

**THE RELATIONSHIP BETWEEN STUDENTS' SELF-EFFICACY AND
THEIR SPEAKING ABILITY
(A Study at MTsS Al-Manar Aceh Besar)**

THESIS

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THESIS

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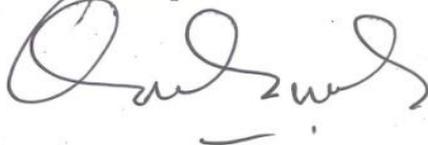
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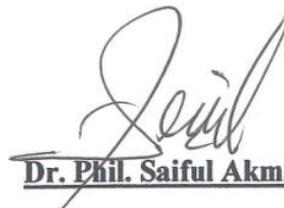
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Menyatakan bahwa sesungguhnya Skripsi yang berjudul: “**The Relationship between Students’ Self-efficacy and Their Speaking Ability**” adalah benar-benar Karya Asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 23 Februari 2016

Saya yang membuat pernyataan,




Mastur

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The Writer

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ABSTRACT

Self-efficacy is an important factor to start any action especially for speaking in EFL learning. Among all other language skills, speaking is of an exclusive place to have effective communication, and self-efficacy is one of the psychological aspects that can influence students' success in mastering the skill. In this regard, this study aims to find out whether there is a relationship between self-efficacy and speaking achievement in English language courses of the eight grade students of MTsS Al-Manar. The participants of this study were 32 students from eight grade class in academic year 2015-2016. Within a correlational research model, self-efficacy questionnaire (SEQ) was applied to the participants. The collected quantitative data were analyzed by Statistical Package for the Social Sciences (SPSS) 20.0 program. The Pearson product-moment correlation coefficient were used to analyze the data. The finding of this research showed that the result of r calculation for students' self-efficacy and their speaking performance score is .536. Based on the table of interpretation of r value, the result of r calculated (.536) is between 0.400 and 0.600. This value shows that there is a positive correlation between the two variables. From the significance (2 tailed), the writer get the score .002. It means $\text{Sig} < 0.05$ so the null hypothesis (H_0) is rejected. The result explained that there is significant relationship between self-efficacy and speaking ability of the eight grade students of MTsS Al-Manar.

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking, among the four basic language skills – speaking, listening, writing, reading-, is of an exclusive importance in daily life and it is a vital complementary tool in communication (Darcy, Ewert and Lidster, 2001; Derwing, Munro and Wiebe, 1998; Morley, 1991; Praton, 1971). Moreover, Bailey and Savage (1994, p.7) cited by Lê (2011, p.1) say that speaking is seen as the centre skill and the most demanding of the four skills.

However, it is not easy to master English speaking skill, as well as using it to communicate. Some people, especially students, find difficulties in using English when they are trying to interact with others. They still look hesitate to interact with their friends and their teachers by using English. The same issues can also be found in English language learning at non-speaking English schools, where most learners often seem passive, and reluctant in speaking English in the classroom (Hamouda, 2012).

For people especially students to be able to speak English, they must first want to learn and believe that they can learn. Thus, they must have not only the motivation to learn but also the confidence in performing those practices and tasks. Hamouda (2012) highlights some factors that make students feel reluctant

to speak English as a foreign language, namely anxiety, lack of interest in English class, shyness, low self-belief and confidence on their speaking capability.

Since one of the most important factors to control students in speaking English is their belief and confidence on their capability, or the so called self-efficacy as defined by Bandura (1995, p.2) which said that self-efficacy is “the belief in one’s capabilities to organize and execute the course of action required to manage prospective situations”. In other words, self-efficacy can be seen as the confidence that people have in their ability to do the things they try to do, accomplish the goal and perform task competently (Dornyei, 2005). It is believed that self-efficacy can determine what people think, behave, as well as the choices they make in particular situation (Bandura, 1994). Thus, the belief that students have about their ability to speak can either encourage or make them hesitate to speak English in front of others in the classroom.

Based on pre observational research at MTsS Al-Manar, the writer found that there are some students who have interest in English class, particularly speaking, but there are not many students who want to try to speak in English, unless being forced by the teacher. According to the teacher, the students’ level of speaking skill is relatively average, but some of them seem like afraid to express their idea in using English. When the researcher asked some students on why they do not want to speak English in the classroom, most of their answers are because they feel shy, they do not have the confidence to speak, and there are even some students who said that they cannot speak even before they tried. Therefore, it is

clear that the students' level of self-efficacy seems to give lots effect on their speaking ability. These are the reasons why the researcher wants to examine the relationship between the students' self efficacy and their speaking ability.

Actually, there are previous studies about self-efficacy related to learning English, such as "The Relationship between Self-efficacy and Writing Performance across Genders" (Hashemnejad, Zoghi, and Amini, 2014), and related to performance (Anyadubalu, 2010). However, speaking as a very important aspect of English language seems to have little attentions from researchers. Based on the description above, the writer is interested in investigating whether there is any significant relationship between self-efficacy and speaking ability under the title: "The Relationship between Students' Self-Efficacy and Their Speaking Ability".

B. Research Question

Concerning the background of the study, the writer formulated the problem of the study: Is there any significant relationship between self-efficacy and speaking ability of MTsS Al-Manar students?

C. The Aim of Study

Based on the questions above, the aim of this study is to find out whether there is any significant relationship between self-efficacy and speaking ability of MTsS Al-Manar students.

