

TO WHAT EXTENT DO ANXIETY AND SELF-EFFICACY EFFECT THE EFL STUDENTS' ENGLISH MONOLOGUE SPEAKING SKILL?

^{1*}Arsi Zahiri; ²Berlin Sibarani; ³Sumarsih

^{1*}Postgraduate Program in English Applied Linguistics, State University of Medan, Indonesia

Email: arsyza@gmail.com

²Faculty of Languages and Arts, State University of Medan, Indonesia

Email: pr4_unimed@yahoo.co.id

³Faculty of Languages and Arts, State University of Medan, Indonesia

Email: isih58@yahoo.com

Abstract

This study aims to investigate the effect of anxiety and self-efficacy on the students' English monologue speaking skill. Partial and simultaneous effects of both variables are also examined. The population of the study (n=150) is all eleventh graders at a state senior Islamic high school in Medan, Indonesia, and fifty three of them are involved in the subject of the study. Data are obtained from a rubric of speaking test, a set of Foreign Language Classroom Anxiety (FLCA) tests, and a questionnaire on students' self-efficacy in speaking. All the instruments are expert validated and tried out. In the interest of the findings, a linear multiple regression design is employed, and is analyzed by using SPSS 18 software program. It turns out that there is a negative significant effect of anxiety on the students' English monologue speaking skill, and a positive significant effect of self-efficacy on it. Both anxiety and self-efficacy contribute 63.2% to the students' English monologue speaking skill. However, the contribution of anxiety (40.9%) is higher than that of self-efficacy (22.3%), thus it is suggested to the English teachers to promote warm exposure to the English class, and be the role model in speaking.

Keywords: *Anxiety, self-efficacy, English monologue speaking skill*

1. INTRODUCTION

Speech production is a process of selecting word in mind, employing appropriate grammatical form and meaning as well as articulating the sounds through vocal cords. Receiving and processing information are a process to produce turn taking. Goh (2016, p.145) postulates that speaking involves dynamic interaction of mental, articulatory and social processes. Drawing on this notion, to convey the message, a speaker needs to choose what to say and employ linguistic knowledge to build utterances and encode this message by sound that can be understood by the listener. A speaker also needs to notice the context of ¹interaction in achieving the function of communication itself. In other words, speaking is expressing idea in mind in the form of messages conveyed through the instruments of articulation.

¹ Corresponding author

As a language skill, Goh and Burns (2012 as quoted by Goh, 2016) state that speaking falls into four folds, they are pronunciation skills, speech function skills, interaction management skills, and discourse organization skills. In addition, Brown and Abyewickrama (2010) explain there are two kinds of skill in speaking they are micro-skill and macro-skill. The micro skill refers to the production of shorter chunks of language for example phoneme, morpheme, words, collocation, and phrase, whereas the macro skills are the speaker's focus in the larger elements of language such as fluency, discourse, function, style, cohesion, non-verbal communication and strategic options. With this frame in mind, to speak means to involve those four aspects, and students in the English as Foreign Language (EFL) countries (i.e. Indonesia) seem to be difficult in speaking. As such is due to lack of vocabularies, producing grammatical mistakes, mispronouncing words, getting stuck in speaking, pausing, and reluctance to speak (Syafrayadin, 2011).

Another factor that may contribute to the EFL students' speaking skill is affective factor. It refers to emotion or feeling, the aspects of our emotional beings such what Ni (2012) has stated that affective factor includes emotion, feeling, mood, manner, and attitude and so forth. In addition to that, Yuan (2016) suggests that personality, self-esteem, and anxiety are included in affective factors that affect students' oral proficiency. Anyabadalu (2010) in turn, reveals that English language anxiety and self-efficacy are significant predictors of English language learners' performance.

With this frame in mind, this study focuses its main investigation on the extent to which anxiety and self-efficacy affect the EFL students' English monologue speaking skill. More specifically, it is formulated in the following research questions.

