

**THE CORRELATION BETWEEN SELF-EFFICACY AND SPEAKING  
ABILITY OF 8<sup>TH</sup> GRADE STUDENTS AT SMPN 16 KOTA BENGKULU  
IN ACADEMIC YEAR 2018/2019**

**THESIS**

Submitted as A Partial Requirements for the degree of S.Pd (*Sarjana Pendidikan*)  
in English Language Education



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**MOTTO**

“If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning”

(Mahatma Gandhi)

## DEDICATION

This thesis is dedicated to:

- ❖ My Greatest God, Allah SWT, I really thank to You because without your blessing, I am nothing in this world.
- ❖ My beloved father (Rudin) and mother (Usnaini). Thank for yours prayer, advice, patient, love, and support.
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- ❖ My friend all of friends of TBI 2014, thanks for all the happiness we've passed together. I love you guys.
- ❖ My almamater IAIN Bengkulu.

## PRONOUNCEMENT

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I hereby sincerely state that thesis entitled: “THE CORRELATION BETWEEN SELF-EFFICACY AND SPEAKING ABILITY OF 8<sup>TH</sup> GRADE STUDENTS AT SMPN 16 KOTA BENGKULU IN ACADEMIC YEAR 2018/2019” is my masterpiece. All things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, February 2019

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## ABSTRACT

Hezi Puspita. 2019. *The Correlation between Self-Efficacy and Speaking Ability of 8<sup>th</sup> Grade Students at SMPN 16 Kota Bengkulu in Academic Year 2018/2019*. Thesis. English Education Study Program, Tarbiyah and Tadris Faculty. IAIN Bengkulu.

Advisors: 1. Dr. H. Ali Akbarjono, M.Pd., 2. Detti Lismayanti, M.Hum.

**Keywords:** *Self-Efficacy, Speaking Ability*

The aim of this study is to find out whether there is a correlation between self-efficacy and speaking ability of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu in academic year 2018/2019. This study was conducted in correlational research which involved 32 students. A questionnaire was used to obtain students' self-efficacy and test was employed to obtain students' speaking ability. Both data were calculated using Pearson product moment formula and SPSS program. The result of this study showed that the coefficient correlation ( $r_{\text{count}}$ ) was higher than the  $r_{\text{table}}$  ( $0,918 > 0,349$ ). It can be said that there is a significant correlation between self-efficacy and speaking ability of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu in academic year 2018/2019. The interpretation of correlation coefficient 0,918 was very high correlation. The hypothesis accepted in this research was the alternative hypothesis ( $H_a$ ), whereas the null hypothesis ( $H_o$ ) was rejected. In brief, it could be drawn that students' self-efficacy was correlated with their speaking ability.

## ABSTRAK

Hezi Puspita. 2019. *Hubungan antara Efikasi Diri dengan Kemampuan Berbicara Siswa Kelas 8 di SMPN 16 Kota Bengkulu Tahun Ajaran 2018/2019*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris. IAIN Bengkulu.

Pembimbing: 1. Dr. H. Ali Akbarjono, M.Pd., 2. Detti Lismayanti, M.Hum.

**Kata kunci:** Efikasi Diri, Kemampuan Berbicara

Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara efikasi diri dengan kemampuan berbicara siswa kelas 8 di SMPN 16 Kota Bengkulu pada tahun ajaran 2018/2019. Penelitian ini dilakukan dalam penelitian korelasional yang melibatkan 32 siswa. Sebuah kuesioner digunakan untuk memperoleh kemanjuran diri siswa dan tes digunakan untuk memperoleh kemampuan berbicara siswa. Kedua data tersebut dihitung menggunakan rumus *Pearson Product Moment* dengan program SPSS. Hasil penelitian ini menunjukkan bahwa koefisien korelasi ( $r_{hitung}$ ) lebih tinggi dari  $r_{tabel}$  ( $0,918 > 0,349$ ). Dapat dikatakan bahwa ada korelasi yang signifikan antara efikasi diri dengan kemampuan berbicara siswa kelas 8 di SMPN 16 Kota Bengkulu pada tahun ajaran 2018/2019. Interpretasi koefisien korelasi 0,918 adalah korelasi yang sangat tinggi. Hipotesis yang diterima dalam penelitian ini adalah hipotesis alternatif ( $H_a$ ), sedangkan hipotesis nol ( $H_o$ ) ditolak. Secara singkat, dapat ditarik kesimpulan bahwa efikasi diri siswa berkorelasi dengan kemampuan berbicara mereka.



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Bengkulu, February 2019

The Researcher,



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Language is a tool of communication where the speaker is able to transfer his message to the other people by using symbol, sound, sign, etc. It is also a system of words that are used by people to express their thoughts and feelings to each other. That is why the language is the most important aspect in the life of all beings. Language is a certain system of communication symbol which arbiters used by a group of people to communicate and interact one another, based on their own cultures. Language is a constantly developing from and when the language learner listens in native language. Language learners are decoding the message and somehow they can imitate the conversation of the native speaker.

The definition above tells us that language is a system of signs that we use in communicating with ourselves and with one another. The signs are speech-sounds, as illustrated by the first definition. However, language also has written signs which are the alphabets that we use in writing. Therefore, communication, in any language, is only possible because of the linguistic symbols that function according to some rules and conventions.

English language is an international language that people use around the world. Because of that it is very important for us to communicate with other people. English consist of four skills, such us; listening, speaking, reading, and writing. Moreover, from four skills above speaking is very important because we



can have communicated to express opinions through speaking. Speaking is one of the four languages skills (reading, listening, writing and speaking) which has to be mastered by English students department. It is a means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.

Teaching speaking is to teach English language learners to: a) Produce the English speech sounds and sound patterns. b) Use word and sentence stress intonation patterns and the rhythm of the second language. c) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. d) Organize their thoughts in a meaningful and logical sequence. e) Use language as a means of expressing values and judgments. f) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

In those meanings of teaching speaking above, the teacher must pay attention of some important aspects include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts.

However, it is not easy to master English speaking skill, as well as using it to communicate. Some people, especially students, find difficulties in using English when they are trying to interact with others. They still look nervous to interact with their friends and their teachers by using English. For people especially students to be able to speak English, they must first want to learn and

believe that they can learn. Thus, they must have not only the motivation to learn but also the confidence in performing those practices and tasks.

Since one of the most important factors to control students in speaking English is their belief and confidence on their capability or the self-efficacy is self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations. Efficacy beliefs influence how people think, feels, motivate themselves, and act.

Based on the observation at 8<sup>th</sup> grade of SMPN 16 Kota Bengkulu on March 20<sup>th</sup>, 2018, the writer found some information about situation in this junior high school and the students' activities. Firstly, the building is very good for student learn in there, such us; there is big library, canteens, and many class for each deviation. Secondly, the writer also see the media are adequate, such us; whiteboard, markers, infocus, tables, chairs, and etc. So, we can see that in this school using good infrastructure. The problem is that the teaching strategies used by English teachers in the classroom are monotonous. The teacher speaks loudly and the students have to repeat the words of their teacher. After that, the students are expected to repeat the teacher's conversation individually. So, speaking activities in the class majority only focus on teachers' speak. Therefore, it is clear that the students' level of self-efficacy seems to give lots effect on their speaking ability.

Then, based on the interview result with Mr. Suhartono (English teacher) and Dewanti (student), the writer found some problems existing. The first

problems, lack of student interest in speaking English and there are not many students who want to try to speak in English, unless being forced by the teacher. Then, according to the teacher, the students' level of speaking skill is relatively average, but some of them seem like afraid to express their idea in using English. Then, the students still lack of confidence. Then, lack of interaction between teacher and students. Then, low student the confidence in performing those practices and tasks. The final problem is they do not have the confidence to speak. When the writer asked some students on why they do not want to speak English in the classroom, most of their answers are because they feel shy, they do not have the confidence to speak, and there are even some students who said that they cannot speak even before they tried. Therefore, it is clear that the students' level of self-efficacy seems to give lots effect on their speaking ability. These are the reasons why the writer wants to examine the correlation between the students' self efficacy and speaking ability.

Based on the description above, the writer is interested in investigating whether there is any significant correlation between self-efficacy and speaking ability under the title: "The Correlation between Self-Efficacy and Speaking Ability of 8<sup>th</sup> Grade Students at SMPN 16 Kota Bengkulu in Academic Year 2018/2019".

## **B. Identification of the Problem**

Based on the background above, the writer found some information about the problems of English in teaching and learning process of 8<sup>th</sup> Grade SMPN 16

Kota Bengkulu especially in the second grade students, the writer identified the existing problem and classified many problems that related to the students. They are: 1) lack of student interest in speaking English and there are not many students who want to try to speak in English, unless being forced by the teacher. 2) According to the teacher, the students' level of speaking skill is relatively average, but some of them seem like afraid to express their idea in using English. 3) The students still lack of confidence. 4) Less of interaction between teacher and students. 5) Low student the confidence in performing those practices and tasks. 6) They do not have the confidence to speak. When the writer asked some students on why they do not want to speak English in the classroom, most of their answers were because they feel shy, they do not have the confidence to speak, and there are even some students who said that they cannot speak even before they tried.

### **C. Research Question**

Concerning the background of the study, the writer formulated the problem of the study: Is there any significant correlation between self-efficacy and speaking ability of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu in academic year 2018/2019?

### **D. Objective of Research**

The objective of the research is to find out whether there is correlation between self-efficacy and speaking ability of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu in academic year 2018/2019.

## **E. Significance of the Study**

Theoretically, the finding of this research was enriching the theory of self-efficacy and speaking ability. The results of this research are expected to give benefit for education world theoretically and practically. For the readers, the study was give awareness that self-efficacy is an important factor that can influence the students to use English orally and that self-efficacy is needed in order for the students to master English speaking ability.

