

**INVESTIGATING THE SOURCES OF SELF-EFFICACY OF
HIGH ACHIEVER STUDENTS ON ENGLISH SPEAKING SKILL**

THESIS

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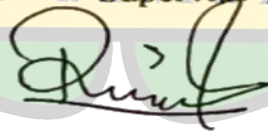
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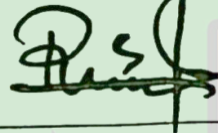
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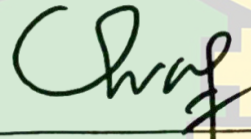
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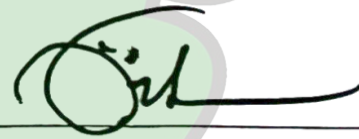
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh. 13 April 2024

Saya yang membuat surat pernyataan, .


Intan Raihana

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

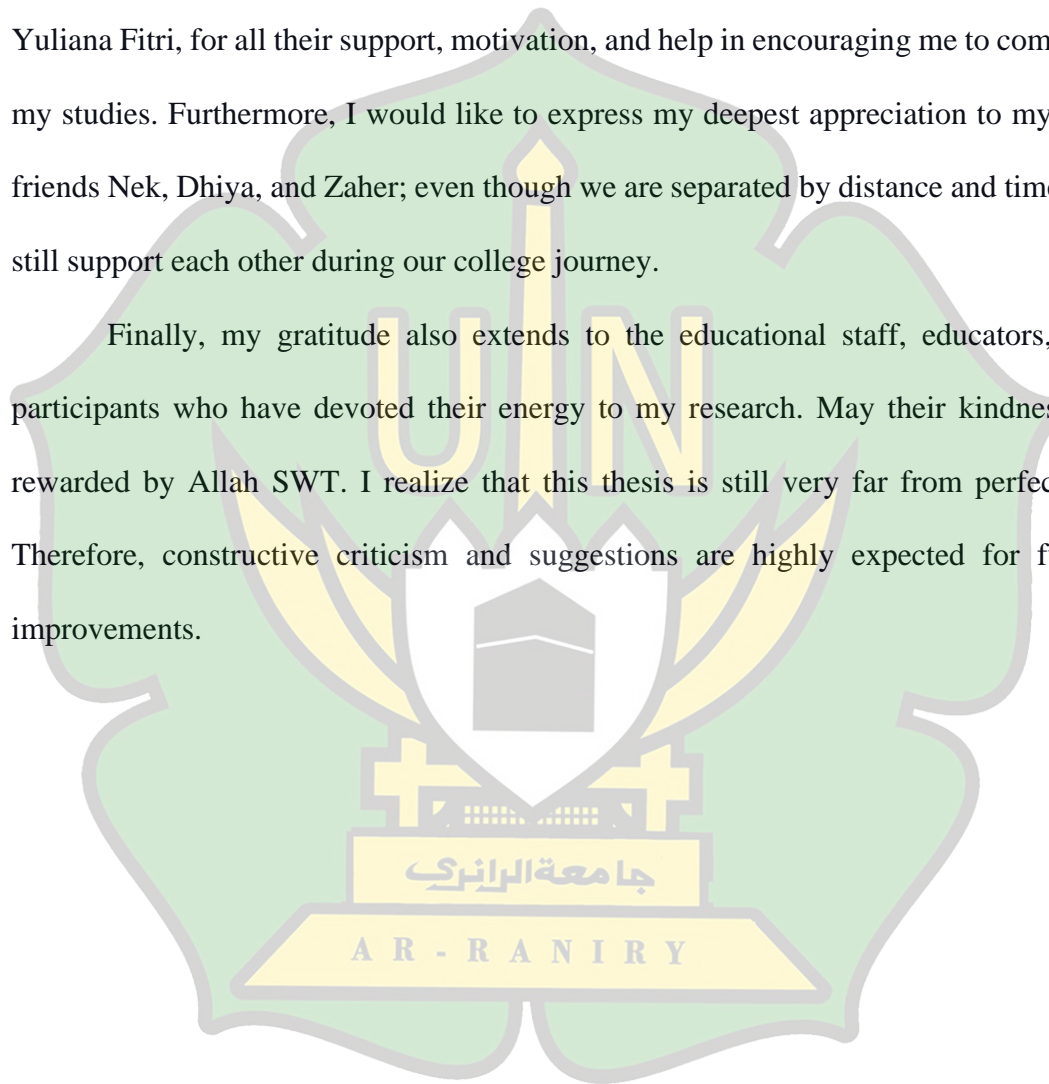
Alhamdulillah, in the name of Allah, the most gracious and the most merciful, all praise be to Allah, the Lord of the World, the King of Kings, the creator of all things in the universe, who always blesses me and gives me the spirit, strength, health, and ability to complete the thesis entitled "Investigating The Sources of Self-Efficacy of High Achiever Students on English Speaking Skill." Shalawat and salam to the Prophet Muhammad ﷺ, who has brought light into this world and guided us to the right path.

This thesis is submitted to fulfill some of the requirements for obtaining a Bachelor's degree in the English Language Education Study Program, Faculty of Teacher Training and Education, UIN Ar-Raniry. The completion of this thesis was made possible by the support of many parties. I would like to express my deepest gratitude to all those who have been involved during this process.

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Finally, my gratitude also extends to the educational staff, educators, and participants who have devoted their energy to my research. May their kindness be rewarded by Allah SWT. I realize that this thesis is still very far from perfection. Therefore, constructive criticism and suggestions are highly expected for future improvements.



Banda Aceh, April 13th, 2024
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ABSTRACT

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This research was conducted to determine which source of self-efficacy is the most influential on the speaking performance of high-achiever students in terms of speaking skill. This research was carried out at the Department of English Language Education of UIN Ar-Raniry. This research used a descriptive qualitative approach. Research participants were selected using purposive sampling. The participants of this research were four English students from the 2019 batch. Furthermore, data was collected through semi-structured interviews. The research results showed the four sources of self-efficacy had a significant role in shaping students' performance in public speaking. However, psychological and affective states had the most dominant influence on students' self-efficacy in speaking skill. This was demonstrated by how students managed physical and emotional stress reactions well when performing public speaking tasks. Namely, students learned to control anxiety, nervousness, and even stress to show the best of what had been prepared and attempted as well as possible.

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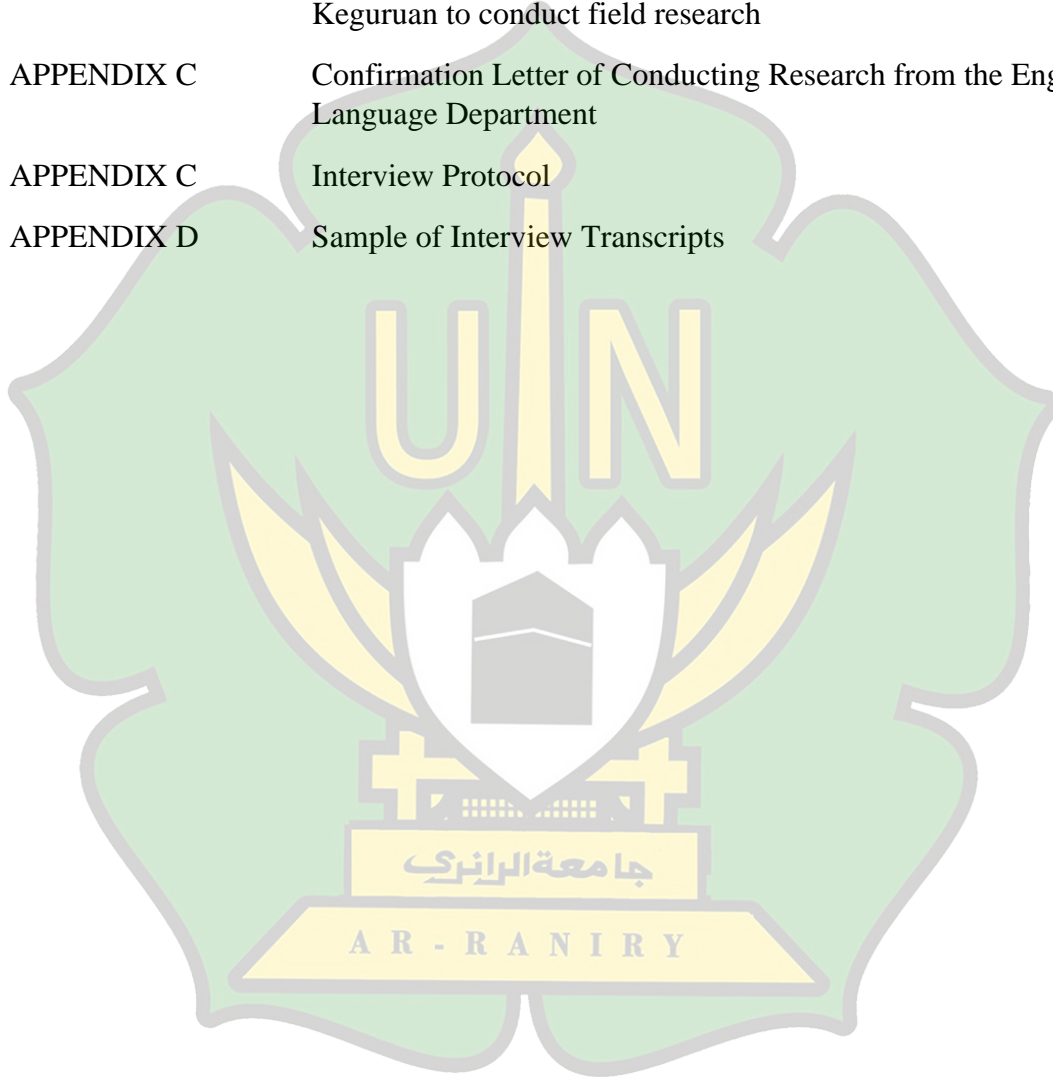
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CHAPTER I

INTRODUCTION

The first chapter presents several points for introducing the thesis. This chapter consists of background, research question, research aim, research benefit, and explanation of terms.

A. Background of Study

Self-efficacy is one of the important concepts in social cognitive theory introduced by Albert Bandura (1977). The concept of self-efficacy has been the subject of substantial research over the last decades. Research on self-efficacy has expanded into various fields, including education, psychology, health, business, and social policy. In the educational context, self-efficacy has significant implications for learning and academic achievement (Puspita et al., 2014).

According to Bandura (1997), Self-efficacy is defined as a person's belief in his ability to organize and carry out the actions needed to complete a particular task. Self-efficacy is basically the result of cognitive processes in the form of decisions, beliefs, or awards about the extent to which a person estimates his own ability to carry out certain tasks or actions needed to achieve the desired results (Bandura, 1997). Other experts who contributed to the concept of self-efficacy development are Karg-er and Zamanian (2014), who emphasize that self-efficacy is one of the affective factors that influence the emotional side of learners. It plays a core role in language learning and

motivates students efficiently, and according to Zamanian, the importance of self-efficacy as an essential factor that influences motivation should not be underestimated, as this concept is related to individuals' beliefs in their ability to accomplish certain tasks, which is believed to have a strong influence on the level of persistence and choices individuals make regarding the activities to be pursued (Kurniawan et al., 2022).

From the explanation above, self-efficacy is an essential aspect of language learning, especially those related to speaking skill. Speaking skill is verbal communication carried out by a person with another person to say something. It is the key to communication between people in daily life to transfer information. According to Brown (2001), speaking is an interactive process of establishing meaning that involves the production, reception, and processing of information. Speaking skill is very important for students, while self-efficacy is one of the psychological factors that can affect students' achievement in mastering this skill (Maharani, 2022). As well as Ocak and Olur (2018), state that the success of speaking is influenced by such a trusting feeling within them that can encourage them to have the self-confidence to accomplish the specific task well, which is known as self-efficacy.

