

# THE RELATIONSHIP BETWEEN STUDENTS' SELF-EFFICACY AND THEIR SPEAKING PERFORMANCES AT THE SECOND-GRADE STUDENTS OF SMAN 3 PALOPO

A THESIS

*Submitted to English Language Study Program of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo in Partial Fulfill of Requirement for S.Pd Degree of English Education*



Written by

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Reg. Num. 17 0202 0151

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

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**2022**

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This thesis entitles "*The Relationship between Students' Self-Efficacy and Their Speaking Performance at the Second-Grade Students of SMAN 3 Palopo*", which is written by **Tendri Sa'nah Mursalim, Reg. Num. 17 0202 00151**, English Language Education Study Program of Tarbiyah and Teacher training faculty, The State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on **Thursday, May 12<sup>th</sup> 2022 M**, coincided with **Syawal 11<sup>st</sup> 1443 H**, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.

**Palopo, May 12<sup>th</sup> 2022 M**  
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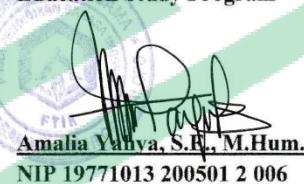
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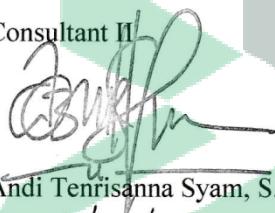
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*Assalamu'alaikum Wr. Wb*

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## ABSTRAK

**Tendri Sa'nah Mursalim, 2022.** *“The Relationship between Students' Self-Efficacy and Their Speaking Performance at the Second-Grade Students of SMAN 3 Palopo”*. Thesis English Study Program Educational Department in the State Islamic Institute of Palopo. Supervised by Masruddin and Andi Tenrisanna Syam.

This thesis discusses the relationship between students' self-efficacy and their speaking performance. This study aims to determine whether there is a relationship between students' self-efficacy and their speaking performance. This type of research is quantitative correlation with an explanatory method that focuses on disclosing the relationship between variables. The population is all second grade science in the 2021/2022 academic year at SMAN 3 Palopo. Sampling was carried out using Simple Random Sampling with the Slovin formula. The sample used was 78 students. Data obtained through questionnaires and tests. Furthermore, the data of this study were analyzed using a correlational test. The results of this study indicate a positive and significant relationship between variable X (self-efficacy) and variable Y (speaking performance). the correlation coefficient between the two variables is 0.542 and the significance value ( $\rho$ ) is 0.000.

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

## CHAPTER I

### INTRODUCTION

#### A. Background

Four skills have to be mastered in learning a language. They are speaking, listening, reading, and writing. The four skills are interconnected. This research will talk about speaking. Speaking is a way for students to communicate with one another to reach a common target or to convey their thoughts, objectives, hopes, and perspectives.<sup>1</sup>

Speaking is an activity requiring the integration of many subsystems. All these factors combined make speaking a second or foreign language a formidable task for language learners. Yet, for many people, speaking is seen as the central skill.<sup>2</sup> Speaking is perhaps the basics of human skills, and because we do this constantly, we often don't stop to look at the processes.<sup>3</sup> In one day, humans get out of words through speaking activities.

To improve students' speaking performance necessary to memorize much of the vocabulary or practice pronunciation. A teacher can build students' confidence because confidence determines how students can appear boldly in front of the class without any anxiety. Teachers can apply many methods to increase students' self-confidence, one of which is to increase the self-efficacy is

<sup>1</sup> Ni Putu Yanti Cahya Sari, "The Correlation Between Students' Self-Efficacy and Their Performance in Speaking Skill," *Journal of Languages and Language Teaching* 4, no. 2 (2018): 79, <https://doi.org/10.33394/jollt.v4i2.323>.

<sup>2</sup> Ferawaty Puspitorini, "The Influence of Role Play on Students' English Speaking Skill at Nine Graders," *JELE (Journal of English Language and Education)* 4, no. 1 (2018): 21, <https://doi.org/10.26486/jele.v4i1.282>.

<sup>3</sup> Fadilah, "Teaching Speaking By Role-Play Activity," *OKARA: Jurnal Bahasa Dan Sastra* 10, no. 2 (2016): 209, <https://doi.org/10.19105/ojbs.v10i2.980>.

exists in students. In addition, students' anxiety about mistakes that might occur when they practice speaking must be reduced by giving positive energies to them. Because the fear that exists in students also has a significant effect on their self-development abilities.

The researcher found that many students faced difficulties speaking English well among the second-grade students in SMAN 3 Palopo. They have low self-efficacy. It could be seen when they could not speak fluently. It was not because the students did not have English language skills, but they were not aware of their self-efficacy. Most of them are afraid to speak in front of their classmates, so their brains have many negative perspectives.

Meanwhile, Ni Putu Yanti Cahya Sari also raised the same case in her journal. In his research, it is stated that second-grade students at SMPN 18 Mataram still have low self-efficacy. It was seen when they found it difficult to speak English fluently because they trembled and were anxious.<sup>4</sup> Students have the exact reasons why they find it difficult to speak English, one of which is anxiety about errors that may occur in communicating in English.

The concept of self-efficacy was firstly a theory of Social Cognitive by Bandura. Bandura published his seminar work "Self-efficacy: Toward a unifying Theory of Behavioral Change" in 1977. He wrote that self-efficacy proved to be an accurate predictor of performance in the en-active mode of treatment, although

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<sup>4</sup> Ni Putu Cahya Sari, "The Correlation Between....", p 79-80.

subjects engaged in no overt behavior.<sup>5</sup> Then so much of the educational research was conducted to see its impact, notably in second/foreign language learning, where affective factors might influence the process and result.<sup>6</sup>

Self-efficacy is an individual's belief about the achievement of something. Self-efficacy is necessary for someone for many planned achievements, one of them in the learning process, including learning foreign languages and improving speaking skills in foreign languages. Self-efficacy is needed to improve students' speaking skills to reduce their anxiety.

However, many studies have reported a significant relationship between self-efficacy and speaking related to another skill in learning English. According to Rahil et al. (2006), students with high self-efficacy in speaking achieve superior results in the English language. Students who have a high level of self-efficacy perform better than those who have a low level of self-efficacy.<sup>7</sup>

In other research, Yongjin Zhu et al. (2020), in their journal found that this study has found that students' English general self-efficacy is at the average level. In addition, Yongjin also found that students' English speaking and listening self-efficacy is lower than their writing and reading. In addition, it was significantly positively correlated with their English language performance in this study. That

<sup>5</sup> Albert Bandura, "Self-Efficacy: Towards a Unifying Theory of Behavioral Change," *Psychological Review* 84, no. 2 (1977): 191–215, <https://doi.org/10.1007/978-3-319-75361-4>.

<sup>6</sup> Hanna Sundari and Dasmo, "The Effect of Speaking Self-Efficacy and Gender," *Bahasa Dan Sastra* 14, no. 2 (2014): 205–17, [http://ejournal.upi.edu/index.php/BS\\_JPBSP/article/view/719/519](http://ejournal.upi.edu/index.php/BS_JPBSP/article/view/719/519).

<sup>7</sup> Rahil Mahyuddin et al., "The Relationship Between Students' Self Efficacy and Their English Language Achievement," *Jurnal Pendidikan Dan Pendidikan* Jil.21, no. 1996 (2006): 61–71, [https://www.researchgate.net/publication/266277216\\_The\\_relationship\\_between\\_students%27\\_self\\_efficacy\\_and\\_their\\_English\\_language\\_achievement](https://www.researchgate.net/publication/266277216_The_relationship_between_students%27_self_efficacy_and_their_English_language_achievement).

is to say, their English self-efficacy is improved to some extent, so their English language performance will be enhanced accordingly.<sup>8</sup>

In addition, Ni Luh Melayanti et al. (2020) found that students' self-efficacy and speaking ability had a significant correlation in their research at SMAN 6 Denpasar. In other words, students who have high self-efficacy will have better speaking skills than those with low self-efficacy. Students with high self-efficacy will want to complete the assignment because they believe in their capabilities. On the other hand, students with low self-efficacy do not believe in their abilities to complete the task well.<sup>9</sup>

Reko Serasi and Istia Fransiska also found a positive correlation between students' self-efficacy and speaking skills. This can be proven by the correlation coefficient the correlation coefficient (recount) and significance value ( $\rho$ ) got from the calculation ( $r_{count} = 0,864 \rho = 0,000$ ). Because the  $r_{count}$  is positive and more than the  $r$  table ( $0,864 > 0,361$ ) and  $\rho = 0,000 < 0,05$ , the correlation between students' self-efficacy and speaking skills is positive and significant. The

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<sup>8</sup> Yongjin Zhu, Professor Dr. Siti Maziha Mustapha, and Bo Gong, "The Relationship Between English Self-Efficacy and English Language Performance among Chinese University Students," *European Journal of Molecular and Clinical Medicine* 07, no. 03 (2020): 2331–46, [https://ejmcm.com/article\\_3721\\_7ad349bfbe8d85026c0de2046b402abf.pdf](https://ejmcm.com/article_3721_7ad349bfbe8d85026c0de2046b402abf.pdf).

<sup>9</sup> Ni Luh Melayanti, Ni Luh Putu Dian Sawitri, and I Gede Putu Agus Pramerta, "The Correlation Between Self-Efficacy and Speaking Skill of the Tenth Grade Students of Sma N 6 Denpasar in Academic Year 2019 / 2020," *Journal on Studies of English Language Teaching (JOSELT)* 1, no. 2 (2020): 22–33, <https://ejournal.unmas.ac.id/index.php/joselt/article/view/1060/905>.

data also shows that students with high self-efficacy have better speaking performance than students with low self-efficacy.<sup>10</sup>

According to Suharja in his research, Self-Efficacy played an essential role in the students gaining better speaking performance. The teachers needed to think about the activities that could encourage the students' self-efficacy. After creating a classroom activity that could improve students' self-efficacy, it was expected that the students were able to gain better speaking performance.<sup>11</sup>

Based on the descriptions, the researcher is interested in conducting a study titled "**The Relationship between Students' Self-Efficacy and Their Speaking Performances at the Second-Grade Students of SMAN 3 Palopo.**"

### **B. Problem Statement**

Based on the description of the background above, the problem statement of this study is: "is there a relationship between students' self-efficacy and their speaking performances at the second-grade students of SMAN 3 Palopo?"

### **C. Objectives of the Research**

The aim of this research based on the research questions is to find out the relationship between students' self-efficacy and their speaking performances at the second-grade students of SMAN 3 Palopo.

<sup>10</sup> Reko Serasi and Istia Fransiska, "The Correlation Between Students' Self-Efficacy and English Speaking Skills at Eight Grade of Junior High School 09 Bengkulu Tengah," *Journal of English Language Education and Linguistics* 4, no. 1 (2020): 45–49, <https://journals.unihaz.ac.id/index.php/edu-ling/article/view/1700/953>.

<sup>11</sup> Yinchun Chen, "Correlation between Self-Efficacy and English Performance," *International Journal of Emerging Technologies in Learning* 15, no. 8 (2020): 223–34, <https://doi.org/10.3991/IJET.V15I08.13697>.

## **D. Significance of the Research**

The result of this research was expected to be of any use theoretically and practically

### 1. Theoretically

The result of this research expected to give explanation about self-efficacy has relation to students' speaking performances.

### 2. Practically

The practical benefits to be achieved in this research for several parties include:

- a. For the teachers of SMAN 3 Palopo, it can be useful for English teachers in adding variety to teaching to improve students speaking skills.
- b. For the next researcher, this research can be used as the reference, and also the next researcher can explore this issue further.

## **E. Scope of the Research**

The scope of this research is limited on speaking ability. In this research, the focus is on how the relationship between students' self-efficacy and their speaking performances at the second-grade students of SMAN 3 Palopo. There are five elements of speaking ability namely grammar, vocabulary, accuracy, fluency and comprehensibility. In this study, the researcher focuses on fluency because English learning or speaking in general has been explained in several previous studies.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research Finding

There are some previous research findings related to this research, such as:

1. Reko Serasi and Istia Fransiska (2020) "The Correlation Between Students' Self-Efficacy And English Speaking Skills At Eight Grade Of Junior High School 09 Bengkulu Tengah". The study found a significant positive relationship between the students' self-efficacy and their speaking skills of the eighth-grade students of SMPN 09 Bengkulu Tengah. It can be proved by the correlation coefficient ( $r_{count}$ ) and significance value ( $\rho$ ) got from the calculation ( $r_{count} = 0,864$   $\rho = 0,000$ ). Because the  $r$  count is positive and more than the  $r$  table ( $0,864 > 0,361$ ) and  $\rho = 0.000 < 0.05$ , the correlation between students' self-efficacy and speaking skills is positive and significant.<sup>12</sup>

Research conducted by Reko and Istia focuses on the correlation between students' self-efficacy and English speaking skills in eight-grade of Junior Highschool 09 Bengkulu Tengah. Meanwhile, the researcher focuses on the relationship between students' self-efficacy and speaking performances in the second-grade students' of SMAN 3 Palopo. These studies use the correlation method to find out how great the relationship between the two variables is.

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<sup>12</sup> Reko Serasi and Istia Fransiska "The Correlation between...." p 47.

2. Sezgin Demir (2017) "An Evaluation of Oral Language: The Relationship between Listening, Speaking and Self-Efficacy". The result of the study showed that boys have lower self-efficacy than girls. The higher the level of parental education, the higher the self-efficacy in verbal communication skills, specifically listening skills, and increasing the time students spend reading books and developing children's literature reading programs. This study found a relationship between self-efficacy and high-level listening and speaking skills. Compared to other grades, the relationship between listening and speaking skills of 8th-grade students is lower.<sup>13</sup>

The difference in this research is that Sezgin Demir focuses on the relationship between listening, speaking, and self-efficacy of 705 secondary school students on grade variables from schools in four education zones within the city center of Aksaray, Turkey using a quantitative method. Meanwhile, the researcher uses the correlation method to focus on the relationship between students' self-efficacy and their speaking performances in the second-grade students of SMAN 3 Palopo.

3. Farhad Gorban Doordinejad and Hamideh Afshar (2014) "On the Relationship between Self-Efficacy and English Achievement among Iranian Third Grade High School Students". This study discovered a statistically significant positive relationship between the self-efficacy of foreign language learners and English achievement among study participants. In the present research, self-efficacy beliefs were found to be quite important. According to the

<sup>13</sup> Sezgin Demir, "An Evaluation of Oral Language: The Relationship between Listening, Speaking and Self-Efficacy," *Universal Journal of Educational Research* 5, no. 9 (2017): 1457–67, <https://doi.org/10.13189/ujer.2017.050903>.

findings of this study, there is a significant relationship between EFL learners' emotional intelligence and self-efficacy perceptions. Self-actualization and stress tolerance (two components of emotional intelligence) are positive indicators of learners' self-efficacy.<sup>14</sup>

Research conducted by Farhad Gorban Doordinejad and Hamideh Afshar focuses on the relationship between self-efficacy and English achievement. The subject of their research is the third-grade Iranian students. Farhan and Hamideh used a survey method, where students were supposed to answer the questionnaire. Meanwhile, the researcher uses the correlation method to focus on the relationship between students' self-efficacy and their speaking performances in the second-grade students of SMAN 3 Palopo.

4. Yongjin Zhu et al. (2020) "The Relationship between English Self-Efficacy and English Language Performance among Chinese University Students ." This study has found that students' English general self-efficacy is at the average level. Is, Chinese university students have paid more attention to English study. They are generally confident in their language performance due to increased learning hours and improved learning facilities. Specifically, the research also found that students' English listening and speaking self-efficacy is lower than writing and reading self-efficacy, which proved to the IELTS report in 2018. In addition, in this study, it was significantly positively correlated with their

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<sup>14</sup> Farhad Gorban Doordinejad and Hamideh Afshar, "On The Relationship between Self-Efficacy and English Achievement Among Iranian Third Grade High School Students," *International Journal of Language Learning and Applied Linguistics World (IJLLAW)* 6, no. 4 (2014): 461–70, [https://www.academia.edu/12479879/on\\_the\\_relationship\\_between\\_self\\_efficacy\\_and\\_english\\_acchievement\\_among\\_iranian\\_third\\_grade\\_high\\_school\\_students](https://www.academia.edu/12479879/on_the_relationship_between_self_efficacy_and_english_acchievement_among_iranian_third_grade_high_school_students).

English language performance. That is to say, their English self-efficacy is improved to some extent, so their English language performance will be improved accordingly.<sup>15</sup>

Research conducted by Yongjin Zhu et al. focus on the relationship between English self-efficacy and the English language, where the object of this research is Chinese University Students. Meanwhile, the researcher focuses on the relationship between students' self-efficacy and speaking performances in the second-grade students' of SMAN 3 Palopo. Both of these researchers use the correlation method.

5. Ni Luh Melayanti et al. (2020) "The Correlation between Self-Efficacy and Speaking Skill of the Tenth Grade Students of Sma N 6 Denpasar in Academic Year 2019 / 2020". This research has found a significant correlation between self-efficacy and speaking skills of the tenth-grade students of SMA N 6 Denpasar in the academic year 2019/2020. This can be seen from the result is 0.727 from the table of Pearson Product Moment, which is between the range (0.600-0.800), which means it has a strong correlation.<sup>16</sup>

Both of these researchers use the correlation method. In addition, both of these researches focus on the relationship between two variables, self-efficacy, and speaking ability.

