

**THE INFLUENCES OF SELF-EFFICACY ON STUDENTS'
SPEAKING ABILITY IN THE CLASSROOM**

THESIS



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Banda Aceh, December 18th, 2018

The writer

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

Self-efficacy is a students' self-assessment which is related to students' belief about their capability to achieve the goals. The aims of this study are to find out the students' self-efficacy and speaking ability at SMPN 14 Banda Aceh, and to discover the impact of students' self-efficacy on speaking ability. The writer collected the data from questionnaire and test and analyzed the data through percentage of questionnaire, rubric speaking for test and using *pearson's product moment coefficient of correlation* SPSS 34. This study involved twenty students of eight grade Junior high school of 14 in Banda Aceh. The writer took the sample by using random sampling. The findings in this research are; there are 4 (20%) students have high self-efficacy, 16 (80%) students have moderate self-efficacy and no student related to low self-efficacy. The result of average students' speaking score is 79, it means that students second grade at SMPN 14 have moderate ability in speaking English. The result of correlation is significant. Thus students' self-efficacy and students' speaking ability have positive correlation.

Key word: self-efficacy, speaking ability

CHAPTER 1

INTRODUCTION

A. Background of Study

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning depend 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 evolving; but it is not completely unpredictable (Burns & Joyce, 1997). We only know about something when someone speaks to us. However, the meaning conveyed by the speaker may not similar with what we are thinking about, but we can clarify it through communication. According to Julia T. Wood (2009, P.4), communication is a systemic process in which individuals interact through symbols to create and interpret meanings; process is ongoing, continuous and always changing; systemic, happens within a system of interconnected parts that affect each other; and symbols, are what people use to represent thing.

According to Sundari and Dasmo (2014), as a foreign language, speaking English is very difficult for learners, because the effective oral communication requires the ability to use appropriate language in social interaction. In the social interaction, we use language to interact with others by using different level of

language which is suitable with interlocutor. As a result, EFL learners with lack of exposure to the target language are relatively poor at the spoken English.

Students' self-efficacy gives influence in learning outcomes. For instance, when the student process their mindset optimistic better than pessimistic. In this light, positive thinking seems as students have strong believe on their capability, but negative thinking seems to have tendency. In context of learning English, this condition leads to the students' lack of motivation and less enthusiasm in learning process.

According to Bandura (1977), self-efficacy refers to a person's beliefs concerning his or her completion of a task and perceived competency level in performing the task. In other words, self-efficacy is a person's self-confidence which plays a role in creating a self-motivated to achieve success in a particular situation. Bandura (1984) stated Self-efficacy is believed to play a key role in the learning process by helping or hindering a learner's progress. Self-efficacy can affect motivation and choice of activities. Students with high self-efficacy will give great effort when facing difficulties; he probably says "I can do this." In contrast, a student who has low self-efficacy may doubt his ability; he thinks "It seems hard and difficult," Besides, it also mostly concerns to answer the question: Can I do this task with this situation? (Cubukcu, 2008). It is about the students' ability focusing on their capability in speaking English.

According to Zimmerman (2000), self-efficacy beliefs are not a single disposition but rather are multidimensional in form and differ on the basis of the

domain of functioning. For example, one is efficacious on a history test; whereas, the efficacy belief differs on biology test.

In the other words, perceived self-efficacy is in a particular task at specific given situation. This situation may be clearly explained by Mahatma Gandhi's (1977); *Your beliefs become your thoughts. Your thoughts become your words, your words become your actions, your actions become your habits, your habits become your values, and your values become your destiny.*

In addition, Self-efficacy is concerned with perceived capability. That should be phrased in terms of can do rather than will do. *Can* is a judgment of he or she capability; *will* is a statement of intention. Perceived self-efficacy is a major determinant of intention, but the two constructs are conceptually and empirically separable. Perceived self-efficacy should be distinguished from another constructs such as self-esteem, locus of control, and outcome expectancies. Perceived efficacy is a judgment of capability; self-esteem is a judgment of self-worth. Locus of control is concerned, it is not about perceived capability, but belief about their outcome, whether outcomes are determined by one's actions or by forces outside one's control (Albert Bandura, 2006, P. 308-309).

Based on pre-observational research at SMPN 14 Banda Aceh, the writer found that there were some students who had interest in English class, particularly speaking, but most of them hesitate to try to speak in English, unless being forced by the teacher. According to the teacher, the students' level of speaking skill was

relatively average, but it is not consistent. Because some of them seem afraid of expressing their idea in using English. When the writer asked some students on why they did not want to speak English in the classroom, most of their answers were because they feel shy, they do not have confidence to speak, feel nervous, lack of vocabulary, and grammar; there are even some students who said that they cannot speak even before they try. Therefore, it is clear that the students' level of self-efficacy seems to give a lot of effects on their speaking ability. These are the reasons why the writer wants to examine the influence between the students' self-efficacy and their speaking ability especially in the classroom.

A previous study carried by Mastur (2016) about "The relationship between students' self-efficacy and their speaking ability (a study at MtsS Al-Manar Aceh Besar) 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. The students' level of self-efficacy can influence their speaking ability or oral performance in the English language class.

Another previous study was carried by Anggraini, Setiyadi & Sudirman (2014) who 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 $(0.384) > r\text{-table } (0.254)$. 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.

Previous studies have similarity with this research related to its topic and aims. However, some differences also appear, especially in terms of different research sample, research focus and methodology. In brief, this research is important to do by considering that some differences lead to different result.

B. Research Questions

Based on the background above, the problem can be formulated as follows:

1. How is student's self-efficacy and speaking ability at SMPN 14 Banda Aceh?
2. What is the correlation between student's self-efficacy and speaking ability?

C. The Aim of the Study

The aims of this research are stated as follows:

1. To find out the student's self-efficacy and speaking ability at SMPN 14 Banda Aceh.
2. To discover the correlation between student's self-efficacy and speaking ability.

D. Significances of the Study

The results of this study are expected to give both theoretical and practical benefits as follows:

Theoretically the finding of this research will enrich and explore the theory of self-efficacy and speaking ability. This study is expected to be useful for teaching speaking by analyzing students' problem in enhancing their speaking skill.

Practically the result of this research are;

- For teacher, this study can be a guideline and provide the meaningful of information about the effective technique for teacher by knowing the influence of students' self-efficacy on students' speaking ability;
- For students, this research can be guideline for students' awareness on their speaking ability especially to improve that skill to better than before;
- For researcher, the finding of this study can be references, about the influence of self-efficacy on students' speaking ability in formal medium (classroom).
- The research paper will be useful to facilitate the reader who is interested in analyzing self-efficacy and speaking ability.

E. 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 of this research was: there is a positive correlation between students' self-efficacy and their achievement in speaking ability.

F. Terminology

To avoid misinterpreting and misunderstanding of this study, the writer provides some terms. They are as follows:

1. Self-Efficacy

According to Bandura as cited (in Cherry, 2016), self-efficacy is "The belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." 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 they are process their brain in positive way (optimist) so it will give good result in their life. 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.

Maddux (2000, p. 4) mentioned that self-efficacy is the belief that says "I can perform the behavior that produces the outcome". 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).

Feist (2002) 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. 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. It is not expected to measure

one's actual capability but rather, the confidence that an individual holds in regards to particular abilities. Self-efficacy beliefs can directly influence individual's efforts and activities in the classroom.

In this context, this study focused on eight grade of SMPN 14 complex of Cinta Kasih Tzu Chi Banda Aceh of students' self-efficacy; what they think toward their belief or confidence in the learning process. Each person has different perception about their self.

