

**CORRELATION BETWEEN STUDENTS' SELF-EFFICACY LEVEL
AND THEIR SPEAKING ACHIEVEMENT OF ENGLISH EDUCATION
PROGRAM STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ**

THESIS

Submitted to State Islamic University of KH Achmad Siddiq in partial fulfillment
of the requirement for the bachelor degree of education (S.Pd)
Faculty of Tarbiyah and Teaching Training
English Education Program



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

By:

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**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER**

2021

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Approved by Supervisor:



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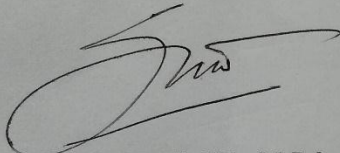
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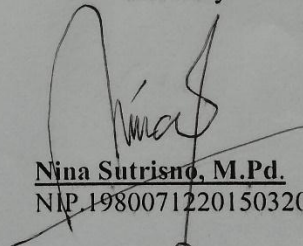
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MOTTO

قُلْ لَنْ يُصِيبَنَا إِلَّا مَا كَتَبَ اللَّهُ لَنَا هُوَ مَوْلَانَا وَعَلَى اللَّهِ فَلْيَتَوَكَّلِ

الْمُؤْمِنُونَ ﴿٥١﴾

“Say (Muhammad), "Nothing will happen to us except what Allah has decreed for us. He is our protector and in Allah only those who believe”¹

(Q.S at-Taubah 51)

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¹Al-Hilali, Taqiyuddin and Mukhsin Khan. Intrepretation of the Meaning of the Nobel Quran In The English Language . First Edition. Riyadh : Darussalam 2011

DEDICATION

Price and gratitude are to Allah SWT almighty for his abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. My beloved parents Mr.Joko and Mrs.Tatik, who always pray all the kindness for me, give me endless love also support my success, and advise me wisely
2. My beloved sisters, Thanks for your supports and love for me
3. All my beloved friends, which I can't mention. Thanks for always got my back, and never leaving me behind
4. My beloved Lectures and Almamater of UIN KH Achmad Siddiq.
5. Last but not least, for myself. Thank you for never surrendering, you did it, buddy. Keep it up, wellcome to the jungle



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ACKNOWLEDGMENT

سَمِ اللهُ الرَّحْمَنُ الرَّحِيمِ

Al-hamd lillaahi rabb al-alamin, all praises are to Allah SWT the Most Gracious and Most Merciful who always blesses and helps the researcher, so the researcher can finish this graduating paper as one of the requirements for *Sarjana Pendidikan (S.Pd.)* in the English Education Program of Faculty of Tarbiyah and Teacher Training of State Islamic University of KH Ahmad Siddiq.

Peace and salutation may always be given to Prophet Muhammad SAW. Who has guided us from the darkness to the brightness. However, this thesis will not be finished without support, advice, help, and encouragement from several people and institutions. Hence, the researcher would like to express special gratitude to:

1. Prof. Dr. H. Babun Soeharto, S.E, M.M as Rector of UIN KH Achmad Siddiq who has given opportunity for me to study in this university
2. Dr. Hj. Mukni'ah M.Pd.I as the Dean of Teacher Training and Education Faculty, who has approved my thesis
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4. Mrs. Praptika Septi Femilia was the advisor, who always guided and helped me compile this thesis.
5. All lecturers, especially the lecturers of English and Education Department of UIN KH Ahmad Siddiq, who had guided me while on campus

I realize that there are still many shortcomings in this thesis. criticism and suggestions will really help me to develop. Hopefully, this paper can be used as a reference to learn about the correlation of students' self-efficacy through their speaking achievement.

Jember, 23 September 2021
The writer

ABSTRACT

Yuliantari Shinta, 2021: *Correlation Between Students' Self-Efficacy Level and Their Speaking Achievement of English Education Program State Islamic University of KH Achmad Siddiq*. Jember: State Islamic University of KH Achmad Siddiq

Keyword: *Self-Efficacy, Speaking*

English Educational students should have good or even high speaking ability because they are English teacher candidates who are expected to be able to speak English very well. They will speak English a lot when they become teachers later. If they have a low speaking ability, there might be a misunderstanding and them and their students. The misunderstanding causes the students to get wrong information in understanding the learning material that is explained by the teacher. One of the factors that influence students' speaking achievement is self-efficacy.

Based explanation above, it can be determined the problem that is discussed in this research is, What is the Self-Efficacy score? What is the speaking achievement score? Is there any positive correlation and students' self-efficacy level and speaking achievements English Education Program State Islamic University of KH Achmad Siddiq? The objective of the research is To Explain student Self-Efficacy scores, to explain student speaking achievement scores to investigate whether or not a positive correlation between students' self-efficacy through their speaking achievement of the English Education Program State Islamic university of KH Achmad Siddiq.

This research was broken down utilizing a correlational examination plan since this research is expected to discover the correlation and students' self-efficacy and their speaking skills. The population in this examination is the 6th semester English Education of UIN KHAS in the scholastic year of 2020/2021 a total of 137 students'. This research uses the Slovin formula to decide the sample, the sample total in this research is 37. The data collection method in this research is questionnaire and speaking test. The information was examined by utilizing Statistical Package for Social Sciences (SPSS) 16.0 program. Researchers utilized the Pearson product-moment correlation to discover the correlation result.

The correlation result is $r_{\text{count}} = 0.848$ and significance value is $p = 0.000$. The r_{table} for $N = 34$ is 0.329. Therefore, r_{count} is more than r_{table} ($0.848 > 0.329$) which means there is a correlation and the two variables. The correlation is considered a strong correlation because r_{count} (0.848) is between 0.700 and 0.900. In addition, the significance value is less than 0.05 ($0.000 < 0.05$) which indicates that the correlation is significant. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

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CHAPTER I

INTRODUCTION

A. Research Background

We live in a world of language. We talk with our companions, our partners, our spouses and spouses, our significant others, our instructors, our accomplices, our rivals, and indeed our adversaries. A language is a communication device that permits individuals to talk to others. Everybody within the world speaks in their language. Yet, there's one language that can interface with individuals around the world that's English. As a portion of the universal community, it is vital to speak English as part of the coming era where everything is going to be globalized. When someone is in Indonesia, for example (or in any other country whose mother tongue is not English), and he does not speak Indonesia, he can communicate in English to interact with people there.

In learning English, we have to master four skills those are: reading, listening, writing, and speaking. All of which are important. Speaking is one of the skills that we have to be mastered in learning English. Thorn bury² stated, "Speaking is so much a part of daily life that we take it for granted." It means, by speaking people can express their ideas and purpose orally to the listeners. In Indonesia, English has been the main subject for students at any school level. From elementary school until senior high school students learn

² Thorn bury, S. How to Teach Speaking. Harlow: Pearson Education Limited. University (Chicago Press .2007). p.

English as a must in their lessons list. Burns & Christine³ believed that for most foreign language learners, speaking in the target language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing grammatical and semantic rules.

English Educational students should have good or even high speaking ability because they are English teacher candidates who are expected to be able to speak English very well. They will speak English a lot when they become teachers later. If they have a low speaking ability, there might be a misunderstanding between them and their students. The misunderstanding causes the students to get wrong information in understanding the learning material that is explained by the teacher.

Self- Efficacy appears to play a vital role in predicting learners' performance. According to Bandura⁴, self-efficacy is a specific view of individuals about their capabilities in a given task. Individuals' prior experiences with the tasks can help them identify the level of their self-efficacy. However, motivation is a factor that stimulates the desire to reach a goal. Motivation is also a factor that energizes and directs human behavior. Individuals' self-efficacy or personal belief may affect their motivation in accomplishing the specific task.

In Al Qur'an surah Al Baqoroh verse 286 Allah commands his servants to always be firm, sure, and not to be weak in completing tasks or

³ Goh, Christine C. M. & Anne Burns. Teaching Speaking: A Holistic Approach. (Cambridge: Cambridge University Press. 2012)

⁴ Bandura, A. Self-efficacy: Toward a unifying theory of behavioural change. Psychological review. (1977)

achieving something. If we understand and practice this verse in our lives we can deal with speech disorders resulting from a lack of self-efficacy.

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۗ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ ۗ رَبَّنَا لَا
تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا ۗ رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إِكْرَامًا كَمَا حَمَلْتَهُ عَلَى
الَّذِينَ مِنْ قَبْلِنَا ۗ رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا طَاقَةَ لَنَا بِهِ ۗ وَاعْفُ عَنَّا وَارْحَمْنَا
وَأَرْحَمْنَا أَنْتَ مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ ﴿٢٤٦﴾

Translation: “Allah tasked not a soul beyond its scope. For it (is only) that which it hath earned, and against it (only) that which it hath deserved. Our Lord! Condemn us not if we forget, or miss the mark! Our Lord! Lay not on us such a burden as thou didst lay on those before us! Our Lord! Impose not on us that which we have not the strength to bear! Pardon us, absolve us and have mercy on us, Thou, our Protector, and give us victory over the disbelieving folk⁵.

Bandura⁶ stated that, people who have high self-efficacy try more and persist longer at a task than people who have low self-efficacy. Besides, high self-efficacy people experience less fear when accomplishing the task. In a nutshell, self-efficacy influences some aspects, namely the choice of language learning strategies they apply, the effort they put in when facing difficulties, the thought pattern, emotional reactions they experience, and their performance. According to Pajares⁷, students with a high level of perceived self-efficacy have more self-confidence to accomplish a difficult task, while

⁵ Al-Hilali, Q.S Al-Baqoroh (2) :286

⁶ Bandura, p. 10

⁷ Pajares, F., & Valiante, G. *Self-Efficacy Beliefs and Motivation in Writing Development*. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research* p. 158–170 (2006)

students with low perceived self-efficacy think that the task is very difficult for them and they end up feeling stressed and depressed.

Dodds⁸ led correlation research on self-efficacy and language execution among Chinese migrant rookies in Canada. She found that there was a critical positive relationship between speaking and self-efficacy among the members. It is found that the participant who had solid beliefs in their capacities to perform certain speaking assignments was ready to perform at a high level.

Notwithstanding, Idrus and Salleh⁹ state that research about students' self-efficacy regard to speaking English ability remains under-examined, in Asia. Numerous examinations that have been done on self-viability in second and foreign language learning settings are centered on reading and writing skills¹⁰. Hence, it is fascinating to see the utilization of the self-efficacy idea in communication using the English language in an Indonesian setting. Besides, this examination is fundamental to provide students and English teachers with an elective thought on the most proficient method to upgrade students' belief in their speaking ability and lift their speaking execution in the classroom.

