
THE CORRELATION AMONG SELF-EFFICACY, COGNITIVE STRATEGY AND STUDENTS' SPEAKING ACHIEVEMENT OF ELEVENTH GRADERS AT SMK KESEHATAN KADER BANGSA PALEMBANG

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ABSTRACT: The objective of this study was to find out whether or not there was a significant correlation among self-efficacy, cognitive strategy, and student speaking achievement of students at SMK Kesehatan Kader Bangsa Palembang. 65 eleventh-grade students were involved as the sample, selected using purposive sampling techniques. The correlational method was applied as the research design. Questionnaires and test were used as data collection instruments. To analyze the data, the writer used a correlational analysis to examine the correlation among the variables. The result of the correlational analysis indicated that there was no correlation between the students' self-efficacy and speaking achievement. The result of Spearman-Brown showed that the value of r -obtained was -0.096 , with a significance value was 0.448 and it was lower than 0.5 . The results of correlational analysis between the students' self-efficacy and speaking achievement also showed that there was no correlation between students' cognitive strategy and their speaking achievement since the value of r obtained was -0.030 . In conclusion, these results are explained by the fact that there was no significant relationship between the students' self-efficacy, cognitive strategies, and students' speaking achievement.

Keywords: correlation, self-efficacy, cognitive strategies, speaking skills

KORELASI EFIKASI DIRI, STRATEGI KOGNITIF DAN PRESTASI BERBICARA SISWA KELAS SEBELAS SMK KESEHATAN KADER BANGSA PALEMBANG

ABSTRAK: Tujuan dari penelitian ini adalah untuk mengetahui apakah ada korelasi yang signifikan antara efikasi diri, strategi kognitif dan prestasi berbicara siswa di SMK Kesehatan Kader Bangsa Palembang. 65 siswa kelas sebelas terlibat sebagai sampel, dipilih menggunakan teknik purposive sampling. Metode korelasi diterapkan sebagai desain penelitian. Kuesioner dan tes digunakan sebagai instrumen pengumpulan data. Untuk menganalisis data, penulis menggunakan analisis korelasi untuk memeriksa korelasi antar variabel. Hasil analisis korelasi menunjukkan bahwa tidak ada korelasi antara efikasi diri siswa dengan prestasi berbicara. Hasil Spearman Brown menunjukkan bahwa nilai r -diperoleh adalah $-0,096$, dengan nilai signifance adalah $0,448$ dan lebih rendah dari $0,5$. Hasil analisis korelasi antara efikasi diri siswa dan prestasi berbicara juga menunjukkan bahwa tidak ada korelasi antara strategi kognitif siswa dengan prestasi berbicara mereka karena nilai r yang diperoleh adalah $-0,030$. Kesimpulannya, hasil ini dijelaskan oleh fakta bahwa tidak ada hubungan yang signifikan antara efikasi diri siswa, strategi kognitif, dan prestasi berbicara siswa.

Kata Kunci : *korelasi, efikasi diri, strategi kognitif, keterampilan berbicara*

INTRODUCTION

Speaking is a crucial component of learning English since it correlates to a variety of fields of skills in the English language. Speaking is the most important aspect compared to other aspects. According to Lê (2011), speaking is the most important skill compared to other skills. Speaking includes many aspects, namely understanding, pronunciation, fluency, and good and correct grammar.

According to Hamouda (2013), students become quiet in learning to speak English because students are not confident and feel doubtful. Therefore, many students lose their self-confidence when they want to speak English, their self-confidence becomes an influence on learning to speak English. Therefore, teachers should teach things that can influence students to be interested in learning to speak English. According to Riasati (2012), various elements encourage students to learn English, including personality, content, competition, and student motivation. Therefore, it can be inferred that students' self-confidence is the motivator for them to speak English.

Furthermore, self-efficacy beliefs apply to a person's perception of their abilities to plan and execute the steps required to accomplish a particular type of performance. Deliet al, (2019) explain that self-efficacy is a person's confidence in conveying the determined messages. This is also supported by Desmalizaet al, (2017) who stated that a person's speaking ability can be seen from the self-confidence a person has to do something. Based on the above, it can be concluded that self-efficacy can determine how people can think and behave so that they can achieve what they want to achieve perfectly without any obstacles.

