

**THE CORRELATION BETWEEN STUDENTS' ACADEMIC
SELF-EFFICACY AND THEIR LEARNING PARTICIPATION
IN SPEAKING CLASS**

(A Study at Second year students of SMA Negeri 5 Barru)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
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Degree of Education in English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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MOTTO AND DEDICATION

“If something bad happens to you, it’s up to you to become bitter or better”

This research is dedicated to my beloved parents

Who always support, pray, and love me

ABSTRACT

Indah Lestari. 2017. *The Correlation between Students' Academic Self Efficacy and Their Learning Participation in Speaking Class.* Thesis. English Education Department, Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. (Supervised by Hj. Andi Tenri Ampa and Maharida)

Speaking is the most important aspect in English learning. This is basically true because speaking skill has many aspects, such as pronunciation, fluency, vocabulary, and grammar. It is reasonable that there are many reasons that caused people especially student find difficulties in using English when they are trying to interact with others. There are still some students not actively participate in speaking English class when they have good competence. It makes the teacher have to push them or her/his students first to make them actively participate or even say one short sentence.

This research aimed to find out the correlation between students' self efficacy aspect and students' participation aspect in speaking class. A correlational research at SMA Negeri 5 Barru. Simple purposive sampling was applied to selected the sample. The number of sample selected was 30 students. The data were obtained through giving the students questionnaire.

Findings showed that there was a correlation between students' self efficacy aspect and students' participation aspect in speaking class. It was shown by pearson correlation or $R = 0.041$ that was classified as medium or an enough correlation where standard correlation lies between 0,40 – 0,599. The result of statistical analysis at the level significance or alpha level (α) = 0.05 showed that the level significance was lower than 0.05 or 0.028 < 0.05. Therefore, the alternative hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected.

Thus, the students' self efficacy aspect and students' participation aspect had a significant correlation in their speaking class. It meant that the student had to pay attention in their self efficacy aspect and participation aspect, so the students could have good English speaking.

Keywords: Self efficacy, participation, speaking

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Makassar, Oktober 2017

Researcher

Indah Lestari

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CHAPTER I

INTRODUCTION

A. Background

Speaking is the most important aspect in English learning. Besides that, Bailey and Savage (1994:7) cited by Lê (2011:1) say that speaking is seen as the center skill and the most demanding of the four skills. This is basically true because speaking skill has many aspects, such as pronunciation, fluency, vocabulary, and grammar. It is reasonable that there are many reasons that caused people especially student find difficulties in using English when they are trying to interact with others.

In addition Susilawati (2007) cited that in oral discussion, shyness, nervousness, feeling afraid of making mistakes in grammar, not knowing the way how to pronounce certain words, and knowing little bit vocabulary are the potential problems that can hinder the students to speak. This condition makes them loose their self-confidence to use English. Furthermore, the loose of self confidence directly influent the quality of their participation in learning process. Finally, the classroom participation becomes low.

If it is watching closely actually some of students have good competence in using English. They can pronounce the word correctly, use English in correct grammatical structure, and comprehend what they speak. However, there are still some students not actively participate in speaking English class when they have good competence. It makes the teacher have to push them or her/his students first to make them actively participate or even say one short sentence.

In many cases, participating in class is an important criterion that teacher use to assign final grades. Students' participation is important for the teacher to create active, creative, meaningful, and fun learning, so the aim of teaching learning can be achieved well. Teaching and learning process cannot run well without activeness of students. Based on the information obtained, the researcher found the same condition at the second year students of SMA Negeri 5 Barru. Most of the students do not actively participate in speaking English activities even asking the teacher to repeat the explanation. They tend to keep silent and avoid using English in the classroom.

As a matter of fact, some studies about factors that hinder the participation of university students in English speaking lessons have been carried out. Lê Thị Mai (2011:9) study investigation into factors that hinder the participation of university students in English speaking lessons found those students' personalities factors; like felt worried; hesitant and not self-confident enough in front of the classmates and teachers make the student avoid taking part in speaking English activity. One of the aspects might give impact to someone's self confidence is self-efficacy.

Self-efficacy itself refers people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances (Bandura, 1997:3). Bandura said that self-efficacy can bring many influences. They are influences pursued courses of action and decision, influences the degree of expended effort, influences the level of perseverance and resilience to adversity in the face of obstacles, influences affective states, and influences the

degree of success realize. He adds that self-efficacy beliefs are quite vital in deciding human activity especially in the area of one's control over one's self, actions and environment.

Therefore it sounds logic that people with high self-efficacy or can be said to have high level of confidence will give much effort on what they want to achieve. Because it has been said before that self-efficacy gives influences in the degree of expended effort. As the previous research done by Linnenbrik and Pintrich (2003:119-137), claim that self-efficacy is believed to be related to student engagement and learning.

Considering the explanation above, this research wants to find out “The Correlation between Students’ Academic Self-Efficacy and Their Learning Participation in Speaking Class at the second year students of SMA Negeri 5 Barru”

B. Problem Statement

Based on background of the problem mentioned previously, the researcher formulates the research problems as follow:

1. How is the level of students’ academic self-efficacy in speaking class at second year students of SMA Negeri 5 Barru?
2. How is the level of students’ learning participation in speaking class at second year students of SMA Negeri 5 Barru?
3. How is the correlation between students’ academic self-efficacy and their learning participation in speaking class at second year students of SMA Negeri 5 Barru?

C. Research Objective

Based on the problem statement above, specifically this research is aim at to find out:

1. The level of students' academic self-efficacy in speaking class at second year students of SMA Negeri 5 Barru.
2. The level of students' learning participation in speaking class at second year students of SMA Negeri 5 Barru.
3. The correlation between students' academic self-efficacy and their learning participation in speaking class at second year students of SMA Negeri 5 Barru.

D. Significance of the Research

1. Students

In this study the students are expected to make their academic efficacy and their learning participation in speaking class better than before.

2. Teacher

In this study is hoped to help the teacher to increase students' academic self efficacy and their learning participation in speaking class.

3. Readers

In this study, the reader are expected to catch any information about the correlation between students' academic self efficacy and their learning participation in speaking class in order to improve their knowledge.

4. Writer

In this study helps the writer to develop her knowledge and experience in composing academic writing.

E. Scope of the Research

This study focused to find out the correlation between students' academic self-efficacy and their learning participation in speaking class. Students' academic self-efficacy focused on self-efficacy level that student have, whether they have a high self-efficacy or not. While in learning participation focused on students' activeness in the speaking class.