Because of the marvels expressed over, the researchers might want to see if there is a correlation between understudies' self-efficacy and their speaking ability. Accordingly, the researchers might want to lead an examination entitled "CORRELATION BETWEEN STUDENTS' SELF-

⁸ Dodds, J, *The Correlation between Self-Efficacy Beliefs, Language Performance*, (2011)

⁹ Idrus, H., & Salleh, H. I. *Perceived Self-Efficacy of Malaysian ESL Engineering and Technology Students on Their Speaking Ability and Its Pedagogical Implications* (61-75). (2007)

¹⁰ SchunkDale H.SwasrtzCarl. *Goals and Progress Feedback: Effects on Self-Efficacy and Writing Achievement*. (1993)

EFFICACY LEVEL AND THEIR SPEAKING ACHIEVEMENT OF
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B. Research Question

Based on the background described above, it can be determined the problem that is discussed in this research is :

1. What is the Self-Efficacy score?
2. What is the speaking achievement score?
3. Is there any positive correlation between students' self-efficacy level between speaking achievements English Education Program State Islamic University of KH Achmad Siddiq?

C. Research Objective

Based on the background of the research and the objective of the research is formulated as follows :

1. To Explain student Self-Efficacy score
2. To explain student speaking achievement score
3. To investigate whether or not there is a positive correlation between students' self-efficacy and their speaking achievement of the English Education Program State Islamic University of KH Achmad Siddiq.

D. Research Significance

The result of the research is fully expected to give some theoretical and practical significance for the following parts :

1. Theoretically

The researcher hopes this research can give a good contribution and awesome idea in order to enrich knowledge about self-efficacy and speaking ability.

2. Practically

This research is beneficial because it enrich future researchers' references in doing other research about self-efficacy. They can include more variables in different settings such as reading and writing.

E. Research Variables

Since this research is correlation type, the two variables are equivalent. The variable is, students' level of self-efficacy and students' speaking achievement.

F. Definition of Key Term

The following definitions are given to make readers have the same understanding or perception for some terms used in this research. They are also intended to avoid ambiguity or misinterpretation. The terms are as follows:

1. Self-efficacy

Self-efficacy in this research focuses on English Education students' 6th-semester UIN KH Achmad Siddiq judgment; what they feel toward their speaking achievement and their conviction or trust in learning and perform speaking. Self-efficacy in this research is indicated by capabilities and motivation.

2. Speaking achievement

Speaking achievement here can be portrayed as the capacity to convey orally to others which the students utilize their insight to create an expression. We will focus on English education students' extensive speaking or daily activity monologue. Speaking in this research indicated by : fluency, grammar, pronunciation, vocab and comprehension.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

To make sure the originality of the idea in this research, the researcher presented several previous studies that have relevance with this kind of research the researcher conducted.

Firstly from Yohana Vita Lelita¹¹ from Sanata Dharma University. The title is “A Study on Student Learning Strategies and Self-efficacy in Speaking 1 Class in ELESP of Sanata Dharma University“. There were two findings of language learning strategies. First, it was found that all students applied various language learning strategies to improve their speaking skills. Second, setting a speaking goal was the most dominant strategy. There were three findings of the use of strategies concerning the students’ self-efficacy. First, it was found that the use of those strategies was influenced by some factors. Second, it was found that it was due to the higher motivation and the lower anxiety the students had. Last, it was found that student B and student C’s self-efficacy were high while student A’s self-efficacy was low. The similarity between this research is both of them discuss self-efficacy in speaking. And the difference lies in the focus of research and research methods.

The second is from Restimai Suganti. R from STKIP PGRI Sumatera Barat entitled the correlation between self-efficacy and speaking skill of the

¹¹ Yohana Vita Lelita, *A Study on Student Learning Strategies and Self-efficacy in Speaking 1 Class in ELESP of Sanata Dharma University*

ninth-grade students at junior high school 10 Padang ¹² The researcher found several findings. They were as follow : first, the researcher found the highest score of self-efficacy questionnaires was 82 and the lowest score of self-efficacy questionnaire was 50. Thus, the highest score of the speaking test of the sample students was 80 with 60 scores for the lowest score. The last, the researcher found that r-counted (0.40) was higher than r-table (0.23) in the degrees of freedom (df) n-2 where the level of significance was 0,05. Therefore, it can be concluded that there was a positive correlation between self-efficacy and students' skills in speaking. The similarity between this research and the current research is both of them discuss self-efficacy through speaking. And the difference lies in the focus of research.

The third is from Yesi Puspita, Reni Kusumaningputri, Hari Supriono from Jember University. Entitled “Level and Sources of Self-efficacy in Speaking Skills of Academic Year 2012/2013 English Department Students Faculty”. The results of this study show that there are 11 highly self-efficacious students, 65 medium self-efficacious students, and 16 lowly self-efficacious students that are mostly influenced by grammatical and vocabulary efficiencies. Second, there is a weak positive correlation ($r=0,437$) between English-speaking self-efficacy beliefs and English-speaking performance indicating an inconsistent correlation between the two variables. The similarity between her research and this current research is both of them

¹² Restimai Suganti R, *the correlation between self efficacy and speaking skill of the ninth grade students at junior high school 10 Padang.*

looking for correlation of self-efficacy through speaking. And the difference lies in the research method.

The fourth by Siti Fatimah¹³, from IAIN Salatiga. Entitled *The Correlation Between Students' Self Efficacy Between Their Speaking Skills at the Eleventh Grade Students of MAN Salatiga in the Academic Year of 2018/2019*. The result of this research shows that there is a positive significant correlation between the students' self-efficacy and their speaking skills. The correlation result is $r_{count} = 0.547$ and significance value is $p = 0.000$. The r table for $N = 65$ is 0.244. Therefore, the r_{count} is more than the r table ($0.547 > 0.244$) which means there is a correlation between the two variables. The similarity between this research is both of them looking for correlation self-efficacy through speaking. And the difference lies in the focus of research.

Last, by Desmaliza, Tria Septiani¹⁴ from 3rd International Conferences on Education in Muslim Society. Entitled "Student's Self-Efficacy And Their Speaking Skill At Lower Secondary School". In this research, self-efficacy can influence the student's learning result in speaking at a lower secondary level. It can be proved by their scores, where the students with high levels of self-efficacy have higher scores and the students with low levels of self-efficacy have lower scores. The similarity between this research is both of them discuss Self-efficacy in speaking. And the difference lies in the research method.

¹³ Siti Fatimah, *The Correlation Between Students' Self Efficacy Between Their Speaking Skills at the Eleventh Grade Students of MAN Salatiga in the Academic Year of 2018/2019*

¹⁴ Dezmaliza, Tria Septiani, student self-efficacy and their speaking skill at lower secondary school

Table 2. 1 Previous Research

1.	2.	3.	4.
No	Title of Research	Similarities	Differences
1	A Study on Student Learning Strategies and Self-efficacy in Speaking 1 Class in ELESP of Sanata Dharma University by Yohana Vita Lelita (2016)	<ul style="list-style-type: none"> a. Both researchers research self-efficacy at speaking. b. Both of them use the correlational method 	<ul style="list-style-type: none"> a. The research focuses on student learning strategies while the current research focuses on speaking achievement b. The research Conducted at Sanata Dharma University while this current research conducted at UIN KHAS
2	The Correlation Between Self-efficacy and Speaking Skill of the Ninth Grade Students at Junior High School 10 Padang by Restimai Suganti. R (2015)	<ul style="list-style-type: none"> a. Both researchers research about self-efficacy at speaking b. Both of them use the correlational method 	<ul style="list-style-type: none"> a. The research focuses on the teacher, teaching methods, while the current research focuses on the student. b. The research focuses on the student at junior high school while this current research focuses on the student at university.
3	Level and Sources of Self-efficacy in Speaking Skills of Academic Year 2012/2013 English Department Students Faculty by Yesi Puspita (2014)	Both researchers research about self-efficacy at speaking	<ul style="list-style-type: none"> a. The research used mixed method research while this research used quantitative method. b. The research was conducted at UNEJ while this current research is conducted at UIN KHAS Jember.

4	The Correlation Between Students' Self-efficacy Between Their Speaking Skills at the Eleventh Grade Students of MAN Salatiga in the Academic Year of 2018/2019 by Siti Fatimah (2019)	<ul style="list-style-type: none"> a. Both of the research is about the correlation between self-efficacy through speaking. b. Both of them use the correlational method. 	<ul style="list-style-type: none"> a. The research focuses on the speaking teaching method while the current research focuses on the student achievement b. The research focuses on the student at senior high school while this current research focuses on the student at university.
5	Student's Self-Efficacy And Their Speaking Skill At Lower Secondary School by Desmaliza (2017)	<ul style="list-style-type: none"> a. Both researchers research about self-efficacy at speaking b. Both of them use the correlational method 	<ul style="list-style-type: none"> a. The research focuses on how students' perception of their self-efficacy while the current research focuses on student achievement. b. The research focuses on the student at junior high school while this current research focuses on the student at university.

Similarities between this research and the previous are we discuss the correlation between self-efficacy through speaking. In this self-efficacy through speaking research, self-efficacy is indicated by capabilities and motivation, while the previous focus is on students' confidence. Also, speaking is indicated by 5 factors pronunciation, fluency, vocabulary, grammar, and comprehensibility, while the previous only use 4 indicators.

Last for the correlational analysis this research use product-moment while the previous use chi-square.

B. Theoretical Framework

1. Self-Efficacy

a) Definition of Self-Efficacy

Self-efficacy is one of the most effective factors in language teaching and learning. Perceived self-efficacy refers to belief in one's capabilities to organize and execute the courses of action required to produce given attainments. People who are motivated and believe that they can do tasks given will work harder and never give up on accomplishing the task.

Ehrman in Rahimi and Abedini¹⁵ defines the concept of self-efficacy as the degree to which the student thinks he or she can cope with learning challenges. Learning tasks may be challenging for several students which can make them give up. But for other students, challenging activities and tasks of learning can motivate them to work harder. The researcher follows the theory by Bandura¹⁶ that self-efficacy is a belief in people's capabilities to organize and carry out the required tasks to obtain accomplishment.

Two terms are similar to self-efficacy. First is self-esteem reflects a person's overall subjective emotional evaluation of his or her worth. It

¹⁵ Rahini The Interface between EFL Learners' Self-Efficacy concerning Listening Comprehension and Listening Proficiency 2009

¹⁶Bandura, A. 1977:3. Self-efficacy: Toward a unifying theory of behavioral change. Psychological review p.3

is a judgment of oneself as well as an attitude toward the self. Self-esteem is our opinion of ourselves. High self-esteem is a good opinion of ourselves and low self-esteem is a bad opinion of ourselves. Second, Self-confidence is described as what one realistically expects to do or one's innermost thoughts about his or her realistic capabilities. It can also be viewed as a realistic judgment about what a person can do not what he or she did in the past.

