan bahwa (1) mayoritas efikasi diri siswa berada pada tingkat menengah. (2) Faktor yang mempengaruhi efikasi diri siswa dalam kemampuan berbicara adalah kompleksitas tugas, psikologis, lingkungan, suasana, hadirin yang familiar, persiapan, intensif eksternal, dan informasi mengenai kemampuan diri. (3) Dampak dari faktor yang mempengaruhi efikasi diri siswa dalam kemampuan berbicara adalah kurang percaya diri, cemas, gugup, kurang fokus, santai, dan kepercayaan diri tinggi.

Kata Kunci: Efikasi diri, kemampuan berbicara

1. INTRODUCTION

Speaking is a core skill to interact each other. Asuncion & Encalada (2019) state that speaking is core elements of interaction and language acquisition. In the same way, Studies, Mahreez, & Ghani (2016) reveal that speaking is a verbal communication of language used to communicate with others. In addition, speaking is the way to express ideas and opinions, to give instruction, to solve problems, to increase proficiency in speaking, or to maintain the relationship or friendship (Cabe & Selatan, 2012). By speaking, people can convey information, ideas, and maintain social relationship in interacting with others.

Speaking performance is important to be mastered by students. Lorena & Sadiku (2015) reveal that speaking performance is a primary thing for those who want to work in a multinational company, not only that local company has placed speaking performance to be one of the criteria in looking for employees. It is also supported by (Darmuki, 2017) that mastery of speaking performance in English is a priority for many second-language or foreign-language learners. If students have good mastery in speaking performance, it will make them easier to face globalization. Therefore, speaking skill is an important skill that should be mastered by the students to face globalization.

Students are required to speak English each other. In the 2013 curriculum, it is stated that students are expected to be able to speak English in the classroom. In fact, students still get difficulties to speak English each other in the classroom. It is important to be discussed, because it is a crucial problem in the world of education. Students have been long to learn English, but they still get difficulties in using English for communication. From preliminary research on the first grade of SMAN 22 Makassar students', the researcher found that most students feel doubt to speak English in the classroom. They seem afraid to deliver their opinion in English. When the researcher interviewed them about it, most of their answers are because they feel shy and they do not confident to speak English.

There are several difficulties faced by students when speaking English in the classroom. Ananda (2017) states that students barely speak English in the classroom, because speaking has a lot of awareness and other communicative considerations. For instance, awareness's to make a mistake in pronunciation, fluency, or grammar. Those awareness and considerations make students feel hesitant to interact by using English with their friends and teachers. Moreover, Hamouda (2012) reveals some factors that make students feel hesitant in speaking performance, they are anxiety, lack of motivation, shyness, and low self-efficacy on their speaking capability. From that, low self-

efficacy is one of the difficulties faced by students in speaking performance.

Self-efficacy is a part of Bandura's theory which defines it as individuals' belief about their capacity to do something associated to their selves. It is a fundamental determinant of behavior in school, sports, and social relationship" (Bohlin, et, al, 2012). In addition, it is determined as the capacity to produce desired effects by their own actions (Al-baddareen, Ghaith, & Akour, 2015). Students who have high self-efficacy have curiosity, assured, and like a challenge. In other words, it consists of strength of mind or how to behave towards something.

The students who study a foreign language with high level of self-efficacy will pass some obstacles in acquiring and producing a foreign language and they will regard the failure as lack of effort, knowledge, and skills (Chen, 2007). He further identifies student's failure in learning foreign language is caused more by lack of self-efficacy on students' mastery itself. This is the same with what Kim, Wang, Seon, & Bong (2015) assume that if a student's self-efficacy can be increased, then his or her resistance to academics may be decreased. For this reason, the students must believe their ability, because it affects their behaviors in learning process.

The students who study a foreign language with a high level of self-efficacy will pass some obstacles in acquiring and producing a foreign language and they will regard the failure as a lack of effort, knowledge, and skills (Chen, 2007). He further identifies student's failure in learning a foreign language is caused more by a lack of self-efficacy on students' mastery itself. This is the same with what Kim, Wang, Seon, & Bong (2015) assume that if a student's self-efficacy can be increased, then his or her resistance to academics may be decreased. For this reason, the students must believe their ability, because it affects their behaviors in the learning process.

