

The Effect of Self Efficacy and Learning Independence on English Speaking Ability

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ABSTRACT

This study aims to determine and analyze the effect of self-efficacy and learning independence on students' speaking skills in English. The research method used is a survey method with correlational analysis conducted on semester one students of the informatics engineering study program for the even academic year 2020/2021. The sampling technique is simple random sampling technique of 70 students. The instruments used are questionnaires and tests. The data was analyzed first by testing the data analysis requirements met, namely normality test, regression linearity test and multicollinearity test. After the test data requirements are met, a differential analysis is carried out to test the research hypotheses using correlation analysis and multiple regression techniques. From the results of the study it was found that: (1) there was a positive and significant effect of self-efficacy and independent learning together on students' English speaking skills; (2) there is a positive and significant effect of self-efficacy on students' English speaking skills; (3) there is a positive and significant effect of learning independence on students' English speaking skills.

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Introduction

Education is a necessity for every individual which has become mandatory to obtain (Aprilianti, Sunardi, & Yudianto, 2019; Ananda & Leonard, 2019). The more developed the education of a country, the more developed the country is. Education is also a very important element to support national development through superior human resources (Leonard, 2012).

The success of education can be seen from the improvement of the quality of human resources. Speech and language can be an indicator to see the quality and level of education of a person. Someone with a good level of education can be said to have a good environment too, tends to speak and speak well so that he looks educated. Meanwhile, someone with low education usually has poor speech, is not polite and tends to be rude because he is in an environment that may not be good. Speech and language are influenced by the inherent social position, physical strength, wealth, and special skills possessed by the speaker (Kuncara, 2013). English is still a major problem for many students (Kuncoro, Erlangga, Ramliyana, 2021). The use of English in communicating today is very important in facing the challenges of the globalized world. English is one of the courses that help students equip the abilities

and skills to be part of global citizens (Hardianti, 2020). In this regard, it is very unfortunate if English becomes a very frightening specter for students in learning it. When students are asked to speak in English, either in the form of reading a text or daily conversation, they often experience extraordinary difficulties. This happens due to many factors, such as; lack of vocabulary, lack of knowledge of pronunciation, not knowing how to pronounce English with the correct intonation or not being confident when speaking. In fact, for students majoring in English education, speaking English is a very stressful subject. Students often face problems with self-efficacy, especially when asked to speak English in front of the class. The problem faced is not only mastery of the material, but also the components needed in speaking English such as pronunciation (Starinne & Kurniawati, 2018).

In learning English, students are required to use the language skills they have. One of the skills in speaking English is speaking. In speaking, students need sufficient vocabulary, knowledge of correct pronunciation, proper intonation, skills and high self-confidence. A person's ability to speak English is also influenced by other factors, such as the environment. The environment affects a person's habits in language. If English is often heard or used in an environment, automatically learning English is no longer a difficult thing. It can be said that students' skills to speak in English are determined by how often and accustomed the students use English in their daily lives.

Many studies have shown that in learning, intellectual abilities play an important role in terms of high and low a person's achievement (Oktariani, 2018). However, this intellectual ability will be realized if a student has self-efficacy and learning independence. In a learning process there are usually differences between individuals in terms of receiving lessons. There are students who are fast and slow in receiving lessons (Arifin, 2013). This difference is reflected in the characteristics of each student. This is what distinguishes the self-efficacy of each student. Students who have high self-efficacy tend to like challenging tasks and will try diligently to complete them (Khotimah, Radjah, & Handarini, 2016; Ghufroon & Suminta, 2013; Yuliyani, Handayani, & Somawati, 2017). Students who have low self-efficacy tend to avoid many tasks and easily give up (Rokhimah, 2014). The higher the self-efficacy of students, the higher the motivation in solving problems in the lesson.

In addition to self-efficacy, learning independence also affects students' ability to speak English. Learning independence is very important in the student learning process, problems that can occur from low learning independence will have an impact on students' inability to develop their English-speaking skills, resulting in decreased student achievement, lack of responsibility, and dependence on others in making decisions and in making decisions. Doing assignments (Sugandi, 2013; Ningsih & Nurrahmah, 2016; Youngest, Vilardi, Akbar, & Bernard, 2019; Fatihah, 2016; Nurhafisari & Sabandar). By having independence, students tend to learn better, are able to monitor, evaluate, and manage their learning effectively, save time efficiently, are able to direct and control themselves in thinking and acting and do not feel dependent on others (Budiyanto & Rohaeti, 2014).