From the statement above it can be concluded that self-efficacy is one's belief in one's ability to succeed in specific situations or accomplish a task. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges.

b) Sources of Self-Efficacy

According to Bandura¹⁷, self-efficacy beliefs are constructed by four principles of sources of information which is discussed as follows:

1. Enactive Mastery of Experience

Enactive mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed.

Experience is very crucial in self-efficacy belief because either success or failure can determine further self-efficacy belief.

Success can build a powerful personal self-efficacy however

¹⁷ Bandura p. 79- 113

failure can also undermine it especially if failure comes before self-efficacy is firmly established. By facing difficulties, people can train themselves to overcome problems and perform better.

2. Vicarious Experience

The Source of information about people's capabilities is not solely from enactive experience but is partly influenced by vicarious experiences mediated through modeled attainments. Modeling serves as another effective tool for promoting a sense of personal efficacy. In some cases, people's attainments should be compared to others for judging whether it is good or poor. Vicarious experiences are generally weaker than direct, but under some conditions, vicarious influences can override the impact of direct experience. The comparative information conveyed by modeling may change the assumption of failure experiences and foster behavior that confirms vicariously based self-conception. Proficient models who have competencies can be a motivation for people to take a step and people's efficacy will gradually increase.

3. Verbal Persuasion

People who are persuaded verbally that they possess the capabilities to master given tasks are likely to mobilize greater effort and sustain it when difficulties arise. Evaluative feedback about children improved their capabilities through effort raises efficacy belief. Otherwise, people who have been persuaded that

they lack capabilities tend to avoid challenging activities that cultivate competencies and give up quickly if they face difficulties. Generally, people are more motivated when they have accomplished tasks successfully.

4. Physiological and Affective States

Physiological indicators of efficacy play an especially influential role in health functioning and activities requiring physical strength and stamina. People with high levels of physical efficacy perceive less physiological strain. Affective states affect the judgment of self-efficacy. The mood is one of the affective states which can either arise or undermine personal efficacy. People can learn faster if the things that they are learning are congruent with the mood they are in, and they recall things better if they are in the same mood as when they learned them.

c) Self-Efficacy Process

Bandura¹⁸ states the four major processes through which efficacy beliefs produce their effects. The beliefs influence how people feel, think, motivate themselves, and act. The processes of self-efficacy are discussed as follows:

1) Cognitive Processes

People's beliefs about their efficacy influence how they construe situations and the types of anticipatory scenarios and

¹⁸ Bandura p.116-161

visualized futures they construct. Perceived self-efficacy and cognitive simulation affect each other bidirectionally. A high sense of efficacy fosters cognitive constructions of effective courses of action, and cognitive enactments of efficacious action strengthen efficacy beliefs.

A major function of thought is to enable people to predict events and to develop ways to control those that affect their lives. Such problem-solving skills require effective cognitive processing of information that contains many complexities, ambiguities, and uncertainties. A great sense of efficacy is needed in facing situational demands, failures, and setbacks that have significant personal and social repercussions.

2) Motivational Processes

Efficacy beliefs play a key role in the self-regulation of motivation. Most human motivation is cognitive. People motivate themselves and guide their actions anticipatorily by the exercise of forethought. They act on their beliefs about what they can do as well as on their beliefs about likely outcomes of performance. The motivating influence of outcome expectancies is thus partly governed by efficacy belief.

3) Affective processes

People's beliefs of their capabilities in overcoming problems influence how much stress and depression they

experience in difficult situations, as well as their level of motivation. Efficacy beliefs affect vigilance toward potential threats and how they are perceived and cognitively processed.

Self-efficacy also reduces anxiety in the ways of supporting effective modes of behavior that change threatening environments to become safe. Efficacy beliefs regulate stress and anxiety through their impact on coping behavior.

4) Selective Processes

Beliefs of personal efficacy can shape the courses people's lives take by influencing the types of activities and environments they choose to get into. In this process, destinies are shaped by the selection of environments known to cultivate certain potentialities and lifestyles. People avoid activities and environments they believe exceed their coping capabilities. But they readily undertake challenging activities and select environments they judge themselves capable of managing.

2. Speaking

a) Definition of speaking

Speaking is one of the important skills that have to be mastered by students in learning English. Many experts define speaking in different ways. Speaking is perhaps the most demanding skill for the

teacher to teach.¹⁹ While according to Hornby, speaking is expressing ideas or feelings using language.²⁰

Therefore, speaking is not only uttering ideas in our minds but also delivering and presenting new information to other people. It is a way to present a new language English orally. Speaking is an act to express one's ideas, feeling, purpose, and thought orally. Speaking is one of the four language skills. If students want to speak English fluently, as Harmer says: "They have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation.

A transactional function has its main purpose of conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language."²¹

From some of the above theories, it can be concluded that my speaking skills are one of the ways we produce a language. But it must master many aspects when doing it, knowing the vocabulary, how to pronounce it, the intonation of pronunciation, and as much as possible must be understood by our interlocutors.

b) The Basic Type Of Speaking

¹⁹ W.A Scott, & Ytreberg, L.H, *Teaching English to Children*.

²⁰ Horby, *Advance Learners' Dictionary*, 398.

²¹ Jeremy Harmer, *The Practice of Language Teaching: Third Edition*, Edinburgh

According to Brown²², there are 5 basic types of speaking:

1) Imitative

Speaking is the ability to simply imitate a word or a phrase or possibly a sentence. This is the simplest way of speaking. When a student can barely talk in English, she/he can try to imitate what her/his friends or teacher talk about.

2) Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties to be able to respond, but interaction with an interlocutor or test administrator is very minimum.

3) Responsive

This type of speaking includes interaction and test comprehension. The conversation is very short and does not extend to further dialogue.

4) Interactive

This type is different from responsive on its length and the complexity of the interaction. There are two forms of interactive

²² Brown H. Douglas, *Language Assessment Principles and Classroom Practice*, 141-142

speaking; transactional and interpersonal. Transactional speaking emphasizes the information exchange, however, interactional speaking intends to maintain social relationships.

5) Extensive (monologue)

Extensive speaking includes speeches, oral productions, storytelling, during which the opportunity for oral interaction from listeners is highly limited (perhaps to nonverbal responses) or ruled out altogether.

c) Assessing Speaking

Assessing speaking is not a simple matter because there is no false or true in speaking. Louma²³ states that assessing speaking is challenging because it includes many factors that influence the assessment, and makes the score accurate and appropriate to the purpose.

1) Aspects of Assessing Speaking

To produce an accurate assessment, the examiner has to assign not only one but also several scores for each response, each score representing one of several traits (pronunciation, fluency, vocabulary use, grammar, comprehensibility, etc.)²⁴. The points which are evaluated in assessing speaking are illustrated as follows:

²³ Louma, Sari. 2004. *Assessing Speaking*. Cambridge: Cambridge University Press

²⁴ Louma, p.81

- Pronunciation

Having a clear pronunciation makes speaking be easily understood by other speakers. In contrast, speaking with mostly wrong pronunciation can impede communication because pronouncing wrong words can cause different meanings and other speakers may have a different understanding of the message. Brown²⁵, states that pronunciation is fundamental to achieve great communicative competence. Communication with comprehensible pronunciation is easily understood and the listeners (other speakers) can get the correct meaning as the speaker aims to inform. Thus, the goal of teaching pronunciation should be focused on clear and comprehensible pronunciation.

- Fluency

Thornbury²⁶ states that fluency is the ability to speak fast with some stops to take a breath but not frequently stop. Frequent pauses on a speaking indicate a less comprehension of the speaker to speak a language. Similarly, Koponen (1955) in Louma²⁷ proposes that fluency is a speech that flows smoothly, rapidly, with no excessive pauses, no disturbing hesitation markers, long utterances, and connectedness.

²⁵ Louma, p.81

²⁶ Thornbury, Scott. 2005. *How to Teach Speaking*. Harlow: Pearson Education Limited. P.6

²⁷ Louma, Sari. 2004. *Assessing Speaking*. Cambridge: Cambridge University Press. P.88

- Vocabulary

Vocabulary is the main aspect of speaking. Without vocabulary, people do not know how to speak to convey information. Alqahtani²⁸ (2015) states that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. By knowing lots of vocabulary, people have word choices for speaking and uttering meaning. Finally, they can speak appropriately as the meaning they intend to inform.

- Grammar

Some people may say that grammar is not something important in speaking because speaking without correct grammar still can be understood. That kind of speaking is less formal, may cause misunderstanding, and cannot be used in every context of speaking with speakers from different countries. Thornbury²⁹ proposes that to produce much more advanced meanings, the resources of the language's grammar need to be enlisted.

²⁸ Alqahtani, Mofareh. 2015. The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*.

²⁹ Thornbury p.20

- Comprehensibility

According to Burns in Marza³⁰, comprehensibility is achieved if the meaning of what is said can be understood by the listeners. To be comprehensible, speakers should speak accurately with appropriate vocabulary choices. Unorganized speaking was hard to be understood. Thus, the meaning speakers intend to inform cannot be received by the listeners.

C. The hypothesis of The Research

As per Arikunto³¹, a hypothesis is an expectation over reality concerning the relationship between's at least two factors. Since the research which is led by the author is a correlational quantitative examination, the theories articulations whether there is a relationship between's two factors. Arikunto³² (2016: 47) states that there are two sorts of hypotheses. Those are:

1. Null hypothesis (Ho)

Shows no positive correlation among self-efficacy through speaking achievement.

2. The alternative hypothesis (Ha)

Shows a positive correlation between self-efficacy through speaking achievement.

³⁰ Marza, Nuria Edo. 2014. Pronunciation and Comprehension of Oral English in the English as Foreign Language Class; Key Aspects, Students' Perceptions and Proposals. *Journal of Language Teaching and Research*

³¹ Arikunto, 2016

³² Arikunto, 47

Some assumptions are as follows:

1. If the result of calculation r_{xy} is smaller than r_t (t table), $r_{xy} \leq r_t$;
so, the null hypothesis (H_0) is accepted (H_a rejected)
2. If the result of the calculation is more significant than r_t (r table),
 $r_{xy} \geq r_t$; so, the null hypothesis (H_0) is rejected (H_a is accepted)



CHAPTER III

RESEARCH METHODS

A. Approach and Types of Research

Creswell³³ states three sorts of examination plans when all is said in done; quantitative exploration plan, subjective exploration plan, and consolidated exploration plan. This examination was finished by utilizing a quantitative exploration plan.

