THE CORRELATION BETWEEN STUDENTS SELF EFFICACY AND SPEAKING ABILITY AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR

(*A Descriptive Quantitative research at Tenth Grade Students of SMA Muhammadiyah 1 UNISMUH Makassar*)

A THESIS

Submitted to the Faculty of Teacher Training and Education

Universitas Muhammadiyah Makassar in Partial Fulfillment of the

Requirement for the Degree of Education in English Education Department

By:

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2022

بسم الله الرحمن الرحيم

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Day / Date	Chapter	Note	Sign
15 - 08 - 2023		Revise abstract	
20 - 08 - 2023		Double check Structure, use Past tense in Chapter III	
22 - 08 - 2023		Revise research findings	
23 - 08 - 2023		Use single space for abstract and biography	
25 - 08 - 2023		Put related theory in discussion	
26 - 08 - 2023		Acc !	

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Day / Date	Chapter	Note	Sign
Friday, 2023	IV	- Rearrange the finding, consistence to the research problem. arrange the finding, based on the quantions/problems. - Desenbe the Finding, using Descriptive qualitative method arrange the research design find out and Describe the Correlation between variables	
Saturday, August, 26.23	IV	- Page 31. show the strenght data of the correlation two variables. - Re arrange the statemonts on the questionite - Revise the discussion. Describe clearly the Result Findings and compare with Previous Finding and put that	

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Day / Date	Chapter	Note	Sign
Sunday August 27 . 23	IV	Give more explanation explicitly why do you say it has correlation. not only number as the data but also give statement and strong comment	
	IV	Revise the conclution the content of conclution not only number but also describe the whole finding for two problem statements.	
	V	Revise the references using mendeley	
Monday August 28 . 23		Revise the abstract – Pay attention to the procedure of writing	
Thursday August 28 . 23	Appendata	Recompe the appendixes. Prepare to Exam.	Acc

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Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil saya sendiri, bukan ciptaan orang lain dan tidak dibuatkanoleh siapapun.

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ASTI RAHAYU

MOTTO AND DEDUCATION

"Allah will raise those who have believed among you and those who were given knowledge by degrees"

DEDICATION

A thesis for my Beloved Family

My Strongest Father

My Beautiful Mother

My Brother and My Sister

My Beloved Husband

And My Self

For their praying, struggling, loving, advising, caring suggesting and motivating the last of this thesis. I do expect this thesis can make them proud of me.

ABSTRACT

ASTI RAHAYU.2023. *"Thecorrelation Between Students Self Efficacy and Speaking Ability at SMA Muhammadiyah 1 UNISMUH Maakassar (a descriptive quantitative research at tenth grade class of SMA Muhammadiyah 1 UNISMUH Makassar)".* Thesis of English Education Department. The faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nurdevi Bte Abdul and Sujariati.

The objectives of the research was to find out the correlation between students self efficacy and students speaking ability in terms students speaking fluency and to describe how the correlation between students self efficacy and speaking ability at ten grade students of SMA Muhammadiyah 1 UNISMUH Makassar. Research design is devisiation correlation quantitative. The sample of this research consist of 10 students at ten grade class of SMA Muhammadiyah 1 UNISMUH Makassar. the sample was taken squestionnaire cheklist and speaking test.

Based on the finding it was found, there was significant correlation between students sself efficacy and speaking ability at SMA Muhammadiyah 1 UNISMUH Makassar. the main score of self efficacy was 65,8 and devisiation 14,281. While the main score of students speaking was 66,1 and devisiation 8,633. Analysis by product moment r 0,648, based on classification its strong correlation. where r 0,648 > r table 0,632 its mean there was significant correlation between students self efficacy and speaking ability.

Keywords: *Correlation, students self efficscy, students speaking ability.*

ABSTRAK

ASTI RAHAYU. "*Hubungan antara Efikasi diri dan kemampuan berbicara siswa di SMA Muhammadiyah 1 UNISMUH Makassar* (Deskriptif kuantitatif research pada kelas sepuluh di SMA Muhammadiyah 1 UNISMUH Makassar). Sebuah skripsi jurusan pendidikan, fakultas keguruan dan ilmu pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Nurdevi Bte abdul dan Sujariati.

Tujuan dari penelitian ini adalah untuk mengetahui korelasi antara efikasi diri siswa dan kemampuan berbicara siswa dalam hal kefasihan berbicara siswa dan untuk mendiskripsikan bagaimana hubngan antara efikasi diri siswa dan kemampuan berbicara pada siswa tingkat sepuluh di SMA Muhammadiyah 1 UNISMUH Makassar. Desain penelitian ini menggunakan korelasi devisiasi kuantitatif. Sampel penelitian ini terdiri dari 10 siswa kelas sepuluh SMA Muhammadiyah 1 UNISMUH Makassar dan instrumen yang digunakan adalah pernyataan dan test berbicara.

Berdasarkan temuan yang di temukan, terdapat hubungan yang significant antara efikasi diri siswa dan kemampuan berbicara siswa di SMA Muhammadiyah 1 UNISMUH Makassar. skor utama efikasi diri 65,8 dan devisiasi 14,281 dan skor utaa kemampuan berbicara 66,1 dan devisiasi 8,633. Analisa product moment r 0,648 berdasarkan klasifikasi hubungan keduanya kuat dimna r 0,642 lebih besar dari r tabel 0,632 artinya terdapat korelasi yang significant antara efikasi diri dan skemampuan berbicara siswa.

KATA KUNCI : *Hubungan, efikasi diri, Kemampuan berbicara.*

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7. All of my Classmates in the Senior High School year 2016, especially for anything we shared.

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May Allah the Almighty bless them all. Moreover, the researcher also realised that this paper is far from perfection. It is a pleasure to get critiques and suggestion to make this paper better.

Makassar, 25 August 2023

The Researcher

ASTI RAHAYU

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CHAPTER I
INTRODUCTION

A. Background

According to Ladouse (1991), speaking is the center skill and the most demanding of the four skills. According to Ladouse (1991), speaking is the action of being able to artuiculate one self in a given circumstance, or the activity of accrately reporting acts or situations or the activity of conversing or smoothly expressing a series of thoughts.

Speaking is one of the four fundamental talents that students must master according to the competence-Based curriiculum. It has importan role in communication. By speaking people can share their opinion, ideas and what they already know. So that students can speak English well, the students must know component of speaking study. The component of speaking study such as grammar, vocabulary, pronunciation, fluency and comprehension. On the other hand, according to Hamouda (2012), there are some issues that may affect students ability to speak English, including shyness, lack of confidence, lack of interest, incomprehensible input and anxiety.

Speaking has been given priority while English teaching and learning process. However students have hardly in study English, especially in speaking ability. Students posses a phase of credibility in doing something, including the credibility to speak English properly and correctly. Brown and Yule (2001) state that speaking lesson is one of the difficult aspect of language lessons taught by teachers in the classroom to help students. Students who take foreign language lessons in class generally said speaking in the target language give experience of worry and fear (Ozturk and Gurbus : 2014).

To solve those problems, belief and confidence for students must be thrive, and the students must have self efficacy. Define by Bandura (1995), self efficacy is the confidence in ones ability to plan and carry out the necessary

course of action to handle a potential circumstance. In other words, self efficacy can be understood as peoples belief in their capacity to carry out the tasks they set out to do, achive the goal, and do it competently (Dornyei:2005). According to Bandura (1994), self efficacy is thought to influence how people feel, act, and decide what to do in a given circumstance. Students willingness to communicate might also be positively or negatively influenced by their perceptions of their ability. Self efficacy can be seen as the belief in ones own abilities. They work hard to complete their tasks and accomplish their goals.