The theoretical gap in this research is factors affecting students' speaking performance. There are three factors affect students' speaking performance, namely motivation, self-confidence, and anxiety (Krashen, 1982). Admittedly, all the factors mentioned above affect students' speaking performance. However, there is a factor that is expressed by students not mentioned by experts in factors that affect students' speaking performance. This factor is self-efficacy. In fact, this factor also affects students' speaking performance. Bandura (1986) states that self-efficacy is the most important factor for students to perform their abilities. It relates to how someone assesses his abilities. In addition, (Asakereh & Dehghannezhad, 2015) state that self-efficacy has great effects on performance in speaking tasks. Similarly,

(Septiani, 2018) reveals that there is a significant correlation between the student's self-efficacy and the student's speaking performance at seventh-grade students. Therefore, there are differences of opinion among experts and phenomena that occur in factors that affect students' speaking performance that make researchers interested to find out more about them.

Some researchers have conducted research about self-efficacy in relation to speaking performance. However, most of them only investigated the correlation or effect of students' self-efficacy in their speaking performance. In this research, the researcher will investigate about factors affecting students' self-efficacy in speaking performance by finding out the students' perceptions. It is a novelty of this research that distinguishes it from the previous research. Moreover, it is feasible to conduct this research, because this research processes will not take a long time and a lot cost.

As many researchers revealed the importance of self-efficacy in higher level of academic setting, this research intends to find out the students' self-efficacy levels in speaking performance, the factors affecting students' self-efficacy in speaking performance, and the impacts of the factors in students' speaking performance.

2. METHOD

This research employed qualitative case study design to identify students' self-efficacy levels in speaking performance, investigate factors affecting students' self-efficacy in speaking performance, and explore the impacts of them. Creswell (2014) states that case study are design of inquiry discovered in many fields in which the researcher develops an in depth analysis of case, such as a program, event, activity, process, or one or more individual. In other words, the problem is not explored thru one len, however as a substitute a variety of lenses which approves for more than one sides of the phenomenon to be printed and understood. Therefore, case study tends to supply distinctive descriptions of precise learners inside their learning setting.

Subject of this research were selected based on preliminary research at SMAN 22 Makassar. It means this research used purposive sampling technique. The researcher went to SMAN 22 Makassar and joined in English speaking classes to conduct observation about students' self-efficacy in speaking performances. In addition, the researcher also asked students about their interest in English subject, especially speaking performances. Based on the preliminary research, the researcher obtained data that XI MIPA 6 Class students' looked unsure of their performance to speak English than the other

classes. The researcher chose 6 students who have low self-efficacy level, moderate self-efficacy level and high self-efficacy level in speaking performance. Each level was represented by two students. Therefore, 6 of X MIPA students' as the subjects of this research by making classification about their speaking performance.

To get the data of self-efficacy beliefs, questionnaire was distributed to the students. This questionnaire was formulated and designed based on self-efficacy dimensions which are magnitude, strength, and generality, The questionnaire statement of self-efficacy was adopted from Asakereh & Dheghannezhad (2015) In this case, the subjects were asked to respond 24 items referring to their self-efficacy in speaking performance with 8 statements for magnitude, 8 statements for strength, and 8 statements for generality.

3. RESULTS

3.1 The Students' Self-Efficacy Levels in Speaking Performance

The questionnaires consist of three parts, they are magnitude, strength, and generality. First, the researcher would like to show the results of questionnaires about magnitude part. This part refers to students' perceptions of their abilities in speaking performance. In other words, this part deals with the level of difficulty in speaking performance that students believe can handle it. The percentage of the questionnaires is shown in the following table.

