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SELF EFFICACY OF INDONESIAN (EFL) ENGLISH FOREIGN LANGUAGE LEARNERS IN SPEAKING ENGLISH

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Abstract
Self-efficacy is the condition of someone's capability to complete a task in a significant manner that impacts the development of human achievement, especially for students who are learning a foreign-speaking language system. It is one of the vital aspects of improving language learning. Thus, it is a crucial factor in building self-confidence in spoken English. Furthermore, this study is intended to analyze the Indonesian English Foreign Language Learner (EFL) in speaking English. The method used in this study is a literature review to reveal the impact of self-efficacy on Indonesian English Foreign Speakers. The data were collected by analyzing the journal, sources, and articles of Indonesian scholars conducting similar research. The widespread self-efficacy influence displayed in the form of the investigation, the numbers of Indonesian students participation, and the result of achievements changed among the high and low-efficacy of Indonesian English Foreign Language Learner (EFL) in speaking English within the study.

Keywords—EFL, Self-efficacy, Speaking English

Introduction

Speaking is nutrition; infestation of bidding to understand people; from unknown people, e.g., foreign, communication and behavior. This term more than belong to those mentioned fields. Nevertheless, speaking is broadened toward body language, cultural understanding, lifestyle, and speech communication that outline the way of human life and interaction (Juwito et al., 2022).

According to Nunan (2003), speaking is a motion in constructing written messages orally. Relatedly, Obdalova (2014) conveyed that speaking is the skill of a particular feature that poses the knowledge transmitted ideas and information in varied circumstances. Due to the theory, speaking is considered a significant rule in human life, such as communication tools, the way of exchanging individual messages, and the system of writing the message in a spoken way (Noviyanti, 2022). In this modern life, humans perceive that language as an essential aspect of boosting personal branding (Boy Jon et al., 2022). It is reasonable because being able to communicate well would seem attractive and talented. Nowadays, educators and scholars imagine that a communicative language, speaking, is influencing and mediating people. The system is simple: keen in conveying, clear, rich in vocals, and polished with a wealth of proverbs (Li et al., 2022). Consequently, every surrounding environment would be astounded by the excellent communication delivered during speaking performed (Pakula, 2019). Custer et al. (2021) delivered that speaking is the manufacture and infestation of the human being. Otherwise, it shapes the well-being personality as a compassionate and skillful figure (Zhen et al., 2021). Nevertheless, self-efficacy is an essential factor that contributes to attracting well-communicated speaking performance.

Self-efficacy and self-motivation are connected (Zhang et al., 2020). It is well-known as an internal language support system in which someone with this trait is believed to be competent to compile the task or chores under a specific stimulant time (Maddux, 1995). Similarly, it is perceived as an inside strong desire to believe in finishing the task. In this topic, if someone is

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regarded as able to complete the task with high self-efficacy, he/she is gifted to improve his/her speaking performance, especially in English. Meanwhile, if she/he results in low self-efficacy, he/she can produce low common-term spoken performance. Bandura and shrunk stated that those with low self-efficacy tend to avoid learning activity performance compared to high self-efficacy (Bandura, 1995). Consequently, it became a connection between the two variables to grow the learners' aptitude for learning.

Albert Bandura introduced the notion of self-efficacy in 1977. The theory sourced is social learning theory. Albert played that self-efficacy profounds the aspect of speaking performance. In many ways, self-efficacy has boarded on entrepreneurship, and nurses have performed better in language learning. One of the research evidence fields was the study of Awaluddin Syamsu confirmed that self-efficacy has improved the teaching strategy of teachers. The evidence found that teachers with high self-efficacy honored the students in conducting the subject they do compare to the low self-efficacy teachers. In addition, the high self-efficacy educators do not provoke critics toward the students as the low self-efficacy teachers did (Suryanovika & Pontianak, 2017). In this research area, the researcher found that the final result of his study is that it approaches students learning achievements such as Math, English, and Computer. As a result, there are numerous effects of self-efficacy that influence to expand the language learning, especially speaking.