## **F. Definition of Key Terms**

The researcher defines some words to avoid misunderstanding. They are listed below:

### **1. Self-efficacy**

Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required managing prospective situations, or stated another way; self-efficacy refers to individual's belief in his or her ability to succeed in a particular situation.<sup>1</sup>

### **2. Speaking Ability**

Speaking ability is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. According to speaking is the

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<sup>1</sup>Frank Pajares, "Self-Efficacy Beliefs in Academic Settings", *Review of Educational Research*, Vol. 66, No. 4, Winter 1996, pp. 543-578.

activity to express thought and feeling orally. So, it can be concluded that speaking is an ability to communicate orally with other people to express their idea and feeling.<sup>2</sup>

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<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2005), p. 344.

## CHAPTER II

### LITERATURE REVIEW

#### A. Self-Efficacy

##### 1. Definition of Self-Efficacy

Self-efficacy is a belief about individual capabilities of performing a certain task rather than the real capabilities the individual have. Self-efficacy is predictive for subsequent performance as the beliefs of individuals' capabilities for performing certain tasks, which were formed from the previous performance outcomes, influence individuals' behaviors.<sup>3</sup>

Bruno mentioned that self-efficacy is the belief that says "I can perform the behavior that produces the outcome".<sup>4</sup> According to Pajares's self-efficacy theory, self-efficacy is defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments".<sup>5</sup>

Based on the explanations above, it can be concluded that self-efficacy is an individual's belief and confidence in his or her own capabilities to perform or complete tasks and difficulties they face in order to overcome obstacles and achieve the expected goals. It is not expected to measure one's actual capabilities but, rather, the confidence that an individual holds in

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<sup>3</sup>Gulten Genc, Emine Kulusakli and Savas Aydin, "Exploring EFL Learners' Perceived Self-Efficacy and Beliefs on English Language Learning", *Australian of Teacher Education*, Vol. 41, No. 2, February 2016, pp. 53-68.

<sup>4</sup>Frank J. Bruno, *Psychology: A Self-Teaching Guide*, (New Jersey: John Wiley & Sons, Inc., 2002), p. 120.

<sup>5</sup>Frank Pajares, "Self-Efficacy...", p. 544.

regards to particular abilities in spite of the fact that, as we was find in the following sections, self-efficacy beliefs can directly influence individual's efforts and activities and therefore, serve as an excellent predictor of one's future performance and ability.

## **2. The Nature of Self-Efficacy**

People often do not perform optimally in accomplishing performances even though they know well what to do. Some people consider that it is enough to only have knowledge and skills for attaining expected achievement. In fact, besides having knowledge and skills, it is necessary for people to have belief of their capabilities which is well known as self-efficacy. According to Wortman & Loftus, as cited in Murtiningsih, individuals have different beliefs in their capabilities which make them respond differently in the same situation.<sup>6</sup>

Self-efficacy refers to individuals' beliefs in their capabilities to manage something and do some actions in order to achieve certain accomplishment.<sup>7</sup> Self-efficacy is concerned not with the number of skills people have, but with what people believe they can do with what they have under particular situation. It means that self-efficacy is not a measure of the

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<sup>6</sup>Sri Rejeki Murtiningsih, "A Study on Correlation between Self-Efficacy and Academic Achievement in Indonesian Context", *Leksika*, Vol. 5, No. 2, Augustus 2011, pp-pp. 21-26.

<sup>7</sup>Frank Pajares, "Self-Efficacy...", p. 566.



skills one has but it is a belief in what one can do under certain conditions with whatever skills one possesses.<sup>8</sup>

Pajares states that self-efficacy makes a difference in how people feel, think and act in the same situation which will determine the expected outcomes. In terms of feeling, self-efficacy relates to depression, anxiety, and helplessness which appear when individuals have beliefs in being not confident in their ability that they will make a mistake when performing challenging task. Therefore, learners must be able to control their beliefs by being confident about their ability to achieve the expected outcomes and prevent the unexpected ones because it makes them can do their task well.<sup>9</sup>

In terms of thinking, self-efficacy relates to quality of decision making and academic achievement whatever the underlying skills might be. It shows that self-efficacy helps individual to reach their achievement in all English skill including speaking skill. Besides, in Pajares study, self-efficacy really works out when one deal with difficult academic tasks, such as mathematics. Therefore, self-efficacy also works out when people deal with English which is a difficult subject as mathematics.<sup>10</sup>

Moreover, in terms of action, self-efficacy relates to motivation which will determine one's choice of action, efforts, persistence and control. It

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<sup>8</sup>Frank Pajares, "Self-Efficacy...", p. 567.

<sup>9</sup>Frank Pajares, "Self-Efficacy...", p. 568.

<sup>10</sup>Frank Pajares and Laura Graham, "Self-Efficacy, Motivation Construct, and Mathematics Performance of Entering Middle School Students", *Contemporary Educational Psychology*, Vol. 24, No. 3, 1999, pp. 124-139.

means that self-efficacy influences one's choice of activities, effort and how long she or he will persist in achieving the targets and goals. Those will determine the level of individuals' self-efficacy which can be high or low.

The table below summarizes how self-efficacy influences some aspects according to Pajares & Graham. The influence on those aspects makes difference in setting targets and goals, using strategies to achieve the targets and goals, putting effort and persisting when difficulties appear, believing what individuals' can succeed, and performing after developing strategies.<sup>11</sup>

**Table 2.1**  
**The Influence of Self-Efficacy**

	<b>High Self-Efficacy Individuals</b>	<b>Low Self-Efficacy Individuals</b>
Task orientation	High self-efficacy individuals have high targets and goals. Not only having them, they do some things to achieve their targets and goals. They consider those targets and goals as challenges not as burdens.	Low self-efficacy individuals have low targets and goals. Some of them may have high targets and goals, but they will do fewer things or even nothing to achieve them because they have low estimations of their capabilities to perform something.
Effort and performance	High self-efficacy individuals put more effort and not easily give up when facing obstacles.	Low self-efficacy individuals easily give up and lose their spirit to keep trying when facing obstacles because they have doubt about their capabilities to perform something.
Strategy use	High self-efficacy individuals are likely to do some actions or useful strategies and have high commitment to achieve their targets and goals.	Low self-efficacy individuals are not likely to do some actions or useful strategies and have weak commitment to achieve their targets and goals.

<sup>11</sup>Frank Pajares and Laura Graham, "Self-Efficacy...", p. 140-141.

Beliefs	They have high self-confidence that they will be able to achieve their targets or goals. Besides, they can control their stress and anxiety when they cannot achieve their targets and goals yet.	Low self-efficacy individuals have low self-confidence that they will be able to achieve their targets or goals. Besides, they cannot control their feeling, so they will feel anxious and depressed when they cannot achieve their targets and goals yet.
Performances	High self-efficacy individuals have higher performance than low self-efficacy individuals.	Low self-efficacy individuals have lower performance than high self-efficacy individuals.

Pajares also states that individuals can get better understanding and determine their self-efficacy by analyzing aspects influenced by self-efficacy, namely task orientation, effort and persistence, strategy use, beliefs, and performance.<sup>12</sup> Information in table 2.1 can be used to help individuals understand and determine their self-efficacy. Table 2.1 shows that individuals who use strategies more efficiently, do activities to achieve targets and goals willingly, expend greater effort, persist longer even if difficulties appear, believe that they can succeed and perform better than other people are individuals with high self-efficacy.

### 3. Classification of Self-Efficacy

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

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<sup>12</sup>Frank Pajares, "Self-Efficacy...", p. 569.

People who have low self-efficacy was try to avoid difficult tasks. Such individuals have low commitment in achieving the goals they set. When they faced difficult tasks, they are busy thinking about the shortcomings they have, the distractions they face, and all the results that can be detrimental to them. They do not increase their efforts and give up very easily. They are too slow in correcting their own mistake and regaining their self-efficacy when facing a failure.<sup>13</sup>

On the contrary, individuals who have high self-efficacy tend to be more motivated to do a particular task, even a difficult one. They do not view the task as a threat they should avoid. They are not afraid to fail in performing the task. Instead, they increase their efforts to prevent a failure that might occur. Those who fail in their work, they usually regain their self-efficacy as quickly after experiencing failures.<sup>14</sup>

#### **4. Sources of Self-Efficacy**

According Pajares, there are four major sources of self-efficacy as follows:<sup>15</sup>

##### **a. Mastery Experience**

People's belief about their efficacy can be developed by four main sources of influence. The most effective way of developing a strong sense of efficacy is through mastery experience. Performing a task successfully

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<sup>13</sup>Frank Pajares, "Self-Efficacy...", p. 563.

<sup>14</sup>Frank Pajares, "Self-Efficacy...", p. 567.

<sup>15</sup>Frank Pajares, "Self-Efficacy...", p. 563.

strengthens our sense of self-efficacy. Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established.

b. Verbal Persuasion

The second way of strengthening people's belief that they have what it takes to succeed. Consider a time when someone said something positive and encouraging that helped him/her achieve a goal. Getting verbal encouragement from other help people overcome self-doubt and instead focus on giving their best effort to the task at hand. To the extent that persuasive words in perceived self-efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy.

c. Social Modeling

Creating and strengthen self belief of efficacy is through the vicarious experiences provided by social models. Witnessing other people successfully completing a task is another important source of self-efficacy. In same way, observing other's fail despite high effort lower observers' judgments of their own efficacy and undermines their efforts. The impact of modeling on perceived self-efficacy is strongly influenced by perceived similarity to the models.

d. Physiological and Emotional States

According to Pajares, our own responses and emotional reactions to situation also play an important role in self-efficacy. People also rely on their somatic and emotional states in judging their capabilities. They interpret their stress reactions and tension as sign of vulnerability to poor performance. Moods, emotional states, physical reactions, and stress level can all impact how a person feels about their personal abilities in a particular situation. A person who becomes extremely nervous before speaking in public may develop a weak sense of self-efficacy in these situations.<sup>16</sup>

**5. Dimension of Self-Efficacy**

There are several dimensions of self-efficacy which affect individuals' performance, namely level, strength and generality.<sup>17</sup>

a. Level

Level refers to the degree of task difficulty an individual believes he or she is able to deal with. Individuals' self-efficacy of a certain task level determines the expectation of being able to perform at the level. When they perform something in easy level, they will believe that they can do that because that is easy. The level of difficulty causes the

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<sup>16</sup>Frank Pajares, "Self-Efficacy...", p. 575.