There are three sorts of quantitative examination plans; exploratory plan, correlational plan, and study plans. This research was broken down utilizing a correlational examination plan since this research was expected to discover the correlation between students' self-efficacy between their speaking skills.

B. Population and Sample

1) Population

The population is a generalized area which is consisted of objects or subjects that have certain quantities and characteristics determined by the researcher to be studied and drawn conclusions³⁴. The population isn't just individuals, yet it tends to be other vital and lifeless things that can be learned.

The population in this examination is the 6th semester English Education of UIN KHAS in the scholastic year of 2020/2021. It is separated into four classes and the sum is 137 understudies. The researchers picked the 6th-semester student as the population in light of

³³ Creswell,12.

³⁴ Sugiyono, P.61

the fact that because they have met all the subjects of speaking, they often make presentations and they are also the easiest subjects to reach because in the next semester they are busy with internships.

2) Sample

A sample is a part of the population studied by the researcher for discovering the population³⁵. A sample is the delegate of the population to be tried in the research. It mirrors the state of the population, thusly the outcome acquired from the sample test can be said as the outcome acquired from the population.

In this research, the researchers narrowed down the population, by calculating the sample size which is done using the Slovin technique according to Sugiyono³⁶. This research uses the Slovin formula because it is in withdraw all sample, the number must be representative so that the research results can be generalized and the calculation does not require a sample size table but can be done with simple formulas and calculations.

To decide the quantity of the sample, the researcher utilized this equation :

$$n = \frac{N}{1 + Ne^2}$$

where:

n = test

N = population

³⁵ Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, p. 142

³⁶ Sugiyono, p.87

e = mistake resilience (10-15%, 20-25%)

sampling for research according to Suharsimi Arikunto³⁷ if the subject less than 100 people should be taken all if the subject large or more than 100 people can be taken 10-15%. With the mistake resilience of 15% (0.15), it is acquired the number of the test as the accompanying estimation:

$$n = \frac{137}{1 + (137 \times 0,15^2)}$$

$$n = \frac{137}{1 + (137 \times 0,0225)}$$

$$n = \frac{137}{1 + 3,08}$$

$$n = \frac{137}{4,08}$$

$$n = 33.5784$$

From the consequence of the computation over, the quantity of tests is 34 (adjusted from 33.5784). Samples are taken based on probability screening techniques; purposive sampling, where researchers provide equal opportunities for each member population (students) to be selected as a purposive sample regardless of the existing strata in the population itself.

This sampling is carried out through an incidental technique, such as those suggested by Sugiyono, that incidental sampling is a

³⁷ Arikunto, Suharsimi.2010 Prosedur penelitian Suatu Penelitian Praktik,112

determination sample based on chance, i.e. anyone who is incidental meets the researcher then it can be used as a sample³⁸.

C. Data Collection Technique

Data collection methods to be used by researchers are as follows:

1) Questionnaire

A questionnaire is a list of questions given to others with the intention that the person is willing to respond according to the researcher's request³⁹. The person who is asked to fill out the questionnaire is called a respondent. The respondents should give valid information about themselves so that the data was valid as well.

In this research, the researcher used a close-ended questionnaire. Thus, the students only needed to check the provided column based on their feeling about the statement. The questionnaire was adopted from Asarekeh and Deghannezhad⁴⁰ to obtain primary data on the students' self-efficacy. This questionnaire had been tested for validity and reliability. The total item of the questionnaire is 27. The score for each answer is described below :

³⁸ Sugiyono, p.85

³⁹ Arikunto, Suharsimi. 2016. *Manajemen Penelitian*, 102-103.

⁴⁰ Asarekeh, Ahmad and Maliheh Deghannezhad. 2015. Student Satisfaction with EFL Speaking Classes: Relating Speaking Self-Efficacy and Skills Achievement. *Issues in Educational Research*. 25(4): 345-363

Table 3. 1
The score for Questionnaire Answer

Questionnaire Answer	Score
Strongly Disagree (SD)	1
Disagree (D)	2
Neutral (N)	3
Agree (A)	4
Strongly Agree (SA)	5

To know the last score, the researchers summarized the scores acquired for everything (conceivable most reduced score) = 27 and the conceivable most noteworthy score is 27 (absolute things) x 5 (potential most noteworthy score) = 135.

a) Validity

The instrument is valid if the r count $>$ r table with a significant value of 0.05. If r count $<$ r table with significant

value 0.05, the instrument is not valid and cannot be used to collect data in the research. The amount of the sample (N) is 65.

Thus, the degree of freedom (df) is $65-2= 63$ and $\alpha= 0.05$.

It is gained r table= 0.244⁴¹. The result of the validity test can be seen in the table.

⁴¹ Asarekeh, Ahmad and Maliheh Dehghannezhad p. 345-363

Table 3. 2
The Result of Questionnaire Validity Test

1.	2.	3.	4.
No Items	r count	r table	Interpretation
1	0.549	0.244	Valid
2	0.365	0.244	Valid
3	0.657	0.244	Valid
4	0.520	0.244	Valid
5	0.461	0.244	Valid
6	0.424	0.244	Valid
7	0.592	0.244	Valid
8	0.517	0.244	Valid
9	0.556	0.244	Valid
10	0.381	0.244	Valid
11	0.687	0.244	Valid
12	0.731	0.244	Valid
13	0.567	0.244	Valid
14	0.285	0.244	Valid
15	0.260	0.244	Valid
16	0.582	0.244	Valid
17	0.256	0.244	Valid
18	0.539	0.244	Valid
19	0.365	0.244	Valid
20	0.341	0.244	Valid
21	0.704	0.244	Valid
22	0.621	0.244	Valid
23	0.360	0.244	Valid
24	0.614	0.244	Valid
25	0.526	0.244	Valid

1.	2.	3.	4.
26	0.471	0.244	Valid
27	0.544	0.244	Valid

b) Reliability

Reliability refers to a consistency of an instrument in measuring what is to be measured. This research tested internal consistency reliability. It is used to measure the instruments that have more than one item because it refers to the homogeneity of the test items and how well they measure a concept.

In this research, the researcher used Cronbach's Alpha technique with SPSS 16 to find out the reliability of the instrument. Muijs⁴² states that the instrument is reliable if the alpha is more than 0.7. The result of Cronbach's Alpha testing for reliability is shown in the table⁴³:

Table 3.3
The Result of Questionnaire Reliability Test
Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.739	.899	27

⁴² Muijs, D. Doing Quantitative Research In Education. 73

⁴³ Asarekeh, p. 345-363

From the table above, it can be seen that the instrument is reliable because the Cronbach's Alpha value is more than 0.7 or $0.739 > 0.7$.

2) Speaking test

The test is a method that is used to measure a person's ability, knowledge, or performance in a determined area⁴⁴. There are two kinds of test modes in assessing speaking, those are live testing and tape-based testing. The live testing is conducted face-to-face, the examiner directly gives scores for the examinees' performance. In contrast, tape-based testing is indirect and there is no interaction between examiner and examinees. In this research, researchers have conducted live testing because the researcher can directly give scores for the examinees to be guaranteed.

In this research, the researcher has led a Picture-Cued test for discourse speaking. The student is delivered a monologue speech expressing their opinion of the photos given by the researcher. Each participant has 1 to 3 minutes to present their monologue.

The aspects assessed in this test are; fluency, pronunciation, grammar, comprehension, and vocabulary. For guiding the speaking test, the researcher used the rubric of the speaking test from Brown⁴⁵

⁴⁴ Brown, p.3

⁴⁵ Asarakeh, p.363

Table 3. 4
The rubric of the Speaking Test
(Brown, 2001: 406-407)

1.	2.	3.	4.	5.	6.
Scores	Fluency	Pronunciation	Grammar	Comprehension	vocabulary
1	(No Specific fluency description. Refer to other to four language areas for an implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker, used to dealing with engineers attempting to speak his language.	Errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	Speaking vocabulary inadequate to express anything but the most elementary needs
2	Can handle with confidence but not with facility most social	Accent is Intelligible Though often Quite faulty	Can usually handle elementary constructions quite	Can get the gist of most conversations of non-technical subjects (i.e.,	Has speaking vocabulary sufficient to express himself

1.	2.	3.	4.	5.	6.
	situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.		accurately but does not have thorough or confident control of the grammar.	topics that require no specialized knowledge).	simply with some circulation
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. An accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and	Comprehension is quite complete at a normal rate of speech.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on a practical,

1.	2.	3.	4.	5.	6.
			informal conversations on practical, social, and professional topics.		social, and professional topic. Vocabulary is broad enough that he rarely has to grope for a word.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar	Can understand any conversation within the range of his experience	Can understand and participate in any conversation within the range of his experiences with a high degree of precision of vocabulary

1.	2.	3.	4.	5.	6.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers in all its features, including vocabulary and idioms, and pertinent cultural references

To discover the last score of the speaking test, the researchers summarized the score of every viewpoint.

The highest score is :

$$(5+5+5+5+5) \times 4 = 100$$

The lowest score is :

$$(1+1+1+1+1) \times 4 = 20.$$

a) Speaking test validity

This test validation is using content validity. Content validity is the validity that is estimated through a test of feasibility or the relevance of the test content through rational analysis by a competent panel or expert judgment. Content

validity ensures that measurement includes a sufficient and representative set of items that unravel the concept⁴⁶.

b) Speaking test reliability

This study involved two raters as assessors (interrater) by the researcher's colleagues, so that in this study the Cohen Kappa agreement coefficient is used. This selection is based on the usage expressed by Widhiarso, W, "The use of the kappa coefficient is appropriate when :

- 1) Rater is not used much. Usually, one subject is scored by two raters.
- 2) The score is categorical. Usually, only two categories are coded as 0 or 1⁴⁷.

Fleiss, 1981 (in Widhiarso) categorizes the level of reliability between raters, including:

- Kappa <0.4: Bad (bad).
- Kappa 0.4 - 0.60: Enough (fair).
- Kappa 0.60 - 0.75: Good (good).
- Kappa > 0.75: Very good (excellent).

