

Speaking Self-Efficacy of Senior High School Students in Oral Communication in Psychological Context

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Abstract— Numerous studies discovered that high levels of self-efficacy are related with good performance in various language learning activities. In the Philippines, most of the studies conducted on self-efficacy focused more on other macro-skills such as reading and writing whereas there were only limited studies which focused on speaking. Hence, this study aims to identify the level of speaking self-efficacy of senior high school students, specifically Grade 11 “Humanities and Social Sciences (HUMSS)” students, in Oral Communication in Context. Speaking self-efficacy is the major variable, and descriptive data about it is collected using a quantitative descriptive study approach. The primary data is gathered using a 28-item questionnaire, and the study's findings are further examined and verified through a targeted group discussion. The study's findings demonstrate that senior high school students exhibit significant levels of speaking self-efficacy. Notably, the majority of the highest indicators regarding speaking self-efficacy beliefs are attributed to one of the sources of self-efficacy which is mastery experience. It is recommended that teachers may further improve the speaking self-efficacy of senior high school students by providing social persuasion in the form of realistic verbal messages about their oral communication performance. This means that positive verbal responses from the teachers are significant in the continuous promotion of speaking self-efficacy among the students.

Index Terms— oral communication, second language, senior high school, speaking self-efficacy

I. INTRODUCTION

English, which is considered to be the universal language, is one of the most significant channels of communication for over half a century. English is being taught as a language of instruction in schools and colleges and, in this era of communication and technology, further education and professional interchange is deemed challenging without the use of the English language (Bharathi, 2016). The role of English as a language is widely known; however, its use in oral communication proves to be one of the major challenges in language learning. In the Philippines, there is still a wide-spread utilization of code-switching between Filipino and English, commonly known as “Taglish”, despite the use of English as a medium of instruction for Mathematics and Science (Metila, as cited in Sotelo & Metila, 2021). For this reason, attention has been directed toward finding better means of teaching English in the Philippines through probing students’ language strategies - a concern that has encompassed recent research at the post-secondary sector (Querol, as cited in Cabansag, 2020; Asuncion, as cited in Sandigan, 2018).

In order to solve these problems, earlier researches concentrated on identifying the effects of cognitive factors on language learning however, during the 1960s and early 1970s, experts in the field began to direct an increasing focus on affective factors in the English as a Second Language (ESL) contexts (Asakereh & Dehghannezhad, 2015). This change led to more studies that were conducted with the purpose of finding the effects of affective factors to language learning and achievement (Gardner, as cited in Sanadgol, 2014). Many of these studies have shown that affective factors such as the individual difference (ID) variables have been repeatedly cited to contribute to language learning failure or success to a great degree (Dornyei, as cited in

Piniel & Csizer, 2013; Raoofi et al., 2012). These ID variables encompass: (a) motivation (Sanadgol, 2014; Piniel & Csizer, 2013); self-efficacy (Asakereh & Yousofi, 2018; Demir, 2017; Genc et al., 2016); personality traits and strategy (Piniel & Csizer, 2013; Raoofi et al., 2012); and (d) language anxiety (Horwitz & Young, as cited in Piniel & Csizer, 2013).

Among the ID variables, the construct of self-efficacy has appeared in many guises in applied linguistic research (Khatib & Maarof, 2014) and its effect on improving the students' oral communication performance (Wang et al., 2018; Meera, 2015). In his Social Cognitive Theory (SCT), Albert Bandura defined self-efficacy as the "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, as cited in Genc et al., 2016). Self-efficacy also refers to the belief in one's ability to master a challenge or perform effectively (Zimmerman & Kitsantas, as cited in Panadero, 2017).

Self-efficacy, rather than any other relevant learning factors, according to Bandura (as stated in Genc et al., 2016), is a more reliable predictor of behaviour and accomplishment. Self-efficacy, according to him, has a significant influence in decision-making and is the most important determinant of human agency. He also asserted that self-efficacy beliefs are far more closely tied to learning new abilities and using them in real-world scenarios than the other self-constructs.

