

EXPLORING THE CORRELATION BETWEEN SELF-EFFICACY AND ORAL COMMUNICATION SKILLS AMONG SENIOR HIGH SCHOOL EFL STUDENTS IN INDONESIA

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Abstract: Oral communication has the important role in conducting English teaching and learning in this 21st century. By oral communication, the teachers can create the active learning atmosphere in the classroom. The major challenge that EFL senior high school faced active learning activity is the students' anxiety in communication. This kind of problem has impact on their self-efficacy. This study aims to investigate the correlation of EFL senior high school students' self-efficacy and their oral communication skills. There are 70 senior high school students who are involved in this research. The context of self-efficacy in this research is divided into two aspects, the level and sources of self-efficacy and its impact the students' oral communication skill. The correlational study has been done by distributing close-ended questionnaire. The data were analyzed by Pearson Product Moment correlation. The research shows that there is significant correlation between EFL Senior High School Students' Self-Efficacy and their Oral Communication Skills. It shown by the significance rate by that resulting more than 0.65. Moreover, the future research can involve more participants (more than 100 participants) in a wider scale.

Keywords: *self-efficacy, EFL senior high school students, oral communication skill, correlation*

INTRODUCTION

Human interaction and relationships are inherently linked to the presence of communication. The evolving modes of communication are evident and applicable in our everyday lives. Communication serves as a vital instrument that unites various elements within a diverse society. According to Aoyama & Denton (2022), English is one of the languages that exerts a significant influence in navigating the complexities of a globalized and diverse world. Proficiency in English oral communication is crucial for individuals, serving both professional and educational objectives. In the 21st century, communication has become an integral component of the learning process, particularly in the context of English Language Teaching.. The ongoing progression of globalization, coupled with the increasing demand

for active learning, has rendered communication an essential component of this educational process (Francia, 2022). Individuals engage in communication to facilitate the exchange of information, which is executed through various activities, including speaking, writing, and numerous other skills and mediums (Babaloa et al., 2022).

In the realm of English language instruction, communication is paramount. The learning process is fundamentally reliant on effective communication. This is evident in various aspects, such as the manner in which educators present instructional materials, the use of educational media, and the interactions that occur between students and teachers. Alshumaimeri and Alhumud (2021) suggest that communication in English classes can be facilitated through dialogue or negotiation. This form of interaction is categorized

as oral communication, which emphasizes the development of speaking skills. Oral communication represents a crucial component of spoken language proficiency, focusing on interactivity and reciprocal engagement (Susanto et al., 2023). Conversely, written communication encompasses activities such as writing and non-verbal cues. Within the framework of English language teaching, oral communication is integral to the speaking skill, which is essential for students to master throughout their educational journey. In many EFL countries, English is mandated as a subject across all educational levels, playing a vital role in students' academic success (Batista, 2020). To excel in their English language performance, students must develop foundational skills in all areas of the language, with particular emphasis on speaking. However, achieving proficiency in spoken language presents significant challenges for EFL learners, particularly at advanced levels.

According to the research conducted by Jalaluddin (2022), a significant number of high school students exhibit limited proficiency in speaking or oral communication. Despite receiving instruction and training in speaking skills throughout their English lessons since elementary school, their abilities remain inadequate for effective daily communication. In various non-English speaking countries, speaking poses a considerable challenge in language acquisition. This issue arises from multiple factors, one of which is anxiety. Hadi et al. (2020) indicate that students experiencing anxiety in oral communication often demonstrate minimal interaction during class activities. They tend to shy away from participation and exhibit fear when it comes to speaking. Furthermore, the degree of anxiety among students significantly affects their self-efficacy.

