

**FRESHMEN AND SENIOR EFL STUDENTS' BELIEFS OF
LEARNING ENGLISH SPEAKING
THESIS**

Submitted by

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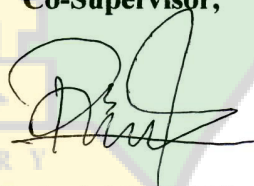
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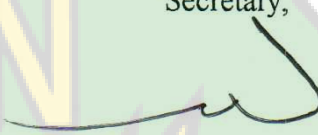
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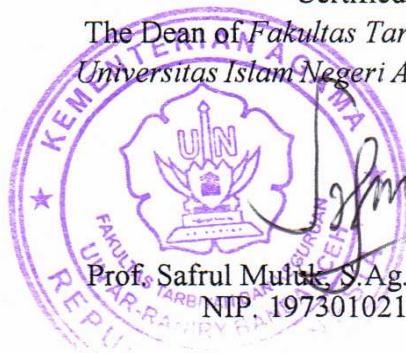

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

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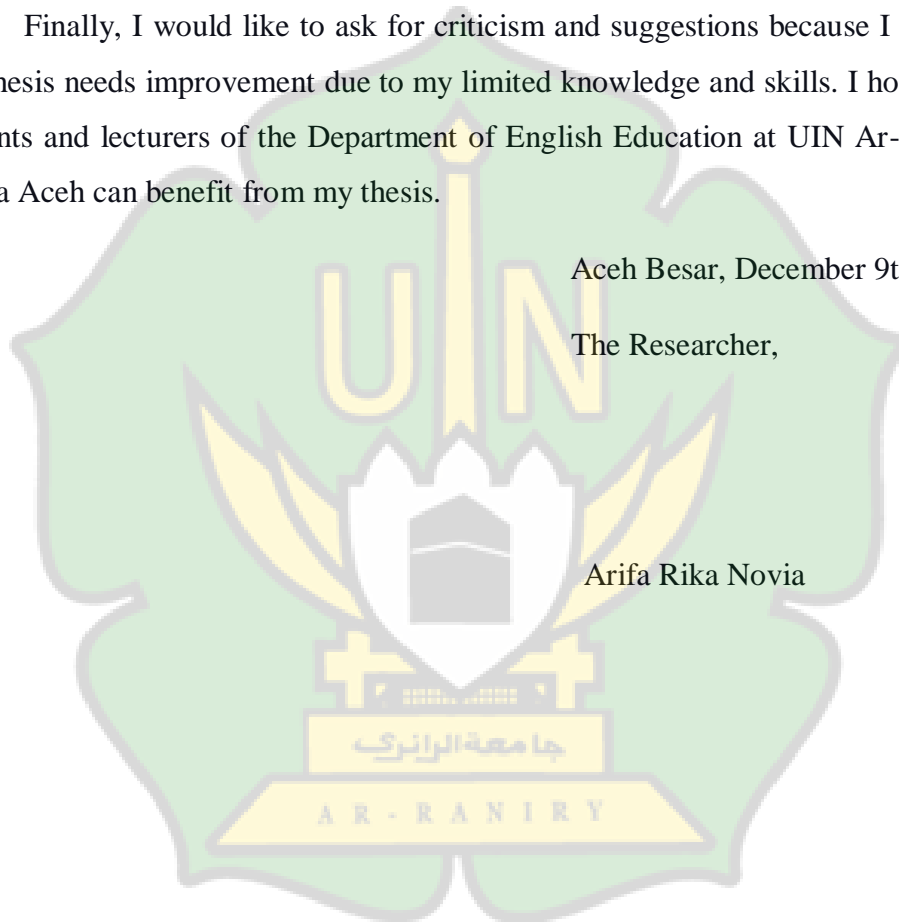
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ABSTRACT

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This study explored the differences in the beliefs of new students and senior EFL students in learning to speak English. This study aims to determine whether there are differences in the beliefs of new and senior students learning to speak English. It is hypothesized that there are differences in beliefs about learning to speak English between freshmen and senior students. This research uses a mix of quantitative and qualitative methods by using interviews with the Language Learning Beliefs Inventory (BALLI) questionnaire. The sample of 2018 class students was 73 respondents, and 2021 class students 60. Data were analyzed using SPSS version 20.0 with an independent sample t-test model with a sig value of less than 0.05. The results showed that there were significant differences between the beliefs of new students and senior students about learning to speak English. The scores obtained through a questionnaire, 2018 students tend to have scores above 70% for each indicator, and only one indicator has a value of 63.29%, namely the speaking indicator. Whereas for students in 2021, six indicators score below 70%, indicators of reading and writing, speaking, accent, confidence in new people, talent, and appearing in front of many people. This difference is influenced by the condition of new students who have not received things that can make them more confident, in contrast to 2018 class students who are more active in speaking English during lectures, increasing their confidence in speaking English.

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CHAPTER I

INTRODUCTION

A. Background of Study

Students' beliefs affect their learning ways. Some students believe that learning English speaking is best done through using English frequency in instruction with friends. They practice speaking English every day as a way to improve their speaking skills.

There are two studies, and all students have varying opinions about the most challenging skills to master. However, when compared from one language skill to another, the results show that Speaking is at the highest level. There are several reasons why they choose to learn to speak English, as follows: lack of vocabulary in English, difficulty memorizing, difficulty pronouncing because it is very different from Indonesian, fear of making mistakes, and fear of being laughed at by friends (Karimo, 2022). Students are required to be active in learning English, especially speaking skills. It has always been considered challenging for most students at all levels. Many factors can prevent them from speaking English in class. This problem is known as "Reticence", which is a complex phenomenon that occurs in foreign language classes with low English proficiency, lack of student motivation, and several others, such as challenging assignments, and lack of students vocabulary.

Students' reluctance is the most frustrating in EFL classrooms and is considered a strong indicator of academic performance. It is said that silence has a detrimental effect on students' self-confidence, self-esteem, and level of participation. They suffer from mental blocks during free speaking activities, lack self-confidence and less able to edit and identify language errors themselves, and are even more likely to skip class. They have several perceptions about learning to speak English and their beliefs. Beliefs greatly influence students' behaviour about learning to speak English (Orynbeek, 2018).

The study of learner beliefs is significant in second language research. Learner beliefs are significant individual student differences that can affect the process and outcome of language learning. Foreign languages aspire to be learner-centred, and the guidelines provided by scholars must stand the chance of being transformed into actual instructional practice (Ha et al., 2021). Speaking is one of the essential skills students must learn in learning English as a Foreign Language (EFL) (Ha et al., 2021). On the other hand, students' difficulties in mastering speaking skills may be caused by non-linguistic factors such as student motivation, anxiety, methods, and materials. Motivation is one of the essential elements needed by students to learn English, especially speaking (Fadhilah, 2022). It was found that the reasons that made it difficult for students to speak English were anxiety when speaking, inappropriate methods and materials, and students' low motivation to speak foreign languages (Firmiana, 2020). When speaking English in class, students are shy and not confident, afraid to make

mistakes, have grammar problems, and lack vocabulary when they want to speak English (Fadhilah, 2022).

From the results of previous studies, new students have difficulty speaking English because they rarely memorize and remember vocabulary, rarely speak English, and their experiences in high school (Yendra, 2019). Students' beliefs about language learning are erroneous and unrealistic. One thing that is also the most common source of language anxiety is that lecturers' assumptions about the role of language lecturers may not always match the needs or expectations of students. The challenge is the need for grammar and vocabulary knowledge, making them think they have valuable potential to be explored (Kim, 2021). This is very important because by mastering speaking skills, students can express their ideas to the other person during the communication process to achieve their communication goals. However, students will have difficulty learning to speak. Many students have studied English for years but still need help speaking English fluently.

Therefore, students can work hard to improve their vocabulary and support each other in learning to speak English. The author conducted studies on the freshmen and senior EFL students' beliefs in learning English speaking. In addition, some people live outside the circle and speak English as a second language, and the rest live in the exclusion circle and use English as a foreign language. With the increasing use of English as an international language, people believe that the need for some knowledge of English must be known because it gives awareness to students' beliefs about learning to speak English and expand

the results of learning achievement in speaking English. This study becomes significant for students' beliefs about learning to speak English. This research will help to understand students' beliefs about learning to speak English and find out the level of student beliefs and differences between freshmen and senior students' beliefs regarding learning to speak English, as well as being a guide for lecturers in their teaching methods and students' understanding of their own beliefs about learning.

B. Research Questions

In conducting this research, the researcher focused on the following questions:

1. What is the difference in beliefs between EFL freshmen and seniors about learning English speaking?
2. How is the level of difference in beliefs between EFL freshmen and seniors about learning English speaking?

C. Research Aims

Specifically, this research was conducted to fulfill the following objectives:

1. To find out the differences in the beliefs of freshmen and seniors EFL students' about learning English Speaking
2. To find out how the effort level of beliefs in learning English speaking is for Freshmen and seniors EFL students'

D. Significance of Study

This research will be conducted to know:

How to learn English for freshmen and senior students and the level of different students beliefs in learning English speaking. This research assumes through the beliefs of new students and senior EFL students about learning English speaking.

I often hear, students always complain about choosing the wrong major when they feel the weight of the chosen major. Because many students find it difficult to learn to speak English.

E. Hypotesis

This research hypothesis can be put as follows:

Ho: There is no difference in beliefs of learning English speaking

Ha: There are differences in beliefs of learning English speaking

F. Key Term Used

Student Beliefs of English Speaking

Students' beliefs affect the way they learn. Some students have difficulty learning English speaking. Students' belief in learning to speak English is that they cannot learn English by studying for one hour a day and it is important to know about English culture to speak English (Haryanti, 2022).

CHAPTER II

LITERATURE REVIEW

A. Defining of Beliefs

Belief is a feeling of confidence in a person's psychological condition towards the energy that is accumulated because of feelings. There is a desire, an unwillingness, the memory feels more muscular, the energy of belief turns into energy of belief, and there is an urge to choose a specific taste or a particular way of learning (Horwitz, 2019). Beliefs in different studies have varied, leading to consistent results regarding the relationship between beliefs in learning (Karimo et al., 2022). Belief is an attitude shown by students when they feel they know enough and conclude that they have reached the truth because belief is a serious attitude in the form of certainty in believing in something they want to learn. Learner beliefs can change from time to time, affecting learner skills development (Ellis, 2019).