Based on the researcher's experience when she did teaching training in SMA Muhammadiyah 1 UNISMUH Makassar at the tenth grade class in academic year 2019-2020, the researcher found that most learners often seem passive and reticent in speaking English in the classroom. They not brave to deliver their opinion. They didnt have belief on their communication competence in learning process . Because they thought that they would laugh. In fact that when their teacher asked them, they did not give feedback. They could not say anything in the class. So that, they spent much time in silence in the classroom. Instead they can answer the teacher's questions and even speak in english outside the classroom. Thus, a motivating elements for studentsto speak english, could be their communication skill. Thus, it can be deducated that students in speaking classes who have high self efficacy will be more confident to perform in a task or activity, and students who have low self efficacy will be less confident.

Based on the description above the reasearcher interested to know whether there is a positive corelation between students self efficacy and their speaking skill or not. Therefore, the researcher intended to conduct a research about *"the correlation between self efficacy and speaking ability at the tenth grade of SMA Muhammadiyah 1 Unismuh Makassar ?*

B. Problem statement

Based on the previous bakground, the researcher formulated the research questions as follow :

1. How is the self efficacy and speaking ability at the tenth grade of SMA Muhammadiyah 1 Unismuh Makassar ?

2. How is the correlation between self efficacy and speaking ability at the tenth grade of SMA muhammadiyah 1 Unismuh Makassar?

C. Research Objectives

In accordance with the problem above, the objectives of the study are:

1. To find out the students' self efficacy and speaking ability at the tenth grade of SMA Muhammadiyah 1 Unismuh Makassar?

2. To know the correlation between Self efficacy and speaking ability at the tenth grade of SMA Muhammadiyah 1 Unismuh Makaassar?

D. The Significant of the Research

Expected that this study would give some significae for:

1. Learners

The learners would be cognizant of their self efficacy. Thus, they may repair their self efficacy and they become cognizant how to study English skill, especially speaking fluency.

2. Lectures

The study expected can be benefical for lectures who instruct speaking skill, they may inform big prospect for the learners and praising good work.

3. The next writer

The study expected may be profit to the next investigator to find out explanation and may be utilise as matrix in doing future investigate in a like issues.

4. For the writer

The study expected may be profit to apply the science gain by the writer.

5. The Scope of The Research

In this research the researcher will explore the correlation between students self efficcy and speaking ability at SMA Muhammadiyah 1 Unismuh

Makassar. There are five elements in speaking ability namely pronounciation, grammar, vocabulary, fluency and comprehension, and the research will be focus on the students fluency in speaking. The researcher also explore the students self efficacy. In this case the researcher focus on high self efficacy and low self efficacy.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Related research findings

There are some researcher who have conducted researches on the topic they are:

Jumana (2016) in his investigation *"The Relationship Between Self Efficacy and Academic Performance in English of Secondary School Students"*. The result revealed that important there are different in the Academic performance in English and self efficacy of nural and urban students. In the specimen of species and of supervision there is no important distiction exist.

Rahimi and Abedini (2009) conducted investigation of *"Interface Between This Skill and EFL Learners Self Efficacy"*. The result indicated that there is lineal and significant relationship between self efficacy and listening comprehension; the researcher found that high self efficacy affected listenig test performance significantly and certainly.

Alawiah (2017) in her investigation *"The Correlation Between Speaking Self Efficacy and Speaking Achivement"*. The researcher found theoretics that students speaking self efficacy are the elements that effect their speaking achievement important.

Rayner, et.al (2016) in his investigation *" Comparing The Self Efficacy and Writing Related Abilties of Native and Non-Native English Speaking Students"*. The result of this study was upon beginning of the science unit, Malaysian learners self efficacy was supreme than that of Australian learners for three competencies. By the fulfillment, Australian learners had supreme self efficacy for all six competencies, which relationship with thesis higher literature review grades.

Mazlum, et.al (2015) in her investigation *"English Teachers Self Efficacy Beliefs and Students Learning Approaches: the Role of Classroom Structure Perception"*. The result of this study was ten that learners response of

classroom contexture plays a mediating character among teachers self efficacy beliefs and students learning approach.

Khoirunniswah (2005) in her investigate " *The Correlation between Self efficacy and Speaking Achievement.* The result show that there is significant correlation between self efficacy and speaking achivement.

Based on the research above, they have similirities and difference finding research. The similarity of those investigator above which was discussion on self efficacy. Every investigator have distinct findings in their investigate. Jumana concentrate on relationship between self efficacy and academic performance. Rahimi and Abedini concentrate on interface between this skill and EFL learners self efficacy. Tutik Alawiah and Khoirunniswah concentrate on the relationship among self efficacy amd speaking achievement. Gerry Rayner, Roslyn Gleadow and Theo Papakonstantatinou concentrate on the self efficacy and writing related abilities of native and non native english speaking students. Farhad Mazlum, Mahdi Dasta and Fereshteh Cheragi concentrate on the role of classroom structure perception. Meanwhile, the researcher will focus on correlation between self efficacy and speaking ability.

B. **Some partinent ideas**
1. **Speaking**
a. **Defenition of Speaking**

Speaking is one of two productive powers in language, instruction and students. It be told as a two way processes among talker and auditor (or listeners) and involves the productive powers of talking and receptive capability of comprehension (Byrne:1986). According to Bygate (1987) Speaking skill is the power in utilise oral langue to roam ideas, intentions, opinion and sense to other community as a way to create the message obviously convey and well comprehend by the auditor.

In addition, Brown (2006) state that speaking can be describe an interactive manner in build sense that implicates generate and recipient and preparation explanation. Brown (1985) state that speaking is one of methods

and means in which language is former many of language instruction energy is stanch to instruction in mastering talking english.

Nunan (2003) defined that speaking consist of producing systematic verbal utterances to convey meaning. Hornby (1995) statet that speaking is creation utilize syllable in an normal voice, uttering words, meaningfull and being able to utilise language, expressing oneself in words, and creation oration.

Speaking can be explain as the power to convey to other community with the goals to express their mind, plan, purpose and opinion. It implicates producing, recipient, and processing explanation. Moreover, its not only by sound but also by gesture.

b. The Nature of Speaking

Stated by Harmer (1991) there are three cause why people talking.

1. People talking as "they want to talk something".

    As Harmer state, the word "want" refers to deliberate desire the talkers has in reserve to convey speech to other people. Simply stated, people talk as they only do not quiet.

2. People talking as "they own several communicative goal".

    With having several communicative goal it means that the talkers want something to occur as outcome of what they talk.

3. People talking as "the effect of the desire to say something (first reason) and the purpose is conducting communicative activities (second reason)".

    As they have language storage, they will select language expression appropriate to get messages across to other people.

Speaking is a productive skill. When we talk we create the tesk that will be listen by other person and it will be knowing. The nature of speaking we can discover the talker and the auditor, the speech and the response.

Based on explanation above, the research concluded that in natural communication, people communicate because there is an information gap between them, and people communicate with others because truly need information.

c. The Elements of Speaking

Brown (2006) said that there are several components of speaking like pronunciation, grammar, vocabulary, fluency, and comprehension should be capprehensive by teacher. The elements of speaking are:

1) Pronunciation

Produce utterance some word obviously when they are speking is called pronunciation (Kline : 2001). Pronunciation includes the segmental of vowels, consonants, stress, and intonation patterns.

2) Grammar

Grammar is set of rule or structure of sentence which can be used to create well formed of the sentences. According to Harmer (2001) the way of grammar language can change their words into their forms and it can be arranged into some sentences in that language.

3) Vocabulary

Vocabulary is words used in a language. Turk (2003) said that knowing many vocabulary it will be easier to state our ideas, thought and feeling both written and oral form, the vocabulary becomes familiar when we use in speaking language everyday.

4) Fluency

Fluency is ability to read with smooth, rate and accuracy when speaking. According to Hornby (1974) fluency as the quality of being able to speak smoothly and easily.