CHAPTER II

RIVIEWE OF RELATED LITERATURE

A. Concept of Self Efficacy

A person behaves in certain situations generally influenced by environmental and cognitive factors, especially cognitive factors that are related to the belief that he or she is capable or unable to perform satisfactory actions. By having a sense of confidence to success in the learning process, then individuals will be encouraged to obtain better academic achievement. Self efficacy is one of physiological aspect that affect someone's successfulness because self efficacy gives impact on someone's choice, problem solving, and one's persistence in achieving the goal.

Many experts make definition of self efficacy. Based on Bandura (1986:391, 1997:3) self efficacy refers to the belief about capabilities to perform behavior at some level and is said self efficacy also a measure of control over individual's thought, feelings and actions. In line with Bandura, Pintrich and Schunk (1996) said that self efficacy is similar to people's perception or cognitive judgment of their competence and self concept. It can be said that self efficacy is someone's perception about their self or level of belief concerning their ability in finishing a task to achieve their goal.

Self-efficacy is also a self-assessment, whether it can do good or bad, right or wrong, can or cannot do as required. It can be seen that self-efficacy describes

self-assessment (Alwilsol, 2004). From the explanation above, that can be said that self efficacy is a someone's judgment or system of self-beliefs about her/his ability that enables someone to control over their thoughts, feelings, and actions. Therefore, it will be aimed at someone's perception about what they think, believe, and feel which affect how they behave in facing a problem and finishing a task.

Based on the description above it can be concluded that self-efficacy is a belief of the individuals' ability in the face of any difficulty to achieve goals in accordance with certain situations. Beliefs is further divided into 3 dimensions of magnitude, generality, and strength that will affect the way the individual in interacting with a stressful situation. Bandura (1997) suggests several dimensions of self-efficacy which affect individuals' performance, as follows:

- a. Magnitude or level is the individual's perception of his ability measured through the level of difficulty with a variety of difficult tasks. Individuals who have high levels of difficulty have the belief that they are capable of performing difficult tasks and also have a high self-efficacy, whereas individuals with low levels of difficulty have the belief that he is only able to perform tasks that are easy and have Low self-efficacy.
- b. Generality, where individuals judge their beliefs to be at the level of difficulty of certain tasks in the broadest sense individuals have confidence in performing tasks. Generalization has different dimensions that vary the intensity of the similarity of activity, the ability shown by behavior, cognitive, affective. Describe the actual situation and characteristics of the individual

behaviors shown. This assessment deals with the behavior and context of the situation that express individual beliefs about their success.

- c. Strength, relating to the strong-weakness of an individual's beliefs. Individuals who have strong beliefs will survive with their efforts despite many difficulties and obstacles.

Besides that, Bandura (1996:122-161), Wood and Bandura (1989:408) also note some functions and sources of self efficacy that can be a picture of how self-efficacy can influence individuals in completing tasks assigned to achieve the goals and expectations made.

1. Function of self efficacy

- a. Cognitive function, Bandura states that the influence of self-efficacy in a person's cognitive process varies greatly. Strong self-efficacy will affect a person's efforts to achieve his personal goals.
- b. Motivation Function, most of human motivation is cognitively raised. Individuals motivate themselves and guide actions that lead to beliefs based on thinking about the future.
- c. Function Attitudes, self-efficacy enhances the coping ability of individuals in overcoming the stress and depression experienced in difficult and pressing situations.
- d. Selective function, self-efficacy will influence the selection of activities or goals to be taken by individuals.

2. Source of self-efficacy

- a. Mastery experiences

Mastery experience, also called enactive mastery, enactive attainment, or performance attainment, is the most effective way or the most powerful source in creating a strong sense of efficacy. Smith (2002:2) states two reasons for this; first, enactive mastery is based on direct and personal experience and second, mastery is usually attributed to one's effort and skill. Successes construct a strong belief in one's self efficacy and on the contrary failures tore down it, especially occur before a sense of efficacy is strongly established.

b. Vicarious experience

The vicarious experience is provided by social models. Seeing someone with same ability succeed by effort raises the observers' beliefs that they have same capabilities to succeed. Otherwise, observing someone failed lowers observer's judgment of their own efficacy. Getting someone felt similar to model, then the successes and failures' model will be more affect self efficacy. Otherwise if they felt their self different from model, then self efficacy becomes less influenced by model's behavior.

c. Social persuasion

People who are verbally persuaded that they have the capabilities to master given activities are possible to mobilize greater effort than if they have self doubts when problems arise. Persuasive boosts in perceived self efficacy lead people to try hard enough to succeed; they raise development of skills and sense of self efficacy.

d. Emotional state

Physiology state of someone can give information in grading one's ability.

If one's physiology condition is good or free from any kind of stress or others somatic problem, someone will tend to have high hope of being success comparing to the one in stress condition as the result of some problems in her/his self. People who have high sense of efficacy are possible to view their state of affective arousal as an energizing facilitator of performance, whereas those who are surrounded by self doubts regard their arousal as a debilitator.

In brief, self efficacy is developed by four source of influence; mastery experience, vicarious experience, social persuasion, and emotional state. Someone can increase their own or other's sense of self efficacy by providing or using one of these sources of self efficacy.

B. Concept of Students' Participation

In now days, teacher give more attention not only on students performance or students achievement but also students' participation or students' engagement in learning process. Hu and Kuh (2001:3) define engagement as the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes. There are two types of students behaviors in the classroom, active and passive participation, The acts of asking questions, give opinions or simply answering questions posed by the instructor or fellow students are examples of active type of classroom participation.

Previous studies have shown that there are several factors influenced the student's participation in the process of learning. The first factor lies in the personality of the students. Students with high self efficacy showed better academic achievement and participating more in the classroom (Schunk, 1995:281-303). Thus, if students' self efficacy is high, it will enhance their confident level to become more active and speak more in the classroom. They will show higher interest to learn more and know more with asking questions, giving opinions and discussing the topics in the classroom. Students can become passive in classroom discussion due to the self-limitations, such as cannot focus during lecture or learning time, fear of offense.

There are many aspects which affect student's engagement in the classroom. Based on Gibbs and Poskitt (2010:15-20) there are some factor affected students engagement.