D. Hypothesis

Hypothesis is a temporary prediction that can be proved. It can also give some direction in conducting research and how to solve the problems. In this research the writer assumes that there is a significant relationship between students' self-efficacy and their speaking ability.

E. Significance of Study

The results of this research are expected to give benefit for education world theoretically and practically.

Theoretically, the finding of this research will enrich the theory of self-efficacy and speaking ability. For the readers, the study will give awareness that self-efficacy is an important factor that can influence the students to use English orally and that self-efficacy is needed in order for the students to master English speaking ability.

Practically, the research paper will be useful to facilitate the reader who is interested in analyzing self-efficacy and speaking ability.

F. Terminology

The researcher defines some words to avoid misunderstanding.

1) Self-efficacy

Bandura defines self-efficacy as “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective

situations,” or stated another way, self-efficacy refers to individual’s belief in his or her ability to succeed in a particular situation. (Bandura, 1995, p.2 in Jennifer Dodds, 2011, p.19)

This research focused on MTsS Al-Manar eight grade students’ speaking self-efficacy; what they feel toward their speaking capabilities and their belief or confidence in learning and perform English speaking tasks.

2) Speaking Ability

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997 in EL Fattah, 2006, p.30). According to Djiwandono, (in Munir, 2005, p. 16) speaking is the activity to express thought and feeling orally. So, it can be concluded that speaking is an ability to communicate orally with other people to express their idea and feeling.

In this particular study, speaking focused on MTsS Al-Manar eight grade students’ ability in performing oral tasks in English language class, for example; conversation with their partners, recounting personal experiences, oral examination, etc.

CHAPTER II

LITERATURE REVIEW

A. Self-Efficacy

1. Definition of Self-Efficacy

Self-efficacy consists of two words; self and efficacy. Self is the identity of a person while efficacy is defined as the power to produce an effect (Zulkosky, 2009 in Nurjannah, 2015, p.7). He also mentioned that the synonym of efficacy includes effectiveness, efficaciousness, and productiveness. Basically, Bandura (1997) defined self-efficacy as the people's beliefs in their capabilities to produce desired effects by their own actions. He also defined that self-efficacy as a person's confidence in its capacity to organize and implement actions to achieve the goals set, and try to assess the level and strength in all activities and contexts. He further explained that self-efficacy is "what people think, believe and feel affects how they behave" (1986, p.5 in Dodds, 2011, p.19). Maddux (2000) mentioned that self-efficacy is the belief that says "I can perform the behavior that produces the outcome" (p.4). Self-efficacy beliefs lead to a person's ability to organize and implement a series of actions to achieve specified outcomes. (Bandura, 1997 in Nurjannah, 2015, p.7)

Baron & Byrne (2000) suggested that self-efficacy is an individual's judgment of his or her own ability or competence to perform a task, achieve a goal and produce something. Besides that, Feist & Feist (2002) also stated that self-

efficacy is the belief of individuals that they have the ability to hold control over their own work in a particular situation. (In Astrid, 2009, p.1)

Based on the explanations above, it can be concluded that self-efficacy is an individual's belief and confidence in his or her own capabilities to perform or complete tasks and difficulties they face in order to overcome obstacles and achieve the expected goals. It is not expected to measure one's actual capabilities but, rather, the confidence that an individual holds in regards to particular abilities in spite of the fact that, as we will find in the following sections, self-efficacy beliefs can directly influence individual's efforts and activities and therefore, serve as an excellent predictor of one's future performance and ability (Bandura, 1997; Pajares, 1997, in Dodds, p.19)

2. Classification of Self-Efficacy

In general, self-efficacy can be divided into two categories; high self-efficacy and low self-efficacy. In performing a particular task, people with high self-efficacy tend to be more involved in the situation, while those who have low self-efficacy prefer to avoid and stay away from the task.

Individuals who have high self-efficacy tend to be more motivated to do a particular task, even a difficult one. They do not view the task as a threat they should avoid. They are not afraid to fail in performing the task. Instead, they increase their efforts to prevent a failure that might occur. Those who fail in their work, they usually regain their self-efficacy as quickly after experiencing failures (Bandura, 1997, in Astrid, 2009, p.30-31).

On the contrary, people who have low self-efficacy will try to avoid difficult tasks. Such individuals have low commitment in achieving the goals they set. When they faced difficult tasks, they are busy thinking about the shortcomings they have, the distractions they face, and all the results that can be detrimental to them. They do not increase their efforts and give up very easily. They are too slow in correcting their own mistake and regaining their self-efficacy when facing a failure. (Bandura, 1997, in Astrid, p.31)

3. Sources of Self-Efficacy

According to Bandura (1997 in Nurjannah, p.9), there are four big factors that influence someone's self-efficacy.

a) Mastery Experiences

Individuals develop the beliefs of their capability through the results from their previous performances which may be interpreted in either direction. The students who are successful of their tasks in the past will be more confident in doing their activity in the future. On the contrary, negative interpretation about previous tasks can undermine their personal efficacy. Mastery experiences, thus, serve as an excellent predictor of someone's future success (Chen, 2007, p.21).

b) Vicarious Experiences

Individual's self-efficacy can also be influenced by vicarious experiences provided by social models or friends whom they assume having the similarity of competence and intelligence (Bandura, 1997 in

Chen, p.21). Seeing people comparable to them capable of performing the same tasks will make them think that they, too, have the ability to finish the tasks. Information gained from comparing with their friends thus gives reference to individuals' own capabilities. Therefore, peer modeling is another big factor that affects students' personal efficacy.

c) Social Persuasion

People also develop efficacy beliefs through social persuasion or verbal judgment from others about their capabilities in doing something. Social persuasion, may offer additional ways of increasing someone's belief that they can succeed. Bandura (1997, in Chen, p.21) said that although social persuasion itself alone may not create huge increases in efficacy perception, "it is easier to sustain a sense of efficacy, especially when struggling with difficulties, if significant others express faith in one's capabilities than if they convey doubts" (p.101).

d) Physiological and Emotional States

Physiological and emotional states influence self-efficacy in any opportunities as well. For example when we learn to associate poor performance or perceived failure and success with pleasant feeling states, positive or negative mood, and other factors like fatigue, anxiety, etc. (Maddux, 2000 in Nurjannah, p.10).