A previous study carried out by Siboro, Agung and Quinones (2022), the study conducted to find out the level of self-efficacy of the EFL students in the speaking class showed that the students manifested slightly high self-efficacy in the magnitude dimension, slightly high self-efficacy in the generality dimension, and very high self-efficacy in the strength dimension. In addition, the in-depth interview affirms that the

students' level in magnitude is influenced by their educational background; the students' level in generality is affected by their interests in their particular field, and the student's level of strength is determined by their strong belief (Agung et al., 2022). Another previous study was carried out by Amatullah (2021). The research explored the levels and sources of self-efficacy of high-achieving students in English speaking skill at the Faculty of Educational Sciences UIN Syarif Hidayatullah Jakarta, it concluded that Self-efficacy has a positive contribution or significant impact on students' performance in English, as evidenced by the success of students who perform well in English learning, and the most influential self-efficacy source of the ten selected interviewees of the high achievers on speaking skill is vicarious experience. In addition, another study was carried out by Puspita, Kusumaning Putri and Supriono (2014) about the extent and the sources of self-efficacy in speaking skill of the academic year 2012/2013 at the English Department students faculty of letters, Jember University. This study found the opposite result from Amanatullah's study, and the result found a weak positive correlation ($r=0,437$) between English-speaking self-efficacy beliefs and English-speaking performance that indicates an inconsistent correlation between the two variables. The result of the student's source of self-efficacy, namely mastery experience, vicarious experience, social persuasion, and emotional state that is varied based on participants' individual differences (Puspita et al., 2014).

Considering the three studies above, the notion of self-efficacy has already been applied and discussed in some studies specifically in speaking skill, some have only discussed the level of student self-efficacy, some have discussed the level and

source of student self-efficacy. However, no research specifically discusses the source of students' self-efficacy. The difference that arises from this study with some of the above studies is that the researcher will only focus on investigating the sources of self-efficacy of English Education Department students who have high final grades from public speaking courses, which are categorized as students who perform well in speaking skill, it regarded to Bandura (1991) theory that reveals people with high levels of self-efficacy perform better because they are highly motivated, have well-defined goals, emotionally stable, and capable of carrying out tasks or behaving successfully. In contrast, individuals with low self-efficacy tend not to try or prefer cooperation in difficult situations and high levels of task complexity. This statement is also closely related to the effect of self-efficacy on public speaking performance, as one of the studies conducted by Ravita (2020) proves that students with high levels of self-efficacy tend to get higher public speaking scores compared to students with low self-efficacy.

The reason why researcher interested in this research because in the English language education program of UIN Ar-Raniry Banda Aceh, the researcher found that speaking skill became one of the challenging activities for students in the classroom. Based on the researcher's observations when in the English program especially in the sixth semester, during the speaking class there were still numerous students who were reluctant to use or speak in English, they seemed afraid to deliver their opinions in English, they felt shy, and they were not confident to speak English. The factors that made students felt this way are anxiety, lack of motivation, shyness, and low self-

efficacy in their speaking capability (Alimuddin et al., 2020). From the statement above, it can be concluded that self-efficacy is one of the important factors that affect student's speaking performance, so it became a researcher's consideration to raise up the topic of sources of self-efficacy so that students become familiar and pay more attention to the existence of self-efficacy in themselves. Thus, it is hoped that this study can provide detailed answers about the sources of self-efficacy of students who had high scores in speaking skill, which are also expected to be useful for English Department students who have low self-efficacy and are still hesitant to speak English as a reference in encouraging their motivation and to push their self-efficacy development in English speaking skill.

Afterward, Bandura (1977) classified personal efficacy based on four major sources of information such as mastery experience, vicarious experience, verbal persuasion, and physiological states. These four factors play a role in students' self-efficacy in dealing with speaking learning activities (Maharani, 2022). Therefore, Bandura's classification of self-efficacy guided the researcher in investigating the sources of self-efficacy in the context of high-achieving students, as indicated by their good performance in speaking English. Then, the analysis of the sources of self-efficacy of these high-achieving students shows which sources most influence them in performing well in English.

B. Research Question

Based on the research background mentioned above, this research will focus on answering the research question, “Which source of self-efficacy is the most influential on the speaking performance of high achiever students in speaking skill?”.

C. Research Aim

The research aims to investigate the source of self-efficacy that most influential on the speaking performance of high-achiever students in speaking skill.

D. Research Benefit

This research aims to find more detailed information about the sources of self-efficacy of high achievers in speaking. Thus, the information is expected to be beneficial for students, teachers or lecturers, and other researchers

- a. First, for students, especially those with low achievement, the findings from this study will encourage them to be more confident in speaking English because they will know how to overcome them, namely by finding out which sources of self-efficacy can support them in speaking and improving their English ability.
- b. Second, for teachers or lecturers, they will consider the right strategy in teaching speaking to low achieving students after knowing how to improve their self-efficacy by considering the self-efficacy of each student.
- c. Last, the findings of this study can be references about the sources of self-efficacy of high achiever students on English speaking skill in formal medium

(classroom), and the thesis hopefully will be useful to facilitate the reader who is interested in analyzing self-efficacy and speaking ability.

E. Research Terminologies

The researcher provides some terms to avoid misinterpreting and misunderstanding of this study. They are as follows:

1. Self-Efficacy

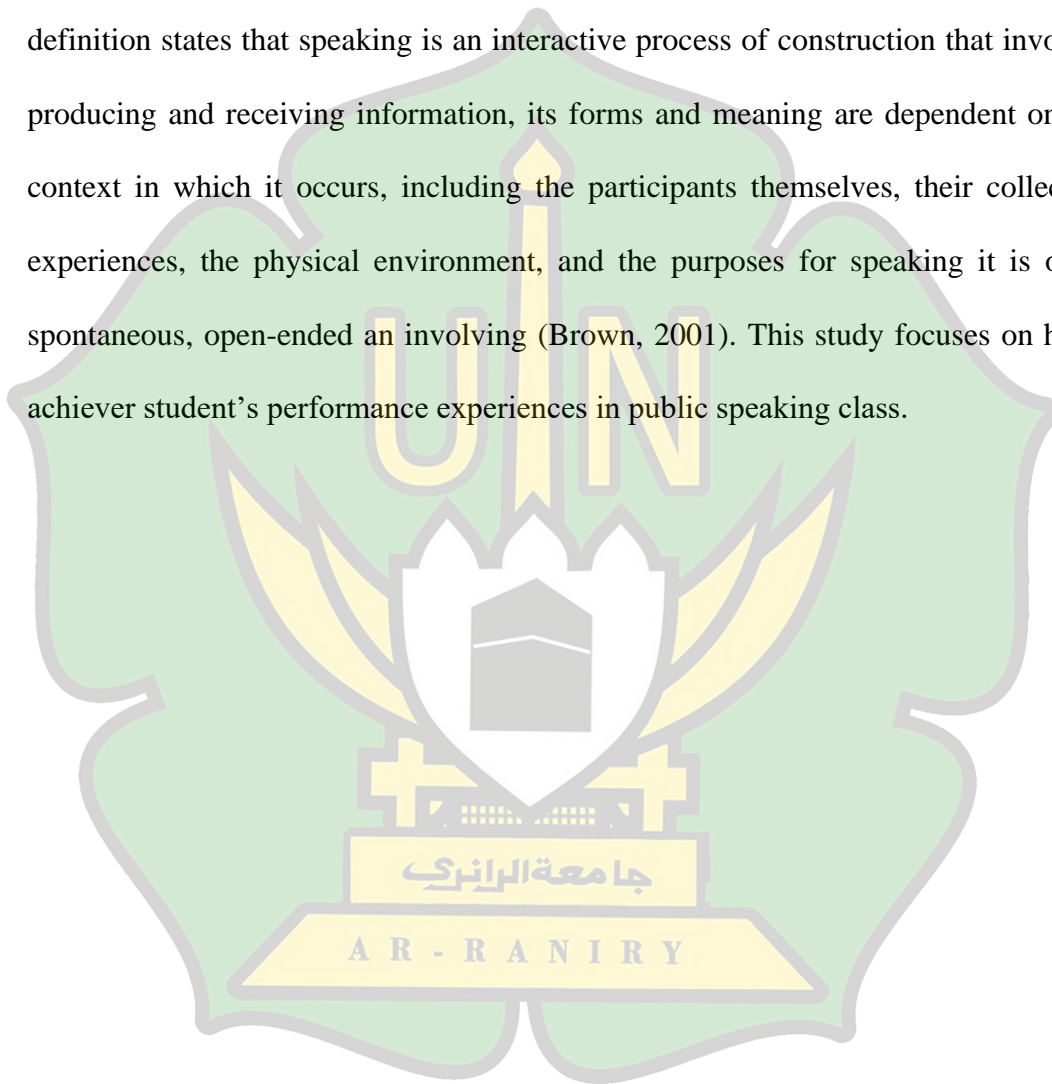
Self-efficacy refers to an individual's belief in their capabilities to organize and execute the actions that are necessary to achieve a specific goal or handle a particular task or situation (Bandura, 1997). Self-efficacy is closely related to a person's beliefs about his or her capabilities to produce certain achievements (Bandura, 1999). The higher a person's self-efficacy, the more they believe that they are able to complete certain actions or perform at a certain level (Bandura, 1993). In this context, this study focuses on students' sources of self-efficacy regarding to Bandura's (1977) theory, students answered a particular question related to what they thought toward their sources of self-efficacy in speaking skills. It was expected that each person had a different perception of themselves.

2. High achiever students

High Achievers are those who achieve goals. A high achiever is a student who gets high marks and good grades in school (Bainbridge, 2021). Referring to the rating scale with the highest score weighing 4 or denoted by A, the researcher clarified that the student who got an A grade or equal to 4 was the student in question.

3. Speaking skill

Levey (2002) defines speaking as an interactive process of communication that involves producing, receiving, and processing meaning in formation. Another definition states that speaking is an interactive process of construction that involves producing and receiving information, its forms and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking it is often spontaneous, open-ended and involving (Brown, 2001). This study focuses on high-achiever student's performance experiences in public speaking class.



CHAPTER II

LITERATURE REVIEW

This chapter provides the theoretical basis related to self-efficacy, speaking skill, and high-achiever students. In the self-efficacy section, the discussions include the concept of self-efficacy, the definition of self-efficacy, the classification of self-efficacy, the leveling of self-efficacy, and the source of self-efficacy. While in the speaking skill section, the discussion include; definition of speaking, the elements of speaking, functions of speaking, and activities in learning speaking. And the last section is the concept of a high achiever student.

A. Concept of Self-Efficacy

The concept of self-efficacy is central to Albert Bandura's social cognitive theory. Self-efficacy is important because it influences an individual self-perception and ability to achieve certain goals in life. Furthermore, self-efficacy refers to a person's confidence in their ability to control behavior, exert influence over the environment, and stay motivated in the pursuit of goals. A person can experience self-efficacy in various situations and domains, including school, work, relationships, and other areas. (Cherry, 2016).

1. Definition of Self-Efficacy

According to Bandura as states in Cherry (2016), Self-efficacy is the belief in one's capability to organize and perform the actions that are necessary to handle a

situation prospectively. In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation. Bandura described these beliefs as determinants of how people think, behave, and feel. If students process their mindset positively (optimist), it will give good results in their life (Della, 2018). Thus, students' belief about their ability to speak can either encourage or make them hesitate to speak English in front of others in the classroom.

While Feist and Feist (2009) said that one's belief in one's ability to control self-functions and the environment is called self-efficacy. In addition, self-efficacy is a factor of cognitive change in adolescents, a person's ability to perform actions at the indicated level. Self-efficacy determines how people feel, think, motivate, and behave. A teenager in solving problems, as well as in the process of adjustment when in a stressful position, requires a belief in one's own abilities because this will determine the actions taken and the results shown (Artha & Supriyadi, 2013).

Another definition is according to Friedman and chustack (2008) say that self-efficacy is beliefs (hope) about how far a person is able to carry out a behavior in a certain situation. Positive self-efficacy is the belief to be able to do better. Without self-efficacy, people are reluctant to even attempt a behavior. Self-efficacy determines whether a person will exhibit certain behaviors, how strong a person can survive in the face of adversity or failure, and how success or failure in a particular task influences a person's behavior in the future. Self-efficacy is the belief that a person is able to perform a behavior well (Aini et al., 2020).