Students' beliefs about learning English also influence how they interpret learning. Student beliefs need to be corrected, such as assuming that learning English emphasizes mastery of several concepts and memorization, making students pessimistic about learning. The student's cynical attitude also causes learning achievement not to be achieved optimally. Conversely, if students have confidence in the learning they are facing, it will be easy to achieve maximum learning achievement. Belief is something that is considered valid, and it can come from experience, real or imagined (Choubane, 2022). Students' belief in

learning to use personal control, motivation, cognition, and affection in their social environment. Belief in learning can be defined as being able to carry out tasks, achieve goals, or overcome obstacles and deal with learning. Belief becomes an essential study in learning because it is an important skill to increase or increase achievement. In this case, students can be motivated to learn because, without belief in their abilities, they will not try to improve themselves (Firmiana & Rahmawati, 2020)

The difference between belief and knowledge. To understand the difference between belief and knowledge can be seen from the meaning. Beliefs are personally understood correctly but may not necessarily be true. Thus, opinions, personal testimonies, and evidence to be one of the beliefs are not an option. A belief is an unintentional act that occurs after one's internal standards for evidence are met. In other words, belief is the result required to be convinced. We must realize that our internal evidence standards differ from (actual) scientific evidence. At the same time, knowledge is part of belief. Knowledge is defined as the fraction of beliefs that meet the standards of scientific evidence. Thus, knowledge represents a small part of true belief. Therefore knowledge, by definition, is "true belief"(Ellis, 2029). As mentioned earlier, knowledge is part of the Truth. Absolute Truth does not change whether one knows it or not. Alternatively, one's awareness of the Truth may change as one gains more knowledge. Therefore, knowledge is essential a belief in learning.

B. The influence of belief

The influence of belief is that some people believe that learning English must include vocabulary and others. Emerged from analyzing responses related to language learning difficulties, aptitude for language learning, nature of language learning, learning and communication strategies, motivations, and expectations. For example, the importance of 'learning naturally, beliefs related to learning about language, for example, the importance of learning grammar and vocabulary, and the importance of personal skills. The belief factor about feelings that facilitate or hinder learning, self-concept, and aptitude for learning determine a learner's set of beliefs that indicate beliefs about the need to learn grammar (Ellis, 2019).

The belief is found that both English learners in Indonesia and foreign language learners abroad place a big store in the study of explicit grammar and error correction. 'conception' is 'care about what students learn about objects and learning processes' beliefs are 'what students perceive to be true about these objects and processes by some studies, including that of Benson and Lor, who were Chinese undergraduate students at the University of Hong Kong, shows that learners hold conceptions of what language is and how it is learned and that these conceptions fall into two broad categories, which can be disguised as types of beliefs associated with each. It should be noted that these two general conceptions are not mutually exclusive. Learners can and often do hold a diverse set of mixes. Belief in language learning. This conception is more concerned with how students perceive their abilities as language learners and their progress in the particular

context in which they learn (Ellis, 2019). Belief is very influential in language learning to increase student motivation in learning English and speaking skills.

The influences of beliefs on learners are that learners hold beliefs not only about the cognitive aspects of language and language learning, language is best studied analytically or experientially, but also about affective aspects (e.g. how to manage their emotional responses to their learning experiences). Specifically, they hold beliefs about their self-efficacy (i.e. how well they do to succeed in learning a language). The distinction between cognitive and affective beliefs is essential because although cognitive beliefs can occur (e.g. changing his views on how best to train vocabulary), affective beliefs are shared (Ellis, 2019). As a result of their learning experiences, learners may express greater or lesser confidence in their ability to succeed. Learners' beliefs about language learning come from various sources – their past experiences, education in general and language learning in a particular background, their cultural background, and personality (which, in particular, can influence self-efficacy beliefs). However, these three studies show that learner beliefs are situated and dynamic. In 22 Asian Journals of EFL, Vol. 10, No. 4: Conference Proceedings, students have successes and failures. Learners who are profoundly and seriously involved with language learning will realize that learning is a slow and challenging process, involves the application of various analytical and experiential strategies, and, most notably, more dependent on the student (Ellis, 2019).

C. Beliefs of Learning English

Beliefs in learning are one of the abilities that must be done. Self-confident students always have specific goals they want to achieve and, at times, believe in their abilities and know how to make those goals come true. Students who have confidence in learning English only give up once they achieve high self-confidence (Syafitri et al., 2019). Everything has to start from the basics, including learning English. If you already know and understand the basics of English, it will be easier to learn more complex sentence forms. Starting from learning primary word forms, sentences, pronunciation, and writing. English is indeed quite complicated if the basic understanding could be better. English will feel much easier when you understand and believe that the success or failure of educational goals depends a lot on how students experience the learning process as students (Bataineh, 2019). The belief in interest in learning affects the achievement of learning English (Zairun, 2021).

Learning English is not easy. Sometimes, some obstacles make me unsure about learning English. This is also felt when trying to increase confidence when learning English. Everything can start with oneself as long as there is an intense desire, determination, and spirit. Beliefs in learning English affect the perceptions and assessments of some students. Beliefs can shape how to create effective learning meaningful to students (Mahsar, 2022). English learning students have good skills in using internet-based digital devices in the learning process. Used to find other references such as pictures, videos, or text related to the material so that learning is more fun and students do not get bored quickly. Develop innovative

teaching materials and media to make it easier for students to understand the material. In addition, students' creativity can also be seen in the assignments uploaded on Youtube, social media, and blogs in the form of speaking English (Mahsunah, 2021).

D. Students' Beliefs of Learning English Speaking

English is a second language that students must be learning English speaking. When students learn a second language, there is often a mix-up between the first and second languages. This mixing is considered a deviation or language disorder. Many students need help with speaking English (Dincer, 2017). Learning English can be more effective if the process of learning English is by speaking and mastering vocabulary (Emaliana, 2018). Speaking English is very necessary at this time because many things require us to be able to speak English. While still, many students have difficulty using speaking English in life daily. Many EFL students need to learn the vocabulary and the pronunciation needs to be corrected.

Of course, it takes work for English students to pass the speaking class. There is a greater demand in universities, especially in English study programs, to produce a quality generation that can compete with other big campuses, especially speaking. There will be many challenges and obstacles that will be waiting in front of them, especially for new foreign language students. Foreign language learners usually express fear and nervousness in learning to speak a foreign language (Swit, 2022). Students will only sometimes use correct English. Students

will face problems and make mistakes while speaking more freely. When learning to speak English, when they try to pronounce words, phrases, or sentences, they often experience nervousness and lack confidence in speaking. Speaking problems are the effect of someone, or an individual can not express what he wants to say because of various causes that are difficult to overcome by himself. Found in students' who learn foreign languages for the first time (Cang, 2021).

Beliefs about learning English are a widespread problem that affects students' speaking performance. Confidence to speak becomes a complex psychological construct, considered an influential variable in language learning. This means that the belief in learning to speak English has become one factor in the success of learning English. (Fadhillah, 2022). Beliefs about language learning have become research interest in the field of second language acquisition due to the assumption that "success" depends on materials, techniques, and language analysis, and much more of what happens within and between people in the learner's classroom, which including students' beliefs, seems to have a substantial impact on the process of learning to speak English (Orynbek, 2018). Besides, many students are nervous, so they need to remember what they have to say when asked to appear to speak in English. If there are members who suddenly do not enter, it will make them confused and stressed with English material because some do not understand (Aslan, 2021).

E. Freshmen and Senior EFL Students' Learning English Speaking

1. Freshmen and seniors mostly have speaking skills problems.

New students need help with vocabulary. They need more vocabulary, so they often use words that are not suitable for the context. It should allow additional time for students to prepare before they speak (Haka et al., 2021). Learning English is considered necessary for EFL students because speaking is the primary skill. Speaking is essential in learning a language and achieving success in dynamics.

Students learn English because it can be considered a communication tool. Speaking skill help students achieve specific goals in communication (Alzamil, 2021). EFL students face some challenges in learning English. EFL students are dealing with internal and external factors when studying speaking English challenges at Can Tho University (Dincer, 2017). Common errors in the speaking class of new students majoring in English indicate that they often need help with vocabulary, pronunciation, and psychology (Khan, 2021). In class, they must deal with linguistic issues, including language and non-linguistic features of their psychology. Speaking English, EFL students have experienced problematic aspects of speaking English (Tiffany, 2022). Students spend more time practising speaking alone than communicating with others, and technology is a helpful tool for learning to speak English. However, the insistence on carrying out their learning activities is considered a challenge related to motivation and support from others (Loan, 2022).

Speaking skills consist of accuracy and fluency, which EFL students must master. As one of the study programs at the university, English as a departmental language teaching requires students to be fluent and accurate because they will

become future English teachers who must be fluent in conveying English material through speaking. However, in daily life, most EFL students do not speak English. They can only practice English in the EFL class (Rohmah, 2020). Lack of students practice speaking is considered students will face some problems in the EFL class (Cox et al., 2021).

2. Factors that affect students speaking English

This speaking problem is influenced by several factors, such as lack of motivation, interlanguage, and speech anxiety (Emaliana, 2018). Based on achievement and performance, common foreign language anxiety and specific English skills also cause adverse effects (Puspitasari et al., 2019). Therefore, a better way to avoid the problem, the students could immediately qualify for an even better representation of speaking achievement. In fact,

Many studies have recently emerged with their ideas that the element of motivation plays a critical role in the learning process, especially on the part of student behaviour and student cognition. Belief is a person's belief in knowledge (Marsili, 2018). In addition, many studies conducted by Indonesian EFL researchers reveal that there are anxiety problems are found, that anxiety will inhibit students' motivation and performance, and students seem to stay away from every part of taking opportunities during the learning process, which leads to being able to improve their English learning in class (Emaliana, 2018).

Therefore, the awareness of how the different beliefs of each student's speaking level and achievement related to the English learning strategy are

correlated with each other in the speaking class learning process provides opportunities for students to reduce their speaking problems (Ratnasari, 2020). The application of speaking EFL is further improved for English language education, making students successful in implementing speaking English. (Rohmah, 2020).

There are two types of students based on students' beliefs about learning EFL through learning that have high confidence in a process-oriented process that allows students to have a lot of practice and training (Seitz, 2022). Students who have high confidence in learning English can make students explore problems and find solutions. In contrast, students with low confidence in English will find it difficult to accept more material provided. Thus, each student who learns EFL has a different belief category. This belief influences students to handle and use knowledge in learning English. To know the level of students' English achievement in speaking is to know indirectly how far the process level of students learning English, which shows how students define and construct knowledge effectively about speaking skills. Thus, students' beliefs play an essential role in shaping students speaking achievement, students' knowledge, and knowing its effect when they learn English (Rohmah, 2020).

