

The Relationship between Students Self-Efficacy and their Speaking Ability at English Education

Department Unismuh Makassar

(A Descriptive Research at the English Education Department Unismuh Makassar)



A Thesis

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
Of the Requirement for the Degree of Education in English Department*

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2018



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Friday 27/04/2018	IV	Do some correction and improvement on findings	fr
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MOTTOS

“Believe In Yourself so The Best Things Come True In Your Life”

“Maka Nikmat Tuhanmu yang manakah yang kamu dustakan?”

(Q.S Ar-Rahman, 16)

“Jangan Mengeluh Sebelum Engkau Selesai Bekerja Keras Hari Ini.”

(Mario Teguh)

ABSTRACT

SYARIF, NUR WAHYUNI 2018. *The Relationship Between Students Self-efficacy and their Speaking Ability at English Education Department Unismuh Makassar (A Descriptive Research at the English Education Department Unismuh Makassar). English Department, Faculty of Teacher Training and Education Makassar Muhammadiyah University. Thesis.* Guided by Ratna Dewi and Radiah Hamid.

The objective of this research aimed to investigate the relationship between students self-efficacy and their speaking ability at the Fourth Semester English Education Department Unismuh Makassar.

The design of this research was Descriptive Correlation Qualitative Research, where the collected by using two instruments: Self efficacy Questionnaire and Speaking Test. The researcher used random sampling, by choosing 50 samples from 360 population.

The result was found that means score of students self-efficacy was 56.82 and the means score of students speaking ability was 69.26. Based on the data analysis by using SPSS 20.0, the r value was $0.018 > 0.05$. It can be concluded that there was no relationship between students self-efficacy and their speaking ability at the Fourth Semester English Education Department Unismuh Makassar.

Key Words : *Relationship, Self-Efficacy and Speaking Ability*

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The researcher finished her thesis entitled “*The Relationship between Students Self-efficacy and their Speaking Ability at English Education Department Unismuh Makassar (A Descriptive Research at English Education Department Unismuh Makassar)*” which is aimed to complete a partial fulfillment for degree of Strata-1 (S1) in the Faculty of Teacher Training and Education.

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Makassar, Juli 2018

The researcher

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Makassar.**

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CHAPTER I

INTRODUCTION

A. Background

English is one of international language that has important role in communication. It is needed to face global era, where students get much information from all over the world. English is a tool to communicate with others. Besides that, English becomes one of determiners and assessments of the competition in this gobal era. Therefore, English should be mastered and known well.

Recently, there has been growing interest in English learning. English Learning has become essential needs for students in their daily life. Most of the students learn English subject at the school, university, and another educational place. Students also join some courses to develop their education especially English speaking. Students do not communicate with others without speaking. Therefore, English learning is interesting and important thing for students to be mastered.

In English learning, there are four abilities that should be mastered by students, namely listening, speaking, reading and writing. Harmer (2002) states that listening, speaking, reading and writing are the basic language skill, especially in English learning as foreign language. Eventhough, all of abilities are very important, but speaking is consider the most important ability in English learning.

The research of speaking has become the most important ability in the era of globalization. Baker and Westrup (2003: 13) state that students who can speak English well may have a greater chance of getting further education, finding employment and gaining promotion. Speaking becomes an important ability that should be mastered by students in communication. Speaking challenges students to build up their ideas and ability in producing good communication. As the tool of communication, speaking becomes an important component for students since it makes their social intercourse become wider. Thus, speaking can not be denied that in the competitive of globalization, the ability to speak in English is very important.

A central issue in speaking is how is student speak fluently. It becomes crucial thing for students to speak in real communication. Students need an effort to face it because, English has become foreign language in our country. Moreover, speaking is not easy to be mastered. In speaking, students are not only learn how to arrange the words, but also how to produce good communication. Thus, students need more effort to do speaking practice until students can speak fluently.

In the class, a student needs effort and belief on themself to speak fluently with others. Some students can do it well, but not with some others. It is caused that students are afraid of making mistake in speaking English. Even though students have full confidence but, they can not perform well. Even other students are passive. They will speak if they think they are sure right. This case is

caused by psychology factors when student speak in the class. This factor can be a success or failure determiner for students in speaking fluently.

Self-Efficacy is one of psychology factors of students in speaking. Self-efficacy should be attentioned as student's beliefs on their abilities to do a task in speaking. It has a close connection between belief of student and their performance in speaking. Kim and Lorshbach (2005) state that students who have high self-efficacy in their performance better than those with low self-efficacy. Beside that, Haworth (2008) argues that teachers' self-efficacy may influence on relation with the students' speaking. For example, teachers' self efficacy and students' raport are correlated in learning achievement. Therefore, student should have self-efficacy to produce good communication and better performance with others.

However, many studies have reported a significant relationship between self-efficacy and speaking that relates with another skill in learning English. Rahimi and Abedini (2009) found that self-efficacy and listening comprehension have significant relationship related to listening proficiency. Listening achievement differ significantly across the students with high self-efficacy and those with low self-efficacy in learning English. Hashemnejad and Amini (2014) reports that there is significant positive relationship in self-efficacy between female and male students on his research which find the relationship students' self-efficacy and their writing performance. Self-efficacy affects academic achievement and performance in learning English speaking.

In addition, another study is conducted by Kim and Lorshbach. They reports that the t-test results for speaking self-efficacy level of female students are significantly higher than male students in terms of ability and aspiration. These findings on gender differences is carried out on the relationship between gender and self-efficacy. The students' self-efficacy of speaking can affect their English achievement negatively or positively. It depends on the strength of their self-efficacy.

Rahil (2006) reports that achievement in English language particularly speaking become better when students have high self-efficacy in speaking. Students' high self-efficacy display greater comparatively performance than those with low self-efficacy. Each of the previous research only focused on one of issue that affect learning English speaking such as motivation, self-efficacy, as affected variable and its impact on the students' achievement of learning English speaking. None of the research examined the relationship between self-efficacy as students' psychology aspect in learning English and speaking ability.

The purpose of the present research was to analyze the relationship between students self-efficacy and their speaking ability. The researcher would to investigate the students self-efficacy and their speaking ability. Based on the explanation above, the researcher was interested in carrying out a research entitled: ***“The Relationship between Students Self-Efficacy and Their Speaking Ability at English Education Department Unismuh Makassar”***.

B. Problem Statement

Based on the background above, the following problem was formulated in question form is posed to be answered in this research:

“Is there a relationship between students’ self-efficacy and their speaking ability at the Fourth Semester English Education Department Unismuh Makassar”?

C. Objective of The Research

The research objective was to find out the relationship between students’ self-efficacy and their speaking ability at the Fourth Semester English Education Department Unismuh Makassar.

D. Significance of The Research

The result of this research was expected to give significant theoretical and practical contribution to English particularly speaking ability.

1. Theoretical Significant

The researcher expected that the result of this study can give description about self-efficacy and its relation with speaking ability.