The result of the reliability test can be seen in the table :

⁴⁶ Sekaran, *metode penelitian bisnis* , p. 43

⁴⁷ Widhiarso, *Melibatkan rater dalam pengembangan alat ukur*, p.2

Table 3. 5 Reliability Test**Rater1 * Rater2 Crosstabulation**

			Rater2					Total	
			60.00	65.00	70.00	75.00	80.00		85.00
Rater1	60.00	Count	3	2	0	0	0	5	
		Expected Count	.5	.7	1.4	.8	1.1	.5	5.0
	65.00	Count	1	2	1	0	0	4	
		Expected Count	.4	.5	1.1	.6	.9	.4	4.0
	70.00	Count	0	1	9	1	0	11	
		Expected Count	1.2	1.5	3.0	1.8	2.4	1.2	11.0
	75.00	Count	0	0	0	5	1	6	
		Expected Count	.6	.8	1.6	1.0	1.3	.6	6.0
	80.00	Count	0	0	0	0	4	6	
		Expected Count	.6	.8	1.6	1.0	1.3	.6	6.0
	85.00	Count	0	0	0	0	3	5	
		Expected Count	.5	.7	1.4	.8	1.1	.5	5.0
Total		Count	4	5	10	6	8	4	34
		Expected Count	4.0	5.0	10.0	6.0	8.0	4.0	37.0

Symmetric Measures

		Value	Asymptotic Standardized Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.602	.092	7.915	.000
N of Valid Cases		34			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Based on the table the result of the reliability test is 0.602 which means,

categorized as good reliability (0.60 – 0.75).

D. Data Analysis**Correlation Analysis**

This research is correlational quantitative. Thus, to know the relationship between's two factors, the researchers have utilized the Correlation Product Moment method which was created by Carl Pearson. The

researcher conducted *Pearson Product Moment Validity Testing* using SPSS 16.

The correlation coefficient can be negative or positive⁴⁸. A negative relationship coefficient shows a negative connection and the other way around. A negative relationship implies the higher the estimation of variable X, the lower the estimation of variable Y. While a positive connection implies the higher the estimation of variable X, at that point the higher the estimation of variable Y.

If it turns out that H_0 is rejected and H_a is accepted, it can be interpreted in the following table:

Table 3. 6
The Interpretation of Correlation Coefficient

Rxy	Interpretation
0.00 – 0.20	There is a correlation between the X variable and the Y variable, but it is very weak or shallow. So, the correlation is rejected. In other words, there is no correlation between the X variable and the Y variable.
0.20 – 0.40	There is a weak or low correlation between the X variable and Y variable, but it is sure.
0.40 – 0.70	There is enough correlation between the X variable and the Y variable.
0.70 – 0.90	There is a strong or high correlation between the X variable and the Y variable.
0.90 – 1.00	There is a very strong or high correlation between the X variable and the Y variable.

⁴⁸ Miftahuddin, Korelasi Antara Validitas Pada Evaluasi Yang Di Gunakan Dalam Menilai Hasil Belajar Siswa Dengan Hasil Kegiatan MGMP Matematika Di Kabupaten Pidie. P.78

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Description

The researcher researched the 6th semesters English Education program of UIN K H Ahmad Siddiq Jember in the academic year of 2020/2021. The total amount of participants was 37 students. The data of independent variable and dependent variable gained from the participants are described as follows:

1. Students' Self-Efficacy

The researcher distributed a questionnaire to measure the level of the students' self-efficacy. The questionnaire consisted of 27 items. Each item was classified into close-ended questions where the students only needed to checklist on the answer options provided.

The scores of students' self-efficacy are shown in the table :

Table 4. 1 The Students' Self-Efficacy Scores

No.	Initial	Self-Efficacy Scores
1	2	3
1.	AMN	80
2.	AS	113
3.	MH	97
4.	AM	86
5.	AH	60
6.	NA	86
7.	MNL	83
8.	DF	81
9.	ML	85
10.	IH	65
11.	SIH	83
12.	NI	86
13.	MNA	75
14.	NF	85
15.	JDP	90
16.	ZKN	97
17.	L	86
18.	ZA	75
19.	M	83
20.	MNA	60
21.	NA	80
22.	IBH	70
23.	MZ	83
24.	IR	73

25.	RA	70
26.	LV	85
27.	ANS	80
28.	MS	86
29.	SK	90
30.	MR	75
31.	RI	80
32.	PR	70
33.	WR	105
34.	WS	73
Total score		2776

Based on the table above, it can be concluded that students with high self-efficacy scores feel able to face the challenge and task given. While students with low scores feel that they are unable to cope with the challenges and assignments given and feel inadequate. This can be seen in the questionnaire answers, those who have high self-efficacy score do not hesitate when answering, while students with low self-efficacy do the opposite.

a. Interpretation of Self-Efficacy Data

Based on table 4.1, the researcher calculates the statistical scores of self-efficacy data including mean, median, mode, maximum score, minimum score, and range of the data. To find out the data needed, the researcher uses SPSS 16.0. The result is presented in table 4.2.

Table 4. 2
The Statistical Scores of Self-efficacy

N	Valid	34
	Missing	0
Mean		81.65
Median		83.00
Mode		86
Range		53
Minimum		60
Maximum		113
Sum		2776

From table 4.2, it can be seen that the mean is 81.65, the median is 83, the mode is 86, the range is 53, the minimum score is 60, and the maximum score is 113. To know the amount of interval class (k), the researcher used Sturges formula :

$$k = 1 + 3.3 \log n$$

Where n is the number of participants (34). Thus, the amount of interval class is $1 + 3.3 \log 34 = 6,05$ (rounded to 6) .

After knowing the range (R) and the amount of interval class (k), the interval (i) can be calculated as :

$$i = 53 : 6 = 8.8 (9)$$

The self-efficacy scores frequency distribution table is shown in table 4.3.

Table 4. 3
Frequency Distribution Table of Self-Efficacy Scores

Interval class	Frequecy	Cumulative Percent
60 - 65	3	8.8
66 - 71	3	8.8
72 - 77	5	14.7

78 - 83	9	26.5
84 - 89	8	23.5
90 - 95	2	5.9
96 - 101	2	5.9
102 - 107	1	2.9
108 - 113	1	2.9
	34	100.0

To determine the class of the students' self-efficacy level, whether or not it's low or high, the researchers uses a formula that is explained below. However, it is required to seek out out the range ideal (Ri), standart deviation ideal (SDi), and mean ideal (Mi) for the calculation, the researcher uses the subsequent formula :

$$Ri = \text{maximum score (Xmax)} - \text{minimum score (Xmin)}$$

$$= (27 \times 5) - (27 \times 1)$$

$$= 135 - 27 = 108$$

$$SDi = Ri : 6$$

$$= 108 : 6 = 18$$

$$Mi = (Xmax + Xmin) : 2$$

$$= (135 + 27) : 2$$

$$= 162 : 2 = 81$$

From those calculations, the self-efficacy score can be categorized into 5 (five) categories.

Table 4. 4
Category Distribution of Self-Efficacy Score

No.	Score	F	F (%)	Category
1.	$X > 108$	1	2.9%	Very High
2.	$90 < X \leq 108$	3	8.8%	High
3.	$72 < X \leq 90$	24	70.6%	Moderate
4.	$54 < X \leq 72$	6	17.6%	Low
5.	$X \leq 54$	0	0.0%	Very Low
Total		34	100%	

In table 4.4, a student (2.9 % from the sample) has very high self-efficacy, 3 students (8.8% from the sample) have high self-efficacy, 24 students (70.6% from the sample) have moderate self-efficacy, 6 students (17.6% from the sample) have low self-efficacy, and none of the members has very low self-efficacy. It was concluded that a large portion of the members has a moderate self-efficacy level.

2. Speaking Skill Scores

For the speaking skill scores, the researcher gained it by conducting a monologue speaking test. The students were asked to deliver their opinion based on the picture they chose. Some students were able to speak fluently, but some of them were not. The researcher gave a stimulation by asking them questions related to the picture for those who faced difficulties. The scores of and speaking are shown in the table :

Table 4. 5 The Students' Speaking Scores

No.	Initial	Speaking Scores
1	2	3
1.	AMN	70
2.	AS	85
3.	MH	80
4.	AM	75
5.	AH	55
6.	NA	75
7.	MNL	65
8.	DF	65
9.	ML	75
10.	IH	55
11.	SIH	60
12.	NI	65
13.	MNA	50
14.	NF	70
15.	JDP	75
16.	ZKN	75
17.	L	60
18.	ZA	60
19.	M	75
20.	MNA	55
21.	NA	70
22.	IBH	55
23.	MZ	65
24.	IR	65

25.	RA	55
26.	LV	75
27.	ANS	65
28.	MS	75
29.	SK	80
30.	MR	60
31.	RI	65
32.	PR	60
33.	WR	80
34.	WS	60
Total score		2275

Students who get high scores on speaking are students who get high scores also on self-efficacy. Students with high self-efficacy when they make mistakes and reprimanded, they fix it, and continue their sentences. While students with low self-efficacy tend to be reluctant to continue when they have been reprimanded

b. Interpretation of Speaking Data

Based on the speaking scores data presented in table 4.1, the researcher calculates the statistical scores including mean, median, mode, maximum score, minimum score, and range of the data. To find out the data needed, the researcher used SPSS 16.0. The result is presented in the table.

Table 4. 6
Statistical Scores of Speaking

N	Valid	34
	Missing	23

Mean	66.91
Median	65.00
Mode	75
Range	35
Minimum	50
Maximum	85
Sum	2275

From table 4.5, it can be seen that the mean is 66.9, the median is 65, the mode is 75, the range is 35, the minimum score is 50, and the maximum score is 85. To know the amount of interval class (k), the researcher used Sturges formula :

$$k = 1 + 3.3 \log n$$

Where n is the number of participants (34). Thus, the amount of interval class is $1 + 3.3 \log 34 = 6,05$ (rounded to 6)

After knowing the range (R) and the amount of interval class (k), the interval (i) can be calculated as :

$$i = 35 : 6 = 5.8 (6)$$

Speaking scores frequency distribution table which is shown in the table.

Table 4. 7
Frequency Distribution of Students' Speaking Score

Interval class	Frequency	Cumulative percent
50 - 55	6	17.6%
56 - 61	6	17.6%
62 - 67	7	20.6%
68 - 73	3	8.8%
74 - 79	8	23.5%
80 - 85	4	11.8%

	34	100.0%
--	----	--------

To determine the class of the students' s, whether or not it's low or high, the researchers uses a formula that is explained below. However, it is required to seek out out the range ideal (Ri), standart deviation ideal (SDi), and mean ideal (Mi) for the calculation, the researcher uses the subsequent formula :

$$Ri = \text{maximum score (Xmax)} - \text{minimum score (Xmin)}$$

$$= (20 \times 5) - (4 \times 5)$$

$$= 100 - 20 = 80$$

$$SDi = Ri : 6$$

$$= 80 : 6 = 13.33$$

$$Mi = (Xmax + Xmin) : 2$$

$$= (100 + 20) : 2$$

$$= 120 : 2 = 60$$

Table 4. 8
Category Distribution of Speaking Score

No.	Score	F	F (%)	Category
1.	$X > 80$	4	11.8 %	Very High
2.	$68 < X \leq 80$	11	32.4 %	High
3.	$55 < X \leq 67$	13	38.2 %	Moderate
4.	$42 < X \leq 54$	6	17.6%	Low
5.	$X \leq 41$	0	0.0 %	Very Low
Total		34	100%	

In table 4.7, 4 student (11.8 % from the sample) has the very high speaking ability, 11 students (32.4% from the sample) have high speaking ability, 13 students (38.2% from the sample) have moderate speaking ability, 6 student (17.6% from the sample) have the low speaking ability, and none of the members has very low self-efficacy. It was concluded that a large portion of the members has a moderate speaking ability.

