Revealing The Influence of English Curriculum, Verbal Ability and Self-Efficacy Toward English Proficiency in Senior High School (Study on Senior High School Students in Bandung)

Witzir Sumadisastro[1], Dinn Wahyudin[2]
[1,2] Universitas Pendidikan Indonesia

Article Info	ABSTRACT
	This quantitative study examines the influence of self-efficacy, verbal ability, and the English curriculum on English language proficiency among senior high school students. The research involved 96 respondents who completed questionnaires designed to measure their self-efficacy, verbal ability, perceptions of the English curriculum, and their English language proficiency levels. The data collected were analyzed using Structural Equation Modeling (SEM) with Partial Least Squares (PLS) version 4.0 to determine the relationships among the variables. The analysis revealed that self-efficacy, often considered a crucial factor in academic performance, does not significantly impact English language proficiency in this context. This finding suggests that students' beliefs in their own capabilities to learn English might not directly translate into improved language skills. On the other hand, verbal ability was found to have a significant positive influence on English language proficiency. This indicates that students with higher verbal skills tend to perform better in English, highlighting the importance of enhancing these abilities through targeted instructional strategies. Moreover, the English curriculum also showed a significant positive effect on language proficiency. A well-structured curriculum that effectively integrates language learning objectives with practical applications appears to be a key determinant of students' success in mastering English. These results underscore the importance of curriculum development and verbal ability enhancement in educational practices. In conclusion, the study provides valuable insights into the factors that contribute to English language proficiency among senior high school students. While self-efficacy alone may not be a decisive factor, the significant roles of verbal ability and curriculum quality suggest that educational stakeholders should prioritize these areas to foster better English language outcomes. Future research could explore additional variables and longitudinal effects to further understand the dynamics of language learning in educational settings.

Corresponding Author:

Name: Witzir Sumadisastro
Institution: Universitas Pendidikan Indonesia
Email: witzirsumadi.77@upi.edu

1. INTRODUCTION

English proficiency is a crucial indicator of the quality of education and global competence of a country. In today's era of globalization, mastering English is not only essential for international communication but also key to accessing the latest knowledge and technology, as well as enhancing individual competitiveness in the global job market. However, data indicates that English proficiency in Indonesia remains relatively low. According to the 2023 English Proficiency Index (EF EPI 2020) released by EF Education First, Indonesia ranks 79th out of 113 countries, placing it in the low proficiency category. This report involves 2.2 million test participants from various countries and provides an in-depth view of English proficiency levels worldwide. This ranking highlight that English proficiency in Indonesia lags behind other countries in Southeast Asia, Asia, and even globally.

Figure 1. EF EPI Rankings

This low proficiency level raises fundamental questions about the factors influencing students' English language proficiency in Indonesia. Within the context of formal education, the English curriculum implemented in senior high schools is a key element. An effective curriculum should provide a strong foundation in English instruction and promote students' proficiency. However, the effectiveness of this curriculum is often questioned, especially if not accompanied by appropriate teaching strategies and adequate resources. [1]. In addition to the curriculum, individual factors such as verbal ability and self-efficacy play a crucial role in mastering English. Students' verbal ability, which includes listening, speaking, reading, and writing skills, significantly determines how effectively they can learn and use English. [2]. Self-efficacy, or students' confidence in their ability to learn and use English, is also a significant factor. Students with high self-efficacy tend to be more motivated and strive harder to master English, while those with low self-efficacy may struggle in their learning process.

This study aims to reveal the influence of the English curriculum, verbal ability, and self-efficacy on senior high school students' English language proficiency in Indonesia. By identifying and understanding these factors, effective strategies can be developed to improve students' English proficiency. The results of this study will provide important contributions to the development of better educational policies and efforts to enhance the quality of English teaching in Indonesia. [3]. This research is highly relevant given Indonesia's low position in the EF EPI 2023. By improving and optimizing the factors influencing students' English proficiency, it is hoped that Indonesia can improve its ranking in the future and produce a generation more competent in English, ready to compete on the international stage.