B. Speaking

1. Definition of Speaking

Speaking is one of two productive skills in language teaching and learning. It is defined as a two way processes between speaker and listener (or listeners) and involves the productive skill of speaking and receptive skill of understanding (Byrne, 1986, p.8, in Mazouzi, 2013, p.6). Meanwhile, Nunan (2003, p.48) defined that speaking consists of producing systematic verbal utterances to convey meaning. Moreover, Bygate (1987, p.1, in Mazouzi, 2013, p.5) argued: “Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the hearer.”

Thus, speaking skill can be described as the ability to communicate orally to other people with the aim is to express their idea and feeling. It involves producing, receiving, and processing information.

2. The Importance of Speaking

Speaking ability is an important aspect in learning a certain language, as Theodore Huebner (1960, p.4 in Mauludiyah, 2014, p.9) stated, “language is essentially speech, and speech is basically communication by sounds”.

Penny Ur (1996) argued that of the four skills (reading, writing, speaking, and listening), speaking skill seems to be the most important one since foreign language learners are most of all interested in becoming actual speakers of the

language. She also stated that people who know a language are often referred to as ‘speakers’ of that language (p.120).

3. The Nature of Speaking

Tarigan (1990, p.3-4 in Mauludiyah, 2014, p.14) defined that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Speaking is a productive skill. It could not be separated from listening. When we speak we produce the text that will be heard by other people and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback.

The nature of speaking has been discussed by many researchers. Byrne (1986, p.8) states that: “Oral communication is two-way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or o listening with understanding)”.

For him, speaker and listener participate in oral communication process, and they use a productive skill which is speaking and receptive skill which is listening, because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation (Thornbury, 2005, p.9) which affect

conversational flow. It seems that culture is a very essential part in how speaking is constructed which has implications for how English speaking is taught and learned.

4. The Aspects of Speaking

Harris (1969, p.81 in Lestari, Nababan & Erni, 2013, p.3) stated that speaking ability has four components which are generally recognized in analyzing speaking. They are as follows:

- a. **Pronunciation** includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly. (Harris, 1969 in Khalidah, Gultom & Harini, 2013, p.2)
- b. **Grammar**, Warriner in Noni (2002, p.15 in Lestari et al., 1993, p.3) said that communication in speaking will run smoothly if grammar is used in speaking. So grammar or structure is a very important aspect in speaking ability.
- c. **Fluency**, Hornby (1974, p.330) defines fluency as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.
- d. **Vocabulary** is range of words known or used by a person in trade, profession, etc. (Hornby, 1974, p.979) If students have many vocabularies, it will be easier for them to express their idea.

5. The Functions of Speaking

A few language experts have attempted to categorize the functions of speaking in human communication. According to Brown and Yule, as quoted by Richards (2008, p.21), “The functions of speaking are classified into three; they are talk as interaction, talk as transaction, and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.” Below are the explanations of the speaking functions:

1) Talk as Interaction

In interactional discourse, language is mainly used to communicate in our daily life. It is an interactive act of verbal expression which is done spontaneously by two or more person. This is about how people try to convey their message to others. According to Yule, (1989, in El Fattah, 2006, p.37-38) this type of communication plays an important social role in oiling the wheels of social intercourse. So, the primary intention in this function is social relationship.

According to Richards, (p.3) some of the skills involved in using talk as interaction are:

- a) Opening and closing conversations
- b) Making small-talk
- c) Recounting personal incidents and experiences
- d) Turn-taking
- e) Interrupting

f) Reacting to others

2) Talk as Transaction

In transactional discourse, speaking is more focus on delivering the message and making sure that the others understand what we want to deliver, clearly and accurately. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, 1989, p.27). In this kind of spoken language, students and teachers usually focus on meaning and talking in the way of their understanding. For example, classroom group discussions, teachers' classroom instructions, and problem solving activities.

Richard (p.4) also mentioned some of the skills involved in using talk as transactions, they are:

- a) Explaining a need or intention
- b) Describing something
- c) Asking questions
- d) Confirming information
- e) Justifying an opinion
- f) Making suggestions
- g) Clarifying understanding
- h) Making comparisons

3) Talk as Performance

In this case, speaking activities are more focus on monolog rather than dialog. Speaking as performance can be seen at speeches, public talks, retelling stories, and so on. Examples of talk as performance are making a presentation, performing class debate, and giving a lecture.

In conclusion, there are three functions of speaking that are categorized by the expert that include talk as interaction, talk as transaction, and talk as performance. Those are kinds of talks we usually use in daily speaking with its different functions.