However, fluency in communicative spoken language is created by two aspects, namely internal and external factors; first, according to Eaton & Dimbo (1997), internal factors arranged by self-motivation, self-personality, language skills, and the system of psychology (Ngoc Truong & Wang, 2019). On the contrary, external factors include environment, teachers, learning sources, and the practical purpose of Language learning. In reality, the issue of fluent communicative purpose is stimulated by low self-efficacy. It occurs because foreign learners fear the difficulty of learning the language. It is primarily caused by anxiety, people's judgment, the high value of subject goals, competition, and lifestyle. This fact influences the way of learners in speaking English as well. It is commonly experienced by novice speakers in that they are not native speakers as it became the challenge faced. In this case, Foreign Language learners, especially English foreign speakers, will face this phase. To illustrate, people underestimate the beginning of their language learning (Eğinli & Solhi, 2020). Meanwhile, English speaking skill is compulsory to be practiced if the learners have a high standard of creating decent speaking performances. Therefore, they approached that they could not do the subject. Furthermore, in Indonesia, the English subject is focused on something other than practicing. It merely focuses on the result and grammatical subject within the previous K13 curriculum products. Contextually, the curriculum K13 was proposed to improve the value of nationalism, and it fractured the language learning period once a week. Hence, the foreign language learners that aimed to study speaking mainly spoken English demonstrated failure and less competence in self-efficacy (Boy Jon et al., 2021). Hence, self-efficacy has become a vital issue to discuss and explore. It is highly reasonable since internal factors determine language learning progress. Mainly, the discussion of efficacious will Benefit in helping the Foreign Language (FL) students to develop their English as well. Furthermore, the research aids learners, predominantly English foreign language (EFL) learners, to avoid mistakes in spoken English. As for the teachers, the research would help them engage the appropriate strategy and technique to boost the students' speaking confidence. Specifically, it impacts the Foreign English speaker's achievement in a second language context.

Literature Review

This study is aimed to engage within a systematic literature review (SLR) shape. Okoli (2006) expressed that a systematic literature review is the revision part of the information that comprehends the identical sources within previous research (Alqahtany, 2019). Accordingly, the SLR (systematic literature review) employed compiling of sources, works of literature, and

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information to provide the data within the qualitative written form of research being conducted (Shemshack & Spector, 2020).

In terms of data collection, countless studies are concerned with the issue correlated with self-efficacy and Indonesian English Foreign Language (EFL) learners in speaking English. First and foremost, Suharja (2020), the Lecturer at the English Education Department at Dayanu Ikhsanuddin University, researched the correlation between self-efficacy and speaking performance. Precisely, He was measuring the numeral of speaking performance of Dayanu Ikhsanuddin University. He revealed a high correlation between self-efficacy and the speaking performance of 95 English students. There is a positive sign of self-efficacy that the students must practice speaking. However, it explicitly showed that using 40 questionnaires is time-consuming for foreign learners to participate. The use of the method in the collection of the data probably is measuring a more extensive time. Nevertheless, the study indicated success in revealing the result of the student's ability to speak English. The researcher showed that the data self-efficacy measurement of English Foreign learners is positively high. It was obtained that the speaking performance was 0.71 or 71 % (Suharja, 2019).

According to Nur Aulia Amalia Alimuddin et al. (2018) research, the self-efficacy of the respondent was moderate. The subject of the research were six students of ten grade MIPA 6 of SMAN 22 Makassar. As a result, since the respondent was using a questionnaire, interview, and observation sheet, the student's self-efficacy was moderate due to complexity, psychological, environment, circumstances, familiar audiences, preparation, external incentives, and information of self-skill. Furthermore, this can conclude that the self-efficacy of the ten-grade students was lacking in that the participants are teenagers. The evidence was approved by the circumstances such as in speaking performance were lack of confidence, anxiety, nervousness, lack of focus, relaxation, and high self-confidence. Ratih et al. (2019) supports the research that self-efficacy was undeniably effective for English foreign language learners. She and the team discussed investigating Students' Self-Efficacy by using Oral Peer Feedback in Speaking Subjects. The study showed that self-efficacy is vital to improving oral feedback in speaking subjects. However, the use of speaking peer feedback is revealed by strategies, situations, and experiences of the students. The qualitative research also indicated that only the students with high self-efficacy know how to deal with speaking difficulty. Meanwhile, the low self-efficacy students needed an alternative method of giving feedback speaking. As a consequence, it could have provided better communication. In the final result, self-efficacy was able to develop the student feedback in spoken English and other sources.