2. Speaking ability

Speaking is derived from 'Speak' and the suffix '-ing' makes it as a gerund. Speaking is a process in which people share information, ideas and feeling. It involves not only spoken and written word but also body language, personal mannerisms, and style anything that adds meaning message (Hybel, 2001). Speaking is the activity to express thought and feeling oral. It comes from message or idea to deliver speech.

Ability is the mental or physical capacity, power or skill required to do something (Homby, 1995). If both speaking and ability are combined, it means a capability to utter the articulation of sound to express or to deliver information thought opinion and wish to the other people (Haryanto, in Sunardi, 2004, p. 13).

In this particular study, speaking ability focused on eight grade of SMPN 14 Banda Aceh in performing oral tasks in English language class, for example; describing noun in front of the class one by one. They described

about simple noun which available around they are. Each individual will perform a different noun in different way.

CHAPTER II

LITERATURE REVIEW

This chapter provides the theoretical basis relate to self-efficacy and speaking ability. This chapter consists of three big issues; self-efficacy, speaking ability and self-efficacy in language learning context. In the self-efficacy section, the discussions include; definition of self-efficacy, classification of self-efficacy, the concept of self-efficacy, source of self-efficacy. Speaking ability parts discuss; definition of speaking ability and types of classroom speaking performance; and the last section is self-efficacy in language learning which explores self-efficacy and second/foreign learners, foreign/second language learners' self-efficacy beliefs.

A. An overview of Self-Efficacy

1. Definition of Self-Efficacy

According to Bandura (in Cherry: 2016), self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." 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 student process their mindset in positive way (optimist) so it will give good result in their life. 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.

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).

According to Feist & Feist (2002) 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). Baron and 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. Based on the explanations above, it can be concluded that self-efficacy is an individuals' belief and confidence in his or her own capabilities to perform or complete tasks and difficulties. They face different problem to achieve the expected goals. It is not expected to measure one's actual capabilities but, rather confidence an individual holds in regards to particular abilities in spite of the fact that, self-efficacy beliefs can directly influence individual's efforts and activities in the classroom. Because in the classroom contain a lot of students which variety of individual. They push big effort to do something which one and another is not similar.

Self-efficacy gives influence on students speaking ability. In daily life, some people believe speaking English is difficult for they are. The difficulties come from vocabulary, grammar, accent, and many else. Any kinds of components related to speaking English will make they are thinking in negative.

In the conclusion, the students with high self-efficacy would speak well, in the other hand low self-efficacy would speak accordingly. Because of self-efficacy itself connected to someone's believe about their capability. The way of thinking about something one to another is not similar.

2. Classification of Self-Efficacy

In general, classification of 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 look 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).

Between high self-efficacy and low self-efficacy also have moderate self-efficacy. Moderate self-efficacy is students not too high and not too low self-efficacy but in between of that.

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. In other word, we hope is not same with expectation. They are too slow

in correcting their own mistake and regaining their self-efficacy when facing a failure. (Bandura, 1997, in Astrid, p.31).

In the summary, high self-efficacy and low self-efficacy are both of conditions student face differently. High self-efficacy will give positive result but low self-efficacy will give negative result. The way students achieve the goal in the first time sometime is not similar with reality happen in the end. Because of self-efficacy is about their belief to do the task or not. Depend on student's process their brain.

3. The concept of self-efficacy

Some concepts of self-efficacy have been offered by the expert Koura & Al-Hebaishi (2014) who pointed out self-efficacy is a set of different self-belief related to varied areas of functioning (Valentine, Du Bois & Copper, 2004). It refers to one's capabilities to learn or perform behaviors at designated levels. It can be considered as individual's judgments about their abilities to carry out the actions and behaviors needed to succeed and reach to the predetermined goals. It is not a fixed trait that a person possesses in a fixed from birth, but rather a general capacity that develops through time and experience (Bandura, 1997).

Klassen, Krawchuk and Rajani (2008) stated that self-efficacy is a good predictor of human behavior and actions. The people believes hold about their abilities have both emotional and behavioral aspects. They determine the choice of whether to engage in a task. A person has the power and effort to do something under pressure in performing the task. They have persistence and avoidance to accomplishing it.

Self-efficacy affects learning and performance in three ways (Bandura, 1986):

1. Self-efficacy influences the goals that employees choose for themselves. Employees with low levels of self-efficacy tend to set relatively low goals for themselves. Conversely, an individual with high self-efficacy is likely to set high personal goals. Research indicates that people not only learn but also perform at levels consistent with their self-efficacy beliefs.
2. Self-efficacy influences learning as well as the effort that people exert on the job employees with high self-efficacy generally work hard to learn how to perform new tasks, because they are confident that their efforts will be successful. Employees with low self-efficacy may exert less effort when learning and performing complex tasks, because they are not sure the effort will lead to success.
3. Self-efficacy influences the persistence with which people attempt new and difficult tasks. Employees with high self-efficacy are confident that they can learn and perform a specific task. Thus, they are likely to persist in their efforts even when problems surface. Conversely, employees with low self-efficacy who believe they are incapable of learning and performing a difficult task are likely to give up when problems surface.

In conclusion, someone's believe toward something is different one to another. Self-efficacy can be considered as individual's judgments about their abilities to express from actions and behaviors to reach goals. It is not a fixed trait that a person possesses from their birth but, that develops through time

and experience which that experience come from their self or other people. Everything can be possible if we think and do it in positive way. Self-efficacy is collaboration between emotional and behavior. Emotional is about someone feeling but, behavior is about someone do in full day or it called someone habitual. Self-efficacy affects learning and performance in the classroom which high and low self-efficacy do not use in the same way to achieve the goal. The goal someone's set usually not similar in doing task. The reality and expectation can be similar or not depend on which way they use.

4. Sources of Self-Efficacy

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

a) Mastery Experiences (performance attainments)

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 (modeling)

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 cue (emotional state)

In judging their capabilities, people rely partly on semantic information conveyed by physiological and emotional states (level of fear). Example nervous (lower self-efficacy), and calm composed feelings (higher self-efficacy).

In the conclusion, self-efficacy is considered as individual's judgments about their abilities to carry out the actions and behaviors needed to succeed and reach to the predetermined goals. That thing is not someone bring from birth or

fitrah but, that thing develop through time and experience. In this study, self-efficacy comes from social persuasion, vicarious experiences and physiological cue. Which sources work well in this situation especially at SMPN 14 Banda Aceh. By their successes experience in facing every assignment, they had strong sense of belief on their competence if they were faced with difficult condition. Besides that, the vicarious experience factor may happen. Some students who had confidence not quite high enough on their competence would boost their sense of self-efficacy on their ability by seeing their friends, which they think have the same ability of success.

B. Speaking ability in brief

1. Definition of speaking ability

Speaking ability consists of two words are speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it will clarify one by one. Speaking is the capability in pronouncing sound or word to express or convey thought, idea or feeling opinion and wish. Ability is a potential capacity of power to do something physically or mentally. That description may conclude that both speaking and ability are combined, so it means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to the other person (Haryanto in Sunardi, 2004, p. 13).

According to Djiwandono (in Munir, 2005, p. 16) speaking is the activity to express thought and feeling oral. That come from message or idea to deliver speech. According to Brown (in Florez, 1999), speaking is an interactive process of constructing meaning that involves producing and receiving and processing

information. Speaking can occur in the communication by using verbal and non-verbal communication and also the purpose of that to give information from one to another.

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 they are to express their speaking ability.

From the definitions above, it can be concluded that speaking is a productive skill to construct meaning that involves producing, receiving and processing information which uses popular expression either verbal or non-verbal symbol. The principle within speaking, people take it turns to speak and each language tends to have certain socially described turns. Speaking ability in this research is about the capability or competence that students' have benefit of self-efficacy inside of talk and communication by using English language fluently. It is used to share meaning through the use of words in spoken language. The Students have to push their ability in speaking English day by day in the classroom.

