SPEAKING SELF-EFFICACY AND FEAR OF NEGATIVE EVALUATION OF INDONESIAN HIGH SCHOOL STUDENTS: A CORRELATIONAL CASE STUDY

SKRIPSI

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UNIVERSITAS KRISTEN DUTA WACANA

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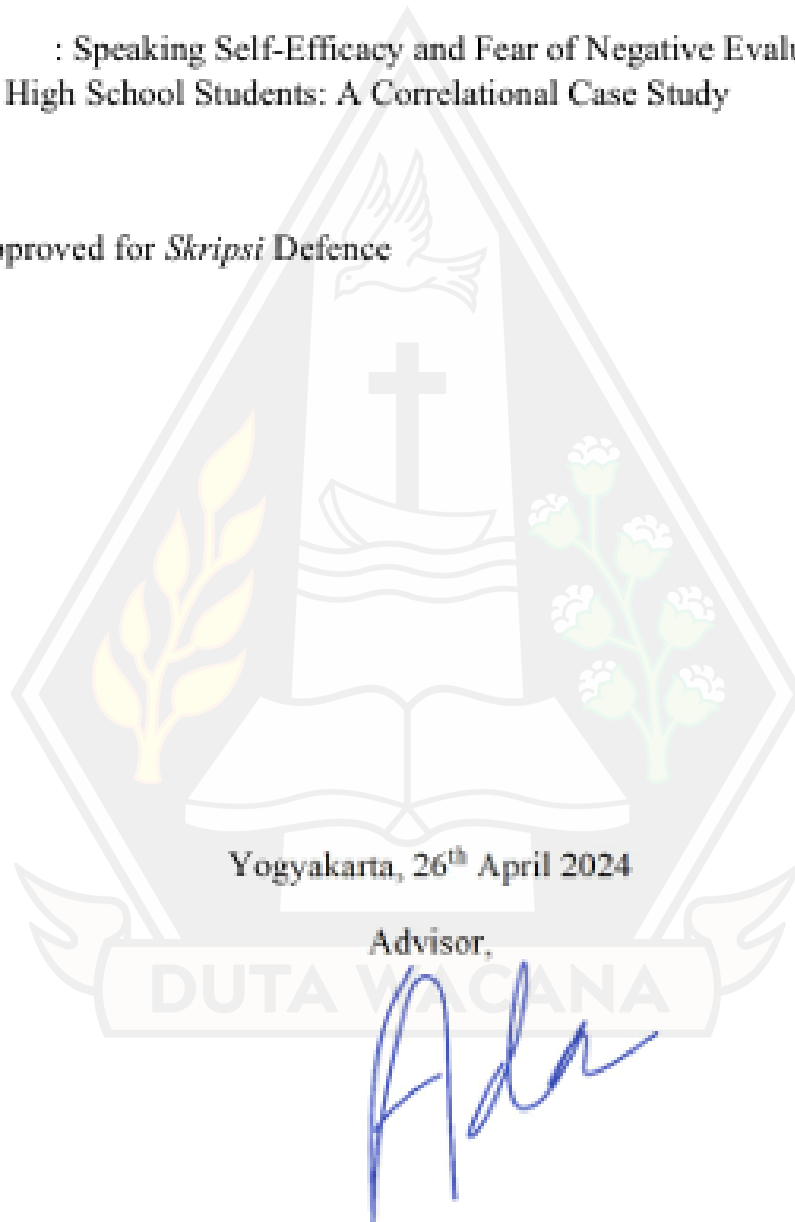2024**

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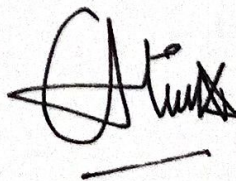
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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the works or parts of work of other people, except those cited in the quotations and the references.

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And whatsoever ye do in word or deed, do all in the name of the Lord Jesus, giving thanks to God and the Father by him. (Colossians 3:17, KJV)

All the glory be to Lord Jesus, my God, for His Holy Spirit caressed me when I feel weary. His hands guide me and strengthen me so I can finish this *Skripsi* on time. He walks by me all these four years and this I offer to Him.