The beliefs of freshmen and senior EFL students in learning to speak English have different views. Students' beliefs are very influential in learning to speak English for EFL students and support the success rate of students in learning English speaking. Some students' beliefs are different between freshmen and senior students. EFL students' beliefs in dealing with problems learning

English speaking will affect their mindset, making them disturbed in certain situations and experience high anxiety. Betz and Hacket reported that with firm beliefs, it is generally easier for someone to go beyond the exercises given to them so that the final learning outcomes, which are then reflected in their achievements, tend to be higher than someone with a low level of self-confidence. (Silalahi, 2018). Beliefs are natural for students struggling to achieve achievement in learning English. Because every individual needs to have beliefs in order to have beliefs, including self-confidence in learning English. Every student believes in achieving learning achievement (Nurjadid, 2022). Therefore, every belief that exists in every student certainly has a different level of belief in learning English speaking.

F. Some Theories about Students' beliefs in Learning English speaking

Many English experts discuss students' beliefs in learning English speaking. One of them says that students' confidence is energy in speaking, accumulated due to the openness of feelings and desires. There is reluctance, the memory becomes more muscular, and there is encouragement. to choose a taste, followed by assertiveness (Cox et al., 2022). This is important when studying the role of trust in cooperative relationships. The concept of student confidence in learning to speak English can be a solution when there is a sense of difficulty in dealing with speaking problems. On the other hand, the expert stated in his theory that the difficulties encountered to determine the empathy, awareness, and understanding of students' beliefs in learning English speaking. Student belief is one of the psychological conditions in which a student assumes the premise is impartial, and

the opposing beliefs react by collaborating—with others, creating groups of like-minded people (Riadi, 2020).

Students' beliefs in different studies varied, leading to consistent results regarding the relationship between speaking confidence and students' cooperation (Karimo et al., 2022). Trust is an attitude shown by students when they feel they know enough and conclude that they have reached the truth because trust is a serious attitude in the form of certainty in believing something. The student's belief in learning to speak English is an attitude towards a sentence. He must first assess the existing arguments and then form his beliefs consequently, for example, with confidence if he has received a supporting argument. There is tension between forming some epistemic attitudes and how arguments can be judged. Therefore it takes belief to carry out specific behaviours (Diani, 2019).

Beliefs can come from analyzing possible new assessment forms in the broader scope. Therefore, students need to have high self-confidence because belief affects how to interpret learning. False beliefs, such as the assumption that learning English emphasizes mastery of several concepts and memorization, will make students pessimistic about learning. The pessimistic attitude of students also causes learning achievement is not achieved optimally. On the other hand, if students believe in learning to speak English, it will be easy to achieve maximum learning achievement (Ferretti et al., 2021). Therefore, students' beliefs in learning to speak English must be strengthened, so they are not shaken when speaking.

Kazakh students firmly believe that learning a foreign language is the biggest problem in learning much new vocabulary. They believe it is better to study a foreign language in a foreign country. Kazakhstan University students in this study were more motivated to learn the target language instrumentally and integratively. Kazakh University students believe English is easy compared to other languages. EFL students' beliefs about English speaking help them understand students' needs and beliefs about language learning (Orynbeke et al., 2018). Positive beliefs about learning are essential things that must be instilled in students considering that beliefs can be the basis of character, the basis of action, the basis of change, and the basis of learning. Beliefs in interrelated learning form a fruitful process. Students' beliefs in learning to speak English must be improved and practised harder because it affects how students welcome the learning process..

1. Types of Student Beliefs

There are five types of student beliefs, namely behavioural beliefs, normative beliefs, belief systems, control beliefs, and transformation beliefs. Behavioural beliefs are things students believe about behaviour in positive and negative terms, attitudes towards behaviour or behaviour to react effectively to liking or disliking the behaviour (Isnawati, 2022). Normative beliefs are normative beliefs related to a student's empathy and are significantly related to relational aggression, indicating that students develop social-emotional processes mediating relationships about learning to speak English (Swit & Harty, 2022). The belief system is an attitude students show when they know enough and

conclude that they have reached the truth. Students' self-confidence always grows and develops when they are willing to learn and master when they appear to speak English. This student's beliefs can become stronger or weaker. It could be more explicit or vice versa. Even if a student already has faith in something, he will feel that he has reached the truth, which can change over time. This is influenced by the information captured or the experience missed by some students. A belief system is a unit or collection, forming students' beliefs in learning to speak English that has been patterned and connected to make a response to what happens to them. (Fauzi, 2022). Control Belief is a student's belief about the presence or absence of factors that facilitate or hinder the achievement of learning English speaking. The control belief is usually supported by the student's past experiences gained from various things, experiences when speaking the same English before, or experiences in speaking English that were obtained recently. In addition, it is also determined by the availability of time to speak English, the availability of facilities to implement it, and the ability to overcome any difficulties that hinder the implementation of learning English speaking (Sadeghi, 2015). Transforming belief is the ability to change students' beliefs and experience pessimism about beliefs that cannot be developed self-taught; psychologists provide an overview of the emergence of a belief in themselves, namely when students feel pessimistic, then students feel ashamed to speak, they will need encouragement and support. Practice first with the closest people to get maximum results. Not many people who get encouragement from their closest people or are

better known to their peers do not experience a change in their desire to rise in themselves (Khan et al., 2021).

The form of students' beliefs is essential and greatly influences what is felt, what is thought, and what is believed to be valid for learning English speaking. Students' beliefs about learning to speak English will determine their superior or inferior attitude towards others. In organizations, it often happens that students who have positions at the top consider those below them to be uninitiated, lazy, less cooperative, unintelligent, calculating, and have a bunch of other negative attributes. However, if students ask for their version below, it gives the opposite picture. Able to define yourself to facilitate the learning process. Students must first generate confidence when they feel there are too many things to say but find it difficult to speak English. Students' beliefs are often a tool for classifying other people's opinions when speaking English. Students' confidence in learning to speak English in a balanced and healthy way brings a different atmosphere. Energy, vibration, atmosphere, attitude, and behaviour, can be felt when 'still' and using the heart to feel their surroundings (Hapsari, 2016).

2. Role and example belief students'

The role of students' beliefs in learning English speaking is significant because it can influence and build students' beliefs in learning and improve skills and understanding. That is, students will pay attention to opinions and are not easily influenced by others. Students' beliefs will impact their responsibility for retardation, and they will never blame others and appear confident. Having self-confidence increases the quality of

speaking English. Therefore, this is where students' beliefs are needed because the role of belief is the goal to be achieved by the vision and mission of the mind itself (Dewi, 2020). Student beliefs are essentially assumptions made about the values derived from those beliefs. Values are considered essential and can include concepts such as "equality, honesty, education, effort, perseverance, loyalty, loyalty, environmental preservation, and many other concepts.

An example of student beliefs is a learning process in which there is a strong cohesion between educators and students, without feeling forced or pressured so that students dare to act, dare to try, dare to ask questions, express opinions, and defend opinions so that they are not afraid of being wrong, laughed at, belittled, and depressed (Ngan, 2022). Students' beliefs are usually generalizations. For example, a student may believe that speaking English is difficult, but not all students think that speaking English is difficult. So they influence behaviour, thoughts, and attitudes in compelling ways. Another example of students' beliefs is that when self-confidence grows, it will be easy to determine and understand what to do and correct mistakes.

3. Students' beliefs, values, attitudes, and behaviors

Show the relationship between beliefs and values with the attitudes and behaviour of students who are generated. Student beliefs are ideas that are believed to be accurate. A student can base beliefs on certainty (e.g. learning English speaking), probability, or belief problems. Students' beliefs can come

from different sources, including student experiences or experiments, acceptance of cultural and social norms, and what others say when speaking English. When students accept a belief as a truth, they want to defend it. It is part of their belief system in learning to speak English. What is personal value grades are stable long-term beliefs about what is important to students when learning to speak English. They become the standards by which people organize their lives and make choices in learning to speak English. Students' beliefs in learning to speak English will develop into value when their commitment to it grows and they see it as necessary. It is possible to categorize beliefs into different values – examples include values related to learning, success, and proficiency in speaking English. Students must be able to articulate their values to make precise, rational, responsible, and consistent decisions (Ghafor, 2022).

4. The impact of students' beliefs in learning English speaking

The impact of students' beliefs in learning English speaking is when students can complete their assignments well because they believe and are serious about learning (Nurul, 2018). The impact of students' beliefs on learning English also affects how they interpret learning. Wrong student beliefs, such as the assumption that learning English emphasizes mastery of several concepts and memorization, will make students pessimistic about learning. This pessimistic attitude also causes learning achievement to be achieved only partially. Conversely, if students have confidence in the learning they face, it will be easy to achieve maximum learning achievement. The existence of self-confidence will

also form student discipline. With confidence can move beyond the rules or regulations that already exist because it comes from the hearts and beliefs of students. Making beliefs can be started with students expressing and sharing opinions about how learning should be more fun so that students are more confident when speaking English. (Silalahi, 2018)

G. Theories a Learning English

1. Definition of Learning English

Factors that affect the effectiveness of learning English are the lack of student motivation to learn foreign languages. Motivation is essential in growing student interest in learning (Wiboolyasarini, 2022). Several factors have a very significant role in the success of teaching English. These factors include lecturers, students, teaching materials, and learning facilities. Talking about students as one of the essential learning elements cannot be separated from the discussion about motivation. Motivation in learning a foreign language varies. A person can learn a foreign language because he has an interest in that language. Besides that, someone can learn a foreign language because he wants to learn to speak English (Wiboolyasarini, 2022). The dynamic elements contained in learning English significantly impact students' learning motivation (Isnawati, 2022), revealing that through dynamic elements of learning, students will utilize various components related to learning where it can motivate them to learn. The dynamic element of learning can be used as a benchmark to increase students' motivation and learning achievement.

In addition, language learning on students' ability to learn to speak English is still low; this has an impact on student's vocabulary mastery which is still lacking, so students have difficulty following lessons, which has an impact on students speaking abilities (Syafitri, 2019). Learning difficulties in students are caused by the low willingness of students to learn English, students find it challenging to remember the meaning of words in English, and students feel bored learning English (Yunus, 2021).

2. Learning English Speaking

Speaking is essential in all four languages to communicate well because English is widely used worldwide. The Importance of English In modern times, it is a language that is widely used in the fields of scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking, and so on. Learn to speak English to achieve fruitful results in their respective fields (Ellis, 2019).

