

THE INFLUENCE OF STUDENTS' LANGUAGE LEARNING STRATEGIES AND SELF EFFICACY ON ENGLISH SPEAKING ABILITY AT LANGUAGE DEVELOPMENT CENTRE UIN SYAHADA PADANGSIDIMPUAN

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ABSTRACT

This research was aimed to examine the influence of students' language learning strategies and self-efficacy on English speaking ability. The data were collected through students' language learning strategies questionnaire, students' self-efficacy questionnaire and document of speaking test score. This research was correlational research design using quantitative method. The subject of the research was the third semester at Language Development Centre consisting of 4 classes. The research sample was taken by using proportional random sampling method from 4 classes. The total population was 104 students and the total sample was 52 students. Simple linear regression and multiple regression formula were used to analyze the data. The research findings showed that first, that there was a significant influence of students' language learning strategies on English speaking ability with score ($0.00 < 0.05$) with the dominant social strategy used in English speaking ability and not dominant used strategy was metacognitive strategies. However, if metacognitive strategy is used, English speaking ability would be good. Second, there was a significant influence of students' self-efficacy on English speaking ability with score ($0.00 < 0.05$). It meant that, the higher was self-efficacy, English speaking ability was good or lower self-efficacy, English speaking ability was low. Third, there was significant influence of students' language learning strategies and self-efficacy $0.01 < 0.05$ at Language Development Centre UIN SYAHADA Padangsidempuan. Thus, students' language strategy was average with 65.37 and supported by average self-efficacy with 67.13 that would make average English-speaking ability with 11.73. It can be concluded that if students' language strategies were high and supported by high self-efficacy, students' Englishspeaking ability would be good.

Keywords: *Language Learning Strategies, Self-efficacy, English Speaking Ability.*

ABSTRAK

Penelitian ini bertujuan untuk menguji hubungan strategi pembelajaran bahasa siswa dan efikasi diri terhadap kemampuan berbicara bahasa Inggris. Pengumpulan data dilakukan melalui angket strategi pembelajaran bahasa siswa, angket efikasi diri siswa dan dokumen skor tes berbicara. Penelitian ini merupakan penelitian korelasional dengan desain penelitian kuantitatif. Subyek penelitian adalah semester III di Pusat Pengembangan Bahasa yang terdiri dari 4 kelas. Sampel penelitian diambil dengan menggunakan metode proporsional random sampling dari 4 kelas. Jumlah populasi sebanyak 104 siswa dan jumlah sampel sebanyak 52 siswa. Regresi linier sederhana dan rumus regresi berganda digunakan untuk menganalisis data. Temuan penelitian menunjukkan bahwa pertama, terdapat pengaruh yang signifikan dari strategi pembelajaran bahasa siswa terhadap kemampuan berbicara bahasa Inggris dengan skor ($0,00 < 0,05$) dengan strategi sosial yang dominan digunakan dalam kemampuan berbicara bahasa Inggris dan strategi yang tidak dominan digunakan adalah strategi metakognitif. Namun, jika strategi metakognitif digunakan, kemampuan berbahasa Inggris akan baik. Kedua, ada pengaruh yang signifikan efikasi diri siswa terhadap kemampuan berbicara bahasa Inggris dengan skor ($0,00 < 0,05$). Artinya, semakin tinggi efikasi diri maka kemampuan berbicara bahasa Inggris baik atau semakin rendah efikasi diri maka kemampuan berbicara bahasa Inggris rendah. Ketiga, terdapat pengaruh yang signifikan antara strategi pembelajaran bahasa dan efikasi diri siswa $0,01 < 0,05$ di Pusat Pengembangan Bahasa UIN SYAHADA Padangsidempuan. Dengan demikian, strategi bahasa siswa rata-rata dengan 65,37 dan didukung oleh rata-rata efikasi diri dengan 67,13 yang akan membuat kemampuan berbicara bahasa Inggris rata-rata dengan 11,73. Dapat disimpulkan bahwa jika strategi bahasa siswa yang digunakan bagus didukung oleh efikasi diri yang tinggi, kemampuan berbicara bahasa Inggris siswa akan bagus.