Words cannot perfectly describe what I've got in my heart. As my fingers dancing on the keyboard, these little cells inside my head are busy stringing appropriate words to thank my advisor: Adaninggar Septi Subekti, M.Sc. As the days turn into weeks and weeks turn into months, she just keeps surprising me with her brilliant mind. Having her as my advisor is the best choice I've ever made in this university life.

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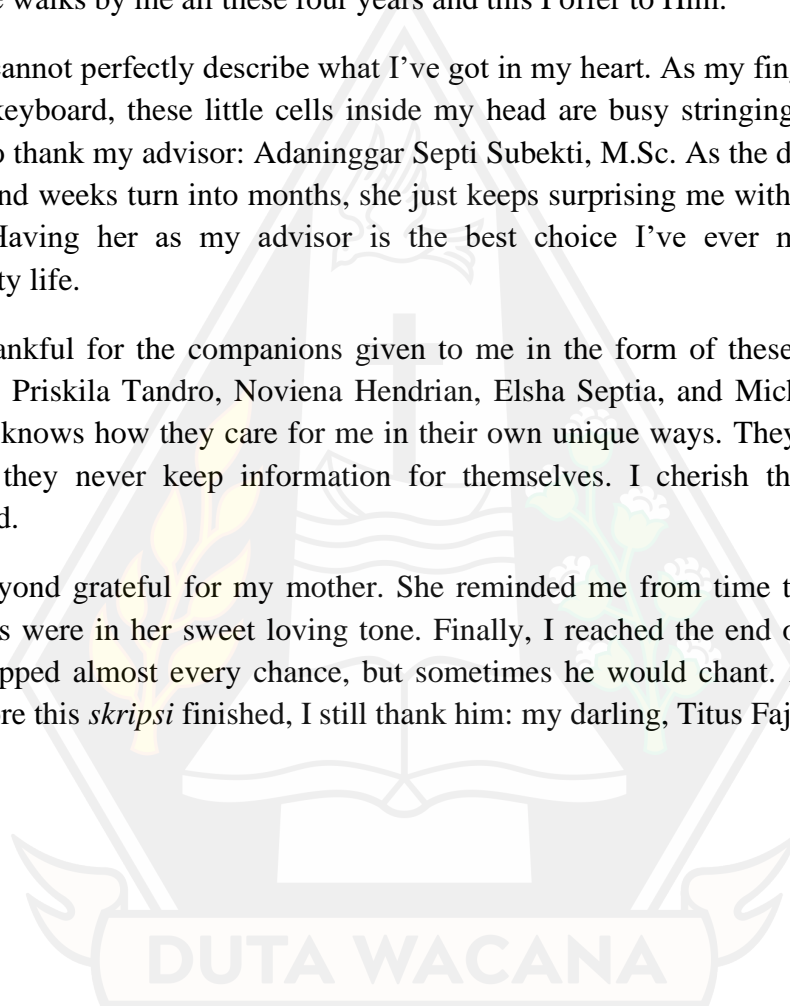
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ABSTRACT

Indarto, C. H. (2024) *Speaking Self-Efficacy and Fear of Negative Evaluation of Indonesian High School Students: A Correlational Case Study* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Speaking is seen as the hardest among the other aspects in English. Some studies suggested that Self-Efficacy (SE) and Fear of Negative Evaluation (FNE) might be some of the affecting factors. Therefore, this study conducted in private high school in Indonesia investigated the levels of students' FNE and SE, the correlation between the two variables, and students' views on sources of their self-efficacy. A total of 160 students participated in filling out the questionnaires and 6 students were interviewed on their perceptions of self-efficacy's sources. A significant negative correlation between students' FNE and speaking self-efficacy was found. This means, the higher one variable was, the other variable got lower. Moreover, this study also observed learners' levels of SE and FNE which resulted in medium to high for the FNE and a relatively low level of SE. This study also found three emerging themes on the students' views on sources of SE. From those themes, it was suggested that encouragement from others was the most positively influencing factor for students, followed by seeing others' successful moments, and positive self-image. The contributions, limitations, as well as the implications for teachers and future researchers were presented.