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<sup>15</sup> Yongjin Zhu, Professor Dr. Siti Maziha Mustapha, and Bo Gong. "The Relationship between...." p 2343

<sup>16</sup> Ni Luh Melayanti et al. "The Correlation Between ...." p 30

## B. Theoretical Review

### 1. Self-Efficacy

#### a. Definition of self-efficacy

Self-efficacy consists of two words; self and efficacy. Self is a person's identity, while efficacy is defined as the power to produce an effect.<sup>17</sup> Bandura (1997) defines self-efficacy as an individual who believes that he can control the situation and get positive results. Self-efficacy in oneself motivates one to overcome anxiety and negative ideas. Individual self-efficacy beliefs might influence how people react to stressful situations when faced with a tough task, in this case, a speaking performance.<sup>18</sup> Self-efficacy can also be said as positive thoughts for yourself about something that will be successfully done.

Self-efficacy represented how people made much effort for their abilities. In other words, self-efficacy was referred to as capability and the result of a specific task's activity. As a result, people might discover the courage to act and believe in their abilities.<sup>19</sup> With high self-efficacy, people will make breakthroughs that they previously only thought about. When they believe in their abilities, what they previously planned will likely be completed with maximum effort and better results.

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<sup>17</sup>Kristen Zulkosky, "Self-Efficacy: A Concept Analysis," *Nursing Forum* 44, no. 2 (2009): 93–102, <https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1744-6198.2009.00132.x>.

<sup>18</sup> Anggun Mukti Prima Bakti, Dedi Sofyan, and Elfrida, "The Correlation between Students' Self-Efficacy and Their Listening Comprehension," *Journal of English Education and Teaching* 3, no. 1 (2019): 66–78, <https://ejournal.unib.ac.id/index.php/JEET/article/view/8638/4374>.

<sup>19</sup> Nur Wahyuni Syarif, "The Relationship between Students Self-Efficacy and Their Speaking Ability at English Education Department Unismuh Makassar" (2018).

According to Bandura, Self-efficacy is concerned with judgments about one's ability to plan and carry out courses of action required to deal with potential situations that involve many confusing, unpredictable, and generally stressful elements.<sup>20</sup> Someone who believes in himself will tend to have a harder effort in achieving his goals.

From some of the definitions above, it can be concluded that self-efficacy is the belief in an individual's ability to do or complete a task with maximum effort.

b. Aspects of self-efficacy

According to Bandura, aspects of self-efficacy refer to 3 aspects.<sup>21</sup>

1) Level

Relate to the level of difficulty of the task performed by the individual. When faced with tasks according to level difficulty, namely low, medium, and high, the individual will take actions that he feels capable of doing to meet the behavioral demands needed for each level.

2) Generality

Relate to the wide range of tasks that humans confront. The extent to which individuals trust in their skills in various cases to complete a series of tasks in a variety of situations.

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<sup>20</sup> Albert Bandura and Dale H. Schunk, "Cultivating Competence, Self-Efficacy, and Intrinsic Interest through Proximal Self-Motivation," *Journal of Personality and Social Psychology* 41, no. 3 (1981): 586–98, <https://doi.org/10.1037/0022-3514.41.3.586>.

<sup>21</sup> Albert Bandura, W. H. Freeman, and Richard Lightsey, "Self-Efficacy: The Exercise of Control," *Journal of Cognitive Psychotherapy*, 1999, <https://doi.org/10.1891/0889-8391.13.2.158>.

### 3) Strength

Relate to the strength of a person's belief about one's abilities. Individuals who have a strong belief in their abilities will persevere in their efforts despite many difficulties and obstacles.

#### c. Factors that affect self-efficacy

Bandura stated that four principal sources of information develop self-efficacy beliefs. Those four factors which affect someone's self-efficacy are Enactive Mastery Experiences, Vicarious Experiences, Social Modeling, Social Persuasion, and Physical and Emotional States.<sup>22</sup> These factors can be described as follows:<sup>23</sup>

##### 1) Enactive mastery experiences

Enactive mastery experience is individuals build their opinions about their ability results of previous performances, which can be interpreted in either direction.

##### 2) Vicarious experiences

Individuals' self-efficacy can also be influenced by vicarious experiences presented by social models or friends with whom they believe they share competence.

<sup>22</sup> Albert Bandura, "Cultivate Self-Efficacy for Personal and Organizational Effectiveness. In E.A. Locke (Ed)," in *Handbook of Principles of Organization Behavior*. (2nd Ed.), 2009, 179–200, <https://www.uky.edu/~eushe2/Bandura/Bandura2009Locke.pdf>.

<sup>23</sup> Anggun Mukti Prima Bakti, Dedi Sofyan, and Elfrida, "The Correlation between..."  
p 68

### 3) Social modeling

People form efficacy beliefs due to social persuasion or verbal judgment from others about their ability to do something.

### 4) Physical and emotional states

Physiological and emotional states influence self-efficacy in any opportunities as well.

#### d. Strengthening students' self-efficacy

To increase students' self-efficacy, several ways can be done, as mentioned by Howard Margolis and Patrick P. McCabe (2006) in their journal as follow:<sup>24</sup>

##### 1) Plan moderately challenging tasks

Tasks should not be overly simple. Their simplicity and difficulty level should not weary or shame struggling students, nor should they convey that the teacher doubts their ability. Regularly giving difficult or unattainable tasks to struggling students is a prescription for failure, superficial involvement, or resistance. To avoid these issues and provide appropriate challenges, teachers should regularly assess current achievement levels.

##### 2) Use peer models

Peer modeling is a learning model where students can learn according to what they see in their peers' assignments. Peer models can be models of mastery or models of coping. Mastery models flawlessly demonstrate a targeted skill or

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<sup>24</sup> Howard Margolis and Patrick P. McCabe, "Improving Self-Efficacy and Motivation: What to Do, What to Say," *Intervention in School and Clinic* 41, no. 4 (2006): 218–27, <https://doi.org/10.1177/10534512060410040401>.

learning strategy, whereas coping models demonstrate how to learn the skill or strategy and how and when to apply it. Observing coping models may be especially beneficial for students who lack self-efficacy.

### 3) Teach specific learning strategies

Teachers must first identify one or two important strategies that struggling learners must master to succeed in specific activities such as note-taking, essay writing, test-taking, or reading comprehension before teaching techniques to them. Then, teachers must help students understand when and why to utilize the strategy and overlearn it so that they can use it successfully while working alone.

### 4) Capitalize on student choice and interest

Teachers should frequently let struggling learners choose their assignments, books, start times, break times, grading strategies, and extra credit work. Each choice should be meaningful to the learners and acceptable to the teacher. In addition, choices should be presented in ways that avoid stigmatizing learners.

Like choice, interest promotes engagement and improves learning. As a consequence, Teachers should try to identify and respond to the interests of struggling students by (a) observing them in their free time, listening to their conversations, looking at what they read on their own, asking their parents about them, or administering interest inventories, and (b) developing assignments that incorporate or focus on the identified interests.

### 5) Reinforce effort and correct strategy use

Some struggling learners need a far more formal and systematic applied behavior analysis program than this discussion allows. Interventions might include reinforcing students or effort, persistence, and correct strategy use.

## 2. Concept of speaking

### a. Definition of speaking

According to Brown in Nur Wahyuni (2018), speaking is an interactive process of meaning construction that includes producing, receiving, and processing information. Communication will not be running well without speaking. Speaking is a process that guides an individual's communication skills. Besides that, speaking entails the production, reception, and processing of information. As a result, speaking is one of the abilities that have an intriguing process in generating the meaning of information.<sup>25</sup>

Ur defined speaking as the most important skill of all four skills (speaking, reading, writing, and listening) in English language learning. People who know a language are referred to as 'speakers' of that language.<sup>26</sup> Speaking seems to be the most important aspect of learning a foreign language; the goal is to use that language in real-life communication. However, it has become difficult for students to exercise their speaking skills once they have learned. They often

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<sup>25</sup> Nur Wahyuni Syarif, "The Relationship between...." p 14

<sup>26</sup> Penny Ur, *A Course in Language Teaching Training Foreign Language Teachers - A Reflective Approach*, Cambridge University Press, 2009.

are unable to use it for daily communication. The teacher appears to have rarely exposed children to the target language.<sup>27</sup>

According to Khatib and Maarof in Reko and Istia (2020), speaking is one of the productive skills that require the students to perform tasks. To acquire good speaking skills, the students need cognitive and affective factors.<sup>28</sup> Meanwhile, Sutarsyah (2017) defined speaking as one way to communicate ideas and thought messages orally. To enable the students to communicate, we need to apply the language in real communication.<sup>29</sup>

Based on the description above, it can be concluded that speaking is one of the skills in language learning that must be mastered, which is used for smooth communication between two parties to exchange information.

#### b. The nature of speaking

People speak using words that have meaning that the speakers must choose and utilize appropriately, and this action, of course, requires the ability to choose and use the proper ones. People should notice the word order, but they should also notice the knowledge of how to pronounce words when speaking. Pronunciation should be noted because while speaking in a foreign or second language, the written form and pronunciation differ greatly. These sub-skills are

<sup>27</sup> Ni Luh Melayanti, Ni Luh Putu Dian Sawitri, and I Gede Putu Agus Pramerta, “The Correlation Between....” p 25

<sup>28</sup> Reko Serasi and Istia Fransiska “The Correlation between....” p 46

<sup>29</sup> Rizka Amalia, “Improving Listening And Speaking Skills By Using Animation Videos And Discussion Method,” *Pedagogy: Journal of English Language Teaching* 2, no. 1 (2010): 30–36.

only required for communication tasks to be successful. It means that speakers rely on their audience to keep the conversation moving.<sup>30</sup>

According to Harmer in Nur Wahyuni (2018), there are some reasons why two people are engaged in talking to one another. The reasons are:<sup>31</sup>

- 1) They want to say something

The word "want" is used in a general way to suggest the speakers define an address to other people. Speaking may be forced upon them, but they can say that they feel the need to speak. Otherwise, they would keep silent.

- 2) They have some communicative purposes.

Speakers say things because they want something happened as a result of what they say. They may want to charm their listeners or may want to give some information, or express pleasure.

- 3) They select from their language store.

Speakers have an infinite capacity to create a new sentence to achieve this communicative purpose. They will select the language they think is appropriate for this purpose from the "store" of the language they possess.

- 4) They want to listen to something.

The term "want" is used in a general way. But so that someone understands what they are listening to or reading, they must have some desire to do so. The researcher concluded that someone desired to speak when they wanted to communicate with others.

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<sup>30</sup> Sharjah, "The Correlation of ...." p 20

<sup>31</sup> Nur Wahyuni Syarif, "The Relationship between...." p 15

c. Importance of speaking

Speaking skills in English is useful in many situations and places in this era. Speaking skills are needed in the process of teaching and learning foreign languages, applying for jobs where not many agencies use English during the interview process or when someone wants to go to a country because, as we know, English is the official international language.

The importance of speaking was mentioned below:<sup>32</sup>

- 1) Speaking is a process of constructing meaning; it covers almost all the language components.
- 2) Through speaking, someone can express their minds, ideas, and thoughts freely and spontaneously.
- 3) The purpose of teaching speaking is to guide both the teachers and students to use the target language as a common language in the teaching-learning process, even in their daily lives.

d. Types of speaking

According to Brown in Fatimah (2019), there are five types of speaking, mentioned below:<sup>33</sup>

- 1) Imitative

Speaking is simply the skill to imitate a word, phrase, or possibly a sentence. It is the most basic way of putting it. When students can barely

<sup>32</sup> Nurfajhri Indah Sari, "Increasing Students' Speaking Skills by Intensifying the English Language at Eight Grade of SMPN 24 Makassar" (Muhammadiyah University of Makassar, 2019).

<sup>33</sup> Siti Fatimah, "The Correlation between Students' Self-Efficacy Towards Their Speaking Skills at The Eleventh Grade Students of MAN Salatiga in the Academic Year of 2018/2019" (State Islamic Institute of Salatiga, 2018).

communicate in English, they can try to replicate what their friends or teachers say.

## 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 prosody elements, intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties to respond, but interaction with an interlocutor or test administrator is very minimal.

## 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 in its length and the complexity of the interaction. There are two forms of interactive speaking; transactional and interpersonal. Transactional speaking emphasizes information exchange. However, interactional speaking intends to maintain social relationships.

## 5) Extensive (monologue)

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

### e. Function of speaking

According to Richard in Andriyani (2020), the function of speaking in human interaction expanded into three versions, namely speaking as interaction, speaking as a transaction, and speaking as performance. The function of speaking will explain below:<sup>34</sup>

#### 1) Speaking as interaction

They are speaking as interaction refers to what we usually mean by "conversation" and represents an interaction that is largely social in nature. When people meet, they exchange greetings, engage in small conversation, retell recent events, be nice and create a comfortable zone of interaction with others. The focus is on the speakers and how they want to present themselves to one another rather than the message.

#### 2) Speaking as transaction

The term "speaking as interaction" refers to situations where the emphasis is on what is said or done. The message and its ability to be clear and specific comprehended is the primary focus, rather than the participants and how they interact socially with others.

#### 3) Speaking as performance

Speaking as performance refers to public speaking, that is, speaking in front of an audience, such as classroom presentations, public announcements, and speeches. Talk as the performance takes the form of a monologue rather than a dialog, frequently follows a recognizable structure (e.g., a welcome speech), and

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<sup>34</sup>Dwi Fera Andriyani, "Students' Anxiety on Speaking Performance at the Eighth Grade of MTS Negeri 5 Karanganyar" (State Islamic Institute of Surakarta, 2020).

is more similar to written language than conversational language. Similarly, it is generally decided purely on its effectiveness or impact on the listener, which is unlikely to occur with speaking as an interaction or transaction.

f. Component of speaking

The component needed to know well to measure students' skills. Furthermore, knowledge, self-confidence, and a way of delivering are the basic elements of an effective speech. Brown in Nur Wahyuni (2018) concluded that components in speaking consist of five components, namely pronunciation, grammar, vocabulary, fluency, and comprehension.<sup>35</sup> The five components are described as follows:

1) Pronunciation

Pronunciation is a hard component of learning to speak. It is involved with phonology, which is the study of how sounds structure and function in a language.

2) Grammar

Brown in Sari (2019) said that grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. It can support the acquisition of a foreign language and encourage the development of comprehensive language competence. Grammar is considered a structure for English learning by most teachers.<sup>36</sup>

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<sup>35</sup> Nur Wahyuni Syarif, "The Relationship between...." p 16

<sup>36</sup> Nurfajhri Indah Sari, "Increasing Students' Speaking...." p 20

### 3) Vocabulary

Vocabulary refers to the words that are employed when speaking. Every language has words. Language arises as words first, both historically and in terms of how we learn our first and subsequent languages.

### 4) Fluency

Fluency is a speech and language pathology term that means the smoothness, syllables, words, and phrases are joined together, meaning smoothness, syllables, and words, and are joined together when speaking quickly. Fluency is designed to let you speak than give you feedback as to how did-what to correct.<sup>37</sup>

### 5) Comprehension

The ability to completely grasp and be familiar with a situation or facts is comprehension. Meanwhile, according to Hornby in Sari (2019), comprehension is the power of understanding and an exercise intended at enhancing or assessing one's understanding of a language (written or spoken). Furthermore, comprehension can refer to the main's ability to observe and understand, the ability to grasp concepts, and the ability to know. To summarize, comprehension is critical to avoiding misunderstandings between speakers and listeners.<sup>38</sup>

#### g. Problem of speaking

Speaking is a skill that most people have difficulty learning and mastering. Especially students mostly ignore speaking skills because they think

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<sup>37</sup> Much Ruslan, "The Effectiveness of Youtube Videos in Improving Students" (State Islamic Institute of Palopo, 2021).

<sup>38</sup> Nurfajhri Indah Sari, "Increasing Students' Speaking...." p 23

these skills are very difficult to master, especially in learning foreign languages. One of the reasons most students find it difficult to master speaking skills is because they have anxiety when pronouncing a word or structuring each sentence. The ability to master speaking is how the speaker composes vocabulary correctly.

Brown in Sari (2019) suggested the reason why speaking is difficult for students as follow:<sup>39</sup>

1) Clustering

Fluent speech is phrasal rather than word for word. Through such clustering, learners can organize their output cognitively and physically (in-breath groups).

2) Redundancy

The speaker has the chance to clarify meaning through the redundancy of phrases. Learners can make use of this aspect of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, and so on all create unique challenges when teaching spoken English. Students who do not master colloquial contractions may develop a stiff, scholarly manner of speaking, which might stigmatize them.

4) Performance Variables

One advantage of spoken language is that the process of thinking when speaking allows for a certain amount of performance hesitations, pauses, backtracking, and corrections. It is possible to teach students how to pause and

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<sup>39</sup> Nurfajhri Indah Sari, "Increasing Students' Speaking...." p 15-16

hesitate. In English, for example, our thinking time is not silent; we use fillers such as uh, um, well, you know, I mean, like, and so on. One of the most noticeable contrasts between native and nonnative speakers of a language is the phenomenon of hesitation.

#### 5) Colloquial Language

Ensure that students are reasonably familiar with colloquial language vocabulary, idioms, and phrases and that they practice producing these forms.

#### 6) Rate of Delivery

The rate of delivery is another significant element of fluency. One of your responsibilities in teaching spoken English is to assist students in achieving an acceptable speed and other aspects of fluency.

#### 7) Stress, Rhythm, and Intonation

This is the key point of English pronunciation. The stress-timed rhythm of spoken English as well as its intonation patterns, communicate vital information.

#### 8) Interaction

Learning to generate waves of language in the absence of interlocutors would rob speaking skill of its most valuable component: the originality of informal negotiation.

### 6. Speaking Performance

Speaking is a useful skill of oral communication that involves other individuals conveying information by pronouncing words. Speaking is taught in the classroom and is also utilized to convey ideas to gain knowledge. Learners

must be able to speak English orally to improve their English proficiency because, in most people's eyes, speaking is one of the most important components.<sup>40</sup> By speaking, people can exchange more information faster and better.