English language fluency is vital for success in senior high school, particularly in today's interconnected world where English is the primary means of communication across different disciplines. It's crucial for educators and policymakers to grasp the

elements that affect students' proficiency in English. One key focus is examining how self-confidence, the design of English courses, and verbal skills contribute to English proficiency among students at private universities in Bandung. Self-efficacy, as proposed by [2], refers to individuals' beliefs in their capability to execute tasks effectively. In the context of language learning, self-efficacy plays a vital role in shaping students' motivation, effort, and persistence in learning English. Students with high self-efficacy are more likely to set challenging goals, exert greater effort, and persevere in the face of obstacles encountered during the language learning process. Conversely, students with low self-efficacy may exhibit lower motivation levels and are more prone to experiencing feelings of anxiety and self-doubt, which can hinder their language learning progress. [4]. Furthermore, the design and implementation of the English curriculum significantly influence students' language acquisition process. A well-structured curriculum can provide students with the necessary language skills and opportunities for practice and improvement. The content, sequencing, and delivery methods of the curriculum can all impact students' engagement, comprehension, and retention of English language knowledge and skills. Additionally, the availability of resources, such as qualified instructors, teaching materials, and technology, can also influence the effectiveness of the English curriculum in fostering language proficiency among students.

Moreover, students' verbal ability, encompassing both oral and written communication skills, is crucial for their overall language proficiency. Proficiency in verbal communication allows students to effectively express their thoughts, ideas, and opinions in English, both in academic and real-world contexts. Strong verbal ability enables students to engage in meaningful interactions, participate actively in class discussions, and produce clear and coherent written texts. On the other hand, weaknesses in verbal ability, such as limited vocabulary, grammar errors, and difficulties in organizing ideas, can impede students' ability to communicate effectively in English, thereby affecting their overall language proficiency. However, despite the recognition of these factors' importance, there is limited research focusing on their combined influence on English language proficiency among university students, especially within the context of private universities in Bandung. Understanding how self-efficacy, the English curriculum, and verbal ability interact to influence English language proficiency can provide valuable insights for educators in designing effective language learning programs and interventions tailored to the needs of students in senior high school settings [5]. Therefore, this study aims to investigate the influence of self-efficacy, English curriculum structure, and verbal ability on English language proficiency among students of private universities in Bandung. By examining these factors holistically, this research seeks to contribute to the existing body of knowledge on language learning and provide practical recommendations for enhancing English language education in senior high school. [6].

2. LITERATURE REVIEW

English is an essential communication tool in education and knowledge because it is the commonly used international language. The era of globalization, marked by free trade, impacts both society and education in Indonesia. Proficiency in English, as a universal language, is highly anticipated so that the Indonesian community can compete in the global market. English is a subject that students must master, encompassing four competencies: reading, writing, listening, and speaking. According to [7], speaking lessons are favored among other lessons, such as listening, reading, and writing, although it is acknowledged that some students find speaking lessons intimidating. Despite its allure on one side, many acknowledge that speaking lessons are challenging to practice. Speaking lessons are interconnected with other skills, such as reading, writing, and

listening. The difficulty is evident in the fact that even though a student has studied English in secondary school or attended courses, their ability to speak English remains disappointing. Monotonous English language learning methods provide limited opportunities for students to interact with their peers. English speaking lessons should not only focus on providing memorized grammatical knowledge but would be even better if there were interactions among students during English speaking lessons.

English language learning conducted in classrooms often still relies on lecture-based methods and assignments. However, upon reviewing students' English speaking abilities, it is evident that they fall short of expectations. According to interviews conducted with high school English teachers, English is taught in an integrated manner, covering reading, writing, listening, and speaking. [8]. Among these competencies, speaking skills present challenges for students, as they have not yet reached optimal proficiency in speaking English. Generally, teachers at Bandung Senior High Schools still employ conventional teaching methods, which are teacher-centered approaches. In conventional teaching, teachers prepare structured learning materials and deliver them verbally to students, hoping that students will master the material without engaging in the information-seeking process related to the subject matter.