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).

Teacher faces various problems when doing some speaking activities in the class. The students have different ability to speak English as a foreign language, and so they make different mistakes. It is better to know more about the factors that influence speaking activities (Ur, 1996:121) as stated below:

- Inhibition

Speaking requires some degree of real-time exposure to the audience. Learners are often inhibited about trying to say things in as foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

- Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

- Low and uneven participation

Only one participant can talk at a time if he or she is to be heard, and in a large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

- Mother-tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.

- Lack of vocabulary

The students do not know how to combine word by word to good sentences. The problem appears in the classroom is different one another by teacher's information. A lot of things can give influence on student's speaking ability.

In summary, each aspect in speaking has specific function, such as pronunciation, grammar's function to analyze the tenses, fluency and vocabulary. The mistake of student's did in daily speaking is not similar one to another such as; inhibition, nothing to say, low and uneven participation, mother-tongue as Acehnese people English as a foreign language not mother-tongue, the last one is lack of vocabulary.

2. 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 in communication is that monolog, dialogue or another type in speaking . In this study, the writer prefer to extensive (monologue). Which student perform their speaking one by one about describing noun in front of the class. When the students have been ready and prepared for the activity, they can use the language appropriately.

C. Self-efficacy in language learning context

Self-efficacy is someone's believe about their capability. In the language learning, this study reviews the empirical literature of self-efficacy, a central component of social cognitive theory. Individual differences in the area of foreign language learning, that is individual differences encompass a wide scope of domains including, personality traits, learning styles, learners' beliefs, strategies, aptitude, age and motivation. Research indicates that individual differences predict success in language learning. Individuals learning a foreign language have a lot of differences in their rate of learning and the ways they follow to develop their skills (Dörnyei, 2005; Dörnyei & Skehan, 2003; Sawyer & Ranta, 2001).

In order to understand why some learners learn language more successfully than others, with almost the same aptitude and capabilities, researchers have focused their attention on the learners' perceptions of the

task (Williams & Burden, 1997), learners' beliefs in their abilities to perform a task (Bandura, 1997) and other individual differences such as learning strategies (Cohen, 1998; O'Malley & Chamot, 1990; Oxford, 1990) and motivation (Dörnyei, 2001, 2005; Gardner, 2000). Although learning process is multifaceted and complicated as it involves different variables such as relevant knowledge, skills, intelligence and cognitive abilities. Researchers are increasingly directing their research efforts towards the important role of learners' thoughts and beliefs in learning and education (Schunk, 2003).

Self-efficacy as individuals' beliefs in their abilities to perform a task (Bandura, 1986) proves to be a principal variable in predicting learners' performance. Self-efficacy appears to play a vital role in predicting learners' performance in educational contexts and it can predict performance even better than actual abilities (Bandura, 1997), or aptitude (Schunk, 1991). Apart from influencing students' learning, self-efficacy also affects motivation as it has been substantiated by a solid body of research (Pajares, 1996; Schunk, 2003).

Self-efficacy is a significant component of social cognitive theory. SCT suggests reciprocal interactions among these influences: environment, behavior, and personal factors including physiological, cognitive and affective aspects (Bandura, 1986). In this theory, human beings have the ability to affect and shape their environment rather than passively react to it. The reference to the interaction among three forces (personal, environmental and behavioral), individuals' beliefs in their capabilities to perform a task (e.g. self-efficacy) determine the efforts and engagement they exert for the task (Bandura, 1999,

Schunk 2003). The ways in which self-efficacy affects language learning; and how language teachers can help the learners to create positive beliefs about their abilities to learn a foreign language.

D. Self-efficacy and Second/Foreign Language Learners

a. The Construct of Self-efficacy

Self-efficacy, as a key element of social cognitive theory, refers to “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3). Learners’ beliefs in their capabilities affect performance tremendously. Learners’ beliefs can predict performance better than their real ability (Bandura, 1997; Schunk, 1991). This is of considerable importance for educators in that students with high self-efficacy actually engage in doing a task, therefore they achieve higher score than those learner with low self-efficacy, even though they may have low ability. Self-efficacy is a motivational variable in learning and it seems almost impossible to examine some aspects of human functions such as learning, motivation and academic performance regardless of the role of self-efficacy beliefs of the learners (Pajares & Urdan, 2006).

According to Bandura (1997) noted four sources which affect the development of self-efficacy beliefs: a) mastery experience, (b) vicarious experience, (c) social persuasion, and (d) physiological states. People who have experienced successful performance in accomplishing a task, tend to have high self-efficacy, therefore past experiences play a vital role in developing self-efficacy beliefs.

When learners observe their friend and peers perform a task successfully; they develop positive beliefs about their own capabilities in performing the task and hence this experience can enhance the learner's self-efficacy. Encouragement and positive feedback affects self-efficacy. Learners develop high self-efficacy concerning a specific task when they receive encouragement from mentors, advisors, or superiors who are valued for their expertise in the particular domain assessed. Lastly, physiological and emotional states such as fatigue and anxiety affect self-efficacy. Learners who have low anxiety during a task performance, feel at ease and tend to perceive the situation as pleasant, therefore they strengthen their self-efficacy beliefs.

b. Foreign/Second Language Learners' Self efficacy Beliefs

Self-efficacy is task-specific and differs from context to context. Bandura (1986) posited that various ways are required to assess self-efficacy when tasks vary because assessment of self-efficacy is task-specific. Therefore, self-efficacy needs to be measured specifically rather than generally. Since language learning differs from other types of learning (Williams, 1994), more attention needs to be paid to how learners develop self-efficacy and what factors affect their self-efficacy in second/foreign language contexts.

While a large number of researchers have investigated the role of self-efficacy in different areas of learning, less research has focused on self-efficacy beliefs in the context of foreign language learning. However, there has been a growing interest in self-efficacy beliefs within the field of second language learning in the last ten years. Research results from several areas indicate that

self-efficacy is a key factor that affects learners' interest, persistence, extent of effort students invest in learning, the goals they choose to pursue and their use of self-regulated strategies in performing a task (Carmichael & Taylor, 2005; Lane, Lane, & Kyprianou, 2004; Linnenbrink & Pintrich, 2003; Pajares, 1996, 2003; Schunk, 2003).

In foreign language learning contexts, research studies have examined self-efficacy in relation to a limited number of variables namely learning strategies, performance, causal attributions, and language anxiety. Still not many research studies have been directed towards the development of self-efficacy in these contexts. Moreover, most of the studies have investigated the correlational relationship between learners' self-efficacy beliefs and these variables, and only a few studies have focused on the casual relationship between self-efficacy and mentioned variables. Self-efficacy, as a central element of human agency, mediates between learners' aptitude, past achievements and subsequent performances (Bandura, 2006).

c. Self-efficacy with speaking class and students' ability

Self-efficacy, known also as learner belief, is a term used to refer to a person's belief concerning his or her completion of a task and perceived competency level with performing the task. According to Bandura, self-efficacy beliefs serve as a key motivational force in cognitive system and considered to be a central mediator of effort (Tilfarlioglu & Cinkara, 2009).

In the context learning process (speaking class), self-efficacy can support student's believe about their ability. Ability is about student's potential when they face teachers and friends in the classroom. This focus on more specific in one of skills in English that is speaking. Speaking is a process deliver speech or message to pronouncing word by word by oral. That message can be verbal and non-verbal. Because as far we know that gesture, eye context, and many else is part of speaking (deliver speech).

Self-efficacy influences students' ability in the classroom. Speaking can occur any places. Speaking also have a lot of types there are; monologue, dialogue, and another. Monologue is someone speak a lot in front of people, such as speech. Dialogue is transactional speaking which one deliver information and other one receiver information.