- There are 3 component of fluency:

a) Accuracy, also know as automaticity, it refers to the person's ability to read words correctly in a text.

b) Rate, the speed a person reads

c) Stress, intonation, and pauses.

- There are dimension of fluency :

a) Expression is make text sound like adding enthusiasm to your voice when appropriate.

b) Volume is not too quite, not to loud.

c) Smoothness is avoiding pauses, false starts repetition and multiple attemps.

d) Pace is not fast and not too slow buts just right.

5) Comprehension

Comprehension can be describe by understanding the language expressed by other peoples. Comprehension is speakers understanding about what are the people saying.

The element of speaking are pronounciation, grammar, vocabulary, fluency and comprehension. In this research the researcher only investigate the students fluency.

d. The Function of Speaking

According to Brown and Yule (1983) and Richards (2008) there are three function of speaking, talk as interaction, talk as transaction, and talk as performance.

1) Talk as interaction

Talk as interaction can be describe like a conversation where serves a primarily social function. Example they exchange greetings, making small talk, and so on.

2) Talk as transaction

Talk as transaction can be describe to situation where focus on what is said or done. Example discussing needed computer repairs with a technician, buying something in a shop, and so on.

3) Talk as performance

Talk as performance can be describe speaking aktivities in public where transmits information to audience. Example making presentation, public announcements, and speech.

2. Self Efficacy

a. Definition of Self Efficacy

Self efficacy consist of two syllable; self and efficacy. Self is the personality of a people while efficacy is the power to produce an influence

(Zulkosky: 2009). He also talkingt the synonym of efficacy includes effectiveness, efficaciousness, and productiveness.

In addition, Lunenburg (2011) defined that self efficacy also influence people grade of effort and enterprise when study in hard tasks. Lunenburg (2011) argues that self efficacy has effect more to peoples abilities to study, their encouragement, and their achievement, as people will try to study and perform just those task they be confident they will be successfull. Ibid also argued that self efficacy is the main foundation that must be possessed by people who want to be successful. Self efficacy stress that training of pepople will provide good respon to their self purpose .

In addition, Bandura (2006) state that self efficacy describe as peoples beliefs about the power that they have to make at a level that effect their lives. Bandura (1997) claims that self efficacy as the people's beliefs in their capabilities to produce desired effects by their own actions. He also defined that self efficacy as a person's confidence in its capacity to organize and implement action to archieve the goals set, and try to assess the level and strength in all activites and contexts.

In addition, Feist and Feist (2002) stated that self efficacy is the belief or individuals that they have the ability to hold control over their own work in a particular situation. Besides that, Baron and Byrne (2000) also define that self efficacy is an people decision of his or her own skill or competence to do a task, achieve a purpose and produce something.

Based on the argument above, it can be deducated that self efficacy is an people belief and confidence in his or her own skill to perform or finish task and hard they face in order to overcome detention and achieve the expected goals.

b. Classification of self Efficacy

Bandura in Izzah (2012) state that self efficacy divisible two types namely high self efficacy and low self efficacy.

1. High self efficacy

Bandura (1986) define that people who have high self efficacy will gain a better achievement since this people has hard encouragement, obvious, purpose, permanent affect and their skill to provide a performance for acttion or manner successfully.

People with high self efficacy will be more motivation to do specific task, even a hard one. They are not look the task as snapping and they not afraid to doing the assignment. When they lose in the performance, they always recover their self efficacy as soon after their failed (Bandura:1997).

Individuals who have high self efficacy have these characteristics as follow:

a. Able to deal effectively with the problems they face.
b. Believe in success in dealing with problems or obstacle
c. Problems are seen as a challenge that must be to face, not to be avoided
d. Persistent in his efforts to solve problems
e. Believe in the abilities they have
f. Quickly rise from the failures it faces
g. Likes to seek new situyation

2. Low self efficacy

Bandura (1986) claims that individuals with low self efficacy is examine as snapping for them. They had low aspiration and commitment to gain their goal. People who have low self efficacy do not consider about a good way to face task hard.

People with low self efficacy will try to avoid difficult tasks. The people have low commitment to gain the goals they set. Where they encounter difficult tasks, they will be busy thinking about the deficiencies they have. They do not upgrade their venture and give up very easily. They are too slow in repair their own error and regaining their self efficacy when encountering a failure (Bandura:1997).

Individuals who have low self efficacy have characteristics as follow:

a. Slow in correcting or regaining self efficacy when facing failure

b. Not sure if they can deal with the problem

c. Avoiding difficult problems (threats are seen as something to avoid)

d. Reducing efforts and giving up quickly when facing problem

e. Doubt in his own abilities

f. Do not like to seek new situations

g. Aspiration and commitment to the task is weak.

c. **Sources of Self Efficacy**

According to Bandura (1997) there are four big factors that influence someones self efficacy.

1) Mastery experience

Mastery experience will improving people self efficacy, while the experience unsuccessful will lessen people self efficecy. Someone who has mastery experience in a previous task will build self belief. Mastery experiences serve as an superior predictor of somebody future success (Chen 2007).

2) Vicarious Experiences

People self efficacy can be effect by vicarious experience by social models or friends with opinion they have equality of power and intelligence (Bandura 1997). Vicarious experience can be use as a level of proportion for people success and unsuccesful.

3) Social Persuasion/ verbal persuasion

Social persuasion will be described as the encouragement and opinions on one's ability to do something. Bandura (1997) verbal persuasion influence is not too great because it does not give an experience that can be seen by people.

4) Psychological and Emotional States

Psychological and emotional states imfluence individual self efficacy. Psychological can be describe with a people overall mental well being, like rational thinking and managing difficult situation. Meanwhile, emotional states can be describe as the ability to manage your moods and feelings.

d. Aspec-aspec of self efficacy

As stated by Bandura in ghufron and Risnawati (2016:80) self efficacy in each individual will different in three dimension. The three dimensions are:

a) Dimension of difficulty level (Magnitude/level)

This dimension related to the level of task hard when a person feel able to do it. Someone will try out behaviour he feels capable and avoid them behaviour which they can not do. For example, in face a problem then everyone will look at the problem differently. Some people feel the problem is difficult for him and some people feel the problem is easy or moderate for him.

b) Dimensions of Strenght (strenght)

This dimension related to the level of strenght of the assumption or people hope of people skill. This dimension related to level of dimension, the higher the diffculty of the task, the less trust it will be in resolve the task.

c) Dimensions of generalization (generalitaty)

This dimension related to the era of perceive behaviour people confident in abilities. People can rest assured on his abilities and particular situation or in variety of activities and situations.

From the description above, it could be deducate that self efficacy has three dimension namely the level of difficulty, degree of strenght, and generalization.

