

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

*(A Descriptive Study at the Third Semester of English Education Department of  
Muhammadiyah University of Makassar)*



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Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain dan dibuatkan oleh siapapun.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the question of research, the researcher found that:

- a. The students' academic self-efficacy in speaking class was dominantly very high 2 students (5%) which participated very active in speaking class, students who indicated 23 high (58%) which participate actively in speaking, and students who indicated moderate level were 15 students (37.5%) which participate moderate active level.
- b. Based on the percentage which was dominantly were 23 students which participate while conducting research by using questionnaire and observation list. It found that student's participation in speaking class indicated actively to participate in learning particularly speaking class.
- c. There was low correlation between Student's Academic Self-Efficacy and their Learning Participation which based on technique of data analysis by using Product Moment technique. It found Karl Pearson ( $r=0.157$ ) indicated low correlation.

## **B. Suggestion**

Based on the conclusion above, there were some suggestion given:

### **1. For Students**

Students must develop their self-efficacy in learning. It was an essential element caused self-efficacy as a key of students' success in learning. Students were being more enthusiastic and taking a part of participation in learning process and reducing students' fear, anxious, and hesitant.

### **2. for lecturer / teacher**

In teaching process, to make students' be more enthusiastic learning in the classroom, lecturer or teacher must have belief to their potential to create environment of teaching learning.

### **3. for the next researcher or reader**

For readers or next researcher could be used as reference to their studying research or to gain benefit information from this research.





# MOTTO

**“Giving always endeavor and best comes from yourself”**



I dedicated for my parents as Hero,  
You grew me up till  
I reached this last study as  
the beginning to face my future. 😊

## ABSTRACT

NURUL INSANI RASYID. 2016. **The Correlation between Students Academic Self-Efficacy and Their Learning Participation in Speaking Class (A Descriptive Study at The Third Semester of English Education Department of Muhammadiyah University of Makassar)**. Thesis. English Education Department. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

This research aimed at finding out the Correlation between students' academic self-efficacy and their learning participation in speaking class at the third semester of English Education Department of Muhammadiyah University of Makassar. The Consultant by Hj. Andi Tenri Ampa and Maharida Manindar.

The method of research was descriptive study method. The population of research consisted the third semester of English Education Department Academic year 2016/2017. It used Cluster Random Sampling. The total number of students was 40 students as sample of the research where the researcher took three classes consisted of 13 students each class. The Data were collected through Likert scale Questionnaire and Observation checklist. The Data Analysis by using Product Moment Technique which is developed by Karl Pearson ( $r$ ).

The result of data analysis found that students at the third semester of English Education Department in Muhammadiyah University of Makassar were substantial positive correlation ( $r = 0.157$ ) between students' academic self-efficacy and their learning participation in speaking class. There were four sources of self-efficacy which affected students' participation in speaking class, for instance mastery experience, vicarious experiences, and social persuasion and emotional arousal.



## ABSTRAK

NURUL INSANI RASYID.2017. **The Correlation between Students' Academic Self-Efficacy and Their Learning Participation in Speaking Class ( A Descriptive Study at The Third Semester of English Education Department of Muhammadiyah University of Makassar)**. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar.

Tujuan Penelitian ini untuk menemukan Korelasi antar Efikasi Diri Mahasiswa dan Partisipasi Pembelajaran di kelas *Speaking* Semester ketiga, Universitas Muhammadiyah Makassar. Pembimbing oleh Hj. Andi Tenri Ampa dan Maharida Manindar.

Metode Penelitian adalah Deskriptif. Populasi Penelitian adalah Mahasiswa Semester Ke-tiga Universitas Muhammadiyah Makassar Tahun 2016-2017. Sampel yang digunakan adalah Random Sampling. Jumlah Populasi ada 40 Mahasiswa sebagai sampel penelitian yang mana Peneliti mengambil 3 (Tiga) kelas dimana setiap kelas terdiri 13 mahasiswa. Data tersebut dikumpulkan menggunakan Angket *Likert scale* dan ceklist Observasi. Analisis Data menggunakan *Product Moment technique* yang dikembangkan oleh Karl Pearson ( $r$ ).