Kata Kunci: Strategi Pembelajaran Bahasa Siswa, Efikasi Diri, Kemampuan Berbicara Bahasa Inggris.

A. INTRODUCTION

Background of the Study

Every English learner has the dream of speaking the language because English is a universally used language, However, when it comes to dealing with an effective production of the language, a learner finds it challenging to talk in English. (Brown & Yule cited in Tuan and Mai, 2015).

Speaking is one of the four English skills should be mastered by students. It is one of the activities of human life to interact and communicate with others. Through speaking, Students can convey the important information to the listener. Then, the listener can get the information or messages that the speakers say. Thus, speaking is an important skill in daily life. Speaking is a core skill to interact each other. (Asuncion & Encalada, 2019). 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). Students can interact with others and share information, ideas, and feelings by simply speaking. Additionally, it plays a big role in the communication process. Speaking is a crucial part of learning English since it allows pupils to interact with others, especially in class.

Brown (2001) stated that when someone can speak a language it means that someone can carry on a coversation reasonably competently. In addition, Brown stated that the benchmark of succesful acquisition of language is almost always the demonstation of an ability to accomplish pragmatic goal through an interactive discourse with the other language speakers. Interaction takes a big part for the learners in training their speaking.

Because speaking incorporates five components, including grammar, vocabulary, understanding, fluency, and pronunciation, for the majority of students, developing speaking skills is the single most crucial aspect of learning a foreign language. Students have to be aware of these components. Before they speak, they should know what they will say; therefore, they need to have many ideas in their minds about what they will say (Nunan, 1991)

However, speaking a foreign language is not an easy skill to be mastered by learners. They consider speaking as the most difficult skill since it needs great courage as well as preparation to speak well in the new language. Furthermore, one of the factors that students need in speaking is a particular strategy in learning to help them gain the knowledge and skills. Bjorklund (2004) stated that “strategy is goal-directed and deliberately implemented mental operations used to facilitate task performance.” From that statement, it was clear that strategy is specific method used by students to solve a problem or task when they are learning. The students used different strategies to learn especially in speaking ability. It depends on the students themselves and their characteristic. They could choose the appropriate learning strategies that are suitable to help them. Thus, learning strategies are needed to make learning easier, faster, more enjoyable and more effective. On the other hand, Students needed to have a good learning strategy to have good speaking, because it could overcome problems in speaking ability. Before they practiced speaking, they could prepare what was the right strategy to solve the problem by memorizing or taking notes. Every student had various difficulties.

Some students who could speak fluently, because they had good grammar, sufficient vocabulary, and proper pronunciation but others could not speak English, because they did not have enough vocabulary, poor grammar, nervous, and lack of self-confidence. Individual learning is defined as the capacity to build knowledge through individual reflection and have different capacities in their knowledge, experience that are built from external stimuli and

sources. It is a fundamental requirement of existence. (Muhammad Nafi Annury, 2016)

In addition, Ael Hosni and Tokoz-Goktepe (2014) reveals that suitable strategies used by the students are helpful to establish their learning goals including speaking skill. One of the ways learners became actively involved in controlling their learning is by using strategy. Learners used different language learning strategies in performing the task and processing the input they face. Language learning strategy was a right way for how students could overcome their problems and could complete their tasks because it influenced the successful level of learning. According to O'Malley (1990) good learners are aware of the learning process and themselves as learners, and seek to control their own learning through the use of appropriate learning strategy.

Messick (1994) notes that underlying personality traits may be responsible for and create consistency in information processing, which, in turn, is measurable as a learning characteristic. Bidjerano and Dai's study (2007) shows that learning strategies, which typically employed in learning situations, co-vary with personality dimensions to a certain extent. Rubin (1987) says that learning strategies refer to the technique or device which a learner may use to acquire knowledge.