Table 4.1 The Percentage of Magnitude in Students' Speaking Performance

No.	Classification	Range	Frequency	Percentage
1.	Very High	85-100	2	6.7%
2.	High	69-84	2	6.7%
3.	Moderate	51-68	16	53.3%
4.	Low	36-50	10	33.3%
5.	Very Low	20-35	0	0%
Total			30	100%

Based on the table above, it indicates that most of the students' perceptions in magnitude part are undecided. The results show that 2 students (6.7%) is very high, 2 students (6.7%) are high, 16 students (53.3%) are moderate, and 10 students (33.3%) are low. Meanwhile, there is no student categorized as very low. It means most of the students chose undecided response. From the data, it is found that students are at moderate level in this part.

All the data above indicate there were 9 (30%) students who have low self-efficacy level in speaking performance, 17 students (56.7%) who have moderate self-efficacy level in speaking performance, and 3 students (10%) who have high self-efficacy level in speaking performance. They can be seen from the percentage of each part of self-efficacy. Thus, it can be concluded that most of the students have moderate self-efficacy level in speaking performance.

3.2 The Factors Affecting Students' Self-Efficacy in Speaking Performance

From the data obtained through interview, the researcher found that there are three factors affecting students' who have low self-efficacy level in speaking performance. These factors are task complexity, psychological, environment, circumstances, familiar audiences, preparation, external incentives, and information of self-skill. The detail findings are presented below:

3.2.1. Task Complexity

Task complexity was one of the factors found that affected student's self-efficacy in speaking performance. It was because the difficulties degree faced by the student affects their assessment of his abilities. If the student faced a complex speaking task, he assumed that his ability is low in speaking performance. In contrast, if the student faced easy speaking task, they assumed that his ability is high in speaking performance. Therefore, task complexity is a factor affecting student's self-efficacy in speaking performance.

3.2.2. Psychological

Psychological was another factor found that affected students' self-efficacy in speaking performance. This factor is a new factor and not stated in Bandura's theory. Student did not believe her abilities, when they did speaking performance. It was because other students or friends saw and laughed at her. Thus, it means that psychological is also factor affecting student's self-efficacy in speaking performance.

3.2.3. Environment

Speaking performance is an important ability possessed by students. By having good ability in speaking performance, they can express ideas in front of many people. However, not all of them can do speaking performance. Furthermore, those who have low self-efficacy tend to do not believe their abilities in speaking performance. One of the factors was found that affected student's self-efficacy in speaking performance is environment. Hence, this factor is also affecting student's self-efficacy in speaking performance.

3.2.4. Circumstances

Circumstances are also factors affecting student's self-efficacy in speaking performance. In this research, it was found that this factor made the student did not focus and believe her ability in speaking performance. Thus, circumstances affect student's self-efficacy in speaking performance.

3.2.5. Familiar audiences

Another factor affected student's self-efficacy in speaking performance was familiar audiences. In this case, audiences who were familiar for the student made him believed his ability in speaking performance. In contrast, it is different with other audiences or unfamiliar audiences for him. He tended to did not believe his ability in speaking performance. Therefore, familiar audiences are also factor affects student's self-efficacy in speaking performance.

3.2.6. Preparation

Preparation was also found as one of the factors affected student's self-efficacy in speaking performance. It was because the student knew and had description of the things that he wanted to convey when doing speaking performance. By making the preparation, she believed her ability in speaking performance compared to lack of preparation. Hence, preparation is also factor affecting student's self-efficacy in speaking performance.

3.2.7. External incentives

External incentives are incentives in the form of rewards from others to reflect the success of individuals in doing a task. This factor was found as a factor affected students' self-efficacy in speaking performance. By getting rewards from the teacher or friends, the student had more beliefs in speaking performance. Therefore, external incentive is a factor affecting student's self-efficacy in speaking performance.

3.2.8. Information of self-skill

Information of self-skill has a big contribution to student's self-efficacy. This factor was also found as factors affected student's self-efficacy in speaking performance. It was because the student had information about her ability in speaking performance. When her friends gave information that she had good ability in speaking performance, she believed her ability to do speaking performance.