6. Types of Classroom Speaking Performance

Brown (2001, p. 271) described that there are six types of speaking, they are:

a. Imitative

Teacher asks students to drill word in which the students simply repeat a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy. (Brown, p. 271)

b. Intensive

This is the students' speaking performance with the aim to practice some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc. (Brown, 2004, p.141)

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow up questions or retorts. (Brown, 2001, p. 273)

d. Transactional (dialogue)

It carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Such conversation could readily be part of group work activity as well, such as information-gathering interviews, role plays, or debates. (Brown, 2001, p.273; Brown, 2004, p.172)

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games. (Brown, 2001, p. 274)

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, storytelling and short speeches (Brown, 2004, p.142)

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at

least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

C. Relevance of the Study

Many studies have been carried out on this concept of self efficacy in the academic settings. For example, Schunk (1995) stated that students when engaged in activities are affected by personal (e.g., goal setting, information processing) and situational influences (rewards, feedbacks). These provide students an idea on how well they learn. Self efficacy was enhanced when students perceived they performed well. On the other hand, Bandura, Barbaranelli, Caprara and Pastorelli (1996), reported that parents' academic aspirations for their children, influence the children's academic achievement directly or indirectly by influencing their self efficacy. (Mahyuddin et al., 2006, p.61)

Numerous researches related to self efficacy and language learning had been done for years. Here in 2009 by Tilfarlioglu and Cinkara, English language learning self-efficacy expectations of 175 students at GUSFL had been carried to investigate levels and relationship with their EFL success. The result showed that the students' level of self-efficacy is relatively high and there are positive significant relationships between self-efficacy and language achievement. It also confirmed a strong link between them (Tilfarlioglu & Cinkara, 2009, p.135-136). Concerning listening comprehension and listening proficiency, Rahimi and Abedini (2009, p.19-21) have also conducted research of interface between this

skill and EFL learners' self-efficacy. In this case, sixty one undergraduate EFL learners as samples, it showed that there was a direct and significant correlation between self-efficacy and listening comprehension; the findings found that high self-efficacy affected listening test performance significantly and positively. In American classrooms and a Chinese community, a single case study by Wang (2007: 23-24) noted the connection between behavior and self-efficacy belief to perform related task. Moreover, Wang also observed some factors that influenced the development of self-efficacy belief: (1) expertise in the content area, (2) self-perception of English proficiency, (3) task difficulty level, (4) past experience, (5) social persuasion, (6) interest, (7) attitude toward the English language and (8) English speaking community and social cultural context.

In the writing and reading skills, there have also been many researches related to self-efficacy. Study by Shah et al (2011, p.8-11) proved that 120 secondary students of Negeri Sembilan Malaysia gained moderate on their self-efficacy levels. Besides, the finding showed a large, significant positive correlation between self-efficacy and writing performance in English. As a result, this means students having high self-efficacy would indeed write well, for they were able to negotiate rules and mechanism while maintaining accuracy of language; meanwhile students who believed they to be poor writers would also perform accordingly (Shah et al., p.10).

Sani and Zain (2011, p.243-254), in addition, investigated the relationship among second language affective factors upon reading ability. There were reading attitudes, self-efficacy, and stable individual difference or gender. The result has

shown that boys displayed higher level of L2 reading self-efficacy, though not significant, among the 200 16-year-old Malay students; moreover, significant positive correlation were found among reading self-efficacy, attitudes and ability (Sani & Zain, p.251). It can be drawn a conclusion that, significant or not, there was any correlation between self-efficacy and language skills in language learning process particularly in EFL situation.

Many studies can also be found related to speaking skill or oral performance. For instance, in a previous study conducted by Gurler (2015, p.14), entitled “Correlation between Self confidence and Speaking Skill of English Language Teaching and Literature Preparatory Students” which indicates that there is significant correlation between self-confidence and speaking skill within the level of .01. Students with high self-efficacy or confidence always show better performance than the comparative self-efficacy is lower.

In addition, there is also another study carried by Anggraini, Setiyadi & Sudirman (2014a) which investigated the correlation between self-efficacy and students’ engagement in English speaking class. The result showed that the coefficient correlation of two variables was 0.384 and it was significant where r -value is $(0.384) > r$ -table (0.254) . It was also found that students’ academic self-efficacy contributed 14.8% to their engagement in speaking English class. So, it can be concluded that self- efficacy is an excellent factor in determining quality of student’s engagement in learning process.

Furthermore, Khoirunniswah (2005a) also investigated the correlation between self-efficacy and speaking achievement of English Department second semester students of Muhammadiyah University of Surakarta. 52 students from 16 speaking classes were used as the sample. The result shows that there is significant correlation between self-efficacy and speaking achievement. It means that self-efficacy has an important role to speaking achievement. The students who have high self-efficacy or self confidence will have good competence in speaking achievement, and so otherwise.

Based on those previous results, it can be concluded that there are positive significant relationships between self-efficacy and students' language learning process, skills and achievement not only in general but also in specific areas of the language. Students' high level of self-efficacy will help them improve their success in English language learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Brief Description of Research Location

MTsS Al-Manar is an Islamic Junior High School under the control of The Ministry of Religious Affair. It is located in Lampermai, Cot Irie, Aceh Besar and has been operated since 2001. This school has complete facilities. It has ten classrooms. Three of them are for the seventh year students, four classes for eighth year students, and three classes for the ninth year students. Each of the classes is occupied by 23 up to 36 students. Besides, it also has four other rooms. They are headmaster's room, teacher's room, main hall, academic and administration office. Furthermore, the school also has a library, computer & language laboratory, mosque, sport field and two canteens.

