Students' speaking skill self-efficacy, participation level, and speaking skill achievement: A Correlational Study

Melkamu Dessalegn Jara[✉1], Hailu Gutema[2]

[1]Melkamu Dessalegn Jara, Department of English Language and Literature, Wolaita Sodo University, Wolaita Sodo, Ethiopia
[2]Hailu Gutema, Department of Foreign Languages and Literature, Addis Ababa University, Addis Ababa, Ethiopia

Article Info

Abstract

Even though the English language is a medium of instruction in Ethiopian education, English major students hardly speak the language. Many researchers have conducted studies addressing these problems since the beginning of English language education. However; learners didn't overcome their problems. Thus, the present study aimed to assess the relationship between students' speaking skill self-efficacy, participation level, and speaking skill achievement in higher education. A Mixed-method approach and a correlational research design were employed to answer the research questions. The data were collected using questionnaires and an interview which were analyzed using both quantitative and qualitative method. For the results, students believe that their speaking skill self-efficacy positively and moderately influences their speaking skill achievement in spoken course. The result also suggests that the relationship between students' speaking skill self-efficacy and speaking skill achievement was a strong positive relationship and was statistically significant. Additionally, the findings showed that students' level of participation determines their belief in their ability to do tasks and to improve achievement. Finally, it is recommended that further research be conducted addressing the effect of students' speaking skill self-efficacy on students' speaking skill achievement. The study is significant in implying English language teachers improving students speaking skill ability and achievement by fostering their self efficacy.

INTRODUCTION

The number of English language users is expanding significantly worldwide. Crystal (2003) explains that non-native speakers of English are increasing twice as of the native speakers of the language. Surprisingly, it has no boundaries in which it is being used in education, science, aviation, tourism, business, technology, etc. The rapid spread of English narrowed the differences and demarcation between people in the world all over the world. Similarly, English has many tough functions here in Ethiopia too. For instance, it plays a big role in the educational/instructional sector, even though clear communication matters in the country. Besides, English is being used in trade and business communication, advertisement and entertainment, administration and office communication, leaving aside among others (Amlaku, 2013). Even though it is a medium of instruction in Ethiopian schools and universities, and it is a compulsory subject beginning from grade one, higher education undergraduate English language and literature students especially those who come from rural areas still face difficulties during communication and achieve low marks in speaking skills (Endale, 2017).

Speaking skills are complex and multifaceted, requiring knowledge of vocabulary, grammar, culture, genre, speech acts register, discourse, and phonology (Scrivener, 2005) as cited in (Asakereh & Dehghannezhad, 2015). A teacher discussing the activities of speaking skills is not teaching speaking, but it is doing the speaking skills by himself or herself. Therefore, speaking skills need to be contextualized formally and supported learning opportunities that develop language knowledge and various components of speaking competence (Burns, 2019).

According to Bandura's social cognitive theory, self-efficacy is the belief in one's ability to accomplish specific tasks. Bandura notes SE is a theory by itself, as well as being a construct of Social Cognitive Theory. Self-efficacy theory tells us that people will only attempt things they believe they can accomplish and won't attempt things they believe they will fail. However, people with a strong sense of efficacy believe they can accomplish even difficult tasks. They see these as challenges to be mastered, rather than threats to be avoided (Bandura, 1994).

Students with high and low self-efficacy can be noticeable in an individual's thoughts and perceptions, and in their actions toward the field of interest in different ways. In a mastery of experience, for example, if students are asked to perform a series of complicated mathematics problems, students who have high self-efficacy can accomplish this because they feel confident enough to solve the problems correctly. These kinds of students are also confident enough to challenge any difficulties they face in their way of doing tasks at their own pace of difficulties. On the contrary, students who possess low self-efficacy cannot solve problems because they lose confidence in their ability to accomplish the task they are given. They also do not coup up with any series difficulties and failures (Litton, Goodridge, Call & Lopez, 2018). Thus, identifying students with low speaking skill SE and supporting them is necessary.

The development of SE requires students' involvement in activities (Bandura, 1997). The way students can be involved in activities is through participation. Participation is essential in any work environment, as it promotes self-reliance and engagement. These qualities are often associated with high levels of self-efficacy. Students are also responsible for educating themselves by attending school regularly. Actively taking part in class is essential for developing one's skills and knowledge. While some students find it easy to share their knowledge in front of everyone, others lack the confidence to do so (Moneva & Inday, 2020). Bryson (2014) explained this clearly, describing that when students are given opportunities to take part in activities and roles that make them feel a sense of responsibility, develop SE and self-assurance.

Many researchers have carried out studies regarding EFL students' perception, attitude, and belief toward self-efficacy and the relationship between students' self-efficacy and their academic achievement. the results showed that there is positive relationship between students' self-efficacy and academic achievement (Ahmadi, 2020; Cook, 2013; Cubukcu, 2008; Hsieh & Kang, 2010; Piran, 2014; Sharma, 2014; Veresova & Foglova, 2018).

Other scholars also conducted research entitled Enhancement of Self-efficacy and Interest in Learning English of Undergraduate Students with Low English Proficiency through a Collaborative Learning Program. Finally, they revealed collaborative learning program might be an effective approach to enhancing students' interest in learning English, and through the process, students could become more self-efficacious in learning English (Law, Chung, Leung & Wong 2015). Similarly, Shuya, (2018) studied the importance of self-efficacy to the English proficiency of middle school students in China and they concluded that self-efficacy could influence students on setting practical English learning goals. The students with high self-efficacy beliefs tend to set goals that are

more challenging and could prove their English learning abilities. The students with low self-efficacy beliefs in English learning tend to set goals that are far below their abilities to accomplish. In the long run, the impractical goal setting would affect students' self-efficacy, in general.