C. **Conceptual Frameworks**:

Based on the some theories present the writer try to give theoretical of frameworks as follow:

```
                        ┌─────────────────┐
                        │    Students     │
                        └─────────────────┘
               ┌──────────────┴──────────────┐
       ┌───────────────┐             ┌───────────────┐
       │  Self efficacy │             │ speaking fluency │
       └───────────────┘             └───────────────┘
               │                             │
       ┌───────────────┐             ┌───────────────┐
       │ Questionnaire │             │  Speaking test │
       └───────────────┘             └───────────────┘
               └──────────────┬──────────────┘
                   ┌───────────────────────────────┐
                   │ Correlation between self efficacy │
                   │     and speaking fluency          │
                   └───────────────────────────────┘
```
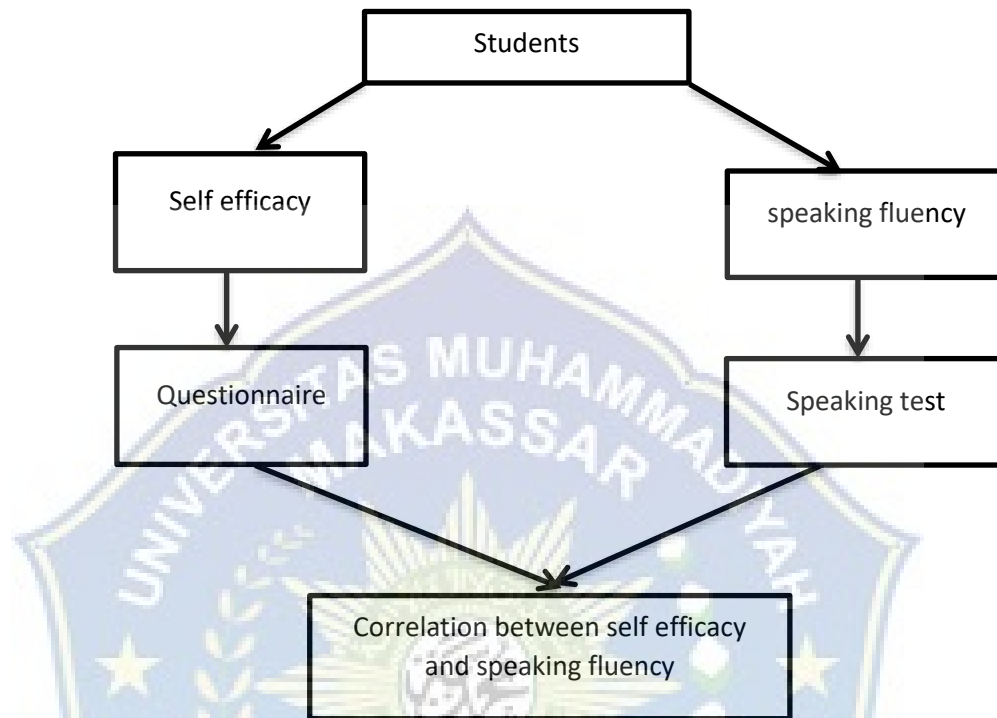
Figure 2.1 conceptual frameworks

The conceptual frameworks about describe the research which conduct by the researcher. This research is a quantitative research wich describe about the correlation between self efficacy and students speaking fluency.

The researcher will do two test in this research, namely a speaking test and questionnaire. This activity will provide to know whether is the correlation between self efficacy and speaking ability at tenth grade of SMA Muhammadiyah 1 Unismuh Makassar.

D. Hypothesis of The Research

Based on the review literature and the conceptual frameworks describe before, the researcher tried to formulate the hyphotesis of the research as follows:

H_o = There is no significant correlation between self efficacy and speaking ability at tenth grade at SMA Muhammadiyah 1 UNISMUH Makassar?

H_I = There was any significant correlation between self efficacy and speaking ability at tenth grade at SMA Muhammadiyah 1 UNISMUH Makassar

CHAPTER III
RESEARCH METHOD

A. Research Design

The research design used a deviasi correlation between variabele. The correlation coefficient calculated by dividing the covariance by the standard deviation of the two variables. The standard deviation is a measurement of how far apart the data are from the mean. A mesure of how two variables changed jointly is called covariance. The purpose of the study is to determine whether speaking fluency and self efficacy are related among the tenth grade of SMA Muhammadiyah 1 UNISMUH Makassar..

Figure 3.1 correlation X and Y

B. Research Variable and Indicators

1. Variable

The variable of this research is students self efficacy and students speaking fluency. Students self efficacy concerning questionnaire about students high self efficacy and low self efficacy and students speaking fluency concerning about speed and smooth in tell a story.

2. Indicators

The research indicator is the students self efficacy and speaking fluency at SMA Muhammadiyah 1 UNISMUH Makassar.

C. Population and Sample

1. Population

The population of the research will conduct in the tenth grade students in SMA Muhammadiyah 1 Unismuh Makassar in academic year 2022/2023 which consisted of two classes totalling 30 students. There are 15 in social studies class and 15 students in science class.

2. Sample

The researcher used purposeful sampling in this study. Purposive sampling according to Sugiyono (2016), is a sample selection method with several considerations. There are two concurrent classes at the school, and the writer used class X B , which has ten students as a sample.

D. Instrument of The Research

In this research the researcher uses speaking test and questionnaire to find out the correlation between self efficacy and speaking fluency of the tenth grade students at SMA Muhammadiyah 1 UNISMUH Makassar. There are instruments that the writer use, they are:

1. Speaking Test

To get the students speaking fluency, speaking test will be doing. The researcher provide some theme to the learners. The researcher ask the learners to describe their opinion based on the theme chosen. This will last in 3-5 minutes for every learners. The researcher will make vidio to gather the data from the students speaking fluency. The researcher will know their students speaking fluency from the vidio display.

2. Questionnaires

The study questionnaire contained statements about students self efficacy . the survey asked the students about their levels of strong and poor self efficacy. There are 20 statements total on the questionnaire.The researcher chooses the scale column and points based on scale as an indicator to really (1) Strongly Agree, (2) Agree, (3) Neutral, (4) Disagree, (5) Strongly Disagree.

E. Prosedure of Collecting Data

In collecting data the researcher follow the prosedure:

1. Speaking Test

The procedure of speaking test are:

   a. Speaking test will be doing in 40 minutes
   b. The researcher prepare the theme what the students will be choose

c. The researcher explain to the students what will be doing

d. The researcher take a vidio and photo when the students speech

2. Questionnaire

The procedure of questionnaire test are:

a. Questionnaire test will be doing after students get speaking test

b. The researcher prepare the paper of questionnaire and give to the students

c. The researcher explain to the students what will be doing

d. The researcher take documentation when the students answer the questionnaire test.

F. Data Analysis

After colecting the data, the researcher will take some step to analysis the data.

1. Rubric in measuring the students speaking fluency

The rubric result described the students speaking fluency of giving the test in the class.

No	Clasification	Score	Criteria
1.	Exellent	95-100	Talk without too great an venture with a almost broad distance from expression. Chasing for syllable sometimes but just one or two unnatural intermit.
2.	Very good	85-94	Create an venture at times to chasing for syllable. However, smooth transmission on the entire and just a several unnatural intermit.
3.	Good	75-84	Even he has to create an venture and chasing for syllable. There are not too much unnatural intermit. almost smooth transmission too much. Sometimes part but hit in delivering the public sense. enough distance of expression.
4.	Average	65-74	create an venture for many of the period. Frequently has to quest for wish sense. Of course, hacking convey and

| 5. | Poor | 55-64 | part distance of expression frequently confine. Extensive intermit while he quest for the desirable meaning. Frequently part and hacking transmission. nearly provide up create the venture at period. narrow distance of expression. |
| 6. | Very poor | <55 | whole of great unnatural intermit. Very quite and part transmission. At hand up create the venture very distance of expression. |

(Heaton:1978)

Table 3.1 rubrik speaking fluency

The technique that the investigator utilise to collect the data are:

a. Scoring the speaking test of students the best answer by using this formula:

$$score = \frac{students\ correct\ answer}{total\ number\ of\ items} x100$$

b. Classifying the students speaking test score into the following criteria:

SCORE	CLASSIFICATION
95-100	Exellent
85-94	Very good
75-84	Good
65-74	Everage
55-64	Poor
<55	Very poor

(Heaton:1978)

Tabel 3.2 score classifying the students test

2. a. Scoring the questionnaire of students the best answer by using this formula:

$$S = \frac{R}{N} x 100$$

Where :

S : Score of the questionnaire

R : Number of correct answer

N :Number of questionnaire items

b. Classifying the studens questionnaire score into the following:

CLASSIFICATION	SCORE OF STATEMENT
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

(Sugiyono, 2012:135)

Tabel 3.3 The classification the questionnaire score

3. Scoring the mean score:

$$X = \frac{\sum x}{n}$$

Where :

X   : Mean score

$\sum x$: Total score

N   : Number of itemms

4. To calculate the correlation of both variable. The researcher applied the product moment correlation. Person (1948).

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

Where :

r : Product moment correlation coeficient of variaable X and Y

ΣXY : The sum of the product multiplying of speaking test scores and questionnaires score

ΣX : The sum of self efficacy scores

ΣY : The sum of speaking test scores

$\Sigma (X)^2$: The sum of self efficacy scores

$\Sigma (Y)^2$: The sum of speaking test scores

N : The total number of sample

Pearson (1948)

The following variables coefficients of correlation are shown using the value of r.

a. Positive correlation : the chages in both variables occured simultaneously. Strongly positive correlation is indicated by a correlation coefficient that is near to 1.00.

b. Ngative correlation showed that when one variables value increased, so did the the value of the other variables. A high negative association was suggested by a correlation coeficient that was close to -1.00

c. Indicated that there is no correlation between two variables. There is no association when the correlation coeficient is 0.