Keywords: Speaking skill, English Language Anxiety, Fear of Negative Evaluation, Self-efficacy

INTISARI

Indarto, C. H. (2024) *Speaking Self-Efficacy and Fear of Negative Evaluation of Indonesian High School Students: A Correlational Case Study* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Berbicara dipandang sebagai keterampilan yang paling sulit dikuasai dibandingkan dengan aspek lain dalam bahasa Inggris. Beberapa peneliti berpendapat bahwa efikasi diri dan perasaan takut akan penilaian negatif adalah salah satu penyebabnya. Oleh sebab itu, studi yang dilakukan di sebuah SMA swasta di Indonesia mencari tahu tingkat efikasi diri dan tingkat perasaan takut siswa terhadap evaluasi negatif, juga mencari korelasi antara kedua variabel tersebut serta mencari pandangan siswa terhadap sumber efikasi diri. 160 siswa mengisi kuesioner dan 6 siswa diwawancarai tentang pandangan mereka terhadap sumber efikasi diri. Hasil dari korelasi adalah signifikan negatif yang berarti semakin tinggi satu variabel, maka variabel lainnya semakin rendah. Studi ini juga menemukan bahwa tingkat ketakutan para siswa terhadap evaluasi negatif ada di tingkat menengah ke atas, sedangkan tingkat efikasi diri mereka relatif rendah. Studi ini juga menemukan tiga tema tentang pandangan siswa terhadap sumber efikasi diri. Dari ketiga tema tersebut, ditemukan bahwa perkataan positif yang menyemangati siswa adalah faktor yang paling berpengaruh secara positif, diikuti oleh kesuksesan orang lain, dan pandangan diri yang positif. Terdapat kontribusi, limitasi, serta implikasi untuk para guru serta para peneliti di masa depan.

Kata kunci: Kemampuan berbicara, Kecemasan dalam Bahasa Inggris, Takut akan Evaluasi Negatif, Efikasi Diri

CHAPTER I

INTRODUCTION

This first chapter consists of four parts. The first part is research background, then research questions, followed by research objectives, and research benefits.

A. Research Background

English has been a complex language for Indonesian English for Foreign Language (EFL) learners since it is merely learnt and spoken at school, particularly in English subject (Mappiasse & Bin Sihes, 2014; Mukminin & Arif, 2015; Mulyanto et al., 2022; Tobing, 2013). Many of those learners hesitate to speak in English lessons, this is in line with what Young (1990) found about speaking, which compared to other aspects in English, speaking makes the learners feel most anxious. In sum, lack of English-speaking time allotment might be one of the reasons learners feel anxious to speak.

Speaking anxiety is a part of second language (L2) anxiety proposed by Horwitz et al., (1986) and Fear of Negative Evaluation (FNE) is one of the constructs. Horwitz et al., (1986) defined FNE as the anxious feeling felt by the learner when other evaluate or judge them negatively. Not limited to that, learner who suffers from this constraint also feel that they will always receive negative feedback. FNE is almost the same as test anxiety. However, FNE is more general and can happen anywhere where language performance is evaluated. FNE is one of the factors that can hinder students' speaking performance (Rafek & Awaludin, 2013; Young, 1991; Zheng, 2008).

There are several studies that explore speaking anxiety and FNE in Indonesia. Some studies on speaking anxiety that includes FNE have been conducted quantitatively (Anandari, 2015; Eddraoui & Wirza, 2020; Subekti, 2018), qualitatively (Mukminin & Arif, 2015), and in mixed method (Damayanti & Listyani, 2020; Daud et al., 2019; Erdiana et al., 2020). It was found that most

studies were conducted with university students as participants (Anandari, 2015; Damayanti & Listyani, 2020; Daud et al., 2019; Subekti, 2018) followed by senior high school students (Eddraoui & Wirza, 2020; Mukminin & Arif, 2015), and junior high school students (Erdiana et al., 2020). Compared to university students, there is only a few studies with high school students as participants. Therefore, study on Fear of Negative Evaluation in this context might be necessary.