<sup>17</sup>Frank Pajares, "Self-Efficacy...", p. 568.

individuals to choose tasks which they think can be performed or they will avoid the tasks because they doubt their capability.

b. Strength

Strength refers to the degree of confidence individuals have about their beliefs in capabilities. This confidence will determine their effort and persistence. Individuals who have high confidence put more effort and not easily give up when facing obstacles. However, individuals who have low confidence easily give up and lose their spirit to keep trying when facing obstacles because they have doubt about their capabilities to perform something. Moreover, the strength of individuals' belief in their capabilities will determine the degree of relationship between self-efficacy and performance.

c. Generality

Generality is the idea in which individuals' self-efficacy is not limited to a certain situation. It refers to various situations to which the self-efficacy beliefs can apply. Individuals may believe that he or she is able to produce the intended result only in certain areas or in various activities and situations.

In short, individuals' performance may be different because it depends on their beliefs in their ability when they are given certain tasks which vary in level of difficulty.<sup>18</sup>

## **B. Speaking**

### **1. Definition of Speaking**

Speaking skill is the interactive process of constructing meaning that involves producing, receiving and processing information. When someone speaks, he or she interacts and uses the language to express his or her idea, feeling and thought. He or she also shares about the information to other through communication.<sup>19</sup>

The definition of speaking is “to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages”. Thus, speaking skill can be described as the ability to communicate orally to other people with the aim is to express their idea and feeling. It involves producing, receiving, and processing information.<sup>20</sup>

### **2. The Nature of Speaking**

Speaking is one of the four language skills that are taught in English teaching. The goal of teaching speaking is the ability to communicate with other speakers of the language. In order to be able to communicate, language

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<sup>18</sup>Frank Pajares, “Self-Efficacy...”, p. 567.

<sup>19</sup>Jeremy Harmer, *How to Teach English*, (London: Longman, 2001), p. 82.

<sup>20</sup>Jeremy Harmer, *The Practice...*, p. 35.



learners need to have communicative competence. Communicative competence includes knowledge of grammar and the vocabulary of the language, knowledge of rules in speaking, knowing how to use and respond to different types of speech acts, and knowing how to use language appropriately.<sup>21</sup>

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

The nature of speaking has been discussed by many researchers. States that oral communication is two-way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding). For him, speaker and listener participate in oral communication process, and they use a productive skill which is speaking and receptive skill which is listening, because speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.<sup>22</sup>

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<sup>21</sup>Jack C. Richards, *Teaching Listening and Speaking: from Theory to Practice*, (New York: Cambridge University Press, 2008), p. 23.

<sup>22</sup>Jill Hadfield and Charles Hadfield, *Oxford Basics Simple Speaking Activities*, (New York: Oxford University Press, 2000), p. 26.

### 3. The Aspects of Speaking

According to Richards, oral communication can be maintained by having some components as follow:<sup>23</sup>

- a. Pronunciation. Pronunciation focuses on production and identification of the sounds, stress patterns, and intonation in English. It introduces multiple-choice hearing identification.<sup>24</sup>
- b. Grammar. Grammatical is about proficiency in matters ranging from inflections to syntax. We was not be able to say the language without knowing the pattern of the language itself. Since knowledge of grammar is essential for language learner, it is clear that students need some knowledge of these rules to be able to speak correctly. Students should learn grammar such as modals, modifiers, prepositions, clauses and other grammatical features.<sup>25</sup>
- c. Fluency. In simple terms, fluency is the ability to talk accurately, quickly, and use the expression properly. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.<sup>26</sup>

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<sup>23</sup>Jack C. Richards, *Teaching ...*, p. 26.

<sup>24</sup>Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003), p. 1.

<sup>25</sup>Arthur Hughes, *Testing ...*, p. 5.

<sup>26</sup>Jack C. Richards, *Teaching ...*, p. 27.

- d. Vocabulary. Vocabulary is one of important elements in teaching and learning speaking. It is important for language learners to choose appropriate words in certain situations in order to make their speaking meaningful.<sup>27</sup>

For example, when people want to describe their feeling about something, they have to be able to find a word which reflects their feeling. Therefore, students need to understand the importance of meaning in context and the facts about word formation and how to twist words to fit different grammatical contexts.

#### 4. Types of Speaking

Brown offered six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom.<sup>28</sup>

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

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<sup>27</sup>Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 2009), p. 72.

<sup>28</sup>H. Douglas Brown, *Language Assessment: Principle and Classroom Practices*, (New York: Longman, 2004), p. 271.

b. Intensive

Intensive speaking goes to one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair activity, where learners are “going over” certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student-initiated questions or comments.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or

perhaps short speeches. Here the register is more formal and deliberative.

These monologues can be planned or impromptu.<sup>29</sup>

Each category above can be implemented based on the students' level and students' ability. Here are the summary purpose of each element: imitative for focusing on some particular element of language form, intensive to practice some phonological or grammatical aspect of language, responsive can stimulate students' in speaking, transactional to invite students to engage in a conversation, interpersonal to learn how such features as the relationship in the conversation, and extensive is to practice in the form of oral reports, summaries, or perhaps in short speeches.

### **C. Theories Related to the Correlation between Self-Efficacy and Speaking Ability**

According to Hamouda, the correlation between self-efficacy and speaking ability is clear that the level of self-efficacy of students seems to give a lot of effect on their speaking skills, because there are several factors that make students feel reluctant to speak English as a foreign language, namely anxiety, lack of interest in English class, shame, low confidence and confidence in their speaking skills. Some people, especially students, find it difficult to use English when they try to interact with others. They still look doubtful interact with their friends and teachers using English, where most learners often seem passive, and

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<sup>29</sup>H. Douglas Brown, *Language...*, p. 274.

are reluctant to speak English at class. Thus, they not only have to have motivation for learning but also confidence in doing these practices and task.<sup>30</sup>

According to Pajares, self-efficacy is “the belief in one’s capabilities to organize and execute the course of action required to manage prospective situations”. Since one of the most important factors to control students in speaking English is their belief and confidence on their capability. Thus, the belief that students have about their ability to speak can either encourage or make them hesitate to speak English in front of others in the classroom. So, that the correlation between self-efficacy and speaking ability is clear that the level of self-efficacy of students seems to give a lot of influence on their speaking skills.<sup>31</sup>

According to Shore and Robin, the effect of self efficacy on student’s speaking ability and concluded that self-efficacy has been hypothesized to affect individual’s task choices, effort, persistence and achievement. Compared with learners who doubt their capabilities, those who feel self-efficacious about learning or performing a task competently are apt to participate more readily, work harder, persist longer when they encounter difficulties, and eventually, achieve a higher level of self efficacy.<sup>32</sup>

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<sup>30</sup>Arifat Hamouda, “An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom”, *International Journal of English Language Education*, Vol. 1, No. 1, 2012, pp. 17-34.

<sup>31</sup>Frank Pajares, “Self-Efficacy...”, p. 566.

<sup>32</sup>Yohana Vita Lelita, *A Study on Students' Learning Strategies and Self-Efficacy in Speaking I Class in ELESP of Sanata Dharma University*, (Yogyakarta: Sanata Dharma University, unpublished thesis, 2016), p. vii.

#### D. Previous Relevant Research

There are some researchers who had conducted the research that related with this study. First, the research by Ananda entitled: “the correlation between students’ self esteem and students’ speaking skill of the second year students at SMA Negeri 2 Bantaeng”. The objective of this study is to know whether or not any correlation between students’ self esteem and students’ speaking skill. The method of this study is quantitative research. The data were obtained from of speaking and questionnaire of self esteem. The result of this research indicated that the coefficient correlation ( $r_{xy}$ ) was 0.146. It meant that, there is no correlation between students’ self esteem and students’ speaking skill of the second year students’ at SMA Negeri 2 Bantaeng.<sup>33</sup>

Second, Sari conducted a research entitled: “the correlation between students’ self-efficacy and their performance in speaking skill”. The objective of this research is to find the correlation between students’ self-efficacy and their performance in speaking skill at the second grade of SMPN 18 Mataram in academic year 2017/2018. The method of the research applied is correlation research (explanatory design). The result of the study indicated that there was

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<sup>33</sup>Riska Ananda, *The Correlation between Students’ Self Esteem and Students’ Speaking Skill of the Second Year Students at SMA Negeri 2 Bantaeng*, (Makassar: UIN Alauddin, unpublished thesis, 2017), p. xii.

correlation between self-efficacy and their performance in speaking skill in which  $r\text{-test} (0,80) > r\text{-table} (0,268)$ .<sup>34</sup>

Third, Habibi and Yazdani conducted a research entitled: “Is the any relationship self-efficacy and oral presentation ability of TEFL students in the class?”. This study sought to investigate whether students’ self efficacy and their oral presentation ability have relationship with each other. By utilizing Pearson correlation coefficient, Levene's Test for Equality of Variances, independent sample t-test which determines whether the relationship in means between the two groups, if it existed, was significant at the .05 level revealed that there would be statistically significant relationship between the above-mentioned subjects.<sup>35</sup>

## E. Hypothesis

Hypothesis is a temporary prediction that can be proved. It can also give some direction in conducting research and how to solve the problems. In this research the writer assumes that there is a significant the correlation between self-efficacy and speaking ability of 8<sup>th</sup> grade students of SMPN 16 Kota Bengkulu.

Based on the research question above, the writer proposes two hypotheses as follows:

1. Ha: There is significant correlation between self-efficacy and speaking ability of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu in academic year 2018/2019.

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<sup>34</sup>Ni Putu Yanti Cahya Sari, “The Correlation between Students’ Self-Efficacy and Their Performance in Speaking Skill”, *Journal of Language and Language Teaching*, Vol. 4, No. 2, 2016, pp. 79-83.