2. Practical Contribution

- a. For the teacher, the result of this study was expected to help teachers’ belief on their abilities and encourage them to expand greater efforts and time when facing failures rather than to attribute all their failures to their lack of abilities.

- b. For the students, the result of this study can motivate them to enhance their confidence when performing task, particularly English Speaking ability.
- c. For Furthermore researcher, the result of this study can be used as reference for those who want to conduct a study about another case of self-efficacy, or even implementing an approach to enhance students' self-efficacy in improving their English speaking ability.

E. Scope of The Research

As the researcher has explained above, students with high self-efficacy would be expected to have higher achievement in performing task. To narrow down the focus investigation, the researcher would explore the relationship between students' self-efficacy and speaking ability at Students of Third Semester of English Education Department of Unismuh Makassar. There are three elements of speaking ability namely accuracy, fluency, and comprehensibility. The researcher will focus on fluency. The researcher covered self-confident and smothness aspect in fluency to collect the data. The researcher also explored the students' self-efficacy. In this case, the researcher focused on high and low self-efficacy to know their relation on students' speaking ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature dealing with (1) some previous related findings, (2) some pertinent ideas, (3) conceptual framework, and (4) research hypothesis.

A. Some Previous Related Findings

Few studies on students' self-efficacy in speaking was conducted by some researchers. Some of their findings as follows:

1. Mazlum, et.al (2015: 305-328) in their journal "*English Teachers' Self-Efficacy Beliefs and Students' Learning Approaches: The Role of Classroom Structure Perception*". The result tend to verify that students' perception of classroom structure plays a mediating role between teachers' self-efficacy beliefs and students' learning approaches.
2. Genc, et.al (2016: 52-68) "*Exploring EFL Learners' Perceived Self-Efficacy and Beliefs on English Language Learning*". The findings demonstrated that EFL students have medium scores in their English self-efficacy and hold the strong belief that motivation factors have a great role on their learning process.
3. Rayner, et.al (2016: 1-11) "*Comparing The Self-Efficacy and Writing-Related Abilities of Native and Non-Native English-Speaking Students*". The result of this study was upon commencement of the science unit, Malaysian students' self-efficacy was higher than that of Australian students for three

competencies. However, by the completion, Australian students had higher self-efficacy for all six competencies, which correlated with thesis higher literature review grades.

The similarity of those researches above which was talking about Self-Efficacy. Every researches have different findings in their journal. Farhad Mazlum, Fereshteh Cheragi, Mahdi Dasta focused on improving the role of classroom structure perception. Gulden Genc, Emine Kulusakli, SavasAydin focused in English Language Learning through exploring learners' perceived self-efficacy. Gerry Rayner, Theo Papakonstantinou, and Roslyn Gleadow focused on comparing of students' Australian and Malaysian students in English-speaking students based on the self-efficacy and writing-related abilities. Meanwhile, the researcher would focus on students' speaking ability by exploring its relation with students' self-efficacy.

B. Some Pertinent Ideas

In this part, the researcher mentioned some pertinent ideas of this research, they are as follows: the concept of self-efficacy and the concept of speaking.

1. Concept of Self-efficacy

a. Definition of Self-Efficacy

Perceived self-efficacy refers to beliefs in one's capabilities to or organize and execute the courses of action required to produce given attainments (Bandura:1997). Beside that, he defined the concept of self-efficacy as learners' beliefs about their abilities to accomplish a task

whereas. Self-efficacy gave representation about how people make a great effort for their ability. In other word, self-efficacy was related with capability and result of action of given task. Therefore, people could find the power to do action and believe on their own capabilities.

Bandura (in Coronado: 2006) stated that self-efficacy is defined as people's belief about the capabilities that they have to perform at a level that influences their lives. Ibid also argued that self-efficacy is human foundation agency. Self-efficacy emphases that an exercise of individuals will give good respon to their self-function. Individual's environment is also give support to their ability in taking action.

In addition, Bandura and Wood (1989) stated that self-efficacy has principal role in arrangement process through individual motivation and work achievement determined. A person can feel free to do tasks which they like, responsibility for their behaviour, and be polite with interacted in order. Thus, individual can accept and appreciate in order, have a support to be achieved and know their strength and weakness.

In addition, Bandura (1997: 122) argued that efficacy beliefs play a central role in the cognitive regulation of motivation. thus, Self-efficacy as individual's great motivation in management self-control to solve the problems. Besides that, he states that perceived self-efficacy contributes to motivation. This case indicates that motivation is very affected individual's behavior to do task and reach a specific goal.

In conclusion, self-efficacy is an ability which have people to show their responsibility in given task. Besides, self-efficacy as a big motivation for individual to make sure themselves that they can reach the goal and give good impact for their ability. Additionally, self-efficacy is belief on individual's ability to do specific task or action. People who have high self-efficacy are disposed to be success. Otherwise, people who have low self-efficacy disposed to be fail.

b. Classification of Self-Efficacy

According to Bandura in Izzah (2012), self-efficacy divided two types namely high self-efficacy and low self-efficacy

1) High self-efficacy

Bandura (1986) stated that individual who has high self-efficacy will reach a better performance because, this individual has strong motivation, explicit objective, stable emotion and their ability to give a performance for activity or attitude successfully. A person with high self-efficacy will attribute failure to external factors.

High self-efficacy is able to make individual can do a task eventhough, it is very difficult. They will solve some problems with their ability of real action. Individual will show a better performance when he/she finishes some works. Individual who has high self-efficacy always think positively. In solving the problems, individuals believe on their ability that they can do anything. Besides, they will increase their effort to complete a specific task.

High self-efficacy can help individual to find their motivation when they got failed. Individual will show the best performance in variety tasks. High self-efficacy effect cognitive individual to organize the mind. An individual think that a good effort will effect our performance. Thus, when individual face up some difficult task so they consider that it can be done successfully.

In conclusion, researcher concluded that characteristic of high self-efficacy consists of three characteristics. Those are individuals always believe on their ability, An individual has a great responsibility to specific task, problem, with new situation, and individuals always make a better effort for their actions.

2) Low self-efficacy

Bandura (1986) stated that individual's with low self-efficacy is considered as threat for them. They had low aspiration and commitment to gain their goal. Besides that, individu who have low self-efficacy do not think about a good way to face difficult task.

Low self-efficacy will reduce individual motivation to do task well. They are lazy to make effort in completing their task. Low self-efficacy gives bad impact for individual success. Besides, they considers that their ability to do something will be useless. Individual is always think negatively. when individual is given task so they are directly afraid to face the task. Thus, result of their performance will give evidence that

they are failed this case should support individual motivated but, they are only get failure.

In summary, researcher sum up that there are some characteristic of low self-efficacy. Those are individuals slow respon when individu got failure, individu is always to avoid the problem and they have enough effort for their performance.

c. Indicator of self-efficacy

Bandura (1997) described characteristic of high and low self-efficacy. The first characterictic is high self-efficacy. Individual can determine situation which they faced effectively. Certain for success in solving obstacle. Consequence is considered as challange that no need be avoided. Besides, individual is motivated to do good effort and to believe on own ability. Individual is rarely to show their hesitant. They are also like to find new situation.