Learning to speak English dramatically influences the success of learning in achieving its goals, so this requires special attention. Lecturers must focus on disseminating knowledge that can generate activity, creativity, and mentality and motivate students (Ding, 2022). When students learn to speak English, several studies have investigated the presence of student anxiety in speaking English classes (Feretti et al., 2021) and found that many students felt nervous while learning English speaking activities, which was caused by the pressure of

speaking tasks. Meanwhile (Yendra, 2019) found that pressure to speak in public can result in uncontrollable anxiety as marked by limb movements and inability to speak clearly. As a result of that anxiety, students turn to do everything possible to avoid speaking in English. Therefore, motivation is needed so that students believe in learning English.

Learning English speaking is one of the most challenging skills that must be faced students. Students tend to be embarrassed to speak a foreign language when they feel they do not master the language, even though they are in the English education department. In addition, in learning to speak English, some studies also found problems, namely a lack of mastery of vocabulary and practice, which made it difficult for most students to speak English. Because these difficulties will reduce students' motivation and interest to continue pushing themselves to learn to speak English (Yunus, 2021). Many students are good at writing English but need clarification when speaking English. Based on (Yunus, 2021), "There are six essential things that are considered helpful so that students can be more fluent and courageous in speaking. Students must feel belief and confidence in learning to speak English. Students can generate activity and creativity in learning. Learning media is also needed, which can increase motivation to learn to speak English. Instruction media is one of the many things that can affect learning outcomes (Dong, 2022).

The use of appropriate learning media can also improve the ability to learn speaking skills. Students tend to like new things according to their daily lives, for example, using social media applications. The use of social media itself in the

field of learning to speak English is familiar. Many studies have used social media applications as media learning. For example, (Bataineh, 2019) use Instagram as a medium to teach English speaking skills, (Cang, 2021) used Facebook as a medium for learning English as a foreign language, (Dincer, 2017) used Twitter as a foreign language tool in ESL/EFL classes, (Fadhillah, 2022) using Tik Tok as a medium for learning English pronunciation. So, the existence of media in learning to speak English makes students believe more and increases their interest in speaking English (Bataineh, 2019). Learn to speak English. In learning English, the role of a lecturer is needed to help students develop suitable strategies for understanding through the learning process approach and improve student abilities (Dong, 2022)

3. Factor- Factors that influence belief in learning to speak English

One of the affective factors of the six personality aspects that influence the success of learning English is belief. If you do not believe, there will be anxiety when speaking English. Anxiety is related to frustration, doubt, pessimism, and worry in speaking English, but it is not permanent. However, this can cause the failure of a learner in his efforts to improve his English speaking skills. To overcome anxiety in language learners, language teachers must be able to use language teaching strategies appropriately. Choosing an appropriate language learning model is part of the ability to use the language teaching strategy. Anxious and nervous learners seem to have difficulty concentrating and mastering the

target language, resulting in poor performance and achievement for the level of belief in speaking English they want to (Khan, 2021).

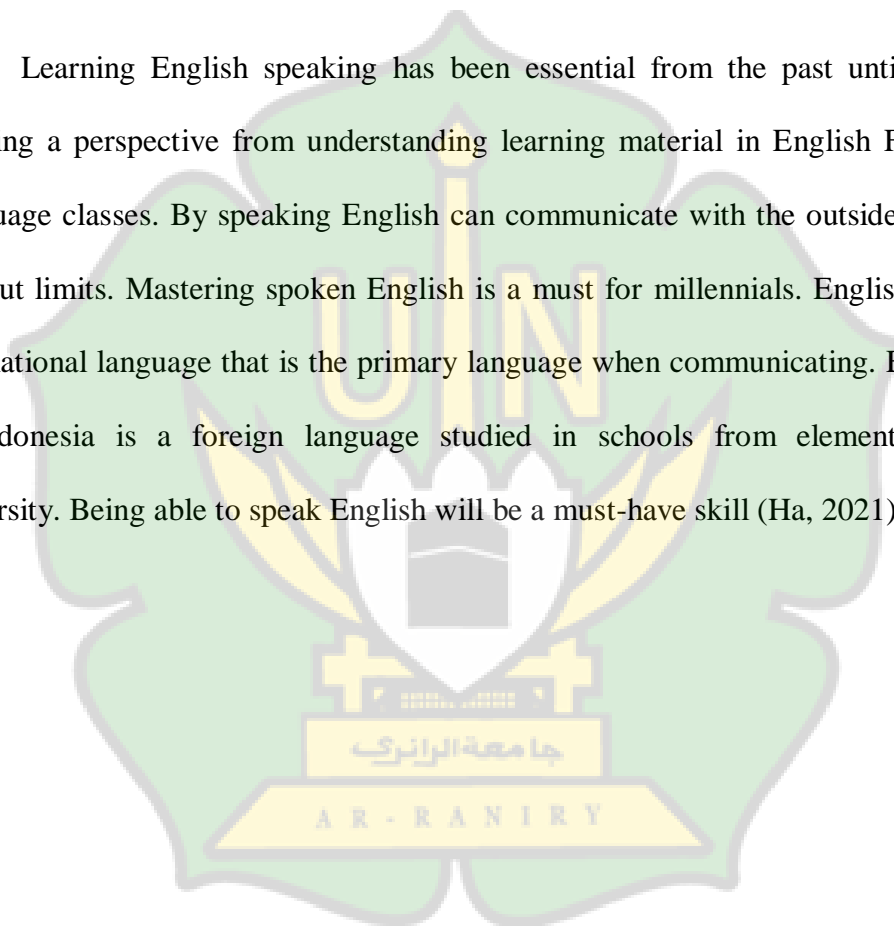
Another practical factor is the feeling of students afraid of failing to speak English to their teacher because they are worried about the teacher's adverse reaction (Loan, 2022). Regarding cognitive factors, the interlocutor also has an essential role in determining speech anxiety. Other factors are also found in Vocabulary. The difficulties of learners in remembering and recalling vocabulary memories that they want to pronounce have also been proven by much previous research. Many vocabularies cannot be uttered by the learner when speaking because the learner can only process limited information to speak spontaneously at one time. So this is where the student's speaking anxiety arises and is triggered to hinder their fluency in speaking (Fadhilah, 2022). Previous studies also revealed that pronunciation is also a factor influencing students' beliefs in learning to speak English (Loan, 2022).

In addition, they need more motivation to improve in learning English. Based on the problems faced by students who need to be given motivation and learn to speak English can change their mindset in learning to speak English easily and quickly (Nurjadid, 2022). The direct practice method benefits participants to be able and dare to express their speaking abilities. Practising direct will have a positive impact on the courage to speak, which can increase students' beliefs (Marsili, 2018).

4. The Importance of Speaking Skills

Speaking skill is the essential skill in acquiring a foreign language learning. The importance of teaching speaking skills has been underestimated, and most of the EFL. Speaking skills for students are needed. Speaking skills need to be addressed in today's EFL teaching environment, whereas employability relies more on communication than technology (Ellis, 2019).

Learning English speaking has been essential from the past until now, showing a perspective from understanding learning material in English Foreign Language classes. By speaking English can communicate with the outside world without limits. Mastering spoken English is a must for millennials. English is an international language that is the primary language when communicating. English in Indonesia is a foreign language studied in schools from elementary to university. Being able to speak English will be a must-have skill (Ha, 2021).



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In completing this research, the study conducted using quantitative and qualitative method design or mixed method. The Mix method data analysis was a method of processing data in depth with data from observations and research instruments from interviews to questionnaires Language Learning Beliefs Inventory (BALLI). This method's advantage was the analysis results depth (Bataineh, 2019). This research procedure produces descriptive data. This research involved students in finding out the causes of the belief problems they face in learning English, especially speaking skills, and finding strategies for their problems based on the theories presented in the data collection process through seniors and freshmen students. Mix methods are used to obtain information from this research and understand how the process of the data results that have been obtained by finding out freshmen and senior student opinions.

In Mix research methods, an approach is needed that was used as the basis of a series of activities in the research, namely interview and questionnaires. Choosing a particular course in research activities has consequences as a process that must be followed consistently from beginning to end to obtain maximum results and have scientific value following the capacity, scope, and intent of this research.

The purpose of this research was to make a systematic, factual, and accurate description, picture, or painting of the facts, nature, and relationships between the phenomena being investigated, also explain the relationships, feelings, and hypotheses, make predictions and get the meaning and implications of the problem to be known. Because the study of language learning beliefs is still a contention for many research studies, many studies have investigated what students believe about learning English speaking. This type of research was the research that seeks to describe phenomena that are real, realistic, actual, and accurate at this time because this research is to make descriptions, pictures, or paintings in a systematic, factual, and accurate way about the facts, nature, and relationships between phenomena that you want to know (Bataineh, 2019).

B. Research Location

This study was conducted at English Language Education Study Program, Faculty of Education and Teacher Training, Ar-Raniry State Islamic University.

C. Population

The population is the whole of the object to be studied with the same characteristics. It can be individuals from a group, event, or something to be studied (Handayani, 2020). The Community members often depend on the same resources, face the same environmental pressures, and depend on the availability of other members for long-term survival. Scientists investigate societies by looking at how their members communicate with one another. Based on the study, the population of this study was a freshman and senior students of EFL PBI at

UIN Ar-Raniry Banda Aceh. Sources of data in this study were those called resource persons, informants, research participants, and parties considered to know about the social situation that is the object of research material (sources of information). The study analyzes collected data at UIN Ar-Raniry.

Table 3.1 Population Students

Year	Male	Female	Total
2018	69	202	271
2021	37	116	153
Total	106	318	424

Source: Faculty of Education and Teacher Training 2022

D. Sample

The sampling technique used purposive sampling; the samples were freshmen students in 2021 and senior students in 2018. Purposive sampling (also known as an assessment, selective or subjective sampling) is a technique in which the study analyzed relies on his or her judgment when selecting members of the population to participate in a study. The study analyzed the beliefs of freshmen and senior EFL students about learning English speaking. The selection of informants who become research respondents is tasked with collecting as much information as possible that can be helpful for research analysis materials and concepts and proportions as research results (Handayani, 2020).

The sample is representative or part of the population that has the same characteristics and is representative and describes the population so

that it is considered to represent all the population studied. Sampling techniques help assist the study analysis in generalizing the population represented (Riadi, 2020).

The sampling process helped assist the study in generalizing the population being represented so that the sample was defined as part of the population from which data is taken directly. Generalization was concluded as something with fewer elements in the sample to something with more elements or a wider population. According to (Handayani, 2020

The sampling technique, commonly referred to as sampling, was the process of selecting several elements from the population under study to be used as samples and understanding the various properties or characteristics of the subject being sampled, which can then be generalized from population elements (Handayani, 2020).