According to numerous studies ("Wang et al., 2018; Altunkaya, 2017"), high levels of self-efficacy are linked to effective performance on language acquisition tasks across a variety of language domains. For instance, in her study on self-efficacy, de Fátima Goulão (as cited in Asakereh & Yousofi, 2018), "investigated the relationship between academic self-efficacy of 63 Portuguese EFL freshmen in an online context and their academic achievement. The results of the study indicated the existence of significant correlation between self-efficacy and academic achievement of the participants". However, Ghonsooly et al. (as reported in Asakereh & Dehghannezhad, 2015) investigated the connection between university students' self-efficacy and their success in general English. The findings demonstrated a substantial positive correlation between university students' self-efficacy and their proficiency in general English. Additionally, Liem et al. (quoted in Meera, 2015) investigated the relationship between self-efficacy, task value, and accomplishment goals in English language proficiency with a group of secondary school students and discovered that self-efficacy is a predictor to English test scores.

The ability to demonstrate a performance based on oral expression was linked by Oguz (2016) to the belief in one's own efficacy. This study focuses more on self-efficacy in relation to speaking and oral communication performance because it incorporates many areas of academic achievement. As a result, the belief that a person has in his or her ability to undertake oral communication might be described as speaking self-efficacy. Oguz (2016) continued by stating that this assessment takes into account both the individual's belief on how much of their demonstrated oral expression skills they can actually put into practise when necessary and their ability in doing so. Similarly, Altunkaya (2017) defined speaking self-efficacy as the students' "judgments about self-efficacy beliefs in speech, whether the student is competent in his/her speech, and whether the student can perform the speech tasks adequately". These definitions imply that self-efficacy is not only about the competence of an individual to actualize the speaking ability but it also refers to the belief related to the competence in performing the said ability.

There are other constructs that seem to overlap the definition and concept of self-efficacy. One of these constructs is self-esteem. Self-efficacy is identified as an assessment of capability whereas self-esteem is identified as an assessment of self-worth (Epstein & Morlin, as cited in Gibbs, 2019). For instance, a person may have low self-esteem yet high levels of self-efficacy in a subject like sports, language study, or painting. In other words, whether or not one loves or dislikes oneself has nothing to do with how one feels about their talents.

Self-confidence is a concept that is similar to self-efficacy. Bandura (as cited in Liao & Wang, 2018) argued that while the phrase "self-confidence" relates to conviction strength, it does not always define the subject of the assurance. To put it another way, self-efficacy is the idea that one has the power or ability to perform at a given level, whereas self-confidence does not include one having the power or ability to perform at a certain level.

The setting where the communication takes place can also affect an individual's speaking self-efficacy belief. As a result, Liu (as described in Asakereh & Dehghannezhad, 2015) looked into how a "English Bar" on campus affected the speaking confidence of college students. With the help of a questionnaire and in-depth interviews, it was shown that students who frequently speak English at the "Bar" had much greater levels of self-efficacy than

their counterparts who went there infrequently or never. “The positive effects of frequenting the “Bar” were described by Liu as follows: (a) students were free to choose the partners as well as the topics to reduce their anxiety; (b) students with poor speaking skills were encouraged by the foreign teachers and their partners; (c) students’ self-confidence and self-efficacy were increased as they observed “similar others” who were fluent English speakers; and (d) students were motivated and they worked harder as they realized that they were making progress in their use of English for self-expression”.

According to research, most students avoid speaking in front of others, are anxious about doing so, avoid tasks that need them to do so, and have speaking issues as a result of their negative feelings and attitudes (Oguz, 2016). A private university's pre-university ESL students participated in a study on self-efficacy and speaking ability by Kim and Lorshbach (as mentioned in Khatib & Maarof, 2014). In terms of their English-speaking abilities, they discovered that the pupils showed high levels of self-efficacy. The study also showed that pupils who felt more comfortable speaking in front of groups outperformed those who felt less secure.

In the Philippines, most of the studies conducted on self-efficacy explored its relationship and effects to the students’ academic performance (Alpacion et al., 2014). There are only a few studies that have discussed the relationship between self-efficacy and different English language variables. However, these language studies focused more on other macro-skills such as reading and writing (Flores, 2013; Parina & de Leon, 2013).