Cavanagh et al. (2019) indicate that anxiety issues serve as indicators of low self-efficacy, which significantly impacts students' oral communication skills within the classroom environment. Consequently, it is essential for senior high school students to enhance their self-efficacy. Self-efficacy plays a vital role in boosting students' motivation and effort in learning English, as well as preparing them to handle various situations (Tan et al., 2020). Additionally, students must successfully complete various academic tasks, such as projects and homework (Mukti et al., 2022). Bandura (1997) further asserts that self-efficacy encourages students to exert greater effort and remain resilient in pursuing their goals and

overcoming challenges in their educational journey. Anam & Stracke (2020) also support this notion, noting that students with higher levels of self-efficacy exhibit stronger motivation and resilience in learning English compared to their peers with lower self-efficacy. To foster the development of students' self-efficacy, educators should guide them in enhancing their self-evaluation skills. Effective self-evaluation equips students with the resilience necessary not only to complete their tasks but also to confront setbacks when faced with the outcomes of their assignments (Anam & Stracke, 2020).

Bandura (1994) identifies four key factors that significantly influence students' self-efficacy in learning English. These factors are mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states. The first factor, mastery experiences, pertains to the internal experiences of students and is considered a vital source of self-efficacy. According to Arslan (2019), mastery experiences play a crucial role in shaping self-efficacy levels throughout the English learning process. This aspect emphasizes the importance of students' previous successful learning experiences with similar tasks. Such accomplishments greatly impact their motivation and confidence when engaging in comparable tasks in the present and future (Waddington, 2023). In the realm of speaking activities, students with moderate to high speaking abilities, particularly those who have successfully completed speaking tasks in the past, are more likely to excel in oral communication during English learning and teaching. A strong foundation of mastery experiences enables students to develop effective learning strategies for enhancing their speaking competence (Graham, 2022). Furthermore, mastery experiences allow students to better understand their capabilities, including their skills, knowledge, attitudes, and the plans they need to implement to improve their learning performance (Myry et al., 2022). Consequently, mastery experiences are deemed the most critical factor in determining students' self-efficacy levels (Palmer 2006; Usher and Pajares 2008).

EFL students often encounter challenges when completing their assignments or face various issues throughout their English learning journey. Those who have had negative experiences, such as receiving low grades or struggling to complete tasks successfully, tend to exhibit lower levels of mastery. These adverse experiences significantly

affect their English proficiency, particularly in speaking, which in turn impacts their oral communication skills. According to Ma (2022), students with insufficient mastery experience face obstacles in developing effective oral communication, including difficulties in articulating their thoughts and selecting appropriate words or phrases. Furthermore, low mastery experiences hinder EFL students' ability to navigate unexpected situations that may arise, leading to feelings of surprise and a sense of loss of control. Research by Susilowati et al. (2022) indicates that students with limited mastery experiences in speaking often experience anxiety and struggle to maintain composure during challenging oral communication scenarios. Fan (2022) concurs that the difficulty level of assignments also affects EFL students' mastery experiences; as task complexity increases, so does student anxiety. Consequently, this issue fosters a fear of failure in English learning, particularly in the context of oral communication.

The second factor influencing EFL students' self-efficacy is vicarious experience. While mastery experience pertains to recognizing our internal potential to achieve our goals, vicarious experience derives from external observations of others. According to the research conducted by Raoofi et al. (2012), vicarious experience serves as a motivating factor for students as they witness others successfully completing their tasks. This influence is particularly effective when students possess similar abilities or levels, allowing them to envision themselves competing with peers to demonstrate who excels in completing assigned tasks (Saligumba & Tan, 2018). In the context of learning English, it is crucial for students to cultivate strong motivation to reach their language objectives by observing their environment. This does not imply that such experiences encourage students to undermine their peers; rather, they serve as a valuable tool for learning from others and applying insights based on one's own capabilities. However, attaining a positive vicarious experience in English oral communication presents challenges. A significant issue in enhancing vicarious experience is the difficulty EFL students face in identifying suitable role models to improve their oral communication skills. Khakhai & Taylor (2022) assert that locating an appropriate model with exceptional oral communication skills is a notable challenge for EFL learners. Furthermore, negative experiences encountered by others during English learning can

adversely affect students' oral communication abilities. Souza (2023) highlights instances where research participants reported ineffective methods and environments for learning English, leading to diminished English proficiency, particularly in speaking. Such experiences contribute to heightened anxiety and reduced self-confidence among peers or juniors when attempting to demonstrate their oral communication skills.