The direction of the correlation would be determined by correlation features, and the degree of correlation might be categorized as follows:

Table 3.4 Interpretation of the value of r

The velue of r	Interpretation
0.800-1.00	Very strong correlation
0.600-0.800	Strong correlation
0.400-0.600	Moderately correlation

0.200-0.400	Weak correlation
0.000-0.200	Very weak correlation (no correlation)

(Sujarweni,2015:6)

The researcher would use the following comparison between r anlysis and r table as follows to determine whether the link between self efficacy and speaking fluency is significant or not:

If r analysis > r table, the correlation is positive

If r analisis < r table, the correlation is negative

If analysis = r table, the correlation is zero

CHAPTER IV

FINDINGS AND DISCUSSIONS

The researcher delivers the researchs findings and analysis in this chapter.

A. Findings

This test was conducting at tenth grade class of SMA Muhammadiyah 1 UNISMUH Makassar in academic year 2022/2023. There are three primary sections in this paraghraph. The results of the students self efficacy are shown in the first section. The results of their speaking fluency are shown in the second, and the correlation will be present in third section.

1. Students self efficacy

Self efficacy is defined as students belief in their atitude at a particularaction or set of duties. Self efficacy can affect a students capacity to succeed. Self efficacy is the ability an individual has to do tasks and accomplish goals. Thus, students ability to plan their actions in order to complete the work and reach their goals is influenced by their level of self efficacy.

Students levels of self efficacy might be classified as high or low. Students with strong self efficacy will be more driven to complete tasks, while students with low self efficacy will trive to avoid challenging tasks. These students lack confidence in their ability to perform in class. Students with low self efficacy struggle to organize the assignment and are unaware of their own talents.

The research also discussed pupils self efficacy. The questionnaire was used by the researcher to provide an answer. After the speaking test , the questionnaire was given out. The questionnaire goal was to gauge the pupils level of self efficacy. The students respond to the survey by marking the items on the likert scale table that pertain to their personal opinions. Students self efficacy scores on avarage were 65,8 and 14,281 devisiation. According to the study pupils self efficacy is defined as being at an average level. It shown that the students self efficacy mean score is a follow:

Variable	Total score	Total respond	Main score
Students self efficacy	658	10	65,8

Table 4.1 classification of students main score in students self efficacy

The chart indicated that students self efficacy had a main score 65,8 of total score 658 from total responden 10 students. It indicates that the students overall self efficacy score is fair.

2. Students speaking fluency

Speaking is referred to as the method of interpersonal communication. Speaking entails communicating thoughts, feelings, and ideas. Speaking is a process of communication between the speaker and the listener. Speaking has an impact on a speakers capacity to organize and plan a communication.

The researcher found in this research was fair mean score. Numerous causes were identified by the pupils themselves. For instance, pupils often reluctant to voice their opinions. Another aspect that emerged from the pupils is their environment. For instance, in the school setting, pupilsonly speak English. Students were unable to strengthen their speaking skills as a result.

Then again in the first chapter , the researcher asked a research question. to address the query, the study used the speaking exam. The speaking test at SMA Muhammadiyah 1 UNISMUH Makassar. aims to gauge students speaking fluency. The average score was 66,1 and the devisiation was 8,633. The researcher discovered that the level of pupils speaking is considered average. It shown that the pupils speakingfluency mean score is reasonable. The following table displays the mean students speaking fluency score:

Variable	Total score	Total respond	Main score
Students speaking Fluency	661	10	66,1

Table 4.2 classification of students main score in students speaking fluency.

The table displayed that the pupils speaking fluency had a main score of 66,1 a total score 661 and a total responden of 10. The mean of speaking fluency score of students is fair according to the categorization system.

3. The classification of the correlation between studens self efficacy and students speaking fluency

The writer used the pearson product moment correlation coefficient to address the issue in this study which sought a significant relationship between students self efficacy and speaking fluency.

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

Where:

N $\quad$ = 10

ΣXY $\quad$ = 44213

ΣX $\quad$ = 658

ΣY $\quad$ =661

ΣX² $\quad$ =45132

ΣY² $\quad$ =44363

After the research analysis the data, the research found r = 0,648

It was discovered that r = 0,648 for the students self efficacy and the students speaking fluency at SMA Muhammadiyah 1 UNISMUH Makassar. Based on the correlation moment standard, there was a high association between them. That was r table = 0,632, which in the classification table was located between 0,600 and 0,800.

Furthermore, the writer had to compare the results with r table in order to determine whether or not this value (r) was significant. With a sample size of 10 students, the significance of variables x and y was 0,632 at a level of 5% (0,05).

The results of the correlation analysis showed that there was a positive association between students self efficacy and students speaking ability since r was higher than the value of the r table (0,648 > 0,632).

The outcome indicated that hypothesis H_1 had been adopted and hyphothesis H_0 had been disproved. It indicates that self efficacy and speaking fluency among students in the tenth grade of SMA Muhammadiyah 1 UNISMUH Makassar were significantly correlated.