Hence, this study aims to serve as an avenue for a greater understanding of the speaking self-efficacy of senior high school students particularly, in their Oral Communication in Context subject. The results of this study may be deemed significant to the following: first, for the teachers to have a wider grasp of the affective factors affecting the oral communication performance of the students; second, for the students to realize the source of their strengths and weaknesses regarding their oral communication performance in English; and third, for the curriculum developers and school administrators to find the importance of planning and developing various curricular programs and school activities that highlight the importance of strengthening affective factors such as speaking self-efficacy. In order to achieve these, this study particularly aims to identify the level of speaking self-efficacy of Grade 11 Humanities and Social Sciences (HUMSS) students in their core subject, Oral Communication in Context.

II. RESEARCH METHODS

A. Research Design

The study used quantitative descriptive research design. The researchers used this design to collect descriptive information regarding the speaking self-efficacy of Grade 11 HUMSS students in their Oral Communication in Context subject.

B. Population and Locale

The respondents of the study came from the Grade 11 Humanities and Social Sciences (HUMSS) students of the University of the Cordilleras. In order to identify the respondents, criterion sampling was used. The criterion used in this study was based on the career choice of the Grade 11 HUMSS students. There are a lot of professions aligned to the HUMSS strand however, this study solely focused on the Grade 11 HUMSS students who plan to take teaching as their future career choice. In order to identify the specific respondents of the study, the researchers used systematic sampling. To get the interval (k), the formula below was used:

$k = \frac{N}{n}$ where N is the population size which is 59 and n is the sample size which is 18.

C. Data Gathering Instrument

The researchers used the 28-item speaking self-efficacy beliefs questionnaire that was adapted from the study of Asakereh and Dehghannezhad (2015) entitled “*Student Satisfaction with EFL Speaking Classes: Relating Speaking Self-Efficacy and Skills Achievement*”. In the said study, the questionnaire has a Cronbach’s Alpha Reliability Coefficient of .92 which means that the items of the questionnaire have “excellent” internal consistency or in most research situations, it is considered as “highly acceptable”. To further strengthen the internal reliability of the data gathering instrument, the researchers conducted a pilot testing wherein the questionnaire yielded a Cronbach’s Alpha Reliability Coefficient of 0.87 which means that in the specific context of the study, the items in the questionnaire have “good” internal consistency.

D. Data Gathering Procedure

Before the actual collection of the data needed to answer the specific problems of the study, the researchers conducted a pilot testing for the speaking self-efficacy belief questionnaire. Then, the researchers floated the questionnaire and the data that were gathered from the questionnaire were tallied, treated, analyzed, and interpreted. For further validation, the researchers asked 6 out of the 18 respondents to join the focus group discussion conducted for the same purpose of validation.

E. Treatment of Data

Table 1 presents a 4-point Likert scale that was used to categorize and interpret the level of speaking self-efficacy of Grade 11 HUMSS students. The scale was adapted from the study of Castro (2011) entitled “*Self-Efficacy: Its Influence on Students’ Performance in Public Communication*”.

Table 1
Level of Speaking Self-Efficacy

Statistical Range	Descriptor	Interpretation
3.25-4.00	Strongly Agree	The respondent’s speaking self-efficacy is very high. The respondent’s belief that he/she has the capacity to actualize oral communication performance is highly remarkable. He/she can effectively execute plans and is fully prepared in the face of setbacks.
2.50-3.24	Agree	The respondent’s speaking self-efficacy is high. The respondent’s belief that he/she has the capacity to actualize oral communication performance is remarkable. He/she can execute plans and is prepared in the face of setbacks.
1.75-2.49	Disagree	The respondent’s speaking self-efficacy is low. The respondent’s belief that he/she has the capacity to actualize oral communication performance is unremarkable. He/she may hesitate to execute plans and to face setbacks.
1.00-1.74	Strongly Disagree	The respondent’s speaking self-efficacy is very low. The respondent’s belief that he/she has the capacity to actualize oral communication performance is highly unremarkable. He/she may fail to execute plans and to face setbacks.

III. RESULTS

Generally, the result shows that the level of speaking self-efficacy of Grade 11 HUMSS students is high (2.71). This means that the majority of the students have a remarkable belief in their capacity to actualize their oral communication performance. Based on the items found on Table 2, the result also implies that the students believe in their English speaking skills when faced with different people, settings and situations.