3.3. The Impacts of the Factors Affecting Students' Self-Efficacy in Speaking Performance

From the results of this research, it was found six the impacts of the factors affecting students' self-efficacy in speaking

performance. These were lack of confidence, nervous, anxiety, less focus, relaxed, and confidence. The data of these impacts were taken from observation. Further, there were six students as subjects of this research. They consisted of 2 students' who have low self-efficacy level in speaking performance, 2 students who have moderate self-efficacy level in speaking performance, and 2 students' who have high self-efficacy level in speaking performance. The detail findings can be presented as follows:

3.3.1. Lack of confidence

Self-efficacy is individual's belief in his or her capabilities to do something or achieve goals. It is important to be owned by individuals. In speaking performance, it is also important for students to have in order to do a good speaking performance. However, not all students have high self-efficacy in speaking performance. In this research, there were some students having low self-efficacy in speaking performance. As explained in the previous section, one of the factors was affected the students' who have low self-efficacy in speaking performance was task complexity. Consequently, the impact of this factor that was found in this research was the student's felt lack of confidence in speaking performance.

3.3.2. Anxiety

Anxiety is a term that describes psychological disorders, such as fear, apprehension, and worry about something. It was also found as the impact of psychological factor explained in the previous section. The student did not believe her abilities in speaking performance, because other students or friends saw and laughed at her. Hence, anxiety is the impact of afraid of making mistakes factor for student's who has low self-efficacy level in speaking performance.

3.3.3. Nervousness

Nervousness was an impact of the factors found in this research. It was the impact of environment factor that was explained in the previous section. In the section, it was explained that he seldom to speak English. Hence, he did not believed her ability or nervous in speaking performance.

3.3.4. Lack of focus

Another impact found for the students' who have moderate self-efficacy levels in speaking was lack of focus. This impact was affected by the circumstances, when the student did speaking performance. If the circumstance was noisy, it made him lack of focus in doing the speaking performance.

3.3.5. Relax

Familiar audiences and preparation has a positive impact for students' who have

moderate self-efficacy level in speaking performance. In this research, it was found that these factors made the student relax and did not felt anxiety in doing the speaking performance. Thus, relax is the impact of familiar audiences and preparation factors for student's who has moderate self-efficacy in speaking performance.

3.3.6. High self-confidence

From the data obtained through observation, the researcher found that only confidence as the impact of the factors affecting students' who have high self-efficacy level in speaking performance. For the female student, she looked high self-confidence, because she got praise and information about her self-skill from her teacher and friends.

There were two factors affected another student who also has high self-efficacy in speaking performance. These factors were preparation and environment. When he did the speaking performance, these factors made him confidence. It was because he made preparation and practiced to speak English diligently. Hence, the impact of external incentives and information of self-skill factors for student's who has high self-efficacy level in speaking performance is confidence.

4. DISCUSSIONS

4.1. The Students' Self-Efficacy Levels in Speaking Performance

To find out the students' self-efficacy levels in speaking performance, the researcher distributed the questionnaire to the students by using Likert scale as the model of the questionnaire. After conducting this research, the researcher classified their self-efficacy levels by the score they got. Further, the results of this research shows that there were 9 students (30%) who have low self-efficacy level in speaking performance, 17 students (56.7%) who have moderate self-efficacy level in speaking performance, and 3 students (10%) who have high self-efficacy level in speaking performance. Thus, it can be concluded that most of the students have moderate self-efficacy level in speaking performance.

As the researcher has explained in the previous part, the students' self-efficacy can give positive impact on their speaking performance. In line with this, Bandura (2013) explains that "what people think, believe, and feel affect how they behave". It means that the students' self-efficacy have big contribution and can affect their speaking performance.