The second characteristic is low self-efficacy characeristic. Individual is slow to grow up self-efficacy when they failed. They do not believe to face the obstacle. Consequence is consideredas something which is avoided. They are always reduce the effort and always fast to give up. Besides, there is hesitant in own ability and aspiration or commitment in low task. Individual do not like to find new situation.

In short, every people has different ability to do task. Individual has low or high self-efficacy is depend on individuals' ability in finishing a task.

d. Sources of Self-Efficacy

According to Bandura (1997) self-efficacy can be developed and learned through four principal information sources. Some of their information elements as follow:

1). Mastery Experience

This source of information gives big effect in individual self-efficacy based on individual's experiences factually such as success and failure. Mastery experience will increase individual self-efficacy meanwhile, failure experience will decrease individual self-efficacy.

2). Vicarious Experience

Observation for people success with balance ability to do a task will increase individual self-efficacy when they do the same task. Whereas, observation for people failure will decrease individual assessment about their ability and individual will reduce the effort that they will be done.

3). Verbal Persuasion

In verbal persuasion, individual refers to advice, suggestion, and guidance that can increase their belief about abilities. It can help to gain their goals. Individual who believed verbally disposed to effort harder to gain a success. According to Bandura (1997), verbal persuasion effect is not too big because it does not give an experience that can be observed by

individual. In pressing situation and failure continually, suggestion effect will faster disappear if people get unhappy experience.

4). psychological state

Individual will observe information about their psychological state to assess their ability. Psychological strain in pressing situation viewed individual as a disability sign because this case can weaken individual work performance.

2. Concept of Speaking

a. The Definition of Speaking

Brown (2006) stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Communication will not be running well without speaking. Speaking is a process to guide individual's ability in communication. Besides that, speaking involves producing, receiving, and processing process in gathering the information. Thus, speaking is one of ability that has interesting process in constructing the meaning of information

Byrne (1986) argued that speaking is an oral communication process between speaker and listener and involve the productive skill of speaking and receptive skill of listening with understanding. Besides that, Brown (1985) revealed that speaking is one of modes or manners in which language is used much of language teaching energy is devoted to instruction in mastering English conversation. Among the all language skill, speaking is considered as the most important ability.

Hornby (1995) stated that speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language, expressing oneself in words, making speech. Meanwhile, skill is the ability to do something well. Therefore, researcher could infer that speaking ability can make use of words or a language to express oneself in an ordinary voice. In short, speaking is the ability to perform the linguistics knowledge in actual communication. The ability functions are to express our ideas, feeling, thoughts, and need orally.

The researcher concluded that speaking is a way to bring message from one person to other in order to interact with them such as giving information, asking and answer the question, conveying that statement, expressing their feeling or idea. Moreover, it is not only can produce by sound but also by gesture. Communication does not be running well without speaking.

b. The Nature of Speaking

According to Harmer (2002) there are some reasons why two people are engaged in talking one another. The reasons are:

- 1) They want to say something.
- 2) The word “want” is used in general way to suggest the speakers to define address to other people. Speaking may be forced upon them but they can say that they feel need to speak, otherwise they would keep silent.
- 3) 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.

- 4) They select from their language store.

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

- 5) They want to listen something.

The term “want” is used in general way. But in order that someone understands what they are listening or reading for, they must have some desire to do so.

Based on explanation above, the researcher concluded that someone is desired to speak when he/she wanted to communicate with others.

c. Elements of Speaking

Speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates.

According to Brown (2006) there are some elements of speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension should be concerned by teacher. The elements of speaking are:

- 1) Pronunciation

Pronunciation is a difficult component in learning speaking ability. It deals with phonology the study of how sounds structure and function in a language.

2) Grammar

Grammar is partly the study of what forms or structure are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Grammar is a description of the rule that governs how sentences are formed.

3) Vocabulary

Vocabulary is the word that is used in speaking. All languages have words. Language emerges first as words, both historically and in terms of the way each of us learned our first and any subsequent language.

4) Fluency

Fluency is the smoothness of flow which sounds, syllables, words and phrases are joined together when speaking. In speaking English, sometimes fluency is more important and initial goals in a language rather than accuracy. There are some features of fluency:

- a) Pauses may be long but not frequent
- b) Pauses are usually filled
- c) Pauses occur at meaningful transitions points
- d) It means that there are pauses in fluency

According to Spratt et.al (2005: 34) fluency is speaking at a normal speed without hesitation, repetition and with smooth use of connected

speech. They states that in the assessment of foreign language proficiency, fluency is one of several descriptors of oral performance.

a) Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces forms (Brown, 1980: 267). A good clustering is to speak English with phrasal fluently. It means that people can speaking English without hesitation.

b) Self-confidence

Self-confidence is ability to communicate with others without feel embarrassed. The students are often nervous when perform in the class. Self-confidence is very important for students in speaking English.

c) Contents

Byrne (1986) stated that speaking is an oral communication process between speaker and listener and involve the productive skill of speaking and receptive skill of listening with understanding. It means that students must know the substance of their message in speaking because speaking involves understanding of the speaker and listener.

5) Comprehension

Comprehension refers to understanding of language including comprehending what speaker says. For oral communication, it

requires someone to respond to the speech, if someone speaks, he or she can respond to what other speakers say automatically.

d. The Importance of Fluency in Speaking Ability

Brumfitt (1984) considered fluency as natural language use like the native speakers. Fluency can sustain the speaker to produce continuous speech and meaning without comprehension difficulties for the listener. Besides, Fluency as the communicative competence for students to be successful English speakers. Fluency describes students that to express the ideas smoothly, to communicate the thoughts to others, to make impression and able in the speech. more confident. As a result, it is obvious that the speaking fluency is an important component of the communication competence.

Fluency in communication is the most important part of speaking and it is important to communicate their ideas as naturally as possible. Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. Students can communicate and get their message across smoothly, even though they may make mistakes. It helps the students can speak more fluently. Therefore, fluency is very important for students to improve their speaking ability.

Based on the explanation above, the students should be careful in choosing words and styles in speaking. Students who want to speak English well, he/she have to know the ways of speaking English. Speaking is really different with the other abilities. The researcher also conclude that in speaking

class, the students are expected to express their ideas, information, and feeling to others. The students are no be able to speak fluently if did not practice the language well.