Table 2
Level of Speaking Self-Efficacy of Grade 11 HUMSS Students

Items	Mean	Interpretation
1. I am capable of honing my communication abilities.	3.06	High
2. If I practise speaking more, I'm positive I'll do better in my oral communication (speaking) classes.	3.33	Very High
3. I speak English more fluently than my peers do.	2.11	Low

4. I can find a way to make the message heard even when the speaking assignment is challenging and I lack the necessary terminology.	2.94	High
5. I don't feel anxious when I speak in English in class.	2.72	High
6. I value speaking with knowledgeable partners.	2.83	High
7. I excel in speaking classes (also known as oral communication).	1.89	Low
8. I like talking to travellers because I understand their language well.	2.44	Low
9. Speaking practise is more fun the more challenging it is.	2.72	High
10. Even if I'm unsure of the answer, I raise my hand when the teacher asks a question.	2.33	Low
11. I have faith in my capacity to communicate with other English speakers.	2.44	Low
12. I can effectively handle unforeseen circumstances when speaking.	2.56	High
13. When faced with challenges, I can maintain my composure while speaking.	2.61	High
14. I let proficient speakers know if I need assistance when I'm speaking with them.	2.94	High
15. I'm sure I can express what I mean clearly.	2.56	High
16. I have faith that I can talk with accuracy comparable to that of a native speaker.	2.44	Low
17. I can participate fully in my speaking classes.	2.94	High
18. I know I can communicate in English outside of the classroom.	3.00	High
19. I think I can speak English well.	2.44	Low
20. I have a strong belief that I can become as fluent in English as a native speaker.	2.50	High
21. I am able to describe my school in English to others.	2.89	High
22. I am able to tell an English story.	2.83	High
23. I am able to communicate with my professors in English.	3.06	High
24. I am able to construct sentences using idiomatic terms and literary devices.	2.61	High
25. I am able to communicate with my students in English on the topics that interest me.	2.67	High
26. I am able to speak English and introduce my teacher to someone else.	2.94	High
27. I am able to make an English introduction.	3.17	High
I am able to respond in English to questions from my teachers.	2.94	High
Overall	2.71	High

Specifically, the result shows that indicator 2 (3.33), indicator 27 (3.17), indicator 1 (3.06), and indicator 23 (3.06) have the highest weighted means among the 28 indicators. This means that the majority of the Grade 11 HUMSS students strongly agree that when they practice speaking more, they have an assurance that they will get better grades in their speaking courses like Oral Communication in Context. This also implies that the majority of these students agree that they have the capability to introduce themselves in English, to improve their speaking skills, and to ask their teachers questions using English as their medium.

On the other hand, the result shows that indicator 7 (1.89), indicator 3 (2.11), and indicator 10 (2.33) have the lowest weighted means among the 28 indicators. This means that the majority of the Grade 11 HUMSS students disagree that they are some of the best students in speaking courses like in Oral Communication in Context. They also disagree that they have the capability to speak in English better than their classmates and to raise their hands to answer the question of the teacher even if they are not sure about their answers.

IV. DISCUSSIONS

Self-efficacy is a more reliable predictor of behaviour and accomplishment than any other related factors, according to Bandura (as stated in Genc et al., 2016). Numerous research have demonstrated that strong self-efficacy levels are linked to success in a variety of language acquisition tasks (Rahimi & Abedini, as cited in

Asakereh & Dehghannezhad, 2015) such as reading (Lin & Wang, as cited in Huang et al., 2010), writing (Wong, as cited in Khatib & Maarof, 2014), and speaking (Linnenbrink & Pintrich, as cited in Asakereh & Dehghannezhad, 2015; Kim & Lorshbach, as cited in Khatib & Maarof, 2014).