Baron and Byrne (2000) argued that self-efficacy is an individual's judgment of his or her own ability or competence to execute a task, achieve a goal, and produce an outcome (Della, 2018). Meanwhile according to Alwisol (2012), efficacy is self-assessment, whether one can perform good or bad actions, right or wrong, can or cannot do what is required (Mardianti et al., 2023).

From the various opinions of the experts above, the researcher can conclude that self-efficacy is a belief that exists in a person in his ability to do something that can influence situations well and overcome an obstacle. Self-efficacy will also affect several aspects of one's cognition and behavior. Therefore, the behavior of one individual will be different from another. For example, in the context of English speaking skill, someone with high self-efficacy tends to perform well, whereas someone with low self-efficacy tends to be difficult and reluctant to express himself when speaking.

2. Classification of Self-Efficacy

In general, the classification of self-efficacy can be divided into two categories: high self-efficacy and low self-efficacy. In carrying out certain tasks, people with high self-efficacy tend to be more involved in the situation, while people with low self-efficacy prefer to avoid and stay away from the task. Individuals with high self-efficacy tend to be more motivated to perform certain tasks, even difficult ones. They do not view duty as a threat that they must avoid. They are not afraid to fail in carrying out their duties. Instead, they increase their efforts to prevent possible failures. Those who

fail at work usually regain their self-efficacy quickly after experiencing failure (Bandura, 1997).

Furthermore, Bandura (1997) also states that both high and low self-efficacy have moderate self-efficacy. Moderate self-efficacy is the individual's self-efficacy is not too high and not too low but in between. Conversely, people who have low self-efficacy will try to avoid difficult tasks. Such individuals have low commitment to achieving the goals they have set, and they are too slow to correct their own mistakes and regain their self-efficacy when faced with failure.

In connection with the context of this study, which investigates students' self-efficacy, it can be concluded that high and low self-efficacy are conditions that students face differently. High self-efficacy will lead to positive outcomes, but low self-efficacy will lead to negative outcomes. The way students achieve their goals, the first time sometimes differs from what actually happens in the end. This is because self-efficacy is about their belief that they can do the task or not, and it depends on how students process their brains.

3. Leveling Self-Efficacy

There is a difference between students with a high level of self-efficacy and students with a low level of self-efficacy. The difference can be seen in their effort, persistence, goals they set, and their motivation. People with high self-efficacy will try harder, persevere during adversity, set high goals, and feel motivated during tasks. On the other hand, a person who does not believe in his abilities will not display this

behavior. People fear difficult circumstances and tend to avoid them because they think their skills are insufficient in such circumstances (Bandura, 1997).

On the effort indicator, students with high self-efficacy will try harder to do the task because students' efficacy has an impact on the amount of effort they put into learning. Conversely, a student with low self-efficacy will give up when faced with a difficult situation. In addition, students with high levels of self-efficacy will try to use various ways to learn and are more likely to discuss planning with their peers, in contrast to students who have low self-efficacy do not put in much effort because they do not believe that they are able to learn and to get good results in learning (Utama, 2022).

In addition, Self-efficacy influences one's persistence in attempting new and difficult tasks. Students with high self-efficacy are confident in their ability to learn and perform certain tasks. And therefore, they tend to persist in their efforts even when faced with challenges. Conversely, students with low self-efficacy, who believe they are incapable of learning and performing difficult tasks, tend to give up when faced with challenges (Della, 2018).

Besides that, Self-efficacy can affect goals or achievement. Zimmerman (2000) and Arya (2022) argue that the more students believe they are capable, the bigger goals they set for themselves. According to Bandura (1997), a person with a high level of self-efficacy will set challenging goals, persevere in achieving them, and feel confident

with these challenging goals. In contrast, those with low levels of efficacy will tend to be more satisfied with goals that are easy to achieve and refrain from setting higher goals.

Self-efficacy beliefs also play an important role in motivation, and it can affect how a person feels and motivates themselves. Students with high levels of self-efficacy will feel enthusiastic when learning. In contrast, those with low levels of efficacy will not be able to entertain themselves and feel unmotivated when learning or doing assignments (Arya, 2022). This is in line with what is stated in Shkëmbi and Treska (2023) that self-efficacy is based on a person's belief in his or her ability to succeed, while motivation is based on a person's desire to succeed. People with high self-efficacy often have high motivation, but this is not a guaranteed outcome.

Furthermore, contextualizing each dimension of the indicator is necessary to establish task specificity, which is essential for making judgments about students' efficacy. Therefore, a description of possible behaviors was developed as follows.

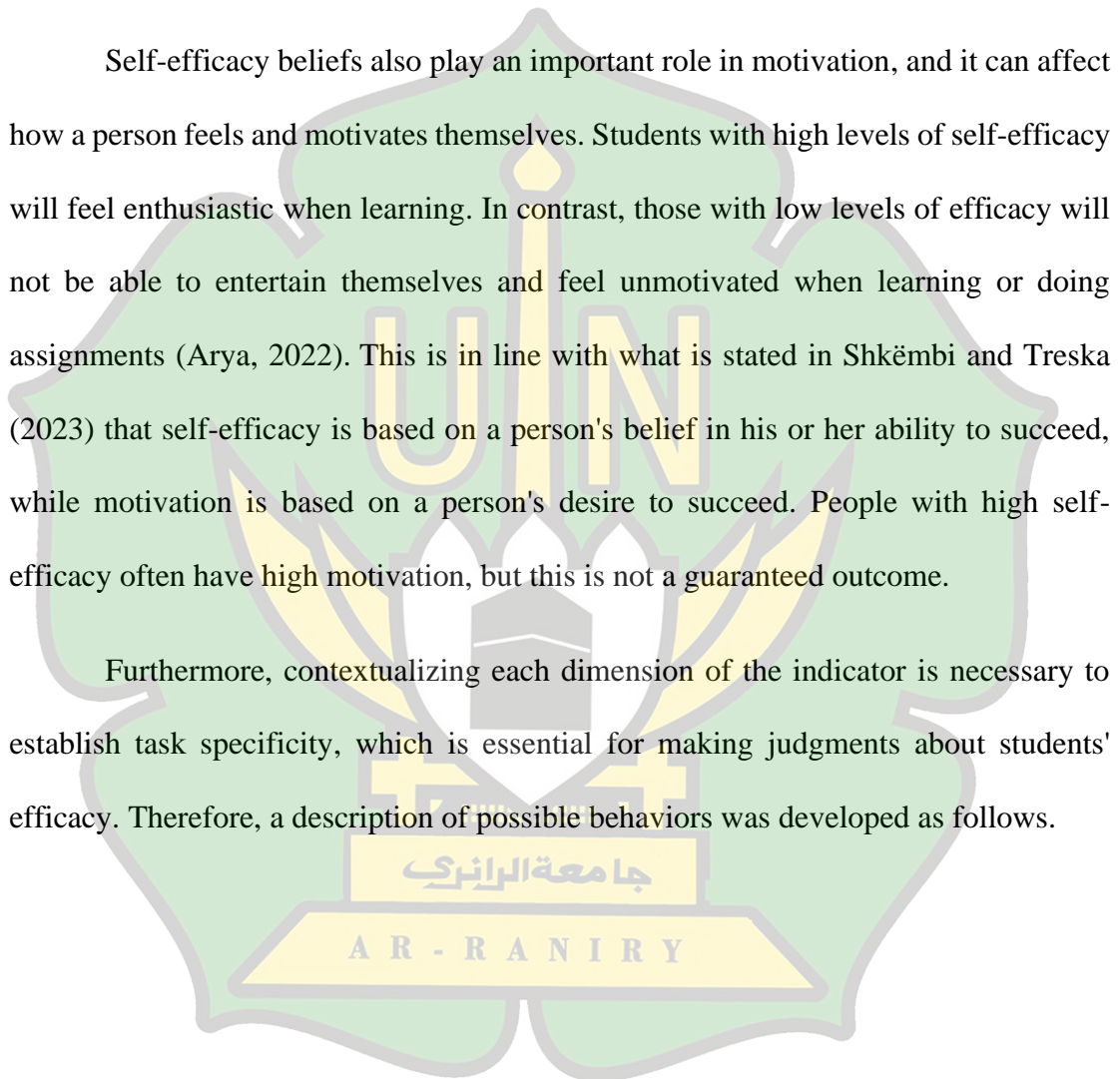


Table 2. 1
Leveling of Self-Efficacy

Aspect	High level of self-efficacy	Low level of self-efficacy	indicator
Effort	Put more effort in doing a task.	Didn't put much effort and readily gave up in doing a task	Use more than one learning method. Work hard. Cooperate with peers.
Persistence	Persist for a long time during a task	Will not persist for long periods of time.	Always trying to solve a problem/find a solution during a setback. Never give up on a task
Goals	Set high or challenging goals. Consistent in achieving the goals.	Set goals that are easy to achieve. Refrain to set higher goals.	Consistent in their target. Aiming for higher goals. Confident in their goals.
Motivation	Feel enthusiastic. Able to motivate themselves.	Feel unmotivated unable to cheer themselves.	Enthusiastic during a class. Able to motivate himself.

Source : (Arya, 2022)

4. Source of self-efficacy

In the analysis of social learning theory, this self-efficacy is generated or enhanced by four triggers, namely: experience of performance fulfillment (mastery experiences), observing the success of others (social modeling), verbal persuasion (social persuasion), and psychological feedback (psychological response) (Bandura, 1997). There are four sources that explain how self-efficacy arises or is created. Figure below describes the four sources.

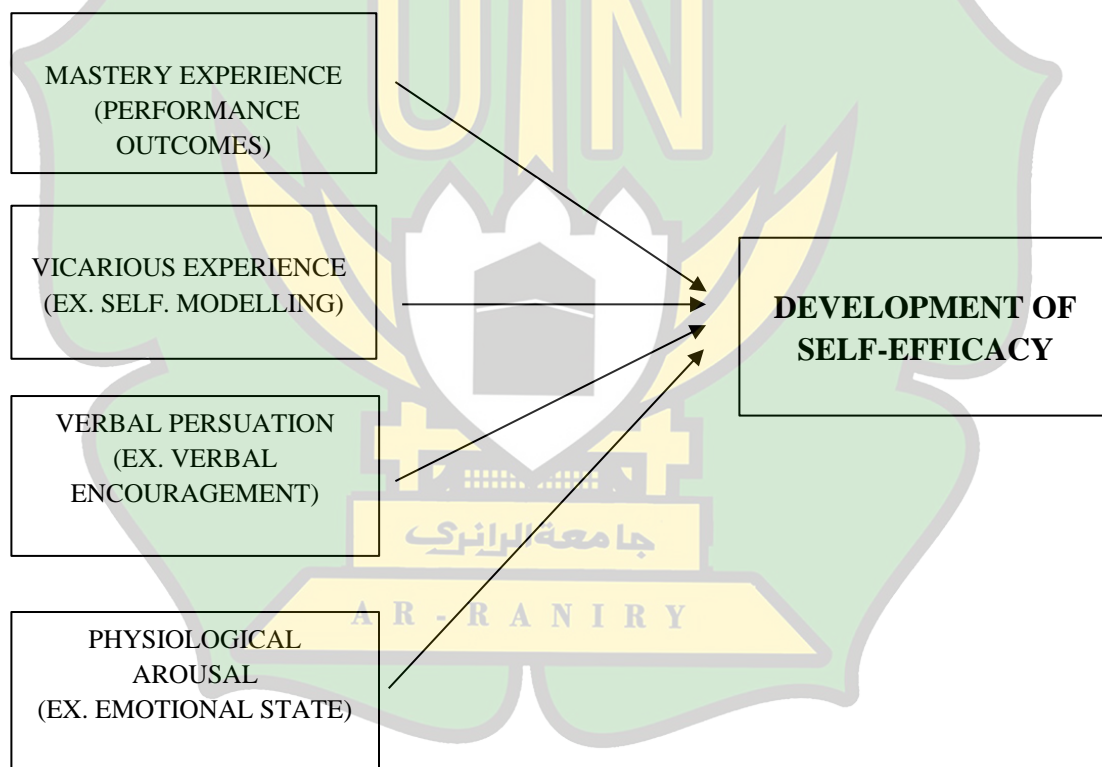


Figure 2. 1

Self-Efficacy Trigger Sources

Source: (Bandura, 1997)

- a. Mastery experience

Mastery experience is a student's perception of their capacity to complete a task successfully based on previous accomplishments (Zheng & Ardasheva, 2019). The experience of success in an organization or in the classroom is the most influential trigger for student self-efficacy because it is based on personal experience. Small successes in the past make students feel more confident and encourage them to work towards another success. They are convinced that they can also do it in the future. The opposite also happens. If a student has experienced failure in something, especially in learning, self-confidence will decrease. However, if failure can be overcome with confidence, self-confidence can be regenerated. The level of difficulty in carrying out tasks is seen as a challenge that can be achieved. Success creates a strong belief in individual self-efficacy. Conversely, failure will reduce the level of confidence, especially when failure occurs before self-efficacy is strengthened (Lianto, 2019).

b. vicarious experience

The second source of self-efficacy is a vicarious experience (Bandura, 1986). It is the second most powerful source of self-efficacy, where an individual estimates his or her own abilities in relation to the performance of others, it is the experience the individual has of seeing their peers successfully perform their task that encourages those individuals to be able to perform a similar task (Krismiyati, 2021). In this context, students will compare themselves with people who are equal to them, if other people who are

considered equal can easily do something, then students are also confident in their abilities, when these students see other people who are considered equal experience failure, self-efficacy can decline (Lianto, 2019).

c. Verbal persuasion

Ways to increase self-efficacy in addition to having experiences, role models, and other things that can determine student success, namely verbal persuasion factors, which are one of the success factors of public speaking. Verbal persuasion tends to increase self-efficacy through positive self-talk or motivation that emphasizes how success results from putting in sufficient effort to master the skill that can be obtained (Agustin et al., 2022).