B. Discussion

The purpose of the data analysis in this study was meant to measure the correlation between the students self efficacy and stuudents speaking fluency. According to the findings, there was significant correlation between self efficacy and speaking fluency. Also, there was significant influence of self efficacy and students speaking fluency.
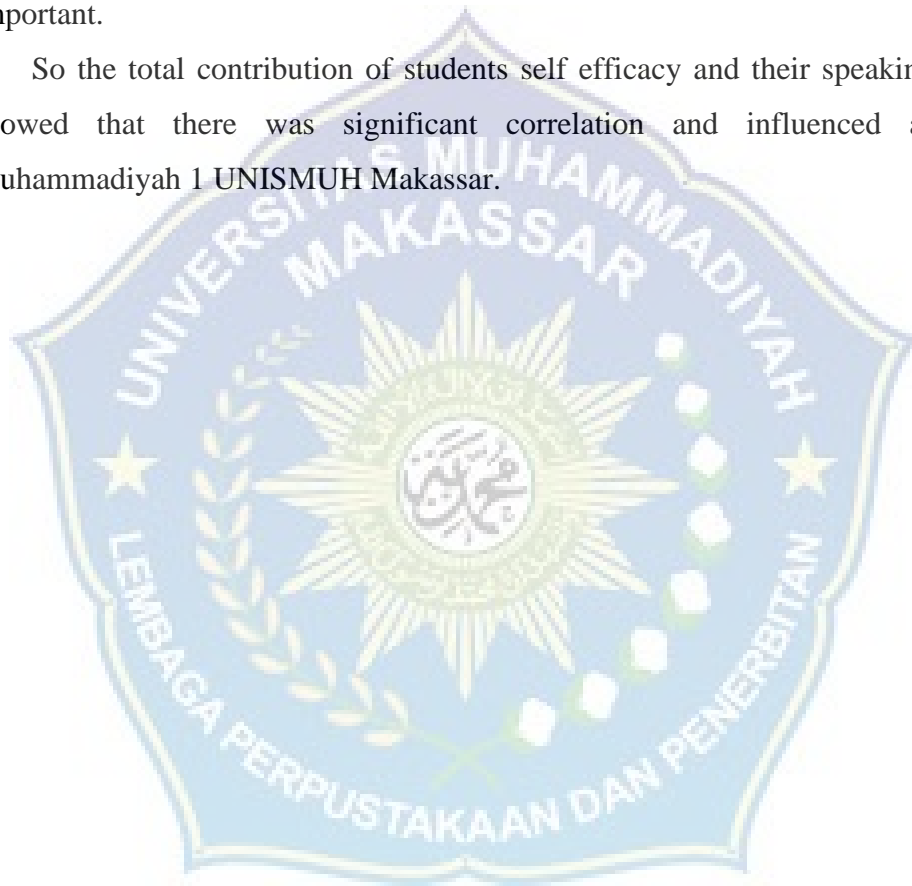
Based on the result product moment correlation, it was found that there was a positive and a significant correlation between self efficacy and speaking fluency at tenth grade of SMA Muhammadiyah 1 UNISMUH Makassar (r=0,648). it means that self efficacy had relation to their performance in students speaking fluency. The explanation to support this finding is that from the statement in questionnaire number 1 in positive statement average students answer agree and in number 13 in negatif statement average students answer disagree. Self efficacy could affect motivation and choice of activities.

Students with high self efficacy would give great effort when facing difficulties, he probably say " I can do this ". On the other words, the self efficacy level effects speaking activity in speaking class. Moreover, level of self efficacy in fact give differents performance in speakin activities in the class. According to Tifarlioglu and Cinkara (2009) students with high self efficacy it was motivational force and a central mediator of effort to practice and be more active in speaking activities.

According to Rahimi and Abedini (2009) conducted investigation in Interface between this skill and EFL learners self efficacy. The result indicated that there is lineal and significant relationship between self efficacy and listening comprehrnsion, the researcher found that high self efficacy affected listening test performance significatly and certainly.

Alawiyah (2007) in her investigatetion the correlation between speaking self efficacy and speaking achivement, the researcher found theoretics that students speaking self effiacy are the lements that effect their speaking achivement important.

So the total contribution of students self efficacy and their speaking ability showed that there was significant correlation and influenced at SMA Muhammadiyah 1 UNISMUH Makassar.

CHAPTER V
CONCLUSION AND SUGGESTION

The conclusion and suggestion sections make up the two sections of this chapter. The conclusion explain the relationship between the students self efficacy and speaking fluency of the tenth grade of SMA Muhammadiyah 1 UNISMUH Makassar. The recommendation includes the research point of view and advice the students with favorable feedback.

A. Conclusion

Based on findings and discussion of prior study, the researcher came to the conclusion that there was significant correlation between self efficacy and speaking fluency at tenth grade of SMA Muhammadiyah 1 UNISMUH Makassar in academic year 2022/2023. The average students self efficacy score was 65,8 its fair and students speaking fluency was score 66,1 its categorized fair. Additionally the r –table was 0,632 and the correlation with product moment was 0,648. It indicates that the students confidence in their ability to talk well is high.

B. Suggestion

Following analysis of the findings, the researcher wish to offer the following advice to readers particularly to prospective researcher:

1. Students

    Foreign language students must focus on learning to speak English and understand their own efficacy.

2. Teacher

    It is advised that teachers especially English teachers create a safe learning atmosphere in which students feel comfortable speaking up and taking part in oral activities. This will help students feel more confident and increase their self efficacy.

3. For the next researcher

The result of this study can be used as a reference by future researchers who wish to look into a study that is comparable to this one to learn more about the relationship between students speaking skill and self efficacy.

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A P P E N D I X

APPENDIX A
SPEAKING TEST

Every student is givin the topic by the researcher. The students come in front of and choose what the topic they will get. After that, the researcher ask the students to describe their opinion based on the topic which they choose. The students will be give 3 minuts to describe their topic. The researcher records the students English fluency by using vidio.

The topics consist of three topics and you can choose one of them, they are;

- My family

- My favorite sports

- My friends

1. Present your speech in 3 minutes

2. The examiner will record your speech and will examine you for speaking fluency.
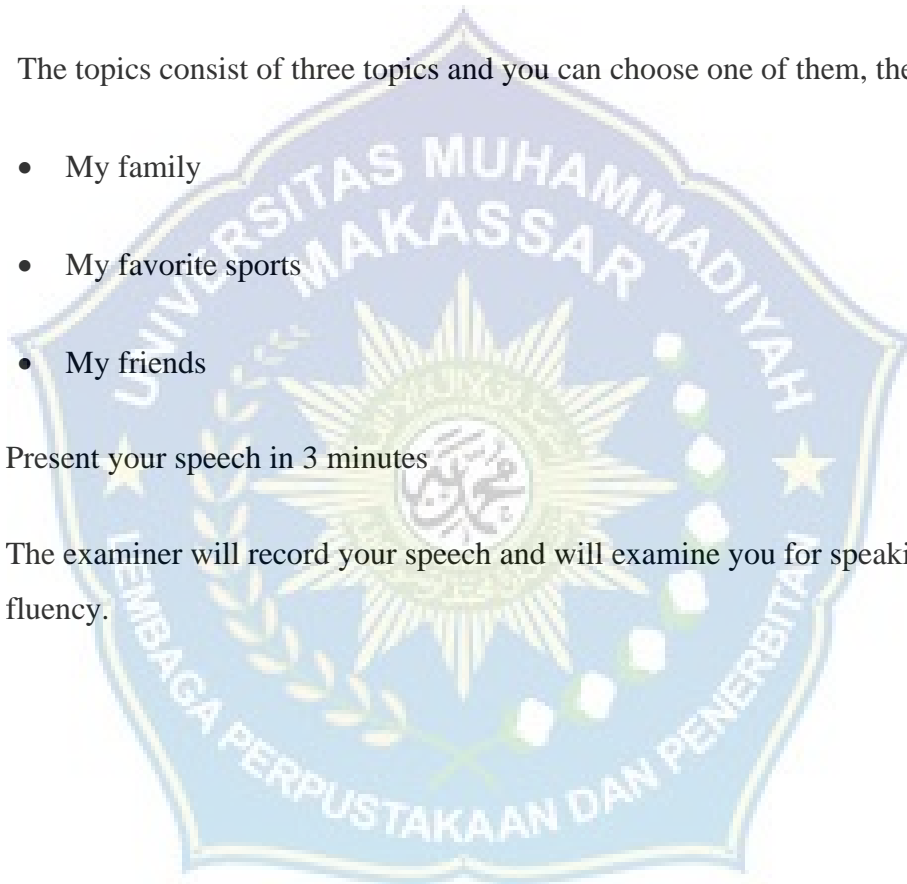
Appendix B
Self-Efficacy Questionnaire

Name :
Nim   :

Questionnaire filling instructions:
1. Read each statement carefully
2. Answer each statement as honestly as possible your own opinion
3. It is not allowed to copy or imitate answer from friends
4. Put at mark () on the option that you think is appropriate with yourself

Statements

SD = Strongly Disagree   **A** = Agree

D = Disagree   **SA** = Strongly Agree

N = Neutral

No	Items	SA	A	N	D	SD
1.	I'm sure i'll get a good grade in the speaking category.					
2.	I am able to deal effectively with the problem I face					
3.	I can say a sentence with fluently					
4.	I'm not afraid of making mistake speak English					
5.	I believe I will succes in dealing with problem or obstacle					
6.	I believe with ability I have					
7.	I am not feeling nervous when I speaking English					
8.	When the teacher ask a question using daily conversation sentence I can respon in English					
9.	I am persistent to solve problems					
10.	I likes to seek new sutuation					
11.	I am not sure if I can deal with my problem					
12.	I am avoiding difficult problems					
13.	I am reducing efforts and giving up quickly when facing problem					
14.	I doubt my ability					
15.	I am not smart students in English speaking					
16.	With the shortcomings that I have, I pessimistics can do the task of the teacher.					