In his Social Cognitive Theory (SCT), Bandura had given a contrast between high and low self-efficacious people. He proposed that people with high self-efficacy have great expectations, set difficult goals for themselves, and are committed to reaching them (as cited in Genc et al., 2016). He continued by saying that those with high levels of self-efficacy have tremendous motivation because they have confidence in their ability to achieve their goals and alter them as they go along, can visualise successful outcomes, and don't focus on their own shortcomings. On the other side, he said that those with low self-efficacy are more inclined to exaggerate hazards or threats, whereas those with strong self-efficacy are capable of handling challenges. For instance, in the context of oral communication performance, if a student is assigned to make a prepared speech and their speaking self-efficacy is low, they may have difficulties completing the task and may avoid speaking altogether (Katranci, as cited in Altunkaya, 2017).

Another theory called Expectancy Value Theory goes into greater detail on the connection between high levels of self-efficacy and effective performance. According to this theory, learners will be more motivated to complete an activity if it has a higher chance of success, achievement, and perceived value. Likewise, if the activity is completed successfully, motivation and expectancy beliefs will increase, and higher achievement in the language will be achieved (Wigfield & Eccles, as cited in Roshandel et al., 2018). This means that when students perceive a higher degree of possible success, achievement, and value regarding a task, they are more motivated to complete a task. If the task is successful, this then affects their motivation and belief in language achievement.

Thus, based on the earlier discussions, it can be implied that when the speaking self-efficacy of a student is higher, there is a tendency that his/her oral communication performance will also be higher. On the contrary, when the speaking self-efficacy of a student is lower, there is a tendency that his/her oral communication performance will also be lower.

The indicator with the greatest weighted mean, indicator 2, reflects the students' steadfast belief that they will perform better in speaking courses like Oral Communication in Context if they practise speaking more. Each of the four sources of self-efficacy contributes to this particular finding. According to Bandura (as described in Altunkaya, 2017), there are four possible origins for self-efficacy beliefs: performance successes based on one's own experiences, vicarious experiences, social persuasions, and physiological and emotional states.

The best approach to cultivate a strong sense of effectiveness, according to Bandura (as cited in Nwaizugbu & Augustine, 2020), is through mastery experiences. A person who has previously completed a task effectively tends to have a better sense of self-efficacy while completing a present or a future activity that is similar, according to Altunkaya (2017). Successful learning experiences can help students acquire positive self-efficacy views, whereas poor learning experiences can help students develop negative self-efficacy beliefs (Schunk, as cited in Altunkaya, 2017).

Bandura's claim about mastery experience is corroborated by the responses of the students during the focus group discussion. Most of the students shared that their teachers require them to observe the English Only Policy (EOP) during speaking courses like Oral Communication in Context. One student narrated that they were told by their teacher to speak in English in order to enhance their speaking skills in English because these practices will be beneficial for them in the future.

Based on the focus group discussion, the extent of use of the English Only Policy can be observed when they do speaking activities such as group reporting and speech presentation. Some of the students were also required to speak in English when they interacted with their classmates and teacher in Oral Communication in Context. For example, the students are asked to speak in English when they ask questions or talk to their teacher. This scenario is also similar when they have group activities wherein the students use English as their medium of communication. On the other hand, there were also some teachers in Oral Communication in Context who allowed students to code-switch from English to Filipino in order for the students to express themselves better.

The students agree with the positive perception of the teacher towards the practice of English Only Policy. They perceive English Only Policy as an avenue to "train" themselves in speaking in English. A student added that it is better to practice English Only Policy since they "do not have a choice" and in that case, they can "enhance" their English-speaking skills.

The influence of mastery experience to the strong belief of the students is also seen in the past experiences shared by another student during the focus group discussion. She shared that she enjoys speaking activities such as role plays and jingles because she joined similar activities during her elementary and junior high school years and won some competitions related to these activities. One more student added that he is encouraged and motivated to speak in English particularly in conducting a speech because, as a captain of a track and field team, he expresses himself in English when he talks to his teammates.

Thus, these statements reinforce the strong agreement of the students that they will have better grades in speaking courses like Oral Communication in Context when they practice speaking more. Based on the experience shared by the students, it can be noted that they have had successful experiences in practicing their speaking abilities in the past. Given these points, they developed a strong sense of self-efficacy when they were presented with a statement involving a similar task.