When students speak, they form concepts into words and share their opinions, emotions, and intentions so that their interlocutors get what they mean. The process appears to be highly sophisticated in this case since the speakers do not simply make words without meaning, but they do it on purpose to communicate their objective. Language is a highly important tool that allows speakers to convey their presence and that of others, ask questions and express agreement and disagreement. As a result, oral language or speaking is recognized as a fundamental principle.<sup>41</sup>

## 7. Factors affecting students' speaking performance

Numerous factors influence language learning. These factors are classified as internal factors or external factors:<sup>42</sup>

### a. Internal factors

Internal factors are those that originate within the learner. It includes physiological factors and learners' language competence (ability).

<sup>40</sup> Ahmad Wael, Muhammad Nur Ashar Asnur, and Ibrahim Ibrahim, "Exploring Students' Learning Strategies in Speaking Performance," *International Journal of Language Education* 2, no. 1 (2018): 65–71, <https://doi.org/10.26858/ijole.v2i1.5238>.

<sup>41</sup> Dea Aries Fitriani, Rahayu Apriliaswati, and Wardah, "A Study on Student's English Speaking Problems in Speaking Performance," *Jurnal Pendidikan Dan Pembelajaran Untan* 4, no. 9 (2015): 1–13, <https://media.neliti.com/media/publications/215252-none.pdf>.

<sup>42</sup> Dwi Fera Andriyani, "Students' Anxiety on..." p 19-22

## 1) Psychology

It is known that psychological aspects have become major and influential elements that significantly impact how students acquire second/foreign languages, particularly in the area of speaking. As a result, it is important to highlight the following psychological elements based on numerous theories:<sup>43</sup>

### a) Motivation

The desire of choosing to learn a language is referred to as motivation. In this case, students will be encouraged to learn a second/foreign language simply because they need to learn and express it on a very wide scale to support their future professional ambitions. As a result, they must have a positive attitude toward persons who speak the target language to maintain contact with them. In summary, their motivation might influence their decision to participate or not participate in a specific setting in language acquisition, such as a speaking class.

### b) Anxiety

Anxiety is a natural psychological characteristic that includes a feeling of fear that is sometimes uncontrollable. To be more specific, when it comes to speaking, adults differ from children in that they tend to feel worried anytime they make mistakes, especially in public, because it is associated with an image and judgment from many people about their capacity to execute their speech. Furthermore, there is a risk of losing face and accepting ignorance from individuals who speak the second/foreign language if their speech is not understood or accepted.

<sup>43</sup> Ariyanti Ariyanti, “Psychological Factors Affecting EFL Students’ Speaking Performance,” *ASIAN TEFL Journal of Language Teaching and Applied Linguistics* 1, no. 1 (2016): 77–88, <https://doi.org/10.21462/asiantefl.v1i1.14>.

### c) Self-esteem

Self-esteem is a measure of a person's self-confidence and belief in themselves. Because of low self-esteem, some students struggle with oral English learning and may be less willing and confident in speaking English in class. Those who have high self-esteem have the potential to communicate more fluently because the worry of making mistakes is the last thing on their mind. Students with great self-esteem will be in a safe setting and will succeed in learning a language. It can be concluded that, because self-esteem is one of the influencing components, students with high self-esteem will perceive more achievement than those who do not.

### 2) Language Competence

According to Chomsky in Andriyani (2020), competence is the ideal language system that allows speakers to make and understand an infinite number of sentences in their language and discern between grammatical and ungrammatical sentences. Describe "real language use in a concrete circumstance." It is used to describe both the language's production and comprehension. The language component in speaking performance in this study refers to the speaker's capacity to master language features when communicating. Fluency, intonation, vocabulary, pronunciation, and grammar are examples of these qualities.

### 3) Topical Knowledge

Topical knowledge is defined as long-term memory knowledge structures. In other words, topical knowledge refers to the speaker's understanding

of important topical information. The information provided by topical knowledge enables learners to utilize language in context with the world they live in. Topical knowledge influences speaking performance.

b. External Factors

1) Performance Condition

Students perform when speaking in front of the class under various conditions. These conditions can affect whether or not the student's speaking performance is good. Among these conditions are planning, performing, and also the support obtained by the student.

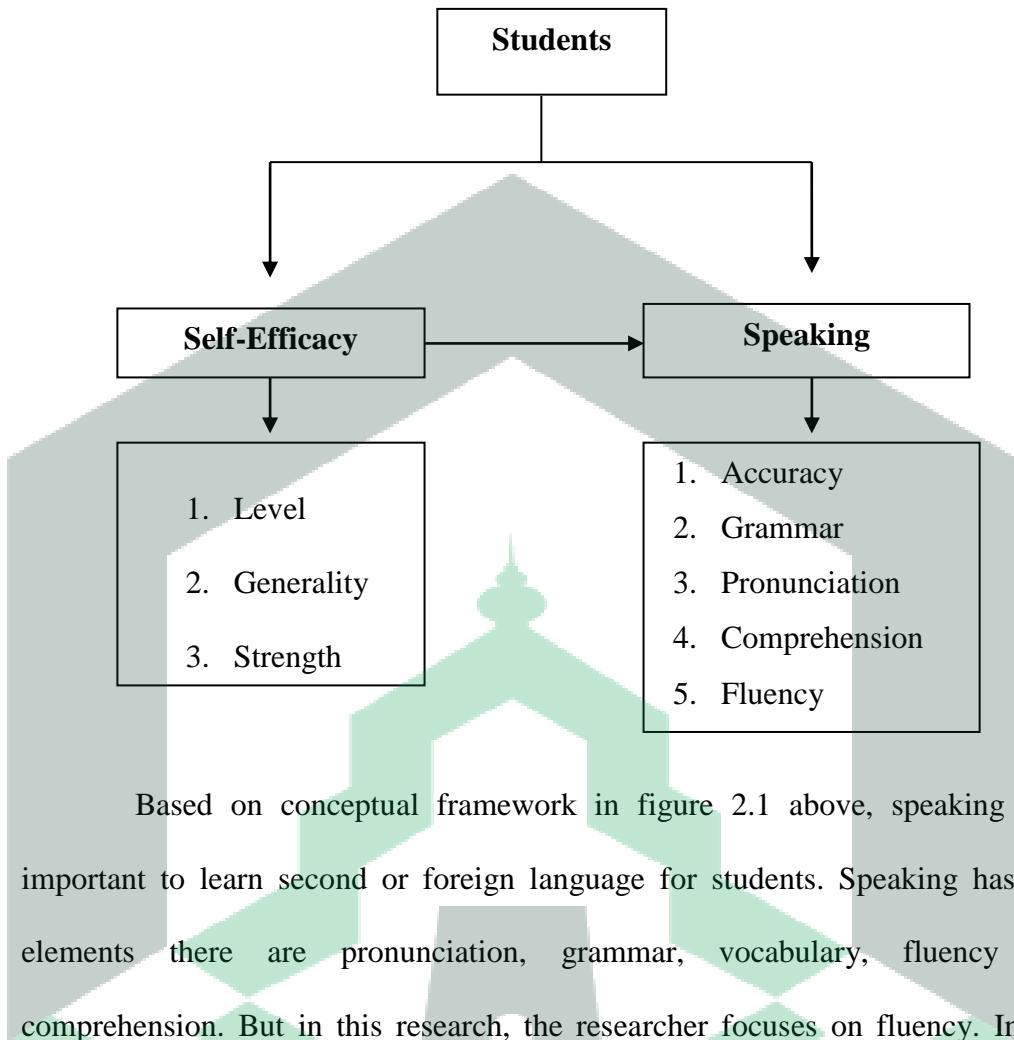
2) Learning environment

Because English is a communication language, a good language environment can effectively encourage learning. However, English is a foreign language that they study at school for most Indonesian students. Most students interact in their native language in their daily lives, as they are too lazy to practice their English outside of the classroom or in the teaching-learning process.

**C. Conceptual Framework**

In the following, the researcher will provide an overview of the framework regarding the relationship between self-efficacy and students' speaking performance. Take a look at the Figure 2.1:

**Figure 2.1** Conceptual Framework



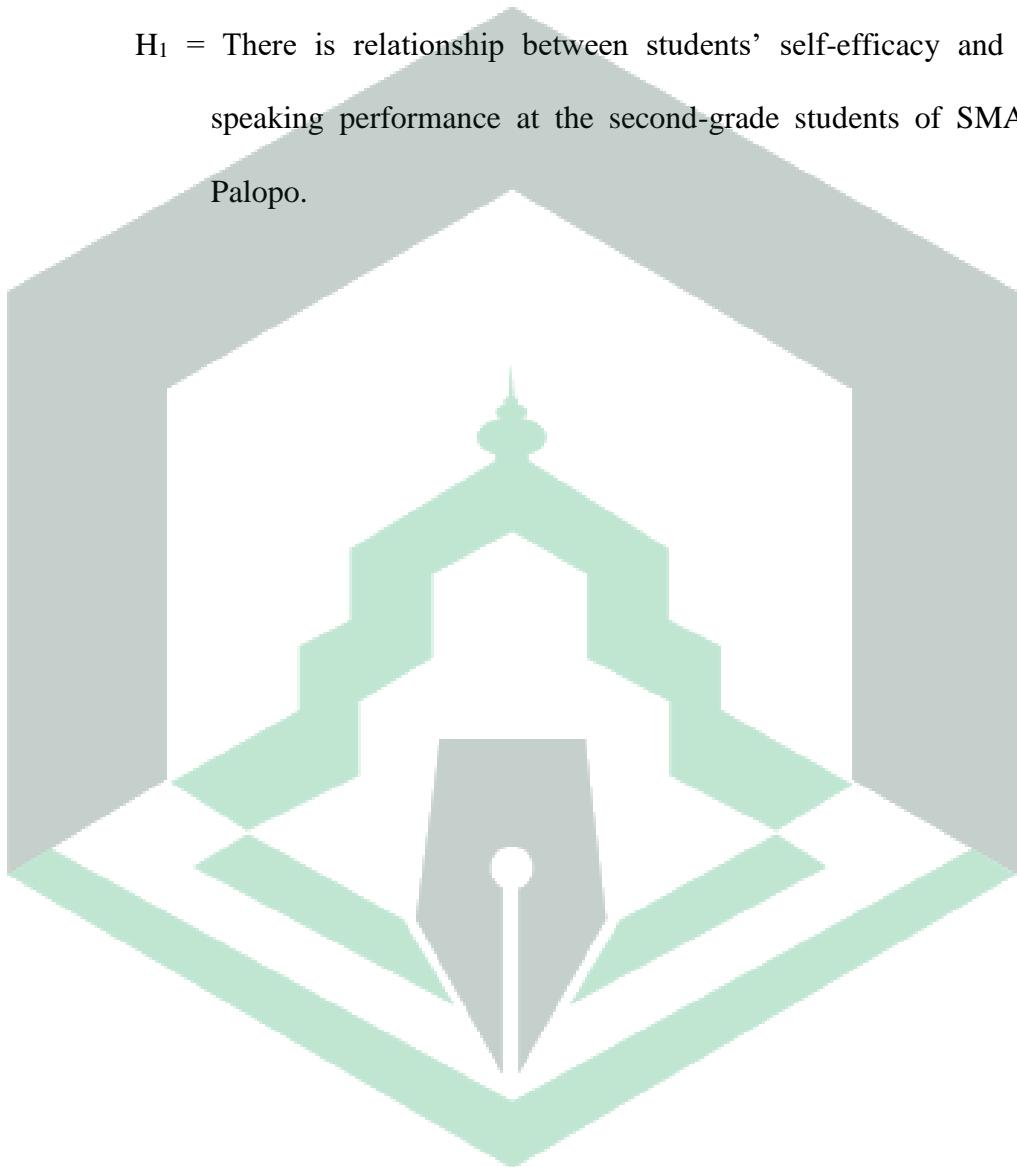
Based on conceptual framework in figure 2.1 above, speaking very important to learn second or foreign language for students. Speaking has five elements there are pronunciation, grammar, vocabulary, fluency and comprehension. But in this research, the researcher focuses on fluency. In this case, self-efficacy acts as a reference for how students have the ability to believe in themselves while speaking performance refers to how students use their self-efficacy to perform optimally in speaking. Therefore, in this study the researcher focuses on the relationship between students' self-efficacy and their speaking performance especially in fluency element.

#### **D. Hypothesis**

In this study, researchers formulate hypothesis to illustrate the results of this study. The hypothesis is formulated as follows:

$H_0$  = There is no relationship between students' self-efficacy and their speaking performance at the second-grade students of SMAN 3 Palopo.

$H_1$  = There is relationship between students' self-efficacy and their speaking performance at the second-grade students of SMAN 3 Palopo.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research used a quantitative correlational research. Quantitative research focuses on objective measurements, such as statistical analysis or numerical data collection. The explanatory design was used in this research. According to Sugiyono, explanatory research is a research method that intends to explain the position of the variables researched and the influence between one variable and another. The explanatory method in this study explains the relationship between the two variables, in this case, the self-efficacy and speaking performance of second-grade students at SMAN 3 Palopo.

#### B. Research Location and Time

##### 1. Research Location

This research was conducted on the second-grade students of SMAN 3 Palopo for the academic year 2021/2022 at Jalan Andi Djemma, No. 52, Tompotikka Village, Wara District, Palopo.

##### 2. Research Time

Researchers would conduct research at SMAN 3 Palopo which took approximately a month, February 2022.

Researchers would conduct research at SMAN 3 Palopo, which took approximately a month, February 2022.

The first stage: Observing research, formulating problems, looking for titles, making proposals, Guidance on proposals, and submitting proposal seminar.

The second stage: Conducting research, making research reports, seminars on research results, remedial exams, prepare for closing exams.

### C. Operational Definition

#### 1. Self-efficacy

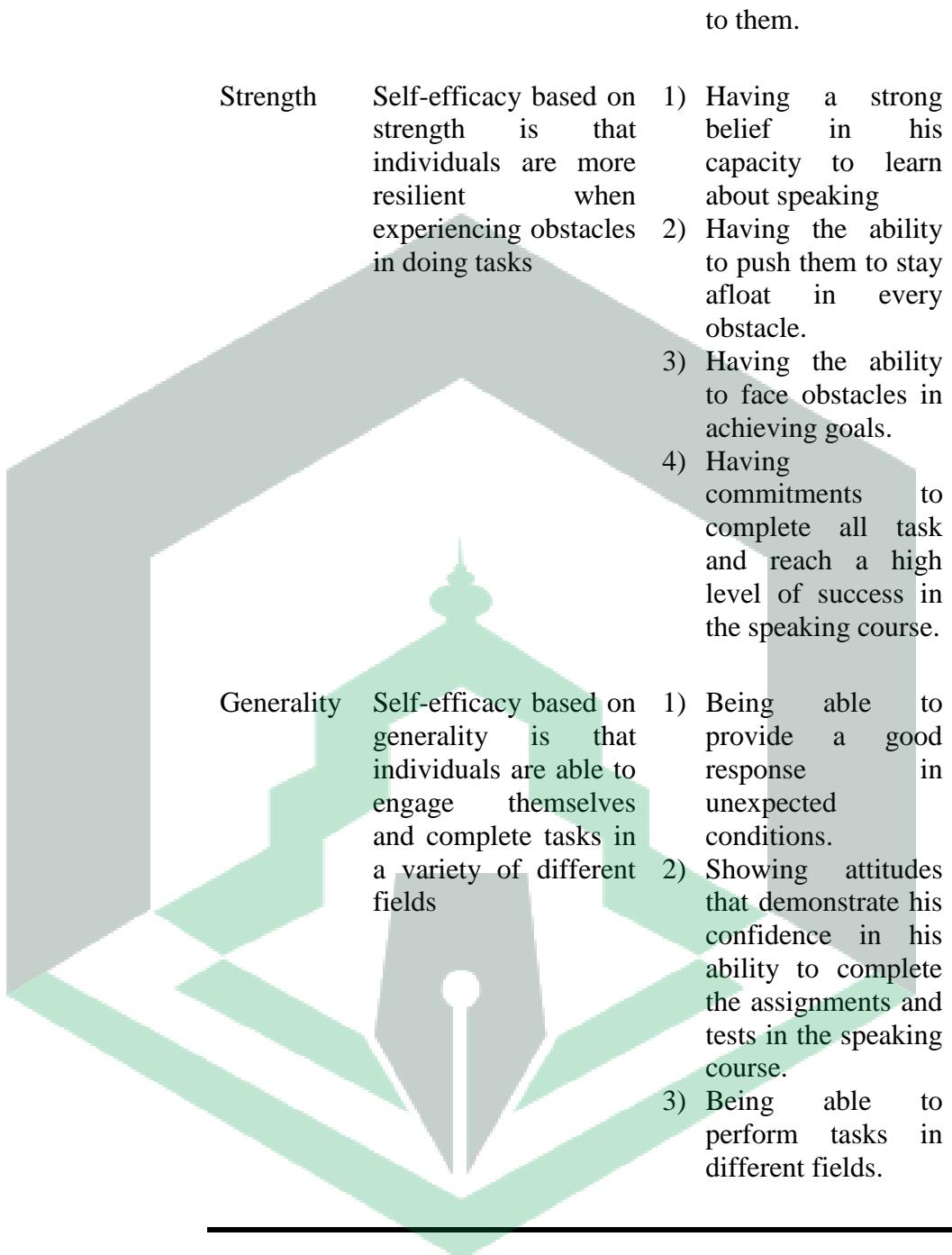
Self-efficacy consists of two words; self and efficacy. Self is a person's identity, while efficacy is defined as the power to produce an effect.<sup>44</sup> Bandura (1997) defines self-efficacy as an individual who believes that he can control the situation and get positive results. Self-efficacy in oneself motivates one to overcome anxiety and negative ideas.<sup>45</sup> Individual self-efficacy beliefs might influence how people react to stressful situations when faced with a tough task, in this case, speaking performances.<sup>46</sup> Self-efficacy can also be said as positive thoughts for yourself about something that will be successfully done.

