

Learners' Anxiety, Self-Efficacy, and Personality as Predictors of Learners' Speaking Performance

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ABSTRAK

Abstract: This study is intended to find out the effective contributions of learners' anxiety, self-efficacy, and personality to learners' speaking performance. The result shows that anxiety gives 18.9% contribution, self-efficacy 32.5%, and personality 10.2% to speaking performance. In conclusion, self-efficacy gives the biggest contribution to the speaking performance of second semester's learners in English university level.

Abstrak: Penelitian ini bertujuan untuk mengetahui sumbangan kecemasan siswa, efikasi diri siswa, dan kepribadian siswa terhadap performa siswa dalam berbicara. Hasil penelitian ini menunjukkan bahwa kecemasan berkontribusi sebesar 18.9%, efikasi diri 32.5% dan kepribadian 10.2%. Kesimpulannya, efikasi diri berkontribusi paling banyak terhadap performa siswa dalam berbahasa Inggris pada semester kedua di tingkat universitas.

When someone is learning a new language, speaking becomes a challenging skill to develop besides listening, reading, and writing. Speaking is the aural or oral skill that consists of systematic verbal utterance to convey meaning (Bailey, 2005). Actually, many strategies can be used to enhance learners' speaking performance as long as it is suited to the learners' level of competence. If learners are exposed to a strategy that is not applicable to their level of competence, it will not be effective for them (Jati et al., 2019). In addition, many factors contribute to the process of learning English as a second or foreign language, such as anxiety, self-efficacy, personality and the worry about making mistakes, stupidity, or incomprehension while speaking the second or foreign language (Douglas Brown, 2001). All those learners' affective factors potentially cause them anxiety to speak up.

Anxiety is one of the major factors confronted by the learners while learning the target language, specifically speaking. Anxiety refers to learners' fear of failure in academic evaluation atmospheres (Horwitz, 1986). It relates to the learners' speaking performance while they are interacting with other people. The learners will feel anxious because they are not confident in what they are doing. The belief that the learners must have in learning speaking is about their ability to speak up fluently with no doubt. It is called self-efficacy. Learners who have high self-efficacy are able to control themselves in any condition. They are able to situate themselves and possess control over their failure (Bandura, 1994). The next affective effective factor that may contribute to learners' speaking performance is personality. According to Onwuegbuzie, Bailey, & Daley (2000), the factors affecting the learners' speaking performance cover cognitive, affective, demographic domains, and personality as predictors to L2 achievement. Therefore, it can be said that personality is one of the factors in learners' performance.

Further, several studies have been conducted related to anxiety and self-efficacy (Akram, Junaid, & Yingxiu, 2019; Çubukçu, 2008), anxiety and self-efficacy in conjunction with speaking (Mede & Karairmak, 2017; Zahiri & Sibarani, 2017), or personality in conjunction to the speaking skill or performance (Lestari, Sada, & Suhartono, 2015; Nadzif, 2015). However, the researcher has not found research about anxiety, self-efficacy, and personality as predictors to speaking performance. Therefore, it is essential to conduct a research involving those three affective variables, namely anxiety, self-efficacy, and personality that become predictor variables to the learners' speaking performance as criterion variables. Altogether, this study tries to figure out the relationship between those three affective factors to the learners' speaking performance in an EFL setting, especially in the Indonesian context, and how those three affective factors (anxiety, self-efficacy, and personality) contribute to the learners' speaking performance.

METHOD

Multiple regression analysis is used to discover the relationship between learners' anxiety, self-efficacy, and personality and their speaking performance (Creswell, 2009). The accessible population was the second-semester students of the English Language Education Program in Universitas Brawijaya Malang in the academic year 2020 since the Speaking course was only learned by the second-semester students. Thus, the sample of this study was the second-semester students of the English Education Study Program in Universitas Brawijaya Malang. The second-semester students were having a Speaking course as their basic course skill, namely Fundamental Speaking. There were five parallel classes on the second semester of English Language Education Study Program in the academic year 2019. In this study, the researcher involved four parallel classes as the sample and one class as a preliminary study. B class had 25 learners, C class had 26 learners, D class had 29 learners and E class had 18 learners. Therefore, the total number of the sample in this study was 98 participants.

