ESP Students' Learning Efforts in Mastering an English Presentation Skill and Their Self-efficacy

Hartono Hartono
English Education Department Universitas Islam Sultan Agung
English Language Education, Pascasarjana, Universitas Negeri Semarang
hartono@unissula.ac.id

Januarius Mujiyanto
English Language Education, Pascasarjana, Universitas Negeri Semarang
yanmujiyanto@mail.unnes.ac.id

Sri Wuli Fitriati
English Language Education, Pascasarjana, Universitas Negeri Semarang
sriWuli.Fitriati@mail.unnes.ac.id

Zulfa Sakhiyya
English Language Education, Pascasarjana, Universitas Negeri Semarang
zulfa.sakhiyya@mail.unnes.ac.id

Abstract
As communication skills become critical success factors and prominent features of graduates' global employability, the accounting major students in this study were trained to make English presentations as they took EAP of English for Accounting. The study investigated their learning efforts to master the presentation and their self-efficacy. Sixty-one students were purposively selected for the study. Two specially designed questionnaires were used to collect data: 1) a 14-statement Likert-type learning effort questionnaire and 2) a 24-statement English presentation self-efficacy questionnaire of 'can do' scales. The questionnaires were administered as the students were preparing for their final exam. With SPSS software 25, descriptive and correlational analyses were run. The students had a very high learning effort to master the English presentation skills (mean score = 80.311, SD = 11.039), and a high self-efficacy (mean score = 121.85, SD = 19.152). These two variables were positively correlated at a moderate level (r = 0.573). The study contributes to the research body of learning efforts and self-efficacy of accounting students in mastering English presentation skills. Other contributions are discussed.
Keywords: Students of accounting major; communication skills; English presentation; learning effort; self-efficacy

Introduction

Motivated by the pressure to provide graduates with bigger opportunities for global employability, students of Accounting major in which the study was conducted were taught English presentation skills as they took the EAP course on English for Accounting. English communication skill is emphasized since, besides becoming one of the 4Cs of the twenty-first century (critical thinking, creativity, collaboration, and communication), studies show that communication skill is an essential attribute of job applicants sought by employers (Grant-smith et al., 2016). Job applicants with good communication skills are in high demand as communication plays a vital role in the success of individual employees and the company. Communication skill is a critical factor for success and has become an important proficiency (Dixon & Beverly, 2015; Luthy & Deck, 2007; Murphy et al., 1997). It is a skill for the future and a prominent feature

of employability (Bennett et al., 2016). Individuals' progress and successful social interactions require communication skills (Simona, 2015).

Students of the program were trained to prepare and make presentations on accounting and business topics such as company profiles, financial statements and reports, production processes, company products, business plans, and the like. For many of them, these were not easy tasks. Though in the Indonesian context, before studying at university, students have mandatory English lessons during their junior and senior high school, many of them have low speaking proficiency (Kirkpatrick, 2012; Rahmat & Coxhead, 2021). Talking in English, moreover in the form of a formal presentation, is a "threatening" task. Students' low basic skills, low motivation to learn, and low self-efficacy are common phenomena (Mukminin et al., 2015; Paradewari, 2017).

As a part of the evaluation for the new program, this study was to investigate the students' learning effort in acquiring English presentation skills. Previously, the syllabus for EAP in this study program focused very much on improving students' reading skills on accounting and business topics. Responding to the demands of practical English communication skills for graduates, the syllabus was revised, and English presentation skill becomes the skill students must master. Learning effort needs to be addressed since it is vital and determinant in the success or failure of learning in the classroom (Ferrell & Barbera, 2015; Lackaye et al., 2006). In addition to learning effort, this study investigated students' English presentation self-efficacy. Social Cognitive Theory suggests self-efficacy is a determining factor for success in learning, including language learning. It influences several aspects of someone's behaviors as the choices of actions and activities taken, the degree of effort to accomplish the tasks, and the level of persistence in times of trouble (Bandura, 1997).

In the Indonesian context, research findings on English-speaking self-efficacy are not conclusive. Some studies found Indonesian students have a high level of self-efficacy; others found otherwise (Alawiyah, 2018; Alimudin et al., 2020; Darmawan et al., 2021; Paradewari, 2017). More research is, therefore, necessary. Finally, a possible correlation between students' learning effort and their English presentation self-efficacy is explored.

Literature review

Learning efforts

Learning effort is a deliberate activity exerted and invested by an individual to acquire and retain a specific skill or knowledge (Tough, 1978). It is the time, energy, and actions a student expends and takes to meet academic requirements set by his teachers or school in the forms of learning activities during the process of studying (Carbonaro, 2005; Pintrich et al., 1993; Utami et al., 2015; Zimmerman & Risemberg, 1997). An effort is goal-specific and can be different from student to student. Two students may exert the same effort on meeting a specific academic task but may exert different levels for another task.