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C. Conceptual Framework

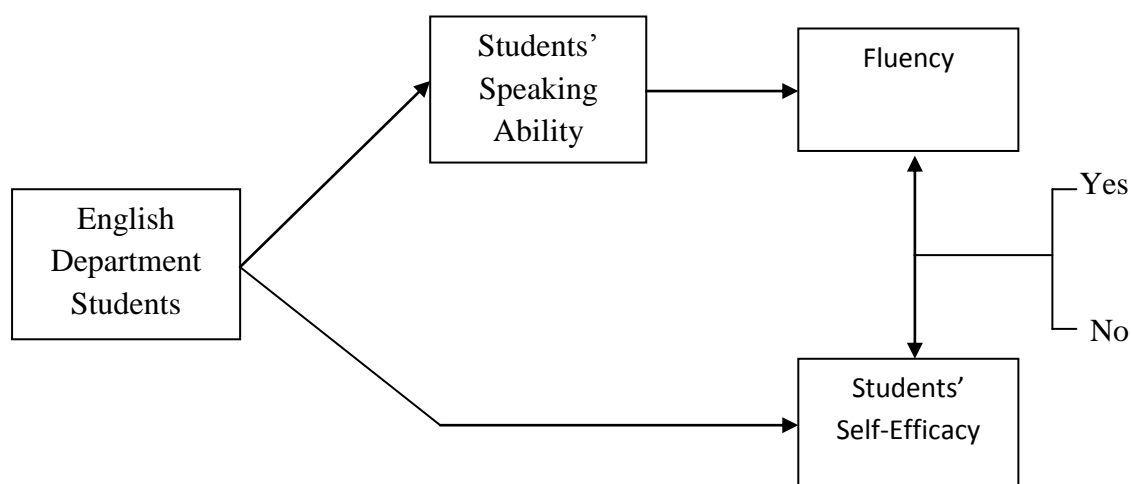


Figure 2.1 Conceptual Framework

Based on the conceptual framework in figure 2.1, Learning speaking English is very important for students. Speaking ability has some elements such as fluency. Students must have an ability to do particular task to reach fluency in speaking. Thus, students can do some task of speaking performance in fluently.

This case, students have a little ability to do task that given by lecturer when learn speaking. It means that students have no an ability to do some task. Meanwhile, Students who have an ability can do some task. This case are related with students' self-efficacy. Referring about that case, researcher is interested to investigate the self-efficacy in speaking ability. Self-efficacy refers to how is students have ability to believe on themselves and speaking ability refers to how is students can speak because of their self-efficacy Therefore, researcher aims to find out a significant relationship between students self-efficacy and their speaking ability.

D. Research Hypothesis

In this research, the researcher formulates the hypothesis to give illustration of finding of this research. Hypothesis are formulated in the below.

H_1 = There is a relationship between students self-efficacy and their speaking ability at English Education Department Unismuh Makassar.

H_0 = There is no relationship between students self-efficacy and their speaking ability at English Education Department Unismuh Makassar.

CHAPTER III

RESEARCH METHOD

This chapter consisted of the research design, population and sample, research variables and indicators, research instruments, technique of collecting data, and technique of data analysis.

A. Research Design

The design of this research was Descriptive Correlation Research. This research aimed to find out whether there is a relationship between students' fluency in speaking and the students' self-efficacy. Students' fluency in speaking refers to scoring classification for fluency by Heaton. Students' self-efficacy refers to mastery experience, vicarious experience, verbal persuasion, and psychology state.

B. Population and Sample

1. Population

The population of this research was the fourth semester students of English Department, Muhammadiyah University of Makassar, Academic Year 2017-2018. It consisted of 10 classes. The total population was 360 students.

Table 3.1 Number of Population

No	Class	Number
1	A	32

2	B	36
3	C	37
4	D	36
5	E	37
6	F	37
7	G	37
8	H	37
9	I	37
10	J	34
Total		360

(Office of English Education Department, 2017-2018)

2. Sample

A random sampling technique was applied to select the samples. Arikunto (2014) states that random sampling technique is sample determination technique that give equal chance to members of the population to be chosen as the sample. The sample was taken randomly of the population. The researcher used the lottery method and ordinal method to select the samples. The researcher chosen five students of each classes.

The students chosen was taken as the sample of this research. The total sample was 50 students.

C. Research Variables and Indicators

1. Variables

Variables of this research was students' English fluency and students' self-efficacy. Students' English fluency was about students' speed and smooth without few pauses in speech. Students' self-efficacy was about belief in student's ability to organize the task.

2. Indicators

The indicator of this research was students in English fluency and students' self-efficacy. The students English fluency focused on students' self-confident and smoothness. Students' self-efficacy focused on difference high self-efficacy and low self-efficacy. Students' high self-efficacy referred to active to select the best chance, establish the goal, work hardly, solving the problem creatively and learn of failure. Meanwhile, low self-efficacy referred to passive, avoiding difficult task, stop to do task because of failure, and hesitation on own ability.

D. Research Instrument

In this research, researcher used two instruments. Those are test and questionnaire.

1. Test

In this research, test was used to collect the data on students' English Fluency. This test result described students' English fluency.

2. Questionnaire

The questionnaire was distributed to find out students' self-efficacy.

The questionnaire was given is for identifying the students' self-efficacy which relates to one's believe that ability can grow with effort and one's believe in your ability to get specific goals in organizing the task.

E. Technique of Collecting Data

This Research used test and questionnaire to collect the data.

1. Test

In collecting the data, the researcher used performance test to measure the students' English fluency in speaking. The researcher gave some topics to the students. The researcher asked the students to describe their argumentation based on the topic chosen. The researcher used video to collect the data of students' English fluency. The researcher could know their students' English fluency from the video display.

2. Questionnaire

In collecting the data, the researcher distributed the questionnaire to the students' English Education Department. The questionnaire consisted of 20 statements. The questionnaire was given to identify the students' self-efficacy. The students answered the questionnaires and before answer the questionnaires, the researcher gave explanation how to answer it.

The Four Point scale was used for the answer in each statements of this questionnaire. The option of four point scale was not at all true, hardly true, moderately true, and exactly true. Students was asked to choose their

retort to signify one of numbers from 1 to 4 based the following explanantion:

- 1) Exactly true is given score 4
- 2) Moderately true is given score 3
- 3) Hardly true is given score 2
- 4) Not at all true is given score 1

In composing questionnaire, the researcher appliedThe Point Scale form which is adapted from Bandura's Scale:

1. Exactly true
2. Moderately true
3. Hardly true
4. Not at all true

The questionnaire identified the students' self-efficacy. The statements score as shown in the following table:

Table 3.2 The Four Point Scale

No	Point	Exactly true	Moderately true	Hardly true	Not at all true
1	Positive	4	3	2	1
2	Negative	1	2	3	4

(Bandura: 1997)

F. Technique of Data Analysis

1. Rubric in measuring the students' English Fluency

In this rubric, the data was collected through performance of Speaking activity in class. Collecting the students' fluency score, the researcher used rubric measurement of the scoring scale which is included fluency in the students' speaking. This rubric result described the students' English fluency of giving the test in the class.

Table 3.3 Scoring Classification for Fluency

No	Classification	Score	Criteria
1	Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
2	Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
3	Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
4	Average	3	Has to make an effort for much of the time. Often has to search for desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
5	Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at

			times. Limited range of expression.
6	Very Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton, 1978: 100)

The data was collected through the students' performance display of student fluency in speaking test. This rubric measurement was used to obtain students' English fluency score in speaking. The researcher focused on fluency is one of indicators of speaking that will be evaluated from the students' English fluency score.