Besides, other researchers from different parts of the world investigated the correlation between language students' SE and their speaking skill achievement and revealed that there is a direct relationship between language students' SE and their speaking skill achievement (Korompot, 2022; Ocarina, Anwar & Marifah, 2022; Sari, 2018; Susilestari, 2022). Conversely, a study on students' performance in speaking skill and self-efficacy: A correlational study showed that students SE inversely related with their speaking skill ability (Khotimah, Amumpuni & Arifin, 2023; Rafiqa & Fitriani, 2023). Most of the aforementioned researchers focused on the relationship between students' self-efficacy and achievement in general.

Different from these, the present study focuses on the relationship between EFL major students' speaking skill self-efficacy, level of participation, and their speaking skill achievement.

Therefore, the study attempts to answer the following questions:
1. Do English major students perceive their speaking skills self-efficacy and participation level as a factor influencing their speaking skill achievement?
2. What is the relationship between students' speaking skill self-efficacy and their speaking skill achievement?
3. What is the relationship between students' level of participation and their speaking skill achievement in ELT classrooms?
4. What is the relationship between students' level of participation and students' speaking skill self-efficacy?

Context of the study

Predominantly, English language became a language of education in Ethiopian education system since 1941 G.C because ahead of 1941 French and Italian languages were dominant foreign languages (Gerencheal & Mishra, 2018). That means following the curriculum revision English language became a medium of instruction in Ethiopian education across all levels beginning from grades 5, 7, and 9 depending on the regions. However, except the Diasporas, who have been to English speaking countries, only the literates communicate in English language. In Ethiopia, the chance learning English language limited to school only. As a result, psychologically, learners of English language consider English is knowledge like other subjects such as mathematics, Biology, History and so on. Students fear one another practicing and speaking in the language (Endale, 2017). It is obvious that language learners should be confident and involve in the learning to achieve the intended objectives. Students' active participation in language classrooms helps students to develop language SE in which the development of this language SE enhances their language achievement (Bandura, 1997). Therefore, the present study planned to investigate the relationship between students' speaking skill self-efficacy, participation level and speaking skill achievement.

METHODS

The study aimed to investigate the relationship between students' speaking skill self-efficacy, level of participation, and their speaking skill achievement. Thus, the research employed a mixed-method study where quantitative and qualitative data were simultaneously collected. The best quantitative research inquiry is systematic, rigorous, focused, and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalization to other contexts. Qualitative research is an effective way of exploring new and in-depth phenomena (Dorney, 2007). Besides, this approach to research helps to fully understand any phenomenon worthy of investigation (Gay, et al.). Therefore, more importantly, quantitative and qualitative non-experimental correlation research design was employed to assess the correlation between the predictive variables and the criterion variable.

A correlational research design is appropriate for this study because it allows us to examine the relationship between variables (Dorny, 2007). It helps us to evaluate the strength and direction of their relationship or association with each other. In other words, a correlational research design involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables (Gay Mills &Airasian., 2012). Thus, the relationship between

the predictor variable, students' speaking skill achievement, moderating variable, students' level of participation, and the criterion variable, students' speaking skill achievement was determined.
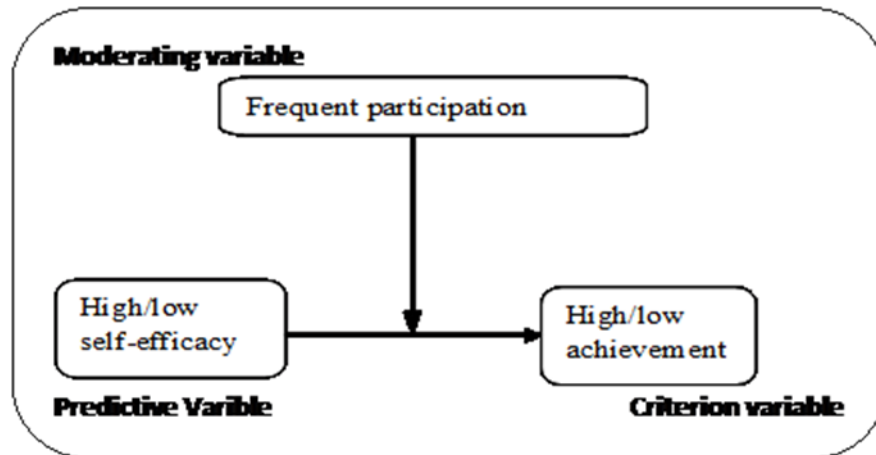

Figure 1. The relationship between the moderating variable, predictor variable and criterion variable

Respondents

English language and literature department undergraduate students from two universities in Ethiopia took part in the present study. Second-year English language and literature department major students were purposively selected. Data were collected from the available 33 students because few students voluntarily join the department nowadays. The researcher believed this sample is enough based on the sample limit for a correlational study which is selected by using an acceptable sampling method, and a minimally acceptable sample size is 30 participants (Gay et al., 2012). As this figure shows, the sample size of the participants was manageable and the quantitative data that was collected was easy to control during the analysis. Thus, a census (availability) sampling technique was employed to involve all aforementioned second-year English language and literature department students for the speaking skill self-efficacy questionnaire, self-report questionnaire, speaking skill test, and interview.

Data collection and analysis

Six items of the speaking skill self-efficacy questionnaire were adapted from (Sağlam & Arslan, 2018) English Language Skills SE Scale for Higher Education Students (SESHES), and 18 items from (Idrus & Sivapalan, 2007). The questionnaire comprises 24 items. Similarly, students' self-report questionnaire rated on a 3-point Likert scale was also adapted from researchers (Johnson, 2023). It comprised 7 items.

Cronbach's Alpha was computed to check the reliability of the adapted questionnaires. It showed 0.87 & 0.79, which was above the cut point. Besides, three English Language Teaching (ELT) PhD holders and 1 Psychology PhD holder reviewed it. The interview questions were developed based on the existing literature. A pilot test was also administered for reliability and validity purposes. First, the questionnaire data was collected, and then tests were administered. Finally, two students were purposively selected and interviewed.