Students have been long to learn English, but they still get difficulties in using English for communication. Moreover, Shumine (1997) said, "Speaking a language is especially difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social interaction". Juhana (2012) said that most students often evaluated their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their speaking proficiency. Therefore, when the students speak English well and very often they may think that they have improved another ability which involves within speaking. Considering that this problem may be more important because if the students rarely speak English, their speaking skill may not be improved a lot.

According to Bassano and Christison (1987), real-life interactions are a major factor for second language acquisition and the development of communicative competence because the major time the students have every day is their real-life, it is more important to speak English more outside on their everyday life.

In connection with the issue above, some experts argue that there are deserved factors that influence students to speak English. Dornyei (2005) and Riasati (2012) indicate some factors that may encourage students to speak English such student's motivation, personality, content, and context, as well as learners' beliefs on their communication competence.

Hamouda (2012) states some causes that make students feel reluctant to speak English as a foreign language, namely anxiety, lack of interest in English class, incomprehensible input, shyness, comparison with peers, low self-belief on their speaking capability, and lack of confidence.

As concern to language learning strategy used in speaking, the Students' belief on their capability either positively or negatively influence their willingness to speak. For that reason, this study intentionally highlights students' belief on students' speaking ability in English, since one of the significant factors to control over students to speak English is their self-efficacy or what so called as belief (Bandura, 1977; Mahyudin, Elias, Cheong, Muhamas, noordin, & Abdulah, 2006).

Further proposed that a person's attitude, abilities, and cognitive skills comprise what is known as the self-esteem, then a large number of studies in education have been done to observe its implication particularly in second or foreign language learning where affective factors may influence its process and the performance. In the other words, self-efficacy can be seen as the confidence that people have in their ability to do the thing that they try to do. If

students have good self efficacy then they will be motivated to succeed in achieving learning goals and can survive when facing difficulties. Speaking skill is very needed by many people, they are not only from English major, but also for all majors in each faculty. This program is needed by English and non-English students who have a preference to learn English because by mastering speaking skills they will have added value.

Schunk (1966) says students who have self efficacy on learning, themselves tend to have more regularity (goal setting, use of active learning strategies, monitoring their understanding, evaluating the progress of their goals) and create an environment effective for learning (eliminating or minimizing distractions, finding effective learning partners). Efficacy will improve the success of students in two ways first; efficacy will foster an inner interest to activities that are considered interesting. Second, a person will manage to achieve goals and commit strongly.

UIN SYAHADA Padangsidempuan has an intensive language program done at Language development Centre for the first year English and non- English students. The Varieties language learning strategies have been practiced to students to use in speaking ability and lots of activities and motivation have been carried out to build and strengthen the students self efficacy in English speaking ability. For the first year class, Students have to stay in a boarding house and have a year English program in order to practice the languages they have learned in classroom toward the students in English speaking ability. Moreover, UIN SYAHADA conducted this program to produce capable and communicative graduation to support the speaking ability. So, it is hoped the students have higher speaking ability.

However, Based on the preliminary research conducted at one of the intensive English class program, researchers found that there is some information about students' problems in English speaking ability. First, The students is low in English speaking Ability. Second, the students have low participation in speaking activity in the classroom. In addition, they seem lack of vocabulary and afraid of making errors in grammar. It means the students' self belief is still low. Third, they have low motivation, low confident anxiety and self efficacy in English speaking ability. It is argued that students who have low participation in the classroom have low speaking ability. Moreover, Some students were active in speaking activity in the classroom but still low on English speaking ability. Even though students have full confidence but, they cannot perform well. Even other students are passive but they will speak if they think they are sure right. This is caused by psychology factors when student speak in the class. This factor can be a success or failure determiner for students in speaking ability. Self-Efficacy is one of psychology factors of students in speaking. Self efficacy should be intentioned as student's beliefs on their abilities to do a task in speaking ability. It had a close connection between belief of student and their ability in English speaking. Thus, Students were lack of interest in speaking ability because there were not many students who wanted to try to speak in English, unless being forced by the teacher.