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

In this research, the writer used a quantitative research. Quantitative research is a study involving the use and analyses of numerical data using statistical techniques. In this study, the writer used correlational research model, one of the quantitative research methods. According to Tekbıyık (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 (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).

B. The location

The location of this research is SMPN 14 Banda Aceh, especially in complex of Cinta Kasih Tzu Chi Panteriek village. The specific position is in the center of complex Cinta Kasih Tzu Chi. It has been operated since 2007 after three years of Tsunami disaster. Before the accident happen, the school was already built in the Alunaga, great Aceh. Tsunami disaster had destroyed the

school. Foreigners went to Aceh to give a lot of aids and build some houses and school for Tsunami victims including this school. Most of students studying at SMPN 14 are victims of Tsunami disaster. But nowadays, because the school system is regeneration, so some students who are studying at that school live in different places, such as; Batoh, Sukadamai, Blang cut, and near village.

C. Population and sample

According to Cohen (2000, P. 158), population is the large group in which a researcher wants to generalize the sample result. The population is generally a large collection of individuals or object that is main focus of a scientific query (Castillo, 2009). Based on the statements above, the writer chooses the students of SMP 14 complex of Cinta Kasih Panteriek village, Banda Aceh as a population of this research. The school has five classes, there are two classes for first grade, two classes for second grade, and one class for third grade. The total students of the school are 124 students. They are divided into 3 levels of grade. Students of first grade consist of 41 pupils, second grade consist of 36 students, and third grade occupied of 47 students. The writer only chose one class from two classes available in the second grade.

Sample is part of population that the TREE (teacher, researcher, educator and educator) will survey using some types of data collection instrument, through questioner or test. Sample is the subject of a research representing the population that was taken through random sampling. Sudjana (2005, P. 69) mentions that the

random sampling is that sample chose by ignoring whom and what they are. In this research the writer use random sampling technique for choosing the sample. The writer uses lotre method which number one and two are put into the bottle and shake it. The number that is out from the bottle that is the good number (random). From the writer's previous observation, the potential of students in the second grade are quite similar; they are not too low and not too high, but in between. The writer choose second grade because they still have longer duration study time. Meanwhile student first grade still adjust themselves with high school situation (transition era) and third grade they will face National exam (UN), so they have to focus on studying.

D. Procedure of data collection

In collecting the data, the writer conducted only three meetings including first meeting for questionnaire and preparation material and the second and third meeting for assessment session. The allocation time for each meeting is 40 minutes (2XJP).

The data for this research come from questionnaire and test. These data were analyzed to find out whether students' self-efficacy affect their speaking ability of English based on their answer of the questionnaire and student's performing in front of the speaking class.

1. Questionnaire

Questioner is a way to collect the data from respondents and usually consist of several written questions related to the topic. Babbie (2010) defines questionnaire as a document containing questions and other types of items designed to solicit information appropriate for analysis. According to Arikunto (2010), there are two types of questionnaire (opened and closed questionnaire). In opened questionnaire, respondents could answer the questions given by the researcher by their own word while closed questionnaire allow the respondents only choose the available choices. The list of questionnaire will be distributed to the students to gain more valid and reliable data about the student's responses of their self-efficacy studying English speaking in the classroom.

Type of Questions in this research is Closed Ended Format. The questions which have multiple options as answers and allow respondents to select a single option from amongst them are called closed-format or closed-ended questions. This type of questionnaire is especially useful when conducting preliminary analysis. As a fixed answer set is provided, these are ideal for calculation of statistical information and percentages of various types.

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). The questionnaire has twenty questions for the learners to indicate their beliefs regarding their speaking abilities, which may be

divided into five sub skills: pronunciation, fluency, grammar, vocabulary and comprehension. 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 (below 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. Test

In order to measure students' speaking ability, the writer gave them test after giving questionnaire. The aimed of the test to find out the student's speaking ability in second grade of SMPN 14 Banda Aceh.

The writer asked the students to make simple descriptive text (noun and people) in the limited time. After that they performed what they have written to see the student's believe about their potential.

The students' oral communicative competence will be measured by specific rubric. The writer refers David P. Harris as cited in Nurnia (2011, p. 27) that consists of 5 variables, namely pronunciation, grammar, vocabulary, fluency, and comprehension. The criteria of evaluation use (1-5) scale. The writer obtained the students' score directly from the student's performance about their ability in front of the class.

E. Technique of Data Analysis

1. Questionnaire

The descriptive analyzing of questionnaire has conducted to find out the distribution frequency of each item of questionnaire. It calculated by using formula as follows:

$$p = \frac{f_i}{n} \times 100\%$$

Where,

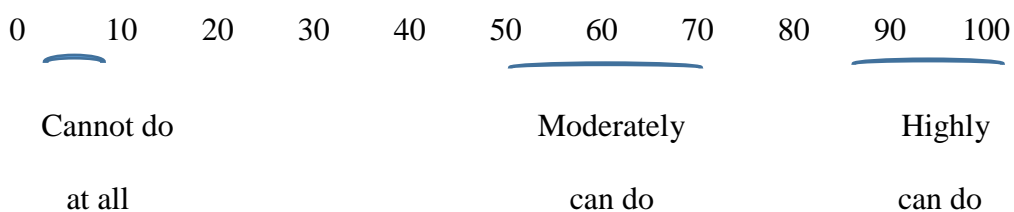
P : percentage

Fi : Total of frequency

n : Number of sample

The questioner is the best used (also sometimes called survey, checklist or schedule) when the responses are many participants. The questioner is prefer using checklist, so the data will count how much SD = Strongly Disagree, D = Disagree = denotes low self-efficacy, M = Moderate = denotes moderate self – efficacy, A = Agree = denotes high self-efficacy, SA = Strongly Agree = denotes very high self-efficacy.

The scale bellow is based on a standard created by Albert Bandura of students' self-efficacy in the classroom;



The scale above could be guide line for students' answer of self-efficacy;

- 0-39 = cannot do at all (Low self-efficacy)
- 40-79 = Moderately certain can do (Moderate self-efficacy)
- 80-100 = Highly certain can do (High self-efficacy)

2. Test

In analyzes the test, the writer will analyze the data in the different way;

The analyzing the data of test, the writer calculated the data by some steps below

- The range (R) of the score in experimental class was determined by using (Sudjana, 2001, p. 47):

$$R = H - L$$

Where:

R : the range of the score

H : Highest score

L : lowest score

- The number of interval class

It can be determined by using the following formula. According to Sudjana (2002, p. 47) the formula is:

$$I = 1 + (3, 3) \log n$$

Where,

I : the amount of interval class

n : the amount of sample

3, 3 : constant value

- The space of interval class was found by using the following pattern (Sudjana, 2002, p.48):

$$P = \frac{R}{I}$$

Where;

P : interval space

R : the range of score

I : the amount of interval class

- The frequency distribution, the mean of score was;

$$X = \frac{\sum FiXi}{\sum Fi}$$

3. Correlation measurement

In order to answer research question, the writer calculate the correlation between independent variable (self-efficacy) and dependent variable (speaking ability), using *Pearson's product moment coefficient of correlation* (Sudijono, 2006, p. 209 in Rosalina, 2014, p. 24). The formula is as follow;

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

r_{xy} = the correlation coefficient between X and Y

N = Number of Participants

X = Students' Self-efficacy Scores

Y = Students' Speaking Scores

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

$\sum Y$ = The result Scores of Speaking

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

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

$\sum XY$ = The result 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}).