4.2. The Factors Affecting Students' Self-Efficacy in Speaking Performance

The first factor affecting the students' self-efficacy in speaking performance is task complexity. It is a factor affecting both the

students' who have low and moderate self-efficacy in speaking performance. In this case, the students do not believe their ability in speaking performance, if they face the difficult speaking tasks. Conversely, they believe their ability in speaking performance, if they face the easy speaking tasks. Further, it is supported by Beattie, Fakehy, & Woodman (2014) who states that the fewer types of tasks that can be done, the greater the tendency for individuals to underestimate their ability in doing the tasks. In contrast, if the individuals are able to complete a variety of tasks with different levels of difficulty, they will assess their selves as having the ability to do the tasks. For these reasons, it means that the students' who have self-efficacy level in speaking performance tend to do not believe their ability in doing the difficult tasks.

Psychological factor affects the students' self-efficacy in speaking performance. In this case, the student does not believe her abilities in speaking performance. It is because her classmates often look and laugh at her, when she does speaking performance. Further, the result is supported by Trujillo & Tanner (2014) who claim that psychological can affect students' self-efficacy in speaking performance. When the audience responded the gestures and facial expressions positively, the speakers will have a high self-efficacy (Usher & Pajares, 2006). Their friend behaviors can give positive or negative impact for them in doing the speaking performance.

The next factor found as a factor affecting students' self-efficacy in speaking performance is environment. In doing the speaking performance, the student does not believe her ability to do it. It is because he seldom to speak English. Further, it is in line with the research conducted by Asakereh & Dehghannezhad (2015) who found that environment becomes one of the main factors affects the students' self-efficacy in speaking performance. In addition, he adds that lack of practice make him difficult in speaking performance. As a result, it can make the students have low self-efficacy in doing the speaking performance.

Another factor affecting students' self-efficacy in speaking performance is circumstances. This factor was found as a factor affecting the students' who have moderate self-efficacy level in speaking performance. If the circumstance is noisy or funny, the student does not focus and believe his ability in speaking performance. In contrast, if the circumstances are quite, he believes his ability to do the speaking performance. Further, it is supported by Schunk (2016) who reveals that the noisy classroom condition often makes the student do not focus and unconfident in doing the speaking performance. For this reason, circumstances can affect students' self-efficacy in speaking performance.

Familiar audiences are also a factor affecting student's self-efficacy in speaking performance. From the findings, it was found that the familiar audiences make the student believes his ability in speaking performance. Contrary, unfamiliar audiences made him are not sure about his ability in speaking performance. Further, it is in line with other factors may influence students' perceptions in speaking performance. For instance, the audience is composed of familiar people (MacIntyre & Thivierge, 1995a; Proctor et al., 1994), the size of the audience (Neer, Hudson, & Warren, 1982), the pleasantness of the audience (MacIntyre & Thivierge, 1995a), and the fear of negative audience opinion (MacIntyre & Thivierge, 1995b). Therefore, it means that familiar audiences also affect students' self-efficacy in speaking performance.

The result above is supported by Paradewari (2017) who reveals that the students can explain the material well, because they got the preparation in performing the speech. In this case, they understand that they should prepare a speech by practicing it. In addition, Chou (2019) state preparation can easily generate enough information in speaking performance. As a result, they believe their ability in speaking performance.

External incentives are also factor affecting students' self-efficacy. Bandura (1997) states that one of the factors that can increase self-efficacy is competent contingents incentive, which are incentives given by others that reflect someone's success. By getting incentives or rewards, the student can have more beliefs in speaking performance. Similarly, Akkuzu (2014) reveals that external incentives can help the students in speaking performance. Moreover, Reskianti (2018) states that students' speaking performance is often influenced by external incentives, such as reward, punishment, and others. Therefore, external incentives affect students' self-efficacy in speaking performance.

Information of self-skill is another factor affecting students' self-efficacy in speaking performance. The student has information about her ability in speaking performance. In this case, if she gets positive information about herself in speaking performance, she will have high self-efficacy. Meanwhile, if she gets negative information about herself in speaking performance, she will have low self-efficacy.

Some researchers have conducted research about it. One of them is Dachner (2013) who found that positive information has a positive effect on students' speaking performance. In addition, Alfian (2018) also found that students' self-efficacy affect their speaking performance through information of their self-skill. Thus, it means that information of self-skill affects students' self-efficacy in speaking performance.