The third aspect to consider is social persuasion, which significantly influences students' self-efficacy levels. According to Raoofi et al. (2012), social persuasion pertains to the evaluations made by others regarding our learning performance. Feedback from others serves as a means to assess our educational progress. Myyry et al. (2022) indicate that social persuasion can yield both positive and negative effects. The positive aspect of social persuasion is that it encourages students to consider diverse perspectives in enhancing their English skills. Conversely, a negative consequence arises when individuals lack a clear understanding of the criteria for effective assessment, potentially leading to biased evaluations. Saligumba and Tan (2018) demonstrate that perceptions and evaluations from others significantly shape how students perceive themselves, suggesting that students are likely to conform to external opinions. Negative feedback or judgments can be particularly detrimental, serving as a major factor that affects the self-efficacy of EFL students, especially in the context of social persuasion. Ahmad et al. (2022) concur that EFL students may hesitate to showcase their oral communication abilities due to previous negative reactions from others.

The last factor significantly influencing students' self-efficacy is their physiological and emotional well-being. According to Bandura (1997), this element pertains to the psychological state of students as they strive to meet their learning objectives, which may include completing assignments, participating in discussions, and taking examinations, among other activities. A student's psychological condition plays a crucial role in determining their level of self-efficacy. Those who exhibit effective emotional regulation tend to possess higher self-efficacy, as evidenced by their ability to successfully complete tasks and assignments. Conversely, students with lower self-efficacy often experience symptoms such as anxiety and stress, which can impair their cognitive clarity and hinder

their task performance (Saligumba & Tan, 2018; Altın & Saracaloğlu, 2019). These students are motivated to mitigate their anxiety during the English learning process. Numerous factors can adversely affect students' physiological and emotional states, including receiving low grades or negative feedback (Wang et al., 2021).

Extensive investigations have explored self-efficacy within the framework of English language teaching. Nonetheless, there is a scarcity of research specifically examining the levels and sources of self-efficacy among high school students. For instance, Zhang and Ardasheva (2019) explored self-efficacy in university students during public speaking, while Tan et al. (2020) assessed it within the context of small group discussions. This study aims to examine the connection between self-efficacy levels, sources, and students' oral communication proficiency in classroom settings.

Building on prior studies, this research seeks to answer the following key questions: (1). How are EFL senior high school students' self-efficacy levels related to their oral communication skills?

2. What is the connection between the sources of self-efficacy and oral communication skills in EFL senior high school students?

METHOD

This study employs a quantitative methodology with a correlational approach. As noted by Cohen (2015) and Creswell (2015), correlational studies aim to determine and interpret relationships between multiple variables or data sets. The primary objective here is to assess the association between EFL senior high school students' self-efficacy and their oral communication abilities during classroom activities.

The study was conducted in a senior high school in Surabaya and included 70 students from grades 10 and 11. These participants were selected due to their involvement in oral communication activities during lessons. Over two semesters (one academic year), they engaged in tasks like presentations, opinion-based discussions, storytelling, and basic conversational exercises, all of which were assessed by their teachers. A random sampling technique was employed to select the participants.

Data collection relied on a close-ended questionnaire based on frameworks established by Hartono et al. (2023) and Hoesny et al. (2023), drawing from Bandura's (1997) self-efficacy theory. The questionnaire consisted of 32 items:

the first half assessed self-efficacy levels, while the latter half identified sources of self-efficacy concerning oral communication tasks. Responses were recorded using a four-point Likert scale: 1 for Strongly Disagree, 2 for Disagree, 3 for Agree, and 4 for Strongly Agree. The questionnaire, written in Bahasa Indonesia, was designed to measure students' self-efficacy in relation to their oral communication performance.

