Author's Correspondence
E-mail: laodesuharja31@gmail.com
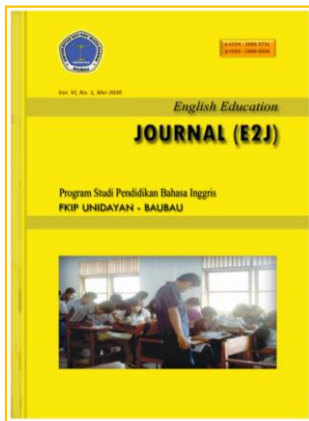
THE CORRELATION OF SELF EFFICACY TO THE STUDENTS' SPEAKING PERFORMANCE IN EFL CONTEXT AT UNIVERSITY OF DAYANU IKHSANUDDIN BAUBAU

Suharja

Lecturer of English Education Department, Universitas Dayanu Ikhsanuddin
Jl. Sultan Dayanu Ikhsanuddin No. 124
Baubau, Southeast Sulawesi, Indonesia

Abstract
The main purpose of this study was to find out the correlation of students' self-efficacy and their speaking performance. A self-efficacy questionnaire and a measure of speaking performance tests were administered to 95 learners of Dayanu Ikhsanuddin University. The data analysis revealed that there is a significant correlation between the students' speaking self efficacy and their speaking performance. The probability value of speaking self efficacy is 0.001. Because $p < 0.05$ then Ho was rejected and Ha was accepted. It can be concluded that students' speaking self-efficacy and speaking performance denoted a positive correlation.

Key words: Self-efficacy, speaking performance

Abstrak
Tujuan utama dari penelitian ini adalah untuk mengetahui korelasi self-efficacy siswa dan kinerja berbicara mereka. Kuesioner self-efficacy (efikasi diri) dan pengukuran tes kinerja berbicara diberikan kepada 95 peserta didik Universitas Dayanu Ikhsanuddin. Analisis data menunjukkan bahwa terdapat hubungan yang signifikan antara self efficacy berbicara siswa dengan kemampuan berbicara siswa. Nilai probabilitas efikasi diri berbicara adalah 0,001. Karena $p < 0,05$ maka Ho ditolak dan Ha diterima. Dapat disimpulkan bahwa self-efficacy berbicara siswa dan kinerja berbicara menunjukkan korelasi positif.

Kata kunci: Efikasi diri, kinerja berbicara

1. INTRODUCTION

In the context of language use in communication, the competence of the four skills may be discerned in the writing and spoken ability of the people. However, it is like a common thing when people will admit someone's ability in English is that by seeing their speaking performance. Therefore, speaking is now a parameter of someone's English ability.

Speaking is a productive skill in the oral mode and becoming the highest reason for the language learner to learn a new language. Learning a new language is challenging. It is like the other skills, more complicated than it seems at first and involves more than just pronouncing words. Learning to speak also demands a lot of practice and attention. Language learners can adopt the same natural way as they learn the first language such as listening and repeating. It means that the learners are speaking to deliver a message through the words that language learners want to use.

As one of the integrated language skills, which always come together, speaking performance cannot be separated from other factors influenced it. Self-efficacy is expected to have a significant correlation on speaking performance. [1] defined self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Someone's belief about their capabilities in completing some tasks by themselves can be powers that can help language learners reduce or remove their feeling of anxious. Bandura also stated that self-efficacy beliefs determine how people feel, think, motivate themselves and behave. It seems like the self-efficacy itself gives much more effects which can motivate the students to belief their own abilities and capabilities.

As numerous studies have shown that high levels of self-efficacy are associated with good performance in language learning tasks in different language domains [2]. Considering the issue that students with higher degrees of self-efficacy exert greater effort in order to perform the required tasks [3] many researchers have conducted studies in EFL contexts to determine its possible correlation with students learning achievement. [4] investigated the correlation between self-efficacy and the students' listening achievement and revealed that there was a significant relation between them.

In addition, a multitude of research has reported the importance of improving the self-efficacy belief of students, which result in a positive influence on their speaking achievement [5]. Another research from [6] revealed that there is a statistically a positive correlation between self-efficacy of EFL teachers and their willingness to speak English although the relationship is not significant. From these researches, it can be concluded that there are many evidences that self-efficacy has strong relation to language skills, especially speaking skill in this present research.