- Is there a significant effect of anxiety on the EFL students' English monologue speaking skill?
- Is there a significant effect of self-efficacy on the EFL students' English monologue speaking skill?
- Is there a significant effect of anxiety and self-efficacy on the EFL students' English monologue speaking skill?

2. LITERATURE REVIEW

2.1 The Nature of Speaking

Speaking is the verbal use of language to communicate with others (Fulcher, 2003). From this theory, it can be perceived that speaking acts as a tool to bridge the people in building relationship and communication. Further, it is the process of building and sharing meaning using verbal and non-verbal symbols in a variety of contexts (Chaney, 1998 as quoted by Bahadorfar & Omidvar, 2014). Such a process itself occurs in the part of brain in which some representations kept, then the utterances will be produced through the sound of the language. In other words, we make meaning through the process of encrypting codes in our mind.

Not only does speaking take such process in our mind, but it also involves dynamic interaction of mental, articulatory, and social process (Goh, 2016, p.145). Therefore, the speaker needs to choose what to say and use linguistic knowledge to build the utterances and encode this message by sound that can be understood by the listener. The speaker also needs to notice the

context of interaction in achieving the function of communication itself. In other words, speaking is expressing idea in mind in the form of messages conveyed through the instruments of articulation.

As means of communication, there are two types of spoken language, they are monologue and dialogue (Nunan, 1991b, p. 20-21 cited in Brown, 2007, p. 303). Monologue consists of planned and unplanned types. Planned monologue demonstrates little redundancy and difficult to comprehend, whereas unplanned monologue exhibits more redundancy, and is easier to comprehend (Brown, 2007, p. 303). Dialogue consists of interpersonal and transactional. The interpersonal refers to promoting social relationship, and the transactional aims to convey propositional or factual information (Brown, 2007, p. 303).

2.2 Affective Factors

Affective factor is one of essential factors affecting language learning. The term “affective” refers to emotion or feeling, the aspects of our emotional beings such what Ni (2012) has stated that it includes emotion, feeling, mood, manner, and attitude and so on. Yuan (2013) elucidates that the affective factors on the oral proficiency encompasses personality, self-esteem, and anxiety. Moreover, Anyadubalu (2010) finds that English language anxiety and general self-efficacy were significant predictors of English language performance among middle-school students in Thailand. Goh (2016) postulates that speaking is also influenced by varied cognitive and affective factors, such as the ability to proceed with the speech quickly and feelings of anxiety respectively.

2.2.1 Anxiety

According to Craske, M.G., Rauch, S.L., Ursano, R., Preneveau, J., Pine, D.S., and Zinbarg, R.E (2009), anxiety is a future oriented mood state associated with preparation for possible, upcoming negative events, and fear is an alarm response to present or imminent danger (real or perceived). Spielberger (1983) cited in Hortwitz (2001) postulates that anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. With this frame in mind, it can be concluded that anxiety may exist in the form of panic, fear, uncontrolled thoughts and tension.

2.2.2 Self-Efficacy

In the early of 20th century, the prevailing theories of human functioning at that time explained behavior in terms of individual to reduce drives or impulses (Piercey, 2013, p. 4). Then, Bandura (1977) presented social cognitive theory in which self-efficacy acted as a response to these previous theories. He defined self-efficacy as the beliefs people have about their capabilities for learning or performing actions at a designated level (Bandura, 1997, p.3; Piercey, 2013).

Furthermore, there are four sources of information that act as the ground rules for measuring self-efficacy particularly in academic settings, namely mastery experience, vicarious experience, social persuasions, and psychological states (Bandura, 1997, p. 80-106). In his working paper, he elucidates the four sources as in the following.

Mastery experience acts as the most influential source of efficacy because they provide the most authentic evidence of whether one can muster whatever it takes to succeed. Vicarious experience refers to modification in one’s successful experience resulted from other’s experience. Social persuasion is evaluative messages that one receives from others (i.e. teacher, parents,

colleagues), and this may lower and/or raise his/her confidence in dealing with a task. Psychological states refer to the existence of stress and fatigue in one's mind.