Students must have high self-efficacy, as well as independence in learning, in order to have the ability to speak in English. Educators can also help students by providing motivation. Ensuring that each student has their own abilities. Thus, students feel confident in their abilities and can develop their existing potential independently, without depending on others.

Method

Research methods are all techniques or methods used in research (Santoso, I., & Madiistriyatno, H. 2021) This study uses survey research with a quantitative approach where the researcher tries to describe the phenomena that occur based on data taken from respondents using previously validated instruments. The quantitative approach departs from the data. The data will be processed into valuable information in order to make a decision (Santoso, I., & Madiistriyatno, H. 2021). This research was conducted on students of the Informatics Engineering study program for the even academic year 2020/2021. The sampling technique used is simple random sampling where sample members from the population are taken randomly without regard to the strata that exist in the members of the population. The data used is primary data which includes three variables collected with previously validated instruments, namely self-efficacy instruments with a total of 30 multiple choice questions. Learning independence instrument with a total of 30 multiple choice questions. English speaking ability instrument with criteria for assessing vocabulary, intonation, pronunciation.

The first step in this research is to design the instrument and instrument validated. The research instrument is a tool used to collect data or measuring the object of a research variable (Yusup & Tarbiah, 2018). Instruments that have been validated are distributed to respondents, then the results are tabulated and analyzed. The data obtained are processed by testing the data requirements, namely descriptive statistics, normality tests and linearity tests, then hypothesis testing is carried out, where the data analysis used is path analysis with the provision that a path is said to be significant if the path coefficient value is > 0.05 . To provide a clear picture, the constellation of this research problem can be described as follows:

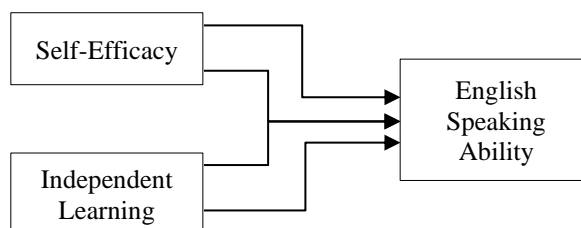


Figure 1. constellation of research problem

Results and Discussion

Descriptive analysis consists of mean, median, mode, variance, and standard deviation. Descriptively, the data of this study are stated in table one

Table 1. Summary of Descriptive Statistics Calculation Results

Statistics Descriptive	Self-Efficacy	Independence Learning	English Speaking Ability
Maximum	129	125	78
Minimum	60	70	37
Average	93,92	96,92	59,98
Median	99,94	104,7	15,83
Mode	93,94	97,5	63,77

Variance	306,91	11546,287	1704,22
Standard Deviation	17,51	107,45	41,28

Before testing the hypothesis, the data analysis requirements were first tested, which consisted of a normality test, a regression linearity test, and a multicollinearity test. Normality test is done by chi square test. The test criteria are if $X^2_{count} < X^2_{table}$ the data table is normally distributed and if $X^2_{count} > X^2_{table}$ the data table is not normally distributed. For the magnitude of X^2_{table} for the significant level = 0.05 and $dk = k - 1 = 7 - 1 = 6$, the value of $X^2_{table} = 12,592$ is obtained. From table 2 it can be seen that all the variables studied have a value of $X^2_{count} < X^2_{table}$ so it can be concluded that all variables in this study are normally distributed.

Table 2. Summary of Normality Test Results

Variabel	X^2_{count}	X^2_{table}	Conclusion Data
Self-Efficacy (X_1)	4,56	12,592	Normal
Independence Learning (X_2)	5,44	12,592	Normal
English Speaking ability (Y)	11,712	12,592	Normal

Regression linearity test is carried out to determine the regression line between the independent variable and the dependent variable is a straight line or not, so that forecasting can be done. The linearity test was carried out using Microsoft Excel 2013 with the test criteria being $F_{count} < F_{table}$, then the regression equation had a linear pattern and if $F_{count} > F_{table}$ then the regression line equation had a non-linear pattern. Based on table three, it can be seen that all the variables studied have a value of $F_{count} < F_{table}$, so it can be concluded that the regression line equation formed has a linear pattern.