**Table 3.1** Operational Definition of Self-Efficacy

Variable	Definition	Indicators
Self-efficacy	Level Self-efficacy based on the level of difficulty of the task is when the individual feels able to do the task according to the level of difficulty	<ol style="list-style-type: none"> <li>1. The ability to make decisions required to complete the tasks.</li> <li>2. The ability to solve problems oneself when performing speaking activities.</li> <li>3. Having a positive mindset about every task that is assigned</li> </ol>

<sup>44</sup>Zulkosky, "Self-Efficacy: A Concept Analysis."

<sup>46</sup> Bakti, Sofyan, and Elfrida, "The Correlation between Students' Self-Efficacy and Their Listening Comprehension."



## 2. Speaking Performance

Speaking is one of the skills in language learning that must be mastered, which is used for smooth communication between two parties to exchange information. Speaking is a useful skill of oral communication that involves other individuals conveying information by pronouncing words. Speaking is taught in

the classroom and is also utilized to convey ideas to gain knowledge. Learners must be able to speak English orally to improve their English proficiency because, in most people's eyes, speaking is one of the most important components.<sup>47</sup> By speaking, people can exchange more information faster and better.

#### **D. Population and Sample**

##### 1. Population

The population of this research was the second-grade students at SMAN 3 Palopo academic year 2021/2022. It consists of:<sup>48</sup>

**Table 3.2 Number of Population**

No	Class	Number
1	XI. MIPA 1	32
2	XI. MIPA 2	32
3	XI MIPA 3	32
4	XI MIPA 4	32
5	XI MIPA 5	32
6	XI MIPA 6	32
7	XI IIS 1	32
8	XI IIS 2	32
9	XI IIS 3	32
10	XI IIS 4	32
11	XI IIS 5	32
Count		352

<sup>47</sup> Wael, Asnur, and Ibrahim, "Exploring Students' Learning Strategies in Speaking Performance."

<sup>48</sup> School Administration of SMAN 3 Palopo

## 2. Sample

To select the samples, the researcher used a random sampling technique. The purpose of the sampling was to facilitate researchers in researching to minimize the use of costs and streamline research time. Arikunto in Wahyuni said that the random sampling technique is a sample selection technique in which members of the population had the same chance of being selected as the sample.<sup>49</sup> The sample was selected at random from the population. From a total population of 352-second grade students of SMAN 3 Palopo, the researcher used Slovin's theory in sampling:

where:

$n$  = sample

$N$  = population

$e$  = error tolerance (5%, 10%, 15%)

With the error tolerance 10% (0.1), it was gained the number of samples as the following calculation:

$$n = \frac{352}{1 + 352 (0,1)^2}$$

$$n = 0,01 \times 352 + 1 = 4,52$$

$$n = \frac{352}{4,52}$$

$$n = 77,87 = 78$$

---

<sup>49</sup> Nur Wahyuni Syarif, "The Relationship between...." p 23

## **E. The Technique of Data Collection**

### **1. Test**

In collecting data, the researcher used a performance test to measure the level of students' English fluency in speaking. In this case, the researcher gave a several statements to the students, after that the researcher directed the students explained the students' reasons to support statements that they chose.

### **2. Questionnaire**

In collecting data, the researcher distributed questionnaires to the second grade students of SMA 3 Palopo. The questionnaire contains 32 statements. The questionnaire was given to measure the level of students' self-efficacy in speaking performance. Before the students filled out the questionnaire, the researcher first gave directions on how to fill out the questionnaire sheet.

## **F. Research Instrument**

### **1. Test**

In this research, the test was used to collect student data related to students' English fluency in speaking.

### **2. Questionnaire**

The questionnaire was distributed to determine the students' level of self-efficacy. The questionnaire was given to determine the students' self-efficacy, which is related to one's belief that ability can increase with effort and one's belief in one's ability to achieve certain goals in task organization. The Likert scale is an instrument used in this study. The Likert scale aims to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena.

Using the Likert scale, respondents were asked to complete a questionnaire that required them to indicate their level of agreement with a series

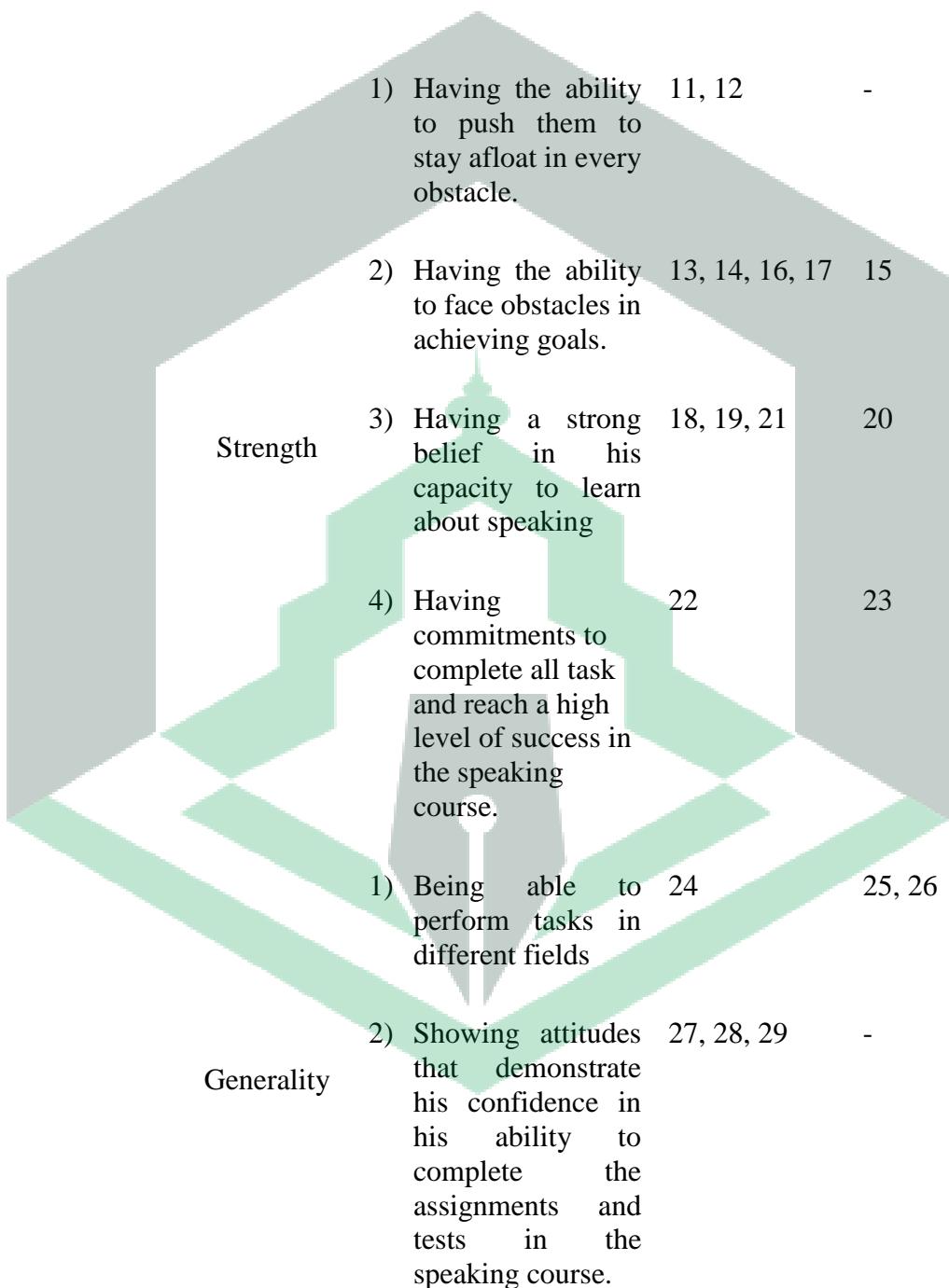
of statements or questions designed by researchers based on certain criteria so that they could support the final results of the study.

**Table 3. 3 Likert Scale**

<b>Positive Statements or Questions/ Favourable (+)</b>		<b>Negative Statements or Questions/Unfavourable (-)</b>	
<b>Description</b>	<b>Weight Value</b>	<b>Description</b>	<b>Weight Value</b>
Sangat Setuju (SS)	4	Sangat Setuju (SS)	1
Setuju (S)	3	Setuju (S)	2
Tidak Setuju (TS)	2	Tidak Setuju (TS)	3
Sangat Tidak Setuju (STS)	1	Sangat Tidak Setuju (STS)	4

**Table 3. 4 Self-Efficacy Questionnaire Grid**

<b>Variable</b>	<b>Aspect</b>	<b>Indicators</b>	<b>Statements Number</b>	
			<b>Positive</b>	<b>Negative</b>
Self-efficacy	Level	1) The ability to make decisions required to complete the tasks.	1, 3, 4	2
		2) The ability to solve problems oneself when performing speaking activities.	5, 6, 7	-



5) Being able to 30, 31 provide a good response in unexpected conditions. 32

---

## **G. Validity and Reliability Testing**

### 1. Validity Testing

A validity test is used to determine whether or not a questionnaire that has been made is valid. The validity test can be valid if the product-moment correlation coefficient with a standard of 0.2. If it is a mean below 0.2, the questionnaire is invalid and must make a new one.

### 2. Reliability Testing

A reliability test is an instrument that, when used several times to measure the same object, then produces the same data. The SPSS application provides a facility to measure reliability with the Cronbach Alpha statistical test, which aims to determine whether a research instrument is reliable or not. An instrument can be reliable in this technique if it provides a value with a standard  $\alpha > 0.6$ .

## **H. Data Analysis**

### 1. Measurement of Student's Self-Efficacy

To measure students' self-efficacy, the researcher distributed a questionnaire using a Likert Scale. The results of the questionnaire explained the

level of students' self-efficacy in speaking. The researcher used Bandura's classification to determine the level of students' self-efficacy.<sup>50</sup>

**Table 3. 5** Classification of Self-Efficacy

No	Scores	Classification
1	0-49	Low
2	50-99	Moderate
3	>100	High

## 2. Measurement of Students' English Fluency

The researcher used a rating scale to categorize students' fluency scores. This rating scale describes students' English fluency when doing tests in class. Researchers used the following grade based on Heaton to classify the students' speaking scores.<sup>51</sup>

**Table 3. 6** Score Classification of Speaking

Number	Criteria of Mastery	Grade
6	95-100	Excellent
5	85-94	Very good
4	75-84	Good
3	65-74	Average
2	55-64	Poor
1	Below 55	Very poor

<sup>50</sup> Albert Bandura, "Guide for Constructing Self-Efficacy Scales," *Self-Efficacy Beliefs of Adolescents* 5, no. 1 (2006): 307–37.

<sup>51</sup> Nur Wahyuni Syarif, "The Relationship between...." p 27

## 2. Classic Assumption Test

### a. Normality Test

The normality test used by researchers in this study aims to determine whether the data obtained are normally distributed or not. If the normality test is not normal, it cannot be continued in the next tests. This research was conducted using the Kolmogorov Smirnov method.

### b. Linearity Test

The purpose of using the linearity test is to determine the form of the relationship between each, namely the independent variable self-efficacy (X) with the dependent variable speaking performance (Y).

### c. Correlation Test

This research is quantitative correlational research, thus to know the correlation between students' self-efficacy and their speaking performance, the researcher use Correlation Product Moment technique by Carl Pearson. The formula is as follows:<sup>52</sup>

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

where:

$r$  = Pearson's correlation coefficient

$N$  = number of participants

$X$  = students' self-efficacy scores

$Y$  = students' speaking scores

---

<sup>52</sup> Siti Fatimah, "The Correlation between...." p 48

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

$\sum Y$  = the sum of speaking scores

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

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

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

That formula was used to find out the correlation coefficient “r” product moment between variable X and Y. The criteria are discussed as follows:

- a. If  $r_{count} > r_{table}$  means there is correlation,  $H_a$  is accepted and  $H_0$  is rejected.
- b. If  $r_{count} < r_{table}$  means there is no correlation,  $H_a$  is rejected and  $H_0$  is accepted.

The researcher would like to know the significance of the correlation between two variables after determining whether or not there is a correlation between two variables. The significance can be determined by looking at the significance value ( $\rho$ ), assuming that if  $\rho > 0.05$ , the correlation is not significant, but if  $\rho < 0.05$ , the correlation is significant.

Furthermore, the researcher calculated the data using SPSS (Statistical Package for Social Science). Instead of manually calculating the data, the researcher used SPSS to acquire a more effective and efficient correlation coefficient result between the two variables.

The correlation coefficient can be negative or positive. A negative correlation coefficient shows a negative correlation and vice versa. A negative correlation means the higher the value of variable X, the lower the value of

variable Y. While positive correlation means the higher the value of variable X, the higher the value of variable Y. The relationship characteristics were determined in the direction of the relationship, and the intensity of the relationship can be classified as follows:<sup>53</sup>

**Table 3. 7** Interpretation value of  $r$

Coefficient Interval	Level of Correlation
0.800-1.00	Very Strong
0.600-0.799	Strong
0.400-0.599	Moderate
0.200-0.399	Weak
0.000-0.199	Very Weak

d. Hypothesis Test

Test the hypothesis to determine the value of the t-test partial test, which aims to measure the relationship between the independent variable and the dependent variable.

e. Coefficient of Determination Test ( $R^2$ )

The value in  $R^2$  indicates the existence of a coefficient that measures the magnitude of the presentation of the relationship between the dependent variable and the independent variable.

<sup>53</sup> Nur Wahyuni Syarif, "The Relationship between...." p 29

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Findings**

##### **1. Description of Research Location**

###### **a. History of SMAN 3 Palopo**

SMAN 3 Palopo is one of the senior high schools located at Jenderal Sudirman Street No. 52 Palopo City which has now changed its name to Andi Djemma Street No. 52 Palopo City, and its geographical location is very strategic because it is located on the inter-provincial axis road in the city of Palopo. SMAN 3 Palopo, formerly known as the *Sekolah Menengah Persiapan Pembangunan (SMPP)*, was established in 1975, based on the Decree of the Regional Office of the Province of South Sulawesi Number 0281/C/1975 dated November 27, 1975. In 1975 it changed to SMU Negeri 3 Palopo then switched to SMU Negeri 3 Palopo based on the Decree of the Regional Office of the Province of South Sulawesi Number 0353/O/1985 dated August 9, 1985. With the enactment of the Education System Law Number 20 of 2003, it changed back to SMA Negeri 3 Palopo. Then with the Decree of the Education Office of South Sulawesi Province Number 214/PD-4/A-TU/2004 dated March 5, 2004, it became SMA Negeri 3 Unggulan Palopo.

Based on the Decree of the Director-General of Primary and Secondary Education Management Number 622/C4/MN/2007 dated June 29, 2007, SMAN 3 Unggulan Palopo was upgraded to its status as an international standard pilot high school. SMA Negeri 3 Palopo is the flagship of Palopo towards an International

Standard School Pioneer which was established on land with usufructuary rights 1271/1979, on October 16, 1979, with an area of 43,228 M2. Land that is not used for buildings is intended for various activities, such as sports field facilities, flag ceremony fields and other supporting facilities, gardens for practice, environmental gardens and flower gardens.

The vision and mission of SMAN 3 Palopo obtained from the SMAN 3 Palopo website on March 3, 2022, are as follows:

1) Vision

Excellence in quality with religious nuances, grounded in national culture, environmentally and internationally-minded.

2) Missions:

- a) Growing the spirit of excellence in students intensively according to their potential.
- b) Encourage and help students to explore their potential so that they can be developed optimally and be able to compete globally/internationally.
- c) Foster appreciation of the religion adopted by the nation's culture so that it becomes a source of wisdom in action.
- d) Implement participatory management by involving all school members and school stakeholders.
- e) Implement learning and guidance optimally, using information and communication technology
- f) Develop local culture to grow the nation's culture

g) Cultivate and instil a love for a beautiful environment in all school members

b. Organizational Structure of SMAN 3 Palopo

**Table 4.1** Office of SMAN 3 Palopo

Name	Position
Hairuddin., S.Pd., M.Pd	Principal
Abdul Halim., S.Pd., M.Pd	Deputy Head of curriculum
Drs. Abdul Rahmat., S.Pd., M.Pd	Deputy Head of students
Drs. H. M. Saleh	Deputy Head of infrastructure
Dra. Hj. Huzaimah., M.Pd	Deputy Head of public relations

**2. Data Analysis**

a. Instrument Test

1) Validity Test Results

Validity test is used to measure the validity of a questionnaire. This test is used by using *Correlated Item Total Correlation*. The criteria used to determine the validity of the statements or questions used in this study are: 90% trust level.