Different categorizations of efforts are found in the literature. Carbonaro (2005) categorizes effort into rule-oriented, procedural, and intellectual, while Bozick and Dempsey (2010) divide it into procedural, substantive, and non-compliance. In foreign language learning, learning effort refers to students' investment in individual resources to learn a foreign language. It is a multifaceted construct, self-determined and individual as a student can choose among alternative courses of action or varying degrees of endeavors to achieve a particular purpose (Özer, 2020; Yeung, 2011). Non-compliance effort refers to behaviors that may discourage students from exercising effort to learn a foreign language. Procedural effort refers to activities to fulfill requirements set by teachers or classrooms to facilitate language learning. A substantive effort is students' active involvement in the process of language learning. The last focal effort refers to students' attentiveness in following activities in the language classroom (Karabıyık & Mirici, 2018).

Studies found efforts are indirectly related to achievement (Alias et al., 2016), the most crucial contributor to achievement (Yeung & Mcinerney, 2005), and have a significant positive effect on learning gains (Carbonaro, 2005). It is a common belief that students with high ability and high effort have a better academic performance than students with low ability and low effort. In the Indonesian context, the study of Indrapuri, Mayuni & Darmahusni (2018) involving students from low-income backgrounds studying

English suggests that students' learning efforts significantly and positively affect the English learning gains indicated by their good scores in English. The study of Bowman, Hill, Denson, & Bronkema (2015) at Bowling Green State University using multiple regression analysis also concludes that perseverance of effort predicts, among others, academic adjustment, grade point average, college satisfaction, and intent to persist.

Self-efficacy

Self-efficacy is an individual's belief in his ability to successfully organize, perform and control a particular course of actions required for completing tasks and events which will influence his life (Bandura, 1997). This construct, derived from Social Cognitive Theory, is fundamental in determining the success of learning. It predicts an individual's participation in specific tasks, whether to take or avoid (Ferrell & Barbera, 2015; Pajares, 1996; Punyasettro & Yasri, 2021). Affected by the personal learning ability, emotions, and expectations of other individuals, self-efficacy plays a vital role in a self-regulation process (Chen, 2020; Nu'man et al., 2021).

Self-efficacy is drawn from four information sources, namely mastery experience, vicarious experience, verbal persuasion, and physiological and affective states (Bandura, 1986). Mastery experience is an experience of doing the task at hand. It is the most dominant and most informative source of self-efficacy. A sense of success in accomplishing a particular task grows self-efficacy, while failure diminishes it. A high efficacy expectation for a particular task is enhanced as a person successfully completes the task (Ferrell & Barbera, 2015). Vicarious experience is an experience of watching or observing someone else doing a task. This experience serves as an evaluative indicator of capabilities. If the model assumed to have the same level of capabilities successfully completes the task he is assigned, his belief and confidence in doing the task grow. Verbal persuasion, commonly known as a 'pep talk or 'specific performance feedback, is words, faith, or encouragement made by people around on an individual's ability. Positive comments sustain self-efficacy, while negative ones diminish it. The physiological and affective state is the last source of self-efficacy. A physically and mentally healthy individual usually has better self-efficacy than a fearful and stressful one. In short, a person's self-efficacy changes over time, influenced by prior experience, models, verbal encouragement, and emotion.

Studies in the field of language learning show that self-efficacy affects achievement and performance. A study by Mills, Pajares, and Herron (2007) involving 303 students of college Intermediate French found that students' self-efficacy was a significant predictor of achievement. In the Indonesian context, the studies of Alawiyah (2018), Murtiningsih (2011), and Demaliza & Septiani (2017) also found that self-efficacy influences performance. Other studies, such as one by Chen (2020), resulted in similar results. Self-efficacy influences or, at least, is correlated to achievement and performance as it possibly regulates behaviors, habits, and attitudes (Chularut & Debacker, 2004).

Self-efficacy has a wide range of academic implications as it influences students' efforts, perseverance, and emotional reactions to tasks (Ferrell & Barbera, 2015). Empirical investigations have proven that efforts and self-efficacy are related (Alias et al., 2016; Valle et al., 2009). Students with high self-efficacy will likely engage better in the lesson and have higher motivation; therefore, they will sustain and intensify the efforts necessary to complete tasks assigned to them (Wang et al., 2013). Furthermore, they will persist in difficult times since they believe they can manage the problems. On the other side, students with low self-efficacy will have a lower level of motivation and exercise less effort because they believe they will not be able to accomplish the tasks. To conclude, self-efficacy positively affects efforts (Dissanayake et al., 2019) as it drives action capacity to achieve goals (Chen, 2020).

Research method

Context and Design

The study was conducted when the first-year students of Accounting Major took the EAP course of English for Accounting. One of the course objectives was to develop English presentation skills through lecturing, practice, and other forms of assignment. Considering the research objectives, the study adopted

a quantitative research paradigm of a descriptive and correlational study. The students' learning efforts and English presentation self-efficacy were measured using a self-reported questionnaire and were analyzed descriptively. In addition, correlational analysis was run to see whether there was a significant relationship between self-efficacy and learning effort.