By utilizing these conventional teaching methods, students are less motivated to channel their creativity in thinking and learning because all learning materials are prepared by the teacher. Teachers involve students less in the learning process by solely verbally delivering the prepared learning materials. Consequently, this also leads to minimal student engagement in learning. Based on interviews with students, many still encounter difficulties in speaking English. To address these challenges, a learning process needs to be designed to create a learning atmosphere with minimized difficulty levels as much as possible. To overcome the issues arising in English language learning,

particularly in speaking, research on contextual learning approaches in English language learning is needed. Riyanto (2010) suggests that contextual learning comprises seven components: (1) constructivism; (2) questioning; (3) inquiry; (4) learning society; (5) modeling; (6) reflection; and (7) authentic assessment.

The research problems can be formulated as follows: (1) Are there differences in English speaking abilities between students who receive contextual learning and those who receive conventional learning? (2) Is there an interaction effect between teaching approaches and verbal ability on English speaking abilities? Do students with high verbal abilities who receive contextual learning have different English speaking abilities compared to those who receive conventional learning? Are students with low verbal abilities who receive contextual learning have different English speaking abilities compared to those who receive conventional learning. The concept of self-efficacy has garnered significant attention in educational psychology, particularly in language learning contexts. Self-efficacy refers to an individual's belief in their ability to accomplish specific tasks or achieve certain goals. In the realm of English language proficiency, self-efficacy plays a crucial role in enhancing learners' confidence and motivation.

When learners have high self-efficacy beliefs in their English language abilities, they are more likely to persist in their language learning endeavors, set challenging goals, and actively engage in language practice. This confidence in their capabilities can lead to improved language performance and overall proficiency. Research suggests that interventions aimed at enhancing self-efficacy, such as providing positive feedback, setting achievable goals, and offering support and encouragement, can positively influence learners' attitudes towards language learning and their belief in their language skills. As a result, learners may exhibit greater perseverance, resilience, and determination in overcoming language learning challenges.

Incorporating strategies to boost self-efficacy into language learning programs can contribute to creating a supportive and empowering learning environment where learners feel empowered to take ownership of their language learning journey and strive for continuous improvement in their English language proficiency.

Verbal ability refers to the reasoning ability concerning verbal analogies, emphasizing reasoning components rather than word difficulties. Ability is an assessment of what someone can do[9]. Verbal ability can involve concepts such as: (1) the ability to listen to and remember conveyed information; (2) understanding the meaning of written or oral information; (3) solving language problems based on types, logical or social literature; (4) understanding the relationship between language concepts and language analogies or comparisons, and (5) the ability to perform complex tasks. Verbal intelligence in the linguistic field is the ability to use words effectively, both orally and in writing. This intelligence includes sensitivity to word meanings, word order, sound, rhythm, and intonation of spoken words. It also involves the ability to understand the power of words in changing mental conditions and conveying information [10].

According to Thorne, as reported by Thorndike, intelligence consists of "multi-factor" or multiple factors that include primary mental abilities, which comprise: verbal ability, numerical ability, spatial ability, memory ability, reasoning ability, word mastery ability, and perceptual speed. Thorndike states that verbal reasoning is the ability to think logically expressed in words.