<sup>35</sup>Samira Habibi and Saeed Yazdani, “Is the Any Relationship Self-Efficacy and Oral Presentation Ability of TEFL Students in the Class?”, *International Journal of Advanced Biotechnology and Research*, Vol. 7, No. 4, June 2016, pp. 590-596.



2. Ho: There is no significant correlation between self-efficacy and speaking ability of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu in academic year 2018/2019.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research attempts to reveal the correlation between self-efficacy and students' speaking ability of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu. The method of this research was correlation method because of the aim of this research is to find out the relationship between two variables. The correlation research method is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. The writer used correlational research model, one of the quantitative research methods. Quantitative research is methods for testing certain theories by examining relationships between variables. These variables are measured-usually with research instruments-so that data consisting of numbers can be analyzed based on statistical procedures.<sup>36</sup>

#### **B. Population and Samples**

##### **1. Population**

The population of this research was all students of 8<sup>th</sup> grades (second year students) at SMPN 16 Kota Bengkulu which consists of seven classes, namely class VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, and VIII G. The writer interested in choosing SMPN 16 Kota Bengkulu students because

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<sup>36</sup>Donald Ary, Lucy C. Jacobs, and Chris Sorensen, *Introduction to Research in Education*, (Belmont: Wadsworth, 2010), p. 309.

usually English activities at schools tend to be very intensive. Students are required to memorize vocabularies and practice English in their daily life, so they are accustomed enough to use it. Based on the teacher's information, many students look confident when they interact with their friends using English on a daily basis. However, their ability of speaking in terms of pronunciation, grammar, fluency is not very good; some students cannot even pronounce English words properly.

Moreover, there are still lots of students who do not have to speak English, although the rule said they have to. They would rather speak Indonesian and local language or even be quiet than speaking English. Do not have the belief they can speak despite many vocabularies they already have. Therefore, the writer selected of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu as the population. The total number of population is 222 students which comprising seven classes and has the same English teacher. The total of number has been showed in the table:

**Table 3.1**  
**The Population of the Study**

No.	Class	Male	Female	Total
1	VIII A	18	14	32
2	VIII B	17	15	32
3	VIII C	17	15	32
4	VIII D	16	16	32

5	VIII E	18	14	32
6	VIII F	17	14	31
7	VIII G	17	14	31
<b>Total</b>		120	102	222

## 2. Sample

In this study, the writer used random sampling. Random sampling is one of the simplest forms of collecting data from the total population. Under random sampling, each member of the subset carries an equal opportunity of being chosen as a part of the sampling process. In this research the population is the 8<sup>th</sup> grade students of SMPN 16 Kota Bengkulu. Based on the theory of Nunan, sampling 32 subjects of the population is acceptable for self-efficacy-correlation research.<sup>37</sup> On the other hand, Arikunto said that if the population >100, the sampling technique could be 15% from the total population.<sup>38</sup> So the calculation of the sample is as follow:

$$\text{Sample} = \frac{15}{100} \times \text{total population}$$

$$\text{Sample} = \frac{15}{100} \times 222 = 32,3$$

Because of that, the writer took 32 students as the sample. Therefore, the distribution of sample is showed in the following table:

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<sup>37</sup>David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 2008), p. 14.

<sup>38</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 2006), p. 113.

**Table 3.2**  
**The Sample of the Study**

No.	Class	Male	Female	Total
1	VIII A	3	2	5
2	VIII B	2	3	5
3	VIII C	2	2	4
4	VIII D	2	3	5
5	VIII E	3	2	5
6	VIII F	2	2	4
7	VIII G	2	2	4
<b>Total</b>		16	16	32

### C. Instruments of the Research

#### 1. Questionnaire

Questionnaire was a list of question that several people are asked so that information can be select. In addition, he also stated that questionnaire are any instruments that present students a series of questions or statements which they are researcher by speaking out their answer or selecting from among existing answer. The questionnaire altogether 20 item consist. The questionnaire was distributed to all the students who were invited to complete it within 15 minutes of having taken speaking attitudes. In this study, the writer used a readymade questionnaire that is taken from international journal

of humanity. Students were asked to rate certain statement on a 5 point linker scale from, namely: (1) Strongly disagree, (2) Disagree, (3) Moderate, (4) Agree, (5) Strongly agree. There are five indicators of self-efficacy:

- 1) Task orientation indicator, it is having two sub-indicators. High self-efficacy individuals have high targets and goals. Not only having them, they do some things to achieve their targets and goals. They consider those targets and goals as challenges not as burdens. Low self-efficacy individuals have low targets and goals. Some of them may have high targets and goals, but they will do fewer things or even nothing to achieve them because they have low estimations of their capabilities to perform something.
- 2) The effort and performance indicators, it is having two sub-indicators. High self-efficacy individuals put more effort and not easily give up when facing obstacles. Low self-efficacy individuals easily give up and lose their spirit to keep trying when facing obstacles because they have doubt about their capabilities to perform something.
- 3) Strategy use indicator, it is having two sub-indicators. High self-efficacy individuals are likely to do some actions or useful strategies and have high commitment to achieve their targets and goals. Low self-efficacy individuals are not likely to do some actions or useful strategies and have weak commitment to achieve their targets and goals.

- 4) Beliefs indicator, it is having two sub-indicators. They have high self-confidence that they will be able to achieve their targets or goals. Besides, they can control their stress and anxiety when they cannot achieve their targets and goals yet. Low self-efficacy individuals have low self-confidence that they will be able to achieve their targets or goals. Besides, they cannot control their feeling, so they will feel anxious and depressed when they cannot achieve their targets and goals yet.
- 5) Performance indicator, it is having two sub-indicators. High self-efficacy individuals have higher performance than low self-efficacy individuals. Low self-efficacy individuals have lower performance than high self-efficacy individuals.

## **2. Speaking Test**

Speaking scoring rubric was used to assess and collect the data about students' speaking ability. According to Hughes, to knowing speaking score the writer was use speaking test with test taker characteristics. They are: language ability, background knowledge, general knowledge, and affective schemata. Then, components of language ability in language performance as follow: language knowledge, strategic competence, topic knowledge, in this research, the writer used topics that print out in a paper the students explain about what topic that they have chosen.<sup>39</sup> Based on this case, in students speaking test, the students were asked to tell about their personal identity,

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<sup>39</sup>Rebecca Hughes, *Teaching and Researching Speaking*, (UK: Pearson, 2002), p. 29.

such as about their hobby, favorite teacher, favorite food, and etc for getting their performance in speaking ability.

#### **D. Method of Data Collection**

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

##### **1. Questionnaire**

In order to collect quantitative data, the writer used a self-efficacy questionnaire, modified from self-efficacy questionnaire made by Sadighi, Alavi & Samani and a self confidence questionnaire (SCQ) which was developed by Akin and used in some studies by Gurler.<sup>40</sup> The questionnaire has twenty questions for the learners to indicate their beliefs regarding their speaking abilities, which may be divided into four sub-skills: pronunciation, grammar, vocabulary fluency, and comprehension. A five Likert scale was used to map and interpret students' response. The interpretation was as follows:

**Table 3.3**  
**Likert Scale**

<b>No.</b>	<b>Abbreviation</b>	<b>Means</b>	<b>Points</b>

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<sup>40</sup>Ismail Gurler, "Correlation between Self-Confidence and Speaking Skill of English Language Teaching and Literature Preparatory Students", *Research Article*, Vol. 1, No. 2, 2015, pp. 14-19.



1	SA	Strongly agree	5
2	A	Agree	4
3	N	Neutral	3
4	DA	Disagree	2
5	SDA	Strongly disagree	1

The higher score indicated the self-efficacy level. The following rate can be used to determine the level of self-efficacy:

**Table 3.4**  
**Self-Efficacy Interpretation**

No.	Point	Interval	Interpretation
1	5	85-100	Very good
2	4	70-84	Good
3	3	55-69	Okay
4	2	25-54	Poor
5	1	0-24	Very poor

## 2. English Speaking Test

In English speaking test, after it was hold, the writer could account the score of each student's pronunciation, grammar, and fluency. The student's maximum gets 100 points. Testing was done to look at capability of students in speaking.

The teacher conducted speaking test participants in individually work. This test used a rubric that comes from the teacher to evaluate the students speaking skill. This rubric consists of four elements of speaking that are pronunciation, performance, grammar, and fluency. The sum of the elements score was divided by 5 to get the student's grade. For example, student "A" had speaking test speaking with the score as follows:<sup>41</sup>

**Table 3.5**  
**Evaluation's Concept of Speaking Test Rubric**

<b>Pronunciation</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Fluency</b>	<b>Comprehension</b>	<b>Total</b>
75	80	70	75	80	380

$$\text{Student A's grade} = \frac{\text{total score}}{5} = \frac{380}{5} = 76$$

The following rate can be used to determine the level of students' speaking ability:

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<sup>41</sup>Sari Luoma, *Assessing Speaking*, (UK: Cambridge University Press, 2004), p. 65.

**Table 3.6**  
**Speaking Ability Interpretation**

No.	Interval	Interpretation
1	85-100	Very good
2	70-84	Good
3	55-69	Okay
4	25-54	Poor
5	0-24	Very poor

(Source: Hughes, 2002)

#### E. Technique of Data Analysis

The purpose of this research was to measure the correlation between students' self-efficacy and their performance in speaking class. The data of the study were analyzed by using statistical analysis. In analyzing the data, the writer used correlation product moment which was developed by Carl Pearson. The formula is as follows:

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

Where:

N = number of participants

X = students' self-efficacy scores

Y = students' speaking scores

$\sum X$  = the sum scores of self-efficacy

$\sum Y$  = the sum scores of speaking

$\sum X^2$  = the sum of the squared scores of self-efficacy

$\sum Y^2$  = the sum of the squared scores of speaking

$\sum XY$  = the sum of multiplied score between X and Y

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

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

Where:

$t_{\text{count}}$  = t value

r = value of correlation coefficient

n = number of participants

However, to make it easy and effective in calculating the data, the writer used SPSS 18 in processing the data to get the correlation between the two variables. The writer determined the interpretation table of product moment scale that was describes the correlation between both variables as follow:

**Table 3.7**  
**The Interpretation of Correlation**

<b>No.</b>	<b>Correlation Coefficient</b>	<b>Interpretation</b>
1	0,00 – 0,20	There is no correlation
2	0,21 – 0,40	Low correlation
3	0,41 – 0,70	Moderate correlation
4	0,71 – 0,90	High correlation
5	0,91 – 1,00	Very high correlation

(Source: Arikunto, 2006)

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Result

##### 1. Try Out Result

Before the self-efficacy questionnaire used for the research, the questionnaire must be tried out to know the validity and reliability. The try out was conducted on 32 students of SMPN 16 Kota Bengkulu with a total questionnaire of 27 items. The question is in the form of a statement with five (5) categories of answers.