In addition, self-efficacy correlates with students' language abilities. There was a previous study had investigated self-efficacy and speaking skills. The first is Dodds's research (2011) conducted a correlation study on self-efficacy and language performance among new arrivals of Chinese immigrants in Canada. He found that there was a significant positive correlation between English language confidence, self-efficacy, and English-speaking performance. He stated that participants who had the confidence to speak appeared to do so well and smoothly. Therefore, it is very important to conduct this research to provide ideas to both students and English teachers on how to increase confidence in speaking English. The second is Paradewari (2017), It was about "Investigating students' self-efficacy of public speaking". The research result showed that the students were aware of their self-efficacy when doing public speaking (81.4%), and the students had higher self-efficacy in public speaking (79%). The last is Alawiyah T (2017), the title was "The correlation between self-efficacy and speaking achievement". The results showed that there was a significant correlation between self-efficacy and speaking achievement. The correlation coefficient of the test was 0.349. Thus, the level of correlation was weak.

Students who are learning to speak must implement a technique to improve their speaking skills, known as cognitive strategies. Cognitive strategies are internal abilities that students possess that are arranged in a way that can assist students in learning, particularly in thinking, problem-solving, and decision-making. These strategies are crucial for students to achieve their learning objectives effectively.

However, the writer asked one of the English teachers at SMK Kesehatan Kader Bangsa Palembang. The writer found that students' efficacy in speaking English was

weak. The students had problems with their self-efficacy in learning English when they speak, when the writer conducted a preliminary study with one of the English teachers.

Based on the problems of the research, the research objective was stated as follows to find out whether or not there was a significant correlation between self-efficacy and students' speaking achievement of the Eleventh Graders at SMK Kesehatan Kader Bangsa Palembang, to find out whether or not there was a significant correlation between cognitive strategy and students' speaking achievement of the Eleventh Graders at SMK Kesehatan Kader Bangsa Palembang, and to find out whether or not there was a significant correlation among self-efficacy, cognitive strategy, and students' speaking achievement of the Eleventh Graders at SMK Kesehatan Kader Bangsa Palembang.

METHODOLOGY

1. Research Method

The writer used correlational research as the research design since this study aimed to examine the relationship among self-efficacy, cognitive strategy, and speaking achievement.

2. Techniques in Collecting the Data

2.1 Self-efficacy Questionnaire

A questionnaire is a research instrument consisting of a series of questions aimed at collecting information from respondents. The questionnaire in this research was used to measure the students' self-efficacy questionnaire. This questionnaire consists of 20 items to know the students' self-efficacy. The questionnaire is conducted by Gaumer et al, (2018), and uses four Likert scale questionnaires namely (1) very different for me, (2) A Little different for me, (3) A little like me, (4) A lot like me. In this study, the students completed the questionnaire with the duration of about 45 minutes.

2.2 Cognitive Strategy Questionnaire

The questionnaire in this research was used to measure students' cognitive strategies. This questionnaire consisted of 16 items, and then the questionnaire is conducted by Pratiwi Wijaya (2019). 16-item questionnaires using four Likert Scale types (1) very different for me, (2) A Little different for me, (3) A little like me, (4) A lot like me. The questionnaire above uses the Likert scale to measure the data of cognitive strategy. In this study, the students completed the questionnaire with the duration of 45 minutes.

2.3 Speaking Achievement Test

A test is several questions given to test a person's ability. According to Lestari (2017), a test is a procedure that a person was used to find out something that has been determined. This means that the speaking test is an oral test to test a person's ability. The researcher asked the students to speak in the form of monologues on a topic of their choice. The options included introducing oneself or talking about one's family. The students did oral or speaking test for 3 to 5 minutes by using cognitive strategies.

FINDINGS AND DISCUSSION

1. Descriptive Statistics

Descriptive statistics have general information about the student's self-efficacy, cognitive strategy, and speaking achievement test results that have been summarized.

Table 1. Descriptive Statistics

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Self-efficacy	65	31	70	46.46	9.321
Cognitive Strategy	65	23	61	40.14	7.919
Speaking achievement	65	68	83	74.72	3.214

The descriptive statistics show that the mean score for students' self-efficacy was 46.46, the minimum score was 31, the maximum score was 70, the standard deviation was 9.321, and the mean score for students' Cognitive Strategy was 40.14, the minimum score was 23, the maximum score was 61, and the standard deviation was 7.919. In terms of the results of the students' speaking achievement, the maximum score was 83 and the minimum score was 68. The mean was 74.72, with a standard deviation of 3.214.

2. Normality Test

Determine whether the data was regularly distributed or not. SPSS 24 was used by the researcher to perform the normalcy test. The data is normally distributed if the significance value is greater than 0.05, according to the normality test. The data are not normally distributed if the significance value is less than 0.05.