**Table 4.2** Validity Test Result Variable X Self-Efficacy

Number of Items	Corrected Items Total	Description
	Correlation	
1	0.22	V
2	0.24	V
3	0.30	V
4	0.39	V
5	0.27	V
6	0.59	V

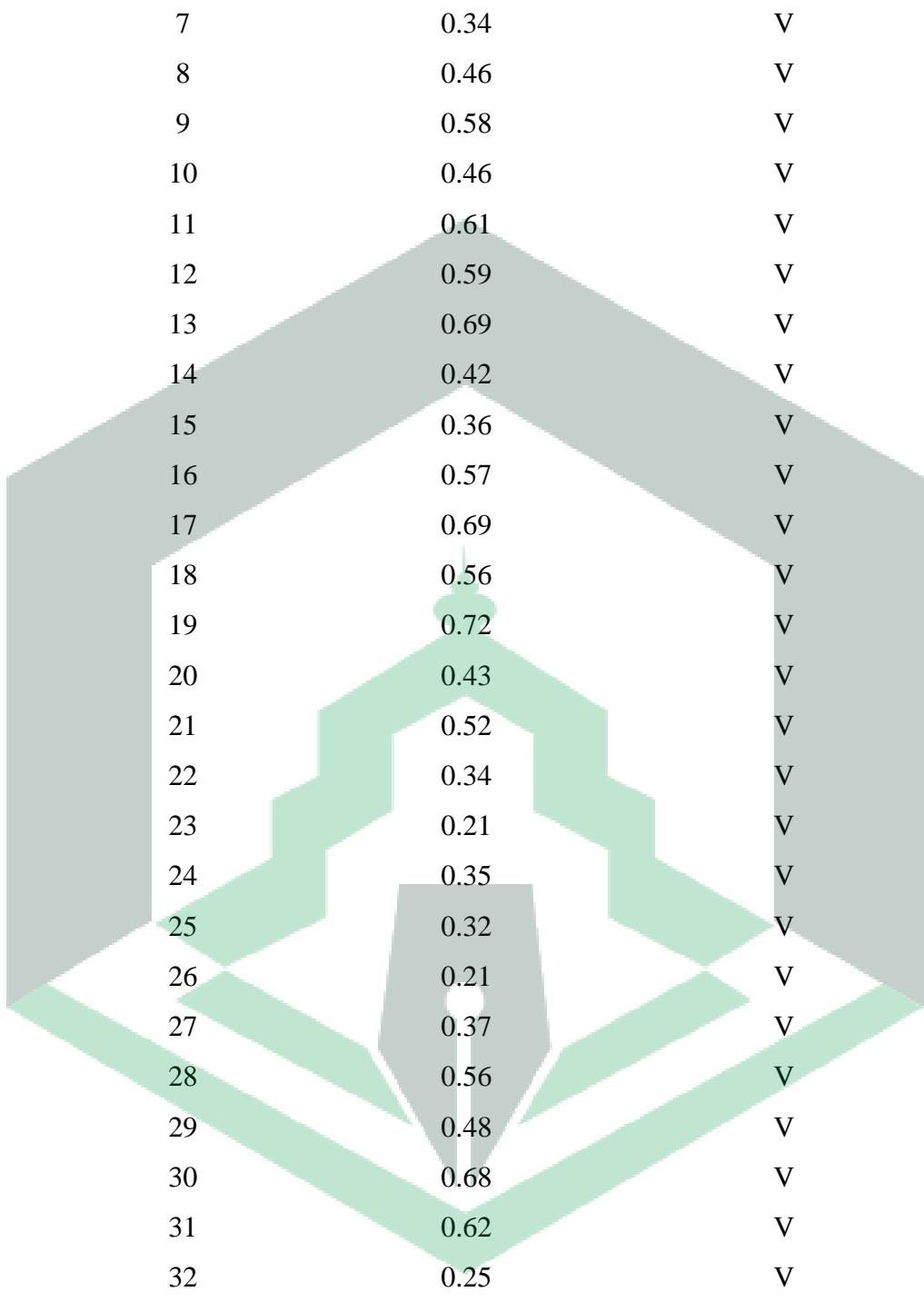


Table 4.2 shows that the  $r_{count}$  of all variables X is higher than the  $r_{table}$  value = 0.18, so it can be concluded that all the self-efficacy variable X questionnaires have valid criteria.

## 2) Reliability Test Results

A reliable instrument is an instrument that, when used several times to measure the same object, produces the same data. The SPSS (Statistical Product And Service Solutions) application provides a facility to measure reliability with the Cronbach Alpha statistical test which aims to determine whether a research instrument is reliable or not. An instrument can be said to be reliable in this technique if it provides a value with a standard  $\alpha > 0.6$ . That is, below 0.6 then the research is not reliable.

**Table 4.3 Reliability Testing Result Variable X Self-Efficacy**

Reliability Statistics	
Cronbach's Alpha	N of Items
.873	32

source: data processing using SPSS 22. 2022

Based on table 4.3, it is obtained that Cronbach's Alpha for the self-efficacy variable X is worth 0.873, it can be concluded that the questionnaire list of variable X is said to be reliable because it is greater than 0.6 and the reliability can be categorized as very high.

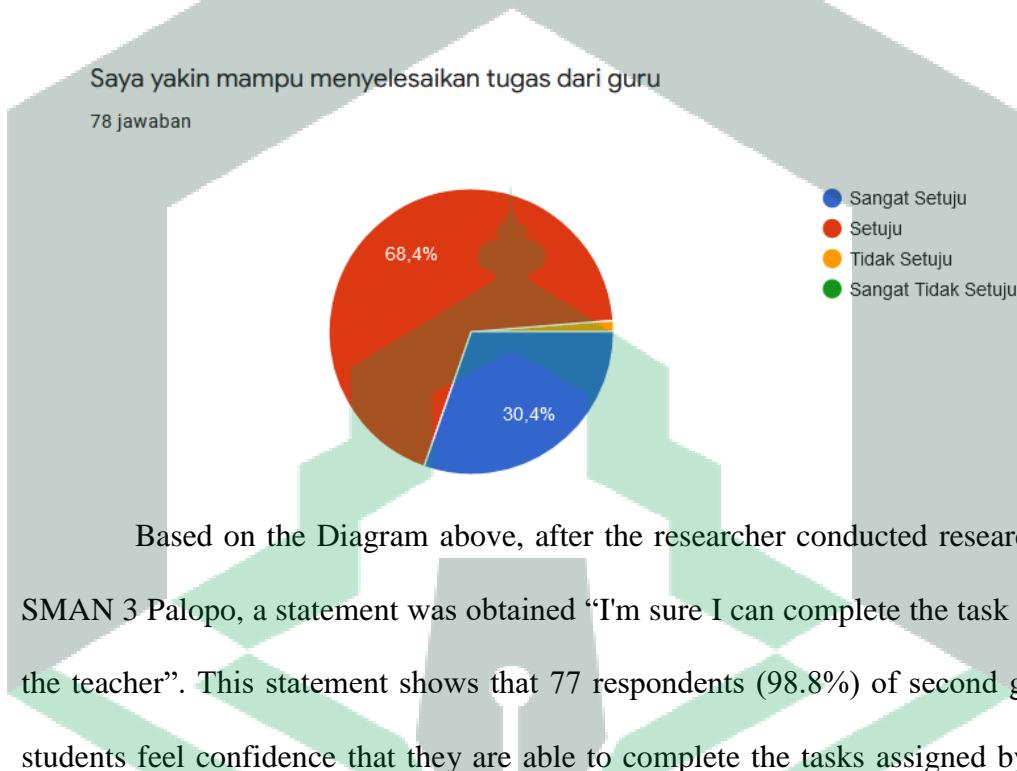
### b. Students' Self-Efficacy Result

For students' self-efficacy scores, the researcher collected data by distributing questionnaires to students. The questionnaire contains 32 statements

consisting of positive and negative statements. The researcher divided self-efficacy to 3 aspects as follow:

1) Level

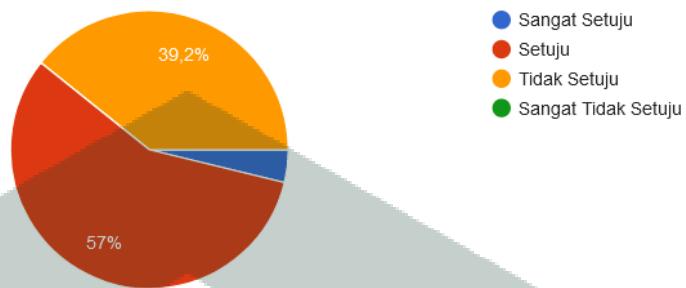
Self-efficacy based on the level of difficulty of the task is when the individual feel able to do the task according to the level of difficulty. The result of questionnaire based on the level of self-efficacy showed in the following diagram:



Based on the Diagram above, after the researcher conducted research at SMAN 3 Palopo, a statement was obtained "I'm sure I can complete the task from the teacher". This statement shows that 77 respondents (98.8%) of second grade students feel confidence that they are able to complete the tasks assigned by the teacher. This statement is in the self-efficacy indicator, namely level of task difficulty, which means that from this statement, students when faced with various speaking task first while convincing themselves that they are able to complete their speaking well and fluent.

Saya mampu mengungkapkan ide saya kedalam bahasa Inggris

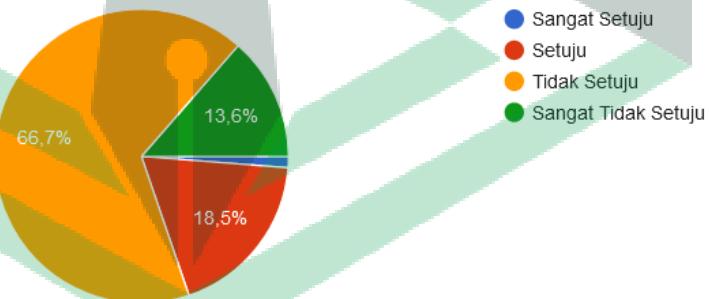
78 jawaban



The statement “I can express my ideas in English” showed that there are 75 respondents (96.2%) from the second-grade students chose agree for that statement. This statement is in level aspect of self-efficacy. Based on this statement, most students believe in their ability when solving problems in speaking performances in front of the class in several elements of speaking.

Saya jadi malas menghafal kosa kata bahasa Inggris karena sangat rumit

78 jawaban

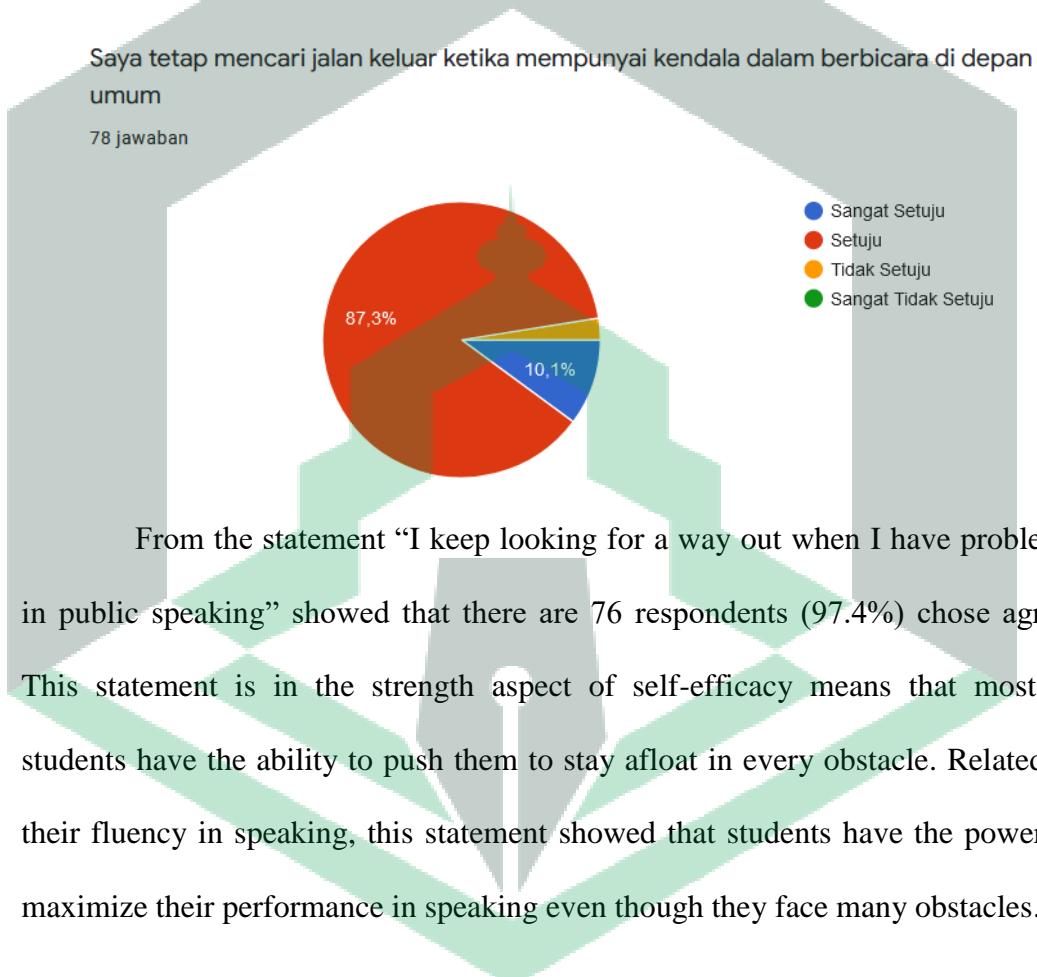


Based on the Diagram above, there are 66 respondents (85.2%) of second-grade students chose disagree for statement “I'm too lazy to memorize English vocabulary because it's very complicated”. Meanwhile while the rest (14.8 from the respondents) chose to agree. It means that most of students

disagree that the difficulty level of the task is the reason for them not do that. The students have a positive mindset about every task given to them.

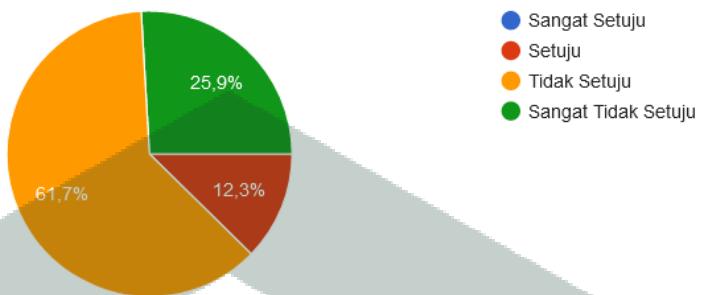
## 2) Strength

Self-efficacy based on strength is that individuals are more resilient when experiencing obstacles in doing tasks. The result of questionnaire based on the strength of self-efficacy showed in the following diagram:



Ketika ada teman yang menyerah karena tidak bisa bahasa asing, sayapun ikut-ikutan

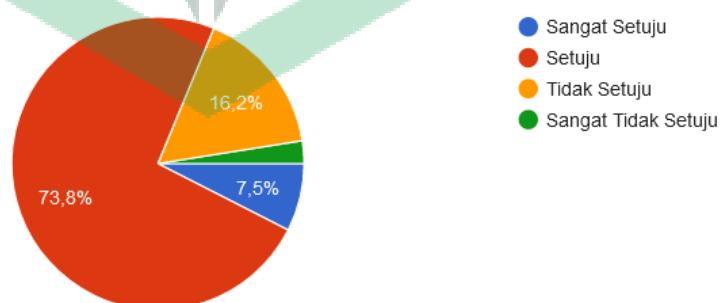
78 jawaban



“When a friend gave up because he couldn't speak a foreign language, I also joined in”. From this statements, showed that there are 69 respondents (87.2%) of second-grade students chose disagree. It means that most of students have the ability to face obstacles in achieving goals. The students have the principle not to give up when they see their friends give up. Related to speaking performance, the result of this statement explains that when students meet their friends give up in giving their maximum performance they will be more enthusiastic to give their best performance, not choose to give up too.

Saya yakin mampu membuat dan menyusun kalimat untuk kemudian diungkapkan secara lisan dengan fasih

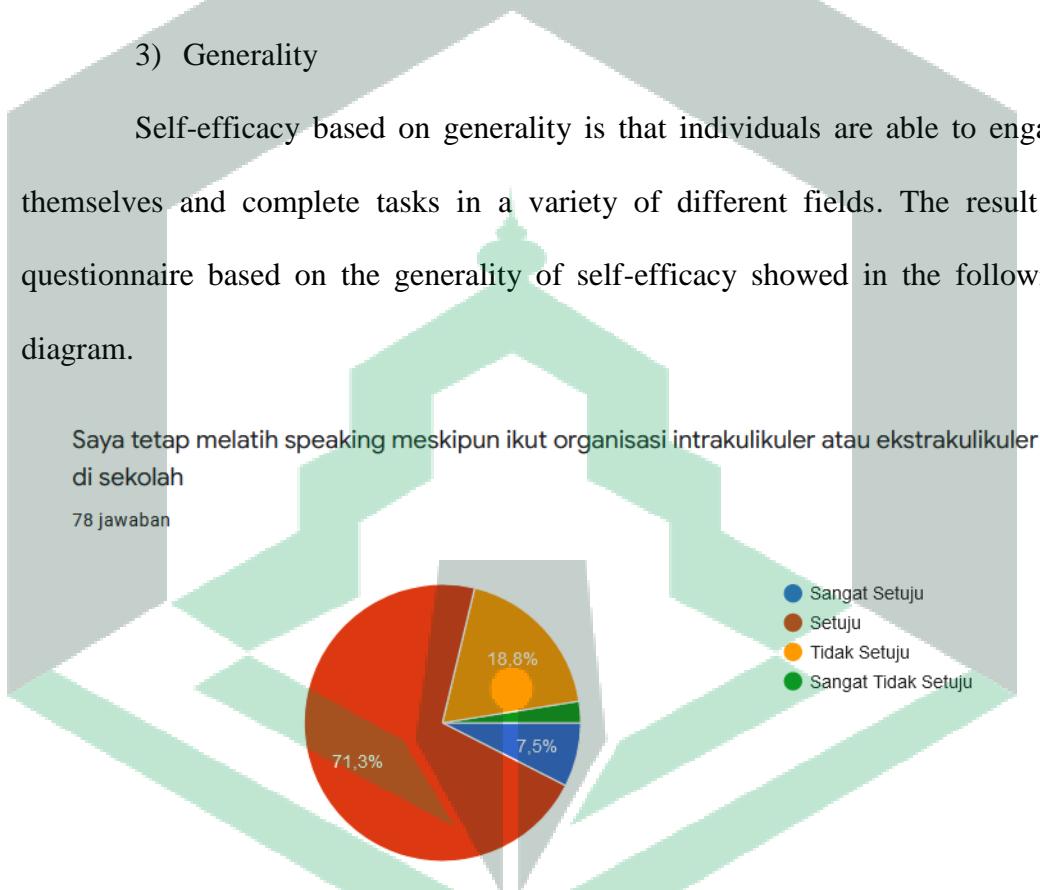
78 jawaban



The result of statement “I am sure that I am able to make and compose sentences to then be expressed orally fluently” found that there are 63 respondents (81.3%) from second-grade students agree with one of the item of strength aspect. From this result, it can be concluded that the students have commitments to complete all task and reach a high level of success in the speaking especially for fluency.