Students initially completed several oral communication exercises, including presentations, recorded dialogues, opinion-based discussions, storytelling, and basic conversational tasks during their second semester. Following these activities, they completed the close-ended questionnaire, which was designed to capture their self-perceptions and experiences. The collected responses were analyzed using SPSS 25.0 to identify correlations between self-efficacy levels and oral communication skills.

The Pearson Product Moment technique was utilized to examine the relationship between students' self-efficacy and oral communication skills. Bivariate analysis was applied to determine the strength and significance of this relationship, following recommendations by Asakereh and Dehghannezhad (2015). The questionnaire's reliability was confirmed using the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test of Sphericity. The research focused on analyzing two dimensions of self-efficacy—its levels and its sources—and their connections to EFL students' oral communication abilities. Additionally, a normality test was conducted to ensure the data adhered to a normal distribution..

RESULTS AND DISCUSSION

The relationship between students' self-efficacy levels and their oral communication skills

This section addresses research question 1, which investigates the connection between EFL senior high school students' levels of self-efficacy and their oral communication abilities. Data for this analysis were gathered through a close-ended questionnaire and processed using SPSS version 25.0. The analysis specifically utilized responses from items 1 to 16 on the questionnaire.

To examine the relationship between self-efficacy and oral communication skills, the Pearson Product Moment correlation method was applied. Prior to the analysis, students' self-efficacy data were compared with their oral communication skill scores, which were calculated as the mean scores of various oral communication

tasks. The averaged oral communication scores served as variable 2, while the self-efficacy scores represented variable 1. Both variables were analyzed using SPSS to determine the degree of correlation.

The findings reveal a significant relationship between the self-efficacy levels of students and their oral communication skills. Based on the guidelines provided by Cohen et al. (2017), varying levels of significance are used to evaluate the strength and relevance of the correlation, as summarized in the table below..

Table 1. *The Cohen's correlation value*

Correlation Value	Degree of Correlation Coefficient
0.20 – 0.35	Low
0.35 – 0.65	Moderate
0.65 – 0.85	High
> 0.85	Very High

To establish the relationship between two variables and ascertain a significant correlation, the significance rate must exceed 0.35. According to the research data, the significance score recorded is 0.565. This indicates a significant correlation between students' self-efficacy levels and their oral communication skills. A higher level of self-efficacy among students correlates with enhanced oral communication abilities. Students exhibiting elevated self-efficacy tend to excel in various oral communication tasks, including discussions, conversations, presentations, and other related activities. This finding aligns with the work of Anam & Stracke (2020), which suggests that students with high self-efficacy demonstrate greater motivation and resilience in learning English compared to their peers with lower self-efficacy. Additionally, Alawiyah (2018) supports this notion by highlighting a positive correlation between self-efficacy levels and students' speaking abilities. Thus, it can be concluded that self-efficacy significantly influences the oral communication skills of EFL students.

Table 2. *The statistics of correlation between level of Self-efficacy towards students' oral communication skill*

Correlations		
	Level of Self Efficacy	Average score of oral communication
Pearson Correlation	1	.070

Level of Self Efficacy	Sig. (2-tailed)	.565
N	70	70
Average Level SE	Pearson Correlation	.070
	Sig. (2-tailed)	.565
N	70	70

Table 3. *The skewness point of correlation between level of Self-efficacy towards students' oral communication skill*

Statistics			
		Level of Self-Efficacy	Average Level
N	Valid	70	70
	Missing	0	0
Mean		89.4429	2.9286
Median		89.0000	3.0000
Mode		89.00	3.00
Std. Deviation		1.55699	.42805
Skewness		.548	-.431
Std. Error of Skewness		.287	.287
Kurtosis		2.094	2.499
Std. Error of Kurtosis		.566	.566
Range		8.00	2.00

Subsequently, the data undergoes a further examination to assess its skewness. This assessment can enhance the accuracy of the significance level and also confirm the normality of the data. As noted by Adams & McGuire (2022), a skewness statistic is regarded as normally distributed if its value falls within the range of -2 to 2.