Research Method

This research used library research terms. Library research aims to find previous research with the same theme field (Oliveira et al., 2014). Narrowly, it is becoming the source of data collection for producing the journal on English Language Studies (Sare, 1980). The data collection techniques were separated into 8 steps. The first is conducted by generating the questions concern with the topic. Second, it is extracted by the elements of papers such as relevant topic, past studies, and method. Third, spending the strategy in developing sources from broaden resources such as Scopus, SpringerLink, Research gate, and similar academic expertise contacted toward the answers discussing. Fourth, selective the past studies by reviewing, classified, clarifying and puzzling the titles, abstract and more often deep diving into vital content of the research. Fifth step is by assessing the quality of the journal and sources such as relativeness, the level of agreement and reliability on the responsible research theme. The sixth, it is called extracting data by paralleling the resources toward the reviewers. After conducted previous method, the next step is by providing the reader within deep reading result. The finding should be synthesized into information and findings. Thus, it is pooled to be findings. The last is through interpretation findings which is considered as the evidence strength, outcome of review, and then the areas of future research that eligible to be conducted. Therefore, all items of steps are expansion of content analysis which aimed to collect the synthesized of data into unit of findings.

In conclusion, the data sources in this research were provided by Self-efficacy data and

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English-speaking skills. The data on self-efficacy and English-speaking skills are taken from journal and article that has a similar topic to be discussed within the past event, and it is exposed present day (Altbach et al., 1998).

Results and Discussion

Based on the previous study, it was revealed that there are numerous results of self-efficacy data obtained within the conducted research. In revealing the result, the researcher was questioned with some research questions in this article. Firstly, what is the positive aspect of self-efficacy that could affect speaking English? Second, what strategies are used by Indonesian Foreign Language Learners (EFL) to boost self-efficacy? Therefore, there were three significant answers. First, it affected the English foreign language learning in speaking performance. Secondly, it was adequate to impact the students' achievements. The third was the numerical determined high and low measurement of the English language learner's Self-efficacy as follows;

The benefit of self-efficacy

Increase the students' motivation

Based on the speaking performance, self-efficacy supports the EFL (English Foreign Language) learners to be better in speaking performance (Rustandi & Bunga Febriani, 2020). It also formally increases self-confidence and speaking ability and lessens nervousness (Maryam et al., 2019). Similarly, the confidence of the EFL speakers was developed by a positive mindset and goals to face the feedback subject in speaking English (Florensio Wijaya & Laos Mbato, 2020). It could persistently occur during the high self-efficacy function compared to the lowest self-efficacy. The high self-efficacy had already well-state and emotional well-being. Meanwhile, the low self-efficacy, EFL (English Foreign Language), was unable due to unskillfulness in limited linguistic skills, peer judgment, loss of confidence, fear of being humiliated, and a negative mindset. Therefore, the high-EFL self-efficacy was able to control the flow of speaking English well than the lower one.

Increase the students' achievements

According to the data, questionnaire, and interview proved, self-efficacy substantiated the progress of EFL (English Foreign Language) learners in speaking English subject. The data can be integrated as follows:

Self-efficacy increases the EFL (English Foreign Language) learners speaking skill

According to Jubaedah W. J et al., research showed that self-efficacy is vital to provide the change of learning English. There are four skills narrowly affected such writing, listening, reading, and speaking. Specifically, speaking was developed to a moderate level. The data collection of 17 students provided that seven students did well in speaking within the moderate level. 41,2% of the students were able to introduce themselves in spoken English. Others were active to questioned their peer-classmates English speaking skills. Another could perform roleplay in spoken English, and the rest could answer the teachers' questions in English. However, there were some of the students could have passed better communication. Five students (29,5 %) were at a low level in speaking. Thus, poor speakers also the low-level self-efficacy (Wiji Lestari Mursid Saleh & Mujiyanto Suhendra Yusuf, 2020).

In contrast, Tutik alawiyah, et. Al experienced the difference within a similar research subject. According to the research that self-efficacy influenced the student's self-efficacy. The study's data exposed that 57 out of 96 were in medium self-efficacy (59.37%), and 39 students out of 96 were in high self-efficacy (59.37%). Meanwhile, there were no students regarded as

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low self-efficacy learners. In conclusion, self-efficacy designed the skill in terms of speaking. It was confirmed by the range of data studies that self-efficacy correlated with speaking achievement. The data proved by the R square resulted in 122 points. It means that it was weighty self-efficacy affected them by 87.8%.

Self-efficacy increases the fluency of speaking

Based on the questionnaire by Ima et al., self-efficacy could promote fluency in speaking. The design of fluency was different that depended on the goals. It stated that self-efficacy could trigger speaking smoothly. The method of enabling speaking fluency is switched through the articulation and range of vocabulary banks. However, it could not be settled if the learners do not have high self-efficacy. From high self-efficacy, it will impress linguistic competence.