2.3 Anxiety and Speaking

Studies on anxiety and speaking are abundant. First, Anyabadalu (2010) investigates students' perception of self-efficacy and anxiety in acquiring English. The research involves 318 respondents out of 400 students at Satri Suriyothai School in Bangkok. The obtained results reveal that there is a significant moderate negative relationship between English language anxiety and performance in English.

In another study, Phillips (1992, cited in Horwitz, 2001) conducts a study to seek the relationship between foreign language anxiety and speaking performance in the third semester college French students. It turns out that there is a significant negative correlation between FLCAS scores and performance of an oral interview examination even when ability in the form of students written examination averages was statistically controlled.

In relation to language anxiety, Zhipping and Paramasivam (2013) carry out a meaningful study as well. They reveal that Iranian and Algerian students suffer from anxiety mainly in relation to communication apprehension and fear of negative evaluation. They share similar reasons for anxiety such as fear of being in public, shyness, and inaccuracy when speaking. They have common coping strategies as well such as keeping silent and avoiding eye contact.

Ozturk and Gurbuz (2014) conduct a mixed method study on students' anxiety among Turkish EFL learners (n=383). They reveal that students' anxiety in speaking is low, and most of them perceive speaking as an anxiety-provoking factor. In other words, they agree that their speaking skill is deteriorating due to anxiety.

2.4 Self-Efficacy and Speaking

Studies on self-efficacy are abundant, but most of them centre on self-efficacy in L2 reading comprehension (i.e. Lubis, 2016; Piercey, 2013; Taboada, Tonks, Wigfield, and Guthrie, 2009; Walker, 2010) and speaking skills (i.e. Anyadubalu, 2010; Asakereh and Dehghannezhad, 2015).

On his 2016 study on reading self-efficacy, Lubis finds that students' self-efficacy play the role in academic content-area reading. It turns out that high-efficacious students outperform the low-efficacious ones. Piercey (2013) investigates the measurement of self-efficacy in reading. More specifically, he examines which measures work best to the adolescents' reading self-efficacy. Similarly, Taboada et al. (2009, p.90) find that self-efficacy produces positive correlation in three measures of reading such as reading comprehension, breadth of reading, and amount of reading. Walker (2010) finds that the low achievers did not know how to employ strategies in reading. One possible rationale for this is due to the lack of students' self-efficacy.

Asakereh and Dehghannezhad (2015) reveal that both students' satisfactions with speaking classes and speaking skills self-efficacy beliefs had significant positive correlations with speaking skills achievement, with the latter being stronger. This implies that self-efficacy plays significant role in students' achievement in speaking. Moreover, their multiple regression analysis shows that self-efficacy belief is a significant predictor of Iranian students' achievement in speaking.

3. RESEARCH METHODOLOGY

3.1 Participants of the Study

This study involves 263 eleventh graders at *Madrasah Aliyah Negeri 1 Medan* in Medan, Indonesia, as the population of the study. The sample in this study is obtained from the population, and thus proportional stratified random sampling is employed as the technique for deciding the sample. As such is used when the population not homogeneous and stratified proportionally (Ary, Jacobs, Sorensen, and Razavieh, 2010, p. 154).

Because the population of this study consists of seven classes, the sample will be taken from each class. According to Arikunto (2006), if the population is higher than 100, the sample taken from the population is ranging from 10 to 15 per cent or 20 per cent to 25 per cent or even more than that. With this frame in mind, this study takes 20 per cent of the population as the subjects of the study. Since the number of the population of this study is 263 students, it is clear that 20 per cent of them are 53 students. All the 53 students will be employed as the subjects of the study and are taken from each class ranging from science 1 (IPA 1) to science 7 (IPA 7).

3.2 Instruments of the Study

This study employs three instruments for measuring the extent to which anxiety and self-efficacy affect students' English monologue speaking skill namely speaking scoring rubric, speaking self-efficacy questionnaire, and questionnaire on speaking anxiety.