In addition, according to the lecturers, the students' level of speaking skill was relatively low and average, but some of them seemed like afraid to express their ideas in using English. It seemed that students were still lack of confidence, lack of interaction between teacher and students and students with others. It could be seen when the researcher asked some students on why they did not want to speak English in the classroom, most of the answers were because they felt shy, they did not have the self belief to speak, and there were even some students who said that they could not speak even before they tried. Therefore, it was clear that the students' level of self-efficacy seems to give lots effect on their speaking ability.

In addition, students often response the teacher when called upon and the learning atmosphere are individualistic. Some students only spoke English when the teachers asked them or talked to them. Even though the teacher often invites students to come out with their

ideas, only a few students wanted to speak and they preferred not to speak. In case of these problems, language learning strategies and self efficacy were crucial aspects need toward the students' English speaking ability and noted to conduct a further research because these two aspects could influence on learning English, especially in speaking ability.

As far as this field was concerned, numerous studies of learning strategies and self efficacy on speaking ability have been carried out by many researchers. The first study focused on the learning strategies almost all of the strategies proposed by Oxford (1990). Next, (Siti Erma Purwanti et al, 2021). The second study revealed that the relationship between self-efficacy and the learning environment, and self-directed learning. (Nanda Mizrawati, et al, 2020). The third study revealed that the presence of statistically significant differences between the results of students in the two groups in the study of self-efficacy and academic achievement, in favor of the experimental group. This study concluded with a number of proposals calling for concern to employ active learning strategies in the various subjects (Idgeish Ismail Idgeish Al- Mahaftha, 2020).

The fourth study revealed that the participants' perceived self-efficacy levels fell into the high range displayed that self-regulated writing strategy deployment was in the slightly high range. As for the correlation between these two constructs, a linear, positive relationship was confirmed between self-efficacy perceptions and self-regulated writing strategies. A number of strong, positive correlations were also found between the subcomponents of the two variables (Balaman, 2021). The fifth study revealed that male students surpass female students in all the variables treated. Speaking self-esteem and speaking efficacy were found to have great effects on performance in speaking tasks. The findings seemed to make clearer that attention needs to be paid to the determinants of speaking performance (Aregu, 2013). The sixth study showed that English Language Learners (EELs) college students' self-efficacy significantly predicted their use of Self Regulated Learning strategies and indicated a statistically significant difference in the use of SRL strategies between ELL college students who had high self-efficacy and those who had low self-efficacy.

The sixth, Lelita (2016), showed in her research, language strategies and self efficacy improve their speaking ability. It was conducted in qualitative research and focused on ELESF students. By considering the previous study mentioned, there have been many studies focused on students' learning strategies and also self efficacy in language learning, especially in speaking. Some of the studies were done for high school and university students and also through the gender and some are focused on English education program students. But there are a few studies on learning strategies together with self efficacy on speaking ability and for non English program intensively done for a year program or boarding house university students.

Considering the background of the problems and previous studies above, the researcher encouraged conducting a further research. Therefore, the researcher conducted a quantitative research entitle "The Influence of Students' Language Learning strategies and Self-Efficacy On English Speaking Ability at Language Development Centre UIN SYAHADA PADANGSIDIMPUAN"..

B. RESEARCH METHODOLOGY

To determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there is no variable manipulation. The existence of a relationship and the level of this variable is important because by knowing the level of the existing relationship, the researcher will be able to develop it according to the research objectives. This type of research, usually involves a statistical measurable/level of relationship called influence.

C. FINDINGS AND DISCUSSION

The discussion of this study is presented based on the result of findings. The researcher focuses on the influence of students' language learning strategies and self efficacy on English speaking ability at Language Development Centre UIN SYAHADA Padangsidempuan.