Two instruments used in this study were questionnaires and a speaking test. The questionnaires were administered to get the data of learners' anxiety, self-efficacy, and personality. Meanwhile, the speaking test was done to assess learners' speaking performance. To know the learners' anxiety, the researcher adapted the FLCA Questionnaire by Horwitz (1986). There were 20 items in the Anxiety questionnaire. The second instrument was about Self-efficacy Questionnaire by Bandura (1994) obtained to measure learners' self-efficacy in speaking. There were 22 items in the Self-Efficacy questionnaire. The third one was Personality Questionnaire to find information about introverted and extroverted personalities. It was adapted from Jung's theory and rewritten by Sharp (1987). There were 15 items of introverted and 15 items of extroverted personalities. The last instrument speaking test was employed to measure learners' speaking performance. In this study, the test was in the form of a monologue test. It contains a test direction that explains a situation placed in a speaking worksheet. They had to speak for around two minutes. The speaking test was designed to measure the learners' performance in speaking. The topic is also related to the learners' material in the course, which was about description. The speaking performance was scored based on the content, delivery, fluency, language use, and pronunciation (Weir, 2005). After the assumption testing proved qualified, then the analysis was continued to test the hypothesis. Then, after it was found that there was a significant contribution between anxiety, self-efficacy, and personality in combination with the speaking performance, the analysis was continued to see which predictor variable gave the biggest contribution to the speaking performance.

RESULT

First, the result of the multiple correlation of predictor variables; anxiety, self-efficacy, and personality and criterion variable; speaking performance shows that the coefficient correlation (R) is .785 with the significance level of .199 (.05). It indicates that there is a strong and significant correlation of learners' anxiety, self-efficacy, and personality called affective factors in combination with learners' speaking performance. See table 1 about the correlation between affective factors (anxiety, self-efficacy, and personality) and speaking performance. Moreover, the result of multiple regression analysis also confirms that the R-value is .785, as presented in table 2.

Table 1. Correlation between Affective Factors and Speaking Performance

Correlations			
	Affective Factors	Speaking	Performance
Affective Factors	Pearson Correlation	1	.785**
	Sig. (2-tailed)		.000
	N	98	98
Speaking Performance	Pearson Correlation	.785**	1
	Sig. (2-tailed)	.000	
	N	98	98

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2. Regression of Affective Factors and Speaking Performance

Model Summary				
Model	R	R Square (R ²)	Adjusted R Square (Adj. R ²)	Std. Error of the Estimate
1	.785	.616	.604	5.89231

Additionally, Pearson correlation analysis shows that the cross-product of anxiety is -3919.592, the cross-product of self-efficacy is 5652.878, and the cross-product of personality is 3060.735. All the results of cross-products on Pearson correlation analysis are displayed in table 3. The analysis of regression value and the coefficient illustrates that the regression value is 5233.201, as clearly stated in table 4. Further, the coefficient of anxiety is found -.410, self-efficacy of .488, and personality of 283. The results of all coefficients of predictor variables are mentioned on table 5.

Table 3. Correlations of Learners' Anxiety, Self-Efficacy, and Personality with Their Speaking Performance

		Correlations			
		Speaking Performance	Anxiety	Self-efficacy	Personality
Speaking Performance	Pearson Correlation	1	-.642**	.721**	.535**
	Sig. (2-tailed)		.000	.000	.000
	Sum of Squares and Cross-products	8496.816	-3919.592	5652.878	3060.735
	Covariance	87.596	-40.408	58.277	31.554
	N	98	98	98	98
Anxiety	Pearson Correlation	-.642**	1	-.599**	-.410**
	Sig. (2-tailed)	.000		.000	.000
	Sum of Squares and Cross-products	-3919.592	4380.704	-3373.061	-1685.633
	Covariance	-40.408	45.162	-34.774	-17.378
	N	98	98	98	98
Self-efficacy	Pearson Correlation	.721**	-.599**	1	.496**
	Sig. (2-tailed)	.000	.000		.000
	Sum of Squares and Cross-products	5652.878	-3373.061	7227.918	2618.490
	Covariance	58.277	-34.774	74.515	26.995
	N	98	98	98	98
Personality	Pearson Correlation	.535**	-.410**	.496**	1
	Sig. (2-tailed)	.000	.000	.000	
	Sum of Squares and Cross-products	3060.735	-1685.633	2618.490	3853.061
	Covariance	31.554	-17.378	26.995	39.722
	N	98	98	98	98