### 3) Generality

Self-efficacy based on generality is that individuals are able to engage themselves and complete tasks in a variety of different fields. The result of questionnaire based on the generality of self-efficacy showed in the following diagram.

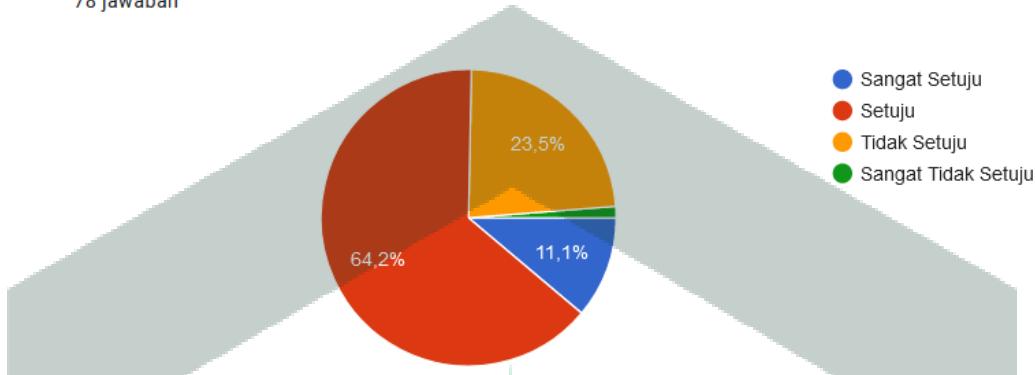


According to Diagram above, there are 61 respondents (78.8%) of second-grade students agree with statement “I still practice speaking even though join an intra curricular or extracurricular organization at school”. This statement is in generality aspect of self-efficacy. From this result, it can be concluded that the

students being able to perform tasks in different fields one of them is practice their speaking anywhere and anytime.

Saya yakin bisa tampil maksimal di depan kelas saat speaking

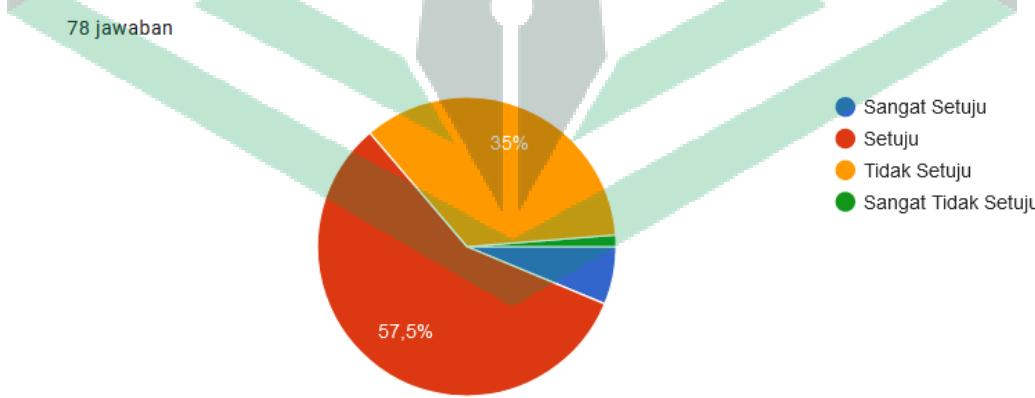
78 jawaban



The result of this Diagram showed that there are 59 respondents (75.3%) students agree with one of item in generality of self-efficacy "I'm sure I can perform optimally in front of the class when speaking". It means that most of the second-grade students showing attitudes that demonstrate their confidence in their ability to complete the assignments and tests in the speaking fluency.

Terkadang waktu saya terbuang hanya untuk satu materi yang harusnya bisa saya tanyakan ke guru

78 jawaban



The result of statement "Sometimes my time is wasted on only one material that I should be able to ask the teacher" showed that there are 50 respondents (63.8%) chose agree. It means that from this one of aspect of self-

efficacy namely generality, the students not being able to provide a good response in unexpected conditions, in this case when speaking.

Based on the explanation of the results of the questionnaire, the researcher used SPSS 22.0 to obtain a table of the frequency distribution of the self-efficacy scores as shown in table 4.4.

**Table 4.4** Frequency Distribution Table of Self-Efficacy Scores

		Self-Efficacy			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64-70	29	37,2	37,2	37,2
	71-77	21	26,9	26,9	64,1
	78-85	14	17,9	17,9	82,1
	86-93	7	9,0	9,0	91,0
	94-100	3	3,8	3,8	94,9
	101-108	3	3,8	3,8	98,7
	109-115	1	1,3	1,3	100,0
	Total	78	100,0	100,0	

Based on the Table 4.4, it can be seen that there are 29 students (37.2%) in interval 64-70, 21 students (26.9%) in interval 71-77, 14 students (17.9%) in interval 78-85, 7 students (9.0%) in interval 86-93, 3 students (3.8%) in interval 94-100, 3 students (3.8%) in interval 101-108 and 1 student (1.3%) in interval 109-115.

To determine the category of the students' self-efficacy, whether it is low, moderate or high, self-efficacy scores can be categorized into 3 categories was used classification by Bandura in table 3.5. The category frequency distribution is explained in table 4.5

**Table 4.5** Category Distribution of Self-Efficacy

No	Scores	F	F(%)	Categories
1	$X < 49$	0	0%	Low
2	$50 > X \geq 99$	73	94%	Moderate
3	$X > 100$	5	6%	High
<b>Total</b>		100	100%	

According to Table 4.5, no student (0%) with low self-efficacy levels, 73 students (94%) with moderate self-efficacy levels and 5 students (6%) with high self-efficacy levels, it can be concluded that students with moderate self-efficacy levels dominate the participants.

#### c. Students' Speaking Result

For the speaking performance score, the researcher obtained it by doing a speaking performance test. Students are asked to choose several statements that have been prepared previously and then they give some of their reasons to support the statement. Some students can speak fluently, but some of them can't. By using SPSS 22.0, it is gained the speaking scores frequency distribution table is shown in Table 4.6.

**Table 4.6** Frequency Distribution Table of Speaking Scores

Speaking Performance					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	55-58	3	3.8	3.8	3.8
	59-62	12	15.4	15.4	19.2
	63-66	7	9.0	9.0	28.2
	67-70	19	24.4	24.4	52.6
	75-78	23	29.5	29.5	82.1
	79-85	14	17.9	17.9	100.0
	Total	78	100.0	100.0	

source: data processing using SPSS 22. 2022

Based on Table 4.6, it can be seen that there are 3 students (3.8%) in interval 55-58, 12 students (15.4%) in interval 59-62, 7 students (9.0%) in interval 63-66, 19 students (24.4%) in interval 67-70, 23 students (2.5%) in interval 75-78, and 14 students (17.9%) in interval 79-85.

To determine the category of the students' speaking level, whether it is low or high, the speaking performance score can be categorized into 6 (six) categories using score classification by Heaton in table 3.5. The category frequency distribution is explained in table 4.7.

**Table 4.7** Category Distribution of Speaking Performance

No	Score	F	F (%)	Category
1	$X > 95$	0	0%	Excellent
2	$85 < X \leq 94$	4	5%	Very Good
3	$75 < X \leq 84$	33	42%	Good
4	$65 < X \leq 74$	26	33%	Average
5	$55 < X \leq 64$	15	19%	Poor
6	$X < 55$	0	0%	Very Poor
<b>Total</b>		<b>78</b>	<b>100%</b>	

According to Table 4.6, there are no students (0%) with excellent and very poor speaking levels, 4 students (5%) with a very good speaking level, 33 students (42%) with a good speaking level, 26 students (33%) with an average speaking level, 15 students (19%) with a poor speaking level, and. It can be concluded that students with average speaking levels dominate the participants.

d. Statistical Analysis Results

1) Classic Assumption Test

a) Normality Testing

**Table 4.8** Normality Testing Result

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		78
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.39051785
Most Extreme Differences	Absolute	.094
	Positive	.090
	Negative	-.094
Test Statistic		.094
Asymp. Sig. (2-tailed)		.086 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

source: data processing using SPSS 22. 2022

From the results of the data normality test using the *One-Sample Kolmogorov-Smirnov Test*, a significance value of 0.086 was obtained. When compared with the probability value of 0.05, the significance value is greater than the probability value ( $0.086 > 0.05$ ). So it can be concluded that the tested data is normally distributed.

b) Linearity Testing

The linearity test was carried out to know whether the relationship between the independent variable and the dependent variable was linear or not. The relationship between variables is said to be linear if the deviation from the Linearity value is greater than 0.05. The linearity test in this study was carried out

with the help of (SPSS) version 22 by utilizing the Analysis Of Variance (ANOVA) table, namely by looking at the significant level of the deviation from linearity value, as the basis for deciding if the significant *deviation from linearity* value  $> 0.05$ , then there is a linear relationship between the independent variable and the dependent variable and if the significant value of *deviation from linearity*  $< 0.05$ , then there is no linear relationship between the independent variable and the dependent variable.

**Table 4.9** Linearity Testing Result

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Speaking Performance * Self-Efficacy	Between Groups	(Combined) Linearity	2605.920	31	84.062	2.094	.011
		Deviation from Linearity	1308.303	1	1308.303	32.584	.000
			1297.617	30	43.254	1.077	.403
	Within Groups		1846.964	46	40.151		
	Total		4452.885	77			

source: data processing using SPSS 22. 2022

The results of the linearity test for the self-efficacy variable on the student's speaking performance variable in table 4.8 can be seen that the deviation from the Linearity value is 0.403 which is greater than 0.05. So it can be concluded that there is a significant linear relationship between the independent variable self-efficacy (X) and the dependent variable of students' speaking performance (Y).

These results indicate that there is a relationship between self-efficacy (X) on students' speaking performance (Y), which means that it has a linear or significant relationship.

## 2) Correlation Result

Based on the type of data the two variables are interval data, the researcher uses the product moment analysis technique from Carl Pearson. Several conditions that must be met to use the product moment correlation technique include, the data must be normally distributed and have a linear relationship, and the sampling technique used is random sampling. By using SPSS 22.0, the results of the correlation test of the two variables can be seen in the table 4.10.

**Table 4.10** Analysis Correlation Result

		Correlations	
		Self-Efficacy	Speaking Performance
Self-Efficacy	Pearson Correlation	1	.542**
	Sig. (2-tailed)		.000
	N	78	78
Speaking Performance	Pearson Correlation	.542**	1
	Sig. (2-tailed)	.000	
	N	78	78

\*\*. Correlation is significant at the 0.01 level (2-tailed).  
source: data processing using SPSS 22. 2022

According to table 4.10, the correlation coefficient is 0.542 and the significance value ( $p$ ) is 0.000, indicating a positive and significant correlation between the two variables. The correlation coefficient table (table 3.6 in Chapter III) classifies the correlation between X and Y variables as moderate correlation (0.400– 0.599). It means that there is a relationship between students' self-efficacy and their speaking performance. Positive means that the self-efficacy variable and the speaking performance variable have a correlation that runs parallel or shows the same direction. If students' self-efficacy is high, then their speaking

performance is also high, and vice versa. While significant means that the relationship between the self-efficacy and speaking performance variables is important and have truth level for each variable.

In addition, the researcher analyzed the correlation between speaking performance and every aspect of self-efficacy (level, strength and generality). Correlation analysis used the same technique, namely Pearson's product moment and the results of the analysis were as follows.

#### a) Level

By using SPSS 22.0, the results of the correlation test of the self-efficacy level and students' speaking performance can be seen in the table 4.11.

**Table 4.11** Analysis Correlation of Self-Efficacy Level

		Correlations	
		Level of Self-Efficacy	Speaking Performance
Level of Self-Efficacy	Pearson Correlation	1	,548** ,000 78
	Sig. (2-tailed)		
	N		
Speaking Performance	Pearson Correlation	,548** ,000 78	1 78
	Sig. (2-tailed)		
	N		

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

source: data processing using SPSS 22. 2022

Based on the Table 4.11, the correlation coefficient is 0.548 and the significance value ( $\rho$ ) is 0.000. It means that the level of self-efficacy and students' speaking performance have a positive and significant correlation. The correlation coefficient table (table 3.6 in Chapter III) classifies the correlation between X and Y variables as moderate correlation (0.400– 0.599).

b) Strength

By using SPSS 22.0, the results of the correlation test of the self-efficacy strength and students' speaking performance can be seen in the table 4.12.

**Table 4.12** Analysis Correlation of Self-Efficacy Strength

		Correlations	
		Strength of Self-Efficacy	Speaking Performance
Strength of Self-Efficacy	Pearson Correlation	1	,523**
	Sig. (2-tailed)		,000
	N	78	78
Speaking Performance	Pearson Correlation	,523**	1
	Sig. (2-tailed)	,000	
	N	78	78

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

source: data processing using SPSS 22. 2022

Based on the Table 4.12, the correlation coefficient is 0.523 and the significance value ( $\rho$ ) is 0.000. It means that the level of self-efficacy and students' speaking performance have a positive and significant correlation. The correlation coefficient table (table 3.6 in Chapter III) classifies the correlation between X and Y variables as moderate correlation (0.400– 0.599).

c) Generality

By using SPSS 22.0, the results of the correlation test of the self-efficacy strength and students' speaking performance can be seen in the table 4.13.

**Table 4.13** Analysis Correlation of Self-Efficacy Generality

Correlations			Generality of Self-Efficacy	Speaking Performance
Generality of Self-Efficacy	Pearson Correlation		1	,347** ,002
	Sig. (2-tailed)			
	N		78	78
Speaking Performance	Pearson Correlation		,347** ,002	1
	Sig. (2-tailed)			
	N		78	78

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

Based on the Table 4.12, the correlation coefficient is 0.523 and the significance value ( $\rho$ ) is 0.002. It means that the level of self-efficacy and students' speaking performance have a positive and but not significant correlation. The correlation coefficient table (table 3.6 in Chapter III) classifies the correlation between X and Y variables as moderate correlation (0.400– 0.599).

### 3) Hypothesis Test

After doing the linearity test, then testing the hypothesis, which in this research uses the individual significant test t-test to measure the effect of the independent variable with the dependent variable.

**Table 4.14** Hypothesis Testing Result

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	40.607	5.447		7.455	.000
	.386	.069	.542	5.623	.000

a. Dependent Variable: Speaking Performance

Based on the Table 4.11, the  $t_{count}$  value is 5.623 and the  $t_{table}$  value is 1.665, which means  $t_{count} > t_{table}$ , so it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted or in other words there is a relationship between variable X self-efficacy and variable Y speaking performance.

#### 4) Coefficient of Determination Testing ( $R^2$ )

After testing the hypothesis and the results have a relationship, then the coefficient of determination test is then carried out using R Square to determine the magnitude of the relationship of the variable X students self-efficacy and the variable Y speaking performance.

**Table 4.15** R Square Testing Result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.542 <sup>a</sup>	.294	.285	6.432

a. Predictors: (Constant), Self-Efficacy  
source: data processing using SPSS 22. 2022

Based on table 4.12, the R Square value is 0.294. From these results it can be concluded that the relationship between students' self-efficacy and speaking performance is 29.4%. The coefficient of determination (R Square) is 0,294 or equal to 29.4%. This figure means that the self-efficacy variable is related to the speaking performance variable. While the rest ( $100-29.4\% = 70.6\%$ ) is influenced by other variables. The magnitude of the influence of other variables is often called error (e).

## B. Discussions

In research that has been carried out at SMAN 3 Palopo in class XI, especially in the science class, the researcher distributed questionnaires to students whose questionnaires have been assessed by the validator lecturer. Questionnaires that have been filled out by an expert validator lecturer are then distributed to 78 respondents utilizing simple random sampling.

The results of data processing show that students' self-efficacy has a relationship with their speaking performance seen from the results of the acquisition with a  $t_{count}$  value of 5.623,  $t_{table}$  value of 1.665 with a total significance value of  $0.000 < 0.05$ , meaning that there is a relationship between the two variables.

The magnitude of the relationship between students' self-efficacy and their speaking performance is 29.4%. It means that the initial hypothesis which shows that there is a relationship between the two variables is correct, while the rest ( $100 - 29.4\% = 70.6\%$ ) is influenced by another variable.

From the results of the data collection above, the researcher concluded that self-efficacy has an important role in students' performance in their speaking. Where this self-efficacy encourages individuals to put more effort into their speaking performance, thus special attention is needed so that students can apply good self-efficacy in all forms of language mastery skills.

The researcher classified the students in this study as having an average level of speaking ability. In their speaking, students lacked vocabulary. It was

difficult for the students to express their ideas and communicate their thoughts to others. Aside from that, students were afraid to speak because they were afraid of making mistakes. As a result, students became hesitant to speak in front of the classroom.

Aside from that, students' speaking had many pauses. It suggested that students were anxious about expressing their ideas in public. The students became too afraid to speak up in class. Aside from that, students became hesitant to speak in English. Even students attempted to recall a few words when speaking. As a result, the findings of this study indicate that students' speaking abilities are categorized as average.