Speaking skill tests were adopted from the International English Language Testing System (IELTS) for validity, reliability, and for the present study purposes. The researcher adopted 16:39 minutes of native speakers' audio/videos downloaded from online. The content of the exams included a 12:34 minute interview test and a 3:05 minute *pair-discussion* test adopted from the International English Language Testing System (IELTS) because the British Council prepared it, IDP, and Cambridge University press & assessment. The tests were adopted considering the current spoken course II content, and administered the speaking skill test by controlling the questions part by part: by pausing and playing the videos. Assessment criteria and rubrics were also adopted from IELTS for marking purposes. Students were assessed one by one for interview-based tests and pair discussion-based tests. Immediately after their responses, the researcher marked their answer using the criteria and the rubrics as a guideline. The classroom teacher and the researcher controlled the speaking skill test sessions. Examiners had repetitively practiced how to

conduct the tests and how to mark students' responses before the students sat for the exam. Each speaking skill tests accounts for 25% (1-9 score scale) (Ulker, 2017). However, for correlation convenience, the researcher added the two tests score together and changed to out of 100% after students' responses were marked. Data were analyzed quantitatively and qualitatively.

Table 1. data collection and analysis technique

Data Collection Instruments	Data Analysis method
Self-efficacy questionnaire	Quantitative using SPSS employing descriptive statistics such as: Min, Max, Mean, St. deviation and Pearson correlation coefficient
Self-report questionnaire	
Speaking skill test	Pearson correlation coefficient
Interview	Qualitative using Nvivo: Open coding, categorizing and thematically explaining

FINDINGS AND DISCUSSION
Descriptive analysis results
The participants for the measurement of speaking skill self-efficacy and self-report questionnaires were 33. The purpose of measuring students' speaking skill self-efficacy was to identify their belief in their abilities and confidence to do speaking skill tasks and activities. The following table shows the quantified findings.

Table 2. Descriptive statistics for the belief and confidence of students' speaking skill SE influence their speaking skill achievement

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Speaking skill self-efficacy	33	1.96	4.46	3.45	.62077
Valid N (listwise)	33				

To ensure the students' belief in their abilities and confidence, a speaking skill self-efficacy questionnaire that was rated on a 5-point Likert scale was computed. The minimum (1.96) and maximum (4.46) values showed no outliers, and the values ensured the data was valid and accurate. Although the focus of the study is on the relationship between students' self-efficacy and their speaking skill achievement, the central tendency value also helped to understand the participants' belief in their ability and confidence level in performing tasks of the spoken course II. Thus, the participants' speaking skill self-efficacy mean result was (3.45) with standard deviation (0.62). The result showed students believe that their speaking skill self-efficacy positively influences their speaking skill achievement in spoken course II. The result also suggests that English major students have a moderate level of speaking skill self-efficacy.

Table 3. Descriptive statistics for students' belief and confidence that participation improves their speaking skill self-efficacy

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Participation	33	1.71	3.00	2.5195	.33658
Valid N	33				

As can be seen in the moderating variable mean score table, the students responded they seem to believe in active participation in the classroom and that it increases their abilities and confidence in doing spoken course II tasks. In the table, the minimum (1.71) and maximum (3) descriptive statistics proved data is suitable for analysis. The central tendency measures mean and standard deviation scores of participation (2.5 & 0.33) figures also showed that respondents were leaning to the agreement concerning whether their level of participation determines their abilities and confidence to perform tasks in spoken course II.

Correlational analysis result

Question number 2 above aimed to assess the relationship between students' speaking skill SE and their speaking skill achievement. Hence, the Pearson correlation coefficient was computed. The next table shows the results of the variables.

Table 4. Correlations between students' speaking skill self-efficacy and their speaking skill achievement

Correlations			
		Students' speaking skill result	Students' speaking skill self-efficacy score
Students' speaking skill result	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	33	
Students' speaking skill SE score	Pearson Correlation	.935**	1
	Sig. (2-tailed)	.000	
	N	33	33
**. Correlation is significant at the 0.01 level (2-tailed).			

The data discovery of the correlations between learners' speaking self-efficacy scale and their speaking skill achievement with the number of participants (33) was r=.935. The Pearson correlation value level showed that there were relationships in that for students' speaking skills self-efficacy increased, their speaking skill achievement also increased or one decreased, the other also decreased. The relationship between students' speaking skill self-efficacy and their speaking skill achievement was very high and positive. The association was also statistically important since the sig. value of correlation is less than the cut point of significant level, which was P= 0.000. Therefore, the relationship between students' speaking skill self-efficacy and their speaking skill achievement was strong positive relationship and statistically significant.

Correlational students' speaking skill self-efficacy, their level of participation and students' speaking skill achievement

Question number 3 aimed to investigate the associations between students' level of participation and students' speaking skill achievement. Concerning this, the Pearson correlation coefficient was run to see if an increase in one variable leads to an increase in another variable. The quantified finding is showed in the succeeding table.

Table 5. Associations between students' level of participation and students' speaking skill achievement

Correlations				
		Students' speaking skill result	Participation	Students' speaking skill self efficacy score
Students' speaking skill result	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	33		
Participation	Pearson Correlation	.766**	1	
	Sig. (2-tailed)	.000		
	N	33	33	
Students' speaking skill self efficacy score	Pearson Correlation	.935**	.752**	1
	Sig. (2-tailed)	.000	.000	
	N	33	33	33
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

Table 5 above shows that the correlation between students' level of participation and their speaking skill achievement. According to the table, the correlation between the variables with (33) number of respondents was r= 0.76. The Pearson correlation coefficient value communicated that there was a relationship between moderating and criterion variables. That means the increase or decrease in students' level of participation leads to an increase or decrease in their speaking skill achievement. Therefore, it can be stated that there were positive correlations between students' level of participation and students' overall speaking skill achievement. Regarding this, the associations were also statistically important since the sig. value of correlation is less than the cut point of significant level, which was P = 0.000 overall. The relationships between level of participation and the overall students' speaking skill achievement were high positive relationship and statistically significant.