MTsS Al-Manar has 305 students. They are classified into three classes. There are three classes for the first grade students, four classes for the second grade students, and three classes for the third grade students. The first classes consist of 103 students; the second classes consist of 109 students, and the third classes consist of 93 students.

The total number of teacher at MTsS Al-Manar, Aceh Besar is 45. 39 of them are permanent teachers and the rest are part-time teachers. The school has four English teachers. All of them are S-1 graduated of English study program from UIN Ar-Raniry.

Finally, the curriculum which is used at MTsS Al-Manar is *Kurikulum 2013*. While the textbook used in teaching learning process is *Bright*. English is taught once a week and allocated time for the second year class is 2x40 minutes.

B. Research Design

This research attempts to reveal the relationship between self-efficacy and students' speaking ability of MTsS Al-Manar, Aceh Besar. In this study, the writer used correlational research model, one of the quantitative research methods. According to Tekbiyik (2014), if the aim is not to effect the variables, which means to manipulate an independent variable(s) and afterward analyze the impact this change has on a dependent variable(s) as in the experimental design, but to define the relations between them, then this kind of study is called correlational research (in Gurler, 2015, p.16). Moreover, correlational study describes the degree to which two or more quantitative variables are related (Fraenkel, Wallen and Hyun, 2010, in Gurler, 2015, p.16).

C. Population and Samples

The population in this research is eighth grade students of MTsS Al-Manar, Aceh Besar. The writer interested in choosing Al-Manar students because usually English activities at boarding schools tend to be very intensive. Students are required to memorize vocabularies and practice English in their daily life, so they are accustomed enough to use it. Based on the teacher's information, many students look confident when they interact with their friends using English on a daily basis. However, their ability of speaking in terms of pronunciation,

grammar, fluency is not very good, some students cannot even pronounce English words properly. Moreover, there are still lots of students who do not have the will to speak English, although the rule said they have to. They would rather speak Indonesian and Arabic or even be quiet than speaking English. They do not care about the punishment. This is also the case in classroom activities, where some students still look hesitate to participate, and do not have the belief they can speak despite many vocabularies they already have. Therefore, the writer selected MTsS Al-Manar as the population.

In this study, the researcher used purposive sampling. A purposive sample, also commonly called a judgmental sample, is one that is selected based on the knowledge of a population and the purpose of the study. The participants are 32 students from class II.A. The subjects are selected because based on the information from the teacher, they are the most active class and their level of self-efficacy and speaking skill are also better than the others from their same grade.

D. Method of Data Collection

In this study, the writer used the following methods to collect data:

1. Questionnaire

In order to collect quantitative data, the writer used a self-efficacy questionnaire, modified from self-efficacy questionnaire made by Alavi, S., Sadighi, F., & Samani, S. (2004) and a self confidence questionnaire (SCQ) which was developed by Akin (2007) and used in some studies (Gurler, 2013; Ucar and Duy, 2013). The questionnaire has twenty questions for the learners to

indicate their beliefs regarding their speaking abilities, which may be divided into four subskills: pronunciation, fluency, grammar, and vocabulary. A five Likert scale was used to map and interpret students' response. The interpretation was as follows:

1 - SD = Strongly Disagree= denotes very low self-efficacy (under 1.55)

2 - D = Disagree = denotes low self-efficacy (1.56 – 2.55)

3 - M = Moderate = denotes moderate self-efficacy (2.56 - 3.55)

4 - A = Agree = denotes high self-efficacy (3.56 - 4.55)

5 - SA = Strongly Agree = denotes very high self-efficacy (above 4.55)

2. Documentation Score

The writer obtained the students' score directly from the teacher's previous oral examination test. In this test, the teacher used some criteria to measure the students' ability, namely pronunciation, fluency, grammar, and vocabulary. So the writer collected the score from the teacher's available documentation score. The writer also took students' daily score from the teacher to combine it with oral examination score because daily score is also important in measuring students' speaking ability. The mean score of oral examination and daily score made up the final speaking score. The students' speaking score will be described more in the next chapter.

E. Technique of Data Analysis

The purpose of this research was to measure the correlation between students' self-efficacy and their performance in speaking class. The data of the study were analyzed by using statistical analysis.

In analyzing the data, the researcher used correlation product moment which was developed by Carl Pearson. (Sudijono, 2006, p.209 in Rosalina, 2014, p.24). The formula is as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

N = Number of Participants

X = Students' Self-efficacy Scores

Y = Students' Speaking Scores

$\sum X$ = The Sum Scores of Self-efficacy

$\sum Y$ = The Sum Scores of Speaking

$\sum X^2$ = The Sum of the Squared Scores of Self-efficacy

$\sum Y^2$ = The Sum of the Squared Scores of Speaking

$\sum XY$ = The Sum of Multiplied Score between X and Y

This formula is used in finding index correlation "r" product moment between X variable and Y variable (r_{xy}).

To know the significance between two variables, the formula of the significance test is (Ridwan & Sunarto, 2011, p.81 in Septiani, 2014, p.32):

$$t_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

t_{count} = t value

r = value of correlation coefficient

n = number of participants

However, to make it easy and effective in calculating the data, the writer used SPSS 20 in processing the data to get the correlation between the two variables. The writer determined the interpretation table of product moment scale that will describe the correlation between both variables as follow (Hasan, 2009, p.44 in Rosalina, p.28):

Table 3.1 the interpretation of correlation by Arikunto

| Correlation value(r) | Interpretation |
|----------------------|----------------------|
| 0,000-0,200 | Very low correlation |
| 0,200-0,400 | Low |
| 0,400-0,600 | Moderate |
| 0,600-0,800 | High |
| 0,800-1,000 | High correlation |

CHAPTER IV

RESEARCH FINDINGS

A. Data Description

As mentioned before in the previous chapter, the researcher conducted the research by using questionnaire in class VIII.A in order to obtain the students' self-efficacy scores. This class consists of 32 students.