To improve students' speaking performance for the better, regular practice is needed. With practice, students will know more about the conditions that will be faced in the next speaking performance. In addition, teachers also have an important role in increasing students' speaking performance. The teacher is expected to choose a learning method that is not stressful so that students are free to express their ideas

The results of this research indicate a relationship between self-efficacy and speaking performance in line with the research conducted by Reko Serasi and Istia Fransiska in their journal "The Correlation Between Students' Self-Efficacy and English Speaking Skills at Eight Grade of Junior High School 09 Bengkulu Tengah "<sup>54</sup> which indicated a positive and significant correlation between the two

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<sup>54</sup> Reko Serasi, Istia Fransiska "The Correlation Between Students'...." p 47

variables. It can be proved by the correlation coefficient ( $r_{count}$ ) and significance value ( $\rho$ ) got from the calculation ( $r_{count} = 0.864 \rho = 0.000$ ).

The research conducted by Ni Luh Melayanti et al in their journal "The Correlation Between Self-Efficacy and Speaking Skill of the Tenth Grade Students of SMAN 6 Denpasar in Academic Year 2019 / 2020"<sup>55</sup> showed a significant correlation between self-efficacy and speaking skills. This can be seen from the result is 0.727 from the table of Pearson Product Moment, which is between the range (0.600-0.800) which means it has a strong correlation.

For each aspect of self-efficacy have a relationship with students' speaking performance. For teachers, when they find their students have low self-efficacy at the level aspect, the teacher can modify the tasks given to students. Teachers can reduce the level of difficulty of the tasks given to students. But the teacher can also give assignments with a high level of difficulty. It is intended that when students are faced with difficult assignments, they are not too worried and students' speaking fluency skills are stable.

If students' self-efficacy low on the strength aspect, so teachers need to pay attention to is providing motivation to students. Because this aspect of strength is related to how students survive for their assignments. So teachers can do reinforcement or motivation that can improve students' speaking performance, especially in fluency.

For the last aspect of self-efficacy, namely generality, if students are low on this aspect, then the teacher should have a creative and innovative nature so

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<sup>55</sup> Ni Luh Melayanti, et al. "The Correlation Between Self-Efficacy...." p 30

that students can be more productive in completing their assignments. In addition, the teacher can also direct students to write down some of the successes that have been achieved or will be achieved so that students can develop themselves and they are able to develop their skills.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the findings and discussions above, the researcher concludes that there is positive and significant relationship between students' self-efficacy and their speaking performance. Correlation coefficient ( $r_{count}$ ) and significance value ( $\rho$ ) got from the calculation ( $r_{count} = 0.542$ ,  $\rho = 0.000$ ). Because the  $r_{count}$  is positive and more than  $r_{table}$  ( $0.542 > 0.185$ ) and  $\rho = 0.000 < 0.05$ , therefore the correlation between students' self-efficacy and their speaking performance is positive and significant.  $H_1$  is accepted and  $H_0$  is rejected, which means there is a relationship between students' self-efficacy and their speaking performance.

#### B. Suggestions

Speaking is one of the skills that must be mastered by students. Therefore, students are expected to be able to continue learning to improve their appearance when practicing speaking. Therefore, the researcher suggests the following related parties:

##### 1. For the Teacher

Teachers should pay more attention to factors that influence students' speaking performance, such as self-efficacy. Teachers should also encourage students to believe in their ability to complete tasks because one source of self-efficacy is verbal persuasion, which can boost students' self-efficacy. Students who have a higher level of self-efficacy will work harder and perform better, particularly in public speaking.

## 2. For Students

To achieve good speaking performance, students should have a high level of self-efficacy and confidence in their ability to complete speaking tasks. Students should take an active role in-class activities. This will train them to be self-assured and increase their belief in their ability to complete assigned tasks. Students who have a high level of self-efficacy work harder, and do not give up easily even when they make mistakes or fail. As a result, these students will achieve greater success because they exert greater effort.

## 3. For the Next Researcher

Self-efficacy is a factor that can influence performance and achievement in areas other than English teaching and learning, such as speaking and writing. Many studies have been carried out to investigate self-efficacy with English teaching and learning. The researcher investigates the relationship between self-efficacy and speaking in this study. This research can be used as a reference for future researchers. The researcher advises future researchers to conduct studies on self-efficacy in all aspects of language learning.

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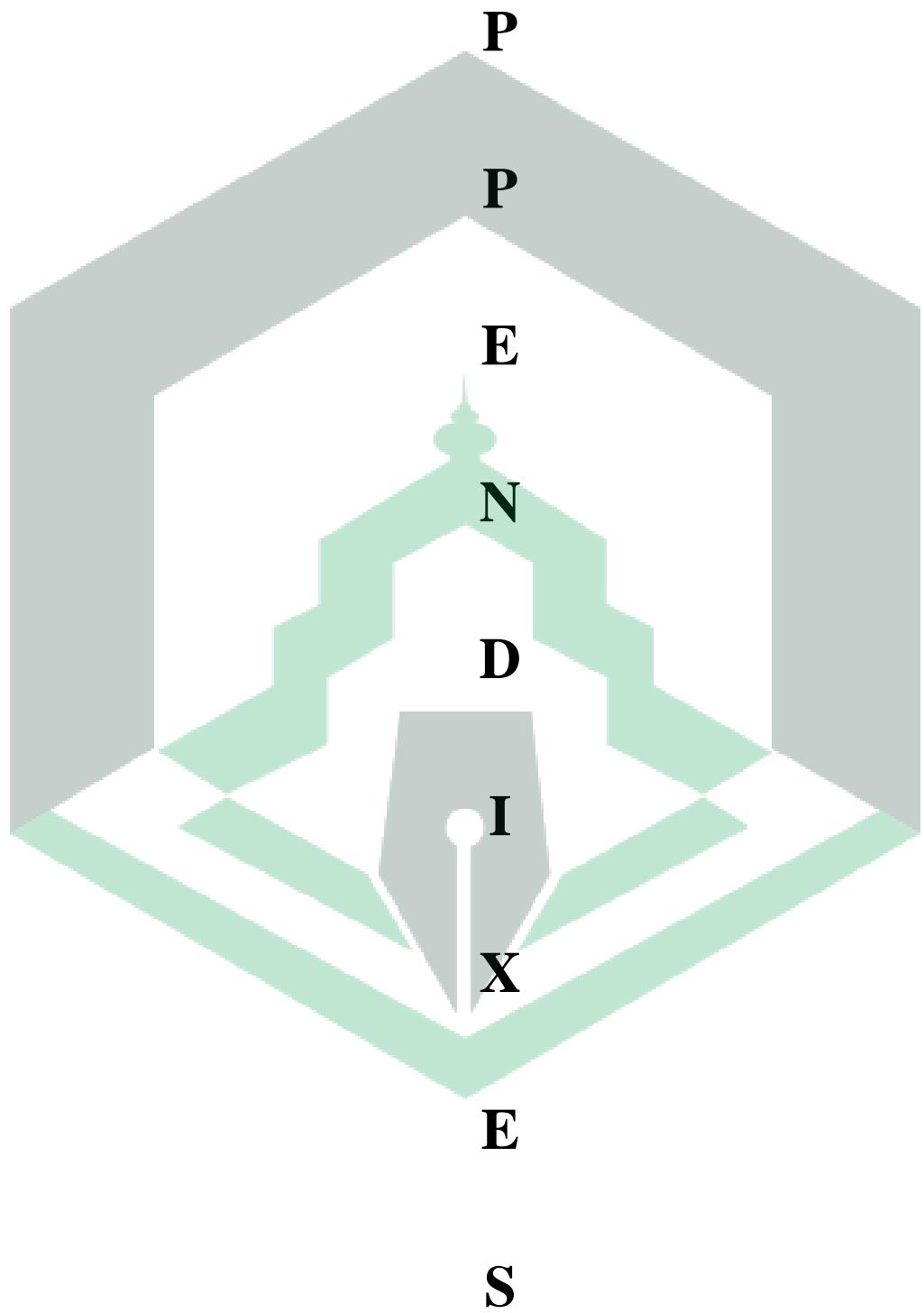
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**A**



*Appendix 1 : Research Questionnaire*

**KUESIONER PENELITIAN**

**The Relationship between Students' Self-Efficacy and Their Speaking**

**Performance at the Second-Grade Students of SMAN 3 Palopo**

**Identitas:**

Nama : \_\_\_\_\_

Jenis Kelamin : \_\_\_\_\_

**A. Kata Pengantar**

Pada kesempatan ini kami meminta kerelaan dan kesediaan teman-teman untuk mengisi kuesiner ini. Dengan demikian kami sangat mengharapkan teman-teman mengisi kuesioner ini dengan teliti, jujur, dan sesuai dengan diri dan pengalaman teman-teman. Atas kesediaan teman-teman saya mengucapkan terima kasih.

**B. Petunjuk Pengisian**

1. Berilah tanda (✓) pada pilihan yang sesuai dengan pendapat anda.
2. Keterangan : \_\_\_\_\_

SS	: Sangat Setuju
S	: Setuju
TS	: Tidak Setuju
STS	: Sangat Tidak Setuju

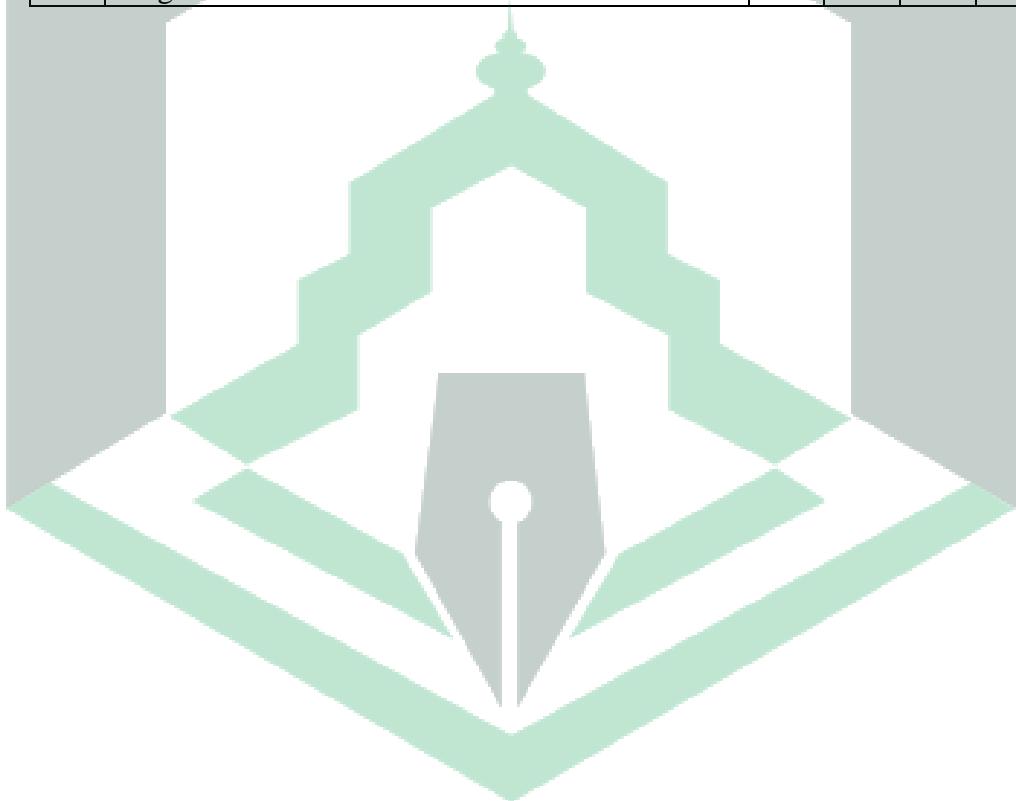
Contoh:

No	Pernyataan	SS	S	TS	STS
1	Saya yakin dapat berbicara bahasa Inggris dengan lancar	✓			
2	Saya memiliki semangat yang tinggi untuk berbicara bahasa Inggris dengan lancar		✓		

No	Pernyataan	SS	S	TS	STS
1	Saya yakin mampu menyelesaikan tugas dari guru				
2	Saya sulit menyelesaikan tugas karena merasa tidak mampu				
3	Saya menyukai hal-hal baru yang menantang				
4	Saya menganggap tugas yang sulit sebagai tantangan bukan ancaman				
5	Saya mampu mengungkapkan ide saya kedalam bahasa Inggris				
6	Saya yakin kemampuan saya dalam hal				

	<u>speaking</u>			
7	Saya sulit speaking karena tuntutan harus benar setiap kalimat			
8	Saya menggunakan beberapa aplikasi untuk membantu saya lancar dalam speaking			
9	Meskipun sulit mengungkapkan ide saya dalam bahasa Inggris, namun saya yakin dan tetap berbicara			
10	Saya jadi malas menghafal vocabulary karena sangat rumit			
11	Saya tetap mencari jalan keluar ketika mempunyai kendala dalam tampil speaking			
12	Saya menghindari rasa malas dengan membayangkan keberhasilan dalam speaking			
13	Saya tetap semangat mencari informasi bagaimana dapat meningkatkan kemampuan speaking			
14	Saya selalu meluangkan waktu untuk latihan speaking dimanapun			
15	Ketika ada teman yang menyerah karena tidak bisa bahasa asing, sayapun ikut-ikutan			
16	Saya yakin dapat mengendalikan pikiran negatif yang dapat menghalangi kemampuan speaking saya			
17	Saat mengingat kembali tujuan saya untuk memiliki nilai speaking yang baik, saya semakin semangat untuk berlatih			
18	Saya yakin dengan potensi yang saya miliki			
19	Saya yakin mendapat nilai bagus dalam speaking			
20	Saya tidak yakin dengan kemampuan saya sehingga saya hanya melihat teman saya			
21	Saya yakin dapat speaking dengan fasih karena saya percaya pada kualitas diri saya			
22	Saya yakin mampu membuat dan menyusun kalimat untuk kemudian diungkapkan melalui speaking yang fasih			
23	Saya berlatih speaking hanya ketika guru saya melihat			
24	Saya tetap melatih speaking meskipun ikut organisasi intrakulikuler atau ekstrakulikuler di sekolah			
25	Saya merasa bosan belajar speaking karena mengulang materi yang sama seperti jenjang sebelumnya			

26	Saya merasa sulit melatih speaking saat memiliki masalah dengan orang terdekat				
27	Saya mampu praktik speaking dengan fasih				
28	Saya yakin mampu memahami bahan ajar yang ada di buku meskipun saya memiliki kemampuan bahasa inggris yang rendah				
29	Saya yakin bisa tampil maksimal di depan kelas saat speaking				
30	Saya memilih mempersiapkan diri untuk tampil speaking besok daripada main bersama teman				
31	Meskipun pembelajaran kadang membosankan, saya tetap semangat belajar speaking agar memperoleh nilai yang bagus				
32	Terkadang waktu saya terbuang hanya untuk satu materi yang harusnya bisa saya tanyakan ke guru				



*Appendix 2 : Speaking Test*

**SPEAKING TEST**

The researcher gave several statements to the students. Then the researcher gives directions for students to make reasons that support these statements. Each student chose two statements and two reasons each. The duration of speaking activity for each student is 5 minutes.

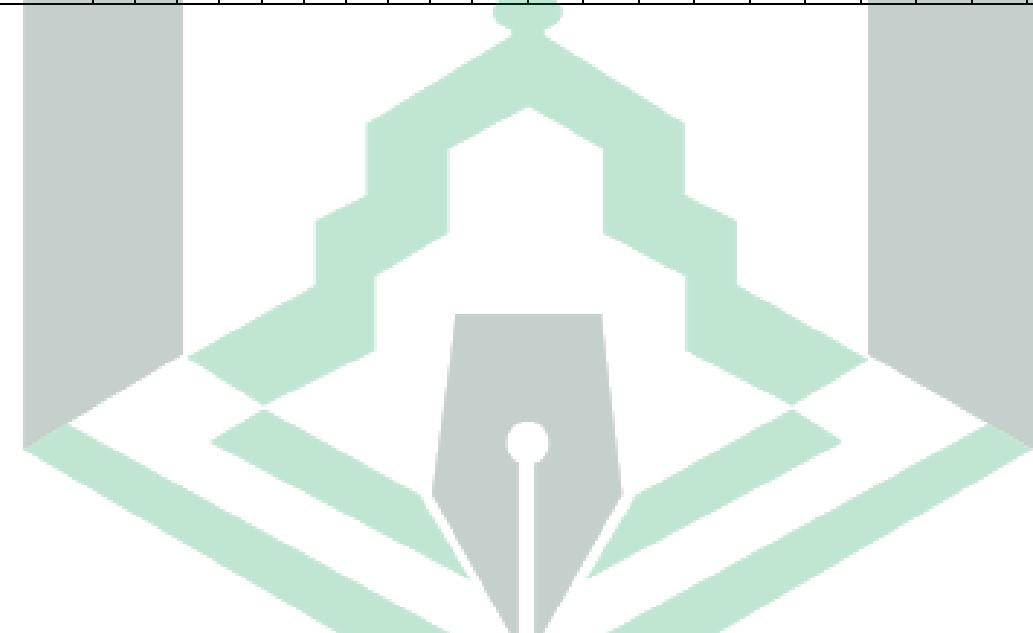
There are 7 statements bellow. Please, choose two statements, then give two reasons to support each statement!

No	Statements	Reasons
1	Public transport is better than private vehicles.	1. .... 2. ....
2	School cafeterias should sell only healthy food.	1. .... 2. ....
3	You should be able to get your driving license to drive at the age of 15.	1. .... 2. ....
4	Science is the best subject at school	1. .... 2. ....
5	An internet connection is a necessity in today's life.	1. .... 2. ....
6	Komeng is the funniest comedian.	1. .... 2. ....
7	We need to do things paperless for a better world	1. .... 2. ....