Furthermore, as stated in Lianto (2019), students' self-efficacy can also arise or increase if there are influential people who believe that they are able to fulfill their duties or performance, especially in class. When a lecturer, friend, or even a parent convinces them they have the ability, students' self-confidence can increase. Especially if the person concerned is someone who has high credibility in his opinion. Verbal persuasion from a lecturer who has high credibility is certainly different from the persuasion given by an ordinary person. Positive verbal persuasion, for example: "I'm sure you can handle it," will generally increase the exertion of energy and effort from students. Conversely, negative verbal persuasion, for example: "This is a tough task, I hope you can handle it" will raise doubts about students' abilities. They even

feel that even if they fail, it won't be a problem because the lecturer himself admits that the task is really hard.

d. Physiological arousal

According to Cherry (2023), Self-efficacy is influenced not only by objective evaluations but also by personal responses and emotional reactions to situations. Moods, emotional states, physical reactions, and stress levels can all impact how a person perceives their personal abilities in a particular situation. For instance, a person who becomes extremely nervous before speaking in public may develop a weak sense of self-efficacy in these situations.

B. Concept of speaking skill

Speaking skill is the ability to produce sounds, articulation, or words to express, declare, and convey thoughts, ideas, and feelings. Speaking is also a productive skill in the oral mode. It is not like the other skills; speaking is more complicated than it seems at first and involves more than just pronouncing words (Firmansyah, 2020).

1. Definition of Speaking

Speaking is the ability to communicate with the interlocutor; speaking, in general, can be intended to convey ideas and one's ideas to others using spoken language (Setyonegoro, 2019). In addition, Argawati (2014) states that speaking is an activity used by someone to communicate with others. Furthermore, speaking is the ability to express or exchange thoughts using language. It is a part of our daily activities and takes place everywhere. When someone speaks, they interact with others and use

language to convey their ideas, feelings, and thoughts, as well as to share information (Mart, 2012).

Similarly, Abdullaeva and Avezova (2020) define Speaking as expressing thoughts and feelings directly through the voice. So when someone interacts with others, they naturally want to convey feelings or thoughts. Speaking also means that someone is communicating with other people for a purpose. Speaking involves communication between two or more people to exchange information, ideas, opinions, views, or feelings. Speaking is a crucial part of second language learning and teaching and speaking is an important skill which is used in daily life communication to convey information, and its primary purpose is to establish and maintain social relations (Firmansyah, 2020).

So, the conclusion is that speaking is the process of transferring and receiving information that involves two or more people. Speaking is an interactive process in human's daily live, especially in the learning and teaching process. Speaking skill is a need that must be mastered by everyone who wants to carry out interactions that focus on speaking as a medium to convey something and the intended purpose in both formal and informal settings. Interest in spoken language is very important, especially EFL student, therefore, language teaching must provide opportunities for those who are still hesitant in the learning phase to behave in meaningful communication in the class.

2. *The Elements of Speaking*

In speaking, each speaker must not only be able to convey a goal, but they must also be able to understand every phrase spoken by their speaker components. This is where the main focus of speaking is to understand some of the elements of speaking that are intended to be able to respond to the expressions spoken by the speaker's laughter properly and correctly. Brown in Ilham, Fauji, and Muslimin (2019) state that there are five elements of speaking skill. This includes grammar, vocabulary, comprehension, pronunciation, and fluency.

a) Grammar

It is necessary for students to arrange a correct sentence in conversation. A collection of rules about the grammatical structure of language and this collection of rules is commonly known as grammar. Grammar is also a collection of special rules arranged in a complete manner, so it functions to compose sentences, phrases, and words in various languages (Alifah, 2020).

b) Vocabulary

Vocabulary is a set of words that people need to understand in order to communicate effectively. If students have a large vocabulary knowledge, it will make them more confident to express or convey their ideas while speaking, and the listener will get the information accurately (Millatasari, 2021).

c) Comprehension

Speaking does not only know how to produce the word well and use the structure well but also knowing how to express and answer well. It means that if a person can answer or express well and correctly, it shows that he/she comprehends or understands well (Khairunnisak, 2018).

d) Pronunciation

According to Nurhayati (2015), in the learning process, students need to understand correctly how to pronounce a word (pronunciation) and what it looks like (spelling). Pronunciation is the result of the production of speech sounds, including articulation, accent, and vocal formation style. The concept of pronunciation or the sound of language can be said to include pitch, intonation, tone, spelling, and stress (Firmansyah, 2020).

e) Fluency

In contemporary English, we see that being fluent means being able to speak a language very well. Fluent speaking or writing is described as smooth and confident, with no mistakes. In general, fluency is most often associated with spoken language, but it is the goal of all language learners (Amelia, 2020).

3. *Functions of Speaking*

According to Brown and Yule, as cited in Andari (2012), there are three functions of speaking: speaking as interaction, speaking as transaction, and speaking as performance. Each speaking activity is very different in terms of form and function.

1. Speak as interaction

Talk as interaction refers to what we usually mean by "conversation" and describes interaction that has a primarily social function. When people meet, they exchange greetings, make small talk, share recent experiences, and so on because they want to be friendly and establish a comfortable zone of interaction with others. The focus is more on the speakers and how they want to present themselves to each other than on the message. Such exchanges can be either casual or more formal, depending on the circumstances (Richard, 2016)

2. Speak as a transaction

In the case of talk as a transaction, the focus should be on the information being delivered rather than the participants. Communication strategies should be employed to ensure that the message is understood by the other. According to Richards (2008), the ability to use language for transactional purposes involves expressing a need or purpose, such as making comparisons, confirming information, asking questions, describing something, making suggestions, asking for clarification, clarifying understanding, justifying an opinion, agreeing, and disagreeing (Millatasari, 2021).

3. Speak as a performance

In this case, speaking activities focus more on monologues than on dialogue. The function of speaking as an opening occurs in speeches, public speaking, announcing in public, reopening stories, telling stories, and so on (Andari, 2012).

4. Activities in Learning Speaking

To help students develop efficient communication in speaking, there are some activities used in the classroom to promote the development of speaking skill in our learners. The discussions below focus on the major types of speaking activities that can be implemented in the classroom.

a. Discussion

Murcia (2001) states that discussion is probably the most commonly used in the speaking skill classroom activity. It is a common fact that discussion is a really useful activity for the teacher in order to activate and involve students in classroom teaching. Typically, the students are introduced to a topic via reading, listening passage, or a videotape and are then asked to get into pairs or groups to discuss a related topic in order to come up with a solution, a response, or the like.

b. Speeches

In speaking skill classes, students often give prepared speeches. The topics for these speeches vary depending on the student's level and the class focus. However, students should have some freedom in choosing the content of their speeches. The teacher can provide the structure for the speech, including its theoretical genre and time restrictions. For example, the teacher could ask students to 'tell us about an unforgettable experience you had.' Encourage speakers to discuss personally meaningful topics while also promoting narration and description. To prevent speeches from becoming tedious for listeners, assign them some responsibilities

during the speeches. It is also an excellent opportunity to require peer evaluation of classmates' speeches (Sari, 2011)

c. Roleplay

Role play is one of speaking activities when you put yourself into somebody else, role play would seem to be the ideal activity in which student could use their English creatively, and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their speaking skill. In these activities, teachers view that roleplay is a technique that involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improving dialogue and creating a real-world scenario (Murcia, 2001). Additionally, role-play is an effective technique for encouraging students to speak and improving their interpersonal skill. The teacher can assign roles, such as a policeman, hotel receptionist, or doctor, and provide a scenario for the students to act out. In another lesson, the teacher could offer students the chance to generate additional narratives, dialog ideas, or scenarios. Students can simulate various social contexts during role-play activities and assume different social roles (Sagimin, 2020).

d. Conversations

One of the recent trends in oral skill pedagogy is the emphasis on having students analyze and evaluate the language that they or others produce (Richard, 2002). In other words, it is not adequate to have students produce lots of language. They must become more metalinguistic, all aware of many features of a language

in order to become competent speakers and interlocutors in English. One speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication (Murcia, 2001).

The existence of all the activities mentioned above can help students to improve their speaking skill. For example, in discussion activities they discuss something using English language of course it can improve vocabulary and fluency in Speaking skill. As well as in conversation activities, students are instructed to speak with their friends about the topic given by the teacher using English language. So, with various activities provided can help students to improve their abilities in terms of fluency, grammar, and vocabulary.

C. Concept of high achiever student

High achiever students are the students who have the ability to achieve the goals and targets they have set before by utilizing and combining the factors and the abilities needed, that are such as the ability to understand themselves, the ability to motivate themselves, and the ability to control and manipulate the factors that can impact their learning behaviors (Mubarok, 2015). In addition, Dembo (2004) states that educational research indicates that high achievers report using goal setting more frequently and consistently than low achievers. Dembo (2004) further explained that when individuals establish and attempt to attain personal goals, they are more attentive to instruction, expend great effort, and increase their confidence when they see themselves making progress.

According to Jeremy and Fisher (2012), High achiever students who are very well academically at school compared to their peers. Jeremy and Fisher clearly argued that not all students would be able to master or understand the whole subject at school, but only some students could reach a high score and understand the lessons that are required to learn in the school. High achievers students are those who achieve goals, which means who get high marks and good grades in school (Bainbridge, 2021).



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology used in the research, which consists of Research Design, Research Location, Research Participants, Data Collection Methods, and Data Analysis Methods.

A. Research Design

A research design is a structure or plan for conducting research. The research design used follows the research topic, it can be qualitative, quantitative, or a mixture of qualitative and quantitative, or called mix method (Leavy, 2017). In this research, the researcher used a descriptive with a qualitative approach. Creswell (2012, p. 42) states qualitative research is "a type of method to describe, explore, and understand the meaning that a number of individuals or groups of people consider a social or humanitarian problem." The qualitative research process involves important efforts, such as asking questions and procedures, collecting specific data from participants, analyzing data inductively from specific themes to general themes, and interpreting the meaning of data.

Furthermore, this research was based on case studies. According to Creswell (2014), a case study is a research strategy to investigate something carefully by gathering complete information using various data collection procedures. In addition, case studies are also carried out to gain a deep understanding and more intensive

analysis of something against individuals, groups, or situations. Creswell (2014) also defines the structure of a case study that must involve problems, contexts, issues, and lessons.