As many researches proved how self-efficacy influenced English language skills, it triggered the present researcher's curiosity on the correlation between self-efficacy and their speaking performance. Therefore, the researcher posited himself to fill the gap of the research which investigated the correlation of self-efficacy and the speaking performance in English Foreign Language (EFL) context.

1.1 Research Questions

Concerning the background of the problem above, the researcher formulated the research question as follows: is there any significant correlation of students' speaking self-efficacy and their speaking performance?

1.2 Literature Review

a. Self – Efficacy

According to [7], self-efficacy is individuals' belief in their capacity to achieve specific tasks which is held to have a strong influence on levels of persistence and the choices individuals make regarding which activities to pursue. Research has shown that self-efficacy has a strong relation to many aspects of achievement, especially in learning language. [2] found that self-efficacy in listening was positively correlated with listening proficiency.

Language learners who feel anxious usually need motivation more than learners who already have their confidence. But it is impossible if they have it from other people all the time. They need to build or create it inside, so they can motivate and affect themselves to be confident and brave to say something in any situation without waiting for someone. [1] defined self-efficacy as one's belief in his or her own ability to produce a desire effect. These beliefs influence how the individuals feels, thinks and motivate themselves. Additionally, self-efficacy not only affects how an individual feels, but also influences an individual's actions [8].

Mostly foreign language learners are still strange about this, because they never heard this before or perhaps they know but confused. They feel confused how it can take a part in their learning process. It seems like they already give up on finding a problem solving. It is true; some previous studies have identified [9] self – efficacy theory as an important construct in dealing with this problem. The scope of Bandura's theory provides support for utilizing the construct in academia in as much as he found that students with higher levels of self-efficacy participate more readily, work harder, persist longer and have fewer adverse emotional reactions when they encounter difficulties [9]. From that theory it can be concluded that self-efficacy is not actually measuring skill level, but it is measuring the level of an individual confidence has in executing a particular task, such as speaking.

According to Bandura [10, p. 201] a person will naturally avoid actions he or she feels he is not able to perform, but will take on activities he or she feels capable of handling. It is just some people who realize that if the action is becoming harder, it means those people are in the process to get a great progress, but mostly people will do the same as avoidance. Those things often happen in language learning process in which the students will stop doing something which they think they cannot do.

Furthermore, Bandura's stated four sources for developing-self efficacy, they are including as: performance accomplishments or mastery experience, vicarious experiences,

verbal persuasion and emotional arousal as perceived through changes in physiological states [9]. The most effective way for creating a sense of efficacy is through mastery experience. This first source is mentioned as performance accomplishments. The language learners can proof themselves feel confident to do something when they understand well with what they want to do, this case usually common when they get to deliver their presentation while they need to prepare it by themselves the day before. The preparation for understanding the material even just one or two days is much better than just all of the sudden. By this step the language learners can also build their knowledge and self-efficacy by mastering basic skills through hands on assignments. It means the learners also invited to do something from the basic skill, it is useful for increasing the confidence level, if the basic level is in the strong level already it may lead language learners do the next level of the task.

The second step of Bandura's theory is called as vicarious experiences. [10] himself stated that self-efficacy can also be elicited from vicarious experiences, or those in which an individual observes others completing tasks. The use of "real life" examples in class can help the student feel more confident about his or her own abilities. Usually language learners who are in this step and met someone who has a similar difficulty but already complete the task will feel challenging by their way to complete the task. The example of experience leads them to increase and challenge their confidence.

The third source is verbal persuasion, which employed as students are encouraged to try more challenging research task. In this source [10] states that verbal persuasion does not have as a strong and influence on self-efficacy as performance accomplishments, but the instructor's consistent, ongoing feedback and encouragement to students as they work to master the skills, helps to boost the student's feeling about his or her abilities. Talk about feedback, [9] notes that feed-backs given by persons who are skilled, sincere and credible are more effective in raising levels of self-efficacy.