Correlational analysis of students' level of participation and students' speaking skill self-efficacy
The aim of question number 4 was to investigate the association between students' level of participation and their speaking skill achievement. Similarly, the Pearson correlation coefficient was run to see if an increase in one variable leads to an increase in another variable. The following table shows the quantified findings.

Table 6. Associations between students' level of participation and their speaking skill self-efficacy score

Correlations			
		Students' speaking self-efficacy score	Participation
Students' speaking self-efficacy score	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	33	
Participation	Pearson Correlation	.752[**]	1
	Sig. (2-tailed)	.000	
	N	33	33
	N	33	33
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

Table 6 above shows that the correlation between students' level of participation and students' speaking skill SE score. According to the table, the correlation between the variables with (33) number of respondents was r= 0.75. The Pearson correlation coefficient value communicated that there was a relationship between students' level of participation and students' speaking skill self-efficacy. That means the increase or decrease in the students' level of participation leads to the increase or decrease of the students' speaking skill self-efficacy. Therefore, it can be stated that there were strong and positive correlations between certain students' level of participation scores and students' overall speaking skill self-efficacy scores. The associations were also statistically important since the sig. value of correlation is less than the cut point of significant level, which is 0.000. The relationships between students' level of participation and the overall students' speaking skill self-efficacy were high positive relationship and statistically significant.

Thematic analysis result
To support the quantitative data analysis, semi-structured interviews comprising 4 questions were conducted with two purposively selected second-year participants. The interview was conducted after the final test-based data collection. The interview data were recorded and transcribed word for word. The interview transcript was coded, thematically categorized and inductively analyzed using NVivo 10. For analysis convenience, the researcher nominated the participants Student 1 and Student 2.

Analysis of the students' English language learning experience, level of proficiency, and their engagement in spoken course II tasks
Both Student 1 and Student 2 were asked how long they had been attending the English language. Both students responded that they have been learning the English language since grade one. For 14 years in government schools only. Consequently, their current English language proficiency level is

weak (beginners) because of a lack of vocabulary, confidence, and speaking skills abilities. Regarding the question of how frequently they engage in spoken course II classroom tasks, both interviewees replied they feel convenient taking part when their teacher invites them to answer questions. Besides, Student 1 said that he had the initiation in participating always in the English language classroom. This shows that even though students have been learning the English language for a long period in government schools, they cannot improve their language proficiency to the level of their expectations. Generally, it is noteworthy to say that educators support improving students' participation interest and level of confidence is very essential to overcome their language proficiency problems. This indirectly can improve students' speaking skill achievement because of the arousal of their confidence.

Analysis of students' belief in their ability to take part in speaking skill activities
In terms of students' belief in their ability to participate with confidence in the English language, the students said that they were still interested in knowing the language and having confidence, but they didn't believe in their speaking ability. Besides, the students stated that they have a strong commitment to improving their speaking skills abilities despite the psychological influence of language learning. Student 1, for instance, said that *he is very confident about speaking or knowing the language. But he is not confident in his ability. He is not a good speaker similar to his language, Amharic.* Student 2 also on the other side stated that *she is not confident in her ability about to speak English…but she wants to be. She also doesn't care about the mistakes or error because she believes no one is perfectly speaking around.* The students' report showed a complex mix of attitudes and beliefs towards their English-speaking abilities. They were interested in learning though they lacked self-confidence in their ability, and were confident to develop their skills regardless of the psychological language learning challenges.

Probing: so what do you expect from teachers and others to improve your English-speaking abilities?

Student 1 and Student 2 responded that at most students must be 100% ready to meet the requirement confidence level and follow their learning with a strong commitment to improve their English-speaking abilities. Regarding their expectation, the participants also depicted that language learners must accept language elites' positive and negative feedback and their own mistakes as a part of learning. Student 1 also believes that students can enhance their English-speaking skill abilities if teachers teach in a free learning environment. The interviewees responded teachers' support for language students primarily by avoiding the negative psychological language learning culture is essential. For example, providing students with different activities and instances, such as continuous feedback, praising model students, and interest-based tasks are supportive. Hence, it can be concluded that teachers' regular support can improve students' speaking skills abilities, and achievement.

Probing: can you provide any instances that made you feel confident speaking in English?

Regarding occasions that made respondents feel confident in speaking the English language, Student 2 said that discussing with students either in groups or pairs, teachers' and students' feedback, and freedom of interest in topics to do tasks always made her feel confident to use the English language. However, Student 1 responded that accepting English as an international language helps him feel confident to speak the language because he doesn't bother about what language to use for communication wherever he goes. It is important to note that feedback and leaving language students with their interests and styles of learning leads to the development of learning autonomy.

Discussion
To answer all research questions, research data gathering instruments, such as the speaking skill self-efficacy questionnaire, speaking skill tests, and interviews were used. The data were analyzed using descriptive and inferential statistics. The descriptive statistics used to analyze the data were mean, frequency, and percentage. The inferential statistics used to analyze the data were the Pearson correlation and the reliability analysis of Alpha. The qualitative data was analyzed using NVIVO 10 software.

Question 1: Do students believe that their speaking skill self-efficacy and level of participation positively influence their speaking skill achievement?

The first research question states that undergraduate university English language and literature students believe that students' speaking skill self-efficacy and level of participation positively influence their speaking skill achievement. The question attempted to prove this using descriptive statistics, mean score, frequency, percentage, and regression. As can be seen in Tables 1 and 2 above, students' speaking skill self-efficacy and level of participation mean values of 3.45 (SD= 0.62) and 2.5 (0.33) which were rated on a 5 & 3-point Likert scale respectively showed that students belief that their speaking skill self-efficacy and level of participation positively influences their speaking skill achievement.