This research was conducted to investigate the sources of self-efficacy by PBI students in the class of 2019 who obtained the highest scores in speaking skill based on Bandura's (1977) theory. The researcher collected relevant information to analyze the research questions, and the researcher also used a frame of reference to get a better understanding of the study based on the interpretation of the participant's answers in the interviews. Ultimately, the researcher can obtain details of the phenomena that may be understood through research descriptions and explanations (Yuwita, 2022).

B. Research Setting

This research was conducted at UIN Ar - Raniry Jl. Syeikh Abdul Rauf Darussalam, Kec. Syiah Kuala 23111, Banda Aceh, Aceh. Specifically at the English Education Department student in the academic year of 2019/2020.

C. Research Participant

1. Population

According to Creswell (2012), the target population is a group of individuals (or organizational groups) with some common characteristics that can be identified and studied by researchers. While population according to Sugiyono (2017), is a generalization area consisting of objects or subjects that have certain qualities and specifications set by researchers to study and then draw conclusions.

Based on the above understanding, the population of this study was students of UIN Ar-Raniry, Faculty of Tarbiyah and Teacher Training, especially English Language Education department who had completed the Public Speaking subject. The selection of public speaking subjects was considered fairly relevant to examine students' speaking proficiency because, in this subject, students were more active and focused in practicing and developing English speaking skills compared to other subjects. The existence of the public speaking subject was the most recent in the 2019 batch of students, especially in the sixth semester. So, the research population was comprised of students from the 2019 batch, which consisted of 180 students from six units.

2. Sample

The sample according to Creswell (2012), is a subgroup of the population that is considered to represent the population through selection in a certain way. So that the population is an object that has certain qualities and characteristics that are applied by researchers to study and draw conclusions. According to Sugiyono (2017), the sample is part of the population which is the source of data in research, where the population is part of the number of characteristics possessed by the population. This research was obtained using the purposive sampling technique to select a sample from the population because the researcher set specific criteria for the participants.

Purposive sampling is a technique of taking data from certain sources with certain considerations. This consideration is, for example, the person who is considered to know best about what the researcher expects, or maybe he is the ruler so that it will

make it easier for researchers to explore the object/social being studied (Sugiyono, 2017). The sample was derived from six public speaking classes with a total population of 180 students. The participants were four 2019 PBI students who had completed the public speaking class. The participants were chosen for several reasons

1. The students have finished public speaking class
2. The participants received an A or had scores higher than 90 in the public speaking class
3. Participants are accessible because all of them are PBI students.

D. Techniques of Data Collection

According to Cresswell (2014), the data collection steps include setting the boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information. The researcher used interviews in collecting data. Interviews are conducted to obtain specific and in-depth information about participants' thoughts, knowledge, opinions, beliefs, and feelings about the upcoming topic; answers will be written down and recorded (Creswell, 2012). In addition, Sugiyono (2022) defines an interview as a meeting between two individuals to exchange information and ideas through question and answer, with the goal of constructing meaning on a particular topic. Interviews can be categorized into three types: structured interviews (Structured Interview), semi-structured interviews (Semistructured Interview), and unstructured interviews (Unstructured Interview).

In this research, semi-structured interviews was the appropriate way to collect the data. A semi-structured interview is a type of interview in which the questions have been outlined. However, impromptu questions can be added between interviews to get more detailed answers from participants (Stuckey, 2013). The flexibility of semi-structured interviews can be used either in groups or individually. Furthermore, this research were interview a high achiever students in speaking class and there were twenty lists of questions referred to the fourth sources of self-efficacy that were answered by the participants.

E. Methods of Data Analysis

The data collected from the interview was analyzed qualitatively by using three concurrent flows of activity based on Miles, Huberman, and Saldana's (2014) model. This kind of model is divided into three stages as follows:

1) Data Condensation/ reduction

Data condensation means selecting data that has been collected by researchers from documents and interview transcripts, namely by sharpening, sorting, focusing, discarding, and organizing data. This condensation aims to select important things from the data and eliminate unimportant things that are not relevant to the research theme. By classifying the data, it can be presented more straightforwardly and clearly.

2) Data Display

The second flow in analyzing qualitative data is displaying data. This step displays the organized data or information that was carried out during the qualitative research process. Miles, Huberman and Saldana (2014), as mentioned in Amanatullah (2021), explain that presenting data means organizing data, the form can be in the form of brief descriptions, charts, and types of display mapping. The most displayed data in qualitative methods is narrative text. In this study, the data from interviews was presented in narrative form so it more easy to understand.

3) Conclusion Drawing/ Verification

The last step of data analysis is to conclude all existing in this study. In this section, the researcher concludes the data by answering the research questions and verifying the data to get a valid conclusion from the research (Amanatullah, 2021).



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research and its detail discussion. The finding explains the study's results gained from interview analysis. Furthermore, the discussion section highlights the correlation between this study's findings with the existing theories of this study's framework.

A. Research Findings

The purpose of these research findings is to elaborate and clarify the answer to the research problem outlined in the first chapter. Following the research question, this section discusses topics about the sources of self-efficacy of students who obtained high scores in speaking. The findings are derived from analyzing the data collected from the interviews. The interview was conducted in two weeks from the February 8th until 19th. The participants of this study were four students in class 2019 or the tenth semester in the English Education Department of Ar-Raniry State Islamic University who indicated as students who received high scores (A) and had completed the public speaking course. In presenting the results of this study, the participants were identified as AM, DS, CR, and RP. Each student spent approximately 30 minutes to answer the 20 questions of the research instrument.

The sources of self-efficacy of high achiever students on English speaking skill

This section describes the sources of self-efficacy according to Bandura's (1997) theory, this study focuses on students who are identified as high achievers in English speaking skill. The results are divided into four themes which are mastery experience, vicarious experiences, verbal persuasion, and psychological state.

a. Mastery Experience

Mastery experience is believed to be the most influential source to build self-efficacy belief and perception (Puspita et al., 2014). Mastery experience is defined as a student's perception of their capacity to complete a task successfully based on previous accomplishments (Zheng & Ardasheva, 2019). The experience of success in the classroom is the most influential trigger for student self-efficacy because it is based on personal experience. As well as AM, DS, and CR felt that their self-efficacy in speaking English came from their previous experience. They highlight their memorable experience in speaking class as according to AM

"What I remember the most was when I became a reporter because being a reporter was a new stage for me, where I had to think about gestures, think about tasks, think about the material, think about myself, hmm, so it was a new stage for me at that time, to upgrade myself. So that was the most memorable."

Another research participant, CR, mentioned that the memorable experience in the speaking class was when she was able to speak and practice full English in the classroom, as her statement

"The most memorable experience was speaking and practicing full English, and I felt that our speaking was also improving because we had to practice in every class.

Similarly, DS argued that his most memorable experience for her was when she presented the material in front of her classmates as well as her explanation below

“My memorable experience was when I presented the material in front of my classmates, which I had prepared carefully and had memorized beforehand. I think I performed well enough that I never forgot it because I got good feedback from the lecturer and my friends, and this increased my motivation to continue to do my best to perform in front of the class.”

From some of the interview results above, it can be seen that some students had various memorable experiences in public speaking class. Such as role-play activities, namely playing the role of a student who gives a graduation speech, playing a reporter, and so on. Another student argued that her memorable experience was when he was satisfied with his performance when presenting in a public speaking class. From the confessions of students, it can be seen that memorable experiences had an impact on increasing motivation to continue to do their best to perform in front of the class.

b. Vicarious Experience

Another source of self-efficacy was vicarious experiences. According to Krismiyanti (2021), it is the second most powerful source of self-efficacy, where an individual estimates his or her own abilities in relation to the performance of others, it is the experience the individual has of seeing their peers successfully perform their task that encourages those individuals to be able to perform a similar task. Similarly, setianingsih (2022) explains that vicarious experience is the act of observing the success or failure of a role model. In this case, the researcher aimed

to determine whether the participants had role models who motivated them to improve their English speaking skill and how these role models influenced their motivation. RP explains that

“Of course, I had role models who motivated me to continue improving my English speaking ability. I felt encouraged and sometimes curious about how they practiced so they were able to speak fluently in English, so this made me even more motivated to learn English.”

Based on the interview above, the student emphasized that self-efficacy arose when they saw people who are used as role models made her motivated to continue learning to improve her English speaking skill. This is in line with the response given by CR, that said

“For role models, I saw lecturers who were fluent in English, which motivated me to speak English fluently like them. Besides that, I knew a lot of Indonesian artists or influencers who spoke incredibly in English, and I wanted to be like that too, besides that, one of them was also my sister because my sister was proficient in English because she is also an English teacher, those were the people who motivated me to continue learning English speaking.”

For everyday life, what triggers her to continue learning English is when she sees her lecturers, Indonesian artists or influencers, and then her sister, because, according to her, those are the people who motivate her to continue learning English. She expressed that she felt amazed and motivated, like she mentioned that

“It's cool to be able to speak English fluently, with correct pronouncements, and doesn't have to think anymore.”

She wants to be able to do so because it's very cool, in her opinion. Meanwhile, AM argued the opposite from the two students; it can be seen that the vicarious

experience was not very influential in increasing her self-efficacy. It is proved by her statement

“Well, if the exact role model, I don’t have it. It just a random person and it could be changed every day depends on my mood.”

From the above opinions, it could be concluded that the source of self-efficacy, namely vicarious experience, may come from anywhere, either from the surrounding environment or from social media. However, vicarious experience was not very influential on the source of students' self-efficacy because only a few students admitted that having a role model motivated them to improve their English speaking skill.

c. Verbal Persuasion

The third source of self-efficacy is verbal persuasion. According to Lianto (2019), students' self-efficacy can also arise or increase if there are influential people who believe that they are able to fulfill their duties or performance, especially in class. When a lecturer or friend, or even a parent convinces them that they have the ability, students' self-efficacy can increase. The interview results also showed that most of the participants in this study received verbal persuasion from parents, friends, relatives, and teachers. As stated by AM

“Lecturers often gave good feedback, then my English teacher and then my mom, who always said if I can do my best, I can be fluent in English like I want, so I can master English like I want, and so limit it day by day, even just simple things in a day, but you will become something in one day, said my mom.”

AM also added that he would not be able to improve her self-efficacy in speaking English without positive persuasion from his surroundings, as she explained below

“I'm the kind of person who immediately loses motivation for something where one of my ambitions is not achieved. So I think positive verbal persuasion is much needed.”

Moreover, another participant also stated that she got quite a lot of compliments when she used English. One of the things that she often got complimented on was the pronunciation of what she said. RP revealed

“I get compliments quite often when I use English, especially when I use my pronunciation. I was not sure I could improve my English without the support of the people around me because I believed that when we speak English, there must be friends or people around us who encouraged us to increase our speaking ability.”

According to her, she believes that when she speaks English, there must be friends or people around her who can support her in improving her speaking skill as well. In line with DS, she admitted that she did not often get compliments on her English speaking skill, but there were several occasions when she got compliments from her friends.

“I wouldn't say often, but there was a few occasions when I received praised from my friends for my performance in speaking English, namely when I presented in front of the class.”

Furthermore, DS explained.

“The person who was influential in praising me for speaking English, I thought, was the lecturer, who gave good feedback and motivation to continue developed my speaking skill. But if my friends were a little influential but not as influential as when the lecturer praised me, I don't know why, but that's how

I felt when I get a good compliment from a lecturer, especially my favourite lecturer on campus.”

DS revealed that she could not improve her speaking skill without the support of the people around her, as she mentioned below.

“Because words of praise, encouragement, and motivation could unconsciously increase our confidence for the future, especially if it was from people who could have considered to have a significant influence on our lives, I need support from people around me to keep me motivated.”

It could be concluded that verbal persuasion seemed to significantly impact students' self-efficacy. Students admitted that they often received praise and constructive compliments from people around them, namely parents, friends, and lecturers. Support from those people really helped them stay motivated to achieve their desired goals.

d. Psychological State

Psychological and affective states refer to a person's ability to manage physical and emotional stress responses (e.g., breathing, anxiety) during task performance. The students who participated in this study experienced various negative emotions related to their self-efficacy in speaking class. However, since research has shown that anxiety, tension, and worry do not always have a negative impact on performance and are not always detrimental to self-efficacy, it would be beneficial to teach students how to perceive negative emotions as beneficial to their personal and professional development (Setyaningsih et al., 2022). In this section, firstly, the researcher was trying to find the answer about how was their emotions when

presenting organized public speaking in front of peers As RP described her emotions when presenting organized public speaking in front of the class. Namely

”At the beginning of the delivery, I may have felt anxious or nervous because I was worried about the performance that I would perform in front of the class. However, over time, when I stood in front of the class to present my opinion or material, I felt a little calm or relaxed, and then also excited if I saw an audience interested in what I said.”