For the English speaking score, the researcher obtained it from the English teacher of VIII.A class, Mr. Zawil Kiram. The score is taken from their daily scores and oral performance test that was conducted by the teacher himself.

Finally, the writer analyzed the data to know the correlation between students' self-efficacy and their speaking ability by using the formula of Pearson Product Moment in SPSS 20 Program.

1) Students' Speaking & Self-efficacy Scores

Table 4.1 Speaking and Self-efficacy Scores

| Participants | Speaking Scores (X) | Self-efficacy Scores (Y) |
|---------------------|----------------------------|---------------------------------|
| Student 1 | 75 | 90 |
| Student 2 | 80 | 98 |
| Student 3 | 85 | 77 |
| Student 4 | 85 | 77 |
| Student 5 | 70 | 76 |
| Student 6 | 60 | 72 |

| | | |
|------------|----|----|
| Student 7 | 80 | 72 |
| Student 8 | 85 | 90 |
| Student 9 | 80 | 78 |
| Student 10 | 80 | 81 |
| Student 11 | 80 | 81 |
| Student 12 | 75 | 71 |
| Student 13 | 65 | 70 |
| Student 14 | 70 | 85 |
| Student 15 | 75 | 72 |
| Student 16 | 85 | 86 |
| Student 17 | 75 | 78 |
| Student 18 | 60 | 62 |
| Student 19 | 65 | 67 |
| Student 20 | 85 | 76 |
| Student 21 | 80 | 79 |
| Student 22 | 85 | 82 |
| Student 23 | 75 | 68 |
| Student 24 | 80 | 79 |
| Student 25 | 75 | 73 |
| Student 26 | 80 | 75 |
| Student 27 | 85 | 81 |
| Student 28 | 70 | 79 |
| Student 29 | 80 | 77 |
| Student 30 | 75 | 82 |
| Student 31 | 80 | 76 |
| Student 32 | 85 | 89 |

From the scores that were collected above, the researcher needed to know the statistical score of the data including the mean, median, mode, maximum score, minimum score, and standards deviation of the scores. To find out those data the researcher used SPSS 20. The finding will be presented as follows:

Table 4.2 Statistical Scores
of Speaking

| | | |
|----------------|---------|--------|
| N | Valid | 32 |
| | Missing | 0 |
| Mean | | 77,03 |
| Median | | 80,00 |
| Mode | | 80 |
| Std. Deviation | | 7,280 |
| Variance | | 52,999 |
| Minimum | | 60 |
| Maximum | | 85 |

From the calculation of SPSS above, it can be seen that the average score of speaking is 77.3. The median score of speaking is 80. The mode or the score that appears the most is 80. The highest score of speaking test is 85 while the lowest score is 60. The standard deviation is 7.280 with variance 52.999.

Table 4.3 Statistical
Scores of Self-efficacy

| | | |
|----------------|---------|-------|
| N | Valid | 32 |
| | Missing | 0 |
| Mean | | 78,09 |
| Median | | 77,50 |
| Mode | | 72 |
| Std. Deviation | | 7,472 |

| | |
|----------|--------|
| Variance | 55,830 |
| Minimum | 62 |
| Maximum | 98 |

According to table 4.4, the average score of the students' self-efficacy questionnaire is 78,09. The median score is 77,50. The mode is 72. The highest score of self-efficacy is 98 while the lowest score is 62. The standard deviation is 7,472 with variance 55,830.

2) Normality Testing

In quantitative research, it is important to know the normality of the data. The writer used *Kolmogorov-Smirnov Test* to find out whether the data distribution is normal or not by using SPSS Program.

Table 4.4 One-Sample Kolmogorov-Smirnov Test

| | | Speaking score | Self-efficacy |
|--------------------------|----------------|----------------|---------------|
| N | | 32 | 32 |
| Normal Parameters | Mean | 77,0313 | 78,0938 |
| | Std. Deviation | 7,28004 | 7,47192 |
| Most Extreme Differences | Absolute | ,221 | ,113 |
| | Positive | ,137 | ,113 |
| | Negative | -,221 | -,077 |
| Kolmogorov-Smirnov Z | | 1,249 | ,640 |
| Asymp. Sig. (2-tailed) | | ,088 | ,808 |

a. Test distribution is Normal.

As the table above shows, the result of distribution test is normal. The table of one-sample Kolmogorov-Smirnov Test was obtained probability

number/Asymp. Sig.(2-tailed). This percentage will be compared with 0,05 ($\alpha=5\%$) to take the decision based on:

- a) If Sig. > 0.05, it means the data distribution is normal.
- b) If Sig. < 0.05, it means the data distribution is not normal.

The table shows speaking score probability is $0,088 > 0,05$ and self-efficacy score probability is $0,808 > 0,05$ which means that the data distribution is normal.