4.3. The Impacts of the Factors Affecting Students' Self-Efficacy in Speaking Performance

The first impact of the factors affecting students' self-efficacy in speaking performance is lack of confidence. It is an impact of the factor affecting the students' who have low self-efficacy in speaking performance. As mentioned in the previous section, the factor affected the students' who have low self-efficacy in speaking performance was task complexity. Consequently, the impact of this factor that was found in this research was the student's felt lack of confidence in speaking performance.

Some researchers have conducted research about it. One of them is Ariyanti (2016) who found that the lack of confidence happen to the students is because the lack of speaking exposures or speaking practices during the teaching-learning activity. She further adds that task complexity also make the students become lack of confidence in speaking performance. In addition, Nakhalah (2016) states that the main cause of students' confidence is their low ability in speaking English. In this case, many students think that their abilities are bad and feel that they cannot speak English well. He also adds that another cause of students' lack of confidence also deals with the speaking tasks are very difficult for them. For these reasons, the students' who have low self-efficacy level in speaking performance tend lack of confidence in doing the difficult tasks.

Anxiety is another impact of the factors affecting the students' self-efficacy in speaking performance. Byrne (2015) also stated that anxiety can be defined as uneasiness and apprehensions feeling toward uncertain outcome of a given condition. In this case, the student was afraid to do mistakes when doing speaking performance. Further, it is supported by Dikilitas (2015) who reveals that speaking can cause high anxiety level and the reason for this is that teachers often expect beginners to perform beyond their acquire competence. He further adds that students also sometimes feel anxiety, because they are afraid of making mistakes. Their fear of making mistakes makes them anxious in speaking performance.

The next impact found as a factor affecting students' self-efficacy in speaking performance is nervous. In doing the speaking performance, the student did not believe her ability to do it. It was because her classmates. Further, it is in line with the research conducted by Ozturks and Gurbus (2015) who found that nervous becomes a factors affects the students' self-efficacy in speaking performance. In addition, Muslem, Fata, & Inayatullah (2019) reveal that task complexity makes the students nervous in speaking performance. Therefore, nervous is also the

impact of the factors affecting students' self-efficacy in speaking performance.

Another impact of the factors affecting students' self-efficacy in speaking performance is less focus. This impact was found as a factor affecting the students' who have moderate self-efficacy level in speaking performance. In this case, the student was lack of focus and believed his ability in speaking performance, if the circumstances were noisy. Further, it is supported by Idri (2014) who reveals that students are lack of focus in speaking performance, because the noisy circumstances. Moreover, Mobaraki & Nazarloo (2017) who states that the classroom condition that are not conducive make the students lack of focus to do speaking performance. For this reason, one of the impacts of the factors affecting students' self-efficacy in speaking performance is lack of focus.

Relax are also an impact of the factors affecting student's self-efficacy in speaking performance. From the findings, it was found that this impact made the student relax and did not felt anxiety in doing the speaking performance. One of the causes was the students made preparation before doing speaking performance. It is in agreement with Kamsi (2018) states that one way to relax is reflected in another significant predictor of performance quality and total time spent in preparation. In addition, the familiar audiences also make the students relax in speaking performance. Greene (2017) argues that familiar audiences create enjoyable, relaxing, and friendly learning atmosphere in students' speaking performance. Hence, it means that familiar audiences also impact on students' self-efficacy in speaking performance.

Other researchers have conducted research about self-efficacy in speaking performance. Gol & Aaleabbas (2016) found that the students perform better, because they have more opportunities and high self-confidence in speaking performance. In the same way, Wijirahayu & Dorand (2018) states that students who have high self-efficacy level tend to have high self-confidence in speaking performance. Hence, high self-confidence is the impact of the factors affecting students' who have high self-efficacy in speaking performance.

5. CONCLUSIONS

Based on the findings and discussions in the previous chapter, the researcher comes to conclusions. The conclusions are as follows:

The students' self-efficacy levels in speaking performance shows that there were 9 students (30%) who have low self-efficacy level in speaking performance, 17 students (56.7%) who have moderate self-efficacy level in speaking performance, and 3 students (10%) who have high self-efficacy level in speaking

performance. Thus, it indicates that most of the students have moderate self-efficacy level in speaking performance.