Another factor that can affect English speaking is self-efficacy (SE). This is in line with six potential sources of language anxiety proposed by Young (1991) in which she included "learner's beliefs about language learning". Self-efficacy itself is defined as the belief students hold about how sure they are in doing task given to them affect their performance (Bandura, 1977). This means, students who are sure they can speak English have high self-efficacy. Several studies found that self-efficacy was a strong predictor affecting language learning (Asakereh & Dehghannezhad, 2015; Hsieh & Schallert, 2008; Mede & Karaırmak, 2017; Mulyanto et al., 2022). In their study, Hsieh and Schallert (2008) with their study in America with 500 undergraduate students as participants found that self-efficacy was the strongest factor in language learning compared to ability and internal attribution. In similar vein, Asakereh and Dehghannezhad (2015) in Iran involving 100 undergraduate students also found that self-efficacy was a strongest predictor compared to students' satisfaction when it comes to speaking English. However, this factor is not widely known and rarely discussed in Indonesia. This can be observed from the number of studies on self-efficacy. There are only a few studies on self-efficacy in different academic context conducted quantitatively (Ningias & Indriani, 2021; Tobing, 2013) qualitatively (Abduh et al., 2022), and in mixed method (Anam & Stracke, 2020; Mulyanto et al., 2022; Paradewari, 2017). From the aforementioned studies, there are only two studies conducted involving state senior high school students (Mulyanto et al., 2022; Tobing, 2013), one study involving junior high school (Abduh et al., 2022), one study conducted in elementary school (Anam & Stracke, 2020), and finally two involving university students (Ningias & Indriani, 2021; Paradewari, 2017). However,

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studies exploring sources of high school students' self-efficacy in speaking English are still rare. Therefore, it is worth to conduct a study discussing self-efficacy in high school context.

Some studies suggest that these two factors, self-efficacy and speaking anxiety, are related (Anyadubalu, 2010; Mede & Karaırmak, 2017; Tahsildar & Kabiri, 2019). A quantitative study conducted in Afghanistan involving 202 English major college students found a significant positive correlation between self-efficacy and speaking anxiety (Tahsildar & Kabiri, 2019). A similar study in Turkey involving 205 university students as participants also found a negative correlation between speaking anxiety and self-efficacy which made it one of the strongest predictors in foreign language speaking anxiety (Mede & Karaırmak, 2017). However, to the best to the researcher's knowledge, studies on the correlation between these two variables in Indonesian context are still very rare. In average, the aforementioned studies also involved university students as their participants. Therefore, mixed-method study on the same topic with high school students as participants in Indonesia will be beneficial. Moreover, the use of mixed method will gather deeper personal explanation through qualitative method and numerical data from quantitative method (Creswell, 1999). This means that study using this method will be rich in data. Thus, study on the correlation of self-efficacy and fear of negative evaluation in Indonesian senior high school students using mixed method might be important to be conducted.

B. Research Questions

Given the research's rationale that has been explained in the research background, here are the main questions that lead the research to be done:

1. To what extent do Indonesian high school students think about their level of speaking self-efficacy?

2. To what extent do Indonesian high school students experience fear of negative evaluation?

3. What is the correlation between students' fear of negative evaluation and their speaking self-efficacy?

4. What are students' views on factors influencing speaking self-efficacy?

C. Research Objectives

Based on the research questions stated above, this research attempts to:

1. To measure the students' average speaking self-efficacy level.

2. To measure the students' average fear of negative evaluation level.

3. To know the correlation between self-efficacy and fear of negative evaluation.

4. To find out how students view the factors influencing their speaking self-efficacy.

D. Research Benefits

The findings of this study will hopefully be beneficial for Indonesian literature on high school students speaking anxiety for further references, then for teachers, students, and other researchers in similar field. The teachers can gain insight about the reason why their students are having high speaking anxiety level, especially in fear of negative evaluation construct. In addition to that, they can also know their students' self-efficacy level, and the connection between fear of negative evaluation and self-efficacy. When the teachers have known their students' speaking issue, they can come up with creative ways to teach their students. For the students, they might be aware of their self-efficacy and can find ways to improve it. Finally, for other researchers, they can also get advantage of this research since this study was done as high school students were the participants and this study was conducted using mixed-method research design, other researchers are able to use this study as a reference for further studies in similar field.

CHAPTER V

CONCLUSION

In this chapter, summary, implications and contributions, limitations, and future studies are presented.