The interview data analysis also revealed that students were interested in learning speaking skill lessons even though they lacked self-confidence in their ability, and they were confident in developing their skills regardless of the psychological language learning challenges. This shows that students believe in the importance of speaking skills self-efficacy. Thus, it is possible to say that undergraduate students pursuing spoken courses in universities believe that their speaking skill self-efficacy positively influences their speaking skill achievement. Similarly, different researchers conducted a correlational study and their research findings coincide with this result. The studies revealed that self-efficacy positively influences students' speaking skill achievement (Alawiyah, 2018; Kemiksiz, 2022; Khotimah et al., 2023b; Novia & Ramayanti, 2023; Ocarina et al., 2022b; Zhang et al., 2020; Zulkarnain et al., 2023).

Question 2: What is the relationship between students' speaking skill self-efficacy and their speaking skill achievement?

Question 2 aimed to confirm whether there is a positive relationship between students' speaking skill self-efficacy and their speaking skill achievement or not. To prove this research question, 33 participants were part taken. Data analysis tools of Pearson correlation and p-value were calculated. The value of Pearson correlation was r=.93, which showed the relationships between students' speaking skill self-efficacy and their speaking skill achievement was significant with sig. value 0.000 was less than the cut point of a significant level. That means an increase in one variable, leads to an increase in another variable, and a decrease in one variable, leads to a decrease in another variable. The relationship between the variables was strong.

The findings revealed from the interview data analysis also supported the above quantitative findings in that the analysis of question number two indicated that there is a relationship between students' speaking skill self-efficacy and speaking skill achievement. That means students stated that they have confidence in speaking the English language and they also stated that they were good achievers in spoken course II exams.

Different research findings support this finding that there is a relationship between students' SE and their speaking skill achievement (Asakereh & Dehghannezhad, 2015; Cho & Jung, 2018; Piran, 2014). Besides, some researches coincide with this finding in that students' self-efficacy significantly correlated with their speaking skill performance and achievement (Korompot, 2022; Sari, 2018a; Susilestari, 2022). Conversely, a research finding disagrees with this finding, proving that students' self-efficacy didn't significantly correlate with students' speaking skill abilities (Rafiqa & Fitriani, 2023). Another study focuses on the influences of self-efficacy belief in English learning between male and female university students. There was a total sample of 128 non-English majors from Dong Nai Technology University in Bien Hoa City. The finding showed a positive relationship between self-efficacy and achievement (Dan, Nghia, Thy, & Nhi, 2022). Moreover, several researches coincide with this finding in that the studies' findings showed self-efficacy positively correlates with students' speaking skill achievement (Alawiyah, 2018; Chen, 2007; Kemiksiz, 2022; Khotimah et al., 2023b; Koura & Al-Hebaishi, 2014; Novia & Ramayanti, 2023; Sari, 2018b; Zhang et al., 2020; Zulkarnain et al., 2023).

In conclusion, according to the current research findings, there was a strong match on students' perceived confidence level and their actual achievement between the independent variable (speaking skill self-efficacy) and the dependent variable (the students' speaking skill achievement).

Question 3: What is the relationship between students' level of participation and their speaking skill achievement?

The third question aimed to confirm if there is an association between students' level of participation and speaking skill achievements. As shown in table 5 above descriptive statistics were computed to check the correlation between students' level of participation and their speaking skill achievement. According to the table, the correlation between the variables with (33) several respondents was r= 0.76. The Pearson correlation coefficient value communicated that there were relationships between students' level of participation and students' speaking skill achievement. That means the increase or decrease in the students' level of participation leads to the increase or decrease in the students' speaking skill achievement. Therefore, it can be stated that there were strong and positive correlations between students' level of participation scores and students' overall speaking skill achievement. Regarding this, the association was also statistically important since the sig. value of correlation is less than the cut point of significant level, which was p = 0.000 overall. The relationship between students' level of participation and the overall students' speaking skill achievement was high positive relationship and statistically significant. Overall, the findings showed that students' level of participation was directly and indirectly associated with students' speaking skill achievement.

Different research also revealed that participation positively influenced students' speaking skill achievement in that an increase in the former variable led to an increase in the latter variable (Alcívar Velez & Santos, 2023; Dagnew Chekol, 2020; Nandagopal & Philip, 2023; Triassanti, Mensure & Panggabean, 2023). Hence, it can be concluded that there was a positive correlation between the students' level of participation and students' speaking skill achievement.

Question 4: What is the relationship between students' level of participation and students' speaking skill self-efficacy?

Question 4 of this study aimed to confirm whether students' classroom participation level was positively associated with their speaking skill self-efficacy or not. To answer this question, descriptive statistics, and the Pearson correlation coefficient was computed as stated in table 6 above. Descriptive statistics of students' level of participation (r= 0.75) with sig. value 0.000, showed that there was a relationship between students' level of participation and students' speaking skill self-efficacy. In other words, the increase or decrease in the students' level of participation leads to an increase or decrease in the students' speaking skill self-efficacy. Besides, the result showed that students' participation level is highly associated with their speaking skill SE, which leads to the improvement in students' speaking skill achievement. investigated Chinese university students' conception of

The data revealed interview also showed that students who were active in participation and had a high level of self-confidence also had high speaking skills SE. This is understood from their general classroom activities and their respective speaking skill achievement. A study which was conducted on the relationship of academic self-efficacy to class participation and exam performance showed that students' self-efficacy is highly associated with their participation and performance along with their higher GPA (Galyon, Blondin, Yaw, Nalls & Williams, 2012). Another study on university students' attitudes, self-efficacy, and motivation regarding leisure-time physical participation also showed that there is a positive relationship between university students' self-efficacy and their participation level (Chiu, 2009). Other researchers also reported that students' level of participation is positively associated with students' speaking skill self-efficacy in that students who were highly participated showed higher self-efficacy than those students who didn't (Rosen & Kelly, 2023; Sanchez-Castro & Strambi, 2017; Weber, 2000).