1. Relationships with teachers and pairs.

In general, the learning environment including relationships and connectedness to peers, teachers and schools is strongly linked to educational motivation, engagement and attendance that in turn lead to higher academic achievement (Joselowsky, 2007:267). Because through relationships students learn about their beliefs, their orientations to learning and the values they need to operate in an academic environment. They also receive help and emotional support in their learning.

In speaking, the relationship students will lead them to have good interaction to the other students and teacher. It will help them when they need some help

from teacher or friend, so that they will not hesitate or afraid in seeking help. For example the one who has good relationship with the other students; if one student hasn't understood yet what topic the class is discussed, he/she will directly ask to their friends. On contrary, the one, who has bad relationship with other students, will keep quite instead of making interaction with other students.

2. Relational Learning

Basically, relational learning relates to peer group and practice that invite both students and teachers to enter into a dialogue about learning. The peer group is an important context for adolescents to develop their beliefs and behaviors and that peer groups are often comprised of, and socialize each other to have, similar characteristics. When students have opportunities to interact and exchange ideas with each other during lessons and to give and receive help (Patrick et al., 2007:85).

3. Motivation and interest

Theoretically, motivation is a term frequently used synonymously for engagement although in this report we draw a distinction between participation and motivation. Motivation is a construct that describes what *compels* learners to invest time and effort. Students form beliefs that are subject-matter specific and often based on the perceived usefulness of a subject. Where the subject, or topic, is perceived to be useful or relevant, students will show greater desire to deal with challenge and put more effort into improving in that subject.

4. Self-efficacy

Owing to the idea of competence, literature suggests that students who are cognitively engaged possess a sense of confidence about themselves as capable learners. This notion is captured in the writing on self-efficacy. Self-efficacy is defined as the perceived ability to learn and carry out a task or set of behaviors at an identified, optimal level of performance. Those who have high academic self-efficacy participate more actively in learning, are more diligent, persist more, and complete tasks more successfully than those who have lower self-efficacy. So, self efficacy hold important role in how much student spend their effort in understanding lesson.

5. Goal orientation

Preferably, the most potent ways to encourage students to become academically self-regulated is to involve them in planning and assessment related to their own learning. Goals influence the effort students put into learning tasks and direct the focus of future action. They should also be: specific in that they direct student's attention to relevant behaviors or outcomes and challenging in so far as they motivate students to exert effort but are not too unattainable that they impact on self confidence and self-efficacy.

6. Dispositions to be a learner

Naturally, dispositions are attitudes acquired through experience that Incline individuals to behave in certain ways. Disposition also refer to the way we would naturally respond to a situation or experience. Dispositions are created

in much the same way that skills are learned, they are able to be influenced or fostered by the learning opportunities teachers and others (peers and family) provide for students combined with the success students experience.

7. Personal agency/cognitive autonomy

Personal agency literally refers to the perceived and actual control one has over the circumstance of learning. The presence of agency is important in fostering student interest and self-reliance.

8. Academic self-regulated

Academic self regulation relates to the degree to which students are motivated to learn, think about their own learning (use meta-cognitive processes), and proactively make use of self-regulatory processes (strategies and tools) to improve their learning. It is a conscious process and involves selecting from a group of available strategies that include, among others; goal setting refers to a powerful process for thinking about your ideal future, and for motivating yourself to turn your vision of this future into reality, time management refers to the act of taking conscious control over the amount of time spent on specific activities, organizational strategies dealing with organizational studies, an academic field that analyzes organizations and what makes them succeed or fail and also the self-motivational beliefs of self efficacy and intrinsic motivation.

Meanwhile, there many literatures mention some types of students' participation. Fredricks, Blumenfeld, and Paris (2004:62-64) usefully identify three dimensions to student participation, as discussed below:

1. Behavioral engagement

Theoretically, behavioral engagement concerns with involvement in learning and academic tasks and includes behaviors such as effort, persistence, asking questions, and contribution to class discussion (Skinner and Belmont, 1993:572). Students who are behaviorally engaged would typically comply with behavioral norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behaviour. Besides that, behavioral engagement refers to social form of engagement including participation with peers and social interaction to the teacher. Participation with peers as well as social interaction to the teacher may facilitate learning. The social interaction in the classroom very possible happen asking, answering, giving comment, and stating opinion about teaching material. Then at the end, it may bring knowledge for all of them.

2. Emotional engagement

Skinner and Belmont (1993:572) say emotional engagement refers to students' affective reactions in the classroom including; interest, boredom, happiness, sadness, and anxiety. Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging.

3. Cognitive engagement

Basically, cognitive engagement can be defined as the quality of students' psychological engagement in academic tasks, including their

interest, ownership and strategies for learning. Metallidou and Viachou (2007:13) define cognitive engagement as a matter of students' will—that is how students feel about themselves and their work, their skill, and the strategies they employ to master their work. Cognitively engaged students would be invested in their learning, would seek to go beyond the requirements, and would relish challenge.

It can be concluded that there are three types of engagement; cognitive, behavioral, and emotional or psychological engagement. Therefore engagement is more than just participate, because participation is just take or have a part while engagement is occupy the attention or efforts of. By engaging in activity, someone will show three kinds of engagement dimension. In contrast participation is only involved in one dimension. This research wants to see those three dimensions of engagement whether positive or negative.

C. Concept of Students' Participation in Speaking class

In many of classes, especially in speaking class, the students will be expected not just to listen to the lecturer, but to do quite a lot of talking as well. Based on Schreiner and Louis (2011:28) there are some activities are kind of students' participation in speaking class. They need to be active for:

1. Asking and answering questions from or to the teacher;

Asking and answering question is one of active learning form that has a place within any classroom format. Question asked by the teacher can involve students more fully in a teacher and leading to deeper understanding of course material. While, questions asked by students are also important in offering

opportunity to clarify material and also providing feedback for the teacher. When students answer or try to explain, teachers can see the extent of their understanding. They can correct (or help the students correct) what the students haven't got right or do not see quite clearly.

However, the problem today is not that the students do not have the answers, but that they do not have the questions because they want to avoid having interaction to the teacher or other students. Many of them are avoiding asking what they have not understood. Psychologically, the students are afraid of making mistakes in their utterance.

2. Asking and answering questions from or to other students;

Asking and answering question among students are also important. When students asking and answering question among student, there will be an interaction among students moreover a question asked by students can invite them to discuss possible answers with each other before the public discussion. At the end it can make learning environment become good.

