

**THE RELATIONSHIP BETWEEN SELF-EFFICACY AND
SPEAKING SKILL AMONG STUDENTS OF ENGLISH DEPARTMENT**

SKRIPSI



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2025

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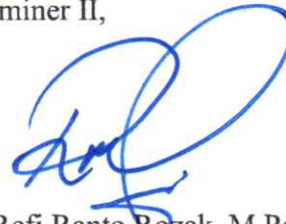
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MOTTO

يُسْرًا أَلَسْرَ مَعَ إِنَّ , يُسْرًا أَلَسْرَ مَعَ فَإِنَّ

*"Maka sesungguhnya bersama kesulitan ada kemudahan.
Sesungguhnya bersama kesulitan ada kemudahan"* (QS. Al-
Insyirah: 5-6)

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First and foremost, praise and gratitude be to God Almighty for His blessings and grace, which have enabled me to complete this thesis entitled **“THE RELATIONSHIP BETWEEN SELF-EFFICACY AND SPEAKING SKILL AMONG STUDENTS OF ENGLISH DEPARTMENT”** as a requirement for obtaining a Bachelor's degree at IKIP PGRI Bojonegoro

Throughout the process of writing this skripsi, I am fully aware that it would not have been possible without the help, guidance, and support of many individuals. Therefore, with all humility, I would like to express my deepest gratitude and appreciation to:

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10. And all other individuals whom I cannot mention one by one, but who have contributed in various ways throughout this process.

I realize that this thesis is still far from perfect. Therefore, I sincerely welcome constructive feedback and suggestions for improvement in the future.

Lastly, I hope this thesis can be beneficial to readers and contribute, even in a small way, to the development of knowledge.

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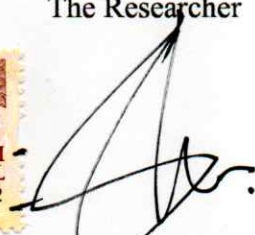
In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

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Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro 30 Juni 2025

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ABSTRACT

Gurium, Yuniyati. 2025. The Relationship Between Self-Efficacy and Speaking Skill Among Students of English Department. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., (II) Ayu Fitriarningsih, M.Pd.

This study investigates the relationship between self-efficacy and English-speaking skills among second-semester English education students at a private university in Bojonegoro. The primary objective is to understand how self-efficacy influences students' confidence, participation, and performance in English speaking tasks. A qualitative approach was used, involving questionnaires, interviews, and document analysis, with data analyzed using Miles and Huberman's framework. The validity of the findings was ensured through triangulation, member checking, peer review, and an audit trail. The results revealed that most students exhibited moderate self-efficacy in speaking English, with strengths in preparation and clarity, but challenges in managing anxiety and performing in advanced speaking contexts. Interviews showed that high self-efficacy was associated with better preparation and performance, while low self-efficacy was linked to anxiety and fear of making mistakes. This study found a relationship between self-efficacy and English-speaking skills, emphasizing that higher self-efficacy contributes to better speaking performance by reducing anxiety and improving preparation. Recommendations for students include regular speaking practice and self-reflection, while educators are encouraged to create supportive environments. Future research should explore interventions aimed at enhancing students' speaking self-efficacy to further improve their communicative competence.

Keywords: Self-efficacy, speaking skills, English education, university students, language learning

ABSTRAK

Gurium, Yuniyati. 2025. The Relationship Between Self-Efficacy and Speaking Skill Among Students of English Department. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., (II) Ayu Fitrianiingsih, M.Pd.

Penelitian ini menyelidiki hubungan antara self-efficacy dan keterampilan berbicara bahasa Inggris di kalangan mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris di sebuah perguruan tinggi swasta di Bojonegoro. Tujuan utama penelitian ini adalah untuk memahami bagaimana self-efficacy memengaruhi rasa percaya diri, partisipasi, dan kinerja mahasiswa dalam tugas berbicara bahasa Inggris. Pendekatan kualitatif digunakan, dengan pengumpulan data melalui kuesioner, wawancara, dan analisis dokumen, yang dianalisis menggunakan kerangka Miles dan Huberman. Validitas temuan dijamin melalui triangulasi, member checking, peer review, dan audit trail. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa menunjukkan tingkat self-efficacy moderat dalam berbicara bahasa Inggris, dengan kekuatan dalam persiapan dan kejelasan, namun tantangan dalam mengelola kecemasan dan melakukan tugas berbicara dalam konteks yang lebih kompleks. Wawancara menunjukkan bahwa self-efficacy yang tinggi berhubungan dengan persiapan dan kinerja yang lebih baik, sementara self-efficacy rendah terkait dengan kecemasan dan ketakutan akan kesalahan. Penelitian ini menemukan hubungan antara self-efficacy dan keterampilan berbicara, yang menegaskan bahwa self-efficacy yang lebih tinggi berkontribusi pada kinerja berbicara yang lebih baik dengan mengurangi kecemasan dan meningkatkan persiapan. Rekomendasi bagi mahasiswa meliputi latihan berbicara rutin dan refleksi diri, sementara pendidik diharapkan menciptakan lingkungan yang mendukung.