2. Normality Testing

Normality testing aims to understand whether the data distribution is normal or not. Normality testing is vital because of the requirement for hypothesis testing. The researcher uses the Kolmogorov Smirnov Test by using SPSS 16.0 program. The info distribution is normal if the probability number is quite 0.05. In contrast, if the probability number is a smaller amount than 0.05 the info distribution isn't normal. The results of the normality test are shown in the table.

Table 4. 9 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.79292048
	Most Extreme Differences	
	Absolute	.104
	Positive	.077
	Negative	-.104
Test Statistic		.104
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on table 4.8, it is visible that the probability number (Asymp. Sig) of self-efficacy and speaking is $0.200 > 0.05$ this means that that the data distribution is normal.

B. Data Analysis

1. Correlation Result

As mentioned in the previous chapter, the researcher used SPSS 16.0 to find out the correlation between the two variables. The result is presented in the table below.

Table 4. 10 Correlations

		self-efficacy level	speaking achievement
self-efficacy level	Pearson Correlation	1	.848**
	Sig. (2-tailed)		.000
	N	34	34
speaking achievement	Pearson Correlation	.848**	1
	Sig. (2-tailed)	.000	
	N	34	34

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

Table 4.9 shows that the coefficient of correlation is 0.848 and also the significance value (ρ) is 0.000, and it is concluded that there is a correlation between self-efficacy and speaking achievement.

2. Hypothesis Testing

This research is aimed to answer the hypothesis whether it is accepted or rejected. The formulated hypothesis is as follows :

a) Null hypothesis (Ho)

There is no positive correlation among self-efficacy through

speaking achievement.

b) The alternative hypothesis (H_a)

There is a positive correlation between self-efficacy through speaking achievement.

Some assumptions are as follows:

1. If the result of calculation r_{xy} is smaller than r_t (t table), $r_{xy} \leq r_t$; so, the null hypothesis (H_0) is accepted (H_a rejected)
2. If the result of the calculation is more significant than r_t (r table), $r_{xy} \geq r_t$; so, the null hypothesis (H_0) is rejected (H_a is accepted)

The correlation coefficient (r_{count}) gained from the SPSS calculation is $r = 0.848$. With error level (α) = 0.05, and $N = 34$, it is gained $r_{table} = 0.329$. From the calculation, it can be seen that r_{count} is more than r_{table} ($0.848 > 0.329$). Therefore, H_0 is rejected and H_a is accepted which means there is a correlation between students' self-efficacy and their speaking skills.

To see the significance of the correlation, the researcher tests the following hypothesis:

If $\rho > 0.05$, thus H_0 is accepted H_a is rejected.

If $\rho < 0.05$, thus H_0 is rejected H_a is accepted

From table 4.8, it can be concluded that the significant value = $0.000 < 0.05$ which implies H_0 is rejected and H_a is accepted. Therefore, it can be summed up that there's a significant positive correlation between the students' self-efficacy and their speaking skills. In other words, the

increasing level of students' self-efficacy was followed by the enhancements of their speaking skills.

C. Discussion

In this research self-efficacy of speaking is divided into 5 factors, fluency, pronunciation, grammar, comprehension, and vocabulary.

First, fluency includes and extends to understanding language. Some participants in this research could speak fluently and some of them did not. While the fluent participant can speak without taking time to think, the nonfluent participant takes a long time. Nonfluent, commonly uses insertion words like “uumm, aaaaa, anu” etc. Students with poor language proficiency may hesitate to speak because they find that they are not fluent in the language, it is indicated a low self-efficacy level which may lead to their decision not to participate in the speaking⁴⁹. To deal with an incident like this, students need more speaking practice. UIN KHAS provides a language service or often called UPB which is ready to accommodate students who want to deepen their linguistic knowledge. Also, we have ESA (English Student Association) where we can practice the knowledge we have gained while on campus.

The student with a high score at self-efficacy also appears to have a high score in speaking. They're motivated to increase their vocab, if they forget or didn't understand a sentence or vocab they will define it. Since they have a wide vocabulary, they're able to compose sentences with the proper choice of words. This proves the truth of the theory of Self-Efficacy. Bandura stated self-efficacy is

⁴⁹ Iswasra, improving students fluency through trivia-based activity at university students. 5

a personal belief in their ability to organize and carry out a series of actions needed to complete a certain task⁵⁰. Someone with high self-efficacy, they know that they can do a task without doubt.

The second is pronunciation, as the differences between Indonesian sound patterns and English sound patterns cause students to mispronounce some English words when speaking. The habit of producing sound is acquired by repetition over and over and gets corrected when it is pronounced wrong⁵¹. The availability of a native sound pattern in the multimedia exhibition becomes an alternative way of acquiring a native sound pattern in a foreign context. It can be Australian English, American English, etc. This is where the standard form of English becomes ambiguous. Hence, they acquire English from an environment influenced by the Indonesian sound pattern.

Such as in vocabulary, the higher a person's self-efficacy the more they feel able to carry out their duties. Students with a high score in self-efficacy level have good capabilities in producing words. They're motivated to sound like a native speaker such as British accent in the iconic movie Harry Potter. Low score sample in the level of self-efficacy tends to be careful in speaking.

When students speak English, they are corrected to the teacher's standard English (Between American or British). Most of the sample of this research uses an American accent. The level of student self-efficacy on the aspect of pronunciation is classified as high this is indicated by how fluent they pronounce each word that sounds almost similar such as hurt and hard.

⁵⁰ Bandura 1997:31

⁵¹ Gilakjani 2012:96

Third is grammar, although the grammar is less fixed when speaking, some lecturers in the English Education program require their students to speak in grammatically correct sentences. Therefore, students need to have good grammatical control in their performance. As a result, students become more cautious and think hard to correct. Unfortunately, spoken communication requires quick, spontaneous, and thorough understanding⁵² so that students never have enough time to think about grammar.

The result of this research shows that some students rate their grammatical efficiency as high. New fact found while speaking test, some student made some mistake in grammar such as the sentence “I so happy” while the correct sentence is “I am so happy”, they said that it’s okay if we not use the correct grammar as long as the other person understands. It is indicated they have a low self-efficacy level on grammar.

The student with high self-efficacy level if they wrong in grammar they stay confident and continue their sentence because they tend to be fast in speaking. While students with low self-efficacy tend to be correct in grammar but slow in speaking and if there is wrong grammar then it is corrected they will stop talking.

Fourth, students will record the structure and sound of a sentence at the same time. they will automatically imitate what they heard and say using the structures of the language they heard. In this way, listeners can absorb structures by imitating the spoken language they hear, regardless of whether the speakers are

⁵² Leech and Svartik, 2002: 11

grammatically correct or not. The result of comprehension in this research is the student has a high comprehension. It can be proven by participants appearing to understand everything without difficulty and also they can compose sentences using the right vocabulary so that they can clearly understand what they mean. Students bring the skills they use to learn their first language to learn a second language but will require more time and instruction to learn the sounds, words, and conversation rules of the new language.

High self-efficacy students' more fluent and faster in speaking. Even if they are wrong in pronunciation and corrected they will repeat the sentence and pronounce it correctly and then continue the sentence. Low self-efficacy students seem hesitant in speaking and when corrected they are reluctant to speak again. The higher comprehensibility score supported by high self-efficacy level, students with high scores when provoked with one word can expand or describe into a sentence or paragraph.

Fifth, the result of this research concludes that most students' vocabulary self-efficacy is taken into high. This is shown by the choice of diverse vocabulary when they speak and rarely repeat the same sentence. To get wealthy vocabulary learners need to get admission to the expertise of vocabulary and exercise it in the natural environment⁵³.

In the English Education Program of UIN KHAS, the expertise of vocabulary can be accessed withinside in effective class. At an early level, vocabulary is taught on the whole with the aid of using drilling. In the

⁵³ Nakata, 2006; Takac, 2008.

intermediate level, vocabulary is taught with the aid of using incidental studying this is on the whole carried out with the aid of reading or writing. Besides, the learner also can get admission to vocabulary expertise from the internet, film, and music they hear. Practice is likewise the maximum critical interest to enhance vocabulary ability. It calls for persistent repetition to make powerful vocabulary studying.

As indicated in chapter one, the purpose of this study is to find out whether or not there is a relationship between belief in the self-efficacy of language and speaking achievement. This study uses the Pearson Correlation Coefficient Calculator used in the IBM SPSS Statistics 16 program. This finding supports the existence of the relationship suggested by Bandura⁵⁴ between belief in the self-efficacy of language and language performance.

The result of the correlational coefficient is 0.840 which means there is a strong correlation between self-efficacy through speaking achievement. In addition, Miftahuddin⁵⁵ explains that the coefficient of a correlation between 0.70 - 0.90 is considered to be strong or high, which means that there is a positive correlation, from this result one could see that one variable (language score) increases when another variable (self-efficacy) increases.

⁵⁴ Bandura, 95

⁵⁵ Miftahuddin 2008: 78

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the data analysis, the researcher formulates conclusions to answer the research problems:

There's a positive significant correlation between the students' self-efficacy level and their speaking achievement of the English Education Program students of UIN KH Achmad Siddiq. It is proven by the correlation coefficient (r count) and significance value (ρ) got from the calculation (r count = 0.848, $\rho = 0.000$), because the r count is positive and over r table ($0.848 > 0.329$) and $\rho = 0.000 < 0.05$, therefore the correlation between students' self-efficacy and their speaking skills is significantly positive.

B. Suggestions

Based on the research findings and discussion, the researcher proposes the subsequent suggestions :

1. For lecturer

The lecturer is expected to apply learning methods that can stimulate the increase of student self-efficacy in speaking by using interactive communication during learning rather than just explaining.

2. Future researchers

Since self-efficacy has been proven to have a good correlation with speaking, future researchers can try researching in other fields such as reading, listening, etc.