In contrast, speaking with low self-efficacy could not produce a well-communicative speaking performance for the EFL (English Foreign Language) speakers. Therefore, Nur Aulia Amalia Alimuddin et al. displayed that self-efficacy affects speaking skill fluency. The data result was that 2 (6,7%) of the students were very high in self-efficacy, meaning that they had virtuous speaking ability and confidence. 2 (6,7%) other students were high in self-efficacy marked by decent speaking and pronunciation. Sixteen students were moderate, around 53,3%, and 10% students were low, which stained the students' standard and low in speaking competence.

The strategies used by Indonesian Foreign Language Learners (EFL) to boost self-efficacy?

Imitation

According to the data analysis, some strategies were used by Indonesian EFL Learners in speaking English. From Kristian Florensio Wijaya, he and the research team found that the most used technique in speaking was imitating peers. This strategy is practically followed by the instruction of how people talk (Ding, Z, 2020). In fact, it is adequate to boost foreign language learning (FLL) in terms of speaking. In addition, the strategy is an entirely decent learning model because it enables the speakers to speak fluently and successfully in a short period. Moreover, the strategy is well-known due to the ability to increase the students' self-efficacy in the research. Therefore, it also has well-produced self-efficacy in that it can create the same level of speaking competence among students and peers in speaking English.

Self-preparation

Secondly, the EFL learners claimed that the strategy commonly engaged by the students was self-prepared. The students explained that being self-prepared is a reason to avoid mistakes in speaking. It is strongly evidenced by Nur Amalia et al. (2019) research that preparation determines how successfully fluent one speaks. During the process, she believed speaking English would be natural and affect students' confidence (Aulia et al., 2019.). However, the EFL speakers would interact and pre-meeting with their peers before speaking. After that, the learners would practice as much as possible to improve their fluency. The more the EFL learners, the more fluent the students would speak. Thus, the more self-prepare the students do, the more extraordinary academic performance the students attain.

Group and community engaging

Tutik alawiyah (2018) found a relationship between self-efficacy and speaking skills. The result of R analysis attests that self-efficacy presented significantly between 12,2% and speaking achievement between 87,8%. In other words, there was a positive relationship between speaking achievement and self-efficacy. Similarly, this successful correlation was literary based on student grouping—the English community society

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from within the university. The undergraduate EFL students of the English Education program at the State Islamic University of Raden Fatah Palembang had partaken in the earlier first semester. The EFL learners have been involved in speaking practice. They assumed that the community of foreign-speaking groups is a support circle for increasing language skills.

The achievement was provided by no poor students with low-self efficacy and poor self-efficacy. Moreover, the students were aware of the skill they would only have the aptitude for if it was polished. The achievement was provided by there were not any poor students with low-self efficacy and poor self-efficacy. Therefore, the self-efficacy of the EFL English Education Program University of Raden Fatah Palembang was practiced very well through the group and community strategy to enhance the skill (Alawiyah, 2018).

Prepared speech

Prepared speech is the genre of the well-communication method by captivating the speech topic based on interest and experience. It is a naturally well-prepared topic to persuade the audience. The students prepared the text through research, polished it, outlined it, and practiced it to increase their speech grades (Maryam et al., 2019). Likewise, the students of EFL learners practice speaking by preparing a speech. According to the interview result, Intan nuvitasari et al. (2017) found that the EFL learners learned speaking through well-prepared speech. The result of the interview data revealed that 11 of the students mastered the skill of speaking from experience. Specifically, students 5, 3, 4, 6, 7, 12, 15, and 16 were well-educated through performing a prepared speech.

In contrast, student 14 did not study how to speak reasonably from her speech experience in the past (Nuvitasari et al., 2018). In that case, she performed better today from her teacher's teaching strategy than in the past. As a consequence, the prepared speech affected the student's self-efficacy. The result of the EFL learner's self-efficacy was 65% totally in high-level, 60% of students were in moderate, and 55% in low self-efficacy level.

Oral peer-feedback

The students of EFL learners were trained in the English foreign language through oral peer feedback. This theme is aimed to assed how to persuade the peer-classmate with comments in English. The students were evaluated by their friends to see how decent the other student's performance was (Rustandi & Bunga Febriani, 2020). The result of conducting this method was quite shocking due to the student's high self-efficacy results. Commonly, the students were highly skilled in giving oral-peer feedback. In this research, the researcher found that the students have specific strategies to maintain the fluency of giving speaking in a foreign language. The EFL learners expressed that they achieved better by asking about speaking subjects earlier to their friends, reading the dictionary, memorizing new vocabulary, learning grammar, pronunciation practice, and mind mapping maps. Hence, it could sustain the aspect of speaking fluency of EFL learning in oral peer feedback subjects. In addition, the self-efficacy result was the majority at a high level because most of the 25 students in Universitas Galuh Ciamis, Indonesia, were outstanding in English speaking skills.