Participants and Data Collection

Sixty-one students of Accounting major were purposively selected as the participants for the study. They came from different cities in Central Java. Information about their English-speaking skill before they joined the study program was not available, but a simple diagnostic test indicated that their English-speaking proficiency was between lower to higher intermediate levels.

Data of the students' learning efforts to master English presentation skills were collected by a 7-point Likert scale questionnaire of agreement from "I absolutely do not agree" (scale 1) to "I completely agree" (scale 7). Instead of using already available measures of learning efforts such as the Foreign Language Learning Effort Scale of Karabiyik & Mirici (2018), learning effort scales developed by Carbonaro (2005), or the one developed by Opare & Yusuf (2002), this study used specially designed statements generated from effort survey conducted to the participants. As the lecturers of the course, the researchers could see the students rarely got involved in non-compliance behaviors. They also could meet and fulfill most of the requirements and the tasks assigned to them. For that reason, the study focused on the substantial efforts (the participants' active involvement in learning) and focal efforts (the participants' attentiveness to learning). The initial validity test using Pearson correlation found one of the statements had the $r_{observed}$ lower than 0.250. Therefore, it was excluded. The other statements had the $r_{observed}$ higher than 0.250. The Cronbach's alpha for reliability is 0.872.

The second set of data was the students' English presentation self-efficacy which was collected by a questionnaire of a 7-point Likert scale of ''can do' statements from "I absolutely cannot do it" (scale 1) to "Surely, I can do it" (scale 7). Bandura (1997) and Leeming (2017) suggest that the strength of a self-efficacy questionnaire lies in its specificity of the beliefs measured. In addition, self-efficacy is domain and context-specific (Fisher, 2014; Sabokrouh, 2014); therefore, the questionnaire's statements were specially designed to explore the participants' beliefs on their ability to do English presentation tasks. The validity of the instrument was examined using Pearson correlation. All the $r_{observed}$ of the indicators were found to be higher than the $r_{critical}$ of 0.250 (α: 0.05). The Cronbach's Alpha was 0.948. The questionnaire was, therefore, valid and reliable. The questionnaire was written in the Indonesian language to avoid misunderstanding.

Data Analysis

Descriptive data analysis was applied. Using SPSS software, the mean, median, modus, and standard deviation of learning effort and self-efficacy data were found. The data were divided into five categories: very low, low, moderate, high, and very high. Next, correlational analysis was applied. The correlation coefficient obtained was used to interpret the degree and direction of the relationship.

Results

Students' Learning Effort

The first research objective was to analyze students' learning efforts. The responses were scored based on the scales (1 to 7). Negative statements were scored reversely, score 1 for "I absolutely agree" and score 7 for "I absolutely do not agree." The minimum score (Min), maximum score (Max), the Mean, and standard deviation (SD) were obtained and are presented in Table 1. In addition, the mean score was used to categorize the efforts into five levels: Very Low, Low, Moderate, High, and Very High. Four of the 14 statements of learning efforts (28.57%) fall into the high category, namely practicing several times, asking friends to teach, allocating time to prepare for the presentation, and asking friends to give feedback. The rest ten statements (71.43%) belong to very high.

Table 1. The Results of the Learning Effort Questionnaire

Statements	Type	N	Min	Max	Mean	SD	Category
I've prepared for this presentation well.	S	61	4.00	7.00	6.109	.978	Very High
I haven't practiced presenting the topic assigned.*	S	61	1.00	7.00	5.836	1.474	Very High
I always pay attention to the lesson about this presentation.	F	61	4.00	7.00	6.312	.743	Very High
I always pay attention to how my friends make their presentations.	F	61	4.00	7.00	5.869	.922	Very High
I write down important things about this presentation.	S	61	3.00	7.00	5.672	1.121	Very High
I've practiced making this presentation several times.	S	61	2.00	7.00	5.148	1.503	High
I've asked my friends to teach me.	S	61	2.00	7.00	5.230	1.321	High
I'm not interested in learning English presentations. I don't really follow the lesson.*	F	61	1.00	7.00	5.656	1.580	Very High
I've searched and collected materials for my presentation.	S	61	3.00	7.00	6.131	.957	Very High
I've practiced making presentations at home several times.	S	61	3.00	7.00	6.213	1.053	Very High
I don't expect much about my presentation. It should not bother me too much.*	F	61	1.00	7.00	5.836	1.451	Very High
Other assignments have made me very busy. I don't have enough time to prepare for this presentation.*	F	61	1.00	7.00	5.443	1.544	High
Among other assignments this semester, this presentation assignment is very important for me.	F	61	2.00	7.00	5.689	1.311	Very High
I've asked my friends to give me feedback for improvement.	S	61	1.00	7.00	5.180	1.618	High
Valid N (listwise)		61					

Note:
- S: substantive effort, F: focal effort
- *) reversely scored

To see the level of effort the students exerted for mastering the task of English presentations in general, a descriptive statistical analysis was run. The minimum score (Min), the maximum score (Max), the mean, and the standard deviation (SD) were obtained. Table 2 presents them. The mean score (80.311) indicates that accounting major students exerted a very high effort to master English presentation tasks.