The English language holds a pivotal position in today's globalized world, serving as a primary medium of communication across diverse contexts, from international business to cultural exchange. As such, proficiency in English has become increasingly essential, with individuals seeking to enhance their language skills for various personal, academic, and professional purposes. In response to this growing demand, the development of effective English language curriculum has emerged as a critical endeavor in educational settings worldwide. A well-designed English language curriculum serves as the cornerstone for language learning and proficiency development, providing learners with the necessary linguistic knowledge, skills, and competencies to navigate real-world communication scenarios confidently. Within the framework of the English language curriculum, educators have the opportunity to employ innovative teaching methodologies, diverse learning resources, and authentic assessment practices aimed at optimizing language acquisition and mastery. This paper seeks to explore the significance of the English language curriculum in enhancing learners' English language proficiency. By examining various components of the curriculum, including curriculum design, instructional strategies, learning objectives, and assessment techniques, this study aims to identify key factors that contribute to the effectiveness of English language learning programs. Furthermore, this paper will investigate the role of the English language curriculum in fostering language acquisition, fluency, accuracy, and communicative competence among learners. It will also explore how curriculum adaptations and pedagogical approaches can cater to the diverse needs, preferences, and learning styles of learners, thereby promoting inclusivity and equitable access to language education. Understanding the dynamics of English language curriculum development and implementation is crucial for educators, curriculum developers, policymakers, and other stakeholders involved in language education. By leveraging the potential of the English language curriculum to enhance language proficiency, educators can empower learners to become effective communicators, critical thinkers, and lifelong learners in an increasingly interconnected global society. Through comprehensive research and analysis, this paper aims to provide insights and recommendations for optimizing English language curriculum design and delivery,

thereby facilitating the continuous improvement of language education programs and fostering the development of proficient English language speakers equipped for success in diverse personal, academic, and professional contexts.

3. METHODS

This research employs a quantitative method wherein a questionnaire-based survey is administered to the target population to obtain the necessary statistics. The sample under study consists of students at. The survey questionnaire utilizes a Likert Scale ranging from 1, indicating Strongly Disagree, to 5, indicating Strongly Agree. A total of 100 questionnaire sets will be distributed to conveniently selected individuals to participate in the survey. Researchers approach respondents by sending the questionnaire Google form link online via social media platforms such as WhatsApp. The research framework serves as a guide to develop hypotheses to affirm the relationship between "The Influence of Self-Efficacy, Verbal Ability and English Curriculum on English Language Proficiency in Senior High School.
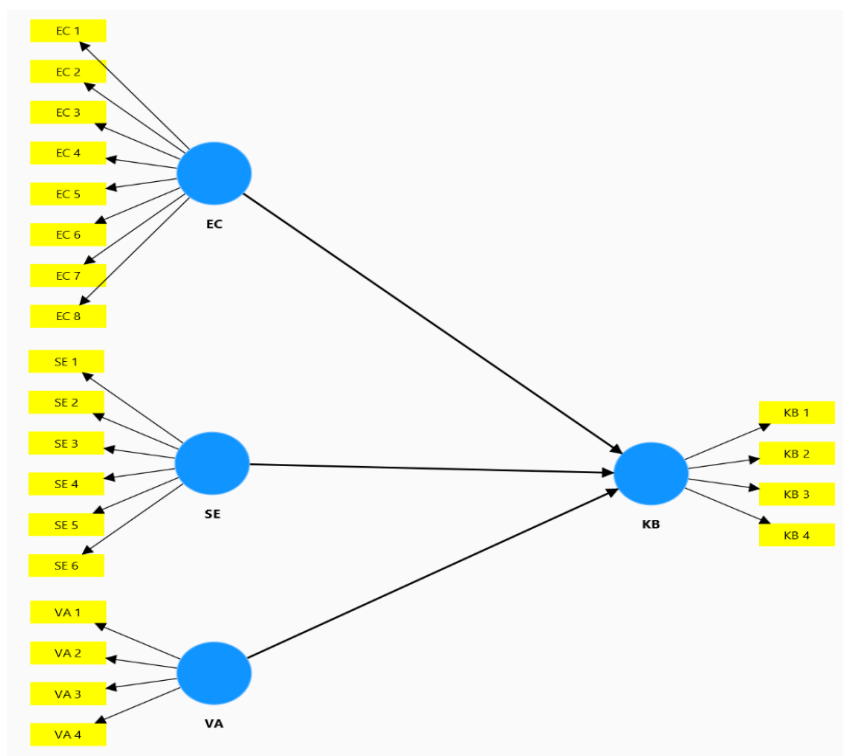