The technique that the researcher used to collect the data are :

- a. Scoring the students' answer of the best by using this formula :

$$\text{Score} = \frac{\text{students' correct answer}}{\text{Total number of item}} \times 100$$

(Depdikbud in Asmayanti: 2016)

- b. Classifying the students' speaking score by using the following grade based on J.B Heaton:

Table 3.4 Score Classification

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

(Heaton: 1978: 100)

2. Descriptive Correlation Analysis

The descriptive correlation analysis was used to describe the data from the respondents. After collecting the data from respondents in the questionnaire, the researcher analysed the data and correlated between questionnaire result of students' self-efficacy and students' fluency scores. The researcher used SPSS program version 20.0 and the researcher described the data statistically by using description analysis.

The significant value was used to show coefficient correlation between the variables as follows:

1. If the significant value ≤ 0.05 means there is relationship and H_a is accepted, H_0 is rejected
2. If the significant value ≥ 0.05 means there is relationship and H_a is rejected, H_0 is accepted
3. H_a = there is relationship between students' self-efficacy and their speaking ability.

4. H_0 = there is no relationship between students' self-efficacy and their speaking ability.

Relationship characteristic was determined in direction of relationship, closeness of the relationship can be group as follow:

Table 3.5 Interpretation value of r

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

(Sugiyono, 2016: 184)

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the findings and discussion of this research.

A. Findings

This part is divided into three main sections. The first section presents the description of the students' self-efficacy, the second describes the students' speaking ability and the third describes the relationship between students' self-efficacy and their speaking ability.

1. Students' Self-efficacy

Self-efficacy is described as students' belief on their ability to do some actions or tasks. It describes that students are able to complete their tasks. Self-efficacy can influence students' ability to achieve their expected goals. Self-efficacy as individual competence that increases their performing task and achieve their goals. Therefore, self-efficacy leads students' ability to organize their action in performing the task and goal achievement.

Students' self-efficacy have high and low level. Students who have high tend to be more motivated to do a task, even a difficult one. Meanwhile, students who have low self-efficacy try to avoid difficult task. Such as students have low confidence to perform in the class. Low self-efficacy makes students are failed to organize their goals.

In addition, this research described the students' self-efficacy at English Education Department. Gathering the data, the researcher used

questionnaire that were given to the students at the fourth semester students of English Education Department in Unismuh Makassar. The researcher found that students of had low self-efficacy. It proved that mean score of students' self-efficacy is low. The score of questionnaire were listed by collected the scores of the students' answer. The mean score of students' self-efficacy shown in the following table:

Table 4.1 Mean Score of Students' Self-Efficacy.

Mean Score	Classification
56.82	Poor

Table 4.1 shown the mean score of students' self-efficacy was 56.82.

Based on the standard classification, it was categorized as "poor".

2. Students' Speaking Ability

Speaking is described as the way to communicate with others. Speaking involves expressing ideas, thought and feeling. Speaking refers to a process that involves speaker and listener in communication. Speaking as interactive process involves producing, receiving and processing the information between speaker and listener. Speaking affects the speakers' ability to plan and organize the message of communication. Therefore, students as the speaker should have good speaking in communication.

In contrast to that the researcher found of this research. Students' ability in speaking is fair. It caused by several factors that came out from students themselves. For example, students are afraid to express their ideas. other factor that came out from student namely students' environmental. For

example, students only speak English in school area. It made students can not improve their speaking well.

In addition, this research described the student's speaking ability at English Education Department. Gathering the data, the researcher used speaking test that were given to the students at the fourth semester students of English Education Department in Unismuh Makassar. The researcher found that students' speaking is categorized as average level. It proved that mean score of students' speaking is fair. The score of speaking test were listed by collected the scores of the students video. The mean score of students' speaking ability shown in the following table:

Table 4.2 Mean Score of Students' Speaking Test.

Mean Score	Classification
69.26	Fair

Table 4.1 showed the mean score of students' speaking ability was 69.26. Based on the standard classification, it was categorized as "Fair". It meant that students were difficult to delivery their ideas in speaking. Thus, students could not speak up well in the class.

3. Testing Hypothesis.

Based on the result of this research, the researcher found there is no relationship between the students' self-efficacy and students' speaking. The result of students' self-efficacy was categorized poor and students' speaking was categorized as fair. It described that the students' self-efficacy and students' speaking which has no significant correlation between them. It

proves that the students' self-efficacy (X) toward the students' speaking test (Y) score has no relationship. The researcher found that self-efficacy did not affect the students' speaking. The score of r_{xy} is shown as follow:

Table 4.3 The Relationship between Students' Self-Efficacy and Students' Speaking Ability.

Correlations	Students Self-efficacy	Students Speaking Ability	
Students Self-efficacy	Pearson Correlation	1	,018
	Sig. (2-tailed)		,901
	N	50	50
Students Speaking Ability	Pearson Correlation	,018	1
	Sig. (2-tailed)	,901	
	N	50	50

Table 4.3 showed that the pearson correlation of the variables are 0.18. It showed that r value ≥ 0.05 of this research. It proved that H_1 is rejected and H_0 is accepted of this research. Therefore, the result showed that there is no significant correlation of students' self-efficacy and their speaking ability which used 50 subjects

B. Discussion

In this section, the researcher discussed about the result of the research on the students' self-efficacy, students' speaking ability, and the relationship between students self-efficacy and their speaking ability.

1. Students' Self-efficacy

Self-efficacy is concerned with students' belief in their ability to produce good result of a given task. Self-efficacy affect how students feel, think, motivate themselves, and behave. Self-efficacy is related with

students belief about their responsibility to accomplish a task. Self-efficacy makes students become more confident to reach the goals. Therefore, self-efficacy is the key of students' personality success in any learning situation.

Self-efficacy helps students to organize and manage the difficult situation. Such as students who have high self-efficacy in learning is conducive to reach the goal. Students can maintain strong commitment to finish their task. Moreover, students can be a personal well-being in many ways. By having self-efficacy, students can reduces their stress in finishing the task.

In this research, the data on students' self-efficacy was low (56.82). Students tend to give up quickly in facing the difficulties. It meant that students have low self-efficacy. Low self-efficacy made students to leave behind the difficult tasks. Such as, students were absent of exam in the class. Besides that, low self-efficacy slacken students' effort to do their task. Such as, students were hesitant to do their assignment that given by the teacher.

In addition, students had low aspiration and commitment to belief on their ability. The students were afraid to explore their ability in improvement self better. On the other hand, students were uncomfortable to lead their responsibility in finishing tasks. The students became less creative and unconfident to solve the problem in their tasks. Especially, students showed their speaking performance in front of the class. In conclusion, the

researcher found the low self-efficacy of students of English Education Department in Unismuh Makassar.

The researcher found that students were likely to give up in facing the problem. Such as, students were unbelieve on themselves to do their assignments. The students avoided the chance that given by teacher in the class. Besides that, students were more passive in the class. Therefore, students were not able to handle themselves in orgnizing the task.