17. I"m not confident when I recite vocabulary in English
18. Comparing with the other students, I am a students who is weak in study English, especially in speaking
19. No matter how I try, I dont sure will be able to speak English

20. I'm embarrassed to speak English in front of my teacher and my friends

Source:

Modified from:

Mastur (2016). *The relationship between students self efficacy and their speaking fluency*, UIN Ar-Raniry,p.52-53
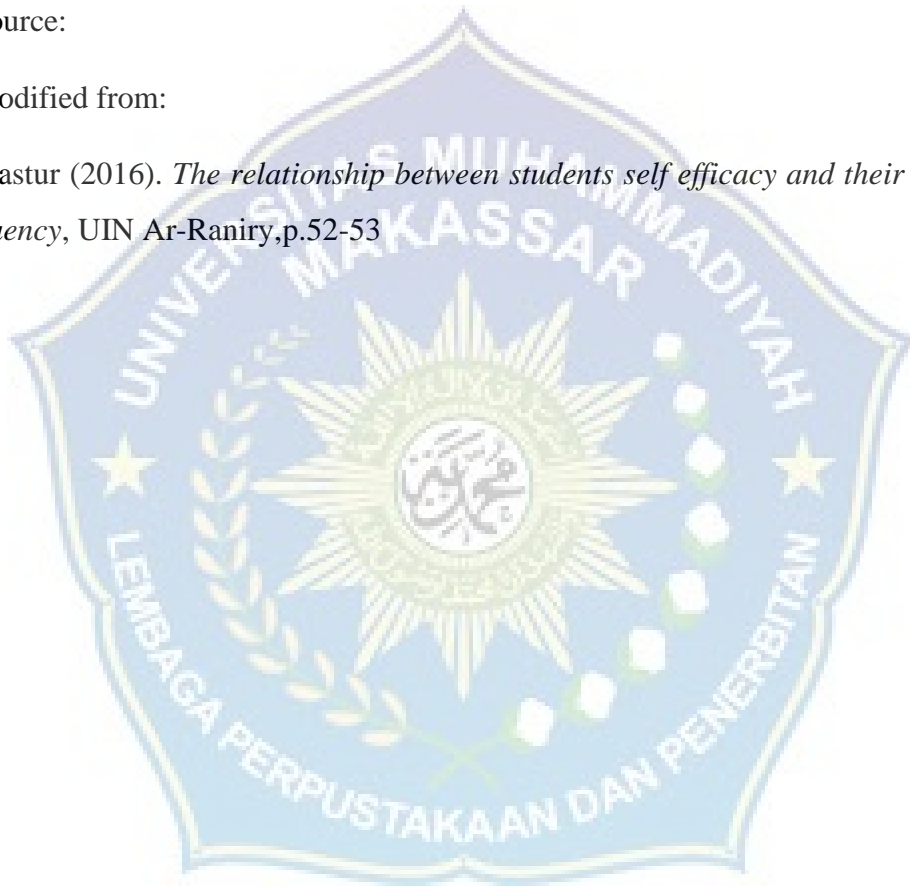
STUDENTS SPEAKING FLUENCY TEST SCORE

No	Responden	Score	classification
1	ZR	65	Everage
2	AA	75	Very good
3	MF	58	Poor
4	AL	55	Good
5	ZM	67	Everage
6	RA	64	Poor
7	UF	55	Very poor
8	AF	67	Everage
9	ZA	75	Good
10	NC	80	Exellent
Total score		661	
Min score		55	
max score		80	
Mean score		66,1	

STUDENTS QUESTIONNAIRE SELF EFFICACY SCORE

Responden	Items of questionnaire																				Total score
	High self efficacy											Low self efficacy									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
ZR	4	4	4	4	4	3	2	3	3	2	4	3	3	3	2	4	4	4	4	4	68
AA	4	3	3	5	4	3	2	3	4	2	4	3	3	3	2	3	1	3	4	2	61
MF	3	3	3	2	4	3	2	3	3	3	4	3	4	3	3	2	1	1	3	1	54
AL	3	2	3	2	1	2	3	2	4	2	3	3	3	2	2	3	2	2	2	3	49
ZM	3	2	3	2	1	2	3	2	3	2	3	3	4	2	2	3	2	2	2	3	49
RA	3	3	3	4	4	3	3	4	2	2	4	3	3	3	2	2	3	5	3	3	62
UF	4	3	3	4	4	3	3	3	4	3	4	3	4	3	3	2	3	5	5	3	70
AF	4	3	2	3	4	4	4	3	3	3	4	4	5	4	3	3	3	4	5	2	70
ZA	4	3	3	5	4	3	3	5	4	4	5	4	5	4	4	3	4	3	5	5	80
NC	5	5	5	5	5	4	4	5	5	5	5	5	5	4	4	4	5	5	5	5	95
Total	37	31	32	36	35	30	30	33	35	28	40	34	39	31	27	29	28	34	38	31	658
Mean score	$X = \dfrac{\Sigma x}{N} = \dfrac{658}{10} = 65,8$																				65,8

APPENDIX E

**The Self Efficacy Variable (X) and Speaking Ability (Y) of the ten grade of
SMA Muhammadiyah 1 UNISMUH Makassar**

No	Self efficacy (x)	Speaking Fluency (y)
1	68	65
2	61	75
3	54	58
4	49	55
5	49	67
6	62	64
7	70	55
8	70	67
9	80	75
10	95	80
Total score	658	661
Minimal score	49	55
Max score	95	80

Mean score

$$x = \frac{\Sigma x}{N} = \frac{658}{10} = 65,8 \qquad x = \frac{\Sigma x}{N} = \frac{661}{10} = 66,1$$

Classification The Correlation Self Efficacy and Speaking Fluency

No	X	Y	X^2	Y^2	XY
1	68	65	4624	4225	4420
2	61	75	3721	5625	4575
3	54	58	2916	3364	3132
4	49	55	2401	3025	2695
5	49	67	2401	4489	3283
6	62	64	3844	4096	3968
7	70	55	4900	3025	3850
8	70	67	4900	4489	4690
9	80	75	6400	5625	6000
10	95	80	9025	6400	7600
Total score	658	661	45132	44363	44213

Where:

N   = 10

ΣXY   = 44213

ΣX   = 658

ΣY   =661

$ΣX^2$ =45132

$ΣY^2$ =44363

Next those score of r was calculated by the person product moment correlation formula as follows:

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

$$= \frac{10(44213) - (658)(661)}{\sqrt{\{10(45132 - (658)^2\}\{10(44363 - (661)^2\}}}$$

$$r = \frac{442130 - 434938}{\sqrt{\{451320 - 432964\}\{443630 - 436921\}}}$$

$$r = \frac{7194}{\sqrt{\{18356\}\{6709\}}}$$

$$r = \frac{7194}{\sqrt{123150404}}$$

$$r = \frac{7194}{11097}$$

$$r = 0,648$$

The analysis showed that r =0,648

The researcher would use the following comparison between r anlysis and r table as follows to determine whether the link between self efficacy and speaking fluency is significant or not:

If r analysis > r table, the correlation is positive
If r analisis < r table, the correlation is negative
If analysis = r table, the correlation is zero

r = 0,648

r table = 0,632

r analysis 0,648 > 0,632 r table, the correlation is positive.