However, to make it easy and effective in calculating the data, the writer used SPSS 34 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 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 correlation
0,800-1,000	Very high correlation

Percentage of scale
5 = Strongly Agree (80 - 100%)
4 = Agree (60 - 79, 99%)
3 = Moderate (40 - 59, 99%)
2 = Disagree (20 - 39, 99%)
1 = strongly Disagree (0 - 19, 99%)

CHAPTER IV

RESEARCH FINDINGS

This research has been conducted within a period of approximately 1 week, held at SMPN 14 Budha Suci Banda Aceh with a sample size of 20 students of second grade. The writer collected the data by delivering questionnaire and by giving the test to the students. Then, the data were analyzed by using the formula of Pearson Product Moment in SPSS 34 Program to know the correlation between student's self-efficacy and their speaking ability

A. Result of Questionnaire

Questionnaire was conducted to find out the student's self-efficacy. In this study, the writer used self-efficacy scale which is modified from self-efficacy questionnaire made by Alavi, S., Sadighi, F., & Samani, S. (2004)). As mentioned in previous chapter, the questionnaire was in the likert scale form. It consists of 20 questions and it is divided into 5 gradation of answers, the highest score starts from 5 (Strongly agree), 4 (Agree), 3 (Moderate), 2 (Disagree), and 1 (Strongly disagree). The writer gave the questionnaire to 20 respondents' of second grade SMPN 14 Banda Aceh.

In this research, the writer used formula below to get total of questionnaire score;

$$P = \frac{f^i}{n} \times 100\%$$

Table 2 The result of self-efficacy and percentage of students answer questionnaire

NO	Gradiation score	Frequency answer																			
		Ques.1	Ques.2	Ques.3	Ques.4	Ques.5	Ques.6	Ques.7	Ques.8	Ques.9	Ques.10	Ques.11	Ques.12	Ques.13	Ques.14	Ques.15	Ques.16	Ques.17	Ques.18	Ques.19	Ques.20
1	Strongly disagree	3	4	3	1	2	2	2	0	1	1	2	1	1	2	5	1	4	4	2	5
2	Disagree	4	3	4	3	1	4	2	1	2	4	6	3	4	0	5	1	4	2	4	7
3	Moderate	4	5	5	7	6	3	5	5	2	7	4	4	3	2	3	4	1	2	4	3
4	Agree	6	5	3	6	3	5	8	10	10	2	7	7	8	10	2	9	8	9	4	2
5	Strongly agree	3	3	5	3	8	6	3	4	5	6	1	5	3	6	4	5	3	3	6	3

NO	Gradiation score	Percentage Answer																			
		Ques.1	Ques.2	Ques.3	Ques.4	Ques.5	Ques.6	Ques.7	Ques.8	Ques.9	Ques.10	Ques.11	Ques.12	Ques.13	Ques.14	Ques.15	Ques.16	Ques.17	Ques.18	Ques.19	Ques.20
1	Strongly disagree	15%	20%	15%	5%	10%	10%	10%	0%	5%	5%	10%	5%	5%	10%	25%	5%	20%	20%	10%	25%
2	Disagree	20%	15%	20%	15%	5%	20%	10%	5%	10%	20%	30%	15%	20%	0%	25%	5%	20%	10%	20%	35%
3	Moderate	20%	25%	25%	35%	30%	15%	25%	25%	10%	35%	20%	20%	15%	10%	15%	20%	5%	10%	20%	15%
4	Agree	30%	25%	15%	30%	15%	25%	40%	50%	50%	10%	35%	35%	40%	50%	10%	45%	40%	45%	20%	10%
5	Strongly agree	15%	15%	25%	15%	40%	30%	15%	20%	25%	30%	5%	25%	15%	30%	20%	25%	15%	15%	30%	15%

The table above presented the result of student's self-efficacy related to their speaking ability in the classroom. From the table, it can be seen that the percentage of students answer differently. To have a clear description of the questionnaire data, each item of question is described one by one.

Table 3 I am sure to get good score in the speaking skill

Number score	Criteria	N	%
5	Strongly agree	5	25%
4	Agree	3	15%
3	Moderate	5	25%
2	Disagree	4	20%
1	strongly disagree	3	15%

From the table above there were 5 students (25%) choose strongly agree, 3 students (15%) choose agree, 5 students (25%) choose moderate, 4 students (20%) choose disagree and 3 students (15%) choose strongly disagree about having good score in the speaking English. So, the writer concluded that, most of students strong believe about their good score in speaking performances.

Table 4 I am not afraid to make mistakes in speaking English

5	Strongly agree	6	30%
4	Agree	5	25%
3	Moderate	3	15%
2	Disagree	4	20%
1	strongly disagree	2	10%

The table above implied that six students (30%) choose strongly agree that they are not afraid of making mistake in speaking English. As far we know that, making a mistake in speaking English is often done by people without awareness. Five students choose agree (25%), three students choose moderate (15%), four students choose disagree (20%) and only two students choose strongly disagree (10%). In brief, 30% student choose strongly agree and 10% students answered strongly disagree. It means most of the students in that classroom believe that they are not afraid to make mistakes in speaking English. The fact in the field, several student's said that making a mistake in English can be guide for them to do better in the future.

Table 5 I am sure, I can do conversation in front of my classmates

Number score	Criteria	N	%
5	Strongly agree	3	15%
4	Agree	8	40%
3	Moderate	5	25%
2	Disagree	2	10%
1	strongly disagree	2	10%

The data of the table above explained the percentage of students choosing “I am sure, I can do conversation in front of my classmate”. This statement focus on what they believe about themselves to perform their conversation in front of their friends. Talking in front of people is not easy job for some people, they need to control their nervous.

The result of the data shows that most of student (40%) choose agree, 5 students (25%) choose moderate or in the between agree and disagree, 3 students (15%) choose strongly agree, and the students who choose strongly disagree and disagree (10%) have the same percentage.

Table 6 When the teacher ask the students to make a sentence randomly, I am the first person to do it.

Number score	Criteria	N	%
5	Strongly agree	1	5%
4	Agree	7	35%
3	Moderate	4	20%
2	Disagree	6	30%
1	strongly disagree	2	10%

The table above mentions that, students answer questionnaire is not similar one to another. Most of students choose agree 35% about that statement, there were 2 students (10%) choose strongly disagree, 6 students (30%) choose disagree, 4 students (20%) choose moderate and only 1 student (5%) choose strongly agree. In summary, students prefer to choose agree about the statement above. It means strong self-efficacy dominated student's mindset in the second grade students.

Table 7 In my opinion, saying a sentence in English is not difficult

Number score	Criteria	N	%
5	Strongly agree	5	25%
4	Agree	7	35%
3	Moderate	4	20%
2	Disagree	3	15%
1	strongly disagree	1	5%

The table above shows the percentage of students answer about saying a sentence in English is not difficult; there were 5 student choose strongly agree (25%), 7 students (35%) choose agree, 4 students or equal with (20%) choose moderate, 3 students choose disagree (15%) and only 1 students choose strongly disagree (5%). In conclusion, half of student are optimistic and agree about saying a sentence in English is not difficult.

Table 8 I feel confident in my potential to learn English

Number score	Criteria	N	%
5	Strongly agree	3	15%
4	Agree	8	40%
3	Moderate	3	15%
2	Disagree	4	20%
1	strongly disagree	1	5%

The highest percentage chosen by the students is agree because 8 students (40%) feel confident about their potential in learning English. While less of students feel unconfident about their potential in learning English. There are also the equal percentage of students who choose between strongly disagree and moderate, while only 1 student choose strongly disagree (5%).

Table 9 I am not confident when I pronounce vocabulary in English

Number score	Criteria	N	%
5	Strongly agree	4	20%
4	Agree	2	10%
3	Moderate	3	15%
2	Disagree	5	25%
1	strongly disagree	5	25%

The list above concluded that, the number of students who choose disagree and strongly disagree are the same (25%); 5 students who choose strongly agree 20%, 3 students choose moderate (15%) and only 2 students choose agree about their confident when they pronounce vocabulary in English.