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APPENDIXES

APPENDIX 1 RESEARCH MATRIX

Research Matrix

Title	Variable	Indicator	Data Sources	Research Methods	Problem Formulation
Correlation Between Students' Self-Efficacy Level and Speaking Achievement of English Education Program State Islamic University of KH Achmad Siddiq	1. Level of self-efficacy 2. speaking achievement	a. Capabilities b. Motivation a. Pronunciation b. Fluency c. Vocabulary d. Grammar e. Comprehensibility	Respondents : The active student in 6th semesters English Education Program State Islamic University of KH Achmad Siddiq	1. Research approach : Quantitative approach 2. Research Design : Correlation design 3. Determining Respondent: Random sampling 4. Data Collection : a. Questionnaire b. Speaking test	1. What is the Self-Efficacy score? 2. What is the speaking achievement score 3. Is there any positive correlation between students' self-efficacy level between speaking achievements English Education Program State Islamic

APPENDIX 1 QUESTIONNAIRE

Questionnaire

Name :

Class :

Put a checkmark (✓) in one column!

SD = Strongly Disagree

A = Agree

D = Disagree

SA = Strongly Agree

N = Neutral

	Items	SD	D	N	A	SA
1	I have enough ability to improve my speaking skills.					
2	I am sure that if I practice speaking more, I will get better grades in the course.					
3	I can speak better than my classmates.					
4	Even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across.					
5	I am not stressed out when speaking English in the classroom.					
6	I enjoy speaking with a proficient partner.					
7	I am one of the best students in speaking courses.					
8	I enjoy meeting tourists because I can speak with them well.					
9	The more difficult the speaking practice is, the more enjoyable it is.					
10	When the instructor asks a question, I raise my hand to answer it even if I'm not sure about it.					
11	I'm confident about my ability to interact with other English speakers.					
12	While speaking, I can deal efficiently with unexpected situations.					
13	While speaking, I can remain calm when facing difficulties.					

14	When I'm talking with fluent speakers, I let them know if I need help.					
15	I'm confident I can communicate what I mean easily.					
16	I feel confident that I can achieve a native-like accuracy in speaking.					
17	I'm able to actively participate in my speaking classes.					
18	I'm sure I can use English outside the classroom.					
19	I believe I am a good English speaker.					
20	I strongly believe that I can achieve native-like fluency in English.					
21	I can describe my university to others in English.					
22	I can tell a story in English.					
23	I can ask my teachers questions in English.					
24	I can introduce my teacher to someone else in English.					
25	I can discuss subjects of my interest with my classmates					
26	I can introduce myself in English.					
27	I can answer my teachers' questions in English					

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JEMBER

APPENDIX 2 QUESTIONNAIRE ANSWER

Questionnaire

Name : MIFLINDA
 Class : TBA 2
 Put a checkmark (✓) in a one columns!
 SD = Strongly Disagree A = Agree
 D = Disagree SA = Strongly Agree
 N = Neutral

	Items	SD	D	N	A	SA
1	I have enough ability to improve my speaking skills.				✓	
2	I am sure that if I practice speaking more, I will get better grades in the course.					✓
3	I can speak better than my classmates.			✓		
4	Even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across.			✓		
5	I am not stressed out when speaking English in the classroom.		✓	✓		
6	I enjoy speaking with a proficient partner.				✓	
7	I am one of the best students in speaking courses.		✓			
8	I enjoy meeting tourists because I can speak with them well.				✓	
9	The more difficult the speaking practice is, the more enjoyable it is.	✓	✓			
10	When the instructor asks a question, I raise my hand to answer it even if I'm not sure about it.		✓			
11	I'm confident about my ability to interact with other English speakers.			✓		
12	While speaking, I can deal efficiently with unexpected situations.		✓	✓		
13	While speaking, I can remain calm when facing difficulties.		✓			
14	When I'm talking with fluent speakers, I let them know if I need help.					✓
15	I'm confident I can communicate what I mean easily.			✓	✓	
16	I feel confident that I can achieve a native-like accuracy in speaking.		✓	✓		
17	I'm able to actively participate in my speaking classes.		✓	✓		
18	I'm sure I can use English outside the classroom.			✓	✓	
19	I believe I am a good English speaker.			✓		
20	I strongly believe that I can achieve native-like fluency in English.			✓	✓	
21	I can describe my university to others in English.				✓	
22	I can tell a story in English.			✓	✓	
23	I can ask my teachers questions in English.			✓	✓	
24	I can introduce my teacher to someone else in English.				✓	

25	I can discuss subjects of my interest with my classmates						✓	
26	I can introduce myself in English.						✓	✓
27	I can answer my teachers' questions in English					✓		



Name : M. Luqman

Questionnaire

Class : TBA 2

Put a checkmark (✓) in a one columns!

SD = Strongly Disagree

A = Agree

D = Disagree

SA = Strongly Agree

N = Neutral

	Items	SD	D	N	A	SA
1	I have enough ability to improve my speaking skills.			✓		
2	I am sure that if I practice speaking more, I will get better grades in the course.				✓	
3	I can speak better than my classmates.		✓			
4	Even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across.		✓			
5	I am not stressed out when speaking English in the classroom.		✓			
6	I enjoy speaking with a proficient partner.		✓	✓		
7	I am one of the best students in speaking courses.		✓			
8	I enjoy meeting tourists because I can speak with them well.	✓	✓			
9	The more difficult the speaking practice is, the more enjoyable it is.	✓				
10	When the instructor asks a question, I raise my hand to answer it even if I'm not sure about it.	✓				
11	I'm confident about my ability to interact with other English speakers.			✓		
12	While speaking, I can deal efficiently with unexpected situations.		✓			
13	While speaking, I can remain calm when facing difficulties.		✓			
14	When I'm talking with fluent speakers, I let them know if I need help.				✓	
15	I'm confident I can communicate what I mean easily.		✓			
16	I feel confident that I can achieve a native-like accuracy in speaking.	✓				
17	I'm able to actively participate in my speaking classes.		✓	✓		
18	I'm sure I can use English outside the classroom.		✓	✓		
19	I believe I am a good English speaker.		✓			
20	I strongly believe that I can achieve native-like fluency in English.		✓	✓		
21	I can describe my university to others in English.			✓	✓	
22	I can tell a story in English.			✓		
23	I can ask my teachers questions in English.			✓		
24	I can introduce my teacher to someone else in English.			✓		



25	I can discuss subjects of my interest with my classmates									<input checked="" type="checkbox"/>
26	I can introduce myself in English.									<input checked="" type="checkbox"/>
27	I can answer my teachers' questions in English									<input checked="" type="checkbox"/>

KH

Questionnaire

Name : AlifoClass : TK 3

Put a checkmark (✓) in a one columns!

SD = Strongly Disagree

A = Agree

D = Disagree

SA = Strongly Agree

N = Neutral

	Items	SD	D	N	A	SA
1	I have enough ability to improve my speaking skills.				✓	
2	I am sure that if I practice speaking more, I will get better grades in the course.					✓
3	I can speak better than my classmates.			✓		
4	Even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across.					✓
5	I am not stressed out when speaking English in the classroom.				✓	
6	I enjoy speaking with a proficient partner.				✓	
7	I am one of the best students in speaking courses.			✓		
8	I enjoy meeting tourists because I can speak with them well.			✓		
9	The more difficult the speaking practice is, the more enjoyable it is.		✓			
10	When the instructor asks a question, I raise my hand to answer it even if I'm not sure about it.			✓		
11	I'm confident about my ability to interact with other English speakers.				✓	
12	While speaking, I can deal efficiently with unexpected situations.				✓	
13	While speaking, I can remain calm when facing difficulties.				✓	
14	When I'm talking with fluent speakers, I let them know if I need help.					✓
15	I'm confident I can communicate what I mean easily.				✓	
16	I feel confident that I can achieve a native-like accuracy in speaking.				✓	
17	I'm able to actively participate in my speaking classes.					✓
18	I'm sure I can use English outside the classroom.					✓
19	I believe I am a good English speaker.			✓		
20	I strongly believe that I can achieve native-like fluency in English.				✓	
21	I can describe my university to others in English.				✓	
22	I can tell a story in English.					✓
23	I can ask my teachers questions in English.				✓	✓
24	I can introduce my teacher to someone else in English.				✓	✓

25	I can discuss subjects of my interest with my classmates							<input checked="" type="checkbox"/>
26	I can introduce myself in English.							<input checked="" type="checkbox"/>
27	I can answer my teachers' questions in English							<input checked="" type="checkbox"/>

APPENDIX 3 VALIDATION SHEET

Lembar Validasi
Speaking test

INSTRUCTION

1. Put a checkmark (✓) in the column according to your opinion
2. If there need to be revised write on the piece of advice or direction on the menu script

no	Aspek yang di nilai	Skor				note
		1	2	3	4	
A	Isi 1. Soal sesuai dengan indikator 2. Aspek yang diukur pada setiap pertanyaansudah sesuai dengan indikator			✓ ✓		indicator b and c are the same
B	Konstruk 1. Soal di susun dalam bentuk tes lisan (speaking test) untuk mengetahui kemampuan speaking responden (kemampuan responden dalam berbahasa Inggris) 2. Ada petunjuk yang jelas tentang cara mengerjakan soal. 3. Ada pedoman penskorannya. 4. Gambar, tabel grafik atau yang sejenisnya di sajikan dengan jelas dan terbaca			✓ ✓	✓ ✓	it doesn't describe that the pictures are in series the pictures are too small and not clear enough. There is no number for each pictures in series.
C	Bahasa/Budaya 1. Menggunakan bahasa yang sesuai dengan kaidah bahasa Inggris. 2. Bahasa soal harus komunikatif dan sesuai dengan jenjang pendidikan responden. 3. Tidak menggunakan bahasa yang berlaku setempat/ tabu.			✓	✓ ✓	so simple for advanced learners.

* The face validity of the instrument is not too good.
* The picture are too simple to describe for advanced learners. I think you need to find other pictures.

Skala penilaian :

1 = tidak valid


3 = valid

2 = kurang valid

4 = sangat valid

April 22, 2021

Validator

()

Praptika Septi Femilia,
M.pd

APPENDIX 4 LATTICEWORK

Kisi – Kisi
Speaking test

No	Kompetensi	Indikator	Keterangan
1.	Speaking (berbicara) peserta test mampu mengungkapkan kalimat deskriptif yang menggunakan bahasa lisan pendek berbentuk teks monolog berbentuk descriptive, explanation dan review dalam kehidupan sehari hari.	<ul style="list-style-type: none"> a. Melakukan monolog secara individu berdasarkan situasi yang telah di sediakan, yang mengandung 5 unsur : fluency, pronunciation, grammar, comprehension dan vocabulary b. Mendeskripsikan atau menjelaskan sebuah kejadian atau peristiwa yang telah di sediakan oleh peneliti. Peserta test di minta untuk mendeskripsikan atau menjelaskan sebuah peristiwa minimal dengan 5 kalimat yang komunikatif. c. Menceritakan cerita pendek dalam bentuk descriptive berdasarkan situasi yang telah di sediakan oleh peneliti. 	<ul style="list-style-type: none"> a. Peneliti memberikan beberapa alternatif pilihan soal yang akan di ujikan b. Peserta test memilih salah satu soal yang akan di praktikan c. Peneliti menggunakan pedoman penskoran yang sesuai dengan test yang di ujikan dengan peserta test.