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4. Regression of Anxiety, Self-efficacy, and Personality to the Speaking Performance

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5233.201	3	1744.400	50.243	.000 ^b
	Residual	3263.616	94	34.719		
	Total	8496.816	97			

a. Criterion Variable: Speaking Performance

b. Predictor Variables: (Constant), Personality, Anxiety, Self-efficacy

Table 5. Coefficient of Anxiety, Self-efficacy, and Personality to the Speaking Performance

Coefficients ^a								
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	52.637	12.103		4.349	.000		
	Anxiety	-.410	.113	-.294	-3.636	.000	.624	1.603
	Self-efficacy	.488	.092	.450	5.297	.000	.565	1.769
	Personality	.283	.111	.191	2.557	.012	.734	1.363

a. Criterion Variable: Speaking Performance

Effective Contribution formula was employed to find out which predictor variable is the most dominant (See the EC_x formula).

$$EC_x = \frac{b_x \cdot CP \cdot R^2}{Regression}$$

EC_x	= Effective Contribution of X component (Anxiety / Self-efficacy / Personality)
B_x	= Coefficient of X component (Anxiety / Self-efficacy / Personality)
CP	= Cross-Product
R^2	= Total of effective contribution
Regression	= Regression value

Further, the result of the analysis using the Effective Contribution formula is presented in Table 6.

Table 6. Effective Contribution Components

Predictor Variable	Coefficient	Cross Product	Regression	Effective Contribution's Total (R^2)	Effective Contribution
Anxiety	-0.410	-3919.592	5233.201	61.60%	18.9%
Self-efficacy	0.488	5652.878			32.5%
Personality	0.283	3060.735			10.2%

In conclusion, the level of self-efficacy shows the highest contribution to speaking performance (32.5%). It is followed by anxiety (18.9%) and personality (10.2%).

DISCUSSION

The finding shows that the correlation among predictor variables; learners' anxiety, self-efficacy, and personality to the criterion variable; learners' speaking performance is significant with the coefficient correlation (R) of .785. The finding of correlations between each affective factor and the speaking performance also shows the same result. First, there is a strong negative correlation between anxiety and speaking performance with the coefficient correlation (R) of -.642 ($\alpha=.199$). This finding is in line with some previous studies. Izumi (2017), followed by Susanto, Palupi, & Mustikawati (2017) found that there was a significant negative correlation between anxiety and learners' speaking performance which means that the higher the anxiety is, the lower the speaking performance gets.

This finding supports Horwitz (1986) who claims that anxiety has the opposite result with the learners' performance. The learners who have a high level of anxiety tend to have low performance. Anxiety becomes one of the affective factors that may hinder the process of successful second or foreign language learning (Brown, 2001).

The second finding shows that the correlation between self-efficacy and speaking performance (R) is .721 ($\alpha=.199$) which indicates that there is a significant positive correlation. This finding is in line with the finding of Mastur (2016), Desmaliza & Septiani (2017), followed by Fatimah (2018) which discovered that there was a significant positive correlation between self-efficacy and their speaking performance.

Bandura (1994) mentions that self-efficacy helps the learners create a positive and competitive atmosphere in classroom. If they have a strong belief in their capability capabilities, they will compete with each other. It makes self-efficacy one of essential factors contributing to learners' speaking performance. Therefore, self-efficacy and learners' achievements of performance are concluded to be the foundations that always reinforce the learners to be better in their learning process (Karadag, 2017).

The third finding shows that the correlation between personality and speaking performance (R) is .535 ($\alpha=.199$), which indicates that there is a positive correlation between personality and speaking performance. This finding supports the result of previous studies by Lestari, Sada, & Suhartono (2015), Hanafiyeh & Afghari (2017) followed by Sinurat (2018), which investigated the correlation between personality and speaking performance, resulting in a positive relationship between those variables.