Table 10 I feel confident when answering the teacher's questions in the class

Number score	Criteria	N	%
5	Strongly agree	5	25%
4	Agree	9	45%
3	Moderate	4	20%
2	Disagree	1	5%
1	strongly disagree	1	5%

The table above shown 1 student choose strongly disagree and disagree (5%), 4 students (20%) choose moderate, 9 students (45%) choose agree and 5

students (25%) choose strongly agree. In brief, 45% student choose agree about that statement. The students who choose strongly disagree and disagree about their confident when answering the questions teacher gives in the class are the same (5%).

Table 11 with the weaknesses I have, I am pessimistic that I can do the assignment from the teacher

Number score	Criteria	N	%
5	Strongly agree	3	15%
4	Agree	8	40%
3	Moderate	1	5%
2	Disagree	4	20%
1	strongly disagree	4	20%

From the data listed above we can see that as much as 40 % students agree about “with the weaknesses I have, I am pessimistic that I can do the assignment from the teacher”. The member of students who choose disagree and strongly disagree is the same (20%), 3 students choose strongly agree (15%) while student who choose moderate is only 1 person (5%).

Table 12 compared with other students, I am a student who is weak in learning English, especially in speaking

Number score	Criteria	N	%
5	Strongly agree	3	15%
4	Agree	9	45%
3	Moderate	2	10%
2	Disagree	2	10%
1	strongly disagree	4	20%

From the table above there were 4 students (20%) choose strongly disagree, 2 students (10%) choose disagree, 2 students (10%) choose moderate, 9 students (45%) choose agree and 3 students (15%) choose strongly agree. In brief, most students believe that they are weak in speaking compared with other students.

Table 13 I am not afraid to asking to the teacher, if there is something I do not understand

Number score	Criteria	N	%
5	Strongly agree	6	30%
4	Agree	4	20%
3	Moderate	4	20%
2	Disagree	4	20%
1	strongly disagree	2	10%

The table above shows that there were 2 students (10%) choose strongly disagree, 4 students (20%) choose disagree, moderate and also agree for each, 6 students (30%) choose strongly agree. In short, the table above explains that most of students are not afraid to ask to their teacher, if there is something they do not understand or know clearly.

Table 14 However I try, I am not sure I can speak English.

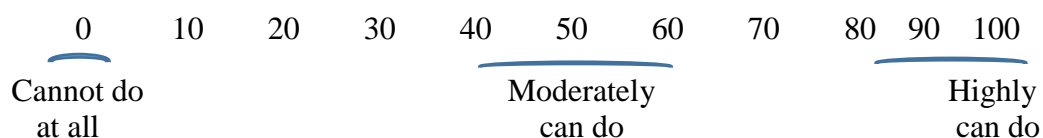
Number score	Criteria	N	%
5	Strongly agree	3	15%
4	Agree	2	10%
3	Moderate	3	15%
2	Disagree	7	35%
1	strongly disagree	5	25%

In the table above, there were 3 students (15%) choose strongly agree, 2 students (10%) choose agree, 3 students (15%) choose moderate, 7 students (35%) choose disagree and last 5 students (25%) choose strongly disagree. The writer concludes that as much 35 percent of student disagree about how hard they try, they are not sure they can speak English. It seems that they feel pessimistic about their English speaking skill. They have low self-efficacy about speaking English. They process their mindset in wrong way; what we think, of course will give the result at last, is it positive or negative result.

N O	NAME	1	2	3	4	5	6	7	8	9	1 0	1 1	1 2	1 3	1 4	1 5	1 6	1 7	1 8	1 9	2 0	TOTAL SCORE
1	AM	3	4	2	2	3	3	4	4	4	2	3	3	3	4	3	4	4	2	2	3	62
2	AQ	2	4	3	3	5	5	4	5	4	2	4	4	4	3	4	4	3	4	5	2	74
3	AS	2	1	3	4	3	4	5	4	5	5	3	4	4	5	1	3	1	1	3	1	60
4	KS	4	3	2	4	5	3	3	4	3	3	4	4	2	3	1	3	4	1	2	2	60
5	LM	5	4	4	4	4	4	4	5	5	5	5	4	5	5	5	5	5	5	5	5	93
6	M.A	5	5	5	3	3	5	4	4	5	4	2	5	2	5	5	4	4	4	4	1	79
7	MA	3	1	2	5	5	3	5	4	4	4	4	4	4	4	4	4	4	3	4	4	73
8	MA M	5	4	5	4	4	5	1	4	5	5	4	5	4	4	2	4	4	4	5	2	85
9	MK D	3	3	1	2	2	1	1	4	1	5	1	5	4	1	1	1	5	1	5	1	47
1 0	MR A	1	5	3	3	3	5	3	3	4	3	1	1	2	1	1	4	1	1	2	1	48
1 1	MR N	2	2	1	3	3	2	2	2	4	2	2	3	3	4	2	2	2	4	1	3	51
1 2	MT K	4	1	3	2	2	1	3	3	3	1	2	3	4	5	3	5	4	5	1	1	53
1 3	NA	1	1	2	1	1	2	3	3	4	2	2	2	2	4	3	4	1	4	3	2	49
1 4	NF	4	3	5	3	3	5	4	5	4	3	2	4	1	4	2	3	2	3	4	2	62
1 5	PW	4	5	4	5	5	2	4	5	4	5	4	5	5	5	5	5	4	5	5	2	88
1 6	RU	2	4	1	3	3	5	3	5	4	5	4	5	5	4	5	4	5	4	3	5	82
1 7	SFR	3	2	3	4	4	4	4	3	5	3	4	2	3	5	2	5	2	4	5	2	71
1 8	SR	4	3	5	5	5	4	4	4	2	3	2	3	4	4	2	4	2	2	3	4	68
1 9	SS	4	3	5	4	4	4	4	3	4	3	3	4	4	4	1	3	4	4	4	5	74
2 0	Z	1	2	4	3	3	2	4	3	2	5	3	2	3	4	3	5	1	4	2	3	59
TOTAL		6 2	6 0	6 3	6 7	7 4	6 9	6 8	7 7	7 6	6 8	5 9	7 2	6 8	7 8	5 5	7 6	6 2	6 5	6 8	5 1	1338

To conclude based on the students' answer of questionnaire, the students' self-efficacy can be seen in the following table;

The table shows that each student has different score of self-efficacy which is clearly explained in the table above. The level of score is adopted from self-efficacy scales by Albert Bandura; high self-efficacy is between 80-100, moderate score is around 40-79, and low self-efficacy score is from 0-39. So it can be seen from the specific list below;



The table above shows specification students' level of self-efficacy in the classroom based on the result of their answer of the questionnaire.

No	criteria	N	%
1	High self-efficacy	4	20%
2	Moderate self-efficacy	16	80%
3	Low self-efficacy	-	-

The table above shows that, there are 4 students who have high self-efficacy, 16 students moderate self-efficacy and no one student refers to low self-efficacy in the classroom especially at second grade of SMPN 14 Banda Aceh.