In line with RP, CR further explained

“At the beginning, I was anxious but also enthusiastic; at the beginning, my voice was also shaking, but over time, I became excited; then, it was like I just enjoyed it because I was already immersed in the text.”

Similarly, AM explained

“Actually, before performing, I am always excited; I want to give my best, so I'm always excited because I have prepared many things, and I feel I want to perform quickly at that time. But when I performed, standing in front of peers, I felt anxious, hmm, and then shaking, like fear and pounding, of course, fear of forgetting the materials and so on. Still, maybe it's just a minute or two, but after that, I was focused on the topic I have prepared, so confident, confident, and being confident until the end.”

While DS admitted

“Mentally, I think I would have been nervous at first when I saw everyone's eyes on me, but as time went by, I think I started to enjoy myself and became normal, and in the end, I was excited and not nervous anymore.”

Secondly, the researcher tried to explore what were the factors that made the participants felt so. There were some things that made the participants feel this way, including anxiety, lack of confidence, situational factors, the expressions of the audience, etc. As RP mentions below

“There were several factors that made me anxious at first; the first was that I worried about my mastery of the material, and I also sometimes thought about how to manage the class well and correctly so that I could master the class well

and make the audience want to listen to the material presented. Then, if I am getting excited, the factor that influenced it was when I started to feel calmed and relaxed in the presentation, which can affect how we convey ideas or statements in front of the public or a large audience.”

CR further explained

“Hmmm, one of the factors is the expression of friends and lecturers. At that time, my friends and lecturers were very supportive. There was no bad expression, and no one was like, "Ew, what is this?" Therefore, I felt more confident.”

AM admitted

“It is probably due to the situation factor because I wanted to get a high score, and I wanted to impress many people. Of course, the one I want to get was to impress myself and satisfy myself with the results and what happened during the process so that the hard work and the process that has been done was not in vain.”

DS also revealed

“The factors that made me felt this way was definitely anxiety, lack of confidence, doubt, and others.”

Thirdly, the researcher investigated the participants to determine how they regulate their emotions and whether the way they regulate their emotions has an impact on increasing their self-efficacy. The researcher found that the participant's answers were similar in this regard, as RP's answer suggests

“I usually continued to convince myself that I could do or gave the best performance because I had practiced so much before, so to regulate emotions, I gave positive affirmations that made me think of the good things I would encounter. Because why? Because when we think of positive things, the results would also follow. Nevertheless, nature often follows our beliefs if we think negatively about ourselves and the audience. Therefore, in terms of regulating my emotions, I was always convinced myself and then tried to be as calm as possible so that what I said could be conveyed well to my friends in speaking class.”

CR explained

“Ehmmm, focus, especially to regulate my emotions. I cannot be worried about fear; I must focus on my goal to get good grades and present well. So I cannot think I'm afraid or nervous because then I'll be more scared.”

In line with CR, AM further explained how she regulates her emotions, was by focus, as she admitted

“Focus actually, and then I had to look at other people's eyes when talking, whether it's looking at the lecturer's eyes or looking at my friends' eyes; if there were people when I look at them, they don't look back, or even one person doesn't look at me, I will be blank. So, to regulate and improve my emotions, I was actually looking at the class situation, my friends' expressions, and my friends' eyes so I could communicate well.”

Similarly, DS revealed that

“The way I regulated my emotions was by continuing to think positively, continuously believing that my performance was sufficient, and convincing myself that I was ready and had prepared well, so I had done the best I could. I think that emotion regulation was helpful for me in staying confident.”

From the students' answers above, the researcher found similarities in their answers that make the researcher believe that the most influential source of the emergence of students' self-efficacy was the psychological state. That is, the students felt the same emotions when presented with organized public speaking in front of the class, such as anxiety, fear, and nervousness, and they all argued so for various reasons. More interestingly, all students were able to regulate their emotions positively, so they could raise their self-efficacy in speaking rapidly. The students admitted that they regulate emotions by focusing, thinking positively, and affirming good things.

Based on the explanation above regarding the sources of self-efficacy of students who get high scores in speaking skill, it can be concluded that students had different ways and efforts to develop their self-efficacy, the difference in the sources was in accordance with the conditions and experiences of each student. Some relied on the teacher's feedback which motivated them to improve their performance. In addition, some found friends as role models who gave a good presentation. Then, some sought recognition of their skill from their peers. Still, others relied on their ability to manage physical and emotional stress reactions. These were the efforts students had made to develop better self-efficacy. Then, the source of psychological state efficacy was preferred in helping students increase their self-efficacy because, based on the results of the interview, all students argued similar things at the psychological state point namely, they could regulate their emotions well by being focused, being positive thinking, and always gave a positive affirmation so that their self-efficacy increases.

B. Discussion

From the data collected through interviews, this study found various sources of self-efficacy in students' speaking skill, including mastery experiences, vicarious experiences, verbal persuasion, and psychological state. The findings in this study are in line with some previous studies, but there are also new findings found in this study.

The research question was "Which sources of self-efficacy most influence the speaking performance of high achiever students in speaking skill." Data were obtained

through interviews to find out in-depth and detailed answers about the experiences of the research participants. There were four research participants, and twenty questions were asked during the interviews. After conducting the research through interviews, the researcher obtained data, which will be explained below.

To answer the research question, the results showed that the sources of self-efficacy of students who obtained a high score in speaking skill were different, but the most dominant source was psychological state. This finding is in line with Setyaningsih et al., (2022) who state that psychological and affective states are the primary sources of self-efficacy that affect students' performance in English public speaking (EPS) classes. Furthermore, they stated that it is because students rely on managing physical and emotional stress reactions during task performance. It is important to note that this information does not necessarily indicate dysfunction in stressful situations but rather highlights the importance of managing stress in order to positively impact self-efficacy beliefs. It is also related to Puspita et al., (2014), This study reports that negative emotional states do not always have a negative effect that can decrease a learner's self-efficacy, while positive emotional states always have a positive effect that helps learners increase their self-efficacy.

One of the factors that made the psychological state became the most dominant source in this study was characterized by the way some students regulated their emotions depending on the class situation, namely how the expression of the lecturer and friends in the class, the result is supported by Trujillo and Tanner (2014), who claim that psychological can affect students' self-efficacy in speaking performance. If

the audience responds positively to the gestures and facial expressions, the speakers will have high self-efficacy (Usher & Pajares, 2006). In conclusion, their friend's behavior can have a positive or negative impact on them in doing the speaking performance, if the expressions of the lecturer and friends are good, then their self-efficacy will increase, and vice versa.

In addition, the interview results show how students regulated their emotions by being positive, relaxed, focused, and trying to enjoy their performance as well as possible. However, it has similar correlation with the study conducted by Mohammed (2021). In this study, it was found that physiological condition is the second factor that affects students' self-efficacy to speak English. Staying calm, avoiding stress, and enjoying speaking English plays a crucial role in their self-efficacy. On the other hand, students with low self-efficacy cannot concentrate on speaking and often forget the intended vocabulary and incorrect grammar due to stress. In general, as evidenced by this study, physiological conditions seem to be closely related to anxiety factors that affect EFL learners in both the process and outcome of language development. Then further in the study it was explained to improve the physiological condition of EFL students in relation to their anxiety in the classroom is to 1) reduce anxiety in the classroom, 2) make them feel like speaking, and never force them to speak, 3) use instructional philosophy in correction techniques, and 4) encourage more pair work activities before the final speaking presentation. In this case, with the exception of one person, the others felt that they had received little social persuasion.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions from this research. Conclusions are drawn based on the previous chapter's data analysis and research results. At the same time, the written recommendations are expected to be a reference for further research.

A. Conclusion

The aim of the research is to investigate the self-efficacy sources of high achiever students on speaking skill. The research question formulated was “Which source of self-efficacy is the most influential on the speaking performance of high achiever students in speaking skill?”. It highlights the complexity of psychological factors that influence student performance. According to Bandura's (1997) theory, the sources of self-efficacy includes mastery experience, vicarious experience, verbal persuasion, and physiological and affective states.

In the context of speaking skill in this study, the four sources of self-efficacy play an essential role in shaping students' performance in public speaking. However, the study's findings highlighted psychological and affective states as the most influential factors in students' speaking skills. This was evidenced by student's proficiency in the management of physical and emotional stressed reactions during public speaking tasks. In particular, students learned to control anxiety, nervousness, and even stress to show

the best of what they had prepared and perform as well as possible. Their ability to manage these psychological reactions effectively affected their self-efficacy in speaking. Likewise, negative interpretations of stressed reactions could also lead to feelings of inadequacy, which in turn could hinder students' public speaking skills.

B. Suggestions

The researcher would like to provide some recommendations for students, lecturers, and future researchers. For students, especially those who have low English proficiency, the findings of this study are expected to encourage them to get to know themselves better by finding out what the sources of their self-efficacy are because by finding out the sources of self-efficacy, they can find out what can support them in improving their English language skills. For lecturers and other educators, the researcher hopes that the role of self-efficacy is better familiarized to each student in increasing their confidence to learn and master foreign languages. In addition, this self-efficacy resource is highly recommended for lecturers to consider appropriate strategies in teaching speaking to low-achieving students.

Furthermore, the researcher hopes that this study can help future researchers to examine the same case regarding the sources of self-efficacy in speaking skill, or at least the researcher hopes that this study can be a reference that can be used for other researchers to conduct additional research with the same focus. In addition, due to the limited number of participants in this study, the suggestion for future researchers is to

conduct research with a more significant number of students or a larger scale to get more information and a broader perspective on this topic under study.



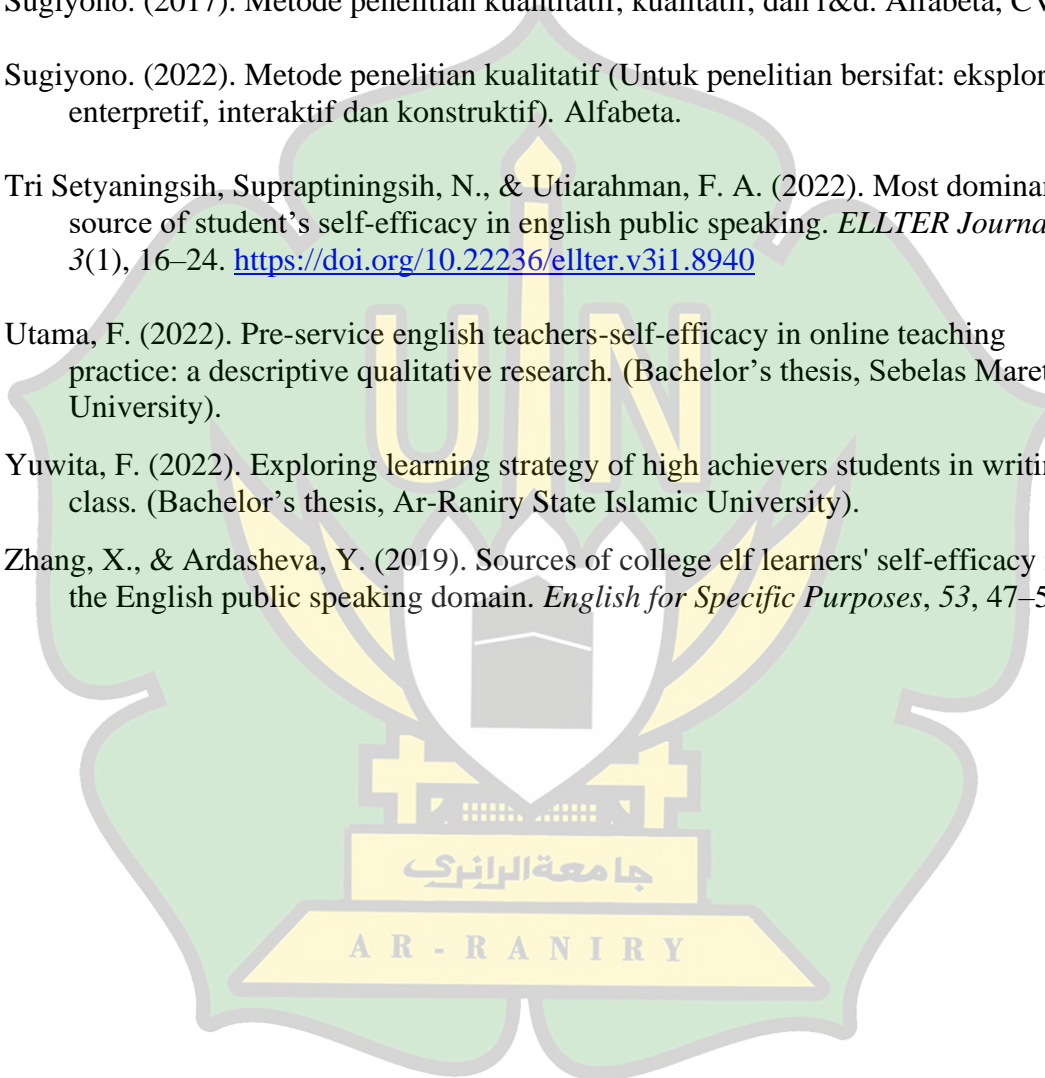
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APPENDICES