Table 3. Summary of Linearity Test Results

Tested Line	F_{count}	F_{table}	Information
X_1 atas Y	0,597	1,91	Linier
X_2 atas Y	0,095	1,81	Linier

Multicollinearity testing was conducted to determine whether or not there was a relationship between the independent variables. Multicollinearity testing was carried out using Microsoft Excel 2013. The test criteria to determine whether or not there was collinearity/multicollinearity were as follows: "if the Tolerance value is 0.1 or the VIF value is 10, accept H_0 or it is said to be collinearity/multicollinearity (Supardi, 2014). Based on table four, it can be seen that the tolerance value is 0.1 and the VIF value is 10, so it can be concluded that there is no multicollinearity.

Table 4. Summary of Multicollinearity Test Results

Variabel	Tolerance	VIF	Keterangan
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Self-efficacy with independent learning	0,26	3,94	Multicollinearity does not occur
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Testing the research hypothesis was carried out by looking for the multiple correlation coefficient of the self-efficacy and learning independence variables on the ability to speak English, the r value was 0.78 which was classified as a strong correlation. For the coefficient of determination obtained 60.84%. This means that the contribution of the variables X_1 and X_2 together to Y is 60.84% while 39.16% is determined by other factors. From the results of the multiple regression test calculation, it is obtained that the multiple regression equation is $Y = 0.41 + 0.178 X_1 + 0.45 X_2$. This means that each addition of 1 point on self-efficacy will increase the ability to speak English by 0.178 and each addition of 1 point on learning independence will increase the ability to speak English by 0.45. The results of the correlation coefficient significance test show that $F_{count} > F_{table}$ ($1982.8 > 3.13$) which means that there is a positive and significant effect of self-efficacy (X_1) and learning independence (X_2) together on the ability to speak English (Y). From the calculation of the partial significance test, namely the effect of X_1 on Y by controlling X_2 , it shows that $t_{count} = 2.44 > t_{table} = 2.00$, it is concluded that there is a positive and significant effect of self-efficacy (X_1) on English speaking ability (Y). The effect of X_2 on Y by controlling for X_1 shows that $t_{count} = 5.83 > t_{table} = 2.00$, so it is concluded that there is a positive and significant influence on learning independence (X_2) on English speaking ability.

This research has succeeded in proving that self-efficacy and learning independence have a significant impact or influence on the ability to speak English. This is supported by the results of research conducted by (Kuncoro, Erlangga, Ramliyana, 2021) & (Hardianti, Marpaung, 2021) which concluded that there was a positive and significant influence between self-efficacy on English speaking ability, and the results of (Aminah & Maulida's, 2020) research. which concludes that there is a positive and significant effect of learning independence on English speaking skills.

English courses, especially for speaking skills, are certainly not easy things that are often done by students in the Informatics Engineering program. Although they often read English programs or applications, in reality speaking is not something they always do. Therefore, self-efficacy when they speak in English becomes very important, especially if it is strengthened by good interpersonal communication with people in their environment.

The ability to speak English is a language skill that is very important in communication, not only for those who in the future will study or study English, but also to communicate in today's globalized world (Hotimah, 2017). The importance of speaking English should not be ignored. With good speaking skills, a person can disseminate thoughts, views, opinions, ideas or feelings about various things in a productive, interesting and easy to understand manner (Prihariyani, 2019). This is reinforced by (Tamrin & Yanti, 2019) that as a means of communication, language has several functions that are seen in several meaningful contexts. The main target in oral communication is so that the interlocutor is able to understand the culture of the speaker (Husein & Dewi, 2019). It is undeniable, the benefits of English can be seen from the rapid development in the field of tourism which is increasingly in demand by tourists. This has even become the lifestyle of the youth. Thus, the ability to speak English is the ability to communicate everything correctly so that any information you want to convey can be received by the other person correctly and correctly, to avoid misunderstandings in communication. Speaking in English requires high self-efficacy, a strong desire to learn and a mentality that is constantly curious and wants to learn and develop. This skill must also be supported by other language components such as having a

large enough vocabulary, the ability to speak with the correct intonation, using the correct sentence structure and of course the correct pronunciation or pronunciation.

The level of self-efficacy is influenced by past successes and failures which then have an impact on future success, such as the achievement index (IP). Students with low levels of self-efficacy are easier to quit in their academic process compared to students with high levels of self-efficacy (Kurnia, 2017). This opinion is reinforced by (Wahyuni, 2013) that self-efficacy or self-habits can be obtained, changed, increased or decreased, through one or a combination of four sources, namely (1) performance experience, (2) vicarious experience, (3) social persuasion, (4) emotion generation. Students who have high self-efficacy will have the motivation to dare to speak in English in front of many people without being shy, nervous and not giving up easily. Thus, with this motivation, he will learn things that were not previously taught in class so that he can speak English better and confidently.