APPENDIX 5 SCORING RUBRIC

SCORING RUBRIC

(Brown, 2001: 406-407)

1.	2.	3.	4.	5.	6.
Scores	Fluency	Pronunciation	Grammar	Comprehension	vocabulary
1	(No Specific fluency description. Refer to other to four language areas for an implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker, used to dealing with engineers attempting to speak his language.	Errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	Speaking vocabulary inadequate to express anything but the most elementary needs

1.	2.	3.	4.	5.	6.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is Intelligible Though often Quite faulty	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	Has speaking vocabulary sufficient to express himself simply with some circulation
3	Can discuss particular interests of competence with reasonable ease.	Errors never interfere with understanding and rarely disturb the native speaker. The	Control of grammar is good. Able to speak the language with	Comprehension is quite complete at a normal rate of speech.	Able to speak the language with sufficient vocabulary to

1.	2.	3.	4.	5.	6.
	Rarely has to grope for words.	accent may be obviously foreign.	sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.		participate effectively in most formal and informal conversation on a practical, social, and professional topic. Vocabulary is broad enough that he rarely has to grope for a word.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to profession	Can understand any conversation within the range of his experience	Can understand and participate in any conversation within the range of his experiences with a high

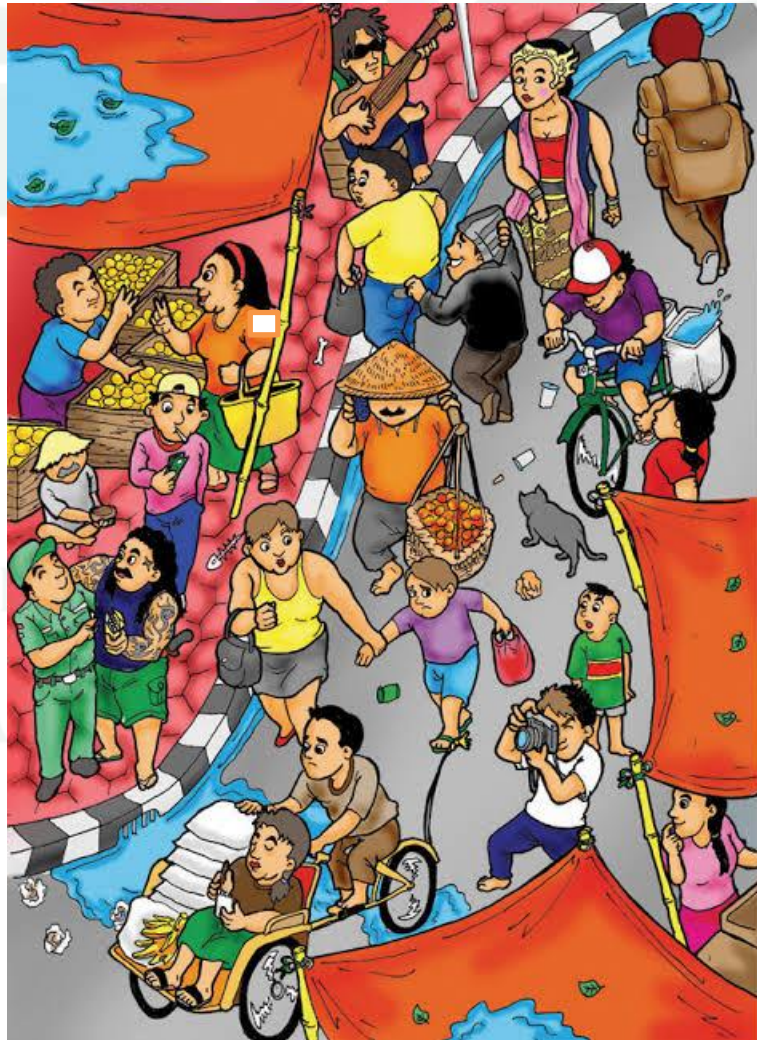
1.	2.	3.	4.	5.	6.
	in any conversation within the range of this experience with a high degree of fluency.		al needs. Error in grammar		degree of precision of vocabulary
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Equivalent to that of an educated native speaker	Speech on all levels is fully accepted by educated native speakers in all its features, including vocabulary and idioms, and pertinent cultural references

APPENDIX 6 SPEAKING TEST

SPEAKING TEST

Correlation of Students' Self-Efficacy Level Between Speaking Achievement English
Education Program UIN KHAS

Choose one of the pictures below, and then describe the picture based on the
sequence number, at least 8 sentences in 1 – 3 minutes!



Picture 1



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

APPENDIX 7 SPEAKING TEST ANSWER

Note

R : Researcher

S : Student

The Script of Speaking Test

Student 1

R : Good morning, thank you for your participation on my research. Today we have speaking test, but take it easy the result of the test will not affect your grades hehe.

S : Can i use bahasa? Or only english

R : Since this is speaking test you should use full English

S : Okay, i'll try my best. Tapi kalau salah jangan di ketawain ya mbak.

R : hehe sip. I have 2 pictures please choose one of them. Describe the picture at least 8 sentences maximum 3 minutes.

S : ee okay, i choose the first picture. Today my mom and i going to market. The market was very crowded. We met all mind of people there. There are dancers, photographers, pedicab drivers, thugs and don't miss the cats. In the market we buy a lot vegetables and fruits. A few kilos of meat. aaa and also i saw someone pickpocketed. Then we went home after a great day at the market. Sudah ya mba? Sudah 8.

R : aw good job, thank you very much.

The Script of Speaking Test

Student 2

R : Good morning, thank you for your participation on my research. Today we have speaking test, but take it easy the result of the test will not affect your grades hehe. I have 2 pictures please choose one of them. Describe the picture at least 8 sentences maximum 3 minutes. Dou you get it?

S : siap mbak, eh okay miss hehe

R : are you ready?

S : Yes i am.

R : Let's go. In 3 2 1

S : i'll choose the second picture ya mbak, because it seems easier. My house is near the beach. Precisely Teluk Ijo beach. The beach is very clean and crowded with tourist. A varietyof fun activities can be done there. As shown in the picture there are many children playng on the beach. Some children play sand while others play ball. There are two boys playing in the sea. One of them is fishing while the other is on boat. There is a fisherman watching them while catching fish.

R : i really wana visit Teluk Ijo later, by the way thank you very much for your story.

S : You're welcome

JEMBER

The Script of Speaking Test

Student 3

R : Good morning, thank you for your participation on my research. Today we have speaking test. I have 2 pictures please choose one of them. Describe the picture at least 8 sentences maximum 3 minutes. Dou you understand?

S : mbak aku takut, aku gabisa ngomong. Sambil ajarin ya mbak hehe

R : eh gapapa santai aja, ga masuk nilai kok hehe. Paham gak sama instruksinya tadi?

S : iya mbak, faham. Tapi bingung mau jawabnya gimana pake English.

R : aku ada 2 gambar nih, kamu pilih 1. Terserah yang mana aja, kamu deskripsiin gambarnya minimal 8 kalimat dalam bahasa inggris. Nanti di tuntun kok

S : Bismillah. I will choose picture 2. In the second picture we can see the beach. Eeee anu and, aduh apa ya mba bahasa inggrisnya memancing? Lupa saya hehe.

R : fishing .

S : oh iya fishing. There are two people fishing. Two kids playing sand castle. A child playing ball. There a two crabs near aaa adu

R : Umbrella?

S : there are two crabs near the umbrella, with kids sit on the cair and eeem apa tu holding a ball. In beach we can also see coconut tree. A flying bird. Semak-semak apa mba bahasa inggrisnya?

R : do you mean the bush?

S : nah bush, there are bush near the bridge by the sea. Udah mbak.

R : okay, thank you very much for you effort, god job.

S : hehe, sama-sama mbak

APPENDIX 1 RESEARCH PERMIT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Website : [www.http://tik.iainjember.ac.id](http://tik.iainjember.ac.id) e-mail : tarbiyah.iainjember@gmail.com

Nomor : B. 1629/In.20/3.a/PP.00.9/06/2021 24 Juni 2021
Sifat : Biasa
Lampiran : -
Hal : Permohonan Ijin Penelitian

Yth. Kepala Prodi Tadris Bahasa Inggris UIN KH Achmad Shiddiq
Jl. Mataram No.1, Karang Miuwo, Mangli, Kec. Kaliwates, Kabupaten Jember, Jawa Timur 68136

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut:

Nama : SHINTA YULIANTARI
NIM : T20176003
Semester : VIII
Prodi : TADRIS BAHASA
INGGRIS

untuk mengadakan Penelitian/Riset mengenai *Correlation of Students' Self-Efficacy Level Towards Speaking Achievement of English Education Program UIN KH Achmad Shiddiq* selama 15 (lima belas) hari di lingkungan lembaga wewenang Bapak/Ibu Asyari, M.Ed.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

Mahasiswa Prodi Tadris Bahasa Inggris smt 6

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 24 Juni 2021



Dekan
Wakil Dekan Bidang Akademik,

Mashudi

APPENDIX 1 STATEMENT OF AUTHENTICITY

STATEMENT OF AUTHENTICITY

The undersigned below :

Name : Shinta Yuliantari
SRN : T20176003
Major : English Education Program
Faculty : Teaching and Training Faculty
Institution : UIN KH Achmad Siddiq

Declare that in the results of this research there are no elements of plagiarism of research works or scientific works that have been carried out or made by others, except those quoted in writing in this manuscript and mentioned in the sources of citations and bibliography.

If in the future it turns out that the results of this research are proven to contain elements of plagiarism and there are claims from other parties, then I am willing to be processed according to the applicable laws and regulations.

Thus, I have made this statement with the truth and without coercion from anyone.

Jember 29 September 2021

That State


Shinta Yuliantari

APPENDIX 1 RESEARCHERS BIOGRAPHY

Researchers Biography



- Full Name : Shinta Yuliantari
- Gender : female
- Place, Date of Birth : Banyuwangi, 13 July 1999
- Address : Kendal Sumberbaru, Singojuruh,
Banyuwangi
- ZIP Code : 68464
- LinkedIn : Shinta Yuliantari
- Email Address : atniish@gmail.com

Educational Background

- 2003-2013 : SDN 3 SUMBERBARU
- 2013-2015 : SMPN 1 SONGGON
- 2015-2017 : MAN 2 BANYUWASNGI
- 2017-2021 : UIN KH ACHMAD SIDDIQ