3. Making comments and give your own opinion about what the teacher says or about comments the other students make;

By making comment and giving own opinion will show the level of students' critical thinking about course material. Their comment and opinion can contribute new knowledge and invite other students to classroom discussion.

4. Summarizing a discussion or an argument;

By summarizing the discussion, it proves that the student put their attention to the learning activity. It also proves that the student put their effort in understanding the learning material and showing their interest to the learning activity.

Those activities above are often difficult to be found by the teacher. Even though some students are found actively participated in speaking class but it is insignificant amount or even very little amount. They more be passive and tend to be silent while learning in speaking class. It is caused due to lack of confidence and fear of making mistakes.

D. Concept of Speaking

In English learning there are two kind skills that should be mastered by the students; productive and receptive. Speaking is a productive skill in which the speaker produces and uses language by expressing idea and at the same time he or she tries to get ideas across. There are two kinds process in speaking; giving message (can be said as encoding process) and understanding the message.

There are several definitions of speaking by several experts; according to Chaney (1998:13) speaking is one of two productive skills in a language teaching besides listening skill. It is defined as the process of building and sharing meaning through the use of verbal or oral form.

Moreover, Nunan (2003:48) defines that speaking consist of producing systematic verbal utterances to convey meaning. Not only that, Nunan also differentiates speaking from the writing. First, in spoken language, speaking must

be listened by others because it has temporary and immediate reception. In addition speaking activity must be there is an intermediate feedback for communication directly. Whereas the second, writing or written language is done as a visual term and the time for doing it, is permanent and it is delayed reception.

Brown (1994: 103) states that speaking is a skill in producing oral language. It is not only an utterance but also a tool of communication. It occurs when two or more people interact with each other aiming at maintaining social relationship between them.

Speaking is also defined as two ways process between speaker and listener and it involves productive and receptive skill of understanding (Byrne, 1984:9). This definition refers that speaking is process of productive skill of the speaker in conveying or sending out a message to the listener as the receptor. In this case, the communication needs at least two people, a speaker who produces the message and a listener who receive the message.

4. Elements of Speaking

Brown (1997:4) mentions the five components of testing speaking skill as follows:

a. Fluency

Fluency can be defined as the ability to speak fluently and accurately.

Fluency in speaking is the aim of many language learners. Sign of fluency include a reasonably fast speed of speaking and there only a small number of pauses; ums or ehm . These signs indicate the quality of fluency of one' speech is good or not. Someone can speak fluently and accurately

depend on many aspects; they are relevant vocabulary, correct pronunciation, and grammar. Someone can speak fluently and accurately when they have many vocabularies and know how the word is pronounced. Then, their ability in using grammar in target language will help those two aspects to make good speaking.

b. Pronunciation

Hornby (1974:669) defines pronunciation as the way in which a language is spoken; way in which a word is pronounced. Thus, pronunciation is the way for the students to produce clearer language when someone speaks. It deals with phonological aspect that determines how words are sound in a language. Stress and intonation also include in pronunciation aspect. In English, different the way pronounce will lead to different meaning.

c. Vocabulary

Vocabulary is the most important aspect of language because someone cannot communicate effectively or express her/his ideas both oral and written form if he/she does not know several vocabulary. Hornby (1974:979) defines vocabulary is range of words known or used by someone. Someone will be easier to express their ideas when they have many vocabularies.

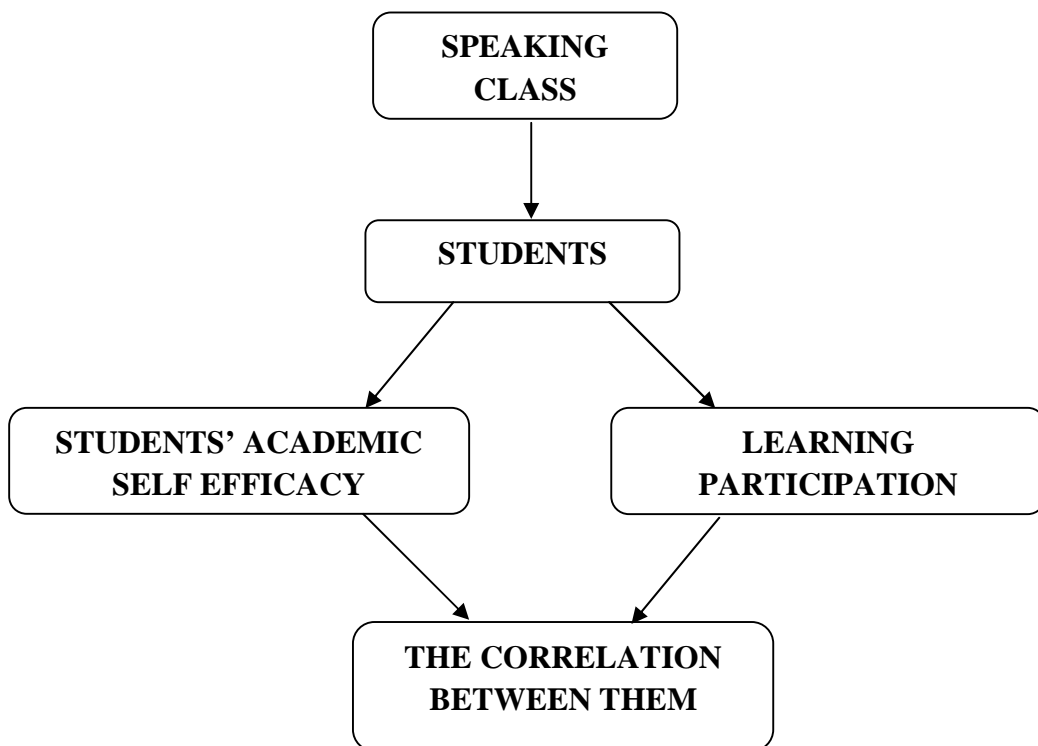
d. Grammar

Heaton (1978:5) defines grammar as the student's ability to manipulate structure and to distinguish appropriate grammatical form in inappropriate ones. Grammar gives insight about word order, inflection, and derivation

into other meaningful feature in language. It is also needed for students to arrange a correct sentence in conversation.

E. Conceptual Framework

The conceptual framework of this research is illustrated as follows:



Notes:

In learning English, the students have many problems in teaching and learning process like students' academic self efficacy and their learning participation in speaking class. To gain a successful speaking class, the students need high academic self efficacy. The aim of academic self efficacy is the students have a high individuals' belief that they can successfully achieve specific academic goal like they can more active to participate in speaking class. Therefore in

this study, the researcher aims to find out whether there is significant correlation between student's academic self efficacy and their learning participation in speaking class.