Self-efficacy can also develop one's abilities. This statement is reinforced by Evaliana (2015) that there are several factors that influence the development of self-efficacy, namely (1) success and failure of previous learners, (2) messages from others, (3) success and failure of others, (4) success and failure. in a larger group. Someone who has high self-efficacy will have more abilities through their continuous efforts (Permana, Harahap, & Astuti, 2016). The higher the efficacy in a person, the higher the motivation to be able to easily face problems in speaking English. So that it encourages students not to give up easily and always face existing problems with all the abilities they have. Self-efficacy has an important role in solving problems because students' confidence in learning English will affect their learning achievement. This means that self-efficacy is needed by students so that they have more confidence in practicing English speaking skills

In addition to self-efficacy, learning independence also affects learning success. This statement is reinforced by (Aminah & Maulida, 2020) that many factors determine the success of education, including; potential, interest and motivation of students, independent learning, curriculum, teacher abilities and the environment. But of all these factors, it is students who determine the success of education. Students' efforts in learning and working independently will make these students superior. Because, students who have high learning independence will have the ability to speak English better. Learning independence will be realized if students actively control everything they do, evaluate and then plan something deeper in the learning they are going through and students want to be active in the existing learning process (Budiarini, 2013). This is reinforced by (Ayundhaningrum & Siagian, 2017) that there are five aspects of learning independence identified including (1) self-sufficiency, (2) being able to do routine tasks, (3) having initiative ability, (4) self-confidence, (5) can make decisions in choosing.

In speaking English, students are required to convey ideas, ideas, stories in clear language and the right sentence structure. So that students must develop and improve thinking skills as well as self-confidence when speaking in front of other people in English. Speaking English in front of other people is not an easy thing. It takes courage, habit and self-confidence as well as high discipline to finally see and develop the ability to speak English. This is reinforced by (Aminah & Maulida, 2020) that English speaking skills are skills that require repeated habituation and practice. The ability to speak English is not a simple skill without disciplined and continuous practice. With independence, students will be better able to find and develop their potential to be brave and able to speak in English.

Self-efficacy and learning independence are mutually supportive attitudes in human life in order to become better individuals in dealing with their duties. People who have self-

efficacy and learning independence can complete tasks according to good developmental stages or at least have the ability to learn ways to complete these tasks (Febriani, 2016). The ability to speak in English will be better if students have self-efficacy and independent learning simultaneously or support each other. Self-efficacy and independent learning are also needed to improve speaking skills in English. In improving the ability to speak in English, students must have high self-efficacy and so that learning independence will also be high. Self-efficacy and learning independence are mutually supportive abilities to improve students' English-speaking skills.

This study has found and proven that self-efficacy and learning independence have a positive and significant effect on English speaking ability. In the future, it is hoped that there will be several studies that aim to improve and develop self-efficacy and learning independence, so as to create better English-speaking skills.

Conclusion

Based on the results of data processing, it can be concluded that: 1). There is a positive and significant effect of self-efficacy and independent learning together on the ability to speak English 2). There is a positive and significant effect of self-efficacy on the ability to speak English, 3). There is a positive and significant effect of learning independence on the ability to speak English. So, it can be concluded that students who have high self-efficacy and learning independence result in higher acquisition of English-speaking skills than students who have low self-efficacy and learning independence. This is because students are motivated to always try to develop their own potential and abilities in learning and speaking English so that they can improve their way of thinking and have a better self-confidence. With a better way of thinking, students can achieve more in everyday life

Based on the conclusions from the results of the study, the researchers put forward the following suggestions:

1. Students are expected to increase their self-efficacy and develop independent learning towards their ability to learn English, especially speaking. So that students no longer consider English courses as difficult lessons to understand. In addition, students no longer rely on others to speak English because students are confident in their abilities.
2. Educators are expected to be more innovative in teaching by using various media and even methods that are now growing rapidly, so that they can convey material more pleasantly. Besides that, educators can also motivate students so that self-efficacy can increase so that the impression of being difficult and boring in learning English can be reduced or even no longer felt.
3. For further researchers, it is hoped that they can find other variables that are thought to have an effect on English speaking skills that have not been discussed in this study, increase the number of samples to strengthen the results of the study and refine the instrument so that the research is more valid and reliable.

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