2. Students' Speaking Ability

In speaking, students need to master vocabulary, grammar, and pronunciation well. By mastering the aspects, students are able to produce good speaking. Students are able to speak fluently with others. By having good fluency, students are able to express their ideas well. Therefore, speaking must be mastered by students.

In this research, the researcher categorized that students has average level in speaking. Students were lack of vocabulary in their speaking. The students were difficult to express their ideas and to communicate their thoughts with others. Besides that, students were afraid to speak because they were worried of making mistakes in their speaking. Therefore, students became unconfident when speaking in front of the class.

Besides that, students had many pauses on their speaking. It indicated that students were rather nervous in expressing the ideas in their speaking. The students became overly fearful to speak in the class. besides that, students became shy to speak in English. Even students tried to recall

some words in speaking. That's why, the result of this research showed that students is categorized as average level in speaking.

The average level of students' speaking ability described that students were not able to express ideas in speaking. The students made some fillers in their speaking. Such as, students mentioned "e" in their speaking for many times. Besides that, students made repetition in delivering their ideas. even students repeated the same word in their speaking. Therefore, students could not show good performance in their speaking.

3. The Relationship between Students' Self-efficacy and their Speaking Ability at English Education Department Unismuh Makassar.

The researcher used Pearson Product Moment formula in SPSS version 20.0 to analyze the relationship between students' self-efficacy and their speaking ability at the fourth semester students of English Department in Unismuh makassar. The result of the research on table 4.3 ($r:0.081$) described that there was no relationship between students' self-efficacy and their speaking ability at the fourth semester students of English Department in Unismuh Makassar. It showed that students' self-efficacy which score can not predict their speaking ability. In other words, students' self-efficacy had no relationship with students' ability to produce good speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions of this research. This chapter was concerned on what was discussed in the previous chapter.

A. Conclusions

Based on the the findings and discussions, the researcher concludes that there is no relationship between students' self-efficacy and their speaking ability. This no relationship is shown by the mean score of students' self-efficacy at English Education Department Unismuh Makassar which was poor. Besides that, the mean score of students' speaking ability at English Education Department Unismuh Makassar which was fair. It proved that r value is bigger than 0.05 value in this research. As the result, H_1 is rejected, H_0 is accepted which means there is no relationship between students' self-efficacy and their speaking ability.

B. Suggestions

Based on the conclusion above, the researcher would like to give suggestion. Some of suggestions as follows:

1. For the students, they should learn and pratice anymore to improve their self efficacy and speaking ability at the fourth semester English Education department of Unismuh makassar.
2. For the next researcher who want to investigate a research related this case, they can use this research as source in information related to the relationship between students' self-efficacy and their speaking ability.

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APPENDICES

APPENDIX A

Questionnaire of General Self-Efficacy

Name :

Nim :

Class :

Below are ten statements about yourself which may or may not be true. Using the 1-4 scale below, please indicate your agreement with each item by placing the appropriate number on the line following that item.

Please be open and honest in your responding.

The 4-point scale:

1	2	3	4
Not at all true	Hardly true	Moderately true	Exactly true

1. I can always manage to solve difficult problems if I try hard enough. ____
2. If someone opposes me, I can find the means and ways to get what I want.

3. It is easy for me to stick to my aims and accomplish my goals. ____
4. I am confident that I could deal efficiently with unexpected events. ____
5. Thanks to my resourcefulness, I know how to handle unforeseen situations. ____
6. I can solve most problems if I invest the necessary effort. ____

7. I can remain calm when facing difficulties because I can rely on my coping abilities. ____
8. When I am confronted with a problem, I can usually find several solutions. ____
9. If I am in trouble, I can usually think of a solution. ____
10. I can usually handle whatever comes my way. ____
11. I believe that I have a good ability if I keep focus to learn. . ____
12. I am interested in quality of my way. . ____
13. I am not sure will get a good score in my task. . ____
14. I am nervous when perform a task from lecturer. . ____
15. I enjoy answer the question from the task. . ____
16. I can always find several obstacle when I overcome my problem. . ____
17. I always think failed when I find the solution. . ____
18. I am lazy to study hard when trouble comes to my self. . ____
19. I am nervous when my classmate attention and evaluate my task. . ____
20. I can usually overcome the problem with fast action. . ____

(Source of Bandura's General Self-efficacy Questionnaire)

APPENDIX B

SPEAKING TEST

Each students is given the topic by the researcher. The researcher asks the students to describe their argumentation based on the topic which they choose. The researcher records the students' English fluency in using video. The duration of speaking activity in class is about five minutes.

Pattern of Argumentative Speech			
N	<ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> - Introduce your argument with a thesis sentence. - Give background information about the thesis. 2. Body of Speech <ul style="list-style-type: none"> - Put the general arguments in your thesis. - Give the evidence and supporting arguments of your thesis. 3. Conclusion <ul style="list-style-type: none"> - Restate and summaries your arguments about the thesis. 		
	fairly wide		
1		6	range of expression. Searches for words occasionally but only one or two unnatural pauses.
2	Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.

3	Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
4	Average	3	Has to make an effort for much of the time. Often has to search for desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
5	Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
6	Very Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

(Heaton, 1978: 100)

There are fifteen topics of argumentative speech below. Please, choose one of them to describe in your speech.

1. Technology is making people less creative.
2. Human beings become slaves of modern technology.
3. Exams should be abolished.
4. Watching television makes people smarter.
5. Workers should be given 12 days for their vacation each year.
6. Knowing your ancestry is important for your developing culture.
7. Price of education and textbooks should be free for the poor students.

8. Mobiles phones should be banned in schools for both students and teachers.
9. Government aid for students should be allocated on academic performance.
10. State colleges should be free to attend the students achievement.
11. Teachers should wear uniforms or a dress code.
12. Social networking sites have an bad impact for society.
13. Music education should be taught to the students in schools.
14. Studying of foreign language should begin from kindergarten age.
15. Formal education should be free to anyone in Indonesia.