1. *The Contribution of Students' language Learning Strategies on English Speaking Ability*

Based on the data of the result, there was a significant influence of students' language learning strategies on English speaking ability at Language centre Development UIN SYAHADA Padangsidempuan. Oxford (1990) defines learning strategies as students' certain action to make learning process, easier, faster, more effective, more self-directed, more enjoyable, and more transferable to the new learning process. In other words, learning strategies are actions taken by students to understand materials in learning process. It can be concluded that learning strategies are tools to achieve goals, problem to solve, and task to accomplish. Learning strategies are reported essential to language learning since it is used to activate students' involvement and it is considered important to develop oral communication competence. In this research, Social strategies gave significant contribution on English speaking ability in the context practice with others. However, metacognitive gave small significance but if the students used metacognitive strategies, Their English speaking ability would be high.

This research is in line with several previous studies. Nadia Alkhair (2020) found that there was a significant influence of language learning strategies on students' speaking ability at SMA Babussalam Pekanbaru. Moreover, Adnan Oflaz (2019) found that a significant positive relationship was found between the students' language learning strategies and their academic achievements. Jernih D Sinurat (2021) found that cognitive strategy was dominantly applied. The finding showed that this study has significance implications in teaching and learning English especially in speaking for specific purposes.

2. *The Contribution of Students' Self Efficacy on English Speaking Ability*

From the data result of students' self efficacy there was a significant influence of students' self efficacy on English speaking ability at third semester Language Development Centre UIN SYAHADA Padangsidempuan. It is proved by sig value $0.00 < 0.05$ with mean score of descriptive statistic is 67.13, the maximum score is 85 and the minimum score is 52. The mean score of students' self efficacy (67.13) indicated that students' self efficacy on English speaking ability at third semester Language Development Centre UIN SYAHADA Padangsidempuan.

This research similar with and support some previous studies. Jenny Montano Gonzales (2020) revealed that significant positive relationship between participants' strategy use and their self-efficacy, that high-strategy user also experienced a heightened sense of self efficacy. Moreover, Ahkmad Maulana (2020) found that Students' Self-Efficacy in Speaking Class at Darul Hijrah II Islamic Boarding School Banjarbaru is good, because students have a strong confident when they speak English and do the better task in the classroom or even outside of the classroom and also found that the Category of Students' Self-Efficacy in Speaking Class at Darul Hijrah II Islamic Boarding School Banjarbaru show that they dominant in Academic Self-Efficacy. Additionally, Dirtya Sunyi Paradewari (2017) revealed that the students are aware of their self-efficacy while doing public speaking (81.4%), the students have a higher self-efficacy in public speaking (79%), and it means that the students have a positive self efficacy in speaking English. Hence self efficacy gives significant influence on English speaking ability. Next, Hailah Saleh Al-Hamed (2019) found that There is statistically significant positive correlation between total scores of strategies and total scores of English

self-efficacy, attitude towards English, English language proficiency.

Moreover, Desmaliza and Tria Septiani. (2017) found that the equation of regression test between the student's self-efficacy and the student's speaking skill was significant. This result obtained from the testing $F_{count} (101,07) > F_{table} (3,96)$, so H_0 is rejected and H_a is accepted. It means that there is a significant correlation between self-efficacy and speaking skill. In this research, self-efficacy can influence the student's learning result in speaking in lower secondary level.

3. The Contribution of Students' Language Learning Strategies and Self Efficacy on English Speaking Ability

Based on data of the result shows that there was a significant influence of students' language learning strategies and self efficacy with sig value $0.00 < 0.05$ means that X_1 and X_2 is linear to English speaking ability. There were some results of the present study have provided important and valuable information and knowledge for the actors of education to widen their insight in order to be able to find better way how to include language learning strategies and self efficacy in creating appropriate learning activity where the students and teachers can explore and to help students have good self efficacy as well as good achievement in English speaking ability. In line with Rubin (1975), who along with Stern (1975) was one of the first to undertake research in this area, describes language learning strategies as skills utilized by a learner to attain knowledge. They are techniques consciously used by learners to improve their progress in acquiring, storing, retaining, recalling, and using information in the second or foreign language (O'Malley and Chamot, 1990; Oxford, 1990).