There are nine factors affecting students' self-efficacy in speaking performance. The Factors affecting the students' who have low self-efficacy level in speaking performance are task complexity, psychological, and environment. In addition, the factors affecting the students' who have moderate self-efficacy level in speaking performance are task complexity, circumstances, familiar audiences, and preparation. Lastly, the factors affecting the students' who have high self-efficacy level in speaking performance are external incentives, information of self-skill, preparation, and environment.

There are six the impacts of the factors affecting students' self-efficacy in speaking performance. The impacts of the factors affecting the students' who have low self-efficacy level in speaking performance are the students tend to feel nervousness, anxiety, and lack of confidence. In addition, the impacts of factors affecting the students' who have moderate self-efficacy level in speaking performance are the students also feel nervousness, lack of focus, and relax. Lastly, the impacts of the factors affecting the students' who have high self-efficacy level in speaking performance is the students have high confidence.

REFERENCES

- Al-baddareen, G., Ghaith, S., & Akour, M. (2015). Self-Efficacy, Achievement Goals, and Metacognition as Predictors of Academic Motivation. *Procedia - Social and Behavioral Sciences*, 191, 2068–2073. <https://doi.org/10.1016/j.sbspro.2015.04.345>
- Alwisol. (2014). *Personality Psychology*. Malang: UMM Press.
- Ananda. (2017). Self-Efficacy, Self-Esteem, and Gender as Determinants of Performance in Speaking Tasks, 5(6), 64-71.
- Aregu, B. B. (2013). Self-efficacy, self-esteem and gender as determinants of performance in speaking tasks, 5(6), 64–71. <https://doi.org/10.5897/JMCS2013>.
- Asakereh, A., & Dehghannezhad, M. (2015). Student satisfaction with EFL speaking classes: Relating speaking self-efficacy and skills achievement, 25(4), 345–363.
- Asuncion, M., & Encalada, R. (2019). Perceptions about Self-recording Videos to Develop EFL Speaking Skills in Two Ecuadorian Universities, 10(1), 60–67.
- Baccini, L. (2012). Cheap talk: Transaction costs, quality of institutions, and trade agreements. *European Journal of International Relations*, 20(1), 67-78.
- Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of Clinical and Social Psychology*, 4, 359-373.
- Bandura, A. (1991). *Self-Efficacy Mechanism in Physiological Activation and Health-Promoting Behavior*. New York: Raven.
- Bandura, A. 1997. *Self Efficacy – The Exercise of Control* (Fifth Printing, 2002). New York: W.H. Freeman & Company.
- Bijl, J. van der, Poelgeest-Eeltink, A. van & Shortridge-Baggett, L. (1999). The psychometric properties of the diabetes management self-efficacy scale for patients with Type 2 diabetes Mellitus. *Journal of Advanced Nursing*, 30(2), 352-359.
- Bohlin, et al. (2012). *EdPsych Modules*. New York: Mc.Graw-Hill Companies.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
- Brown, H. D. (2007). *Teaching by Principle: An Interactive Approach for Language Pedagogy* (Second Edition). London, England: Longman, Inc.
- Burns, S. (2010). How the Other Half Learns. *The Omani ELT Journal*, 33 (5), 35-42.
- Bygate, M.(1987). *Speaking*. Oxford: Oxford University Press.
- Cabe, P., & Selatan, T. (2012). Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South, 3(12), 100–110.
- Castillo-Montoya, Milagros. 2016. Preparing for Interview Research: The Interview Protocol Refinement Framework. *The Qualitative Report*, 21 (5): 811-831.
- Chen, H. Y. (2007). The relationship between EFL learners' self-efficacy beliefs and English performance. *Organizational Research Method*, 4 (3), 62-83.
- Creswell, J.W., 2014. *Research Design : Qualitative, Quantitative and Mixed Methods Approaches : fourth edition*. Sage publications, Inc.
- Darmuki, A. (2017). Evaluating Information-processing-based Learning Cooperative Model on Speaking Skill Course, 8(1),