APPENDIX C: Students Self-efficacy Score

No	Code	Item																				Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	S-1	4	3	3	1	1	4	1	4	2	2	4	4	1	4	2	2	3	4	1	4	54
2	S-2	4	3	2	4	3	3	4	3	2	4	4	3	2	4	2	3	2	1	2	1	56
3	S-3	4	4	1	2	3	4	4	4	4	2	4	3	3	3	4	4	3	2	1	4	99
4	S-4	3	2	3	2	4	3	4	3	4	3	4	3	4	3	3	2	1	2	4	2	59
5	S-5	3	2	3	3	4	3	4	3	4	3	4	4	1	2	3	2	2	1	1	2	56
6	S-6	4	4	3	3	4	3	4	4	4	3	4	4	2	2	3	3	2	3	2	3	64
7	S-7	3	4	3	2	2	3	4	4	2	2	4	3	2	2	4	3	2	2	3	3	57
8	S-8	4	2	4	3	1	3	4	4	4	4	4	4	1	2	3	4	1	2	1	3	58
9	S-9	4	3	4	2	3	3	3	3	3	4	4	4	2	4	3	2	1	3	3	3	61
10	S-10	4	4	3	4	3	3	3	2	3	3	4	3	1	2	3	2	1	1	1	3	53
11	S-11	4	4	3	3	3	3	2	3	4	3	4	4	3	2	4	3	2	3	2	4	63
12	S-12	4	4	4	4	4	4	4	4	4	4	4	4	1	1	4	4	1	2	1	4	62
13	S-13	2	4	3	3	2	2	3	3	4	3	2	2	2	3	4	3	1	3	2	1	50
14	S-14	2	3	3	2	2	3	3	3	2	3	2	4	2	2	2	3	2	2	3	2	50
15	S-15	4	3	4	3	3	3	2	2	4	4	4	4	1	1	4	3	2	2	2	3	56
16	S-16	2	2	3	4	3	3	2	3	2	4	4	4	3	2	4	3	2	1	2	2	54
17	S-17	3	3	2	3	3	3	3	3	4	3	3	3	3	3	4	4	3	3	3	3	62
18	S-18	4	4	4	4	3	4	1	4	3	3	4	4	3	3	1	4	3	4	4	3	67
19	S-19	2	2	3	2	3	3	3	4	4	4	3	2	1	4	1	2	2	3	4	1	50
20	S-20	4	3	2	2	3	3	3	4	4	3	4	3	2	3	2	2	3	3	2	3	57
21	S-21	3	3	3	3	2	4	3	2	2	2	4	3	2	2	3	2	2	2	2	2	49
22	S-22	4	4	4	4	4	4	4	4	4	4	4	4	1	1	4	3	1	3	1	4	66
23	S-23	3	4	2	2	3	3	3	3	3	2	3	3	2	2	3	4	1	2	2	3	53
24	S-24	3	4	4	3	4	4	4	4	4	3	4	4	2	1	3	3	2	4	2	4	66
25	S-25	3	2	2	3	3	3	2	3	3	2	4	3	3	4	3	3	3	3	2	2	56
26	S-26	1	4	1	3	2	1	3	1	3	2	4	4	2	4	4	4	1	1	1	2	48
27	S-27	3	2	3	2	2	3	3	3	2	3	3	2	2	4	3	2	4	3	4	2	4

$$X = \frac{\sum y}{N} = \frac{2841}{50} = 56.82$$

APPENDIX D
Students Speaking Test Score

No	Code	Score	Classification
1	S-1	60	Poor
2	S-2	70	Fair
3	S-3	83	Good
4	S-4	64	Poor
5	S-5	79	Good
6	S-6	80	Good
7	S-7	70	Fair
8	S-8	73	Fair
9	S-9	72	Fair
10	S-10	72	Fair
11	S-11	83	Good
12	S-12	71	Fair
13	S-13	73	Fair
14	S-14	82	Good
15	S-15	74	Fair
16	S-16	61	Poor
17	S-17	58	Poor
18	S-18	59	Poor
19	S-19	70	Fair
20	S-20	60	Poor
21	S-21	82	Good
22	S-22	72	Fair
23	S-23	65	Fair
24	S-24	62	Poor
25	S-25	61	Poor
26	S-26	81	Good
27	S-27	71	Fair
28	S-28	80	Good
29	S-29	81	Good
30	S-30	72	Fair
31	S-31	71	Fair
32	S-32	62	Poor

33	S-33	64	Poor
34	S-34	72	Fair
35	S-35	61	Poor
36	S-36	57	Poor
37	S-37	59	Poor
38	S-38	60	Poor
39	S-39	62	Poor
40	S-40	71	Fair
41	S-41	60	Poor
42	S-42	71	Fair
43	S-43	74	Fair
44	S-44	73	Fair
45	S-45	80	Good
46	S-46	59	Poor
47	S-47	63	Poor
48	S-48	73	Fair
49	S-49	56	Poor
50	S-50	74	Fair
Total Score			3463
The mean of students speaking test			69.26

$$X = \frac{\sum y}{N} = \frac{3463}{50} = 69.26$$

APPENDIX E

The Self-efficacy Variable (X) and Speaking Ability (Y) of the Fourth Semester English Education Department Unismuh Makassar.

No	X	Y
S-1	54	60
S-2	56	70
S-3	99	83
S-4	59	64
S-5	56	79
S-6	64	80
S-7	57	70
S-8	58	73
S-9	61	72
S-10	53	72
S-11	63	83
S-12	62	71
S-13	50	73
S-14	50	82
S-15	56	74
S-16	54	61
S-17	62	58
S-18	67	59
S-19	50	70
S-20	57	60
S-21	49	82
S-22	66	72
S-23	53	65
S-24	66	62
S-25	56	61
S-26	48	81
S-27	47	71
S-28	46	80
S-29	57	81
S-30	54	72
S-31	41	71
S-32	57	62
S-33	44	64
S-34	70	72
S-35	61	61

S-36	60	57
S-37	63	59
S-38	63	60
S-39	52	62
S-40	59	71
S-41	55	60
S-42	57	71
S-43	55	74
S-44	5	73
S-45	61	80
S-46	57	59
S-47	54	63
S-48	56	73
S-49	43	56
S-50	50	74
Total	2841	3463
Mean	56.82	69.26

APPENDIX F
The Relationship between Students' Self-Efficacy
and Students' Speaking Ability.

Descriptive Statistics

	Mean	Std. Deviation	N
Students Self-efficacy	55,8600	11,42502	50
Students Speaking Ability	69,2600	8,06051	50

Correlations

		Students Self- efficacy	Students Speaking Ability
Students Self-efficacy	Pearson Correlation	1	,018
	Sig. (2-tailed)		,901
	N	50	50
Students Speaking Ability	Pearson Correlation	,018	1
	Sig. (2-tailed)	,901	
	N	50	50

APPENDIX G

DOCUMENTATIONS



Giving Explanation about Self-Efficacy Questionnaire in the class



Filling the questionnaire in the class



NUR WAHYUNI SYARIF, was born on October 27, 1995 in Pa'garangan, Selayar. From the marriage of her parents Muh. Syarif and A. Agustina. She is the first child of four siblings. She has three sisters. In 2001, she started her elementary school SDN Tongke-Tongke and she finished in 2007. Then, she continued her study in SMPN 1 Bontosikuyu 2010. At the same time, she continued in senior high school in SMK Negeri 1 Bulukumba and finished her study in 2013. After that, she continued in Muhammadiyah University of Makassar in 2013, and she was accepted as student in English Department of Faculty Teacher Training and Education. At the end, she could finish her thesis in 2018.

