UNDERSTANDING OF INDONESIAN VOCATIONAL STUDENTS' SELF-EFFICACY BELIEF IN LEARNING ENGLISH SPEAKING

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Abstract
This research aims to find out the level of self-efficacy beliefs of eleventh graders at SMKN 7 Bone. This research method uses descriptive quantitative methods by means of an instrument that gives students a questionnaire about self-efficacy beliefs. This research used a purposive sampling technique involving 20 students from the hospitality department as the sample. Data collection is done by giving directions to students, distributing questionnaires to students, and collecting all the questionnaires that have been answered by students. Data were analyzed by means of preparation, tabulation, and implementation. The levels of self-efficacy belief are divided into very low, low, medium, high, and very high. Once collected, the data is calculated, and the results are converted into percentages (%). The results obtained from this research show that the magnitude dimension gets an average score of 3, the generality dimension gets an average score of 3.04, the strength dimension gets an average score of 3, and overall, this research gets an average score of 3.01. From these results, it is converted into a percentage of the value, which is 75.25%, which indicates a high level. With the results of the research, it was concluded that the level of self-efficacy belief of eleventh graders at SMKN 7 Bone is on average high.
Keywords: *Self-Efficacy Belief, Learning English Speaking, Foreign Language.*

Introduction

In the era of globalization, English is essential for comprehending communication technologies and for interpersonal communication. As a tool of worldwide communication, both spoken and written English must be actively learned. Actively studying English will facilitate commercial, academic, and social interactions with individuals from any nation. But, in general, we can master all of the knowledge that we absorb, such as by socializing with anyone and everywhere.

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English in Indonesia is a foreign language. English is already known as an international language, which is of course used as a language of communication in today's digital world (Chauvin et al., 2020). English communication is now a key ability that must be acquired in all academic settings (Ali et al., 2022; Firman Ahmad Faizal et al., 2020). English has become a worldwide language utilized in the fields of technology, education, politics, and commerce; even in the tourist and hospitality sectors, we must be able to communicate in English (Hasanah et al., 2021; Rahman et al., 2022). Currently, English dominates all forms of communication. Fluency in English can be a plus when looking for work (Ali et al., 2020). If we have good English skills, we can work in a variety of fields and even pursue an international career. In other words, the ability to speak English will be very influential for the future of students' dreams (Hasanah et al., 2020).

There are four main aspects of language that should be used in all languages, including English: listening, speaking, reading, and writing. These four elements are certainly related to each other, but have significant differences in the process (Sardi et al, 2022). In an effort to master the English language, we also have to follow these four basic principles. Those who want to be proficient in English must adopt the four basic principles as a complete learning process, but keep in mind that these four principles have different characteristics and, of course, different learning methods. Among the four aspects, the one most often studied and used in society is speaking. Speaking is the most effective way of communicating. Speaking is a productive skill. It is inseparable from listening. Speakers, listeners, messages, and feedback are inherent to the essence of communication.

However, speaking a foreign language is regarded as the most challenging talent to acquire and is related with anxiety. (Gan, 2013) explained that students might be locked in a vicious loop in which they believe they have insufficient language competence, have poor self-confidence to talk (i.e., low self-efficacy of speaking), and are therefore unwilling to speak (i.e., low willingness to communicate). This demoralizing loop may discourage kids from speaking out in class.

Self-efficacy has been defined as people's belief in their personal ability to complete a particular task with a desired result (Zhang et al., 2019). Self-efficacy is

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defined as belief in a person's ability to succeed in performing, managing, and performing tasks. Self-efficacy may be a powerful motivation for individuals to follow a goal and overcome challenges, since people with high self-efficacy can do their best and do not give up easily in the face of adversity. Self-efficacy belief is critical for anyone to have in order to improve their English-speaking skills because it is in someone's innermost self, and this will certainly greatly affect the behavior of the person.