B. The result of test

In this research, the result of test took two times and in the end of that students got difference outcome in first and second assessment. It can perform in the table below;

Table 15 The calculated score of test

NO	INITIAL	ASSESSMENT	ASSESSMENT	TOTAL SCORE
		1	2	
1	AM	64	77	71
2	AQ	60	73	67
3	AS	72	79	76
4	KS	64	75	70
5	LM	80	90	85
6	M.A	68	77	73
7	MA	72	81	77
8	MAM	72	80	76
9	MKD	52	72	62
10	MRA	56	74	65
11	MRN	48	60	54
12	MTK	52	73	63
13	NA	48	65	57
14	NF	76	81	79
15	PW	76	86	81
16	RU	60	74	67
17	SFR	68	78	73
18	SR	76	85	81
19	SS	72	82	77
20	Z	60	74	67
TOTAL		1296	1536	1421
Lower Score		48	60	54
Higher score		80	90	85

The data above explained the students' first assessment and second assessment. The writer calculated the data by some steps below;

- The range (R) of the score in experimental class was determined by using (Sudjana, 2001, p. 47):

$$\begin{aligned} R &= H-L \\ &= 85-54 \\ &= 31 \end{aligned}$$

- The number of interval class. It can be determined by using the following formula (Sudjana, 2002, p. 47):

$$\begin{aligned} I &= 1+ (3, 3) \log n \\ &= 1+ (3, 3) \text{Log } 20 \\ &= 1 + (3, 3) 1, 3 \\ &= 5, 29 \end{aligned}$$

- The space of interval class was found by using the following pattern (Sudjana, 2002, p.48):

$$\begin{aligned} P &= \frac{R}{I} \\ &= \frac{31}{5,29} \\ &= 5, 86 \longrightarrow 6 \end{aligned}$$

- The frequency distribution, the mean of test score was;

Table 16 The frequency distribution table of student's speaking ability in the classroom

Interval class	X_i	F_i	$F_i X_i$
48-54	75	1	75
55-61	86	1	86
62-68	75	6	450
69-75	86	5	430
76-82	75	6	450
83- 89	86	1	86
Total score		$\Sigma 20$	1577

Hence, the mean score of the table could be identified by using the following formula:

$$\begin{aligned}
 X &= \frac{\Sigma F_i X_i}{\Sigma F_i} \\
 &= \frac{1577}{20} \\
 &= 79
 \end{aligned}$$

The mean score shows that the average of students speaking ability score in the second grade students' at SMPN 14 Banda Aceh is 79. It concludes that most of students in second grade have moderate ability to speak in front of their friends.

C. The Result of Correlation

This section shows the correlation of two variable which variable X give influence to variable Y. The writer calculated the correlation between independent variable (self-efficacy) and dependent variable (speaking ability), using *Pearson's product moment coefficient of correlation* (Sudijono, 2006, p. 209 in Rosalina, 2014, p. 24). The formula is as follow;

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

Table 17 The student's self-efficacy and speaking ability score

No	Initial	Student's self-efficacy score	Student's speaking score
1	AM	62	71
2	AQ	74	67
3	AS	60	76
4	KS	60	70
5	LM	93	85
6	M.A	79	73
7	MA	73	77
8	MAM	85	76
9	MKD	47	62
10	MRA	48	65
11	MRN	51	54
12	MTK	53	63
13	NA	49	57
14	NF	62	79
15	PW	88	81
16	RU	82	67
17	SFR	71	73
18	SR	68	81
19	SS	74	77
20	Z	59	67

Table 18 Correlation between students' self-efficacy and speaking ability Score

Correlations			
		Self- efficacy	speaking ability
Self- efficacy	Pearson		
	Correlation	1	,723**
	Sig. (2-tailed)		,000
	N	20	20
speaking ability	Pearson		
	Correlation	,723**	1
	Sig. (2-tailed)	,000	
	N	20	20

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

The table above shows that the correlation coefficient is 0,723, which indicates that there is a positive correlation between the two variables. Then the writer looked at correlation interpretation table by Arikunto (see table 1) in the previous chapter) to describe the strength of the correlation. From the table, it can be stated that there is high correlation between variable X and Y which conditions apply (0,600-0,800) means that there is positive relationship between student's self-efficacy and speaking ability. Whereas, the probability of significance; sig. (2-tailed) = 0,000 will be used to know which hypothesis will be accepted or rejected.

D. 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 illustrated below;

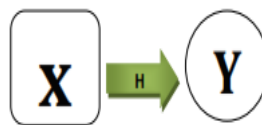


Table 19 illustrated two variables

Where;

Y = student's self-efficacy

X = speaking ability

H = Hypothesis

1. Null hypothesis (H_0)

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

2. Alternative Hypothesis (H_a)

There is significant correlation between student's 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 the table 19 above, the writer got N. Sig = 0,000 < 0,05 which means H_0 is rejected. If H_0 rejected then the alternative hypothesis (H_a) is

accepted. In other word, it can be concluded that there is significant relationship between student's self-efficacy and their speaking ability in the classroom. Therefore, it can be interpreted that if the level of self-efficacy is high, student's speaking ability in second grade is also high.

E. Discussion of the findings

The purpose of this study was to find out the student's self-efficacy and speaking ability at SMPN 14 Banda Aceh and to discover the impact of student's self-efficacy on speaking ability also.

In conducting the research, the writer applied two kinds of instrument to get the data for this research; there are questionnaire and test. The writer also conducted two research questions. To answer the first research question, the writer used questionnaire and test, and to the second research question, the writer used correlation formula by calculating the data of questionnaire and test. The questionnaire was given at the first meeting and the test was given at the second and the third meeting.

For the first research question about how is student's self-efficacy and speaking ability at SMPN 14 Banda Aceh, the writer used questionnaire and test. The total of sample are 20 participants. The result from the questionnaire shows that, there are 4 students who have high self-efficacy, 16 students moderate self-efficacy and no student refers to low self-efficacy. Meanwhile, for the test, the writer used speaking rubric which was divided into 5 criteria; vocabulary, fluency, pronunciation, grammar and comprehension. The mean score of test is 79 which indicated most of students can speak English moderately in front of the class.

For the second research question about what is the impact of student's self-efficacy on speaking ability, the writer used formula of Pearson product moment in SPSS 34 program test to gathering the data. The correlation result of students' self-efficacy and students' speaking ability is 0,723, which based on the term of value (0,600-0,800) refer to high correlation. So the score indicates that there is a positive correlation between two variables (X and Y).

In brief, the students who have high self-efficacy gives good influence on their speaking outcome, as the result both of research questions; the result of the students' self-efficacy is moderate and the result of average test score of student's speaking ability is 79 which also indicates moderate level. Thus, result of correlation students' self-efficacy and students' speaking ability have high correlation (0,723) and significant.

This result approved previous research finding (Manstur, 2016; Anggraini, 2014) saying that students who have high self-efficacy also have high speaking skill or always show better performance and those who have low self-efficacy produce low outcome in speaking skill. There was significant relationship between student's self-efficacy and their speaking skill in the classroom. What students' feel or think about themselves influences on their action. Thus, self-efficacy is an excellent predictor for students' future performance and ability (Bandura, 1997; Pajares, 1997, as cited 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 students' self-efficacy and students' speaking ability of student second grade in the English class at SMPN 14 Budha Suci Banda Aceh.

The results show there are 4 (20%) students are high self-efficacy, 16 (80%) students are moderate self-efficacy, and no student related to low self-efficacy in the classroom. It means that most of students in second grade have moderate self-efficacy (80%) which is indicated from their questionnaire answer.

The result of test conclude that, most of students can speak English moderately in front of their friend which are explained by their mean score (79); It means that students' speaking ability in second grade student is moderate.

The results by using SPSS 34 conclude that, the correlation coefficient between 2 variables; self-efficacy and speaking ability is 0, 723, which indicates that there is a positive correlation between the two variables. It can be stated that there is high correlation between variable X and Y which conditions value apply (0, 600-0, 800). It means that there is positive relationship between student's self-

efficacy and speaking ability. Whereas, the probability of significance; sig. (2-tailed) = 0,000 and hypothesis is accepted.

In brief, students who have high self-efficacy tend to get higher score in oral performance test than those who have low self-efficacy. In other words, the student's level of self-efficacy can influence their speaking ability or oral performance in the English language class.