A similar notion about the relationship between personality and speaking performance is also in line with Brown (2001) that both extroverted and introverted personalities play as an essential factor in the process of second or foreign language learning since personality gives a significant contribution to the learners' speaking performance. In addition, the individual difference significantly influences the way the learners think and behave. It confirms that personality has a relationship with the learners' language learning outcomes (Dörnyei, 2005). The result of this study is in line with Horwitz (1986) who stated that learners' anxiety affects the learners in learning a language. It also influences their speaking performance or communication using English as their foreign language.

Brown (2004) affirms that the affective domains that influence second or foreign language learning involve self-esteem, inhibition, risk-taking, empathy, motivation, willingness to communicate, self-efficacy, anxiety, and extroversion. Thus, it can be confirmed that anxiety, self-efficacy, and personality are the factors affecting the second or foreign language learning process.

Karadağ (2017) conducted a meta-analysis of empirical study dealing with the factors influencing the learners' achievement. It included 18 factors, namely attitude, self-efficacy, self-esteem, self-concept, self-regulation, anxiety, parent involvement, and learning style. In addition, it supports the theory of Ellis (1997) who vocalized that learners' second language learning especially for learners' output (writing or speaking) is determined by the learners' affective factors and their personalities. Therefore, this study supports those three factors; anxiety, self-efficacy, and personality as the affective domain which contributes to the learners' speaking performance in their English as foreign language learning.

CONCLUSIONS

This study involves the relationship between predictor variables; anxiety, self-efficacy, and personality in combination with the criterion variable; speaking performance. Additionally, it also seeks the contributions of each predictor variable; anxiety, self-efficacy, and personality to the criterion variable; speaking performance. The result reveals that there is a positive significant correlation between predictor variables; anxiety, self-efficacy, and personality in combination with the criterion variable; speaking performance. Besides, anxiety, self-efficacy, and personality individually contribute significantly to speaking performance.

Further, the implication of those results in teaching and learning English as a second or foreign language is that the educators (teachers and lecturers) and learners have to concern the importance of handling their anxiety. It can be positive (facilitative) or negative (deliberative) in the learners' output. If the learners can manage their anxiety, it becomes facilitative since the learners take the benefits of their anxiety as a motivation to do better in language learning. However, it may backfire if the learners become unmotivated as they will possibly meet obstacles during learning. Thus, educators need to make the teaching and learning process become enjoyable.

In addition, self-efficacy as one of the affective factors which contributes to speaking performance is also an essential thing to be embraced. Moreover, this factor is the most dominant affective factor in learners' speaking performance. In other words, self-efficacy is a key to success in mastering English as learners' second or foreign language. If the learners cannot believe in themselves first, they will not achieve well.

Likewise, personality also becomes a necessary affective factor that contributes to the learners' speaking performance. Teachers and lecturers need to understand that their learners have their own way to learn, to think, and to comprehend what they have learned. This is likely affected by the learners' personality, as they may tend to be either introverted or extroverted. Once the educators acknowledge the diversity of their students' personalities, it will be easier to find a way to teach efficiently.

In essence, by knowing the learners' anxiety, the educators can minimize the learners' anxiety and motivate them to be more relaxed and focused on the teaching and learning activities. On the other hand, if the learners do not have a high level of self-efficacy, they will face hurdles in the learning process. Thus, educators also need to support the learners in building their self-efficacy. It is the task of the educators (teachers and lecturers) to understand the learners' personalities to create an affable learning environment for both educators and learners.

The future researchers should make sure that the total number of the subject is adequate to avoid bias. Not to mention, the chosen variable will be the crucial thing that the future researcher needs to consider. For example, in the findings of the study, it is found that self-efficacy becomes the most dominant affective factor contributing to the learners' speaking performance. That being said, the future researchers may use self-efficacy combined with the other affective domains such as learners' learning style, learners' aptitude, learners' motivation, and learners' self-esteem in projects related to EFL learners' speaking performance.

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