The last source of self-efficacy is physiological states. As mentioned by [10] is linked to mood and states of physiological arousal. Demanding circumstances tend to cause changes in emotional and physiological states. Those who have been successful in similar situation interpret the arousal as energizing, where those without a history of such successes regard it as debilitating [9]. [11] mentioned two methods in mastering this source. First, in the beginning of the lesson, the teacher invited the learners to discuss about their fear about learning something new. Students are encouraged to discuss about fears in learning and how it can affect much in their process, and then find the solution together. The good thing from this is learners can work together in reducing learners' fear of learning, so they can feel secure of what they feel. The second method is quite similar with the first. It is about how the instructor can build a relax atmosphere using humor and easy discussion about anxiety; this can lead the learners become less anxious. Therefore, the best solution for the students' problem about their self-efficacy is to discuss their fear and tried to find the solution with the students not the teacher decided it.

For the whole last source of self-efficacy help the learners have a mastery feeling, so from that feeling the learners have an opportunity to complete their task. Learners belief their stress reactions and tension as signs of vulnerability to poor performance. Mood also affects people's judgments of their personal efficacy. Positive mood will support their personal to do their best. Where the forth source of self-efficacy is purposed to reduce people's stress reactions and alter their negative emotional proclivities and misinterpretations of their physical states [1].

In the meantime, Baron (2004) in [12, p. 119] introduced three types of self-efficacy as such: regulatory self-efficacy (ability to resist peer pressure and avoid high-risk activities), social self-efficacy (ability to form and maintain relationships, be assertive and to engage in leisure time activities), and academic self-efficacy, which is the concern of the present paper (ability to do the course work, regulate learning activities and to meet expectations).

b. Speaking Performance
The Nature of Speaking

One of the skills learned in language learning is speaking. Having the ability to speak is considered as the successful of language learning. The reason is because speaking may need courageous for language learners. It takes courageous because speaking is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver meaning, and to turn ideas into words. Speaking has some sub-skills and it also may become essential for learners in language learning. [13, p. 6] stated that "Speaking is not a discrete skill." It cannot stand alone because some complex activities or sub-skills such as vocabulary mastery, grammar competence comprehension, inputs of language, phonology, and pronunciation are included.

People speak using words in which the words have meaning that the speakers have to choose and use them appropriately and of course this activity needs a skill in choosing and using the proper ones. Not only does the word order that people should notice, but the knowledge of how to pronounce words is also should be noticed in speaking. The reason of why pronunciation should be noticed because in speaking in foreign and second language the written form and the pronunciation are far different. Those sub-skills are merely needed for successful of communication activities. This means that speakers need listeners to keep the conversation going. Speakers and listeners are interchangeable in their roles.

Although some learners may have personal goals for language learning that do not include speaking, most educators accept speaking as an essential goal of language learning and teaching." Speaking becomes essential because it is the skill which people can see directly that the learners of a language are succeed. People may judge that he successful of language learning is when the learners can produce the language they are learning. Like what stated by [14, p. 123]. "In many contexts, speaking is a skill upon which person is judged 'at face value'. In other

words, people may sometimes make judgment about language competence from speaking skill rather than any other skill. Moreover, [15, p. 109], stated that "One of the main sources of evidence of language competency is the ability to speak the language you are learning." Therefore, speaking can be a direct judgment for language learners, because speaking performance can define the knowledge of the speakers in using the language.

The Ability of Speaking

As what have been discussed above, the ability of speaking is the language skill that is seen as the evidence and the hallmark of language teaching and learning. [16, p. 41] stated that "Speaking effectively depends very much on the speakers' ability to interact with an interlocutor." Another statement is stated by [17, p. 5] that the communicative competence is measured according to the degree of fluency with the spoken language, but it also includes comprehension of that language in real-life situation. Referring to the statements of [16] and [17], it can be concluded that the ability of speaking is the ability to speak and interact with the interlocutor with fluently and comprehensibly.