Generally, these findings underline a positive level of speaking skill self-efficacy among the participating students in their confidence, suggesting that they gain confidence in their ability to speak in different situations. Yet, it is significant to be conscious about the concerns of students who demonstrated lower self-efficacy and help them overcome any difficulties they may face in improving their speaking skills. Similar research findings showed students' moderate and high levels of self-efficacy (Agustin, Pertamana & Rahmat, 2022; Demirel, Turkel&Aydin, 2020; Ifdil, Apriani, Yendi & Yendi, 2016). Besides, external research showed that there is a strong and moderate correlation between students' self-efficacy and their speaking skill achievement (Korompot, 2022; Lu et al., 2022; Mulyanto, 2022; Rafiqa & Fitriani, 2023). Other research results also show that self-efficacy is a factor for students' language acquisition.

CONCLUSION

To conclude, since language learners' beliefs about their abilities to do tasks during language learning are the most significant to improve their achievement, the researcher designed the present study to investigate the correlation between students' speaking skill self-efficacy, their participation level and their speaking skill achievement: a mixed method approach. The results showed that students' belief that the level of their speaking skill self-efficacy influences their speaking skill achievement. The results of the current study also showed that there is a strong positive relationship between speaking skill self-efficacy and their speaking skill achievement. Besides, the study suggested that students' level of participation is a significant and determined element that enables students to boost their speaking skill self-efficacy and speaking skill achievement. This shows to increase students' achievement, it is necessary to motivate students to attend language classrooms and be involved in activities with confidence. This empirical evidence is needed to convince curriculum designers to include lessons that can lead language teachers to consider students' language learning efficacy while teaching. Some language teachers need empirical evidence to help students develop their language learning confidence. The present research findings will help expertise develop language learners' language learning psychology and inform language teachers that it is possible to develop students' English language efficacy in a way that best serves the students. Finally, it is recommended that experimental research be conducted identifying the effect of speaking skill self-efficacy on students' speaking skill achievement. In addition, it is recommended that research be conducted identifying Ethiopian high school students self-efficacy level, English language performance and its implication.

REFERENCES

Agustin, T. R. D. N., Pertamana, D., & Rahmat, R. (2022). Students' self-efficacy in public speaking: A case study in Indonesian EFL context. *TLEMC (Teaching and Learning English in Multicultural Contexts), 6*(2), 83-95. https://doi.org/10.37058/tlemc.v6i2.5220

Ahmadi, S. (2020). Academic self-esteem, academic self-efficacy and academic achievement: A path analysis. *Journal of Forensic Psychology, 5*(1), 155. doi: 10.35248/2475-319X.19.5.155

Alawiyah, T. (2018). Speaking self-efficacy and EFL student teachers' speaking achievement. *Edukasi: Jurnal Pendidikan dan Pengajaran, 5*(1), 87-96. https://doi.org/10.19109/ejpp.v5i1.2052

Alcívar Velez, P. E., & Santos, J. (2023). The impact of peer feedback on students' oral production. *YUYAY: Estrategias, Metodologías & Didácticas Educativas, 2*(1), 53-67. https://doi.org/10.59343/yuyay.v2i1.21

Amlaku, E. (2013). *Language policies and the role of English in Ethiopia.* [paper presentation], KHAABBA International Training and Language Services, Germany, (PDF) Language Policies and the Role of English in Ethiopia 1 (researchgate.net)

Asakereh, A., & Dehghannezhad, M. (2015). Student satisfaction with EFL speaking classes: Relating speaking self-efficacy and skills achievement. *Issues in Educational research 25*(4).

Bandura, A. (1994). Self-efficacy. in Ramachandran, V. S. (Ed.). *Encyclopedia of human behavior. (Vol. 4).* New York, Academic Press.

Bandura, A. (1997). *Self efficacy: The exercise of control.* W. H. Freeman/Times Books/ Henry Holt & Co.

Bryson, C. (Ed.). (2014). *Understanding and developing student engagement* (Eds). Routledge, Taylor & Francis Group. https://www.taylorfrancis.com/books/edit/10.4324/9781315813691/understanding-developing-student-engagement-colin-bryson

Burns, A. (2019). Concepts for teaching speaking in the English language classroom. *LEARN Journal: Language Education and Acquisition Research Network, 12*(1), 1-11. Retrieved from https://so04.tci-thaijo.org/index.php/LEARN/article/view/168564.

Chen, H.-Y. (2007). The relationship between EFL learners' self-efficacy beliefs and English performance. Retrieved from http://purl.flvc.org/fsu/fd/FSU_migr_etd-3846

Chiu, L. K. (2009). University students' attitude, self-efficacy and motivation regarding leisure time physical participation. *Jurnal Pendidik dan Pendidikan, Jil. 24,* 1-15. Retrieved from https://api.semanticscholar.org/CorpusID:52576563

Cho, H.-K., & Jung, I.-S. (2018). A study on the communication ability, general self-efficacy, social self-efficacy and academic achievement of nursing freshmen. *Journal of Convergence for Information Technology, 8*(3), 25-32. https://doi.org/10.22156/CS4SMB.2018.8.3.025

Cook, V. C. (2013). *The relationship between student self-efficacy and English proficiency in a university intensive English program.* Electronic Theses and Dissertations. 903.https://egrove.olemiss.edu/etd/903

Crystal, D. (2003). *English as a global language,* Second edition. Cambridge: Cambridge University Press.