Self-efficacy belief is something that has a positive influence on what you want to achieve. It cannot be denied that other people around people who have self-efficacy beliefs can also give off that positive aura, which can then transmit their good feelings as motivation for themselves. In general, research has shown a favorable and statistically significant correlation between self-efficacy and foreign language proficiency (Mills et al., 2006). Students with more proficiency in a foreign language tend to have greater self-efficacy and less anxiety, which contributes to an overall enhanced feeling of self-efficacy (Thompson et al., 2022). In this instance, a larger feeling of self-efficacy is substantially connected with more use of learning techniques and improved self-regulation, which may lead to higher levels of performance (Anam et al., 2020). Based on the background of this research, the researchers determine the problem that is the focus of the discussion "What is the level of self-efficacy belief of the eleventh grade students majoring in hospitality at SMK Negeri 7 Bone?"

Method

This research used quantitative method with descriptive research. Descriptive research, according to (Sugiyono, 2011), is a study undertaken to ascertain the value of the independent variable, one or more (independent) variables, without drawing comparisons or establishing relationships with other variables. While the quantitative method, according to (Arikunto, 2010), is the method that employs numbers, beginning with data collection, analysis of the data, and presentation of the conclusions. The subject of this research took the eleventh grade at SMK Negeri 7 Bone. The researcher used the purposive sampling technique, namely the selection of informants deliberately because of the quality of the informant process. The

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researchers took a purposive sampling technique because it allowed the researchers to select a sample and determine his own sample criteria. From the 4 majors, the researchers took 30 students majoring in Hospitality as a sample.

The instrument was a methodological research tool used in research to collect data. The instrument to be used was a non-test in the form of a Likert scale questionnaire. The questionnaire was arranged based on the dimensions of self-efficacy according to (Bandura, 2006), namely the dimensions of magnitude, dimensions of generality, and dimensions of strength. Besides, the Likert scale is a research instrument for gauging attitudes and views. Using this Likert scale, respondents were required to complete a questionnaire indicating their degree of conformity with a series of questions. The questions or statements utilized in this study are referred to as research variables and are set by the researcher.

Compiling a Likert scale questionnaire has four options: SA (strongly agree), A (agree), D (disagree), and TD (totally disagree) (strongly disagree). Option N (neutral) is not used to encourage students to choose a side. Each option has a unique score. For affirmative propositions, SA equals 4, A equals 3, D equals 2, and TD equals 1. For negative claims, however, SA = 1, A = 2, D = 3, and TD = 4.

Table 1. Score for the questionnaire

Category		Score
SA	(+)	4
	(-)	1
A	(+)	3
	(-)	2
D	(+)	2
	(-)	3
TD	(+)	1
	(-)	4

In this instrument, there were twenty statements, hence the lowest possible score is 20 (the product of 1 multiplied by the number of statements, 20), and the maximum possible score is 80 (the result of multiplying the score 4 with the number

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of statements of 20 pieces). Due to the fact that the operational planning variable is subdivided into 4 sub variables, the total score for each sub variable changes based on the number of statements designed to gather the appropriate sub variable data. The results of this research were collected from 20 students who completed a questionnaire containing a total of 20 statement items, including 9 positive and 11 negative comments. Statements 1 through 6 are magnitude dimensions connected to the amount of difficulty of the assignment pupils must complete. Statements 7 through 12 address the dimensions of generality, which represent the students' emotions of competence in many task situations. The remaining statements, namely statements 13 through 20, provide dimensions of strength that represent the strength of students' opinions of their skills.

The filling out of the questionnaire was guided by the researchers so that students really understood the meaning of each statement listed in the questionnaire so that students could correctly choose one of the four available options that matched their situation. The procedure data collection, namely: Before the questions were distributed/given, the researchers explained to the students about the procedure for working on the questions; After all students clearly / understand about the procedure in working on the problem, then the questions are distributed to all students, totaling 20 students; All students work on the questions that have been given in accordance with the specified processing time; Questions that have been filled in by all students are then returned or collected to obtain data about students' self-efficacy beliefs.