The second highest weighted mean is recorded in indicator 27 which pertains to the belief of the students that they can introduce themselves in English. It can be observed that the second highest indicator corresponds to the highest indicator which focuses on mastery experience. This finding is confirmed by the statement of one student during the focus group discussion wherein she thinks that introducing herself in English is one of the easier tasks in speaking since it is a repeated task in a lot of subjects during the beginning of each trimester. Thus, it can be concluded that their belief is anchored on the fact that the students have a lot of past experiences in introducing themselves in English.

It can also be inferred that this belief is one of the easier and more convenient opportunities for the students to practice their speaking skills where they can yield more successful outcomes. The other indicators such as telling a story using English as a medium and producing a sentence with idiomatic expressions and figures of speech are comparatively more complex and require other related skills such as well-developed fluency (Campbell & Hlusek, 2015) and wide range of vocabulary (Solieva, 2017) for them to have a higher chance of success.

The third highest mean is both recorded in indicator 1 and indicator 23 which pertain to the belief of the students that they have enough ability to improve their speaking skills and to ask their teachers questions in English. It can be observed that both indicators are parallel to the first and second highest indicators which focused on mastery experience.

The students mentioned in the earlier discussion that they were subjected to English Only Policy. From this experience, it can be inferred that they have more belief that they have the ability to improve their speaking skills since they were provided with an avenue to enhance their speaking skills through the practice of English Only Policy.

It was also presented earlier that introducing oneself in English is one of the easier and more convenient opportunities for the students to practice their speaking skills where they can yield more successful outcomes. Likewise, asking the teachers questions in English is another easy and convenient way for the students to practice their speaking skills.

In the focus group discussion, a student confirmed that asking teachers questions in English is easy because he does not know the answer and most of his teachers are encouraging the students to ask questions. From this statement, it can be observed that the student's belief was affected by the positive feedback given by the teachers regarding questioning.

Considering this finding, it is therefore essential for language teachers to devise and seek ways on how to actualize the speaking self-efficacy belief of the students into observable oral communication performance improvements. A recommendation suggested based on the findings of the study of Asakereh and Dehghannezhad (2015) is that language teachers and administrators need to provide students with satisfactory learning environments in order to better contribute to students' speaking skills achievement. The findings of the said study also emphasized the role of the language teachers as the ones who should provide assistance to their students in order for them to deal with exacting speaking tasks in both real life and classroom contexts.

Another important role that is stressed for language teachers is shown in the findings of Yalcin (as cited in Genc et al., 2016) where the students were as successful as they believed they were. Moreover, it was also discovered in the study that the EFL teachers' and students' beliefs were related to some extent and accordingly, the students' beliefs tended to indicate similarity with their teachers' belief over time. It is, then, not only paramount for language teachers to facilitate the actualization of the students' speaking self-efficacy belief and

raise their own awareness regarding these beliefs but it is also highlighted that the language teachers' beliefs and practices may influence the students' beliefs.

On the other hand, the lowest weighted mean is recorded in indicator 7 which pertains to the belief of the students that they are some of the best students in speaking courses like in Oral Communication in Context. This result can be related to the responses of the students during the focus group discussion.

According to one student, speaking skills in English is not a basis of knowledge and thus, it is not an assurance that if one is good at speaking in English, he/she is also good at other things. Furthermore, he also contended that there are a lot of areas to be considered in order to become the best speaker in English.

In addition, another student emphasized that being the best speaker is not all about speaking in English. He added that a person should be able to socialize and understand other people's feelings to become the best speaker in English.

Therefore, these statements further implicate that the students perceive that speaking requires more than speaking itself in order for them to be ranked as the best in their speaking classes.

The second lowest weighted mean is recorded in indicator 3 which pertains to the belief of the students that they can speak in English better than their classmates. This result is also parallel to the discussion of indicator 7 which received the lowest weighted mean. It can be observed that both indicators focused on the comparison of the students' speaking skills to their classmates.

These precise results fall under a category of self-efficacy known as vicarious experiences, one of the four sources of self-efficacy previously mentioned. According to Altunkaya (2017), vicarious experience refers to the beliefs that students develop as a result of evaluating their own successes and failures in the classroom against those of their classmates. He continued by saying that social models' vicarious experiences have a role in the development and maintenance of self-efficacy beliefs.