F. Hypothesis

To find the answer of the problem, the researcher should propose Alternative Hypothesis (H_1) and Null Hypothesis (H_0) as follow:

1. Alternative hypothesis (H_1) there is a correlation between students' self efficacy and students' participation in speaking class.
2. Null hypothesis (H_0) there is no correlation between students' self efficacy and students' participation in speaking class.

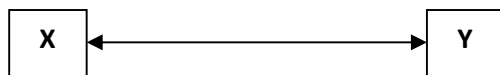
CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the research used descriptive correlation study. This descriptive study yields quantitative data by examining a possible correlation between the students' academic self efficacy and their learning participation in speaking class.

The design of the research is as follow:



Description:

X = Students' Self-Efficacy

Y = Students' Participation

B. Research Variables

The variable of the research was Self efficacy symbolized as 'X' variable and students participation in speaking class symbolized as 'Y' variable

C. Population and Sample

1. Population

The population of this research was the second year students of SMA Negeri 5 Barru in 2017/2018 academic year. Total numbers of the population

in this research were 212 students, which spreads to 7 classes (31 students in XI IPA 1 and XI IPA 4 and 30 students in XI IPA 2, XI IPA 3, XI IPS 1, XI IPS 2 and XI IPS 3).

2. Sample

The sample was selected by using purposive sampling technique. The sample of this research was XI IPA₃ consist 30 students. The researcher took the class with high competency in speaking class because the researcher wants to find out the level of good learners' self efficacy and the correlation with their participation in speaking class. Good learners surely had good self efficacy in other words high self efficacy.

D. Instrument of the Research

The researcher used two kinds of questionnaire as the instrument. Those two kinds of questionnaire were to score academic self efficacy and students' participation in speaking class. The researcher distributed self efficacy questionnaire to the students in order to classify whether they are having high self efficacy or low self efficacy, while distributes students' participation questionnaire to students in order to score students' participation in speaking class.

Students' Self Efficacy and Students' participation questionnaire was including in Closed-ended questionnaire. Closed-ended means the option are provided and there are no other alternatives. Closed-ended questionnaire is used to help the researcher in selecting the data, so that the research will not have to waste the time for the data which are not relevant to the research problem.

The questions were given covered 10 questions for students' self efficacy and 10 questions for students' participation in speaking class with five options including strongly agree, agree, undecided, disagree, and strongly disagree The questionnaire will translate into Bahasa to help the students for filling out the questionnaire.

E. Technique of Collecting Data

This research conducted by personally visiting students in class. Data was collected from students in classroom with the permission of concern research authorities. Before administering the instrument, all students were thoroughly brief about the purpose of the study and procedure of completing the instrument.

1. In collecting the data, the researcher used two kinds of questionnaire; the first one is self efficacy questionnaire and the second one in students' participation questionnaire.
2. The researcher gave the questionnaire for students, two questionnaires for each student.
3. The researcher distributed self efficacy questionnaire to the students in order to classify whether they are having high self efficacy or low self efficacy, while distributes students' participation questionnaire to students in order to score students' participation in speaking class.
4. After giving the questionnaire, the researcher explained how to answer the questionnaire.
5. Students answered the questionnaire, the students have to answer the questionnaire by choosing the option that have been provided

6. The students answered and collected the questionnaire to the researcher, the researcher analyzed the questionnaire.

F. Technique of Data Analysis

The technique of data analysis of this research, the researcher did the research by giving students' self efficacy and students' participation questionnaire to the students. After administrating the questionnaire, the data from both questionnaires would be collected. The data was analyzed by using Pearson Product Moment Correlation which was computed using statistical product and service solutions or IBM SPSS Statistics 20 to investigate whether there was any significant correlation or not.

1. The self efficacy in this research was X variable, while the students' participation in this research was Y variable. Both of X variable and Y variable were measured by using questionnaire to find out the score of the students' self efficacy and students' participation in speaking class. The scoring system was as follow:

Table 3.2 Likert Scale

No	Point	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Positive	5	4	3	2	1
2.	Negative	1	2	3	4	5

Likert in Sugiyono (2008)

Table 3.3 The interval score of the students' self efficacy and students' participation in speaking class

Interval Score	Category
0-10	Very low
11-20	Low
21-30	Moderate
31-40	High
41-50	Very high

(Sugiyono, 2008:135)

2. The result of the data between students' self efficacy and students' participation in speaking class had been analyzed by SPSS for correlation coefficient:

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

(Hatch and Farhady, 1982: 198)

Notes:

X : self efficacy score

Y : students' engagement score

X : the sum of score in X-distribution

Y : the sum of score in Y-distribution

XY : the sum of products of paired X and Y distribution

X² : the sum of the squared scores in X distribution

N : the number of sample

In order to classifying the correlation, the interpretation could be seen below:

Table 3.4 Interpretation Correlation

r Value	Interpretation
0,00 – 0,199	There was correlation between variable X and variable Y but it very low. So the correlation was rejected. In other words there was no correlation between variable X and Y
0,20 – 0,399	There was a weak or low correlation between variable X and variable Y but it was sure.
0,40 – 0,599	There was an enough correlation between variable X and variable Y.
0,60 – 0,799	There was a strong or high correlation between variable X and variable Y.
0,80 – 1,000	There was a very strong or very high correlation between variable X and variable Y.

(Sugiyono, 2014: 184)

G. Statistical Hypothesis

This research was designed to find out whether there was a correlation between students' cognitive aspect and affective aspect in speaking performance. In order to got the answer of that hypothesis, the researcher purposed Alternative

Hypothesis (H_1) and the Null Hypothesis (H_0) which was described to the following statistical hypothesis:

1. In significant degree of 0.05, if the significance $R < 0.05$ the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.
2. In significant degree of 0.05, if the significance $R > 0.05$ the alternative hypothesis (H_1) was rejected and the null hypothesis (H_0) was accepted.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

On this section the researcher presented the result of the research of students' self-efficacy, learning participation and the correlation between students' self-efficacy and their learning participation in speaking class, as follow:

1. Students' self-efficacy

Self-efficacy is how the students' believe their ability. Based on the data collected from the questionnaire, the score of students' self-efficacy had been determined. The mean score of the students' self-efficacy in speaking class is presented in the following table:

Table 4. 1 The Mean Score of Students' self efficacy

Statistics
Self-Efficacy

N	Valid	30
	Missing	0
Mean		38.70
Minimum		31
Maximum		46
Sum		1161

Variable	Scored	Level
Self-efficacy (X)	38.7	High

The data shows on table 4.1 that the mean score of self-efficacy obtained from students of SMA Negeri 5 Barru was 38.7. It is classified as high level category which is based on the score classification 31-40. While, the minimum score was 31 and maximum score was 46. It indicated that the lower score that students gotten were 31 and the maximum score was 46.