According to the information presented in Figure 3, the average skewness level is calculated at 0.0585, which represents the mean skewness of both Level Self-Efficacy and the average score from the questionnaire. In alignment with the theory proposed by Adams & McGuire (2022), the findings of this research indicate that the data follows a normal distribution and demonstrates a significant relationship between self-efficacy levels and students' oral communication skills..

The correlation students' sources of self-efficacy and their oral communication skill

This section presents the data analysis conducted to address the second research question regarding the relationship between students' sources of self-

efficacy and their oral communication skills. A total of 16 questions (numbered 17 to 32) were designed to assess the students' self-efficacy based on various sources, including mastery experience, vicarious experience, social and verbal persuasion, as well as emotional and psychological factors. These four sources significantly influence students' self-efficacy during English lessons, particularly in relation to oral communication skills and activities. The results of the data analysis indicate a "highly significant" correlation between students' sources of self-efficacy and their oral communication skills, with a significance score of 0.669, as illustrated in Table 4 below.

Table 4. *The statistics of correlation between source of Self-efficacy towards students' oral communication skill*

Correlations			
		Source of Self Efficacy	Average Source
Source of Self Efficacy	Pearson Correlation	1	-.052
	Sig. (2-tailed)		.669
	N	70	70
Average Source of SE	Pearson Correlation	-.052	1
	Sig. (2-tailed)	.669	
	N	70	70

There exists a notable correlation between the sources of self-efficacy and the oral communication skills of EFL senior high school students. The mastery of knowledge, the influence of others in motivating these students to enhance their oral communication abilities, the educational and evaluative feedback they receive, as well as their emotional and psychological states, all contribute to their self-efficacy. This aligns with Bandura's self-efficacy theory, which posits that mastery experiences, vicarious experiences, social and verbal persuasion, and psychological conditions are critical in shaping students' self-efficacy. Self-efficacy plays a crucial role in how students perceive themselves, which is closely linked to their academic success. Supporting this notion, Graham (2022) asserts that both the level and sources of self-efficacy positively correlate with the oral communication skills of EFL students. High self-efficacy significantly enhances their ability to improve oral communication skills. Furthermore, this correlation is reinforced by the skewness theory proposed by Adams & McGuire

(2022), indicating that the data for these variables exhibit normal distribution, with a skewness value of 0.548 as illustrated in Table 5.

Table 5. *The skewness point of correlation between sources of Self-efficacy towards students' oral communication skill*

Statistics			
		Source of Self-Efficacy	Average Source
N	Valid	70	70
	Missing	0	0
Mean		89.4429	2.8286
Median		89.0000	3.0000
Mode		89.00	3.00
Std. Deviation		1.55699	.48068
Skewness		.548	-.463
Std. Error of Skewness		.287	.287
Kurtosis		2.094	.645
Std. Error of Kurtosis		.566	.566
Range		8.00	2.00

CONCLUSION

In conclusion, a correlation exists between the self-efficacy of EFL senior high school students and their oral communication skills, as evidenced by a significance rate exceeding 0.6. The degree of self-efficacy significantly influences students' performance in oral communication activities. Furthermore, a positive correlation is observed between the sources of self-efficacy and students' oral communication abilities. However, the focus of this research is somewhat broad, as the scope of oral communication skills encompasses various contexts, including conversation, presentations, and expressing opinions. Future research could benefit from specifying particular types of oral communication skills. Additionally, expanding the participant pool to include over 100 individuals would enhance the study's scope.

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