Instrument testing was conducted by researcher to determine the level of validity and reliability of the instrument. This is done in order to obtain a good instrument as a research data collection tool. The research instrument before use needs to be tested for its feasibility as a data collector. There are two main things related to instrument testing, namely validity and reliability.

##### a. Validity

In order to find out the accuracy of this data, a validity test technique is needed by using SPSS version 18.0. The calculated value to be found in the results of SPSS version 18.0 is the value contained in the *Corrected Item-Total Correlation* column. Then consult with  $r_{\text{tabel}}$  to find out valid and invalid items. If the  $r$  count is equal to or greater than  $r_{\text{table}}$  at the significance level of 1% or 5% then the item is valid. Conversely, if the  $r$  count is smaller than  $r_{\text{table}}$  then the item is invalid.

The following are the results of the conversion of the calculated the values from the results of the SPSS version 18.0 program. The original results can be seen in the appendix 2. The results of this test will be compared with the table with the number of students ( $N = 32$ ) is  $r_{\text{tabel}} = 0.349$ .

Based on the result in the appendix 2, it can be seen that there are 7 of items questionnaire that has a count lower than  $r_{\text{table}} (< 0.349)$ , so the 7 items was declared invalid and would not to be used in this research. The items were number 03, 07, 13, 14, 19, 22, and 23. Whereas, there are 20 of items questionnaire that has a count higher than  $r_{\text{table}} (> 0.349)$ , so the 20 items was declared valid and would be used in this research. The items were number 01, 02, 04, 05, 06, 08, 09, 10, 11, 12, 15, 16, 17, 18, 20, 21, 24, 25, 26 and 27.

b. Reliability

In order to perform reliability testing the researcher used the SPSS version 18.0 program where in measuring reliability here using the *Cronbach Alpha* ( $\alpha$ ) statistical test. A grain is said to be reliable if it has *Cronbach Alpha* ( $\alpha$ ) of more than 0.70 ( $> 0.70$ ). The *Cronbach Alpha* ( $\alpha$ ) value found in the results of the SPSS version 18.0 exists. The results are shown in the appendix 3.

Based on the appendix 3, it can be seen that the value in the *Cronbach's Alpha if Item Deleted* column for all of valid items of

questionnaire *Cronbach Alpha* ( $\alpha$ ) of more than 0.70 ( $> 0.70$ ), then the 20 items are declared reliable.

## 2. Data Presentation

The research was started at SMPN 16 Kota Bengkulu on November 12<sup>th</sup> 2018. The writer asking for permission to the headmaster for conducted this research at the school. After distributed the questionnaire and getting out the speaking score, the next step was scored and interpreted the result of the data. In presented the descriptions of data results of this research, the writer would be displayed one by one variable with different calculation techniques. The data description could be seen as following descriptions:

### a. Self-Efficacy

The students' self-efficacy was obtained by questionnaire which included of 20 items that was distributed to 32 students. The data were statistically processed to know the general descriptions of them such as the mean, median, standard deviation, mode, and the category. Practically, the writer used SPSS 18 program to calculate all of the description above. The result of SPSS 18 output could be seen as table as follows:



**Table 4.1**  
**The Data Description of the Students' Self-Efficacy**

Statistics		
Self-efficacy		
N	Valid	32
	Missing	0
Mean		84.09
Median		84.00
Mode		80
Std. Deviation		5.532
Variance		30.604
Range		17
Minimum		77
Maximum		94
Sum		2691

Moreover, as for the data descriptions technique for this variable was referred to the technique which already stated in appendix. The result of the questionnaire responses from the students summed first in each category of interpretation, and then the writer calculated the percentage of frequency like table below:

**Table 4.2**  
**Frequency of the Students' Self-Efficacy**

No.	Interval	Interpretation	Frequency
1	85-100	Very good	14
2	70-84	Good	18
3	55-69	Okay	0
4	25-54	Poor	0
5	0-24	Very poor	0
Total			32

Then, the writer calculating the percentage of frequency to know the distribution of the students' self-efficacy score by using below formula:

$$\text{percentage} = \frac{\text{frequency}}{\text{total}} \times 100\%$$

$$\text{percentage of very good category} = \frac{14}{32} \times 100\% = 43,75\%$$

$$\text{percentage of good category} = \frac{18}{32} \times 100\% = 56,25\%$$

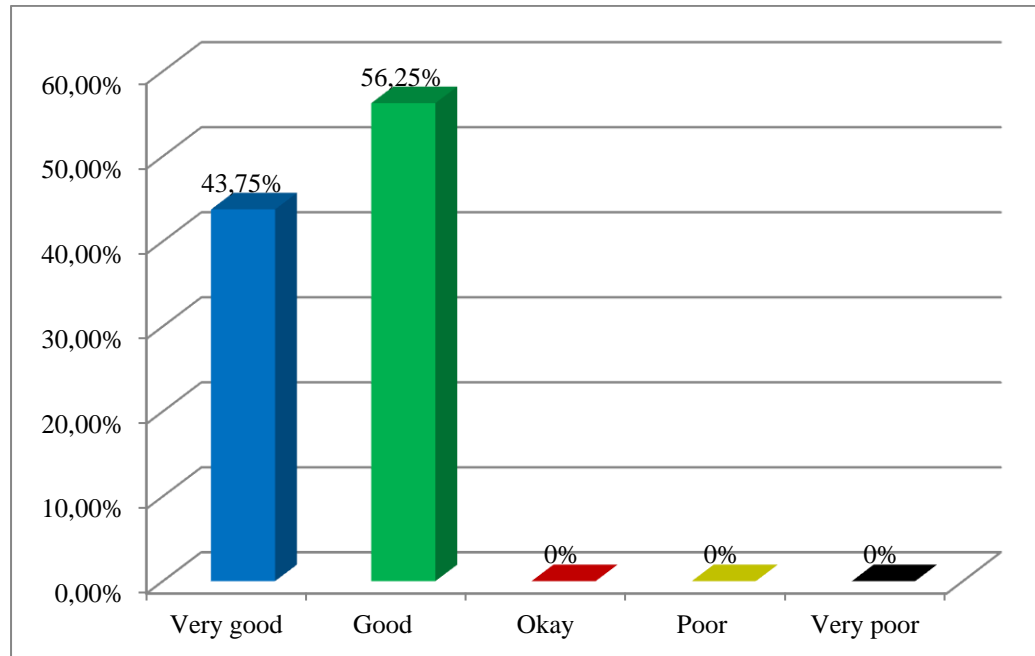
Therefore, after the writer calculated it, we know the students' self-efficacy percentage was as shown in table as follows:

**Table 4.3**  
**The Percentage of Frequency of the Students' Self-Efficacy**

No.	Interval	Interpretation	Frequency	Percentage
1	85-100	Very good	14	43.75%
2	70-84	Good	18	56.25%
3	55-69	Okay	0	0%
4	25-54	Poor	0	0%
5	0-24	Very poor	0	0%
Total			32	100.00%

In order to make easier in understanding the data above, the writer described it in graphically. The percentage frequently self-efficacy used by the students in graphic form could be seen on graphic 4.1.

**Graph 4.1**  
**The Students' Self-Efficacy**



Based on the table and graphic above, it could be seen that the students' self-efficacy at the 8<sup>th</sup> grade of SMPN 16 Kota Bengkulu were as follows; 14 students (43,75%) was in very good category; 18 students (56,25%) was in good category; and none student (0%) was in okay, poor, and very poor category. It means that almost all of the 8<sup>th</sup> grade students of SMPN 16 Kota Bengkulu have high self-efficacy.

**b. Speaking Ability**

The students' speaking ability was obtained by English speaking test. The writer was asking to the students for select an optional theme to presenting it at the front of class. While the students presenting the theme, the writer filled the speaking test rubric for each students. Then, the data

were statistically processed to know the general descriptions of them such as the mean, median, standard deviation, mode, and the category. Practically, the writer used SPSS 18 program to calculate all of the description above. The result of SPSS 18 output could be seen as table as follows:

**Table 4.4**  
**The Data Description of the Students' Speaking Ability**

Statistics		
Speaking ability		
N	Valid	32
	Missing	0
Mean		79.50
Median		78.50
Mode		80
Std. Deviation		4.000
Variance		16.000
Range		13
Minimum		75
Maximum		88
Sum		2544

Moreover, as for the data descriptions technique for this variable was referred to the technique which already stated in appendix. The result of the students' speaking score summed first in each category of interpretation, and then the writer calculated the percentage of frequency like table below:

**Table 4.5**  
**Frequency of the Students' Speaking Ability**

No.	Interval	Interpretation	Frequency
1	85-100	Very good	7
2	70-84	Good	25
3	55-69	Okay	0
4	25-54	Poor	0
5	0-24	Very poor	0
Total			32