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2018). Therefore, samples taken from the population must be genuinely representative, so the following is the calculation of the number of samples for the 2018 and 2021 populations.

$$n = \frac{N}{1 + N(E)^2}$$

The sample size can be determined using the **Slovin** formula, the formula expresses this approach:

Where:

n1: Number of Samples in 2018

N: Total Population 2018

E: The error rate by selecting a sample member that is tolerated is 10%

The reason for using this formula is to get a representative sample and more certain or close to the existing population. Based on this formula, the sample size will be determined as follows:

$$n = \frac{271}{271(0,1)^2 + 1}$$

$n = 73,04 = 73$ Respondents

So the sample size used for respondents in 2018 was 73 respondents.

Meanwhile, the sample calculation for the 2021 population is as follows:

$$n = \frac{N}{1 + N(E)^2}$$

The sample size can be determined using the solving formula, the formula expresses this approach:

Where:

n2: Number of Samples in 2021

N: Total Population 2021

E: The error rate by selecting sample members that are tolerated is 10%

The reason for using this formula is to get a representative sample and more certain or close to the existing population. Based on this formula, the sample size will be determined as follows:

$$n = \frac{153}{153(0,1)^2 + 1}$$

$n = 60,4 = 60$ Respondens

So, the sample size used for respondents in 2021 is 60 respondents.

E. Data Collection

This study used a questionnaire and interviews to collect data. The study analyzed the use of questions for freshmen and senior students. To find out the beliefs of EFL freshmen and seniors about Learning to Speak English. The type of interview in this study was a structured interview. The type of data used in this study was primary data. Primary data was a data source that directly provided data to data collectors. Primary data collection techniques were obtained directly by filling out questionnaires for freshmen and senior students Language Learning Beliefs Inventory (BALLI). This was necessary to obtain information and student opinions. The questions consist of 25 questions. The Likert scale was used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Bataineh, 2019). The questionnaire distributed in this study used a Likert scale Language Learning Beliefs Inventory (BALLI).

Measurement Scale

Mix methods analyzed the data that was collected. The data obtained from the questionnaire were processed using the SPSS (Statistics For Social Science) computer program. For each respondent's answer from the questionnaire, a Likert scale was used for each question, and a score was given. The score starts from the largest, namely 5 to 1. The following is Table 3.2.

Table 3.2 Likert Scale

CRITERIA	SCORE
Strongly Disagree (SA)	1
Disagree (A)	2
Undecided(U)	3
Agree (A)	4
Strongly Agree (SA)	5

Source: (Bataineh,2019)

Read each statement on the following pages. Please respond to the statements as they apply to English language study. Decide whether you agree or disagree with each statement. For example, if you strongly agree (SA), mark.:

Table 3.3 Beliefs About Language Learning Inventory (BALLI)

Strongly Disagree (SD)	Disagree (D)	Undecided (U)	Agree (A)	Strongly Agree (SA)
X				

Please respond to each statement quickly, without too much thought. Try not to change your responses after you choose them. Please answer all the questions.

Table 3.4 Questionnaire

Questions	SD	D	U	A	SA
1. which can trigger students' beliefs in speaking					

English is anxiety					
2. If I can speak English very well, I will have many opportunities to use it.					
3. Motivation in learning to speak English is very important					
4. It is important to repeat and practise a lot.					
5. Speaking is very difficult to understand than writing and reading					
6. Speaking is very difficult because the pronunciation is difficult to understand					
7. It is important to speak English with a very good accent.					
8. I believe that I will ultimately learn to speak this language very well.					
9. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.					
10. If I learn to speak English well, it will help me get a good job.					
11. Learning English is mostly a matter of learning many grammar rules.					
12. Speaking English is important for speaking abroad.					

13. If I hear someone speak the language I am trying to learn, I will approach them so I can practice speaking that language.					
14. I have a talent for speaking English.					
15. it's easier to speak English in a self-taught way through films					
16. I feel confident speaking English in front of other people.					
17. People who speak more than one language well are very intelligent.					
18. Everyone can learn to speak English if it is often practiced					
19. Speak English every day to get used to speaking English fluently.					
20. Lack of beliefs is one of the causes of difficulty speaking English.					
21. speak English more fluently when listening to songs often					
22. The environment greatly affects whether or not it can generate beliefs to speak English					
23. Speaking English with native speakers can directly increase student belief in speaking					

24. Lack of beliefs makes it embarrassing to appear speaking English					
25. English is the language of the world, if you are proficient in speaking English, it makes it easier to improve your achievement and socialize with foreigners.					

Adapted from Bataineh, 2019

F. Techniques of Data Analysis

The study analyzed the data using quantitative and qualitative analysis. In other words, data was analyzed to interpret the data from the Language Learning Beliefs Inventory (BALLI) questionnaire and interviews. The data processing carried out in this study is by computer using SPSS (Statistical Program for Social Sciences) version 20.0 to get accurate calculation results and make it easier to process data so that it is faster and more precise. A questionnaire or hypothesis depends on the quality of the data used in the test. Research data will be only helpful if the instrument used to collect research data has high reliability and validity. These testers and measurements demonstrate the consistency and accuracy of the data collected. The validity test is the degree of determination between the data that happened to the object and the data collected by the study. To determine the validity of an item, the column that appears is the Total Correlation column of items corrected in the Item-total Statistics table resulting from data processing using the Statistical Program For Social Science (SPSS) (Bataineh, 2019). The data obtained in this study were presented in tabular form to

make it easier to analyze and understand the data so that the data presented is more systematic.

G. Validity Test

Validity is used to measure the legitimacy or validity of a questionnaire (Ghozali, 2018). The determination of validity is based on a comparison of the correlation values obtained between item scores with total item scores with the product moment critical value (r_{table}). If the arithmetic correlation value (r_{count}) is greater than the value (r_{table}) at the 95% beliefs level, it means that the item statement is valid.

H. Reliability Test

The definition of reliability is basically the extent to which the results of a measurement can be trusted. If the results of repeated measurements are relatively the same, then the measurement is considered to have a good level of reliability. Basically, it is not the measuring instrument that is reliable, but the data because what is being tested is data, not a measuring instrument, the definition of a reliable measuring instrument means that the measuring instrument is able to reveal reliable data. To test this research using Cronbach's alpha method with an accepted coefficient above 0.6.

I. Normality Test

This normality test is carried out to test whether a regression model, independent variables, a dependent variable, or both have a normal or abnormal distribution. In the data normality test, it can be carried out using the One Sample

Kolmogorov test and it can be said to be normally distributed if the Kolmogorov Smirnov Z probability > 0.05 (Ghozali, 2018).

J. Data Descriptive Test

In this study, the research used SPSS version 20 to calculate descriptive data (Mean, Median (Md), Mode (Mo), Variance, and standard deviation).

The results of the analysis are then grouped according to the percentage of respondents' answers and become a benchmark in decision-making, so to get the percentage adjusted according to the criteria according to BALLI, 2019), namely:

$$P = \frac{f}{n} \times 100$$

Description:

P = percentage sought

f = frequency of answers

n = number of samples

After being presented to determine the level of belief based on the questionnaire statement, it will be seen by classifying the results of the data that the respondents have filled in. to classify these results can be used with level criteria.

To determine the conclusion of the criteria for each variable, the study compared the score criteria that the research had modified based on the number of questionnaire statements and the number of statement answer choices. So the criteria for student belief scores are as follows:

1. the lowest score, if all items get a value of $1 = 1 \times 60 = 60$
2. the highest score, if all items get a value of $5 = 5 \times 60 = 300$

3. the lowest score in the form of a percent becomes = $60/300 \times 100 = 20\%$

4. range = $100\% - 20\% = 80\%$

5. long-range/category interval = $80\% / 4 = 20\%$

Table 3.5 Category Class

No	Percentage Intervals	Category
1	80-100	Very good
2	60-79	Good
3	40-59	Not good
4	20-39	Very not good

K. Hypothesis test

It is carried out to test the independent variable on the dependent variable in the following way: t-test. This study used a purposive sampling method based on several criteria to obtain data and determine the sample used to see the effect of the two variables. Conclusions were drawn directly from the regression coefficient values of each variable.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Research Results

The research results section describes the results of research on freshmen and seniors EFL students' beliefs of learning English speaking.

B. Characteristics of Respondents

This section describes the characteristics of the research respondents to describe the descriptive data obtained from the respondents. The characteristics of the respondents observed in the study included gender and year of college entry.

C. Respondents based on Gender

In this study, the respondents taken were Ar-Raniry UIN students with the 2018 and 2019 PBI study programs. The respondents based on gender were as follows:

Table 4.1 Number of Respondents by Gender

Gender	Year 2018	Year 2021
Male	23	20
Female	50	40
Total	73	60

Based on table 4.1, it can be seen that most respondents in this study were male as many people, and as many were female respondents as people.

D. Validity Test

A validity test is a measure that shows the level of validity or validity of a research instrument. Testing the validity of the instrument is intended to obtain valid and reliable measuring instruments. The following is the validity test on the variables studied in the questionnaire. The results of the validity test can be seen in the following table:

Table 4.2 Validity Test Results

No. Instrument	Coefficient Correlation	R _{table}	Information
1	0.725	0,707	Valid
3	0.936	0,707	Valid
4	0.903	0,707	Valid
5	0.841	0,707	Valid
6	0.753	0,707	Valid
7	0.821	0,707	Valid
9	0.841	0,707	Valid
10	0.878	0,707	Valid
11	0.779	0,707	Valid
13	0.805	0,707	Valid
14	0.861	0,707	Valid
15	0.908	0,707	Valid
17	0.951	0,707	Valid
18	0.851	0,707	Valid
19	0.951	0,707	Valid

20	0.896	0,707	Valid
21	0.823	0,707	Valid
22	0.802	0,707	Valid
23	0.903	0,707	Valid
24	0.936	0,707	Valid
25	0.885	0,707	Valid

Based on Table 4.5 above, the instruments in this study can be said to be valid, if the r count is greater than the r table. The value of the r table for the error rate of 5% (0.05), can be found by using the number of respondents (n). In testing the validity of this study used a sample of 10 respondents to determine the validity level of the questionnaire. Because $n = 10$, the degree of greatness is $10-2 = 8$. The r table value is 0.707 from $df = 8$ and the error rate = 0.05. Based on the results above, it can be concluded that not all statement items from the questionnaire are valid. There are 4 invalid statement items, namely statements at numbers 2, 8, 12, and 16. Meanwhile, the other statements are considered valid.