Table 2. Descriptive Statistics of the Students' Learning Effort

	N	Min	Max	Mean	SD
students' learning effort	61	52.00	98.00	80.311	11.039
Valid N (listwise)	61				

Students' English Presentation Self-efficacy

The second research objective was to analyze students' English presentation self-efficacy. The participants' responses were scored based on the scales (1 to 7). There was no negative statement;

consequently, there was no reverse scoring. The minimum score (Min), maximum score (Max), the Mean, and standard deviation (SD) were obtained and are presented in Table 3. These data were used to see the self-efficacy of each skill involved in English presentation in the form of 5 categories: Very Low, Low, Moderate, High, and Very High. The categorization was made based on the hypothetical mean score of the sum.

Table 3. The Results of the English Presentation Self-efficacy Questionnaire

Statements	N	Min	Max	Mean	SD	Category
appropriately greeting the audience	61	4.00	7.00	6.131	1.024	Very High
introducing oneself to the audience	61	3.00	7.00	5.934	1.063	Very High
spelling English letters	61	3.00	7.00	5.000	1.111	High
introducing the company/ organization	61	3.00	7.00	5.316	1.104	High
presenting the purpose of the presentation	61	3.00	7.00	5.410	1.038	High
presenting the outline of the presentation	61	2.00	7.00	5.033	1.154	High
presenting the topic of the presentation	61	3.00	7.00	5.377	1.083	High
elaborating issues and cases of the presentation	61	3.00	7.00	5.328	1.151	High
presenting data relevant to the topic	61	2.00	7.00	5.131	1.147	High
talking in a grammatically correct English	61	3.00	7.00	4.9518	.921	High
using appropriate words and phrases	61	3.00	6.00	4.803	1.014	High
correctly pronounce English words and phrases	61	2.00	7.00	4.984	1.072	High
presenting facts relevant to the topic	61	3.00	7.00	5.344	1.250	High
interacting with the audience	61	2.00	7.00	5.230	1.189	High
offering the audience opportunity to comment	61	2.00	7.00	4.213	1.292	Moderate
speaking with low anxiety (not nervous)	61	2.00	7.00	4.738	1.340	High
inviting responses from the audience	61	2.00	7.00	4.541	1.219	High
making appropriate gestures during the speech	61	2.00	7.00	5.115	1.279	High
making humor.	61	1.00	7.00	4.197	1.195	Moderate
speaking in intelligible English	61	3.00	7.00	5.148	.997	High
using appropriate media for presentation	61	1.00	7.00	4.459	1.608	Moderate
summarizing the topic of the presentation	61	2.00	7.00	4.803	1.276	High
responding to audiences' comments or questions	61	1.00	7.00	4.607	1.520	High
closing the presentation	61	4.00	7.00	6.082	.918	Very High
Valid N (listwise)	61					

Table 3 shows three presentation skills belonging to the “Very High” category, 18 skills belonging to “high,” and the rest three skills belonging to “moderate.” No respondent had a low or very low belief in his ability to do the skills of English presentation. The respondents had a very high belief in greeting the audience, making self-introduction, and closing the presentation. For offering audiences to comment, making humor, and using media, participants had a moderate level of self-efficacy. They had a high self-efficacy for the rest of the skills, such as spelling English letters, introducing the company, presenting the purpose and outline of the presentation, elaborating the topic, presenting data, and the like.

A descriptive statistical analysis of self-efficacy total score was run to see the participants’ English presentation self-efficacy in general. The result shows the minimum score (Min), the maximum score (Max), the Mean score (Mean), and the standard deviation (SD), as presented in Table 4. Using a hypothetical mean score, the mean score was used to categorize self-efficacy into Very Low, Low,

Moderate, High, and Very High. Referring to the mean score of 121.85, Accounting major students were found to have a high level of English presentation self-efficacy.

Table 4. Descriptive Statistics of the Students' English Presentation Self-efficacy

	N	Min	Max	Mean	SD
English presentation self-efficacy	61	71.00	155.00	121.85	19.152
Valid N (listwise)	61				

The Correlation between Learning Efforts and Self-efficacy

The last research objective explores a possible correlation between self-efficacy and learning effort. For that purpose, a correlation analysis was run. Before the analysis, data were examined on their normality and linearity. One-sample Kolmogorov-Smirnov was run. It resulted in Sig. (2-tailed) 0.912 indicating the data were normal. The linearity test found the Sig. of deviation from linearity in the ANOVA table was 0.096 (> 0.05), showing that the data were linear. Finally, correlation analysis resulted in Pearson Correlation (r) = 0.573 and Sig. (2-tailed) = 0.000 (at 0.01 level), suggesting that a significant and positive relationship between learning efforts and English presentation self-efficacy lies at a moderate level.