### *Appendix 3: Respondents' Questionnaire Data*

28	R28	3	2	3	2	2	2	2	4	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	70	
29	R29	3	2	2	4	2	2	3	3	2	2	2	2	4	2	2	2	2	4	4	4	4	4	4	2	2	2	3	2	2	3	3	86
30	R30	3	3	3	2	3	3	2	3	2	2	2	2	2	2	2	2	2	3	2	2	3	3	2	2	2	2	2	2	2	2	75	
31	R31	4	2	2	4	2	4	4	4	2	2	2	4	2	3	2	2	2	4	4	2	2	2	3	2	2	3	2	2	2	2	84	
32	R32	3	2	4	2	3	3	3	4	4	4	4	2	2	4	4	4	4	4	2	3	2	4	2	2	2	2	4	3	98			
33	R33	3	2	2	3	3	2	3	4	2	2	2	3	3	2	2	4	4	2	2	4	2	3	2	4	3	3	3	2	2	2	85	
34	R34	3	4	3	4	3	2	2	2	2	2	2	2	2	2	2	2	3	2	3	2	2	2	3	3	3	2	3	3	3	80		
35	R35	3	3	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	3	3	2	2	2	2	71		
36	R36	4	4	2	2	4	4	3	4	4	3	4	4	4	4	4	4	4	1	2	2	3	4	1	3	4	4	4	4	2	104		
37	R37	3	2	4	3	3	3	2	2	3	2	2	3	3	3	2	3	2	3	3	3	3	3	2	3	2	3	2	3	2	85		
38	R38	4	4	4	4	3	4	4	4	4	1	4	2	4	3	2	4	4	4	4	2	4	4	1	4	1	1	3	4	4	4	107	
39	R39	4	2	2	2	3	3	4	2	2	2	2	2	4	2	2	4	2	2	4	2	1	2	1	3	4	2	3	3	4	3	84	
40	R40	3	3	2	2	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	2	2	4	4	4	4	4	4	2	115		
41	R41	3	3	2	2	3	2	2	2	2	3	2	2	2	3	2	2	3	2	2	3	2	2	3	3	2	2	2	2	2	2	74	
42	R42	4	2	2	2	2	4	1	2	4	2	2	2	2	3	2	2	2	2	4	4	4	4	3	1	4	3	4	4	4	3	93	
43	R43	3	3	2	3	3	3	2	2	2	2	2	2	3	3	3	2	2	2	2	3	3	3	2	2	2	2	3	2	3	1	77	
44	R44	3	2	4	2	2	4	3	2	4	2	2	4	4	2	2	4	2	2	2	3	2	2	2	2	3	2	2	2	2	2	80	
45	R45	3	2	2	2	2	2	3	4	2	2	4	4	4	2	4	2	3	2	3	3	3	1	4	3	3	3	2	3	2	3	86	
46	R46	3	3	2	2	3	2	3	2	2	2	2	3	2	3	3	2	4	2	4	2	2	2	3	2	2	2	3	2	2	4	80	
47	R47	3	3	3	2	2	2	2	2	3	2	2	4	4	2	2	2	4	3	1	4	2	3	1	4	2	3	3	1	2	2	1	78
48	R48	3	3	2	2	2	2	2	2	3	2	2	2	2	3	2	2	2	2	3	2	2	3	2	3	3	2	2	2	2	2	72	
49	R49	3	3	2	4	2	2	3	4	3	4	4	4	4	4	2	2	4	2	4	3	2	2	1	2	4	3	3	2	2	4	3	94
50	R50	3	4	2	2	3	2	2	2	2	2	2	2	3	4	2	2	2	2	2	2	2	4	4	2	3	2	2	3	2	2	77	
51	R51	3	2	2	3	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	3	69	
52	R52	4	3	2	2	3	3	2	2	2	2	2	2	2	3	2	2	2	2	2	2	3	3	2	2	2	2	2	2	2	2	73	
53	R53	3	2	2	2	2	2	3	4	2	2	4	2	2	2	2	4	4	4	2	2	4	3	2	2	3	2	2	4	4	2	84	
54	R54	3	2	2	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	2	2	3	2	2	2	2	72	
55	R55	3	3	2	2	2	2	2	2	3	2	2	2	2	3	2	2	2	2	3	2	2	3	2	3	3	2	2	2	2	2	72	
56	R56	4	2	2	3	2	3	2	2	2	2	2	4	2	2	4	2	4	2	2	4	4	2	2	2	3	2	2	2	2	3	82	
57	R57	2	1	2	2	3	2	2	2	2	3	2	2	2	2	2	2	2	2	3	2	2	3	2	3	3	2	2	2	2	2	69	
58	R58	3	2	2	2	2	2	2	3	2	2	4	2	2	2	2	4	2	2	2	2	2	2	3	3	2	2	2	2	2	2	72	

59	R59	4	2	4	4	2	4	3	3	2	2	2	2	3	4	2	2	4	4	2	1	4	3	2	3	3	2	2	4	2	89	
60	R60	4	2	2	2	2	2	2	4	2	3	2	4	4	2	2	4	2	2	4	2	2	2	2	3	2	2	2	2	80		
61	R61	3	2	2	2	4	2	2	2	3	3	2	2	2	2	2	4	2	3	2	2	2	3	2	2	3	2	4	3	2	2	77
62	R62	4	4	2	4	2	2	2	2	4	2	4	4	2	4	4	2	4	2	2	2	2	2	2	2	4	2	2	2	3	89	
63	R63	3	2	2	2	2	2	3	2	2	2	2	2	2	3	2	2	2	2	2	2	2	3	2	4	2	2	2	3	2	71	
64	R64	3	2	2	2	3	2	3	2	2	3	2	2	2	3	2	2	2	3	2	2	3	2	2	3	3	2	2	2	2	73	
65	R65	3	2	2	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	3	69	
66	R66	4	2	2	2	2	2	3	4	2	3	2	2	2	2	4	2	2	2	2	2	2	2	2	2	2	2	2	2	3	73	
67	R67	3	2	4	2	2	3	2	4	2	2	2	4	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	3	74	
68	R68	4	4	4	4	2	4	3	4	2	4	2	4	4	4	4	4	4	4	2	4	2	4	3	2	2	2	4	4	3	107	
69	R69	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	4	3	70	
70	R70	3	2	2	2	3	3	4	4	2	2	2	2	4	4	4	2	2	4	4	2	2	3	2	3	4	4	2	2	3	90	
71	R71	3	3	2	2	3	2	3	2	2	2	2	2	2	3	2	2	2	4	2	2	2	2	2	3	3	2	2	2	3	74	
72	R72	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	66	
73	R73	3	2	2	3	3	2	3	2	2	2	2	2	3	2	3	4	2	2	2	2	3	3	2	2	3	3	2	2	2	2	76
74	R74	3	2	2	2	3	3	3	2	3	4	2	4	2	2	4	2	4	2	4	4	2	2	4	2	4	4	4	4	4	97	
75	R75	3	3	3	2	3	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	4	72	
76	R76	3	2	4	4	2	4	3	2	4	4	4	4	4	2	2	4	2	4	4	4	2	3	4	4	3	4	2	2	3	103	
77	R77	4	2	2	2	3	4	3	4	2	2	2	2	3	2	2	2	4	3	4	4	4	2	2	2	3	2	2	2	3	86	
78	R78	4	3	3	2	3	2	3	4	2	4	4	4	4	2	4	4	4	4	2	2	3	2	2	2	2	3	2	2	3	91	



*Appendix 4: Respondents' Speaking Performance Scores*

No	Respondents	Scores
1	R1	70
2	R2	70
3	R3	70
4	R4	70
5	R5	65
6	R6	60
7	R7	75
8	R8	60
9	R9	60
10	R10	75
11	R11	75
12	R12	75
13	R13	75
14	R14	75
15	R15	75
16	R16	60
17	R17	70
18	R18	70
19	R19	55
20	R20	70
21	R21	70
22	R22	70
23	R23	80
24	R24	75
25	R25	80
26	R26	75
27	R27	75
28	R28	75
29	R29	85
30	R30	60
31	R31	85
32	R32	75
33	R33	75
34	R34	75
35	R35	60
36	R36	80
37	R37	75
38	R38	80

39	R39	80
40	R40	80
41	R41	60
42	R42	75
43	R43	70
44	R44	80
45	R45	65
46	R46	75
47	R47	75
48	R48	55
49	R49	85
50	R50	70
51	R51	75
52	R52	75
53	R53	85
54	R54	70
55	R55	55
56	R56	75
57	R57	60
58	R58	60
59	R59	80
60	R60	70
61	R61	70
62	R62	70
63	R63	70
64	R64	60
65	R65	65
66	R66	65
67	R67	70
68	R68	80
69	R69	65
70	R70	80
71	R71	65
72	R72	60
73	R73	60
74	R74	70
75	R75	70
76	R76	75
77	R77	75
78	R78	65

*Appendix 5: Transcript of Student Speaking Performance Test*

R16

Assalamu'alaikum warahmatullahi wabaraktu.

I choose statement number six, Komeng is the funniest comedian, reasons: one, Komeng or H. Alfiansyah Bustami, S.E. is the funniest comedian because of his natural jokes with his typical Betawi character. Two, Komeng is the funniest comedian because he has a long career and has become a senior to several other comedians. He already knows how to make every situation funny.

R49

Assalamu'alaikum warahmatullahi wabaraktu.

I choose the second statement School cafeterias should sell only healthy food, reason: First, the school cafeterias must provide only healthy food to support students' abilities in class. If students eat healthy food, their digestion will also be good. This has an effect on students' ability to receive material in class. Second, In addition to improving the ability of students in class to receive learning, the food in the school cafeterias also affects students' thrifty attitudes in snacking. Healthy food usually has friendly prices for students.

## Appendix 6: Validation Sheet

**LEMBAR VALIDASI**  
**KUESIONER SELF EFFICACY**

**Petunjuk**

Dalam rangka menyusun skripsi dengan judul: "The Relationship between Self-Efficacy and Students' Speaking Performance at the Second-Grade Students of SMAN 3 Palopo". Untuk itu, peneliti meminta kesediaan Bapak/Ibu untuk menjadi validator dengan petunjuk sebagai berikut:

1. Dimohon agar Bapak/Ibu memberikan penilaian terhadap Lembar Pengamatan Pengelolaan Pembelajaran yang telah dibuat sebagaimana terlampir.
2. Untuk table Aspek Tabel Dinilai, dimohon Bapak/Ibu memberikan tanda check (✓) pada kolom penilaian sesuai dengan penilaian Bapak/Ibu.
3. Untuk saran dan revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang telah disiapkan.

Kesediaan Bapak/Ibu dalam memberikan jawaban secara objektif sangat besar artinya bagi peneliti. Atas kesediaan dan bantuan Bapak/Ibu, peneliti mengucapkan terima kasih.

**Keterangan Skala Penelitian:**

1 : berarti "kurang relevan"  
2 : berarti "cukup relevan"  
3 : berarti " relevan"  
4 : berarti "sangat relevan"

No	Aspek yang Dinilai	Nilai			
		1	2	3	4
1	Petunjuk lembar angket dinyatakan dengan jelas				
2	Kesesuaian pernyataan/pertanyaan dengan indikator				

3	Menggunakan bahasa Indonesia yang baik dan benar				
4	Menggunakan pernyataan yang komunikatif				

**Kesimpulan:**

1. Belum dapat digunakan
2. Dapat digunakan dengan revisi besar
3. Dapat digunakan dengan revisi kecil
4. Dapat digunakan tanpa revisi

**Saran-saran:**

Palopo, 28 Januari 2022

Validator:



Andi Yusranne Syam., S.Pd., M.Pd

NIP. 19860423 201503 2 005

**LEMBAR VALIDASI**  
**KUESIONER SELF EFFICACY**

**Petunjuk**

Dalam rangka menyusun skripsi dengan judul: "The Relationship between Self-Efficacy and Students' Speaking Performance at the Second-Grade Students of SMAN 3 Palopo". Untuk itu, peneliti meminta kesediaan Bapak/Ibu untuk menjadi validator dengan petunjuk sebagai berikut:

1. Dimohon agar Bapak/Ibu memberikan penilaian terhadap Lembar Pengamatan Pengelolaan Pembelajaran yang telah dibuat sebagaimana terlampir.
2. Untuk table Aspek Tabel Dinilai, dimohon Bapak/Ibu memberikan tanda check (✓) pada kolom penilaian sesuai dengan penilaian Bapak/Ibu.
3. Untuk saran dan revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang telah disiapkan.

Kesediaan Bapak/Ibu dalam memberikan jawaban secara objektif sangat besar artinya bagi peneliti. Atas kesediaan dan bantuan Bapak/Ibu, peneliti mengucapkan terima kasih.

**Keterangan Skala Penelitian:**

- 1 : berarti "kurang relevan"
- 2 : berarti "cukup relevan"
- 3 : berarti "relevan"
- 4 : berarti "sangat relevan"

No	Aspek yang Dinilai	Nilai			
		1	2	3	4
1	Petunjuk lembar angket dinyatakan dengan jelas				
2	Kesesuaian pernyataan/pertanyaan dengan indikator				

3	Menggunakan bahasa Indonesia yang baik dan benar				
4	Menggunakan pernyataan yang komunikatif				

**Kesimpulan:**

1. Belum dapat digunakan
2. Dapat digunakan dengan revisi besar
3. Dapat digunakan dengan revisi kecil
4. Dapat digunakan tanpa revisi

**Saran-saran:**

Palopo, 17 Februari 2022

Validator

Asrul Amir, S.Pd., M.Pd

NIP. 19780422 200502 1 006

## Appendix 7: SPSS 22.0 Classical Assumption Test Results

### 1. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		78
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	6.39051785
Most Extreme Differences	Absolute	.094
	Positive	.090
	Negative	-.094
Test Statistic		.094
Asymp. Sig. (2-tailed)		.086 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

### 2. Linearity Test

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Speaking Performance	Between Groups	2605.920	31	84.062	2.094	.011
* Self-Efficacy	(Combined) Linearity	1308.303	1	1308.303	32.584	.000
	Deviation from Linearity	1297.617	30	43.254	1.077	.403
	Within Groups	1846.964	46	40.151		
	Total	4452.885	77			

### Appendix 8: Correlation Test

#### Analysis Correlation of Self-efficacy and Speaking Performance

		Correlations	
		Self-Efficacy	Speaking Performance
Self-Efficacy	Pearson Correlation	1	.542**
	Sig. (2-tailed)		.000
	N	78	78
Speaking Performance	Pearson Correlation	.542**	1
	Sig. (2-tailed)	.000	
	N	78	78

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

#### Analysis Correlation of Self-Efficacy Level and Speaking Performance

		Correlations	
		Level of Self-Efficacy	Speaking Performance
Level of Self-Efficacy	Pearson Correlation	1	.548**
	Sig. (2-tailed)		.000
	N	78	78
Speaking Performance	Pearson Correlation	.548**	1
	Sig. (2-tailed)	.000	
	N	78	78

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

#### Analysis Correlation of Self-Efficacy Strength and Speaking Performance

		Correlations	
		Strength of Self-Efficacy	Speaking Performance
Strength of Self-Efficacy	Pearson Correlation	1	.523**
	Sig. (2-tailed)		.000
	N	78	78
Speaking Performance	Pearson Correlation	.523**	1
	Sig. (2-tailed)	.000	
	N	78	78

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

## Analysis Correlation of Self-Efficacy Generality and Speaking Performance

		Correlations	
		Generality of Self-Efficacy	Speaking Performance
Generality of Self-Efficacy	Pearson Correlation	1	,347**
	Sig. (2-tailed)		,002
	N	78	78
Speaking Performance	Pearson Correlation	,347**	1
	Sig. (2-tailed)	,002	
	N	78	78

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



## *Appendix 9: Surat Izin Penelitian*



Appendix 10: Surat Keterangan Penelitian



PEMERINTAH PROVINSI SULAWESI SELATAN  
CABANG DINAS PENDIDIKAN WILAYAH XI  
UPT SMA NEGERI 3 PALOPO

Alamat : Jln. Andi Djemma No. 52 Telp./Fax (0471) 21306 E-Mail : [smanet.palopo@yahoo.com](mailto:smanet.palopo@yahoo.com) Palopo 91911

**SURAT KETERANGAN PENELITIAN**

Nomor : 800/088-UPT SMA.03/PLP/DISDIK

Yang bertanda tangan dibawah ini :

Nama : HAIRUDDIN, S.Pd., M.Pd.

Jabatan : Kepala UPT SMA Negeri 3 Palopo

Menyatakan dengan benar bahwa :

Nama : TENDRI SA'NAH MURSALIM

NIM : 1702020151

Tempat Tgl Lahir : Balandai, 05 Agustus 1999

Jenis Kelamin : Perempuan

Prodi : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Alamat : Jln. Dr. Ratulangi

Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Palopo

Telah mengadakan Penelitian tanggal 09 s.d.23 Februari 2022, dalam rangka penyusunan *Skripsi* yang berjudul :

***"The Relationship between Students' Self-Efficacy and Their Speaking Performance at the Second-Grade Students' of SMAN 3 Palopo".***

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



**HAIRUDDIN, S.Pd., M.Pd.**

Pangkat : Pembina Tk. I

NIP 19690905 199412 1 007

*Appendix 11: Documentation*



## CURRICULUM VITAE



Tendri Sa'nah Mursalim, born in Balandai on August 05, 1999. The researcher is the first of three siblings from a father named Mursalim and a mother named Suriani Ukkas. Currently, the researcher lives on Dr. Ratulangi, Balandai, Bara District, Palopo City. The researcher primary education was completed in 2011 at SDN 73 Mattekko which changed its name to SDN 9 Mattekko. In the same year, she continued her study at SMPN 8 Palopo and finished in 2014. Then, the researcher chose MAN Palopo to continue her study after graduating from junior high school. The researcher finished her senior high school in 2017. After graduating from MAN Palopo, the researcher continued her study to State Islamic Institute of Palopo (IAIN Palopo) and chose English Education study Program in Faculty of Teacher and Training.

In the end of the study at State Islamic Institute of Palopo, the researcher wrote a thesis entitled **“The Relationship between Students’ Self-Efficacy and Their Speaking Performance at the Second-Grade Students of SMAN 3 Palopo”**.

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