With the existence of invalid statement items, the research will eliminate invalid statements, leaving 21 valid statements for further research.

E. Reliability Test

The reliability test is intended to determine the extent to which the measurement results remain consistent which will be carried out statistically. The reliability test in this study used Cronbach's alpha technique. If the value of Cronbach's $\alpha > 0.60$, then the questionnaire can be said to be reliable,

otherwise, if Cronbach's alpha < 0.60 , then the questionnaire in this study is not reliable.

The following are the results of the reliability test as contained in the following table::

Table 4.3 Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.980	25

Based on Table 4.3 above, all Cronbach Alpha values exceed Alpha values. Because the Cronbach's Alpha value is greater than 0.60, it can be concluded that all statements/questions in the research instrument used can be declared reliable.

F. Normality Test

The Normality test was carried out with the aim of testing whether the residual or confounding variables in the regression model are normally distributed. The normality test is carried out using the Kolmogorov-Smirnov test with the following decision-making criteria:

- a. If the significance value is greater than 0.05, the data is said to be normally distributed.
- b. If the significance value is less than 0.05, the data is said to be not normally distributed

The following are the results of the data normality test on the 2018 respondent data:

Table 4.4 Results of the 2018 Student Data Normality Test

One-Sample Kolmogorov-Smirnov Test		
		2018
N		73
Normal Parameter s ^{a,b}	Mean	87.7123
	Std. Deviation	7.63122
Most Extreme Difference s	Absolute	.129
	Positive	.071
	Negative	-.129
Kolmogorov-Smirnov		1.099
Asymp. Sig. (2-tailed)		.178
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the SPSS one sample Kolmogorov Smirnov Test output, it can be seen that the number of samples used in this study was $N = 73$ 2018 student respondents where the average answer given from the results of the questionnaire was 87.7 with a standard deviation obtained was 7.62. The sig value in the output results is 0.178 where this value is based on decision-making for data normality greater than 0.05, so it can be concluded that the data from the 2018 student questionnaire can be said to be normally distributed. Then the research can be continued to the next stage.

The following are the results of the data normality test on the 2021 respondent data:

Table 4.5 Results of the 2021 Student Data Normality Test

One-Sample Kolmogorov-Smirnov Test		
		2021
N		60
Normal Parameter s ^{a,b}	Mean	83.2500
	Std. Deviation	8.86552
Most Extreme Difference s	Absolute	.095
	Positive	.066
	Negative	-.095
Kolmogorov-Smirnov		.735
Asymp. Sig. (2-tailed)		.652
a. Test distribution is Normal.		
b. Calculated from data.		

Based on the SPSS one sample Kolmogorov Smirnov Test output, it can be seen that the number of samples used in this study was N = 60 2021 student respondents where the average answer given from the questionnaire results was 83.2. with a standard deviation obtained was 8.86. The sig value in the output results is 0.652 and this value is based on decision-making for data normality greater than 0.05, so it can be concluded that data from the 2021 student questionnaire can be said to be normally distributed. Then the research can proceed to the next stage.

G. Descriptive Statistics

Belief in learning to speak English can be seen from the questionnaire that has been distributed. based on the results of research that was conducted on PBI students at UIN Ar-Raniry in 2018 and 2021 with a sample of 73 and 60 people consisting of 21 statements. The questionnaire distributed to the respondents contained statement items arranged based on indicators. Each indicator is calculated as a percentage of each statement item that has been filled in by the

respondent, the results obtained from the calculation of each statement are then calculated by the average percentage and interpreted by category.

So, for more details, it can be seen from the results of the recapitulation of all indicators of student confidence in learning to speak English, which can be seen in the following table:

Table 4.6 Recapitulation of the respondent's score table

no	Questionnaire	2028		2021		Percentage
		Percentag e	Description s	Percenta ge	Description s	
1	Opportunity	92.33%	Very good	91.33%	Very good	91.83%
2	Motivation	92.88%	Very good	90.33%	Very good	91.61%
3	Train	94.25%	Very good	87.33%	Very good	90.79%
4	Reading and writing	70.68%	Good	67.00%	Good	68.84%
5	Speak	63.29%	Good	68.33%	Good	65.81%
6	Accent	73.70%	Good	68.00%	Good	70.85%
7	Final belief	85.48%	Very good	75.67%	Good	80.57%
8	New Vocabulay	86.30%	Very good	84.33%	Very good	85.32%
9	Job opportunities	89.04%	Very good	86.67%	Very good	87.85%
10	Grammar	77.53%	Good	75.67%	Good	76.60%
11	International language	86.03%	Very good	83.67%	Very good	84.85%
12	Confident with new people	78.63%	Good	69.67%	Good	74.15%
13	Talent	72.33%	Good	63.67%	Good	68.00%
14	appear in front of a crowd	77.53%	Good	65.33%	Good	71.43%

15	intelligence for polygotes	81.37%	Very good	77.00%	Good	79.18%
16	Practice	89.32%	Very good	86.67%	Very good	87.99%
17	repetition every day	93.97%	Very good	89.67%	Very good	91.82%
18	Disbelief	86.03%	Very good	84.33%	Very good	85.18%
19	Environment	86.30%	Very good	83.67%	Very good	84.98%
20	Embarrassed	84.38%	Very good	81.33%	Very good	82.86%
21	Performance	92.88%	Very good	85.33%	Very good	89.11%
Amount		1754.25%		1665.00%		
Average		83.54%		79.29%		
Category		Good		Good		

Based on Table 4.6 it can be seen clearly that the respondents' responses to the implementation of learning to speak English for each indicator are chosen in the good category with an average percentage of 83 and 79. Of the 2 groups of students, they are the highest sample in the assessment of indicators, namely students class 2018 with an average percentage of 83.

The table shows that there are 21 statements in the indicators, of the 21 statements the highest score is found in statement number (1), namely the opportunity to speak, so each student has the opportunity to speak English with a score of 91.83%, followed by item statement number (17) namely repetition of speaking every day, so they each student believes that repetition of speaking every day will facilitate them in speaking English with a score of 91.82%, then followed by item statement number (2) namely motivation, which according to students

who are motivational respondents becomes a reference for learning to speak English where this motivation gets a score of 91.61%, then item statement number (3) namely practice, where students believe that by practicing frequently, speaking English will become easier who gets a score (90.79%)), then followed by item statement number (21) namely achievement, students believe, learning to speak English will increase their achievement. This will get a score (of 89.11%).

Then followed by item number (16), namely practice, they believe that if you always practice, speaking English will be easier, this will get a score (87.99%), then followed by item number (9) regarding job opportunities where students believe that if they can speak English, the job opportunities will be even greater, this gets a score (87.85%), then followed by item number (18) regarding belief in speaking, students feel if they are not confident in speaking then it will be difficult or fluent in speaking this case gets a score (85.18%), then followed by the next item followed by item number (8) namely new vocabulary, students are confident if learning new vocabulary will be easier to speak English this gets a score of (85.32%), then followed by item number (19), namely the environment, students are confident this is that the environment will be a supporting factor in learning to speak English this gets a score of (84.98%).

Then followed by item number (11), which is the international language, students believe learning to speak English is important because it is an international language, and this gets a score (of 84.85%), then followed by item number (20), embarrassed, students believe that if they are embarrassed in learning to speak, they can never be fluent, this gets a score (82.86%), then

followed by item number (7), namely strong belief, students believe that if they study hard, they will eventually be able to speak English fluently. got a score of (80.57), then followed by item number (15) smart, students believe people who can learn many languages are smart people, and this gets a score of (79.18%). then followed by item number (10), namely grammar, where students believe that by learning correct English grammar, speaking English will be easier, this will get a score (76.60%), then followed by item number (12), namely confident talking to new people, students believe that they will be confident talking to new people they meet to speak English this gets a score (74.15%), then followed by item number (14) namely appearing in front of many people, students believe that being fluent in speaking English will increase their level of confidence in front of many people this gets a score (71.43%)

Then followed by item number (6) namely accent, students believe learning accents is an important thing to do this got a score (70.85), then followed by item number (4) reading and writing, students feel that reading and writing is easier than learning to speak English this gets a score (68.84%), then followed by item number (13) namely talent, students believe people who speak English fluently are talented people this gets a score (68.00%), then followed with item number (5), namely speaking, students feel that speaking English is very difficult to do, this gets a score (65.81%).

Based on table 4.6 it can also be seen that the majority of group-based assessments between the 2018 and 2021 Classes are in a good category, however, there are several indicators that display percentages lower than 70%.

This indicator is the result of a questionnaire assessment of respondents in 2021, namely as follows:

- Reading and writing, meaning that there are those who say that reading and writing are activities that are as difficult as speaking English.
- Speaking, meaning that speaking English is difficult because students still feel unsure about their abilities
- Accent, meaning that to be able to learn to speak English you don't have to practice the accent first.
- Confident with new people, there are still some students who show that they are not confident in speaking English when meeting new people.
- Talent, meaning that many of the students stated that learning to speak English or fluent speaking English was not based on talent alone.
- Appearing in front of many people, meaning that there are still many students who are not confident about speaking in front of the public or crowds.

H. Significance test

A significance test was conducted to find out whether there were significant differences between 2018 students and 2021 students regarding their confidence in learning to speak English. The test uses an independent sample t-test model. The hypothesis proposed in this study is as follows:

Ho: There is no difference in beliefs of learning to speak English

Ha: There are differences in beliefs of learning to speak English

Table 4.7 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2- tailed)
score	Equal variances assumed	2.134	.146	3.119	131	.002
	Equal variances not assumed			3.074	117.142	.003

Based on the output above, it is known that the sig. the lavender test for the efficiency of variance is $0.146 > 0.05$, so it can be interpreted that the variance of the above data between group 1 and group 2 is homogeneous or the same (Wiratna, 2014). so that the interpretation of the independent output table of the t-test sample above is guided by the values contained in the equal variance assumed table.

Based on the SPSS output results above, it can be seen that the sig(2-tailed) value is less than 0.05 ($0.002 < 0.05$), this proves that there is a significant difference between 2018 students and 2021 students regarding belief in learning to speak English. This difference is influenced by the condition of freshmen students in 2021 who have not received things that can make them more belief, in contrast to the 2018 class students who are more active in speaking English during lectures, increasing their level of belief in speaking English. With the results of the data obtained, it can be concluded that hypothesis H_a is accepted.