In classroom, speaking activities may happen to practice communicative competence. [18, p. 120] stated some characteristics of a successful speaking activity such as below:

 a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
 b. Participation is even. Classroom discussion is not dominated by a monitory of talkative participants: all get chance to speak, and contributions are fairly evenly distributed.
 c. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
 d. Language is of an acceptable level. Learners express themselves in

utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2. METHOD OF THE RESEARCH

2.1 Research design

The research design of the study was a correlational study. In this study the researcher investigated two variables, they are self-efficacy as the independent variable (X) and English speaking performance as the dependent variable (Y).
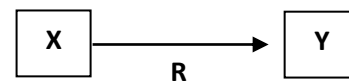

Figure 1. Research Design

Remarks:
X : variable of students' self efficacy
Y : variable of students' speaking performance
R : the correlation between X and Y

According to [19], correlational research investigated the relationships among two or more variables without any attempt to influence them. There was no manipulation of variables in correlational research. This kind of research attempted to clarify our understanding of important phenomena by identifying relationships among variables. Correlation was simply the statistical expression of the relationship between variables.

The theoretical framework mentioned above became a rationale, a model in doing of this research, particularly Frankel's notion related to research concerned, and to discern a possible relationships or effects between variables. Moreover, this research is expected to elaborate the meaning of each variable investigated, since the researcher intends to find out the relationship of self-efficacy upon speaking performance without giving any treatment to the sample of the study.

Participants

There were 123 students of the fifth semester students taken as the population of the present research. Something that the

research himself belief that they must be good in theoretical of speaking and have practiced it during their class. Then, the researcher estimates the sample using formula proposed by Slovin in [20]. From this formula, the researcher gets 95 students to be the sample of this study.

Instruments

The following instruments were used to elicit data:

1) Self-Efficacy Questionnaire

In this study, researcher adapted Bandura's questionnaire in form of statements of the self-efficacy expectancies that vary along three dimensions as well as the indicators showing in the table below:

Table 1. Self Efficacy Aspects

Self Efficacy Aspects	Indicators	Number of positive statements	Number of negative statements
1. Magnitude	a. The ability to take decisions needed to finish the tasks.	1,2,3	6,7,8
	b. The ability to solve the problems or to manage himself in doing speaking tasks.	9,10	11,12
	c. Having positive attitudes or views on every task given to him.	4,13	5,14
	Indicator	Number of positive statements	Number of negative statements
2. Strength	a. Having a strong belief on his potential ability in learning speaking.	15,16	17,18,19
	b. Having a a good morale and never give up when facing the problems in doing his tasks.	20,21	23,24
	c. Having commitments to finish every tasks and to have a good achievement in speaking course.	22,25	26,27
	Indicator	Number of positive statements	Number of negative statements
3. Generality	a. Being able to respond unexpected condition with positive attitude.	33,35	34,38
	b. Showing attitudes which believes on his mastery in speaking course, both the tasks and the tests.	28,29,32	30,31
	c. Using life experiences as a step to be successful.	36,37	39,40

Source: Adapted questionnaire from [9] & [8]

2) Test

The second instrument of this research is teacher made test to measure the students' speaking Performance. To find out the score of speaking performance, the researcher ordered the students to have a spontaneous oral presentation and gave them some questions to ensure that what was assessed was their speaking skills. The assessment of the speaking skill followed the guideline proposed by [21] to reduce the subjectivity,

the researcher also involved another interrater to ensure the objectivity of the assessment. In this study, the researcher asked another lecturer from Dayanu Ikhsanuddin University as his interrater. Therefore, the score of the students were the average score from the two interraters.

Procedure

The test and questionnaire were administered to 95 English as Foreign

learners. They were given 40 items of self-efficacy questionnaires. Then they were examined to measure their speaking performance one by one. After that, the researcher scored the result of self-efficacy questionnaire, and further scoring the students' speaking performance in another day. All the data then analyzed statistically to find out their correlation.

3. RESULT AND DISCUSSION

According to the findings which the researcher obtained, the findings had answered research question.

The Correlation of Students' Self Efficacy and Speaking Performance

According to the finding about the correlation between self efficacy and speaking performance, the researcher found that there was a significant correlation between Self-Efficacy and speaking performance. It can be seen from the probability value of self-Efficacy is 0.001 which is less than 0.05. It meant the value 0.001 < 0.05 then Ho was rejected and Ha was accepted, the result of analysis can be seen in table 2. It can be concluded that there was a significant correlation between Self-Efficacy and speaking performance.