The data analysis that was carried out in this research was descriptive analysis. Descriptive research, also known as taxonomic research, is intended for exploration and clarification of a social phenomenon or reality, by describing a number of variables relating to the problem and the unit under research. This type of research does not involve questioning the relationship between the existing variables; not intended to draw generalizations that explain the antecedent / independent variables that cause symptoms of social reality to occur. Therefore, in descriptive research, it does not use and does not test hypotheses, which means that it is not intended to build and develop a vocabulary of theory. In processing and analyzing data, descriptive statistical processing is used in descriptive statistics (Mulyadi, 2013).

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The researchers analyzed data using data analysis techniques through three activity lines, namely: Preparation, preparations were made for all the data collected, all the completeness or contents of the instrument in data collection. Tabulation, this step was the stage of giving a score (rating / level) as determined in the research method. Change the data, adjust and modify according to the applied analysis technique. Interval data was converted into ordinal data (created levels). Then the ordinal data (interval) was transformed into discrete data. Besides data implementation, the data that has been collected, changed, adjusted, and modified is then compared with the level of self-efficacy beliefs that have been compiled. This becomes the final result and conclusion of the research question problem.

Determination of the level of self-efficacy was done by collecting data, calculating, and then clarifying. The self-efficacy interpretation was presented in very high, high, medium, low, and very low criteria. So that the score on the Likert scale can be interpreted on the criteria, the calculated average score was converted to a scale of 100. The score results obtained were presented in the form of an average and then converted to percent.

Table 3. Students' self-efficacy belief level criteria

Interval	Criteria
0% - 19,99%	Very Low
20% - 39,99%	Low
40% - 59,99%	Medium
60% - 79,99%	High
80% - 100%	Very High

After knowing the category of students' self-confidence level, it was able to determine the percentage of each category of assessment. According to B. Syarifuddin in (Norfai, 2020), how to change the score/value into percentage form, namely with the formula:

$$\% = \frac{\sum X}{\sum M} \times 100$$

Information:

%: Percentage

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$\sum X$: Score X Count

$\sum M$: Ideal Maximum Score

Results

According to (Bandura, 2006), In measuring self-efficacy belief, there are three dimensions that students need to know. So, the questionnaires given to students contained these three dimensions. Here's the description:

1. Magnitude

Table 3. Magnitude Dimension Score

Questionnaires	Result Score
1. I took many courses in order to master English speaking.	60
2. I do many ways to master English Speaking.	60
3. For me, learning to speak English is not difficult.	60
4. I understand listening to people speak English but I find itdifficult to pronounce English words.	60
5. It is difficult for me to speak English because my vocabulary is very low.	60
6. The pronunciation of English vocabulary is very difficult, it makes me not confident to speak English.	60
Total	360
Average	60

$$\frac{60}{80} \times 100 = 75\%$$

This dimension measured students' self-efficacy beliefs through aquestionnaire related to the difficulty of the task where individuals felt they were able or unable to do it, because individual abilities were different. The concept in this dimension lied in the individual's belief in his ability to the level of task difficulty. In statements 1 - 6, there were 3 positive and 3 negative statements. Based on the results of the research, the average number of students' answers was 60. This meant that on

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average students had confidence in their ability to speak English on the dimension of magnitude.

2. Generality

Table 4. Generality Dimension Score

Questionnaires	Result Score
1. I would have mastered English speaking skills if only I took a course.	65
2. I'm sure I would have gotten better at speaking English if I had studied hard.	60
3. I am not trying enough, so my speaking ability is lacking in English.	60
4. Even if I take a course, I'm not sure I can master English speaking skills.	60
5. I've tried really hard but I'm not improving in English speaking if I take the course.	60
6. I don't need to try many things to master English speaking skills, because my ability is impossible to improve.	60
Total	365
Average	60,8

$$\frac{60.8}{80} \times 100 = 76\%$$

This dimension measured students' self-efficacy beliefs by examining matters relating to students' beliefs about their abilities to carry out tasks in various activities. Various activities require individuals to believe in their abilities in many fields or only certain fields. In questionnaires 7 - 12 there were also 3 positive and 3 negative statements. The results obtained were that students got an average score of 60,8, which showed a positive thing that students had self-efficacy beliefs in speaking English by following certain fields.