This was stated in the results of interviews with several students with questions about the 6 assessment indicators in the questionnaire which had a low percentage.

Learning English is basically not only learning to speak but also learning to read and write. In this reading and writing are parts that are easier to learn than speaking.

True, in my opinion, reading and writing are easier to learn because you can see directly the writing or the form of the word being studied, while when you speak, sometimes you often don't understand the meaning of the words that are produced. (the result of the interview with student 2021 named UH)

In learning to speak English, there are various accents that are owned. This accent is a characteristic of each region, is it important that an accent can be an important capital in speaking English.

In my opinion, in learning to speak English, especially for beginners, accents are not an important thing to learn early, because cultural differences will be very confusing if we have to learn accents, even though there are still many other lessons that must be honed, such as the pronunciation of words that are commonly used. (Interview with student 2021 named RA)

If we meet new people we don't know, and that person is speaking English, will we come to train ourselves to speak English?

Sometimes the level of belief and embarrassment when we meet people we don't know before, makes us afraid to start talking to other people. especially when speaking in front of a crowd.

(Interview with student 2021 named JN)

Talent is a basic ability that a person has so if it is trained it will be easier to get that ability than people who do not have talent, in this case, is learning English, especially speaking English a natural talent that someone has?.

I'm not sure that learning English, let alone speaking English, is a talent because for me talent is useless if it doesn't trigger danger, but basically what is important is the will to learn. (Interview with student 2018 named WW)

Is the level of belief towards new people able to make you confident in learning to speak English?

Learning to speak English sometimes makes me a little hesitant, but over time my belief level seems to grow and I start to have the courage to speak English with foreigners, especially people I have just met. (interview with 2018 student named NF)

Are you able to speak in front of a crowd using English, and are you belief in your speaking ability?.

Actually I am not proficient in speaking English, but with the lessons I have received during my education, I must have a commitment to myself

to want and have the courage to speak in public so that my language skills are getting sharper, because if not so, my speaking skills i will not improve. (interview with 2018 student name AA)

I. Discussion

Based on the data analysis, the study wants to discuss the research questions in this study. The first research question is, "Are there differences in beliefs between freshmen and senior students about learning to speak English?" To answer the research questions, the research conducted tests and gave questionnaires to freshmen and senior students in this case what was said by senior students were students with the 2018 entry year and senior students were students with the 2021 entry year. The research sought to find out the differences between the beliefs between freshmen and seniors by giving a questionnaire to see the results of the answers from students which will then be analyzed.

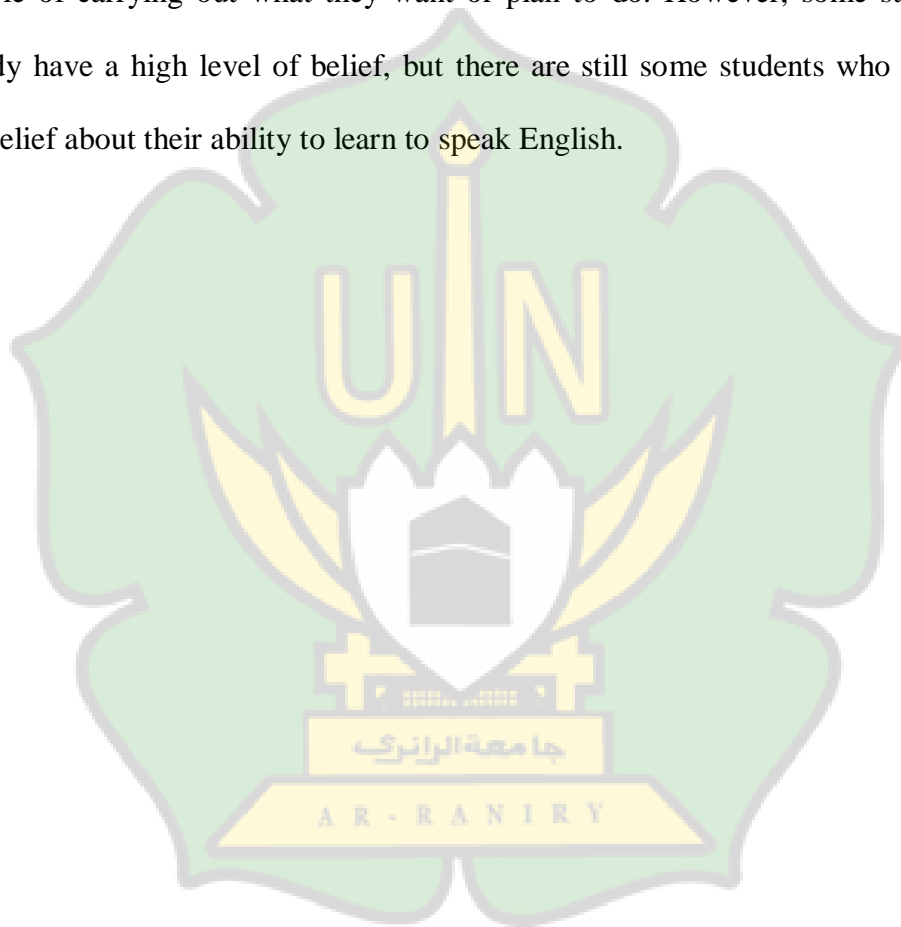
Based on the results of the analysis that was carried out previously and based on the results of the data that has been described, it can be concluded that there is a significant difference between 2018 students and 2021 students regarding belief in learning to speak English, this can be seen through the SPSS output results regarding the significance test using independent sample t-test model which shows a 2 tailed significance value of 0.002 or less than 0.05. This means that between 2018 students and 2021 students have different beliefs in learning to speak English.

We can also see this difference in the results of scoring scores obtained through questionnaires, where 2018 students tend to have scores above 70% for each indicator, and only 1 indicator is worth 63.29%, namely the speaking indicator. Meanwhile, for 2021 students there are 5 indicators that score below 70%, namely indicators of reading and writing, speaking, accent, confidence with new people, talent, and appearing in front of many people. These differences could be influenced by the condition of new students who have not gotten things that can make them more belief, in contrast to the 2018 Batch students who may have received learning models during lectures, thereby increasing their belief level in speaking english.

This research is in line with the results of research conducted by Emaliana, (2018) which states that there are beliefs or self-confidence in some students in learning. However, there are differences between the research conducted by previous research and the current research, namely that in the previous study the samples to be used were students with low achievements while the samples in this study were PBI students at UIN Ar-Raniry Batch 2018 and 2021. This research is also in line with previous research carried out by (Sujarweni, 2014) which states that there is an influence between the level of beliefs on learning achievement. What distinguishes between previous studies and current research is that the variables used in previous studies used achievement variables while this study did not use achievement variables and the sample objects used in previous studies were school students with a paired sample t-test analysis model while this study

used samples in 2 different groups so you can't use a paired sample t-test but an independent sample t-test.

According to (Puspitasari, 2019) belief is part of the self-confidence in a person's abilities. belief in a purpose in life and the belief that their minds feel capable of carrying out what they want or plan to do. However, some students already have a high level of belief, but there are still some students who do not feel belief about their ability to learn to speak English.



CHAPTER V

CONCLUSION AND SUGGESTION

This study aims to find out whether there are differences in beliefs in learning to speak English for students in 2018 and 2021 in the PBI study program at UIN Ar-Raniry. The researcher describes the results of the research in chapter four. Therefore, this chapter describes the conclusions and suggestions of this study.

A. Conclusion

Based on the results of research conducted by previous research, it can be concluded that:

1. There is a significant difference between senior students and junior students regarding learning to speak English. This is evidenced by the significance value of 2-tailed, which is 0.002, less than 0.05. This difference can be influenced by the condition of new students in 2021 who have not received things that can make them more belief, in contrast to students from the class of 2018 who may have received learning models during lectures so as to increase their level of belief in speaking English.
2. The belief of freshmen and seniors students tends to be in a good category, but for freshmen students, there are 6 indicators where the assessment based on the questionnaire is below the score of 70%. These indicators are reading

and writing, speaking, accent, confidence in front of new people, talent, and appearance in front of many people.

B. Suggestions

Based on the results of the research, discussion, and conclusions that have been made previously, the suggestions that can be given by the research are as follows:

1. It is hoped that all students of UIN Ar-Raniry Banda Aceh will further increase their self-motivation to hone their English speaking skills, especially in the PBI study program so that they feel more belief in their own abilities.
2. It is hoped that in future research, the research will examine more broadly because, in this study, the research only limited the scale of PBI study program students at UIN Ar-Raniry Banda Aceh in 2018 and 2021.
3. It is also hoped that in future research this research will also conduct research on what factors can affect the level of students' beliefs in learning to speak English so that the results of this research can be used to conduct other research.
4. The recommended research is the research more broadly about students' beliefs in learning to speak English is not only within the scope of English for language education students but future research is expected to see how students' beliefs in learning to speak English in other majors.
5. The next recommended research is to look at the beliefs of learning English speaking through differences in gender beliefs between males and females

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Appendix 1

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Nomor : B-14084/Un.08/FTK/KP.07.6/10/2022

TENTANG PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR- RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-11806/Un.08/FTK/KP.07.6/9/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 06 Juli 2022
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-11806/Un.08/FTK/KP.07.6/9/2022 tanggal 6 September 2022
- KEDUA : Menunjuk Saudara:
1. Dr. Jarjani, S.Ag., S.si., M.Sc., M.A. Sebagai Pembimbing Pertama
2. Rahmi, M.A., Ph. D. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : Arifa Rika Noyia
NIM : 160203085
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Freshmen and Seniors EFL Students' beliefs of Learning English Speaking
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sejak akhir semester Genap Tahun Akademik 2022/2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 21 Oktober 2022
Dekan,


Saiful Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;

Appendix 2



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-14811/Un.08/FTK.1/TL.00/11/2022

Lamp :-

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ARIFA RIKA NOVIA / 160203085**

Semester/Jurusan : XIV / Pendidikan Bahasa Inggris

Alamat sekarang : Gampong Sulheu, Kec. Darussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Freshmen and Seniors EFL Students' Beliefs of Learning English Speaking***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 15 November 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 15 Desember 2022

Habiburrahim, M.Com., M.S., Ph.D.