The technique for collecting the data in this study is divided based on the type of the instruments. The students' speaking skill is elicited by scoring their monologue in the class. The students are asked to speak based on a topic decided to them. The topics are travelling, my idol man, hobbies, bullying, and my parents, and they are asked to speak about it for three to four minutes. Once a topic has been spoken, the score is calculated based on the scoring rubric of speaking skill.

The students' speaking self-efficacy is elicited by delivering speaking self-efficacy questionnaire. The questionnaire is delivered to them prior to the teaching and learning activity in the class. Their response in the questionnaire is calculated in total thereby resulting in high-efficacious and low-efficacious students in speaking.

Finally, the students' anxiety is obtained from a questionnaire on speaking anxiety. Similar to the speaking self-efficacy questionnaire, the questionnaire on anxiety is delivered to the students before the teaching starts. Their response to the questionnaire on anxiety is calculated thereby classifying them into two: low-anxious students in speaking and high-anxious students in speaking.

3.3 Procedure of the Study

This study has some steps or procedures. Prior to the data collection, all the instruments (i.e. speaking scoring rubric and speaking self-efficacy questionnaire) are developed, validated and then tried out. The instrument for measuring students' anxiety is Foreign Language Classroom Anxiety (FLCA). Once the instruments are developed, it will pass two other stages namely instruments validation and instruments try out.

At the stage of instruments validation, all the tests and/or questionnaires are given to experts to have face validity and content validity. Once the experts have commented on the instruments, it is revised on the basis of the experts' comments and suggestions. The results, finally, will be tried out to a class of students whose characteristics are similar to the subjects of the study. Once all the instruments have been tried out, it is ready to assess students' speaking self-efficacy and anxiety at first. It is done to avoid threat to internal and external validity of the test.

To assess students' English monologue speaking, it is necessary to invite them to speak in front of the class based on the topics chosen to them. They are asked to speak in English in four to five minutes. Finally, the results of the speaking test will be calculated in total in terms of content and delivery.

4. FINDINGS AND DISCUSSION

4.1 The Effect of Anxiety on Speaking Skill

In order to examine the effect of anxiety on students' English monologue speaking skill, t-test was employed. The results were presented in Table 1. The hypotheses are presented in the following.

$H_{01} : \beta_1 = 0$ there is no significant effect of anxiety on speaking.

$H_{a1} : \beta_1 \neq 0$ there is significant effect of anxiety on speaking.

Table 1. Results of the T-Test for Anxiety

Variable	t value	df	t table	Sig.	Explanation	Conclusion
Anxiety	-4.659	50	-2.009	.007	H_0 rejected	Significant

Table 4.9 shows that the obtained t-value was -4.659 meaning that it is higher than t-table (-4.659 > -2.009). It implies that the null hypothesis is rejected, and the alternative hypothesis is accepted. Thus, it can be concluded that there is a partial significant impact of anxiety on students' English monologue speaking skill.

4.2 The Impact of Self-Efficacy on Speaking Skill

The next t-test is for self-efficacy. Similarly, the test was run by using SPSS 18 software program. Results of the t-test for self-efficacy are presented in Table 2. The hypotheses are presented in the following.

$H_{02} : \beta_2 = 0$ there is no significant impact of self-efficacy on speaking

$H_{a2} : \beta_2 \neq 0$ there is a significant impact of self-efficacy on speaking

Table 2. Results of the T-Test for Self-Efficacy

Variable	t-value	Df	t-table	Sig.	Explanation	Conclusion
Self-Efficacy	2.805	50	2.009	.000	H_0 rejected	Significant

Table 2 shows the results of the t-test for self-efficacy. It turns out that the obtained t-value is higher than the t-table (2.805 > 2.009), meaning that the null hypothesis is rejected and the

alternative hypothesis is accepted. It implies that there is a significant impact of self-efficacy on the students' English monologue speaking skill.