Then, the writer calculating the percentage of frequency to know the distribution of the students' speaking score by using below formula:

$$\text{percentage} = \frac{\text{frequency}}{\text{total}} \times 100\%$$

$$\text{percentage of very good category} = \frac{7}{32} \times 100\% = 21,87\%$$

$$\text{percentage of good category} = \frac{25}{32} \times 100\% = 78,13\%$$

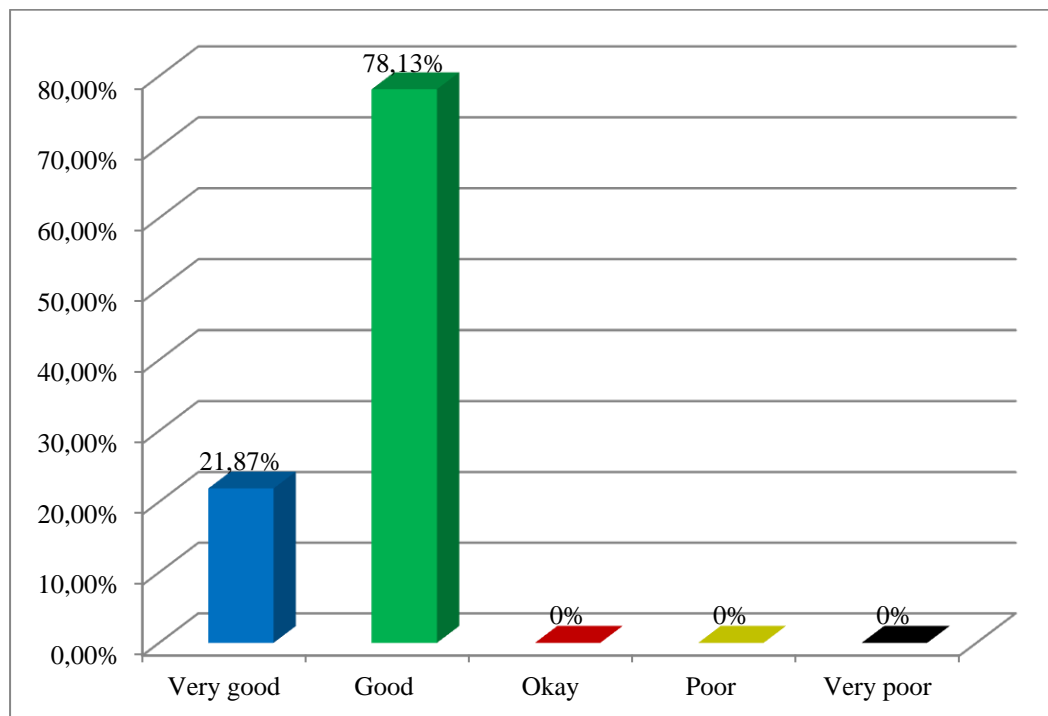
Therefore, after the writer calculated it, we know the students' speaking ability percentage was as shown in table as follows:

**Table 4.6**  
**The Percentage of Frequency of the Students' Speaking Test on Nov, 13<sup>th</sup> 2018**

No.	Interval	Interpretation	Frequency	Percentage
1	85-100	Very good	7	21,87%
2	70-84	Good	25	78,13%
3	55-69	Okay	0	0%
4	25-54	Poor	0	0%
5	0-24	Very poor	0	0%
Total			32	100.00%

In order to make easier in understanding the data above, the writer described it in graphically. The percentage frequently speaking ability used by the students in graphic form could be seen on graphic 4.2.

**Graph 4.2**  
**The Students' Speaking Ability**



Based on the table and graphic above, it could be seen that the students' speaking ability at the 8<sup>th</sup> grade of SMPN 16 Kota Bengkulu were as follows; 7 students (21,87%) was in very good category; 25 students (78,13%) was in good category; and none student (0%) was in okay, poor, and very poor category. It means that almost all of the 8<sup>th</sup> grade students of SMPN 16 Kota Bengkulu have high speaking ability.

### 3. Hypothesis Analysis

The purpose of hypothesis analysis is to find out whether there is the correlation between self-efficacy and speaking ability of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu in academic year 2018/2019. The proposed hypothesis in this research is:

1. Ha: There is significant correlation between self-efficacy and speaking ability of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu in academic year 2018/2019.
2. Ho: There is no significant correlation between self-efficacy and speaking ability of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu in academic year 2018/2019.

However, to test the above hypothesis, the writer uses two ways i.e. calculating manually by using Pearson's correlation product moment formula and by using SPSS 18 program. Manually, the data of the students' self-efficacy (X) and speaking ability (Y) are entered on the correlation coefficient table. The table of correlation coefficient was shown in appendix 7.

Based on the appendix 7, the all data is calculated by using Pearson Product Moment formula in order to prove the hypothesis of this research significant or not significant. Then, correlation coefficient can be calculated as below:

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

$$r_{xy} = \frac{32 \times 214564 - (2691)(2544)}{\sqrt{[32 \times 227245 - (2691)^2][32 \times 202744 - (2544)^2]}}$$

$$r_{xy} = \frac{6866048 - 6845904}{\sqrt{[7271840 - 7241481][6487808 - 6471936]}}$$

$$r_{xy} = \frac{20144}{\sqrt{30359 \times 15872}}$$

$$r_{xy} = \frac{20144}{\sqrt{481858048}}$$

$$r_{xy} = \frac{20144}{21951,265}$$

$$r_{xy} = 0,918$$

Then, to prove the analysis result of manually above, the next analysis is by using SPSS 18 program. The result of SPSS analysis as below table:



**Table 4.7**  
**SPSS Result for Correlation**

**Correlations**

		Self-efficacy	Speaking ability
Self-efficacy	Pearson Correlation	1	.918**
	Sig. (2-tailed)		.000
	N	32	32
Speaking ability	Pearson Correlation	.918	1
	Sig. (2-tailed)	.000	
	N	32	32

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

Based on the manually and SPSS analysis above, we know that the correlation coefficient is 0,918 (the value of  $r_{\text{count}}$ ). Then the writer consults with the critical values of product moment  $r_{\text{table}}$  on the significant level of 5% with  $N = 32 = 0,349$ . Based on the result of consultation with  $r_{\text{table}}$ , it proved that  $r_{\text{count}}$  was higher than the  $r_{\text{table}}$  ( $0,918 > 0,349$ ). It can be said that there is a significant correlation between self-efficacy and speaking ability of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu in academic year 2018/2019. The interpretation of correlation coefficient 0,918 was very high correlation. As conclusion, the hypothesis accepted in this research was the alternative hypothesis ( $H_a$ ), whereas the null hypothesis ( $H_o$ ) was rejected.

## B. Discussion

The result of this study showed that alternative hypothesis ( $H_a$ ) was accepted which means there is a significant correlation between self-efficacy and speaking ability of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu in academic year 2018/2019. It has a same result with Sunaryo's result that concluded that there was significant relationship between self-efficacy and students' speaking achievement at eleventh grade of SMAN 02 Batu.<sup>42</sup>

The above conclusion proved by the result of consultation with  $r_{table}$ , it proved that  $r_{count}$  was higher than the  $r_{table}$  ( $0,918 > 0,349$ ). It indicated that there is a significant correlation between self-efficacy and speaking ability of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu in academic year 2018/2019. The interpretation of correlation coefficient 0,918 was very high correlation. Hence, the hypothesis accepted in this research was the alternative hypothesis ( $H_a$ ), whereas the null hypothesis ( $H_o$ ) was rejected.

To sum up, here some related findings that had investigated about the self-efficacy and speaking ability. First, Sari concluded that self-efficacy and their performance in speaking skill has significant correlation at the second grade students of SMPN 18 Mataram. Sari suggests that should be more creative to

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<sup>42</sup>Susan Sunaryo, *Correlation between Self-Efficacy Belief and Students' Speaking Achievement at Eleventh Grade of SMAN 02 Batu*, (Malang: University of Muhammadiyah Malang, unpublished thesis, 2017), p. i.

make students self-efficacy increased in using media or strategy that students do not feel bored in the class.<sup>43</sup>

Second, a study that conducted by Habibi & Yazdani, they investigated the effect of self-efficacy on student's speaking ability and concluded that self-efficacy has been hypothesized to affect individual's task choices, effort, persistence and achievement. Compared with learners who doubt their capabilities, those who feel self-efficacious about learning or performing a task competently are apt to participate more readily, work harder, persist longer when they encounter difficulties, and eventually, achieve a higher level of self efficacy.<sup>44</sup>

Third, previous study conducted by Gurler indicates that there is significant correlation between self-confidence and speaking skill within the level of 0,01 students with high self-efficacy or confidence always show better performance than the comparative self-efficacy is lower.<sup>45</sup>

Fourth, there is also another study carried by Mastur which investigated the relationship between self-efficacy and speaking achievement in English language courses. The finding of this research showed that the result of r calculation for students' self-efficacy and their speaking performance score is .536. Based on the table of interpretation of r value, the result of r calculated

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<sup>43</sup>Ni Putu Yanti Cahya Sari, "The Correlation...", p. 79.

<sup>44</sup>Samira Habibi and Saeed Yazdani, "Is the Any...", p. 596.

<sup>45</sup>Ismail Gurler, "Correlation...", p. 14.

(.536) is between 0.400 and 0.600. This value shows that there is a positive correlation between the two variables.<sup>46</sup>

Last, Lelita also investigated the correlation between self-efficacy and learning strategies. Based on the result, analysis of target and goals, strategy use, motivation, anxiety, and performance, it was found that student B and student C's self-efficacy were high while student A's self-efficacy was low. The findings are useful for readers to have better understanding of language learning strategies and self-efficacy.<sup>47</sup>

Due to some of the related findings above, the writer takes a conclusion that the students low in speaking ability in English not only influenced by the psychological area but also it can be influenced by the difficulties of the English itself, especially in speaking. On the other words the students' score in speaking can be influenced by some elements in speaking itself such as, the students have poor vocabulary or the unfamiliar topic when they asked to speak in the class, awareness to speak because they did not have enough knowledge about how to pronounce the English words, and the last is they are afraid for making a mistake in on grammar.

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<sup>46</sup>Mastur, *The Relationship between Students' Self-Efficacy and Their Speaking Ability (A Study at MTs Al-Manar Aceh Besar)*, (Banda Aceh: UIN Ar-Raniry, unpublished thesis, 2016), p. vii.