Figure 2. Research Model

4. RESULTS AND DISCUSSION

4.1 Outer Loading

Outer loading analysis is conducted to assess the validity and reliability of each tested indicator based on the results of Average Variance Extracted, Cross-Loading, Cronbach's Alpha, and Composite Reliability.

Table 1. Average Variance Extracted

Variable	Average Variance Extracted (AVE)
English Curriculum	0.583
Self Efficacy	0.505
Verbal Ability	0.626

English Proficiency	0.588

Source: Data Analysis Results (2024)

The data is considered valid when the AVE (Average Variance Extracted) value is >0.50 (cross-loading correlation value). Based on this data, the researcher affirms that all variables are declared valid in the convergent validity test because the overall AVE for each variable exceeds 0.50.

Table 2. Outer Loading-Matrix

	English Curriculum	Self Efficacy	Verbal Ability	English Proficiency
X1.1	0.803			
X1.2	0.846			
X1.3	0.781			
X1.4	0.781			
X1.5	0.712			
X1.6	0.753			
X1.7	0.762			
X1.8	0.754			
X2.1		0.754		
X2.2		0.805		
X2.3		0.711		
X2.4		0.726		
X2.5		0.784		
X2.6		0.705		
X3.1			0.736	
X3.2			0.906	
X3.3			0.830	
X3.4			0.773	
Y1.1				0.788
Y1.2				0.721
Y1.3				0.819
Y1.4				0.735

Source: Data Analysis Result (2024)

All indicators in each construct variable in table 3 have a loading factor value exceeding the error variance value, namely 0.70, meaning that the indicators are declared valid and each indicator can reflect the measurement model for the construct variable.

Table 3. Cross Loading

Variabel	Cronbach's Alpha	Composite Reliability
English Curriculum	0.897	0.918
Self Efficacy	0.802	0.858

Verbal Ability	0.796	0.869
English Proficiency	0.767	0.851

Source: Data Analysis Result (2024)

Reliability testing is considered met when Cronbach's alpha is >0.60. After calculations, it can be concluded that all variables have met the reliability test as each Cronbach's alpha is >0.60, namely 0.897 for English Curriculum, 0.802 for Self Efficacy, 0.796 for Verbal Ability and 0.767 for English Proficiency.

A variable is considered reliable when composite reliability is >0.70. After calculations, it can be concluded that all variables are declared reliable as each composite reliability has a value >0.70, namely 0.897 for English Curriculum, 0.802 for Self Efficacy, 0.796 for Verbal Ability and 0.767 for English Proficiency.

4.2 Inner Loading

Structural model evaluation aims to predict the relationship between latent variables based on the substantive theory of the model. The structural model test can be determined using the R-square values.

Tabel 4. R-Square

Variable	R-Square
English Proficiency	0.579

Source: Data Analysis Result (2024)

Based on Table 4, it is known that the R Square value for path 1 is 0.579, meaning that can explain its influence of English Curriculum, Self Efficacy and Verbal Ability on English Proficiency by 5,79%, and the remaining influence is affected by other variables outside the scope of this study.

4.3 Hypothesis Testing

Hypothesis testing is conducted after obtaining a well-fitted full model in the study by ensuring that both the outer and inner models meet their respective criteria.

Hypothesis testing is carried out to test the influence of the relationship between variables. In the bootstrap method, the hypothesis is accepted if the t-statistic significance value is >1.96 and the p-values are <0.05, then Ha is accepted and Ho is rejected and vice versa. The following are the results of data processing by looking at the significance of the influence between variables on the path coefficients.