The utility of language learning strategies is reflected in the various ways they have been classified. For example, Oxford (1989) in her Strategies Inventory for Language Learning (SILL) prescribes six categories namely: Memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. The general self-efficacy belief literature indicates that self-efficacy beliefs are related not only to academic achievement but also to age and/or level of education (e.g., Pajares and Schunk, 2001). Thus, it can be concluded that both Students' language learning strategies and self efficacy give significant influence on English speaking ability. It can be seen from high strategy used of social strategies in case of practice with others and high self efficacy about even if the speaking task is difficult and students don't have the required vocabulary, they can find the strategy to get the message across gave significant contribution on English speaking ability.

D. CONCLUSION

Based on the analysis displayed at chapter IV, finally the researcher concluded that students' language learning strategies influence on English speaking ability with sig value $0.00 < 0.05$ with mean score of descriptive statistic is 65.37 and contributed 59.4 per cent. Self efficacy influence on English speaking ability with sig value $0.00 < 0.05$ with mean score of descriptive statistic is 67.13 and contributed 64.7 per cent. Then, students' language learning strategies and self efficacy influence on English speaking ability at third semester Language Development Centre UIN SYAHADA Padangsidempuan with with sig value $0.01 < 0.05$. It can be concluded that language learning strategies and self efficacy influence on English speaking ability at third semester FDIK at Language Development centre UIN SYAHADA Padangsidempuan either separately or in line. It means, English speaking ability can be measure from their strategy used and the level of self efficacy.

In this research the students showed that the social strategies is dominant used like the students ask others if they do not understand and practice with others. However, Metacognitive strategies are in case the students rarely use with low self efficacy, Thus,

English speaking ability was low. However, the metacognitive strategies are used by students and have high self efficacy, the students' English speaking ability will be high. The dominant self efficacy were the students perform in front of the class in finding the strategy to get the message across with 90.4% moderate and become a volunteer in every task with 90.4 % moderate. This research was conducted in the context of college students with numerous respondents but it was limited with only one of the faculty. Thus, if the research has variety from others, it will have more variative result than this research.

Implication of the Research

Based on the result of the study, some implications could be drawn. Regarding to many theories as what have been mentioned about how language learning and self efficacy might be influence on English speaking ability. It is necessary for the lecturers to observe previously about students' language learning strategies. Students have different need in achieving goals. It would be very helpful for the students if they get different method of learning served by their lecturer.

Besides, students' self efficacy is needed by the students might run together with learning strategies possessed. During the learning process, it is better for them to have good self efficacy to support and enhance their self belief in English speaking ability. Teachers are also called upon to enhance the students' self efficacy beliefs. Teachers are encouraged to help students develop higher levels of self-efficacy beliefs by providing them with appropriate feedback of their performance in English speaking ability.

Recommendation

Based on the results of this study, the researcher proposed some suggestions, for the students, English teachers and further researchers. First, it would be better for the students to know and to be familiar with their own language learning strategies. Secondly, in line with the previous recommendation, the teachers should also be aware of their students' language learning strategies. It is a good idea for the teachers to find out every student's language learning strategies so that the teachers can improvise their method of teaching. In addition, students' self efficacy is also important to help students' belief in English speaking. The teacher also can help students to build their self belief in English speaking ability. Thirdly, for the further researchers, it is recommended to conduct a study in different context of learning and circumstances. Since the number of participant of this study was not really big, future studies with a large number of participants are strongly preferred with many teachers and students involved.

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