Kata Kunci: Self-efficacy, keterampilan berbicara, pendidikan bahasa Inggris, mahasiswa, pembelajaran bahasa

PREFACE

This undergraduate thesis, entitled "*The Relationship Between Self-Efficacy and Speaking Skill Among Students of English Department*", is submitted as a partial requirement for the completion of the Bachelor's degree in English Education at the Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro. The primary purpose of this study is to examine the relationship between students' self-efficacy and their speaking skills, with the intention of contributing to academic research in the field of English language education, particularly within the context of language learning psychology. The process of conducting this study has offered valuable academic and personal growth, allowing the author to engage critically with relevant theories, refine research skills, and develop a deeper understanding of the complex factors influencing second language acquisition. The completion of this thesis would not have been possible without the guidance of supervisors, the support of lecturers and peers, and the unwavering encouragement from the author's family. Although every effort has been made to ensure the quality and relevance of this research, the author fully acknowledges its limitations and welcomes any constructive feedback for future refinement. It is hoped that this thesis will provide meaningful insights for students, educators, and researchers interested in enhancing speaking skills through the development of self-efficacy.

Bojonegoro 30 Juni 2025

The Researcher



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CHAPTER I

INTRODUCTION

A. Background of Study

Self-efficacy plays a crucial role in educational contexts, especially in language learning. It is defined as an individual's belief in their ability to successfully complete specific tasks and achieve desired outcomes, significantly influencing academic performance (Frey & Vallade, 2018). Givency (2023) supports this notion, finding a weak positive correlation ($r = 0.333$) between self-efficacy and speaking skill. While the correlation was less robust compared to other studies, it still suggests that higher self-efficacy is associated with improved speaking performance. Similarly, Ibrohim, Tirtanawati, and Prastiwi (2023) found that an extroverted personality tends to be positively associated with students' speaking performance, further indicating that psychological factors, including self-efficacy, play a crucial role in shaping the speaking ability of English department students.

Effective communication is another essential element of speaking skills, particularly in the context of English language education. Ilmiah, Rohmah, and Fitrianiingsih (2024) found that communication styles differ between male and female students, suggesting that personal factors such as confidence and self-efficacy influence how individuals communicate. These findings align with previous research on self-efficacy and speaking ability, reinforcing the idea that self-efficacy not only enhances students' confidence in language use but also affects their ability to express themselves verbally. Moreover, Agustin, Rohmah, and Fitrianiingsih (2024) emphasize that self-efficacy is one of the key factors influencing students' language skills. This further supports the argument that self-efficacy plays a pivotal role in language learning, affecting both communicative

competence and overall speaking performance. Therefore, both psychological and personal factors are integral in shaping students' speaking abilities, highlighting the multifaceted nature of language acquisition.

However, the ideal conditions for language learning, such as a conducive environment and high motivation, are often in contrast with the challenges many students face. Issues such as anxiety, lack of motivation, and limited practice opportunities frequently undermine students' self-efficacy and hinder their progress in English-speaking skills (A. Pizarra, 2023). This gap between ideal learning conditions and the actual experiences of students presents significant obstacles to achieving fluency in speaking. Bandura (2001) emphasizes that self-efficacy is not solely about possessing skills but also about believing in one's capacity to accomplish goals. He asserts that true expertise involves intentionally making things happen through personal actions. This underscores the importance of self-efficacy in motivating students to take initiative and pursue their goals actively.

Numerous studies affirm the critical role of self-efficacy in language learning, particularly in relation to speaking skills. Fadlan (2020) found that anxiety negatively affects self-efficacy in language learners, with higher anxiety leading to lower confidence in speaking. Similarly, Daflizar (2024) observed a strong connection between self-perceived speaking competence and reduced anxiety among Indonesian EFL students, suggesting that students who view themselves as capable speakers are less likely to experience anxiety, thereby improving their speaking abilities. Graham (2022) also emphasizes that self-efficacy beliefs are essential for motivation and learning outcomes, highlighting that students with high self-efficacy are more likely to face challenges, persist through difficulties, and achieve superior academic results. These findings

collectively suggest that fostering self-efficacy is vital for enhancing language proficiency and overcoming communication barriers.

Other studies support these conclusions, showing a clear positive relationship between self-efficacy and speaking skills. Rafiq and Fitriani (2023) argue that enhancing self-efficacy significantly improves students' speaking abilities. Furthermore, Pramerta (2023) found that students with higher levels of self-efficacy are more engaged in speaking activities and perform better due to their increased confidence. Similarly, Hermagustiana et al. (2021) reported that Indonesian EFL students with higher self-efficacy experience lower levels of anxiety, which leads to better speaking performance. These findings highlight the importance of building students' confidence to help them overcome barriers to effective communication. As Bandura (2001) suggests in his self-efficacy theory, students with higher self-efficacy are more likely to tackle challenging tasks and persist longer, illustrating how belief in one's abilities directly impacts academic success. When students trust their capabilities, they are more inclined to engage with difficult material and demonstrate resilience when faced with challenges.