Table 4. 2 The Frequency and Rate Percentage of the Students' self-efficacy

Classification	Score	Frequency	Percentage (%)
Very low	0-10	0	0%
Low	11-20	0	0%
Moderate	21-30	0	0%
High	31-40	17	56,7%
Very high	41-50	13	43,3%
Total		30	100%

Based on the table 4.2 above shows that from 30 students, there was no student(0%) was classified as very low, low and moderate level because the students of SMA Negeri 5 Barru have a high level of academic self-efficacy in speaking class. While, there were 17 (56.7%) students were classified as high level and 13 (43.3%) students were classified as very high level.

2. Students' participation

There are two types of students' participation in the classroom, active and passive participation. The acts of asking questions, give opinions or simply answering questions posed by the teacher or fellow students are examples of active type of classroom participation. Based on the data collected from the questionnaire, the score of students' participation had been determined. The mean score of the students' participation in speaking class is presented in the following table:

Table 4. 3 The Mean Score of Students' participation

Statistics		
Participation		
N	Valid	30
	Missing	0
Mean		38.80
Minimum		30
Maximum		46
Sum		1164

Variable	Scored	Level
Participation (Y)	38.8	High

The data shows on table 4.3 that the mean score of students' participation obtained from questionnaire of SMA Negeri 5 Barru was 38.8. It is classified as high level category which is based on the score classification 31-40. While, the minimum score was 30 and maximum score was 46. It

indicated that the lower score that students gotten was 30 and the maximum score was 46.

Table 4. 4 The Frequency and Rate Percentage of the Students' participation

Classification	Score	Frequency	Percentage(%)
Very low	0-10	0	0%
Low	11-20	0	0%
Moderate	21-30	0	0%
High	31-40	19	63.3%
Very high	41-50	11	36.7%
Total		30	100%

Based on the table 4.4 above shows that from 30 students, there was no student(0%) was classified as very low, low and moderate level because the students of SMA Negeri 5 Barru have a high level of participation in speaking class. While, there were 19 (63.3%) students were classified as high level and 11 (36.7%) students were classified as very high level.

3. The Correlation Between Students' self-efficacy and students' participation in Speaking class

Based on the data from students' self-efficacy and students' participation, the result was shown in the following table:

Table 4.5 The Correlation Between Students' self-efficacy and Students' participation in Speaking class

Correlations

		Self efficacy	Participatio n
Self efficacy	Pearson Correlation	1	.401*
	Sig. (2-tailed)		.028
	N	30	30
Participatio n	Pearson Correlation	.401*	1
	Sig. (2-tailed)	.028	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

The data in the table above shows that there is a correlation between students' self-efficacy and students' participation in speaking class. It was shown by $R = 0.401$ that was classified as an enough or medium correlation where standard correlation lies between 0,40 – 0,599.

The result of statistical analysis at the level significance or alpha level (α) = 0.05. Based on the table above, it showed that the level significance was lower than 0.05 or 0.028 < 0.05. It meant that there was a significant correlation between students' self-efficacy and students' participation in speaking class. It showed that the null hypothesis (H_0) was rejected and alternative (H_1) was accepted.

The researcher concluded that the students' self-efficacy aspect and participation aspect had a correlation in their speaking class. It meant that the student had to pay attention in their self-efficacy aspect and participation aspect, so the students could have good English speaking class.

B. Discussion

In this part the researcher presented the discussion about the data analysis on the research that has been presented in the previous section. It consists of students' self-efficacy and learning participation which were analyzed from the result of questionnaire and the correlation between students' self-efficacy and their learning participation in speaking class.

1. Students' self efficacy

To get data the researcher administrated two kinds questionnaire. The questionnaire was administrated to find out the level of students' self-efficacy and students' learning participation in speaking class at the eleventh grade students of SMA Negeri 5 Barru. From self-efficacy questionnaire, it was found that students have a high self efficacy. The self-efficacy level of the students from the class, who had highest level of competence in speaking class, was high or in good level of self-efficacy.

As explained in the previous section, it showed that the mean score of students' efficacy aspect was 38.70 and it was classified as high. Next, the minimum score was 31 , it indicated that the lower score that students gotten was 31 and the maximum score was 46, it indicated that the higher score that students gotten was 46. It was gotten from the students' self-efficacy

questionnaire which consisted of 10 items. In addition, on the table 4. 2, it showed that in there were 17 (56.7%) students were classified as high self-efficacy level and 13 (43.3%) students were classified as very high self-efficacy level.

This finding also was supported by (Bandura, 1997:3) who explain there are four mains sources of self efficacy; they are mastery experience, vicarious experience, social persuasion, and emotional state. The students might obtain self-efficacy from two kinds of process, which were mastery experience and vicarious experience.

Mastery experiences itself was the most effective way or the most powerful source in creating a strong sense of efficacy and usually attributed to one's effort and skill. While, vicarious experience was provided by social models. Seeing someone with same ability succeed by effort raises the observers 'beliefs that they have same capabilities to succeed.

2. Students' participation

There are two types of students' participation in the classroom, active and passive participation. The acts of asking questions, give opinions or simply answering questions posed by the teacher or fellow students were examples of active type of classroom participation.

As explained in the previous section, the score of students' participation had been determined. The mean score of students' participation aspect was 38.80 and it was classified as high. Next, the minimum score was 30 , it indicated that the lower score that students gotten was 30and the

maximum score was 46, it indicated that the higher score that students gotten was 46. It was gotten from the participation questionnaire which consisted of 10 items. Next, on the table 4. 4 it showed that there were 19 (63.3%) students were classified as high, and 11(36.7%) students were classified as very high.