B. Suggestions

After the writer makes the conclusion of teaching speaking at the student's second grade of SMPN 14 Budha Suci, Banda Aceh. The writer addresses some following suggestions for the teachers, students, parents and future researcher as follows:

For the teacher, they should pay more attention on some psychological factors that can influence students' speaking performance and daily behavior, such as self-efficacy and needs to focus deeply about student's background to receive the message in the learning process.

For 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. Positive thinking should be put in the top every day. That purpose to support our ability to be better than before.

For 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 strong support from his or her parents.

For Future Researcher, this research can be one of their references to conduct their studies in self-efficacy context, especially in English subject. Student's 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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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B-1071/UN.08/FTK/KP.07.6/01/2018

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah 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 RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

MEMUTUSKAN

- Menetapkan :
PERTAMA : Menunjuk Saudara:
- | | |
|--|----------------------------|
| 1. Syarifah Dahliana, M.Ag.,M.Ed.,Ph.D | Sebagai Pembimbing Pertama |
| 2. Azizah, M.Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Fetra Della FB**
- NIM : **140203254**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **The Influences of Self-Efficacy on Students' Speaking Ability in the Classroom**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 22 Januari 2018
An. Rektor
Dekan,


Mujiurrahman

Tembusan

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



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Nomor : B- 4997 /Un.08/TU-FTK/ TL.00/05/2018

08 Mei 2018

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:

N a m a : Fetra Della FB
N I M : 140 203 254
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Tgk Tuan Ceukok Ds. Blang Cut Kec. Lueng Kota Banda Aceh

Untuk mengumpulkan data pada:

SMPN 14 Budha Suci Banda Aceh

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

The Influences of Self-Efficacy on Students' Speaking Ability in the Classroom

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



An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG. UMUM BAG. UMUM

Kode 908



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN

JALAN. P. NYAK MAKAM NO. 23 GP. KOTA BARU TEL. (0651) 7555136
E-mail: dikbud@bandaacehkota.go.id Website: www.dikbud.bandaacehkota.go.id

Kode Pos : 23125

SURAT IZIN
NOMOR: 074/A.4/4929

TENTANG

IZIN PENGUMPULAN DATA

Dasar : Surat dari kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-4997/Un.08/TU-FTK/TL.00/05/2018 tanggal 8 Mei 2018, perihal mohon izin untuk mengumpul data menyusun skripsi

MEMBERI IZIN

Kepada :
Nama : **Fetra Della FB**
NIM : 140 203 254
Prodi/Jurusan : Pendidikan Bahasa Inggris
Untuk : Mengadakan Pengumpulan Data pada SMPN 14 Kota Banda Aceh dalam rangka penyusunan Skripsi dengan judul :

“ The Influences of Self-Efficacy on Students’ Speaking Ability in the Classroom ”

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar ke pihak sekolah.
3. Surat ini berlaku sejak tanggal 16 Juli s.d 15 Agustus 2018
4. Diharapkan kepada mahasiswa yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
5. Kepala sekolah dibenarkan mengeluarkan surat keterangan telah melakukan pengumpulan data hanya untuk mahasiswa yang benar-benar melakukan pengumpulan data.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 09 Juli 2018 M
25 Syawal 1439 H

a.n. KEPALA DINAS PENDIDIKAN DAN
KEBUDAYAAN KOTA BANDA ACEH,
KABID PEMBINAAN SMP,

DRS. H. AMIRUDDIN
Pembina Tk.I

NIP. 19660917 199203 1 003

Tembusan :

1. Kepala Bagian Tata Usaha Fakultas Tarbiyah UIN Ar-Raniry
2. Kepala SMP Negeri 14 Kota Banda Aceh



**PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 14**

JALAN UTAMA KOMPLEK CINTA KASIH DESA PANTERIEK KEC. LUENG BATA
E-mail: smpn14@disdikporabna.com Website: www.disdikporabna.com

KodePos: 23246

SURAT KETERANGAN

Nomor : 421/ 234 / 2018

Kepala Sekolah Menengah Pertama (SMP) Negeri 14 Banda Aceh dengan ini menerangkan bahwa :

Nama : Fetra Della FB
NIM : 140 203 254
JENJANG : S-1
Prodi : Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas telah mengadakan Penelitian/pengumpulan data pada SMP Negeri 14 Banda Aceh pada tanggal 18 s/d 19 Juli 2018 dengan judul skripsi.

“The Influences Of Self-Efficacy On students' Speaking Ability In The Classroom”.

Demikian Surat keterangan ini dibuat untuk dapat dipergunakan seperlunya terimakasih.

Banda Aceh, 24 September 2018



Dra. Sulaiman

NIP. 19621010 1998011001

SELF-EFFICACY QUESTIONNAIRE

Name :

Class :

Direction for answer:

1. Please read each question carefully.
2. Answer every question honestly suitable with your argument.
3. Do not copy your friend's answer.
4. Give (✓) correct for one answer you think that correct

Note:

SA = Strongly Agree

A = Agree

N = Netral/Moderate

DA = Disagree

SD = Strongly Disagree

No.	Questions	SA	A	N	DA	SD
1	When I say a simple sentence, I can pronounce words correctly					
2	When I say a simple sentence, I can recite all words correctly.					
3	I am sure to get good score in the speaking skill.					
4	I master almost all vocabulary given by the teacher.					
5	I can pronoun a sentence with the correct grammar.					
6	I am not afraid to make mistakes in speaking.					
7	I am sure, I can do conversation in front of my classmate.					

8	I can recite every vocabulary given by the teacher easily					
9	I can recite every vocabulary given by the teacher easily					
10	When the teacher uses daily conversation sentences to ask, I can answer them using English easily					
11	When the teacher ask the students to make a sentence randomly, I am the first person to do it.					
12	In my opinion, saying a sentence in English is not difficult.					
13	I feel confident in my potential to learn English.					
14	In my opinion, memorizing vocabulary is difficult, but I'm sure I can do it.					
15	I am not confident when I pronounce vocabulary in English.					
16	I feel confident when I pronoun vocabulary in English					
17	With the weaknesses I have, I am pessimistic that I can do the assignment					
18	Compared with other students, I am a student who is weak in learning English, especially in speaking.					
19	I am not afraid to asking to the teacher, if there is something I do not understand.					
20	However I try, I am not sure I can speak English.					

Source Modified from:

H. Park & A. R. Lee (2005). *L2 learners' anxiety, self-confidence and oral performance*, Kunsan National University, Concordia University. 201-202.

Akin. A (2007) in Gurler. I (2015). *Correlation between self-confidence and speaking skill of english language teaching and literature preparatory students*, Cecen University.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*, 2.

The test will be scored by using the rating scores of oral test by David P. Harris as followed:

The Rating Score of Oral Test

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.

4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simple conversation.

$$\text{Total score} = \frac{\text{correct answer}}{25} \times 100$$

AUTOBIOGRAPHY

Name : Fetra Della FB
Place/date of Birth : Banda Aceh, February 15th, 1996
Sex : Female
Religion : Islam
Nationality : Indonesia
Marital Status : Single
Occupation : Student
Address : Tgk. Tuan ceukok street Desa Blang cut – Banda Aceh

Educational Background

2002-2008 : MIN Mesjid Raya Banda Aceh
2009-2011 : MTsN Model Banda Aceh
2012-2014 : MAN Model Banda Aceh
2014-2019 : UIN Ar-Raniry Darussalam, Banda Aceh
Faculty : Tarbiyah of English department
Student's Number : 140203254

Parent's background

Father's Name : Bustamam Abd.R
Father's Occupation : Swasta
Mother's Name : Farah Diba
Mother's Occupation : Teacher
Address : Desa Blang cut-Banda Aceh

Banda Aceh, December 18st, 2018
The writer

Fetra Della FB