Dipindai dengan CamScanner

Appendix 3



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email: pbi@iain-raniry.ac.id Website: http://iain-raniry.ac.id

SURAT KETERANGAN

Nomor: B-788/Un.08/PBI/TL.00/12/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-14811/Un.08/FTK.I/TL.00/12/2022 tanggal 06 Desember 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Arifa Rika Novia
NIM : 160203085
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

Freshmen and Senior EFL Students' beliefs of Learning English Speaking

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 09 Desember 2022
Ketua Prodi Pendidikan Bahasa Inggris,


Syarifah Dahliana

جامعة الرانيري

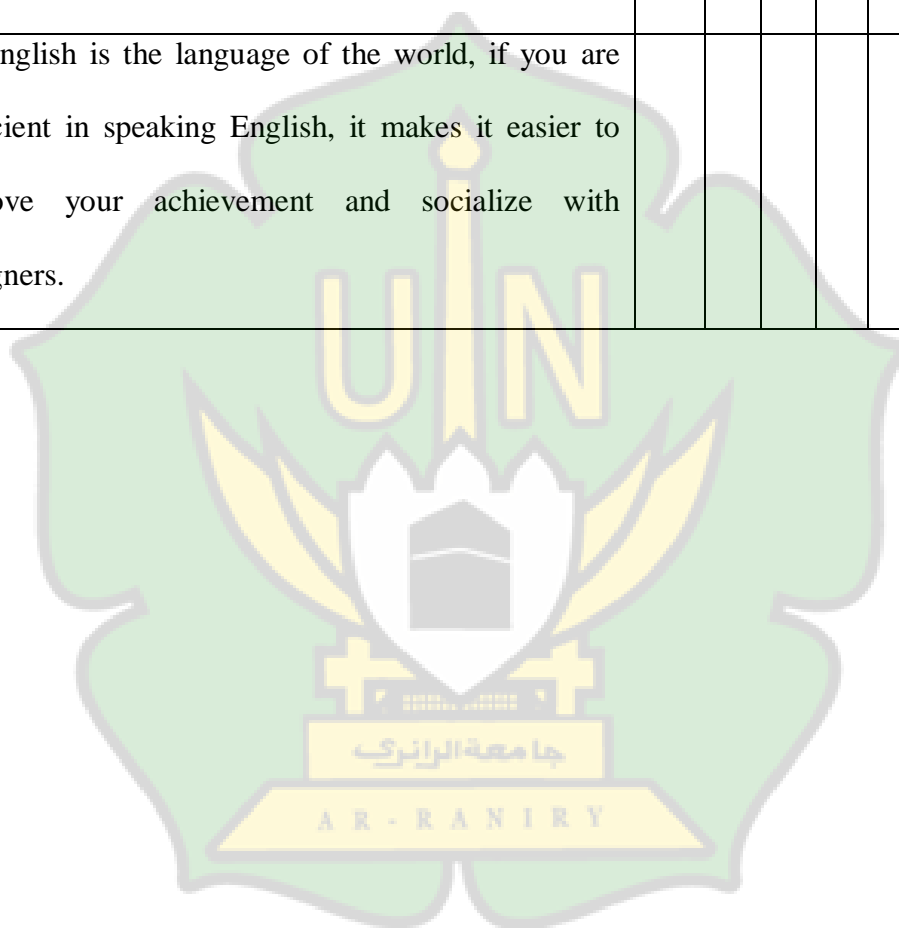
AR - RANIRY

Appendix 4

Questions	SD	D	U	A	SA
2. which can trigger students' beliefs in speaking English is anxiety					
2. If I can speak English very well, I will have many opportunities to use it.					
3. Motivation in learning to speak English is very important					
4. It is important to repeat and practise a lot.					
5. Speaking is very difficult to understand than writing and reading					
6. Speaking is very difficult because the pronunciation is difficult to understand					
7. It is important to speak English with a very good accent.					
8. I believe that I will ultimately learn to speak this language very well.					
9. Learning a foreign language is mostly a matter of learning a lot of new vocabulary words.					
10. If I learn to speak English well, it will help me get a good job.					
11. Learning English is mostly a matter of learning					

many grammar rules.					
12. Speaking English is important for speaking abroad.					
13. If I hear someone speak the language I am trying to learn, I will approach them so I can practice speaking that language.					
14. I have a talent for speaking English.					
15. it's easier to speak English in a self-taught way through films					
16. I feel confident speaking English in front of other people.					
17. People who speak more than one language well are very intelligent.					
18. Everyone can learn to speak English if it is often practiced					
19. Speak English every day to get used to speaking English fluently.					
20. Lack of beliefs is one of the causes of difficulty speaking English.					
21. speak English more fluently when listening to songs often					
22. The environment greatly affects whether or not it					

can generate beliefs to speak English					
23. Speaking English with native speakers can directly increase student belief in speaking					
24. Lack of beliefs makes it embarrassing to appear speaking English					
25. English is the language of the world, if you are proficient in speaking English, it makes it easier to improve your achievement and socialize with foreigners.					



Appendix 5

No.	Koefisien	Rtable	Information
1	0.725	0,707	Valid
2	0.681	0,707	Not Valid
3	0.936	0,707	Valid
4	0.903	0,707	Valid
5	0.841	0,707	Valid
6	0.753	0,707	Valid
7	0.821	0,707	Valid
8	0.597	0,707	Not Valid
9	0.841	0,707	Valid
10	0.878	0,707	Valid
11	0.779	0,707	Valid
12	0.702	0,707	Not Valid
13	0.805	0,707	Valid
14	0.861	0,707	Valid
15	0.908	0,707	Valid
16	0.534	0,707	Not Valid
17	0.951	0,707	Valid
18	0.851	0,707	Valid
19	0.951	0,707	Valid
20	0.896	0,707	Valid
21	0.823	0,707	Valid
22	0.802	0,707	Valid
23	0.903	0,707	Valid
24	0.936	0,707	Valid
25	0.885	0,707	Valid

Appendix 6

P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	Total
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Appendix 7

P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	Total
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5	4	5	3	2	2	4	4	4	3	5	3	3	3	3	5	5	3	4	4	4	78
5	5	5	3	3	3	5	5	5	3	5	3	3	4	4	5	5	4	5	4	5	89
5	5	5	3	3	3	3	4	5	4	5	4	4	3	3	5	5	4	4	4	5	86
5	5	5	2	4	3	4	3	5	3	5	5	2	4	4	4	5	5	5	5	4	87
5	5	5	4	4	1	2	4	4	4	2	2	3	4	3	4	3	5	3	3	3	73
4	5	5	2	2	4	4	4	5	4	5	4	4	2	4	4	5	4	4	4	5	84
4	5	5	4	3	2	3	5	5	5	4	4	2	2	4	4	4	4	4	4	4	81
5	4	5	3	3	4	5	4	5	5	4	4	4	4	4	5	5	4	3	3	5	88
5	4	5	3	2	3	3	4	3	4	3	4	3	3	4	4	4	3	3	3	5	75
5	5	5	4	4	4	5	5	5	4	4	2	3	4	5	5	5	5	5	5	5	94
5	4	5	3	2	4	5	4	4	3	5	3	2	4	3	4	4	4	4	4	4	80
5	5	5	3	2	2	3	4	3	3	4	4	4	2	4	4	5	4	3	4	4	77
5	5	5	4	4	4	5	4	5	4	4	5	2	4	5	5	5	5	5	5	5	94
5	2	2	3	4	3	4	4	4	4	5	4	5	4	2	5	4	5	3	3	4	78
5	5	4	4	4	4	4	4	4	4	4	4	3	4	5	4	3	4	5	3	5	86
5	5	5	3	4	4	5	4	5	4	4	2	4	4	5	5	5	5	4	5	5	92
3	4	2	4	3	3	3	3	3	3	4	3	4	2	3	3	3	4	4	3	3	67
4	4	4	2	3	2	3	4	4	4	3	3	3	2	4	4	5	5	4	5	5	75
4	5	5	4	3	3	5	4	5	4	5	4	4	4	5	5	5	5	5	5	5	94
5	5	4	5	5	5	4	5	5	5	5	4	3	3	5	4	5	4	5	4	5	95
5	5	5	4	4	4	3	4	5	3	5	5	2	4	4	5	5	5	4	4	4	89
4	4	3	3	3	2	3	4	4	3	5	2	2	4	3	4	4	4	4	2	3	70
5	4	5	3	4	5	4	5	4	4	4	3	2	3	4	5	5	4	4	5	5	87
5	5	5	4	4	4	4	5	5	4	5	2	3	3	3	5	5	5	5	5	5	91
5	5	4	2	3	4	4	4	5	4	4	5	4	2	2	4	4	4	5	4	5	83
4	4	5	2	3	4	5	5	4	2	4	4	5	2	4	5	5	5	5	4	5	86
5	4	3	4	4	4	4	5	2	4	4	3	3	4	2	5	2	4	4	4	2	76
5	5	5	4	3	4	5	5	5	5	5	4	3	4	5	5	5	4	5	4	5	95
5	5	5	4	4	4	4	5	5	4	4	5	5	4	5	5	5	5	4	5	5	97
5	5	3	3	4	4	4	4	4	4	4	4	5	4	2	5	4	5	4	4	4	85
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5	5	5	4	4	4	4	5	4	5	4	4	4	4	5	5	5	5	4	5	5	95
3	4	4	4	3	3	3	3	3	3	4	3	3	4	3	3	3	4	4	3	3	70
4	4	4	2	3	2	3	4	4	4	3	2	4	3	2	4	4	3	3	4	3	69
4	5	5	4	4	4	5	4	5	4	5	4	4	4	4	5	5	5	5	5	5	96
5	5	3	3	3	3	3	5	5	3	2	3	3	2	3	4	5	4	5	4	5	78

Appendix 8

One-Sample Kolmogorov-Smirnov Test

		2018
N		73
Normal Parameters ^{a,b}	Mean	87.7123
	Std. Deviation	7.63122
Most Extreme Differences	Absolute	.129
	Positive	.071
	Negative	-.129
Kolmogorov-Smirnov Z		1.099
Asymp. Sig. (2-tailed)		.178

a. Test distribution is Normal.

b. Calculated from data.

One-Sample Kolmogorov-Smirnov Test

		2021
N		60
Normal Parameters ^{a,b}	Mean	83.2500
	Std. Deviation	8.86552
Most Extreme Differences	Absolute	.095
	Positive	.066
	Negative	-.095
Kolmogorov-Smirnov Z		.735
Asymp. Sig. (2-tailed)		.652

a. Test distribution is Normal.

b. Calculated from data.

Appendix 9

Independent Samples Test										
		Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of the	
score	Equal variances assumed	2.134	.146	3.119	131	.002	4.46233	1.43067	1.63213	7.29253
	Equal variances not assumed			3.074	117.142	.003	4.46233	1.45179	1.58716	7.33749



Appendix 10