This finding also was supported by (Gibbs and Poskitt, 2010:15-20) who explain there were some factor affected students participation, there were Relationships with teachers and pairs, Relational Learning, Motivation, interest, Self-efficacy and Goal orientation. It was proved that self-efficacy was one of the factors that affected the students' participation in the classroom. Students with high self efficacy showed better academic achievement and participating more in the classroom (Schunk, 1995:281-303).

3. The Correlation Between Students' self-efficacy and students' participation in Speaking class

After calculating the data in IBM SPSS V20 by using the formula of pearson product moment correlation, the researcher found that there was a significant correlation between students' self-efficacy and active participation in speaking class at the eleventh grade students of SMAN 5 Barru. Self efficacy (X), 38,7 and active participation (Y), 38.8. From the explanation above the researcher found the correlation or $R = 0,401$. It means that the correlation between those two variables is medium or an enough correlation where standard correlation lies between 0,40 – 0,599.

From the result of data analysis on the table 4.5 showed that the level significance or alpha level (α) = 0.05 (5%). Based on the table above, we could see that the level significance was lower than 0.05 or 0.028 < 0.05, it meant there was a significant correlation. Therefore, the researcher concluded that the alternative hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected.

Based on the students' self efficacy aspect and participation aspect in speaking class showed that there were students had very high self efficacy score and also had very high participation score, and there were students had high self efficacy score and also had high participation score. It was proved that self-efficacy was one of the factors that affected the students' participation in the classroom. It can be concluded that students with high self efficacy showed better academic achievement and participating more in the classroom.

Based on the result above, the researcher found out that the eleventh grade students of SMAN 5 Barru had a significant correlation between students' self efficacy aspect and students' participation aspect in speaking class. It was because the students who learned and wanted to get a good English Speaking class, they had to more active participated in the class and also had high level self-efficacy, because if the students had a lack self-efficacy it would affect the students' participation in the classroom too.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussions in the previous chapter, the researcher drew the conclusions:

1. Self-efficacy is a belief of the individuals' ability in the face of any difficulty to achieve goals in accordance with certain situations. Beliefs are further divided into 3 dimensions of magnitude, generality, and strength that will affect the way the individual in interacting with a stressful situation.
2. There are two types of students behaviors in the classroom, active and passive participation, The acts of asking questions, give opinions or simply answering questions posed by the instructor or fellow students are examples of active type of classroom participation.
3. The statistical analysis of students' academic self-efficacy and their participation in speaking class shows that the value of coefficient correlation (r) = 0.401 and there is medium or an enough significant correlation between academic self-efficacy and students' participation in speaking class which was shown by the result of 0.028 < 0.05).
4. Based on the result it can be concluded that the null hypothesis (H_0) is rejected and research hypothesis (H_1) is accepted. Thus, prediction can be

put forth that when the students have high level of academic self-efficacy, their participation in speaking English class tend to be better.

B. Suggestion

Based on the conclusion above, there were some suggestions given as follows:

1. The students should have braveness to speak and not afraid of making mistake in speaking English and should be practice speaking English with the others most of the time. They also have to increase their self-efficacy and their participation in speaking class.
2. For the teacher, besides teaching material and technique in speaking English class, they should be aware to the psychological factors, like self-efficacy and students' condition while they were learning. Next, teacher should be able to give more opportunities which invite them to have interaction with the teacher itself and their friends during learning process and after giving the opportunities to the students, teacher should not forget to motivate them. Actually they have already had high sense of belief about their competence but sometimes they are still afraid to use English to have communication with the teacher and friends.
3. For the next researchers who doing a related research to this case, they can use this thesis as literature. Although, this research is completely done, but it still has many weakness.

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APPENDIX A Self Efficacy Questionnaire

Nama :

Nis :

Petunjuk: Berilah tanda (✓) pada salah satu point di bawah ini:

SS = sangat setuju

S = Setuju

RR = Ragu ragu

TS = Tidak setuju

STS = Sangat tidak setuju

NO	PERNYATAAN	SS	S	RR	TS	STS
1.	Saya dapat berbicara dengan baik dan mudah dimengerti					
2.	Saya yakin mudah mempertahankan dan meraih prestasi didalam kelas speaking					
3.	Saya yakin mudah mengerjakan tugas yang diberikan guru kepada saya					
4.	Saya yakin kemampuan speaking saya lebih bagus dari pada teman –teman saya yang lain					
5.	Saya yakin mampu belajar meskipun tanpa pengawasan dari guru saya					
6.	Saya yakin bahwa saya bisa mengatasi masalah yang tidak diharapkan secara tepat					
7.	Saya bisa menjadi siswa terbaik dikelas speaking jika saya berusaha dengan maksimal					
8.	Saya yakin bisa tetap tenang ketika menghadapi kesulitan karena saya yakin dengan kemampuan saya					

9.	Ketika saya merasa lelah dalam belajar, saya memikirkan keluarga saya untuk membangkitkan tenaga saya kembali					
10.	Saya akan bekerja keras untuk belajar dengan giat dalam kelas speaking apapun masalah yang terjadi					

APPENDIX B Students' Participation Questionnaire

Nama :

Nis :

Petunjuk: Berilah tanda (✓) pada salah satu point di bawah ini:

SS = sangat setuju

S = Setuju

RR = Ragu ragu

TS = Tidak setuju

STS = Sangat tidak setuju

NO	PERNYATAAN	SS	S	RR	TS	STS
1.	Saya sering berdiskusi dengan teman saya tentang apa yang saya pelajari dalam kelas speaking					
2.	Saya secara teratur berpartisipasi dalam proses diskusi dikelas speaking					
3.	Saya mengajukan pertanyaan kepada guru saya ketika proses pembelajaran kelas speaking berlangsung					
4.	Saya menjawab pertanyaan yang diberikan oleh guru saya					
5.	Saya memberikan pendapat atau komentar terhadap apa yang saya pelajari dalam kelas					
6.	Saya mengajukan pertanyaan kepada teman saya dalam proses diskusi di kelas speaking					
7.	Saya menjawab pertanyaan yang diberikan oleh teman saya dalam proses diskusi di kelas speaking					
8.	Saya memberikan kesimpulan terhadap apa yang saya pelajari selama proses					

	pembelajaran kelas speaking berlangsung					
9.	Saya dapat menerapkan apa yang saya pelajari dalam kelas speaking di kehidupan saya sehari-hari					
10.	Saya berbicara dengan teman-teman saya menggunakan bahasa inggris didalam kelas					