<sup>47</sup>Yohana Vita Lelita, *A Study*, p. vii.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Due to the result of the data the researcher found that, the students of SMPN 16 Kota Bengkulu had high self-efficacy with the mean score 84,09; which is 14 students (43,75%) was in very good category; 18 students (56,25%) was in good category. Then, the students' also had high speaking ability with the mean score 79,50; which is 7 students (21,87%) was in very good category; 25 students (78,13%) was in good category. Furthermore, the coefficient correlation ( $r_{\text{count}}$ ) was higher than the  $r_{\text{table}}$  ( $0,918 > 0,349$ ). It can be said that there is a significant correlation between self-efficacy and speaking ability of 8<sup>th</sup> grade students at SMPN 16 Kota Bengkulu in academic year 2018/2019. The interpretation of correlation coefficient 0,918 was very high correlation. As conclusion, the hypothesis accepted in this research was the alternative hypothesis ( $H_a$ ), whereas the null hypothesis ( $H_o$ ) was rejected.

#### B. Suggestion

The writer would like to give a suggestion to the English teacher that the researcher think that it is better if the English teacher take more attention to their students especially in speaking. Furthermore, the writer also hope that the English teacher take more attention to care about the student's potential in English. For the students, the writer suggest them to practice more in speaking to make their speaking improve, and also the writer also suggest them to just say out what they want to say when their teacher ask them to speak. For next

researcher, the writer hopes that the next researcher will take more attention when they analyze and evaluate the instrument carefully furthermore, they have to consider and choose carefully the suitable instrument of her/his research.

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# APPENDICES

**TRY OUT**

Name :

Gender :

Class :

**Instructions for filling out the questionnaire:**

1. Read each question well.
2. Answer each question honestly according to your own opinion.
3. Give a check mark (√) to one of the choices that you think is right.

**Information:**

SA : Strongly agree

A : Agree

N : Neutral / doubtful

D : Disagree

SD : Strongly disagree

No	Questions	SA	A	N	D	SD
1	I can arrange my activities so that I can attend all the lessons English					
2	Immediately after the end of the lesson, I got it remember all key concepts					
3	I can understand all the concepts the key discussed in language lessons English					
4	I can explain all the concepts key concepts covered in the lesson English					
5	After taking the exam, I got it remember all the					

	key concepts that are covered in English lessons					
6	When I find something new about the topic that I learned, I always can relate to other things I know about the topic					
7	I can always use knowledge. I am about the subject to interpret English material					
8	I always know how to get information the latest on a topic					
9	Even when I haven't participated in lessons, I always can understand the concepts covered in lessons by reading textbooks					
10	I can always find material on library about interesting subjects my interest					
11	I can always find information more detailed on the Internet for the topic that interests me					
12	I have never been shy to ask clarification to the teacher					
13	I can always identify people the most appropriate to help me resolve related problems with English					
14	I can always evaluate quality contribution of fellow group members when I participated in group activities					
15	I can always connect notes that I have made during the lesson with topics discussed in the lesson text or					

	reading					
16	It's always easy for me to understand new information, even on topics that don't so interesting to me					
17	Always easy for me to link new information about a topic that interests me with other information					
18	During English lessons, if we are given a new assignment to complete, me can always finish it with apply the knowledge that I gained from the lesson					
19	After the end of the lesson, I always get it distinguish the most important concepts from a less important concept					
20	I can always identify messages that will improve my understanding of the material discussed in English lessons					
21	I can always decide whether to go to the library or use web, based on the type of information I was looking for					
22	I always find it easy to join with a group of friends to study or complete language learning activities English					
23	I can always identify information useful on the web for essays					

24	I can always use library and library services to choose the appropriate books and articles for essays					
25	After the lesson, I always get it integrate the concepts described by the teacher with those presented in the text and reading English lessons					
26	When I speak in English, I can always combine knowledge obtained from other sources					
27	I can always help other students solve problems based on concepts explained in the lesson					

**Source:**

Modified from:

Mastur (2017). *The Relationship Between Students' Self-Efficacy and Their Speaking Ability*. University Darussalam.

[Http://repository.arraniry.ac.id/552/Relationship%20between%20Students%20Self-efficacy%20andTheir%20Speaking%20Ability.pdf](http://repository.arraniry.ac.id/552/Relationship%20between%20Students%20Self-efficacy%20andTheir%20Speaking%20Ability.pdf)

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*Appendix 2*

**VALIDITY TEST RESULTS FOR QUESTIONNAIRE WITH SPSS**

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Explanation
X.01	140.68	1151.507	.851	Valid
X.02	140.38	1204.292	.394	Valid
X.03	102.26	926.081	.120	Invalid
X.04	140.13	1192.933	.457	Valid
X.05	140.38	1161.215	.853	Valid
X.06	140.70	1151.856	.859	Valid
X.07	102.26	926.081	.167	Invalid
X.08	140.68	1151.507	.851	Valid
X.09	140.50	1204.359	.376	Valid
X.10	140.18	1211.584	.434	Valid
X.11	140.60	1165.579	.670	Valid
X.12	140.35	1196.336	.403	Valid
X.13	102.26	926.081	.260	Invalid
X.14	102.26	926.081	.108	Invalid
X.15	140.38	1161.215	.853	Valid
X.16	140.35	1157.823	.870	Valid
X.17	140.25	1184.551	.536	Valid
X.18	139.88	1197.394	.464	Valid
X.19	102.26	926.081	.280	Invalid
X.20	140.48	1194.769	.416	Valid
X.21	140.55	1181.126	.599	Valid
X.22	102.26	926.081	.210	Invalid
X.23	111.16	1101.666	.118	Invalid
X.24	140.38	1160.240	.848	Valid
X.25	140.45	1160.254	.830	Valid
X.26	140.55	1181.126	.599	Valid
X.27	140.43	1214.353	.367	Valid

*Appendix 3***RELIABILITY TEST RESULTS FOR THE VALID ITEM OF  
QUESTIONNAIRE WITH SPSS****Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Cronbach's Alpha if Item Deleted	Explanation
X.01	111.65	1043.310	.975	Reliable
X.02	111.10	1092.913	.977	Reliable
X.04	111.35	1050.438	.975	Reliable
X.05	111.67	1042.533	.975	Reliable
X.06	111.65	1043.310	.975	Reliable
X.08	111.57	1051.635	.976	Reliable
X.09	111.32	1095.661	.977	Reliable
X.10	111.35	1050.438	.975	Reliable
X.11	111.32	1046.687	.975	Reliable
X.12	111.22	1070.025	.976	Reliable
X.15	110.85	1080.746	.976	Reliable
X.16	111.45	1095.023	.977	Reliable
X.17	111.53	1064.717	.976	Reliable
X.18	111.35	1049.413	.975	Reliable
X.20	111.42	1049.687	.975	Reliable
X.21	111.53	1064.717	.976	Reliable
X.24	111.32	1046.687	.975	Reliable
X.25	111.22	1072.948	.976	Reliable
X.26	111.53	1053.384	.975	Reliable
X.27	111.22	1072.948	.976	Reliable

### RESEARCH TEST

Name :

Gender :

Class :

**Instructions for filling out the questionnaire:**

4. Read each question well.
5. Answer each question honestly according to your own opinion.
6. Give a check mark (√) to one of the choices that you think is right.

**Information:**

SA : Strongly agree

A : Agree

N : Neutral / doubtful

D : Disagree

SD : Strongly disagree

No	Questions	SA	A	N	D	SD
1	I can arrange my activities so that I can attend all the lessons English					
2	Immediately after the end of the lesson, I got it remember all key concepts					
3	I can understand all the concepts the key discussed in language lessons English					
4	After taking the exam, I got it remember all the key concepts that are covered in English lessons					
5	When I find something new about the topic that I learned, I always can relate to other things I					



	know about the topic					
6	I always know how to get information the latest on a topic					
7	Even when I haven't participated in lessons, I always can understand the concepts covered in lessons by reading textbooks					
8	I can always find material on library about interesting subjects my interest					
9	I can always find information more detailed on the Internet for the topic that interests me					
10	I have never been shy to ask clarification to the teacher					
11	I can always connect notes that I have made during the lesson wit topics discussed in the lesson text or reading					
12	It's always easy for me to understand new information, even on topics that don't so interesting to me					
13	Always easy for me to link new information about a topic that interests me with other information					
14	During English lessons, if we are given a new assignment to complete, me can always finish it with apply the knowledge that I gained from the lesson					

15	I can always identify messages that will improve my understanding of the material discussed in English lessons					
16	I can always decide whether to go to the library or use web, based on the type of information I was looking for					
17	I can always use library and library services to choose the appropriate books and articles for essays					
18	After the lesson, I always get it integrate the concepts described by the teacher with those presented in the text and reading English lessons					
19	When I speak in English, I can always combine knowledge obtained from other sources					
20	I can always help other students solve problems based on concepts explained in the lesson					

**Source:**

Modified from:

Mastur (2017). *The Relationship Between Students' Self-Efficacy and Their Speaking Ability*. University Darussalam.

[Http://repository.arraniry.ac.id/552/Relationship%20between%20Students%20Self-efficacy%20andTheir%20Speaking%20Ability.pdf](http://repository.arraniry.ac.id/552/Relationship%20between%20Students%20Self-efficacy%20andTheir%20Speaking%20Ability.pdf)

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p. 23-24.