Table 5. Hypothesis Test Results

Hipotesis	Original Sample (O)	T Statistics (|O/STERR|)	P Values	Info
English Curriculum → English Proficiency	0.387	4.437	0.000	Accepted
Self Efficacy → English Proficiency	0.102	1.194	0.232	Rejected
Verbal Ability → English Proficiency	0.407	4.201	0.000	Accepted

Source: Data Analysis Result (2024)

The Influence of English Curriculum on English Proficiency

The influence of the English curriculum on English proficiency has been substantiated through this research, as evidenced by a comprehensive analysis using Structural Equation Modeling (SEM) with Partial Least Squares (PLS). The R Square value for path 1 is 0.579, indicating that the English curriculum, along with self-efficacy and verbal ability, can explain 57.9% of the variance in English proficiency among senior high school students. This implies that the remaining 42.1% of the variance is influenced by other variables not included in the scope of this study. To test the hypotheses regarding the relationships between these variables, the bootstrap method was employed. According to this method, a hypothesis is considered accepted if the t-statistic value is greater than 1.96 and the p-value is less than 0.05. The analysis results reveal that the t-statistic value for the English curriculum is 4.437, and the p-value is 0.000. These values indicate a highly significant positive influence of the English curriculum on English proficiency. Therefore, the hypothesis that the English curriculum significantly affects English proficiency is accepted. This finding underscores the critical role of a well-structured and effective English curriculum in enhancing students' language skills. A robust curriculum that integrates practical language applications with theoretical knowledge appears essential for improving English proficiency, suggesting that educators and policymakers should focus on curriculum development to achieve better educational outcomes in English language learning.

The Influence of Self Efficacy on English Proficiency

The effect of self-efficacy on English proficiency has been investigated through this research, utilizing a comprehensive analysis with Structural Equation Modeling (SEM) and Partial Least Squares (PLS). The R Square value for the model is 0.579, indicating that the combination of the English curriculum, self-efficacy, and verbal ability accounts for 57.9% of the variance in English proficiency among senior high school students. This

suggests that 42.1% of the variance is attributable to other factors not examined in this study. To evaluate the hypotheses concerning the relationships between these variables, the bootstrap method was applied. This method accepts a hypothesis if the t-statistic value exceeds 1.96 and the p-value is below 0.05. The analysis revealed that the t-statistic value for self-efficacy is 1.194, with a p-value of 0.232. These results indicate that the hypothesis regarding the significant impact of self-efficacy on English proficiency is rejected, demonstrating that self-efficacy does not significantly influence English language proficiency. This finding suggests that while students' confidence in their ability to learn may be important in other contexts, it does not directly translate into higher proficiency in English, highlighting the need to focus on other contributing factors like curriculum quality and verbal ability.

The Influence of Verbal Ability on English Proficiency

The influence of verbal ability on English proficiency has been substantiated through this research, which employed Structural Equation Modeling (SEM) with Partial Least Squares (PLS). The analysis reveals that the English curriculum, self-efficacy, and verbal ability collectively explain 57.9% of the variance in English proficiency among senior high school students, as indicated by the R Square value of 0.579. This suggests that 42.1% of the variance is attributable to other variables outside the study's scope. To test the hypotheses regarding the relationships between these variables, the bootstrap method was utilized. According to this method, a hypothesis is accepted if the t-statistic value exceeds 1.96 and the p-value is less than 0.05. The results demonstrate that the t-statistic value for verbal ability is 4.201, with a p-value of 0.000, indicating a highly significant positive effect of verbal ability on English proficiency. Thus, the hypothesis that verbal ability significantly influences English proficiency is accepted. This finding highlights the critical role of verbal skills in mastering the English

language. Students with higher verbal abilities tend to perform better in English, suggesting that enhancing these skills can significantly improve language proficiency. Educational strategies should therefore prioritize the development of verbal ability, integrating activities and curricula that strengthen students' vocabulary, reading comprehension, and verbal reasoning [11]. This emphasis on verbal skills is essential for fostering greater English language proficiency, providing a solid foundation for students' academic and communicative success.