PRODI PENDIDIKAN BAHASA INGGRIS

FORMAT PENGISIAN JUDUL SKRIPSI

* Wajib

Alamat email *

ruwihyuniyati@gmail.com

Nama Lengkap *

Riz Wahyuni Spati

NIM *

10220546010

Kelas *

VII B

Judul Skripsi

Maksimal 800 (800) alternatif judul untuk dipertimbangkan di PRODI

Judul 1 *

THE INFLUENCE OF SELF-EFFICACY (SE) TOWARDS STUDENTS' LEARNING
STYLE IN SPEAKING ABILITY AT THE TENTH GRADE OF SMA 2
SUNGUMINASA

Judul 2 *

THE USE OF GUIDED CONVERSATION TO IMPROVE STUDENTS' SPEAKING
ABILITY : A Quasi-Experimental Study at the Second Grade of SMA 2
Sunguminese

Judul 3 *

THE INFLUENCE OF VISUAL AID MEDIA TOWARDS STUDENTS' PRESENTATION
IN SPEAKING ABILITY AT THE SECOND GRADE OF SMA 1 BARRU

Alternatif Pembimbing 1

Dr. Ratna Dewi SS M-Hum

Alternatif Pembimbing 2

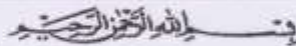
Dra. Hadiah M-Pd

Keterangan

1. Cekuk, Alternatif Pembimbing, Jangan di isi
2. Print out form in color dan berikan ke PRODI



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN



Nomor : 0070/FKIP/A.1-II/III/1439/2018
Lampiran : 1 (Satu) Rangkap Proposal
Hal : Pengantar LP3M

Kepada Yang Terhormat
LP3M Unismuh Makassar
Di-
Makassar

Assalamu Alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang
namanya di bawah ini :

Nama : NUR WAHYUNI SYARIF
NIM : 10535 5462 13
Jurusan : Pendidikan Bahasa Inggris
Alamat : Jl. Sultan Alauddin II

Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian
skripsi.

Dengan judul : **The Relationship between Students Self-Efficacy and
Their Speaking Ability at English Education Department
Unismuh Makassar (A Descriptive Research at the English
Department Unismuh Makassar)**

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

Wassalamu Alaikum Wr. Wb

Makassar, Maret 2018


Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 279 Telp. 0831 887382 Fax 0831 887383 Makassar 90231 E-mail: ap@unismuhmakkassar.ac.id



Nomor : 031/Lzn-05/C.4-VIII/III/39/2018
Lamp : 1 (satu) rangkap Proposal
Hal : Izin Penelitian

19 Jumadil Akhir 1439 H
07 Maret 2018 M

Kepada Yth,
Saudara : **NUR WAHYUNI SYARIF**
Nomor Pokok : **105 35 5462 13**
Fakultas/ Jurusan : **Keguruan & Ilmu Pendidikan/ Pendidikan Bahasa Inggris**
Di -
Tempat

Berdasarkan surat Dekan Fakultas Keguruan & Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor : 007/FKIP/A.1-II/III/1439/2018 tanggal 07 Maret 2018, menerangkan bahwa mahasiswa tersebut di atas diberi izin untuk melakukan Observasi Lapangan / Penelitian / Pengambilan data dan diharuskan menyerahkan satu rangkap hasil penelitiannya yang berjudul;

"The Relationship between Students Self-Efficacy and Their Speaking Ability at English Education Departement Unismuh Makassar (A Description Research at the English Departement Unismuh Makassar)"

Yang akan dilaksanakan dari tanggal 10 Maret s.d 10 Mei 2018

Sehubungan dengan hal tersebut, yang bersangkutan akan melaksanakan penelitian/ Pengabdian Masyarakat sesuai ketentuan yang berlaku.

Demikian atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

Ketua LP3M,


Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

Tembusan yth;
1. Rektor Unismuh Makassar
2. Arsip



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Jalan Sultan Alauddin No. 250 Makassar
Telp : 0411-860807/860132 (Pagi)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : NUR WAHYUNI SYARIF
Nim : 10535 5462 13
Judul Penelitian : The Relationship between Students Self-Efficacy and Their Speaking Ability at English Education Department Unismuh Makassar (A Descriptive Research at the English Department Unismuh Makassar)
Tanggal Ujian Proposal : 23 Februari 2018
Pelaksanaan Kegiatan Penelitian : Unismuh Makassar

No.	Hari/Tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1.	Jumat 30-03-2018	Pembagian angket dan test pada kelas IV - A	Widhan Burhanuddin, S.Pd, M. Hum	
2.	Selasa 03-04-2018	Pembagian angket dan test pada kelas IV - B	Widhan Burhanuddin, S.Pd, M. Hum	
3.	Kamis 29-03-2018	Pembagian angket dan test pada kelas IV - 1	Hijrah S. Pd	
4.	Sabtu 31-03-2018	Pembagian angket dan test pada kelas IV - 2	Hijrah S. Pd	
5.	Rabu 04-04-2018	Pembagian angket dan test pada kelas IV - C	Mahanda, S. Pd, M. Pd	
6.	Rabu 04-04-2018	Pembagian angket dan test pada kelas IV - H	Mahanda, S. Pd, M. Pd	
7.	Sabtu 06-04-2018	Pembagian angket dan test pada kelas IV - D	Mahanda, S. Pd, M. Pd	
8.	Sabtu 07-04-2018	Pembagian angket dan test pada kelas IV - E	Mah Zia Ul Hiy, S. Pd, M. Pd	
9.	Sabtu 07-04-2018	Pembagian angket dan test pada kelas IV - G	Achmad Basir, s.s., M. Pd	
10.	Sabtu 07-04-2018	Pembagian angket dan test pada kelas IV - F	Harnawan S. Pd, M. Pd	

Makassar, APRIL 2018

Mengetahui.

Ketua Jurusan



Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Pimpinan/Rektor



Erwan Alva, S. Pd., M. Pd, Ph. D.

Note:

Penelitian dapat dilaksanakan setelah selesai ujian proposal.

Penelitian yang dilaksanakan sebelum ujian proposal dinyatakan batal dan harus dilakukan penelitian ulang.

Kontrol pelaksanaan penelitian diambil di Prodi Bahasa Inggris

Pengeluaran Kontrol Penelitian Hanya 1 kali



| Terakreditasi Institusi



UNIVERSITAS MUHAMMADIYAH MAKASSAR
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Jalan Sultan Alauddin No. 238 Makassar
Telp. : (0411) 860037 / 860132 (Pusat)
Faksimil : 8601320000
Web : www.dip.unismuh.ac.id

SURAT KETERANGAN PENELITIAN

Nomor : 0008/FKIP/05/A.5-VI/IV/1439/2018

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : NUR WAHYUNI SYARIF
NIM : 10535546213
Jurusan : Pendidikan Bahasa Inggris

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan tahun pelajaran 2017/2018 terhitung sejak 10 Maret 2018 s/d 10 Mei 2018 dalam rangka penyusunan Thesis dengan judul:

"The Relationship between Self-Efficacy and their Speaking Ability at English education Department Unismuh Makassar (A Descriptive research at English education Department Unismuh Makassar)"

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

10 Sya'ban 1439 H
Makassar,

26 April 2018 M

Dekan,
FKIP Unismuh Makassar,

Erwin Akib, M.Pd. Ph.D.
NBM. 860.934



Tersahreditasi (unsmuh)