B. Data Interpretation

1) The Correlation Result

As mentioned before in the previous chapter, the writer used SPSS program to analyze the data. The result as below:

Table 4.5 Correlation between Self-efficacy and Speaking Score

| | | Speaking score | Self efficacy |
|----------------|---------------------|----------------|---------------|
| Speaking score | Pearson Correlation | 1 | ,536** |
| | Sig. (2-tailed) | | ,002 |
| | N | 32 | 32 |
| Self efficacy | Pearson Correlation | ,536** | 1 |
| | Sig. (2-tailed) | ,002 | |
| | N | 32 | 32 |

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

The table above shows that the correlation coefficient is 0,536, which indicates that there is a positive correlation between the two variables. Then the writer looked at correlation interpretation table by Arikunto (see table 3.1 in the previous chapter) to describe the strength of the correlation. From the table, it can

be stated that there is a moderate correlation (0,400-0,600) between X and Y variables which means that there is positive relationship between students' self-efficacy and speaking ability.

Whereas, the probability of significance; sig. (2-tailed) = 0,002, will be used to know which hypothesis will be accepted or rejected (it will be explained in the next part).

2) Hypothesis Testing

To answer the research problem, the writer has to measure whether the hypothesis is rejected or not. The writer formulated the hypothesis (Lane, 2013, p.376-377) as below:

1. Null hypothesis (H_0)

There is no significant correlation between students' self-efficacy and their speaking ability.

2. Alternative Hypothesis (H_a)

There is significant correlation between students' self-efficacy and their speaking ability.

The statistical hypothesis stated:

1. H_0 accepted if $p > 0.05$ ($\alpha=5\%$), which means H_a rejected.
2. H_0 rejected if $p < 0.05$ ($\alpha=5\%$), which means H_a accepted.

Based on Table 4.6 above, the writer got $N.Sig = 0,002 < 0,05$ which means H_0 is rejected. If H_0 is rejected then the alternative hypothesis (H_a) is accepted. In other word, it can be concluded that there is significant relationship between students' self-efficacy and their speaking ability. Therefore, it can be interpreted that if the level of self-efficacy increases, speaking grades of the students are expected to increase too.

C. Discussions

As the researcher has mentioned in the first chapter, this study purposed to answer the research problem; whether there is any significant relationship between students' self-efficacy and their speaking ability of Al-Manar Islamic Junior High School students. In learning English as a foreign language, it is important for the students to practice or speak new words they know. By practicing and using the vocabularies in speaking the target language, the learners will memorize the words and learn how to use them in various contexts. It also helps them to speak English accurately and fluently. However, when they have problems in speaking such as lack of self-confidence and bravery to speak, it can influence them in mastering English speaking ability.

In this study, the writer had collected the data needed to prove the hypothesis. The data was collected using two instruments. The first is the speaking self-efficacy questionnaire given to all students in eight grade class as the participants in this research. They were asked to fill the items of statement on the questionnaire, which was used to investigate their level of self-efficacy. The

second instrument is the students' speaking score which was gained from the teacher's available document.

This discussion derived from the analysis of the findings. The analysis has been accomplished in order to answer the research problem. From the analysis, the researcher would like to discuss the result of the test. First, the writer found that the average level of the students' self-efficacy was 78 which according to the Five Likert Scale in chapter 3 ($78 \div 20 = 3,9$) can be described as high, while the average score of their speaking test was 77, which was good. Moreover, the researcher also got the correlation result between self-efficacy and speaking ability or performance of the students which was $r = 0,536$. Based on Arikunto interpretation, the strength of correlation is moderate or enough correlation. In addition, the writer got p value = .002 where the significance $< .05$ which means that the accepted hypothesis was the alternative hypothesis (H_a).

According to the results, it can be concluded that there was positive correlation between the two variables. In addition, the hypothesis testing confirmed further that the correlation was significant, because p value = .002 $< 0,5$ which means that H_0 rejected and H_a accepted.

Thus, as the writer has explained before, the students' self-efficacy can give positive impact on their speaking test and performance, as proved by the findings above. In line with this, Bandura explained that "what people think, believe and feel affects how they behave" (1986, p.5 in Dodds, 2011, p.19).

Thus, it is true that students' psychological factor such as self-efficacy or self-confidence will influence how they behave and perform.

This study also proved to be relevant with previous studies about self-efficacy related to performance context that had been described in chapter 2. As the study conducted by Gurler (2015, p.14) found out, students with high self-efficacy or confidence always show better performance than those who have lower self-efficacy. The study also indicated that there was significant correlation between the two variables within the level of .01. Another study carried by Anggraini, Setiyadi & Sudirman (2014a) also reached the same conclusion. The result showed that the coefficient correlation of two variables; self-efficacy and students' engagement in English speaking class; was 0.384 and it was significant where $r\text{-value is } (0.384) > r\text{-table } (0.254)$

Based on the description above, the writer can conclude that there was significant relationship between students' self-efficacy and their ability or performance in speaking class. What students' feel or think about themselves will influence their own actions and behaviour. Therefore, self-efficacy serves as an excellent predictor of students' future performance and ability (Bandura, 1997; Pajares, 1997, in Dodds, p.19).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research findings and data analysis in the previous chapter, it can be concluded that there is positive significant relationship between self-efficacy and speaking ability of the English class of eight grade students of Al-Manar. The results also show that the students who have high self-efficacy tend to get higher score in oral performance test than those who have low self-efficacy. All in all, the students' level of self-efficacy can influence their speaking ability or oral performance in the English language class.

B. Suggestions

Based on the result of the study, the writer proposed some suggestions concerning the research findings as follows:

1. Parents

Besides facilitating their children with learning materials and other things, the parents also should motivate and support their children with more encouragement, praises, cheers and other factors that can increase their children's motivation and self-efficacy because every student needs support from his or her parents.