5. CONCLUSION

In conclusion, the findings of these research endeavors shed light on the multifaceted dynamics influencing English proficiency among senior high school students. While self-efficacy was found not to significantly impact English language proficiency, both verbal ability and the quality of the English curriculum emerged as pivotal factors. The collective analysis utilizing Structural Equation Modeling (SEM) with Partial Least Squares (PLS) revealed that the combination of the English curriculum, self-efficacy, and verbal ability accounted for a substantial portion (57.9%) of the variance in English proficiency. This underscores the importance of considering multiple variables when examining language learning outcomes.

Furthermore, hypothesis testing using the bootstrap method corroborated the significant influence of verbal ability on English proficiency, with a highly significant t-statistic value and p-value. Similarly, the analysis confirmed the crucial role of the English curriculum in enhancing language proficiency, as evidenced by a significant t-statistic value and p-value.

These findings have significant implications for educational practices and policies aimed at improving English language learning outcomes. They suggest that while students' beliefs in their own abilities (self-efficacy) may not directly impact language proficiency, attention should be directed towards fostering verbal skills and optimizing the English curriculum. Investing in curriculum development that integrates practical language applications with theoretical knowledge and prioritizing strategies to enhance verbal abilities can lead to improved English proficiency among students. Overall, this research underscores the complexity of factors influencing English language proficiency and provides valuable insights for educators, policymakers, and stakeholders involved in language education. Moving forward, future research could delve deeper into additional variables and explore longitudinal effects to further enhance our understanding of language learning processes and outcomes.

REFERENCES

[1] C. Abdul, "Linguistik Umum Cetakan ke Tiga," *Jakarta: Bhineka Cipta*, 2007.

[2] A. Bandura, "Self-efficacy: toward a unifying theory of behavioral change.," *Psychol. Rev.*, vol. 84, no. 2, p. 191, 1977.

[3] E. Dauyah and Y. Yulinar, "Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswanon-Pendidikan Bahasa Inggris," *J. Serambi Ilmu*, vol. 19, no. 2, pp. 196–2009, 2018.

[4] M. Miswari, "Mengelola Self Efficacy, Perasaan dan Emosi dalam Pembelajaran melalui Manajemen Diri," *Cendekia J. Kependidikan dan Kemasyarakatan*, vol. 15, no. 1, pp. 67–82, 2017.

[5] M. P. I. Kompri, "Motivasi Pembelajaran Perspektif guru dan siswa," *Bandung PT Remaja Rosdakarya*, 2016.

[6] J. Macalister and I. S. P. Nation, *Language curriculum design*. Routledge, 2019.

[7] J. Rusmajadi, "Terampil Berbahasa Inggris," *Jakarta Indeks*, 2010.

[8] S. D. Krashen, "Lateralization, language learning, and the critical period: Some new evidence," *Lang. Learn.*, vol. 23, no. 1, pp. 63–74, 1973.

[9] M. E. Gordon and W. J. Fitzgibbons, "Empirical test of the validity of seniority as a factor in staffing decisions.," *J. Appl. Psychol.*, vol. 67, no. 3, p. 311, 1982.

[10] F. Novilia and S. H. Senen, "Talent Management Focus on Small and Medium Enterprises A Systematic Literature Review," *West Sci. Soc. Humanit. Stud.*, vol. 1, no. 06, pp. 336–345, 2023.

[11] N. Simbolon, "Pengaruh pendekatan pembelajaran dan kemampuan verbal terhadap kemampuan berbicara bahasa inggris siswa SMA Negeri 14 dan 21 Medan," *J. Cakrawala Pendidik.*, vol. 33, no. 2, 2014.