Appendix A Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-11934/Un.08/FTK/Kp.07.6/11/2023

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- 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 Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU : Menunjuk Saudara : **Rahmi, M.TESOL., Ph.D**
- Untuk membimbing Skripsi
- Nama : **Intan Raihana**
- NIM : 190203168
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : **Investigating The Sources of Self-Efficacy of High Achiever Student on English Speaking Skill**
- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;
- KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 15 November 2023
Dekan,


Safrul Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



Appendix B Recommendation Letter from *Fakultas Tarbiyah dan Keguruan* to Conduct Field Research

3/21/24, 1:24 PM

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-1968/Un.08/FTK.1/TL.00/2/2024
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 : **Intan Raihana / 190203168**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Lambreung, Meunasah Papeun

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 *Investigating The Sources of Self-efficacy of High Achiever Student on Speaking Skill*

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

Banda Aceh, 11 Februari 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 22 Maret 2024

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

AR - RANIRY

Appendix C

Confirmation Letter of Conducted Research at the English Language Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-129/Un.08/PBI/Kp.01.2/3/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Intan Raihana
NIM : 190203168
Fak/Prodi : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
Alamat : Lambreung, Meunasah Papeun, Aceh Besar

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

“Investigating The Sources of Self-efficacy of High Achiever Students on English Speaking skill”

AR - RANIRY

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 22 Maret 2024
Ketua Prodi Pendidikan Bahasa Inggris,



Syarifah Dahliana
Syarifah Dahliana

Appendix D Interview Protocol

Proyek : Menyelidiki Sumber-Sumber Efikasi Diri Siswa Berprestasi dalam kemampuan Berbicara Bahasa Inggris

Waktu wawancara :

Tanggal :

Tempat : UIN Ar-Raniry, Banda Aceh

Pewawancara : Intan Raihana

Terwawancara : Mahasiswa

Posisi terwawancara : Mahasiswa Jurusan Pendidikan Bahasa Inggris angkatan 2019

Penelitian ini adalah tentang menyelidiki sumber-sumber efikasi diri mahasiswa berprestasi dalam keterampilan berbicara bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui sumber-sumber efikasi diri siswa berprestasi tinggi pada keterampilan berbicara, dan apakah hal tersebut memainkan peran yang signifikan dalam kinerja berbicara bahasa Inggris atau tidak. Data akan diperoleh melalui wawancara semi-terstruktur dan data akan direkam. Data hanya akan digunakan untuk tujuan penelitian untuk melindungi privasi orang yang diwawancarai. Selama wawancara, orang yang diwawancarai akan diberikan beberapa pertanyaan. Proses wawancara akan memakan waktu sekitar 30 menit.

JENIS SUMBER EFIKASI DIRI	
<p>Pencapaian Kinerja</p> <p>(Pengalaman yang diperoleh ketika melakukan sesuatu secara berulang-ulang dan berhasil)</p>	<ol style="list-style-type: none"> 1. Ceritakan tentang jenis kegiatan berbicara bahasa Inggris yang Anda lakukan di kelas speaking. Mana yang paling Anda sukai? Mengapa? 2. Pernahkah Anda mengalami pengalaman berkesan saat anda perform di kelas speaking? Seberapa baik Anda melakukannya sehingga tidak pernah Anda lupakan dan memicu Anda untuk meningkatkan diri serta terus belajar? 3. Apakah Anda juga berlatih berbicara dengan teman-teman Anda di luar kelas Speaking? Jika ya, kegiatan apa saja yang Anda dan teman-teman Anda lakukan? 4. Seberapa sering Anda berbicara dalam bahasa Inggris dalam kehidupan sehari-hari? 5. Dari nilai 1-10, menurut Anda, nilai berapa yang cocok untuk kemampuan bahasa Inggris Anda? Mengapa?
<p>Pengalaman yang diperoleh dari orang lain</p> <p>(Pengalaman yang diperoleh ketika melihat pencapaian seseorang dan memiliki keinginan untuk melakukan hal yang sama)</p>	<ol style="list-style-type: none"> 1. Apakah Anda memiliki role-model yang memotivasi Anda untuk meningkatkan kemampuan berbicara bahasa Inggris Anda? 2. Apa yang Anda rasakan ketika melihat role-model Anda berbicara dengan lancar dalam bahasa Inggris? 3. Bagaimana role-model anda tersebut mempengaruhi motivasi Anda untuk berbicara bahasa Inggris? 4. Pernahkah Anda berbicara dengan penutur asli bahasa Inggris? Dalam kesempatan apa?

	5. Dapatkah Anda menirukan cara penutur asli berbicara dalam bahasa Inggris?
<p>Persuasi Verbal</p> <p>(Pengalaman yang diperoleh ketika mendapatkan umpan balik atau saran dari orang-orang di sekitar untuk mengatasi kesulitan)</p>	<ol style="list-style-type: none"> 1. Seberapa sering Anda mendapatkan pujian ketika Anda berbicara bahasa Inggris dari orang-orang di sekitar Anda? 2. Apakah ada orang yang mempengaruhi Anda dan memotivasi diri Anda untuk berbicara bahasa Inggris dengan baik? 3. Apakah Anda dapat meningkatkan kemampuan berbicara Anda tanpa dukungan dari orang-orang di sekitar Anda? 4. Bagaimana Anda mengevaluasi kemampuan berbicara Anda? 5. Bagaimana cara Anda memotivasi diri sendiri untuk meningkatkan kemampuan berbicara?
<p>Gairah emosional</p> <p>(Pengalaman yang diperoleh ketika menghadapi kecemasan dan stres dalam kasus-kasus sulit)</p>	<ol style="list-style-type: none"> 1. Pernahkah Anda mempresentasikan publik speaking yang terorganisir di depan rekan-rekan Anda di kelas speaking? 2. Apakah Anda dapat menyampaikan penampilan Anda dengan percaya diri atau sebaliknya? 3. Bagaimana perasaan Anda secara mental? Cemas, bersemangat, bosan, dll. 4. Menurut Anda, faktor apa yang membuat Anda merasa demikian? 5. Bagaimana cara anda meregulasi emosi Anda?

Source modified from :

Amanatullah, H. N. (2021). *Investigating The Level And Sources Of Self-Efficacy Of High Achiever Students On English Speaking Skills* (Bachelor's thesis, UIN Syarif Hidayatullah, Jakarta).

Appendix E The Sample of Interview Transcript

The Sample of Interview Transcript 1

Project : Investigating the Sources of Self-Efficacy of Achievers in English Speaking Skill
 Date : February 10, 2014
 Place : UIN Ar-Raniry, Banda Aceh
 Interviewer : Intan Raihana
 Interviewee : Student (RP)
 Interviewee's position : Student of English Education Department class of 2019

This study is about investigating the sources of high achievers' self-efficacy in English speaking skill. The purpose of this study is to find out the sources of high achievers' self-efficacy in speaking skill, and whether or not it plays a significant role in English speaking performance. Data will be obtained through semi-structured interviews and data will be recorded. The data will only be used for research purposes to protect the privacy of the interviewees. During the interview, the interviewee will be asked several questions. The interview process will take about 30 minutes.

TYPES OF SOURCES OF SELF-EFFICACY	
Performance Achievement (The experience gained from doing something repeatedly and successfully)	<ol style="list-style-type: none"> 1. Tell us about the types of English speaking activities you do in speaking class. Which one did you like the most? Why? One of the English speaking activities that I do in class is the presentation of the material given before entering, and this is also one of the activities that I like the most, because why? In addition to students being required to speak or express their opinions, I am also free to express my opinions so that I am given the freedom to convey the things we want to convey. 2. Have you ever had a memorable experience when you performed in a speaking class? How well did you do that you never forgot and triggered you to improve and keep learning? For speaking classes, probably the most memorable things for me are when we express our opinions, or give statements, then the lecturer who holds the course, gives suggestions and also comments regarding what things are still lacking and also what things are good to keep. Well, so these things can

	<p>spur me to continue to improve my speaking competence, with comments that are still lacking on what I convey.</p> <p>3. Do you also practice speaking with your friends outside of Speaking class? If yes, what activities do you and your friends do?</p> <p>No, because I don't have conversations or send messages for English regularly, but sometimes it's not full English.</p> <p>4. How often do you speak English in your daily life?</p> <p>This is probably quite often, and I sometimes talk to myself more often, and also sometimes I talk to friends, but only based on conditions.</p> <p>5. From 1-10, what score do you think is suitable for your English skill? Why?</p> <p>In my personal opinion, my speaking score could be given a score of 8, why, because I believe I have good pronunciation, although sometimes I stammer because of grammar. But I always try to give my best performance when giving statements or asking questions.</p>
<p>Experience gained from others (Experience gained when seeing someone's achievements and having the desire to do the same)</p>	<p>1. Do you have role models who motivate you to improve your English speaking skill?</p> <p>Yes, of course I have role models who motivate me to keep improving my English speaking skill.</p> <p>2. What do you feel when you see your role-model speaking fluently in English?</p> <p>I feel encouraged and sometimes curious about how they practice to be able to speak fluently in English, so this makes me even more motivated to learn English.</p> <p>3. How do your role models influence your motivation to speak English?</p> <p>Well, seeing videos of my role models speaking English also triggers me to make random videos using English, and</p>

	<p>sometimes with these videos I see whether the pronunciation is still wrong or the pronunciation is correct and needs to be improved.</p> <p>4. Have you ever spoken to a native English speaker? On what occasions?</p> <p>So far I have never spoken or had a conversation with a native speaker.</p> <p>5. Can you imitate the way native speakers speak in English?</p> <p>Maybe yes, when I often watch videos or movies that use English, so this triggers me to have or imitate the way they (foreign speakers) convey or speak English.</p>
<p>Verbal Persuasion (Experience gained when getting feedback or advice from people around to overcome difficulties)</p>	<p>1. How often do you get compliments when you speak English from people around you?</p> <p>I get compliments quite often when I use English. One of the things that I often get complimented on is my pronunciation.</p> <p>2. Are there people who influence you and motivate you to speak English well?</p> <p>Yes, of course there is as I mentioned earlier that there is my role model who then influences and motivates me to speak good English.</p> <p>3. Can you improve your speaking skill without the support of the people around you?</p> <p>For this I am not sure, because why? Because I believe when we speak English, of course there must be friends or people around us then support us to improve our speaking skill. And sometimes, I also use English conversation even though the other person uses Indonesian. Sometimes this for me is how I can practice, but I only do this with my closest friends who I think understand what I am saying.</p> <p>4. How do you evaluate your speaking skill?</p>

	<p>For this I often make random videos which I then correct when the video is finished. Which is my way of evaluating my speaking skill, where this can be seen from the material delivered, then whether there are pauses or not, and then how to pronounce the words mentioned.</p> <p>5. How do you motivate yourself to improve your speaking skill?</p> <p>For this, when I play social media, or explore social media, of course English is a language that has been widely used by people, so when I see people who speak English fluently, this triggers me to improve my speaking skill, this is not only in English, but also in Indonesian when I see people who convey their ideas smoothly without stammering, it motivates me to continue practicing.</p>
<p>Emotional arousal (Experience gained when dealing with anxiety and stress in difficult cases)</p>	<p>1. Have you ever presented an organized public speaking in front of your peers in a speaking class?</p> <p>Of course yes, because I always try to prepare the material in an organized manner. Why? Because I think that when I have organized my points in such a way, it makes it easier for me to present them in a speaking class.</p> <p>2. Are you able to deliver your performance with confidence or otherwise?</p> <p>Well, for this, there is actually one thing that I often do so that I can deliver the material with confidence, which is often practicing in front of the mirror, which triggers me to believe in what I say. Which then I also do by preparing the material in such a way and I am sure of what material I have mastered, which makes me confident in delivering it, and vice versa, I also feel insecure when I feel I don't master the material well.</p> <p>3. How do you feel mentally? Anxious, excited, bored, etc.</p> <p>Well, regarding the question point, at the beginning of the delivery, I might have felt a little anxious or nervous, because I was worried about my performance in front of the class. However, over time, when I stood in front of the class to present my opinion or material, I felt a little calm, or relaxed,</p>

and then also excited if I saw that the audience was interested in what I said.