2. Teachers

Besides teaching the material about speaking, the teachers also should pay more attention on some psychological factors that can influence students' speaking performance and daily behaviour, such as self-efficacy.

3. Students

In order to have a good skill and performance in speaking, the students should have high self-efficacy and believe that they have the ability to complete their speaking tasks. By having high self-efficacy, students can increase their ability and bravery in speaking. They will not worry about the mistakes and a possible failure in the future.

4. Future Researcher

For researchers in the future, this research can be one of their references to conduct their studies in self-efficacy context, especially in English subject. Students self-efficacy can also be explored in any language skill, such as writing, listening, reading and also in other subjects outside of English language context.

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ANGKET EFIKASI DIRI

Nama :

Kelas :

Petunjuk pengisian angket :

1. Bacalah setiap pernyataan dengan baik dan teliti.
2. Jawablah setiap pernyataan dengan sejujur-jujurnya sesuai dengan pendapat anda sendiri.
3. Tidak diperkenankan mencontek atau meniru jawaban dari teman.
4. Berilah tanda (\surd) pada salah satu pilihan yang menurut anda sesuai dengan diri anda.

Keterangan :

SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

STJ = Sangat Tidak Setuju

N = Netral/ragu-ragu

| No. | Pernyataan | SS | S | N | TS | STS |
|-----|--|----|---|---|----|-----|
| 1 | Ketika saya mengucapkan sebuah kalimat sederhana, saya bisa melafalkan hampir semua kata dengan benar. | | | | | |
| 2 | Ketika saya mengucapkan sebuah kalimat sederhana, saya bisa melafalkan semua kata dengan lancar. | | | | | |
| 3 | Saya yakin akan mendapat nilai yang bagus dalam kategori berbicara (speaking). | | | | | |
| 4 | Saya menguasai hampir seluruh kosa kata yang diberikan oleh guru. | | | | | |
| 5 | Saya bisa mengucapkan sebuah kalimat dengan tata bahasa yang benar. | | | | | |
| 6 | Saya tidak takut membuat kesalahan dalam berbicara bahasa Inggris. | | | | | |
| 7 | Saya yakin saya bisa melakukan percakapan (conversation) di depan teman-teman kelas saya. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 8 | Saya bisa melafalkan setiap kosa kata yang diberikan oleh guru dengan mudah. | | | | | |
| 9 | Ketika saya mengucapkan sebuah kalimat sederhana, saya bisa membedakan antara kata kerja, kata benda, kata sifat, dll. | | | | | |
| 10 | Ketika guru menggunakan kalimat percakapan sehari-hari untuk bertanya, saya bisa menjawabnya menggunakan bahasa Inggris dengan mudah. | | | | | |
| 11 | Ketika guru memerintahkan siswa secara acak untuk membuat sebuah kalimat, saya orang pertama yang akan melakukannya. | | | | | |
| 12 | Menurut saya, mengucapkan sebuah kalimat dalam bahasa Inggris itu tidak sulit. | | | | | |
| 13 | Saya merasa percaya diri terhadap kemampuan saya dalam belajar bahasa Inggris. | | | | | |
| 14 | Menurut saya, menghafal kosa kata itu sulit, tapi saya yakin bisa melakukannya. | | | | | |
| 15 | Saya tidak percaya diri ketika melafalkan kosa kata dalam bahasa Inggris. | | | | | |
| 16 | Saya merasa percaya diri ketika menjawab pertanyaan dari guru di kelas. | | | | | |
| 17 | Dengan kekurangan yang saya miliki, saya pesimis dapat mengerjakan tugas dari guru. | | | | | |
| 18 | Dibandingkan siswa lain, saya adalah seorang siswa yang lemah dalam pelajaran bahasa Inggris, khususnya berbicara (speaking). | | | | | |
| 19 | Saya tidak takut bertanya kepada guru jika ada yang tidak saya pahami atau ketahui. | | | | | |
| 20 | Bagaimanapun saya berusaha, saya tidak yakin akan bisa berbicara bahasa Inggris. | | | | | |

Source:

Modified from:

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Akin. A (2007) in Gurler. I (2015). *Correlation between Self- confidence and Speaking Skill of English Language Teaching and Literature Preparatory Students*, Cecen University, p.16

Alavi. S, Sadighi. F, & Samani, S. (2004). *Developing a Foreign Language Learning Self- efficacy Scale for Iranian Students*. Social sciences & Humanities of Shiraz University, p.2.



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Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

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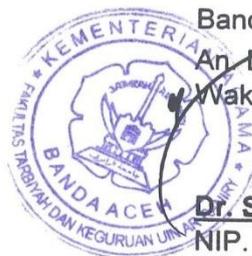
Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Relation ship between Students' Self- Efficacy and Their Speaking Ability

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Banda Aceh, 20 Januari 2016

An Dekan,
Wakil Dekan Bidang Akademik



Dr. Saifulah, M.Ag

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ABSENSI DAN BLANGKO NILAI ULANGAN UMUM SEMESTER GANJIL SISWA
 PESANTREN MODERN AL-MANAR LAM PERMEI COT IRIE ACEH BESAR
 TAHUN AJARAN 2015/2016

KELAS : 2 A

Materi : English
 Guru Pengajar : Ust. Zaidil Kiram
 Hari / Tanggal : Monday / 30/11/2015

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Writer

(Mastur)