Cubukcu, F. (2008). A study on the correlation between self efficacy and foreign language learning anxiety. *Journal of Theory and Practice in Education, 4*(1), 148-158. Retrieved from http://eku.comu.edu.tr/index/4/1/fcubukcu.pdf

Dagnew Chekol, A. (2020). Investigating the influence of using peer feedback on EFL students' speaking achievement and their perceptions towards peer feedback. *Arabic Language, Literature & Culture, 5*(3), 23. https://doi.org/10.11648/j.allc.20200503.11

Dan, N., N. ,. L. ,., Nghia, T., Thy, P., H. ,., & Nhi, H., T. ,. Y. ,. (2022). The relationship between students' self-efficacy beliefs and their English language achievement. *Journal of English Language Teaching and Applied Linguistics.* https://doi.org/10.32996/jeltal

Darmawan, Alam, S. P., & Nirma, O. N. (2021). Speaking self-efficacy of EFL students of pre-service teaching program in EFL classroom setting. *JET (Journal of English Teaching), 7*(2), 150-162. https://doi.org/10.33541/jet.v7i2.2582

Demirel, M. V., Türkel, A., & Aydın, İ. S. (2020). Speaking self-efficacy beliefs of Turkish university students. *Cypriot Journal of Educational Sciences, 15*(3), 399-411. https://doi.org/10.18844/cjes.v15i3.4905

Dorney, Z. (2007a). *Research method in applied Linguistics: Quantitative, qualitative and mixed methodology.* Oxford New York: Oxford University Press.

Dorney, Z. (2007b). *Research method in applied linguistics: Quantitative, qualitative and mixed methodologies.* Oxford New York: Oxford University Press.

Endale, A. (2017). Impediments of students' English language speaking skill in two selected preparatory schools in Wolaita Zone. *European Scientific Journal, ESJ, 13*(14), Article 14. https://doi.org/10.19044/esj.2017.v13n14p83

Galyon, C. E., Blondin, C. A., Yaw, J. S., Nalls, M. L., & Williams, R. L. (2012). The relationship of academic self-efficacy to class participation and exam performance. *Social Psychology of Education, 15*(2), 233-249. https://doi.org/10.1007/s11218-011-9175-x

Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Boston: Pearson.

Gerencheal, B., & Mishra, I. D. (2018). Foreign languages in Ethiopia: History and current status. *International Journal of Research and Analytical Review, 6*(1). https://eric.ed.gov/?id=ED592409

Hsieh, P. P.-H., & Kang, H.-S. (2010). Attribution and self-efficacy and their interrelationship in the Korean EFL context: Korean EFL learners' belief. *Language Learning, 60*(3), 606-627. https://doi.org/10.1111/j.1467-9922.2010.00570.x

Idrus, H., & Sivapalan, S. (2010). *Perceived self-efficacy of ESL students with regard to their oral communication ability.* Conference Proceedings. Paper presented at International Conference on Social Sciences and Humanities 2010, Bangi, Malaysia. eprints.utp.edu.my. Retrieved from https://www.academia.edu/960453/Perceived_Self_efficacy_of_ESL_Students_with_Regard_to_Their_Oral_Communication_Ability

Ifdil, I., Apriani, R., Yendi, F. M., & Rangka, I. B. (2016). Level of students` self-efficacy based on gender. *COUNS-EDU| The International Journal of Counseling and Education, 1*(1), 29. https://doi.org/10.23916/29-33.0016.11-i41b

Johnson, H. (2023). *Impacting student self-efficacy in English/language arts: Using student-generated questions in small group discussions.* Dissertations, Theses, and Projects. 746. https://red.mnstate.edu/thesis/746

Kemiksiz, Ö. (2022). Self-efficacy perceptions of secondary school students regarding speaking skills. *Education Quarterly Reviews, 5*(4). https://doi.org/10.31014/aior.1993.05.04.655

Khotimah, K., Amumpuni, R. S., & Arifin, S. (2023a). Students' performance in speaking skill and self-efficacy: A correlational study. *Jurnal Paedagogy, 10*(2), 410. https://doi.org/10.33394/jp.v10i1.5798

Khotimah, K., Amumpuni, R. S., & Arifin, S. (2023b). Students' performance in speaking skill and self-efficacy: A correlational study. *Jurnal Paedagogy, 10*(2), 410. https://doi.org/10.33394/jp.v10i1.5798

Korompot, C. A. (2022). Self-efficacy and speaking skill: A correlation study of undergraduate students at Walisongo State Islamic University. *PINISI Journal of Art, Humanity and Social Studies, 2*(5), 90-104. Retrieved from https://ojs.unm.ac.id/PJAHSS/article/view/36718/0

Koura, A. A., & Al-Hebaishi, S. M. (2014). The relationship between multiple intelligences, self-efficacy and academic achievement of Saudi gifted and regular intermediate students. *Educational Research International, 3*(1). Retrieved from https://www.semanticscholar.org/paper/The-Relationship-between-Multiple-Intelligences%2C-of-Koura-Al-Hebaishi/d6c439ce6a5b10b89f601add2b2efc546adcceac.

Law, Q. P. S., Chung, J. W. Y., Leung, C. C., & Wong, T. K. S. (2015). Enhancement of self-efficacy and interest in learning English of undergraduate students with low English proficiency through a collaborative learning programme. *American Journal of Educational Research, 3*(10), 1284-1290. https://doi.org/DOI:10.12691/education-3-10-12

Litton, A., Goodridge, W., Call, B., & Lopez, S. (2018). *Increasing student self-efficacy through undergraduate research experiences: A qualitative study.* 2018 ASEE Annual Conference & Exposition Proceedings, 30653. https://doi.org/10.18260/1-2--30653

Korompot, C. A. (2022). Self-efficacy and speaking skill: A correlation study of undergraduate students at Walisongo State Islamic University. *Journal of Art, Humanity and Social Studies, 2*(5), 90-104.