Table 7. The Correlation between Self-efficacy and Learning Effort

		self-efficacy	learning effort
self-efficacy	Pearson Correlation	1	.573**
	Sig. (2-tailed)		.000
	N	61	61
learning effort	Pearson Correlation	.573**	1
	Sig. (2-tailed)	.000	
	N	61	61

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

Discussion

The objectives of the study were to investigate the students' learning efforts to master English presentation skills, their English presentation self-efficacy, and the correlation between variables. This study is essential since, together with interest, efforts and self-efficacy are salient factors of academic motivation (Ferrell & Barbera, 2015). Students' belief about self-efficacy affects behavior, persistence, and the efforts they invest in learning (Dissanayake et al., 2019). Self-efficacy drives action capacity (Chen, 2020), which in turn influences learning and achievement (Chularut & Debacker, 2004). Effort beliefs are precedents of effortful actions (Jones et al., 2012). Students with high effort beliefs will likely exert high effort to achieve previously set goals.

With eight measurements of substantive efforts and six measurements of focal efforts, this study found that the Accounting major students exerted very high learning efforts to master English presentation skills. Substantively, they exercised a very high effort in preparing for the presentation, making notes, searching, and collecting materials. Furthermore, they exerted a high level of effort in practicing several times, asking friends to teach, and asking for feedback. Focally, the students exerted high effort in paying attention to the lesson and their friends' presentations and on the presentation itself and exerted a high level of effort for allocating time for the presentation assignment. As efforts are positively and significantly correlated with academic achievement (Iovu et al., 2015), we can expect that the respondents would likely have high achievement in English presentation. Carbonaro (2005) also suggests that efforts predict learning outcomes. The study by Ampofo & Owusu (2015) found that students' learning efforts positively correlate to English academic performance at a moderate level (r = 0.515). In a study of high school students,

personal learning efforts such as listening to music outside the classroom, watching movies, reading in English, and attending private lessons also correlate to English proficiency (Prieto Arratíbel et al., 2015).

The study also found that the English presentation self-efficacy of Indonesian accounting students was high, which means that they believed they could perform the skills involved in the English presentation tasks such as greeting the audience, making an introduction, presenting the purpose and outline, responding to audiences' comment and questions, etc. This self-efficacy positively correlates to learning effort at a moderate level (r = 0.573). This finding proved that there is a relationship between self-efficacy and learning effort (Karabıyık & Mirici, 2018). It supports the study of Trevelyan (2011), suggesting that self-efficacy influences learning effort. Self-efficacy enhances students' performance by enhancing the efforts students put forth (Ferrell & Barbera, 2015). Highly efficacious students exert more significant efforts to meet the challenge, which finally brings them to success. In contrast, low efficacious ones may reduce or even stop exercising necessary effort because they don't have strong beliefs that they would be successful. In this way, effort and achievement are positively correlated.

Besides enriching the research body on learning efforts which until today is still limited, these research findings enrich the discussion of the topic of English speaking self-efficacy in the Indonesian context, in which most of the previous research focused very much on English speaking self-efficacy in general and EFL students as the participants (Alawiyah, 2018; Darmawan et al., 2021; Ningias & Indriani, 2021; Paradewari, 2017). The current study chose students of accounting majors, and English presentation was the focus. Furthermore, it contributes to the body of the research since previous findings on self-efficacy studies have not been very conclusive. The questionnaire used to measure self-efficacy was another contribution of the current study. As self-efficacy is a domain and context-specific, a specially designed measurement tool is necessary to guarantee the accuracy of the measurement. As it measured English presentation, the statements of the questionnaire used in this study did refer to the skills involved in the presentation.

The study also contributes to the discussion of accounting student character. It was previously suggested that accounting students suffer from oral communication apprehension (Fallatah & Talha, 2009; Smythe & Nikolai, 2002). The study proved that accounting students today have better communication skills. It is perhaps because, as Luthy & Deck (Luthy & Deck, 2007) suggest, they are now more aware of the demand for employment and the changing the nature of their future job, which requires communication skills both in the process of acquiring the job and in the activities of doing their everyday jobs. Referring to the Association of International Certified Professional Accountants (AICPA), a professional accountant today is expected to be able to communicate the work performed clearly and effectively to the intended audience and actively listen and effectively deliver information in multiple formats tailored to the intended audience (www.aicpa.org).