4. What factors do you think make you feel this way?

Well, for this there are several factors that make me anxious at first, the first is that I worry about my mastery of the metric, and also I also sometimes think about how to manage the class well and correctly, so that I can master the class well and make the audience want to listen to the material delivered. Then also if I am excited, the factor that influences it is when I have started to feel calm in the presentation so that this, in my opinion, can affect how we convey ideas or statements in front of the public or a large audience.

5. How do you regulate your emotions?

What I often do is, I continue to convince myself that I can do or give the best performance, because I have practiced so much before, so to regulate emotions, I give positive affirmations that make myself think of the good things that I will encounter, because why? Because I believe that when we think of positive things, the results will also follow. But vice versa, if we think negative things about ourselves and the audience, nature often follows what we think, therefore, in terms of regulating my emotions, I always convince myself and then try to be as calm as possible so that what I say can be conveyed well to my friends in speaking class.

جامعة الرانيري

A R - R A N I R Y

The Sample of Interview Transcript 2

Project : Investigating the Sources of Self-Efficacy of Achiever Students in English Speaking Skill
 Date : February 16, 2014
 Place : UIN Ar-Raniry, Banda Aceh
 Interviewer : Intan Raihana
 Interviewee : Student (AM)
 Interviewee's position : Student of English Education Department class of 2019

This study is about investigating the sources of high-achieving students' self-efficacy in English speaking skill. The purpose of this study is to find out the sources of high-achieving students' self-efficacy on speaking skill, and whether it plays a significant role in English speaking performance or not. Data will be obtained through semi-structured interviews and data will be recorded. The data will only be used for research purposes to protect the privacy of the interviewees. During the interview, the interviewee will be asked several questions. The interview process will take about 30 minutes.

JENIS SUMBER EFIKASI DIRI	
<p>Performance Achievement (The experience gained from doing something repeatedly and successfully)</p>	<ol style="list-style-type: none"> 1. Tell us about the types of English speaking activities you do in speaking class. Which one did you like the most? Why? There were many activities in the past. For example, we were told to perform in front of the class, then we were told to make a video about a topic of our own choice and explain the topic in three minutes. Then we were told to be reporters, then we were told to suddenly debate with friends, and we were also told to be a graduate who delivered a speech on graduation day. But what I remember most (impressed me so much) was when arfa was being a reporter, because being a reporter is a new stage for me, where I need to think about my gesture, about the task, about materials, and about myself, hmm so its really new level for me at the time, to get a new competencies to upgrade myself. So that was the most memorable. 2. Have you ever had a memorable experience when you performed in a speaking class? How well did you do that you never forgot and triggered you to improve yourself and keep learning?

	<p>Well if you ask good, I think I was good at that time, because I've prepared many things, especially for the tasks or the topics, and for how to impress many people. I think I was good at the time, well especially seeing my friends at that time fluent in English. Many of my friends were fluent in English, and that's what motivated Arfa to improve Arfa's English competence, especially since Arfa often recorded during rehearsals, or during performances, so in the next performance, I will improve of course my English then I will learn from my mistakes.</p> <p>3. Do you also practice speaking with your friends outside of Speaking class? If yes, what activities do you and your friends do?</p> <p>Well for formal NO, but for daily conversiation, YES, I did it with my friends, I still do it right now, I do it with my close friend, not only for daily conversiation but also through the Whats-app group, through the phone call, or any social media that we can access, sometimes we use Indonesian but sometimes of course we use English, but mostly we talk in English.</p> <p>4. How often do you speak in English in your daily life?</p> <p>In daily life, for the average, maybe I will give it like five points, so not too often and not too rarely, (in the middle).</p> <p>5. From 1-10, what score do you think is suitable for your English proficiency? Why?</p> <p>In the past maybe I would give 7.5 to myself, because I need to evaluate my vocabulary, my pronounsiation, my intonation, my gesture, my grammar of course, my slang language, well that's why I give 7.5 to myself. But right now maybe I will just say like 6 for me? Just like you know, we are just not an active student so I believe that my English is just going down, that's why I say I will give 6 for myself.</p>
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<p>Experience gained from others (Experience gained when seeing someone's achievements and having the desire to do the same)</p>	<ol style="list-style-type: none"> 1. Do you have any role models who motivate you to improve your English speaking skill? If for example for a definite role model, I don't have one. It's just a random person and it can change every day depending on my mood. So when I see and I see this person I will like it, and I see another person I will also note that person as my role model, hmm it's that simple. But I really like hearing other people speak in English and switch to Indonesian without a pause, and that's what makes me sometimes take them as my role model because I really want to be that kind of person, speaking in English without regret, without rethinking what I've done before. 2. What do you feel when you see your role-model speaking fluently in English? Of course I want to, like what I said earlier arfa wants to be like that so yes that's how it is speaking fluently, speaking with confidence, without any sense of regret, without any sense of rethinking what I have said before, so yes I really want to be someone like my role model. 3. How does your role-model affect your motivation to speak English? Actually what motivates me is actually Mr. Said, he is my English teacher since I was in junior high school. So actually he is my role model. So actually he is my first role model, and what motivates arfa to be an English teacher or including English academics is Mr. Said, yes so every day he is just a teacher. Said, yes so every day he just motivates me, gives a motivation to me, in every meeting when we meet at that time that's how he gives a motivation to me, actually until now he still sends me a lot of videos, gives a lot of voice notes, or sometimes we just do videocall, or call to talk for a while, and I think that's his way of motivating me and encouraging me to keep going, and yeah. 4. Have you ever spoken to a native English speaker? On what occasions?
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	<p>If native English speakers have, yesterday in Mr. Faisal's class, a foreigner came, but I forgot who he was, what his name was, but he was very nice, Arfa also yesterday was asked to take the Mrs from upstairs to Mrs. Syarifah and Mrs. Azizah's room, and on the way, we chatted for a while, we chatted simply and he was also not a native speaker anyway, like a foreigner too, but we did it for a while, so I learned and he also learned.</p> <p>5. Can you imitate the way native speakers speak English?</p> <p>Not really I guess, but I can, but maybe not too similar to them, in gesture maybe, but for pronounsiation, I can try and can a little bit.</p>
<p>Verbal Persuasion (Experience gained when getting feedback or advice from people around to overcome difficulties)</p>	<p>1. How often do you get compliments when you speak English from people around you?</p> <p>From lecturers, they often give good feedback, but from the people around me, it's mostly my parents. But if you say often, it's not often, but there are times.</p> <p>2. Are there people who influence you and motivate you to speak English well?</p> <p>Hmm like I said my English teacher and then my mom, who always says if I can do my best, I can be fluent in English like I want, so I can master enslih like I want, and so just take it day by day, even if it's just a simple thing in one day but you will become something in one day, hmm that's a good word.</p> <p>3. Were you able to improve your speaking without the support of the people around you?</p> <p>I don't think so, I'm the kind of person who immediately loses motivation on something, which is one of my ambitions not achieved, so I don't think so.</p> <p>4. How do you evaluate your speaking skill?</p> <p>I usually record when I speak in English, so I listen to my conversation or explanation, and I correct it, correct it again, correct it again, maybe arfa hear the words, why the words keep repeating, and then I also pay attention to intonation,</p>

	<p>pronunciation, and phrasing in a word and also in a sentence, and of course in the grammar. So I record myself sometimes just recording and sometimes I video it, well just looking at my gestures, and sometimes I ask my friends or my family if my English is fluent or is going down, or is improving.</p> <p>5. How do you motivate yourself to improve your speaking skill?</p> <p>If I lose that motivation, I usually watch videos on you tube or look for influencers or people with good English to motivate me to do something like that, but now I stopped because I'm so busy with my own life hehe.</p>
<p>Emotional arousal (Experience gained when dealing with anxiety and stress in difficult cases)</p>	<p>1. Have you ever presented an organized public speaking in front of your peers in a speaking class?</p> <p>Yes of course, during formal speaking, like when I was asked to give a speech of course I prepared many things, like for example script, like text, like topic and then gesture like what I said before, my mimics, and many things. So that's really preparing for organized speaking at that time. If for example when I became a reporter also like that for video only, I also prepared many things, also the text, the conversation, the topics, the value from the text, and then my mimics, my gestures, my dress, I need to dress well, and my pronunciation, and many things. I write I down, and recorded for many times, recorded like for maybe like 5, 7, 8, 9, until 10 times until I think I remember it and I get a really good new recording in the next step I make a video bout it.</p> <p>2. Are you able to deliver your performance confidently or otherwise?</p> <p>Of course with confidence, even after performing it's a bit like "was it good? How did it look, how did it look, and I always ask my friend (my close friend) about my performance, so ask my friend, "eh was there a lot of mistakes? Eh, there were a lot of grammar mistakes, the words were too repetitive or the sentences were too repetitive, something like that, also ask friends like it was boring or interesting or not? Or interesting or not? Something like that. The situation of the class how, when arfa performs and then the topic is conveyed or not, yes interview each other after performing.</p>

3. How do you feel mentally? Anxious, excited, bored, etc.

Actually, before performing, I was excited, I really want to do the best, and I want to give my best, so I was always excited because I had prepared many things so I wanted to perform quickly. But when I'm already performing, standing in front of course anxious, hmm shaking of course, like fear or pounding, of course afraid of forgetting or so on, but maybe it's just a minute or two minutes, but after that, I just focus on the topic what I've prepared, so confident, confident, and being confident until the end.

4. What factors do you think make you feel this way?

The situation factor is probably, I just really want to get the high score, and I really want to impress many people, and of course the one that I want to get is to impress my self and make my self satisfied with the results, and with what happened during the process, so that the process that has been done is not in vain. I really want to make my self believe that the hard work that has been done before performing is not in vain, so that's the first factor.

5. How do you regulate your emotions?

Focus actually, focus then arfa must look at other people's eyes when talking, what is it looking at the eyes of the lecturer, what is it looking at the eyes of friends, if there are people when arfa sees him not looking back, or even one person does not see arfa, it will be blank anyway, because it has happened. So to regulate emotions, to make Arfa's emotions improve, it is actually by looking at the class situation, looking at the expressions of friends, and looking at the eyes of friends, so you can communicate well.

AUTOBIOGRAPHY

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1. Name : Intan Raihana
 2. Place/Date of Birth : Banda Aceh / November 19th, 2001
 3. Sex : Female
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 6. Adress : Lambreung, Meunasah Papeun
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 10. Educational Background
 - a. Elementary School : MIN Tungkop Aceh Besar
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Banda Aceh, April 13th, 2024
Researcher,

Intan Raihana