3. Strength

Table 5. Strength Dimension Score

Questionnaires	Result

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	Score
1. I feel pessimistic about speaking English	60
2. I feel shy and insecure if my friends tease me when I make a mistake speaking in English	60
3. I always make mistakes speaking in English	60
4. I'm not sure I can speak English fluently	60
5. I feel confident speaking in English	60
6. I don't really care about people's taunts about me, I still want to learn to improve my English-speaking skills	60
7. I can speak English fluently	60
8. I am sure I can speak fluently with native speakers	60
Total	480
Average	60

$$\frac{60}{80} \times 100 = 75\%$$

This dimension measured students' self-efficacy beliefs with statements related to the level of students' beliefs or expectations of their abilities. In statements 13 - 20 there were 3 positives and 5 negative statements. The results obtained were students got an average score of 60, which meant that students had good confidence in their ability to speak English. The following were the results of the scores obtained from the questionnaires as a whole:

In the table of research results, it could be seen that the dimensions of Magnitude, Generality, and Strength got an average value of 3 or more than 3 which meant positive. To determine the level of students' self-efficacy beliefs, the average score of the entire sample was converted to a scale of 100.

$$\frac{60.25}{80} \times 100 = 75.31\%$$

Based on the results that have been calculated as a whole, it could be seen that the score obtained by the eleventh-grade students of SMKN 7 Bone was 75.31%. The numbers obtained, showed that the level of Self-efficacy belief was high. So, it could be concluded that the average self-efficacy belief level of eleventh grade

students of SMKN 7 Bone was high.

Discussion

Students with a high degree of self-efficacy are often more confident and optimistic while performing challenging speaking assignments. Those with strong self-efficacy views are more likely to do tough activities, while those with poor self-esteem may perceive things to be more challenging than they really are. The result indicated that the average number of student replies for the magnitude dimension score was sixty. The concept in this dimension lied in the individual's belief in his ability to complete the task difficulty. If people' activities were grouped according to their degree of difficulty, the diversity in their self-efficacy may be limited to easy, moderate, and challenging tasks. Individuals would strive to accomplish what was believed feasible and avoid situations and behaviors that surpassed their capacities. (Sunaryo, 2017).

Besides, referring to the result of generality dimension score, the data presented based on various activities that require individuals to believe in their abilities in many fields or only certain fields was 60.8. It revealed that the students had self-efficacy beliefs in speaking English by pursuing specific fields. Aspects in general refer to an individual's belief in his or her abilities to perform an activity that was not limited to a single situation or activity but could perform a variety of tasks (Bureni, 2019).

In the dimension of strength, the results showed that the average student's answer was 60. This dimension measured students' self-efficacy beliefs with statements related to the level of students' beliefs or expectations of their abilities. The strength dimension was the concept that a person's self-efficacy was not limited to specific situations. This dimension referred to the variety of situations in which an assessment of self-efficacy could be applied. In this case, the students showed that they had good confidence in their ability to speak English (Handayani et al., 2013).

According to (Bandura, 2006), the function of self-efficacy was to exercise control over stressors, influence individual beliefs, and help to act appropriately and directed so that the goals achieved could be achieved. Self-efficacy also serves to grow and develop students' psychological power, for example, motivation, interest, and

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attention to optimize the effort that individuals put forth in achieving the goals that have been set.

Conclusion

This research concludes that the eleventh-grade students of SMKN 7 Bone have a middle level of self-efficacy belief. Judging from the results of the calculation of the research score, through a questionnaire in which there are three dimensions of self-efficacy belief as a measuring dimension of self-efficacy belief in students. These dimensions include; Magnitude as a measure of the difficulty level of the task, Generality as a measure of the area of behavior, then Strength as a measure of the stability of belief. That is, they are not too sure of their English- speaking ability but also not too doubtful about it. It can also mean that the students who have been studied have the potential to optimize efforts in achieving goals, including mastering English-speaking skills. Because in general, self-efficacy does function to influence one's beliefs, grow and develop one's psychological power such as one's motivation, interests, and attention.

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