The way questionnaire of the learning effort was constructed by surveying what the respondents exerted in trying to master the task of English presentation. This approach may fail to capture all types of learning efforts suggested by the literature as rule-oriented, procedural and intellectual (Carbonaro, 2005), non-compliance, procedural, and intellectual (Bozick & Demsey, 2010), or FLLES (Karabıyık & Mirici, 2018), but this bottom-up process of questionnaire formulation could capture what the case was. As the lecturers of the class, the researchers didn't find substantial instances of non-compliance and procedural efforts. The students joined the class, followed the lessons, collected assignments, and performed presentations. Therefore, they focused more on substantial and focal efforts.

However, it is worth noting that the measurement of English presentation self-efficacy and learning effort was conducted after the students were given a course on English presentations. The high self-efficacy could be due to the learning activities provided. For almost one semester, they developed mastery experience by doing tasks given to them, vicarious experience by observing their friends making presentations, and social persuasion as they received positive encouragement from the teacher. As Asakereh and Dehghannezhad (2015) suggest, classroom satisfaction positively contributes to self-efficacy. The teaching and learning were conducted in a fun, non-stressful way, and students were observed to be happy. Though the study was not meant to be experimental research, it can be concluded that what was

taught and how the lesson was structured and organized enhanced students' self-efficacy. Furthermore, the final exam which was about to come would have possibly encouraged the students to exert their best effort to perform and achieve the best in the exam, as they were aware that effort affects performance and achievement (Bandura, 1978; Dissanayake et al., 2019; Karabıyık & Mirici, 2018).

Conclusion

Learning efforts and self-efficacy are crucial factors in language achievement and performance. This study explored the accounting students' learning efforts in mastering English presentation skills, their self-efficacy, and their correlation. Using the data collected by a specially designed questionnaire to measure learning efforts and self-efficacy, it found that Indonesian accounting major students had a very high level of learning efforts and a high level of self-efficacy in English presentation skills. In addition, there was a positive correlation between learning efforts and self-efficacy (r = 0.573). These findings are interesting and relieving since effort and self-efficacy influence achievement and performance. The accounting students sampled for study would likely be able to master English presentation and communication skills which would be helpful to enhance their future employability as communication skill currently becomes an essential factor in job recruitment. Accountants today are required to be able to effectively communicate their works to different types of audiences. The study contributes to the research body of English presentation self-efficacy of non-ELT students as such research is still rare.

Declaration of conflicting interest
The authors declare that there is no conflict of interest in this work.

Funding acknowledgment

The authors thanked *Lembaga Penelitian dan Pengabdian Masyarakat* (The Institute of Research and Public Service) of Universitas Islam Sultan Agung (UNISSULA) Semarang Central Java Indonesia for the support.

References

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

Alias, M., Akasah, Z. A., & Kesot, M. J. (2016). Relationships between locus of control, self-efficacy, efforts and academic achievement among engineering students. *MATEC Web of Conferences ICIEA*, *68*, 8–12. https://doi.org/10.1051/matecconf/20166818004

Alimudin, N. A. A., Basri, M., & Wello, M. B. (2020). *Exploring students' self-efficacy in speaking performance in Indonesian EFL classroom*. Universitas Negeri Makasar.

Ampofo, E. T., & Owusu, B. O. (2015). Students' academic performance as mediated by students' academic ambition and effort in the public senior high schools in Ashanti Mampong Municipality of Ghana. *International Journal of Academic Research and Reflection*, *3*(5), 19–35.

Asakereh, A., & Dehghannezhad, M. (2015). *Student satisfaction with EFL speaking classes : Relating speaking self-efficacy and skills achievement*. *25*(4), 345–363.

Bandura, A. (1978). Self-efficacy: Toward a unifying theory of behavioral change. *Advances in Behaviour Research and Therapy*, *1*(4), 139–161. https://doi.org/10.1016/0146-6402(78)90002-4

Bandura, A. (1986). *Social foundations of thought and action : a social cognitive theory*. Prentice-Hall.

Bandura, A. (1997). *Self-efficacy: The exercise of control* (1st ed.). W.H. Freeman and Company.

Bennett, D., S., R., & MacKinnon, P. (2016). *Enacting strategies for graduate employability : How universities can best support students to develop generic skills* (Vol. 2016). ACT: Australian Government, Office for Learning and Teaching, Department of Education and Training.