Lu, S., Cheng, L., & Chahine, S. (2022). Chinese university students' conceptions of feedback and the relationships with self-regulated learning, self-efficacy, and English language achievement. *Frontiers in Psychology, 13,* 1047323. https://doi.org/10.3389/fpsyg.2022.1047323

Mizumoto, A. (2012). Exploring the effects of self-efficacy on vocabulary learning strategies. *Studies in Self-Access Learning Journal, 3*(4), 423-437. https://doi.org/10.37237/030407

Moneva, J. C., & Inday, K. H. (2020). Students' apprehension in class participation and family communication. *International Journal of Research -GRANTHAALAYAH, 8*(1), 111-123. https://doi.org/10.29121/granthaalayah.v8.i1.2020.258

Mulyanto, H. (2022). Self efficacy of Indonesian (EFL) English Foreign Language learners in speaking English. *International Journal of English and Applied Linguistics, 2*(3), 459-468. https://doi.org/doi.org/ijeal.v2i3.1884

Nandagopal, S. K., & Philip, R. S. (2023). A metainvestigation of speaking skills: Practice, feedback, and self-directed efforts. *IEEE Transactions on Professional Communication, 66*(2), 170-185. https://doi.org/10.1109/TPC.2023.3251140

Novia, F., & Ramayanti, R. (2023). The correlation between students' self-confidence and speaking achievement. *Journal of English Education, 4*(1). https://doi.org/10.52333/djoee.v4i1.62

Ocarina, D. V., Anwar, K., & Marifah, U. (2022a). The correlation between students' speaking self-efficacy and collocation competence in speaking at SMPN 1 Parengan. *Journal of English Teaching, Literature, and Applied Linguistics, 5*(2), 101. https://doi.org/10.30587/jetlal.v5i2.3742

Ocarina, D. V., Anwar, K., & Marifah, U. (2022b). The correlation between students' speaking self-efficacy and collocation competence in speaking at SMPN 1 Parengan. *Journal of English Teaching, Literature, and Applied Linguistics, 5*(2), 101. https://doi.org/10.30587/jetlal.v5i2.3742

Paradewari, D. S. (2017). Investigating students' self-efficacy of public speaking. *International Journal of Education and Research 5*(10). Retrieved from http://www.ijern.com/journal/2017/October-2017/09.pdf

Pawlak, M., & Waniek-Klimczak, E. (2015). *Second language learning and teaching: Issues in teaching, learning and testing speaking in second language* (Eds.). Springer Heidelberg. https://doi.org/10.1007/978-3-642-38339-7

Piran, N. A. (2014). The relationship between self-concept, self-efficacy, self-esteem and reading comprehension achievement: Evidence from Iranian EFL learners. *International Journal of Social Science and Education, 5*(1). Retrieved from https://www.semanticscholar.org/paper/The-Relationship-between-Self-concept%2C-Self-esteem-Piran/b660dc54378bca0b1f70863964f7e9f7696eab21

Rafiqa & Fitriani. (2023). Students' self-efficacy and students' speaking skill: A correlational analysis. *Eduvelop: Journal of English Education and Development, 6*(2), 151-158. https://doi.org/10.31605/eduvelop.v6i2.2277

Rosen, D., & Kelly, A. M. (2023). Mixed methods study of student participation and self-efficacy in remote asynchronous undergraduate physics laboratories: Contributors, lurkers, and outsiders. *International Journal of STEM Education, 10*(1), 34. https://doi.org/10.1186/s40594-023-00428-5

Sağlam, D., & Arslan, A. (2018). The development of English Language skills self- efficacy scale for higher education students. *International Journal of PsychoEducational Sciences, 7*(2). Retrieved from https://www.researchgate.net/publication/327703692_The_Development_of_English_Language_Skills_Self-Efficacy_Scale_for_Higher_Education_Students

Sanchez-Castro, O., & Strambi, A. (2017). Researching learner self-efficacy and online participation through speech functions: An exploratory study. *CALICO Journal, 34*(2). https://doi.org/10.1558/cj.26389

Sari, N. P. Y. C. (2018a). The correlation between students' self-efficacy and their performance in speaking skill. *Journal of Languages and Language Teaching, 4*(2), 79. https://doi.org/10.33394/jollt.v4i2.323

Sari, N. P. Y. C. (2018b). The correlation between students' self-efficacy and their performance in speaking skill. *Journal of Languages and Language Teaching, 4*(2), 79. https://doi.org/10.33394/jollt.v4i2.323

Sharma, H. L. (2014). Academic self-efficacy: A reliable predictor of educational performances. *British Journal of Education, 2*(3), 57-64. Retrieved from https://www.researchgate.net/publication/327789535_Academic_Self-efficacy_A_Reliable_Predictor_of_Educational_Performances

Shuya, X. (2018). *The Importance of self-efficacy to the English proficiency of middle school students in China.* University of Wisconsin - Platteville: Master of Science - English Education. Retrieved from http://digital.library.wisc.edu/1793/78562

Susilestari, W. (2022). The correlation between self-efficacy and speaking performance of the eleventh grade students of SMA Negeri 1 Air Sugihan. *EBONY Journal of English Language Teaching Linguistics and Literature 3*(2), 139-150. http//doi:10.37304/ebony.v3i2.8599

Triassanti, R., Mansur, M., & Panggabean, C. (2023). Peer-feedbacks based application in teaching speaking and students' perception towards peer-feedbacks. *Journal of Applied Studies in Language, 7*(1), 99-106. https://doi.org/10.31940/jasl.v7i1.99-106

Ulker, V. (2017). The design and use of speaking assessment rubrics. *Journal of Education and Practice.*

Veresova, M., & Foglova, L. (2018). Academic self-efficacy, approach to learning and academic achievement. in B. Bernal-Morales (Ed.). *Health and academic achievement.* InTech. https://doi.org/10.5772/intechopen.70948

Weber, B. (2000). The effectiveness of participation in a project-based learning project on at-risk student self-efficacy. https://doi.org/10.15760/etd.5254

Zhang, X., Ardasheva, Y., & Austin, B. W. (2020). Self-efficacy and English public speaking performance: A mixed method approach. *English for Specific Purposes, 59,* 1-16. https://doi.org/10.1016/j.esp.2020.02.001

Zulkarnain, Z., Astuti, N., & Widiati, B. (2023). The correlation between self-confidence, self-efficacy and speaking ability. *Inovasi-Jurnal Diklat Keagamaan, 17*(1), 11-20. https://doi.org/10.52048/inovasi.v17i1.383