- 44–51.
- Elmenfi, F & Gaibani, A. (2014). The Role of Gender in Influencing Public Speaking Anxiety. *International Journal of Gender and Women's Studies*, 2(2), 105-116.
- Gass, R. H & Eiter, J. S. (2016). *Social Influence and Compliance Gaining*. London and New York: Routledge.
- Given, L. (2008). *The Sage encyclopedia of qualitative research methods*. California, Sage-Thousand Oaks.
- Golkova, D., & Hubackova, S. (2014). Productive Skills in Second Language Learning. *Procedia - Social and Behavioral Sciences*, 143, 477–481, <https://doi.org/10.1016/j.sbspro.2014.07.520>
- Hamouda. (2012). Academic Achievement and It's Relationship with Anxiety, Self-Efficacy Optimism, and Pessimism In Kuwaiti Students, 33(1), 95-104.
- Harris, D.V. (1969). *Testing as a second language*. USA: McGraw-Hill, Inc.
- Hatzigeorgiadis, et al. (2014). Self-talk and Competitive Sport Performance. *Journal of Applied Sport Psychology*, 26(1), 82-95.
- Hinton, et al (2008). Increasing Self-efficacy Beliefs in Middle School Students Using Quantum Learning Techniques. *Piedmont College*, 12(1), 56-64.
- Hocevar, K. P., Flanagan, A. J., & Metzger, M. J. (2014). Authors Computers in Human Behavior Social media self-efficacy and information evaluation online. *Computers in Human Behavior*, 39, 254–262. <https://doi.org/10.1016/j.chb.2014.07.020>
- Hornby, A. S. (1974). *Oxford Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature*, 6(2), 22-30.
- Khatib, F & Maroof, N. (2015). Self-Efficacy Perception of Oral Communication Ability among English as a Second Language, 14(2),45-56.
- Kim, D., Wang, C., Seon, H., & Bong, M. (2015). English language learners' self-efficacy profiles and relationship with self-regulated learning strategies. *Learning and Individual Differences*, 38, 136–142. <https://doi.org/10.1016/j.lindif.2015.01.016>
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.
- Lockwood, P. L. (2016). Neurocomputational Mechanisms Of Prosocial Learning and Links to Empathy, 32(2), 67-87.
- Lorena, C., & Sadiku, M. (2015). The Importance of Four Skills Reading , Speaking , Writing , Listening in a Lesson Hour, 1(1), 29–31.
- Lunenburg, F. (2011). Self-Efficacy in the Workplace: Implications for Motivation and Performance. *International Journal of Management, Business, and Administration*, 14(1), 67-78.
- Maddux, J. E. (2016). *Self-Efficacy, Adaptation, and Adjustment*. New York: Plenum Press.
- Mbato, C. L. (2013). Facilitating EFL learners' self-regulation in reading: Implementing a metacognitive approach in an Indonesian higher education context. Unpublished Master's thesis. Southern Cross University, Lismore, NSW.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill Company inc.
- Puspita, Y., Kusumaningputri, R., Supriono, H & Studi, P. (2014). Level and Sources of Self-Efficacy in Speaking Skills Of Academic Year 2012 / 2013 English Department Students Faculty of Letters , Jember University , 3(4), 50–59.
- Richard, J. C. (2008). *Teaching listening and speaking: From Theory to Practice*. NY: Cambridge Press University.
- Schunk, D. H & Pjares, F. (2010). *Self-Efficacy Beliefs*. Oxford: Academic Press.
- Seliger, H. W and Shohamy, E. 1989. *Second Language Research Methods*. Oxford: Oxford University Press.
- Studies, E., Mahreez, A., & Ghani, A. (2016). The Role of Learner-Learner Interaction in the Development of Speaking Skills, 6(2), 235–241.
- Yule, G. (1989). *Referential Communication Tasks*. London: Routledge.