According to Bandura (as mentioned in Altunkaya, 2017), role models have a significant impact on a person's self-efficacy beliefs because of the perceived parallels between the role model and the person being emulated. By observing and imitating the behaviours of other people they believe to share similar features, individuals can build an opinion about how they would perform in a comparable circumstance (Altunkaya, 2017).

Seeing colleagues and classmates successfully complete a task might cause people to doubt their own talents, which lowers their sense of self-efficacy (Asakereh & Dehghannezhad, 2015). The Grade 11 HUMSS students do not think that their speaking abilities are superior to those of their peers in the study's context. As a result, individuals perceive their speaking abilities as being worse as compared to peers who serve as role models and share their characteristics.

Yayuzer and Koc (as cited in Altunkaya, 2017) suggested that another source of self-efficacy, which is about the physiological and emotional state of an individual, may also be partly influential in the formation of judgements about the individual's abilities. Additionally, they illustrated that an individual would be more likely to succeed in an assigned task or to exhibit a desired behavior when he/she feels good physically and psychologically. This implies that the students' inferior judgment regarding their speaking performance when compared to others may have similarities to their current physiological and emotional state during the data gathering collection which may, in turn, have influenced their responses.

These discussions are supported by the statement of one student during the focus group discussion. The student stressed that his classmates "laugh" when other students use "Taglish" or code-switching. This is the reason why he identified that one of his weaknesses in speaking is the people around him. This implies that the classmates of the student have instilled a negative judgment to the student's perception in his speaking skills which later on, affected his own perception.

The third lowest weighted mean is recorded in indicator 10 which pertains to the belief of the students on their capability to raise their hands to answer the questions of the teacher even if they are not sure about it. Remarkably, indicator 23 and indicator 10 are in the exact opposite rank since the former is one of the third highest indicators and the latter is the third lowest indicator. This means that the students have opposite beliefs towards their speaking skills in relation to asking a question and answering a question.

This remarkable finding is explained by one of the students during the focus group discussion. He explained that when he asks a question, there is already a topic in his mind whereas when he is the one being asked with a question, he sometimes cannot understand some of the terms being used by the teacher. This suggests that

asking questions is perceived to be easier because there is a time for preparation whereas being asked with a question requires the necessary vocabulary and as well as time to prepare for an answer.

"In general, the students already have high self-efficacy; however, choosing not to participate in class recitations may hinder the progress of the students in their oral communication performance. According to Yousaf et al. (2022), class recitation provides an opportunity for the students to learn through their own contribution and through the contribution of their fellow students. He further claimed that through this kind of participation, the students gain practice in thinking through problems, organizing concepts, formulating arguments, testing their ideas in a public setting, and evaluating the evidence of their own and others' positions".

In order to improve the beliefs of the students regarding class recitations, Altunkaya (2017) proposed that teachers, friends, and family members can utilize social persuasion, "the fourth source of self-efficacy, to strengthen the students' belief that they can fulfill the tasks easily. He also added that the realistic positive verbal messages provided to students by teachers, friends, and family members about their oral expression would improve the self-efficacy beliefs of the students positively".

Similar to these recommendations, the students also suggested that being given compliments and advice encourage them to speak in English. Most of the students agreed that the teachers should not get angry with them when they commit mistakes in English; rather, it will be better if the teachers will give them feedback about their oral communication performance.

V. CONCLUSION

In conclusion, the Grade 11 HUMSS students are highly self-efficacious in terms of their oral communication performance. In a lot of the mentioned literature, high speaking self-efficacy is considered to have a positive effect on the actual oral communication performance of the students. In addition to this finding, the majority of the highest indicators regarding speaking self-efficacy beliefs are attributed to one of the sources of self-efficacy which is mastery experience. On the other hand, the majority of the lowest indicators are attributed to another source of self-efficacy which is vicarious experience. These findings imply that the direct and previous speaking experiences of the students have big roles in promoting high speaking self-efficacy.

VI. RECOMMENDATION

The students suggested positive verbal responses and constructive feedback encourage them to speak in English. Hence, teachers may further improve the speaking self-efficacy of the students by providing social persuasion in the form of realistic verbal messages about their oral communication performance.

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