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*Appendix 5***THE RESULT OF STUDENTS' SELF-EFFICACY AND SPEAKING TEST**

<b>No</b>	<b>Respondents</b>	<b>Self-Efficacy</b>	<b>Speaking Test</b>
1	Ade Khairul Pratama	80	77
2	Adrian Danil Saputra	78	78
3	Ahmad Vikry Dwi A.	80	75
4	Ali Amin Pulungan	85	77
5	Alzi Deka Pratama	94	88
6	Angga Kurniawan	80	75
7	Arlin Marsyanda	78	76
8	Chintami Ayuni Natalia	78	75
9	Desti Nurmayanti	94	86
10	Dewanti	77	76
11	Diana Pebryanti	85	78
12	Dita Hindriani	88	80
13	Evi Pebryani	80	76
14	Ferdian Latansyah	85	80
15	Hutri Amanda	78	75
16	Jamril Nur	88	80
17	Jerry Stariawan	81	77
18	Larkla Panca Samudra	81	78
19	Lisy Septianita Rahma	88	85
20	M. Gusti Rahman	88	85

21	Muhammad Farhan Dzakki	88	80
22	Muhammad Nazarrudin	85	79
23	Perdian Pebri Yadi	94	86
24	Putra Ramadhan	80	77
25	Putri Ayu	94	87
26	Rendra Lesmana	81	79
27	Revaldo Alfajri	80	79
28	Revina	94	87
29	Reza Teriani	77	76
30	Ririnda Sari	84	80
31	Sarah Fentriana	84	78
32	Shofiah Salsabillah	84	79

*Apenndix 6***SPSS ANALYSIS RESULT****Descriptive Statistics**

	Mean	Std. Deviation	N
Self-efficacy	84.09	5.532	32
Speaking ability	79.50	4.000	32

**Correlations**

		Self-efficacy	Speaking ability
Self-efficacy	Pearson Correlation	1	.918**
	Sig. (2-tailed)		.000
	N	32	32
Speaking ability	Pearson Correlation	.918**	1
	Sig. (2-tailed)	.000	
	N	32	32

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

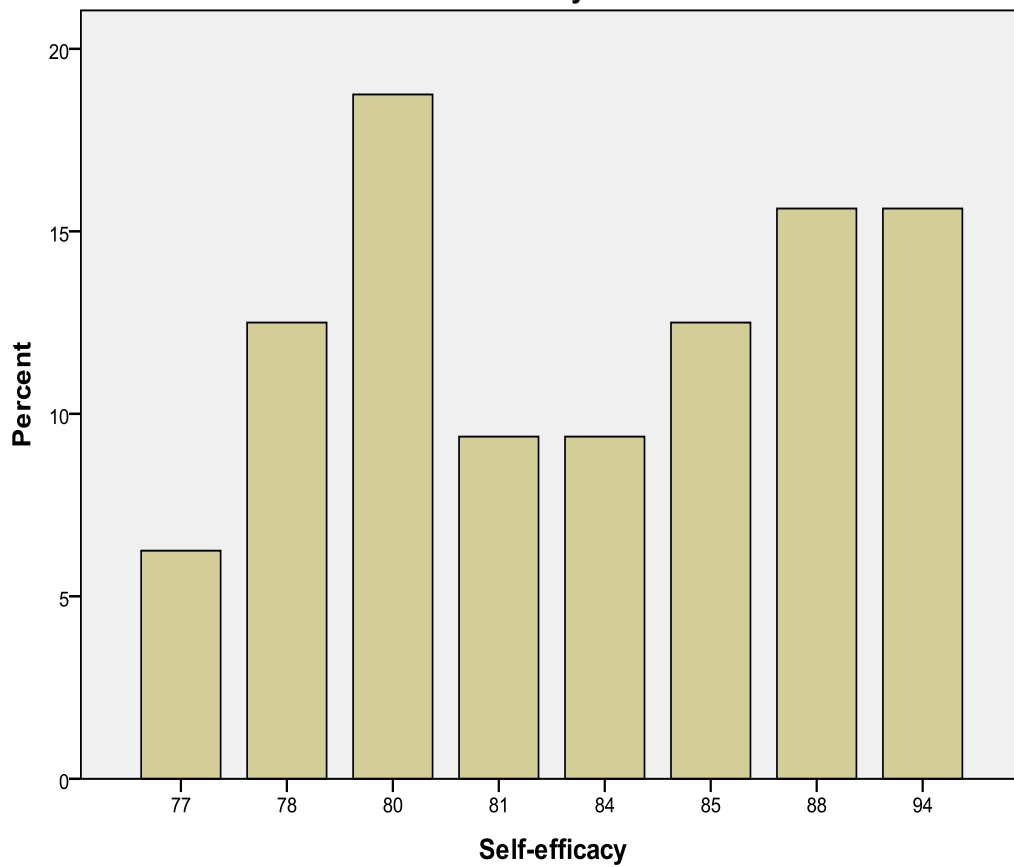
**Statistics**

## Self-efficacy

N	Valid	32
	Missing	0
Mean		84.09
Median		84.00
Mode		80
Std. Deviation		5.532
Variance		30.604
Range		17
Minimum		77
Maximum		94
Sum		2691

**Self-efficacy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	77	2	6.3	6.3	6.3
	78	4	12.5	12.5	18.8
	80	6	18.8	18.8	37.5
	81	3	9.4	9.4	46.9
	84	3	9.4	9.4	56.3
	85	4	12.5	12.5	68.8
	88	5	15.6	15.6	84.4
	94	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

**Self-efficacy**

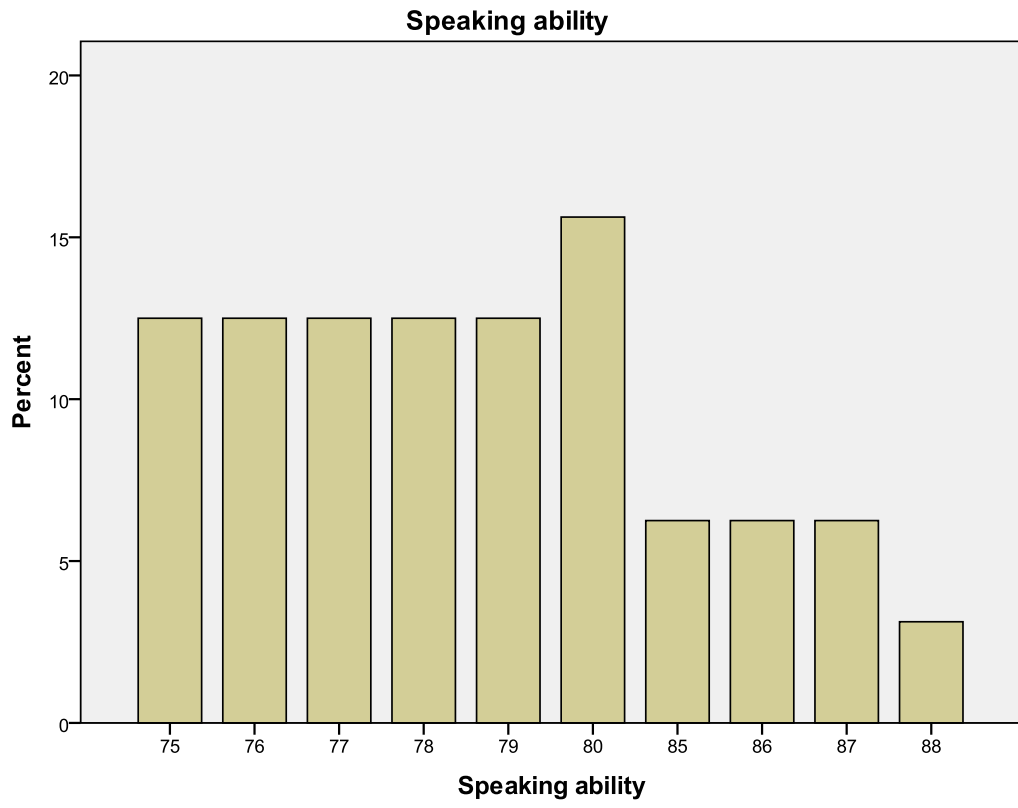
**Statistics**

## Speaking ability

N	Valid	32
	Missing	0
Mean		79.50
Median		78.50
Mode		80
Std. Deviation		4.000
Variance		16.000
Range		13
Minimum		75
Maximum		88
Sum		2544

**Speaking ability**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	4	12.5	12.5	12.5
	76	4	12.5	12.5	25.0
	77	4	12.5	12.5	37.5
	78	4	12.5	12.5	50.0
	79	4	12.5	12.5	62.5
	80	5	15.6	15.6	78.1
	85	2	6.3	6.3	84.4
	86	2	6.3	6.3	90.6
	87	2	6.3	6.3	96.9
	88	1	3.1	3.1	100.0
Total		32	100.0	100.0	





*Appendix 7***CORRELATION COEFFICIENT TABLE BASED ON SUGIYONO (2011)**

<b>No.</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>X.Y</b>
1	88	80	7744	6400	7040
2	81	77	6561	5929	6237
3	80	76	6400	5776	6080
4	85	80	7225	6400	6800
5	77	76	5929	5776	5852
6	78	76	6084	5776	5928
7	81	79	6561	6241	6399
8	94	86	8836	7396	8084
9	84	80	7056	6400	6720
10	84	79	7056	6241	6636
11	94	87	8836	7569	8178
12	88	85	7744	7225	7480
13	85	78	7225	6084	6630
14	80	77	6400	5929	6160
15	94	86	8836	7396	8084
16	88	85	7744	7225	7480
17	77	76	5929	5776	5852
18	85	79	7225	6241	6715
19	80	75	6400	5625	6000
20	78	75	6084	5625	5850
21	81	78	6561	6084	6318
22	94	87	8836	7569	8178
23	80	75	6400	5625	6000
24	88	80	7744	6400	7040
25	78	78	6084	6084	6084
26	80	79	6400	6241	6320
27	80	77	6400	5929	6160
28	88	80	7744	6400	7040
29	94	88	8836	7744	8272
30	84	78	7056	6084	6552
31	85	77	7225	5929	6545
32	78	75	6084	5625	5850
<b>Σ</b>	<b>2691</b>	<b>2544</b>	<b>227245</b>	<b>202744</b>	<b>214564</b>

## DOCUMENTATION

**The writer explain how to fill the questionnaire to the students**



**The writer explain how to fill the questionnaire to the students**



**After the explanation from the writer, the students fill the questionnaire**



**The students fill the questionnaire by guidance from the writer**



**Speaking test, each students speak up about the selected topic at front of class**



**Speaking test, each students speak up about the selected topic at front of class**