Its mean students self efficacy significant with speaking flency.

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Asti Rahayu

Nim : 105351112816

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	9 %	10 %
2	Bab 2	25 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	5 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya
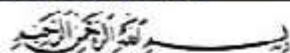
Makassar, 28 Agustus 2023
Mengetahui

Kepala UPT - Perpustakaan dan Penerbitan,

Nursinah, S.Hum.,M.I.P
NBM. 964 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

بسم الله الرحمن الرحيم

Nomor : 14556/FKIP/A.4-II/VIII/1445/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

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

Nama : Asti Rahayu
Stambuk : 105351112816
Program Studi : Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir : Mataore / 31.01.1997
Alamat : Lingkungan maccinibaji kecamatan kelara kelurahan Tolo kabupaten Jeneponto Sulawesi Selatan

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The corelation between self efficacy and speaking ability at SMA Muhamadiyah I UNISMUH Makassar

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum
Warahmatullahi Wabarakatuh

Makassar, 6 Jumadal Ula 1441 H
09 Agustus 2023 M

Dekan

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

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Nomor : 2270/05/C.4-VIII/VIII/1444/2023   27 Muharram 1445 H
Lamp   : 1 (satu) Rangkap Proposal   14 August 2023 M
Hal   : Permohonan Izin Penelitian
         Kepada Yth,
         Bapak / Ibu Kepala Sekolah
         SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
         di –
               Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14556/FKIP/A.4-II/VIII/1445/2023 tanggal 9 Agustus 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **ASTI RAHAYU**
No. Stambuk   : **10535 1112816**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE CORELATION BETWEEN SELF EFFICACY AND SPEAKING ABILITY AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR"

Yang akan dilaksanakan dari tanggal 16 Agustus 2023 s/d 16 Oktober 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السلام عليكم ورحمة الله وبركاته

Ketua LP3M,

Dr.Muh. Arief Muhsin, M.Pd
NBM 1127761

08-23

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بســـم الله الرحمن الرحيـــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	Asti Rahayu
NIM	:	10535112816
Judul Penelitian	:	*The Correlation Between Self efficacy and Speaking Ability at SMA Muhammadiyah 1 Unismuh Makassar*
Tanggal Ujian Proposal	:	**04 Agustus 2023**
Tempat/Lokasi Penelitian	:	**SMA Muhammadiyah 1 UNISMUH Makasassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	18 Agustus 2023	Mengantar surat ke sekolah	Siti Muhajirah S.pd	
2	18 Agustus 2023	Konsultasi dengan guru terkait	Siti Muhajirah S.pd	
3	19 Agustus 2023	Memperkenalkan diri kesiswa	Siti Muhajirah S.pd	
4	21 Agustus 2023	Memberikan post test berupa speaking tes ke siswa	Siti Muhajirah S.pd	

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بســـم الله الرحمن الرحيـــم

| 5 | 21 Agustus 2023 | Memberikan questionnaire ke siswa | Siti Muhajirah S.pd | |
| 6 | 25 Agustus 2023 | Meminta ttd kepada kepala sekolah dan guru terkait | Siti Muhajirah S.pd | |

25 . Agustus 2023

Menyetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Kepala sekolah/Instansi

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

Nur Ab... S.Pd
...

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
MUHAMMADIYAH KOTA MAKASSAR
SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
LABSCHOOL UNISMUH TERAKREDITASI A UNGGUL
Alamat: Jln. Sultan Alauddin No. 259 Makassar Telp. 08124184095
Email: smuh703@gmail.com Website: https://smamuhammadiyah1unismuhmksr.sch.id

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN PENELITIAN
Nomor : 052/SKP/SMA Muh. 1-UM/VIII/2023

Assalamu'alaikum Warahamtullahi Wabarakatuh

Yang bertanda tangan dibawah ini :

Nama	:	Nur Ahmad, S.Pd.
Jabatan	:	Wakasek Kesiswaan
Unit Organisasi	:	SMA Muhammadiyah 1 Unismuh Makassar
Alamat	:	Jl. Sultan Alauddin No. 259 Makassar

Dengan ini menerangkan bahwa :

Nama	:	Asti Rahayu
No. Stambuk	:	10535 1112816
Fakultas	:	Fakultas Keguruan dan Ilmu Pendidikan
Jurursan	:	Pendidikan Bahasa Inggris

Benar telah melaksanakan observasi/pengumpulan data pada 16 Agustus sampai dengan 24 Agustus 2023 dalam rangka penulisan skripsi dengan judul :

"The Corelation Between Self Efficacy And Speaking Ability At SMA Muhammadiyah 1 Unismuh Makassar."

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya. *Jazakumullah Khaeran Katsiraan.*

Wassalamu'alaikum Warahmatuliahi Wabaraktuh

Makassar, 25 Agustus 2023
Wakasek Kesiswaan,

Nur Ahmad, S.Pd.
NBM. 1298089

Sinergi, Unggul, Cerdas, dan Islami

بسم الله الرحمن الرحيم

BERITA ACARA UJIAN SKRIPSI

Hari ini **Kamis, Tanggal 15 Shafar Tahun 1445 H bertepatan dengan tanggal 31 Agustus Tahun 2023 M** bertempat di kampus Universitas Muhammadiyah Makassar Jl. Sultan Alauddin No. 259 Makassar telah dilaksanakan ujian Skripsi Mahasiswa Program Studi *Pendidikan Bahasa Inggris*

MAJELIS : 4

NO	NAMA/STAMBUK	NILAI PENGUJI				NILAI RATA-RATA	KET
		I	II	III	IV		
1	Nurwahidah Fitriani 105351106816	3,8	3,73	3.47	3,8	3,7	B+
2	Asti Rahayu 105351112816	3,85	3,6	3.26	3,86	3,64	B+
3	Anisma Nensi 105351101317	3,86	3,00	3.81	3,86	3,63	B+
4	A. Putri Elisa 105351102919	4,00	3,8	3.66	3,86	3,83	A-

Tim Penguji

	N a m a		Tanda Tangan
1	Dr. Ummi Khaerati Syam, S.Pd., M.Pd.	1	
2	Herlina Daddi, S.Pd., M.Pd.	2	
3	Dr. Sujariati, S.Pd., M.Pd.	3	
4	Hilda Hafid, S.Pd., M.Pd.	4	

Cat :Nilai Hasil Ujian Diisioleh Sekretaris Penguji dan Masing-masing Penguji Menandatangani Berita Acara untuk Validasi Hasil Ujian

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

LETTER OF ACCEPTANCE
0840/BG-FKIP/LOA/B/VIII/1445/2023

Dear ASTI RAHAYU

It is our pleasure to inform you that, after reviewing your paper:

THE CORRELATION BETWEEN SELF EFFICACY AND SPEAKING ABILITY AT SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR

The manuscript ID: 1093

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with English Language Teaching Methodology, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id

Makassar, 29 August 2023 M
12 Shafar 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

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

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DOCUMENTATION OF THE RESEARCH

CURRICULUM VITAE

Asti Rahayu was born on 31th january 1997 in Mataere, Jeneponto south Sulawesi. From the marriage of her parents M.Saing (father) and Rosmiati Lebang (mother). She has 4 siblings and she is the third child.

She stared the elementary school at SD Inpres 127 Mataere from 2003 to 2009 and continued her studies at MTSN Kelara from 2009 to 2012 and SMAN 1 Kelara from 2012 to 2015. She continue her education at Muhammadiyah Makassar University majoring in English Education. At the end of his study, she was able to complete his thesis entitle "The Correlation Between Self efficacy and Speaking ability at SMA Muhammadiyah 1 UNISMUH Makassar.