4.3 The Impact of Anxiety and Self-Efficacy on Speaking Skill

In order to measure students' anxiety and self-efficacy in English monologue speaking skill, the F-Test was run by employing SPSS 18 software program. Results of the F-Test was presented in Table 3, and the hypotheses were presented in the following.

H_0 : there is no significant impact between anxiety and self-efficacy on the students' English monologue speaking skill.

H_a : there is significant impact between anxiety and self-efficacy on the students' English monologue speaking skill.

Table 3. Results of the F-Test

F-value	df	F table	Sig.	Explanation	Conclusion
42.880	df1 = 2 df2 = 50	3.183	.000	H_0 rejected	There is a significant impact

Table 3 showed that the obtained F-value was 42.880. Since the obtained F-value (42.880) was higher than F-table (3.183), the null hypothesis was rejected. Thus, it could be concluded that there was a significant impact of anxiety and self-efficacy on the students' English monologue speaking skill.

4.4 Discussion

As shown in Table 1 that anxiety has a negative significant impact ($-4.659 > -2.009$) on students' English monologue speaking skill. It indicates that the more anxious the students, the worse their English speaking will be. It is in line with what has been found by Ozturk and Gurbuz (2014) in a mixed method study on students' anxiety among Turkish EFL learners ($n=383$) stating that students' anxiety in speaking is low, and most of them perceive speaking as an anxiety-provoking factor.

Similarly, this piece of evidence is in line with Horwitz et al. (1986 cited in Woodrow, 2006) stating that anxiety is included in the Foreign Language Anxiety (FLA). The FLA has three variables; they are 1) communication comprehension, 2) fear of negative evaluation, and 3) test anxiety. They concluded that students who suffer from communication comprehension usually do not feel easy communicating in the second or foreign language among other people, especially if they are needed to use their listening and speaking abilities. Thus, it can be concluded that students' speaking skill will deteriorate if their anxiety is high.

Self-efficacy (Table 2) in turn has a significant impact (2.805) on students' English monologue speaking skill. This piece of evidence confirms previous studies (i.e. Asakereh and Dehghannezhad, 2015; Dodds, 2011) stating that self-efficacy plays the role in students' English speaking skills. It also confirms the theory of self-efficacy (Bandura, 1997, p.2) stating that people

are self-organizing and make causal contributions to their own psychological functioning through mechanism of personal agency.

Further, the result can also be consideration for English teachers not to decrease their students' self-efficacy in speaking. Since it plays the role in the students' English monologue speaking skill, the English teachers should motivate their students to speak in English. One way to do so is being the role model in the class. Being the role model means that the teachers should start speaking in English in the class. Their speaking in turn will be the ground rules for the students to speak.

Finally, anxiety and self-efficacy play the role in the students' English monologue speaking skill as indicated by the results of F-Value (42.880) higher than the F-table (3.183) albeit they have distinct impacts. The anxiety plays negative roles whereas the self-efficacy plays positive roles in students' English monologue speaking skill.

5. CONCLUSION AND IMPLICATION

Based on the findings and discussions, some conclusions are drawn. First, anxiety plays negative roles in the students' English-speaking monologue skill. It contributed 40.9% to the students' English-speaking monologue skill meaning that the more anxious the students, the worse their speaking will be. On the other hand, second, self-efficacy plays positive roles in the students' English-speaking monologue skill. It contributed 22.3% to the students' English-speaking monologue skill. It means that the more efficacious the students, the better their speaking will be. Third, anxiety and self-efficacy play the role in the students' English-speaking monologue skill. Both contributed 63.2% to the students' English-speaking monologue skill meaning that they have significant impacts. Fourth, English teachers should build students' self-efficacy and decrease their anxiety by motivating them in the class, modelling good English in the class, and being patience when teaching students in the class.

This study will have implications for English teachers, researchers, and parents. The English teachers should motivate students to speak English in the class since the best way to learn it is through practices. They also must provide students with a warm learning environment in the class and might not be temperamental or judgmental during the learning process, but they need to be calm and kind. This study also provides new horizons in the field of teaching second language speaking.

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