Bowman, N. A., Hill, P. L., Denson, N., & Bronkema, R. (2015). Keep on truckin' or stay the course? Exploring grit dimensions as differential predictors of educational achievement, satisfaction, and intentions. *Social Psychological and Personality Sciences*, *6*(6), 639–645.

https://doi.org/10.1177/1948550615574300
Bozick, R. N., & Demsey, T. L. (2010). Effort. In J. A. Rosen, E. J. Glennie, B. W. Dalton, J. M. Lennon, & R. N. Bozick (Eds.), *Noncognitive skills in the classroom: New perspectives on educational research* (Issues 39–68). RTI Press. https://doi.org/10.3768/rtipress.2010.bk.0004.1009
Carbonaro, W. (2005). Tracking, students' effort, and academic achievement. *Sociology of Education*, *78*(27). https://doi.org/10.1177/003804070507800102
Chen, Y. (2020). Correlation between self-efficacy and English performance. *IJET*, *15*(8), 223–234.
Chularut, P., & Debacker, T. K. (2004). The influence of concept mapping on achievement, self-regulation, and self-efficacy in students of English as a second language. *Contemporary Educational Psychology*, *29*, 248–263. https://doi.org/10.1016/j.cedpsych.2003.09.001
Darmawan, D., Alam, S. P., & Nirma, O. N. (2021). Speaking self-efficacy of EFL students of pre-service teaching program in EFL classroom setting. *Journal of English Teaching*, *7*(2021), 150–162.
Desmaliza, D., & Septiani, T. (2017). Student's self-efficacy and their speaking skill at lower secondary school. *Advances in Social Science, Education and Humanities Research*, *115*(Icems 2017), 122–127.
Dissanayake, I., Mehta, N., Palvia, P., Taras, V., & Amoako-gyampah, K. (2019). Competition matters! Self-efficacy, effort, and performance in crowdsourcing teams. *Information & Management*, *56*(8), 103158. https://doi.org/10.1016/j.im.2019.04.001
Dixon, G., & Beverly, G. T. (2015). Improving undergrad presentation skills. *122nd ASEE Annual Conference & Exposition*.
Fallatah, Y. A., & Talha, M. (2009). Assessing the characteristics of accounting students. *The Journal of Applied Business Research*, *August*, 67–84.
Ferrell, B., & Barbera, J. (2015). Analysis of students' self-efficacy, interest, and effort beliefs in general chemistry. *Chemistry Education Research and Practice*, *16*, 318–337. https://doi.org/10.1039/C4RP00152D
Fisher, Y. (2014). The sense of self-efficacy of aspiring principals: Exploration in a dynamic concept. *Social Psychology of Education*, *14*, 93–117. https://doi.org/10.1007/s11218-010-9136-9
Grant-smith, D., Cathcart, A., & Williams, P. (2016). *Enhancing management students' professional presentation skills through self & peer assessment calibrating judgment using the 3D presentation framework*.
Indrapuri, S. A., Mayuni, I., & Darmahusni. (2018). Student's effort to succeed in English class: A case study on a student with low income background at SMK Jakarta Pusat 1. *International Journal of Language Education and Cultural Review (IJLECR)*, *4*(2), 98–105.
Iovu, M., Runcan, P., & Runcan, R. (2015). A study of the attitudes, self-efficacy, effort & academic achievement of SW students towards research methods & statistics: A diachronic approach. *Revista de Asistență Socială*, *1*, 103–114.
Jones, B. D., Wilkins, J. L. M., Long, M. H., & Wang, F. (2012). Testing a motivational model of achievement: How students' mathematical beliefs and interests are related to their achievement. *European Journal of Psychology Education*, *27*, 1–20. https://doi.org/10.1007/s10212-011-0062-9
Karabıyık, C., & Mirici, I. H. (2018). Development and validation of the foreign language learning effort scale for Turkish tertiary-level students. *Educational Sciences: Theory & Practice*, *18*(2), 373–395. https://doi.org/10.12738/estp.2018.2.0010
Kirkpatrick, A. (2012). English as an international language in Asia: Implications for language education. In A. Kirkpatrick & R. Sussex (Eds.), *English as an International Language in Asia: Implications for Language Education* (1st ed., pp. 29–44). Springer Science+Business Media Dordrecht. https://doi.org/10.1007/978-94-007-4578-0
Lackaye, T., Margalit, M., Ziv, O., & Ziman, T. (2006). Comparisons of self-efficacy, mood, effort, and hope between students with learning disabilities and their non-LD-matched peers. *Learning Disabilities Research & Practice*, *21*(2), 111–121.
Leeming, P. (2017). *A longitudinal investigation into English speaking self-efficacy in a Japanese language classroom*. https://doi.org/10.1186/s40862-017-0035-x

Luthy, M. R., & Deck, A. B. (2007). Improving presentation skills among business students. *ASBBS E-Journal*, *3*(1), 67–71.

Mills, N., Pajares, F., & Herron, C. (2007). Self-efficacy of college intermediate French students: relation to achievement and motivation. *Language Learning*, *57*(3), 417–442. https://doi.org/10.1111/j.1467-9922.2007.00421.x

Mukminin, A., Muazza, M., Sari, S. R., & Hustarna. (2015). Stories from the frontlines: In-service teachers' demotivating factors and policy recommendations. *International Journal of Academic Research in Education*, *1*(2), 40–52. https://doi.org/10.17985/ijare.56085

Murphy, H. A., Hildebrandt, H. W., & Thomas, J. P. (1997). *Effective Business Communications*. McGraw-Hill Companies.