A. Summary

This mixed-method study involving Indonesian high school students attempted to find the speaking self-efficacy and Fear of Negative Evaluation (FNE) levels, the correlation between Indonesian high school EFL students' speaking self-efficacy and Fear of Negative Evaluation, and factors affecting students' speaking self-efficacy. Based on the questionnaire results, it resulted in a low to moderate level of speaking self-efficacy and moderate to high level of FNE. It was also found that there is a significant negative correlation between the variables which indicated that students who perform high speaking self-efficacy tend to have low FNE. Regarding the qualitative finding that used interview to answer the last question, it was revealed that there were three main factors emerged from the students' views. The first factor positively affected them the most was positive encouragements from their friends or family which not limited to that, but also include positive environment. The second most mentioned factor was self-awareness which include self-thoughts. Here, the students shared that they think positively and think about the benefit of English and practice, and they try to be efficacious. The third factor was other's successful moment in speaking English which could either increase their self-efficacy or lower it.

B. Implications and Contributions

There are several practical implications that emerge from the findings of this study. It is known that students' speaking self-efficacy level was low to moderate and their Fear of Negative Evaluation level was moderate to high, thus, from the finding, EFL teachers could raise their awareness of their students' self-efficacy and their fear of negative evaluation. First, teachers should be provided with teacher development program focusing on academic factors that could increase

students' self-efficacy. Second, referring to the result, this is a challenge for teachers to minimize students' anxiety by creating a supportive environment and class management in which the class should not be tense and always competitive. For example, teachers could reduce heavy reliance on reinforcement like giving or taking points from students who mispronounce words since it makes them hesitant to speak. Third, teachers should try to know their students personally and teachers should also try to put themselves in their students' shoes to understand whether there is any struggle their students face. By this, teachers are encouraged to tailor the tasks according to the students' ability, for example, teachers could put some students to groups in where they could freely talk with each other in both English and Indonesian. It is also found that when students' speaking self-efficacy is low, their fear of negative evaluation is high. Aside from the teachers' efforts to create a safe environment, teachers should discourage students booing at each other when their peers make mistakes while speaking. Teachers could set example first by giving feedback but not exposing students' name and what mistakes they make.

The present study attempts to make some contributions. There is not much research has been done on the topic on correlation between speaking self-efficacy and Fear of Negative Evaluation in Indonesia, particularly with Indonesian high school students as participants. Therefore, this study tried to shed more light highlighting the topic and the participants. Since knowing and understanding what can affect students' speaking self-efficacy is important, in this study, three factors were identified as factors affecting students' speaking self-efficacy. Moreover, both questionnaire and interviews were used in this study and the researcher was able to gain deeper understanding about the topic of research. Thus, the findings on this study might be a reference to future researchers whose research interest is around the speaking self-efficacy and Fear of Negative Evaluation in EFL classes.

C. Limitations

Although implications and contributions were emerged, there are some limitations on this present study. First, there were only 160 participants on this study, and they came from one private high school in one city, hence this study is not able to

represent the whole population in Indonesia. Moreover, since the location of the research is limited to one private high school, research done in other high school students might produce different results. Next, the questionnaire items used for speaking self-efficacy were developed in the last few years, therefore, there were not many studies on self-efficacy have used it. Lastly, there were limited literature and study had been conducted on the correlation between self-efficacy and Fear of Negative Evaluation especially in Indonesian context, hence, the present study was not able to extensively compare the findings to previous studies.

D. Future Studies

Due the limitations, future research conducted in these variables is worth to be done. First, since the current study only covered very small population, future study could involve larger population and cover various area so the finding could be more confidential and representable. Second, different well-known instruments that measure speaking self-efficacy could also be used in future study. Third, since there were already several overseas studies analysed gender, including gender as a variable in Indonesian context is worth undertaking to enrich supportive findings on this construct. Fourth, study on self-efficacy could be conducted in a period of time to see if there's any significant change over the time since according to some of this study's interviews, self-efficacy changed as learners grow and went on their learning journey. Last, future researcher could also focus on different variables as well or correlating self-efficacy with other academic constructs like learning strategy that increase self-efficacy and self-concept.

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