Table 2. One-Sample Kolmogorov- Smirnov Test

		Self- Efficacy	Cognitive Strategy	Speaking achievement
N		65	65	65
Normal Parameters	Mean	46.46	40.14	74.72
	Std. Deviation	9.321	7.919	3.214
Most Extreme Differences	Absolute	.100	.169	.173
	Positive	.100	.169	.173
	Negative	-.070	-.086	-.091
Test Statistic		.100	.169	.173
Asymp.Sig. (2-tailed)		.171	.000	.000

The significance of the normality test for self-efficacy was 0.171 higher than 0.05. It indicated that the data on students' self-efficacy was distributed normally. Furthermore, the significance p-value for cognitive strategy was 0.000, and speaking achievement was 0.000. The two significant coefficients were lower than 0.05 and the researcher concluded

that the data on cognitive strategy and speaking achievement were not normally distributed.

Table 3. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
	N	65
Normal Parameters	Mean	.0000000
	Std. Deviation	3.18752401
Most Extreme Differences	Absolute	.131
	Positive	.131
	Negative	-.072
	Test Statistic	.131
	Asymp.Sig. (2-tailed)	.007

Based on the table above, the researcher applied the normality test for unstandardized residuals, which was 0.007 lower than 0.05. This means that the data were not normally distributed, so the researcher used Spearman's rank correlation for correlation analysis.

3. Correlation Analysis

3.1 The correlation analysis between self-efficacy and speaking achievement

In this part, the researcher answers the hypothesis for number 1 to find out whether there was a significant correlation between Self-efficacy and Speaking achievement. The researcher used Spearman's rank correlation to calculate it using SPSS 24.

Table 4. Correlations Analysis

		Self-efficacy	Speaking achievement
Spearman's rho	Self-efficacy	Correlation Coefficient	1.000
		Sig.(2-tailed)	.448
	Speaking achievement	N	65
		Correlation Coefficient	-.096
		Sig.(2-tailed)	.448
		N	65

Based on Table 4, it was found that the correlation coefficient between self-efficacy and speaking achievement was -0.096 at a significant level of 0.448. It means that self-efficacy and speaking achievement were not correlated since the p-value (0.096) was lower than the r-table (0.244). It can be concluded that there was no significant correlation between self-efficacy and Speaking achievement.

2.2 The Correlation Analysis between Cognitive Strategy and Speaking achievement

Furthermore, to answer hypothesis number 2, the researcher calculated the correlation analysis between cognitive strategy and speaking achievement by using Spearman's Rank correlation.

Table 5. The correlation coefficient between cognitive Strategy and Speaking achievement

			Cognitive Strategy	Speaking achievement
Spearman's rho	Cognitive Strategy	Correlation Coefficient	1.000	-.030
		Sig.(2-tailed)	.	.814
		N	65	65
	Speaking achievement	Correlation Coefficient	-.030	1000
		Sig.(2-tailed)	.814	.
		N	65	65

It was found that the correlation coefficient between cognitive strategy and speaking achievement was -0.030 at a significant level of 0.814. This means that cognitive strategy and speaking achievement were not correlated since the p-value (-0.030) was lower than the r-table (0.244). It can be concluded that there was no significant correlation between cognitive strategy and speaking achievement.

2.3 The Correlation Analysis of Self-efficacy, Cognitive Strategy, and Speaking Achievement

Next, in the last part to answer hypothesis number 3, the researcher calculated the correlation analysis of Self-efficacy, Cognitive Strategy, and Speaking achievement by using multiple correlations. The correlation analysis is shown in the Table 6 below.

Table 6. Model Summary

Model	R	Adjusted R Square		Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
		R Square	Adjusted R Square			F Change	df 1	df 2	
1	.128	.016	-.015	3.239	.016	.513	2	62	.601

Predictors : (Constant), Cognitive Strategy, Self-efficacy

It was found that the multiple correlation among self-efficacy, cognitive strategy, and speaking achievement was 0.128 at the significant level of 0.601. It means that self-efficacy, cognitive strategy, and speaking achievement were not correlated since the R-value (0.128) was lower than the R-table (0.244). It can be concluded that there was no significant correlation between self-efficacy, cognitive strategy, and speaking achievement.

CONCLUSION

Based on the findings and interpretation of the study, the researcher has drawn some conclusions. First, students' self-efficacy in learning English in class XI at SMK Kesehatan Kader Bangsa Palembang is at the level of 46.46, the minimum score is 31, the maximum score is 70, and the standard deviation is 9.321. Second, there is no significant relationship between the correlation of self-efficacy, cognitive strategy, and speaking achievement because the r-value (0.128) is smaller than the r-table (0.244). Last, there is no significant correlation between cognitive strategy and self-efficacy. Additionally, there is no significant correlation between self-efficacy, cognitive strategy, and Speaking achievement of eleventh at SMK Kesehatan Kader Bangsa Palembang.

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