Murtiningsih, S. R. (2011). A study on correlation between self-efficacy and academic achievement in Indonesian context. *Leksika*, *5*(2), 21–26.

Ningias, R. A., & Indriani, L. (2021). EFL students' perspectives on their self-efficacy in speaking during online learning process. *Englie: English Learning Innovation*, *2*(1), 28–34.

Nu'man, M., Retnawati, H., Sugiman, & Jailani. (2021). Measuring self-regulated learning in the STEM framework: A confirmatory factor analysis. *European Journal of Educational Research*, *10*(4), 2067–2077.

Opare, J., & Yusuf, D. B. (2002). Students' academic performance: Academic effort is an intervening variable. *IFE Psychologia: An International Journal*, *10*(2), 136–148. https://doi.org/10.4314/IFEP.V10I2.23461

Özer, S. (2020). Foreign language learning effort levels of students in English for specific purposes. *Journal of Language and Linguistic Studies*, *16*(3), 1352–1367. https://doi.org/10.17263/jlls.803772

Pajares, F. (1996). Self-Efficacy Beliefs in Academic Setting. *Review of Educational Research*, *66*(4), 543–578.

Paradewari, D. S. (2017). Investigating Students' Self-Efficacy of Public Speaking. *International Journal of Education and Research*, *5*(10), 97–108. https://doi.org/ISSN: 2411-5681

Pintrich, P. R., Smith, D. A. ., Garcia, T., & Mckeachie, W. J. (1993). Reliability and predictive validity of the motivated strategies for learning questionnaire (MSLQ). *Educational and Psychological Measurement*, *53*, 801–813. https://doi.org/10.1177/0013164493053003024

Prieto Arratíbel, A., Bueno Alastuey, M., & Prieto Arratibel, A. (2015). The influence of socio-economic background, personal effort and motivation on English proficiency. *Huarte de San Juan . Filología y Didáctica de La Lengua*, *15*, 43–65.

Punyasettro, S., & Yasri, P. (2021). A game-based learning activity to promote conceptual understanding of chordates phylogeny and self-efficacy to learn evolutionary biology. *European Journal of Educational Research*, *10*(4), 1937–1951.

Rahmat, Y. N., & Coxhead, A. (2021). Investigating vocabulary coverage and load in an Indonesian EFL textbook series. *Indonesian Journal of Applied Linguistics*, *10*(3), 804–814.

Sabokrouh, F. (2014). The effect of EFL teachers' attitude toward English language and English language proficiency on their sense of efficacy. *English Language Teaching*, *7*(1), 66–74. https://doi.org/10.5539/elt.v7n1p66

Simona, C. E. (2015). Developing presentation skills in the English language courses for the engineering students of the 21st century knowledge society: A methodological approach. *Procedia - Social and Behavioral Sciences 203*, 69–74. https://doi.org/10.1016/j.sbspro.2015.08.261

Smythe, M., & Nikolai, L. A. (2002). A thematic analysis of oral communication concerns with implications for curriculum design. *Journal of Accounting Education*, *20*, 163–181.

Tough, A. (1978). Major learning efforts: Recent research and future directions. *Adult Education*, *28*(4), 250–263. https://doi.org/10.1177/074171367802800403

Trevelyan, R. (2011). Self-efficacy and effort in new venture development. *Journal of Management and Organization*, *17*(1), 2–16. https://doi.org/10.5172/jmo.2011.17.1.2

Utami, N. D., Regina, R., & Wardah, W. (2015). An analysis on students' effort to improve speaking skill.

Jurnal Pendidikan Dan Pembelajaran Khatulistiwa, *4*(3), 1–10.

Valle, A., Núñez, J. C., Cabanach, R. G., & González-Pienda, J. A. (2009). Academic goals and learning quality in higher education students. *The Spanish Journal of Psychology*, *12*(1), 96–105. https://doi.org/10.1017/S1138741600001517

Wang, C., Kim, D. H., Bong, M., & Ahn, H. S. (2013). Examining measurement properties of an English Self-Efficacy scale for English language learners in Korea. *International Journal of Educational Research*, *59*, 24–34. https://doi.org/10.1016/j.ijer.2013.02.004

Yeung, A. S. (2011). Student self-concept and effort: gender and grade differences. *Educational Psychology*, *31*(6), 749–772. https://doi.org/10.1080/01443410.2011.608487

Yeung, A. S., & Mcinerney, D. M. (2005). Students' school motivation and aspiration over high school years. *Educational Psychology*, *25*(5), 537–554. https://doi.org/10.1080/01443410500046804

Zimmerman, B. J., & Risemberg, R. (1997). Self-regulatory dimensions of academic learning and motivation. In E. Phye (Ed.), *Handbook of Academic Learning* (pp. 105–125). Academic Press.