Table 2. Model Summary of Correlation

Model	R value	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.332[a]	.110	.100	3.78138	.110	15.504	1	93	.001

a. Predictors: (Constant), SELF EFFICACY. b. Dependent Variable: SPEAKING PERFORMANCE

The correlation between students' self-efficacy and speaking performance above not only showed that there was a significant correlation but also a positive correlation between those variables which was showed from R value as many as 0.332, even though the value of this correlation was still in the middle interval that is between 0.25 to 0.50.

Nevertheless, the correlation between two variables was concluded as positive correlation in which the higher students' self efficacy value the higher is the speaking performance of English Education Department students of Dayanu Ikhsanuddin University.

The finding of the correlation above was similar with some previous researchers. Those were [22] who revealed the same answer when trying to investigate the correlation gender and self efficacy to the speaking ability. From this study, the previous researcher found that there was positive correlation between self efficacy and speaking performance in which the similar result was found by the present researcher.

Another research done by [23] revealed that there was a significant correlation between self efficacy and English achievement especially speaking performance. The research conducted by [24] also revealed that self efficacy correlated positively to speaking performance. However, [6] in their research found different result with the previous and present research. Their research revealed that there was not any significant correlation between self efficacy and speaking performance. The different result was claimed because all teachers had high self efficacy and high speaking performance so the data might not be varied enough to see the correlation between those variables.

If it was seen from regression analysis, it showed deteminant coefficient as many as 0.110 which means that self efficacy contributes 11 % to the improvement of speaking performance of English Education Department students of Dayanu Ikhsanuddin University while 89 % was determined by other factors which were not observed in this study.

According to the finding above showed although self efficacy had positive correlation to speaking performance however self efficacy contribution was still in level (11%) or R square = 0.110. Therefore, the researcher suggested that self efficacy was not the only one aspect in order to improve the students' speaking performance, but also mastery other aspects such as vocabulary enrichment, comprehension, pronunciation and grammar mastery were also important to improve the students speaking performance.

As an addition, the researcher also tried to analyze how good the self efficacy of the fifth semester students of English Education Department of Dayanu Ikhsanuddin University. From the analysis, it was obtained that the students' self efficacy was in high category. It means that students of English Education Department of Dayanu Ikhsanuddin University had high self efficacy to achieve the expected speaking performance. Furthermore, it was related to descriptive analysis of speaking performance which was 0.71 or 71 %, then it was able to explain the correlation between self efficacy and speaking performance.

From this result, the researcher assumed that Self-Efficacy played important role for the students to gain better speaking performance. Speaking performance was very important for the participant in this research because they are going to be teachers and this ability will support their job very much. That is why improving the students' self efficacy or we can simply said their confidence to speak is important. The teachers then needed to formulate the class activities which can improve the students' Self-Efficacy to improve their performance.

To improve the students' self efficacy, the teachers needed to formulate activity to improve their self efficacy. [11] mentioned two methods in mastering this source. First, in the beginning of the lesson, the teacher invited the learners to discuss about their fear about learning something new. Students are encouraged to discuss about fears in learning and how it can affect much in their process, and then find the solution together. The good thing from this is learners can work together in reducing learners' fear of learning,

so they can feel secure of what they feel. The second method is quite similar with the first. It is about how the instructor can build a relax atmosphere using humor and easy discussion about anxiety; this can lead the learners become less anxious. Therefore, the best solution for the students' problem about their self-efficacy is to discuss their fear and tried to find the solution with the students not the teacher decided it.

Observing the results of the present study, the previous studies and the theories, the researcher was able to conclude that self efficacy play important role in improving the students' speaking performance. Therefore, the teachers needed to think the activities which were able to encourage the students' self efficacy. After creating classroom activity which can improve students' self-efficacy, it was expected that the students were able to gain better speaking performance.

4. CONCLUSION

The researcher conducted a research on speaking self efficacy on speaking performance of the students in Dayanu Ikhsanuddin University. From this research, the researcher concluded that there is a significant correlation between the students' speaking self efficacy and their speaking performance. The probability value of speaking self efficacy is 0.001. Because p < 0.05 then Ho was rejected and Ha was accepted. It can be seen that students' speaking self-efficacy and speaking performance denoted a positive correlation.

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