APPENDIX C

SCORE OF STUDENTS' SELF EFFICACY

Subject	Items										Total
	1	2	3	4	5	6	7	8	9	10	
1	5	4	3	4	5	4	3	4	5	5	42
2	3	3	3	2	3	3	3	4	4	3	31
3	4	4	3	2	4	3	4	4	5	4	37
4	5	5	5	4	4	3	4	3	2	4	39
5	4	4	4	3	4	4	5	5	2	5	40
6	4	4	5	4	5	5	5	4	5	5	46
7	3	5	2	3	5	3	5	5	4	3	38
8	3	4	4	4	5	5	5	4	3	4	41
9	2	4	5	3	4	2	5	5	2	4	36
10	4	5	4	5	4	4	4	5	4	4	43
11	4	3	4	4	5	5	5	5	4	5	44
12	5	4	4	3	4	4	4	5	5	5	43
13	5	4	5	4	4	4	4	4	3	5	42
14	4	5	5	4	4	4	5	4	4	4	43
15	3	4	4	3	2	3	4	4	4	4	35
16	3	3	4	3	2	3	4	4	4	4	34
17	4	4	4	4	3	5	5	4	5	5	43
18	2	4	4	3	3	2	4	4	4	3	33
19	4	3	4	2	4	4	4	4	4	4	37
20	3	3	4	3	3	3	4	3	4	4	34

21	4	5	4	3	2	4	5	4	4	4	39
22	4	4	4	3	4	5	5	4	5	5	43
23	4	3	4	3	4	3	5	4	4	5	39
24	4	3	3	3	1	3	4	3	5	5	34
25	2	4	3	1	3	4	5	5	5	5	37
26	3	3	3	1	4	3	5	4	5	5	36
27	4	4	4	3	3	4	5	4	5	5	41
28	3	4	4	4	4	1	5	4	1	4	34
29	4	4	5	3	4	5	4	3	4	5	41
30	4	4	4	3	3	3	4	4	3	4	36
Total											1161
Mean score											38.7

APPENDIX D

SCORE OF STUDENTS' PARTICIPATION

Subject	Items										Total
	1	2	3	4	5	6	7	8	9	10	
1	4	4	4	4	3	4	3	3	5	5	39
2	5	4	4	4	3	4	4	3	3	2	36
3	5	3	4	3	4	4	3	3	4	3	36
4	5	4	3	4	4	5	5	3	4	4	41
5	5	4	5	5	4	3	3	4	3	3	39
6	5	4	3	4	3	4	4	4	4	4	39
7	4	4	3	3	4	5	3	3	3	3	35
8	5	5	5	4	4	5	5	4	4	4	45
9	2	3	4	5	2	2	2	2	5	4	31
10	5	5	5	5	4	4	4	4	4	4	44
11	5	4	4	3	4	5	5	3	4	4	41
12	4	5	4	4	4	4	4	4	4	4	41
13	4	3	4	5	4	4	4	5	5	2	40
14	5	5	5	5	4	5	5	4	4	4	46
15	4	3	3	4	4	3	4	4	4	3	36
16	4	3	3	4	3	4	4	3	3	3	34
17	5	4	5	5	4	4	5	4	4	4	44

18	4	3	3	4	2	3	3	3	3	2	30
19	2	3	4	5	3	4	3	2	4	4	34
20	5	4	4	4	4	5	5	3	4	3	41
21	4	4	4	4	4	4	4	4	4	4	40
22	4	4	3	4	4	4	4	2	4	2	35
23	4	3	3	4	3	3	4	3	4	3	34
24	4	4	3	4	4	4	3	3	4	3	36
25	5	5	5	4	4	5	4	4	4	4	44
26	5	5	5	4	4	5	5	4	4	4	45
27	4	4	3	4	4	4	4	3	4	4	38
28	5	5	5	4	5	4	5	4	4	4	45
29	4	3	5	5	3	4	3	3	5	4	39
30	4	4	4	3	4	4	3	3	4	3	36
Total											1164
Mean score											38.8

APPENDIX E

Correlations

		Self efficacy	participation
Self efficacy	Pearson Correlation	1	.401 *
	Sig. (2-tailed)		.028
	N	30	30
Participation	Pearson Correlation	.401 *	1
	Sig. (2-tailed)	.028	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

Statistics

		Self efficacy	participation
N	Valid	30	30
	Missing	0	0
Mean		38.70	38.80
Sum		1161	1164

Self efficacy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31	1	3.3	3.3
	33	1	3.3	6.7
	34	4	13.3	20.0
	35	1	3.3	23.3
	36	3	10.0	33.3
	37	3	10.0	43.3
	38	1	3.3	46.7
	39	3	10.0	56.7

40	1	3.3	3.3	60.0
41	3	10.0	10.0	70.0
42	2	6.7	6.7	76.7
43	5	16.7	16.7	93.3
44	1	3.3	3.3	96.7
46	1	3.3	3.3	100.0
Total	30	100.0	100.0	

participation

	Frequency	Percent	Valid Percent	Cumulative Percent
30	1	3.3	3.3	3.3
31	1	3.3	3.3	6.7
34	3	10.0	10.0	16.7
35	2	6.7	6.7	23.3
36	5	16.7	16.7	40.0
38	1	3.3	3.3	43.3
Valid 39	4	13.3	13.3	56.7
40	2	6.7	6.7	63.3
41	4	13.3	13.3	76.7
44	3	10.0	10.0	86.7
45	3	10.0	10.0	96.7
46	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The standard of correlation

r Value	Interpretation
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Moderate
0,60 – 0,799	High
0,80 – 1,000	Very high

(Sugiyono, 2014: 184)

Considered the table above, the result of rxy value was 0.401. It means that the standard of correlation was conducted between **0, 40 – 0,599** with “moderate or enough” interpretation.

APPENDIX F

DOCUMENTATION





CURRICULUM VITAE



Indah Lestari was born on July 19th 1995 in Ralla. She is the first child of Syamsuddin and Hasnah D. She has one sister and two brothers. They are Khaerum Nisa, Wahyu Nusantara and Muh. Ikram. She lives in Ralla, Barru Regency.

She registered at SDN 1 Kompleks Ralla in 2001 and finished study in 2007, She continued her study at SMP Negeri 1 Tanete Riaja in 2007 and finished in 2010, Her senior high school was at SMA Negeri 1 Tanete Riaja and graduated in 2013. Then, she was accepted at Muhammadiyah University of Makassar as a student of English Education Department in 2013.