Despite the extensive evidence supporting the relationship between self-efficacy and language learning, several gaps remain in the literature. Although many studies have explored self-efficacy's influence on various aspects of language learning, focused research on its impact on speaking skills is limited. Additionally, most existing research uses cross-sectional designs, which only provide a snapshot of self-efficacy at a specific moment and fail to capture its development over time. Furthermore, the interaction between multilingual competence and self-efficacy remains underexplored, leaving questions about how self-efficacy beliefs and motivation evolve in multilingual contexts.

Another limitation in current research is the insufficient attention given to contextual factors that shape learners' self-efficacy during speaking tasks. While studies

often explore correlations, causal relationships between enhanced self-efficacy and improved speaking skills remain underexplored. Moreover, research on how feedback mechanisms can be designed to effectively build students' confidence and speaking abilities is still lacking. Özdemir & Karafil (2023) suggest that high self-efficacy leads to reduced anxiety and increased motivation, allowing learners to approach complex language tasks with greater confidence. This links self-efficacy with emotional factors that influence learning engagement. Fitrianiingsih (2017) stated that in the process of speaking learning, teachers provide motivation to students to encourage them to be more confident in speaking English. This motivation can be associated with the concept of self-efficacy, where students with a high level of self-efficacy tend to be more confident in their speaking abilities.

According to Rohmah (2017), communicative competence in language teaching is essential to ensure smooth interaction between teachers and students. One of the key aspects of communicative competence is strategic competence, which refers to the ability to overcome communication barriers, such as finding alternative ways to convey messages clearly. This aligns with the concept of self-efficacy, as students with higher self-efficacy are more likely to develop effective communication strategies, enabling them to express their thoughts with confidence and fluency.

Beyond its motivational benefits, self-efficacy also affects students' emotional well-being and overall behavioral patterns. Fatonah et al. (2024) examined the relationship between self-efficacy, learning motivation, and cognitive learning outcomes in science education, finding a positive correlation. Their results suggest that higher self-efficacy leads to greater motivation and better learning outcomes, reinforcing the importance of self-efficacy for maintaining motivation and resilience in academic settings. Similarly, Komarraju & Nadler (2013) assert that self-efficacy beliefs are crucial for academic

success, influencing goal-setting and perseverance in overcoming challenges. This reinforces the idea that self-efficacious students are more likely to set ambitious yet achievable goals, essential for personal growth and success in educational contexts.

This study aims to address the gaps in understanding how self-efficacy influences speaking skills, particularly among second-semester students in the English Education Department. This stage is crucial in the language learning process, as students refine foundational skills and transition to more advanced competencies. By investigating this relationship, the researcher aims to provide valuable insights for educators to develop strategies that enhance students' confidence and improve their speaking abilities. Sökmen (2021) highlights that self-efficacy is a key factor in promoting student engagement and participation in learning activities, which ultimately leads to improved academic performance. This underscores the importance of fostering self-efficacy to create environments that encourage active participation and engagement in educational settings.

In conclusion, this study seeks to fill the gap in understanding the impact of self-efficacy on speaking skills, particularly among second-semester students in English education programs. By addressing these critical areas, the research aims to provide actionable insights for educators to create supportive, confidence-building environments that empower students to reach their full potential.

B. Formulation of the Problems

1. What is the relationship between self-efficacy and English-speaking skill among students of English education?
2. How does self-efficacy influence students' performance in English-speaking skill?

C. Objectives of the Study

1. To Investigate the relationship between self-efficacy and English speaking skill among students in the English Department
2. To analyze how self-efficacy influence student performance in English speaking skill

D. Significances of the Study

1. Theoretical Significance

This study contributes to the existing literature on social cognitive theory by exploring how self-efficacy specifically relates to speaking skills among second-semester English Department students. Building on Bandura's foundational work on self-efficacy, this research extends current understanding by examining its nuanced impact on speaking performance (Bandura, 2001).

2. Practical Significance

Practically, the findings of this study inform educators and curriculum developers about designing instructional strategies that foster confidence among students. Enhancing students' self-efficacy leads to improved speaking performance, as demonstrated by previous studies Rafiqa and Fitriani (2023) Implementable interventions include providing opportunities for low-stakes speaking activities and encouraging mastery experiences through constructive feedback (Bandura , 1977).

E. Definition of Terminologies

1. **Speaking skill:** Speaking is a complex process of conveying and constructing meaning through verbal and non-verbal communication. Chaney (1998)

emphasizes its interactive nature, requiring speakers to engage listeners effectively. Brown (2001) views speaking as producing, receiving, and processing information, while Richards and Renandya (2002) highlight its integration of linguistic, discourse, and pragmatic competencies. In this study, speaking skill is defined as the ability to communicate ideas clearly, fluently, and appropriately in real-time interactions.

- 2. Self-Efficacy:** Self-efficacy refers to an individual's belief in their ability to accomplish tasks. Bandura (2001) identifies it as central to motivation and goal attainment. Zimmerman (2000) stresses its role in fostering persistence and resilience, and Schunk and Pajares (2009) link it to academic performance and engagement. In this study, self-efficacy is defined as learners' confidence in performing English-speaking tasks effectively.