Affective strategy

In terms of increasing the fluency of EFL's speaking skills, the researcher found that the students in this research used an affective strategy. The affective strategy was basically an individual strategy in that the students were independent in doing the task without any lecturer's support. It aimed to create students' responsibility in doing the assignment. In the individual task, the researcher discovered that the teacher assigned the students to create prepared speeches (Bol L et al., 2012). Subsequently, they were allowed to evaluate each peer-mates to correct the speech. At this point, the

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students could engage in English in reviewing their peer-students speech. Hence, this method would train the students speaking skills naturally.

Further, this strategy also amplified the students' self-efficacy due to their engagement in group work. However, due to personal achievement, the students were not allowed to help each other with the assignment. Nevertheless, the exception terms were admitted toward communication tasks assigned to create natural communication for students' speaking attainment.

Social strategy

Social strategy is used for grouping work in terms of cooperating with other students. This theory was made for students to study in a group. In terms of conducting speaking, this strategy was designed for students to ask, discuss, answering questions (Etxebarria et al., 2012). This strategy aims to encourage students to speak to a friend. Socially, the strategy developed sympathy, reduced anxiety, improved confidence, and improved the EFL student's self-efficacy.

Peer-model

The peer model is a strategy for students to imitate other students. Likewise, it is similar to the imitation strategy (Griffiths, C., Soruç, A, 2020). However, it can be distinguished based on the media. The media used as a model here is video. The video presented the students that can fluently talk in a foreign language. Soon, as shown to the students, the EFL language learners were encouraged to model their skills as the model exposed in the video. It can be the accent, fluency, and all the aspects of language skills. It is powerful to acquire targeted language tasks. In speaking, the students were revealed by the video of students that talk in English about their age, race, clothes, gender, and similar interest to stimulate their work quickly learning to speak.

Conclusion

In Indonesia, there are tons of issues that are weighty to expose. Among the issues, students need are the essential topics to be discussed and resolved. The reason is simple due to the development of quality and humanity to lead the establishment of prosperity. Language learning is challenging and complex in the establishment of students' improvement; consequently, it is a prerequisite to be expressed.

In expressing the challenges, the stakeholders, such as teachers and educators, demanded to solve them. One of the issues that arose is self-efficacy regarding Foreign Language Learning (FLL). Self-efficacy is viewed as the capacity to believe in doing a task or assignment. Thus, self-efficacy influences the personality, decision, method of learning, behavior, and especially Foreign Language learning. In terms of learning, self-efficacy could influence skills such as speaking English performance, positively or negatively. However, there are two indications questioned in learning a foreign language. First, what is the positive aspect of self-efficacy that could affect speaking English? Second, what strategy is used by Indonesian Foreign Language Learners to boost self-efficacy? Hence, two aspects could regard in answering the first question. First, Self-efficacy can raise the EFL learners' motivation to learn a foreign language. Secondly, self-efficacy can expand the student's fluency in speaking English. Further, in answering the second question, there are some strategies used by Indonesian EFL learners to boost self-efficacy in learning to speak. They are imitation, self-preparation, group and community engagement, prepared speech, oral peer feedback, effective strategy, social strategy, peer model, and challenging task.

Suggestions

Challenges in language learning is striving for many FL (Foreign Language) learners. One of them is self-efficacy which each of individuals inner of students are experiencing up and down upon many factors. For instance, self-motivation, goals and academic purpose which is high tense to be accomplished. Thus, many of students

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sometimes could provide either low or high self-efficacy which contribute the students in learning speaking English. As a result, it will affect to the students EFL learners' language proficiencies whether it is low and high. Therefore, it is wisely for teachers, academic and educator actors in implementing appropriate strategy, method, and warming up in advance before starting the class. It is effective to boost the students in learning English. Moreover, the more teacher, educators and stakeholders realize what the students need, it resulted to successful in learning the foreign language such as English.

In conclusion, it recommended that sharing, peers talk expertise, and researching more about method and strategy would help self-efficacy of EFL Indonesian learners in language learning especially English-speaking skill.

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