Hasil analisis data menemukan bahwa mahasiswa semester ke-tiga Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar adalah Positive tidak memiliki Korelasi antar Efikasi Diri Mahasiswa dalam partisipasi pembelajaran di kelas *Speaking*, dimana Korelasi ( $r=0.157$ )



## ACKNOWLEDGMENT

*Bismillahirrahmanirrahim*

*In the name of Allah, the most gracious and merciful*

Alhamdulillahirabbil alamin, the researcher would like to express her profound gratitude to the Almighty to Allah SWT, the most compassionate and merciful, the cherisher and sustainer of the world. Peace be upon him, Rasulullah Muhammad SAW, Shalawat and salam are addressed to the beloved and chosen messenger.

The researcher realize that in accomplishing the research till to be completely written into the thesis, beside the researcher got invaluable contribution and assistance from a great number of people. Therefore, the researcher would like to express her deep appreciation and sincere thanks to all of them as follows:

1. The Rector of Makassar Muhammadiyah University, Dr. H.Abd. Rahman Rahim.,SE.,MM.
2. Hj.Andi Tenri Ampa M.Hum as the first consultant who guided, gave correction and advices to writing the thesis, and then to the second consultant, Maharida, S.Pd. M.Pd, for her advices in guiding till the last section into thesis form. A lot of thanks to both of consultant.
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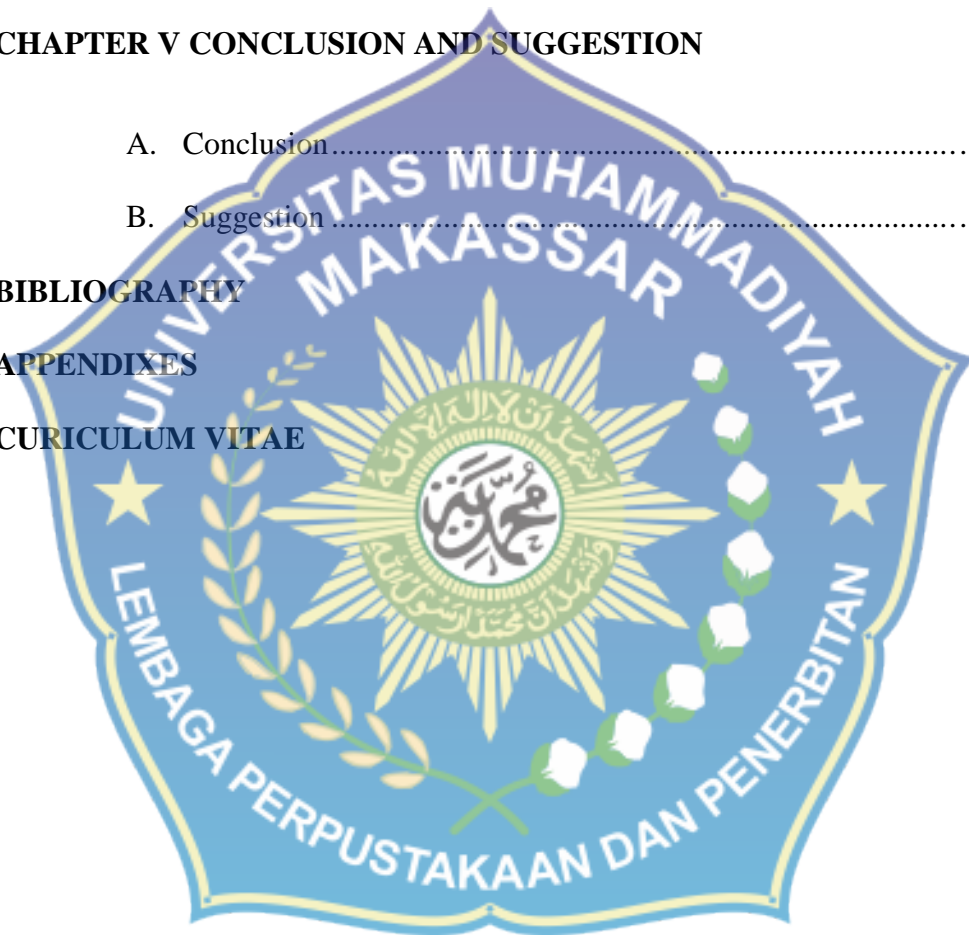
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## CHAPTER I

### INTRODUCTION

#### A . Background

To begin with the student's success in learning, it was marked by students had belief with their own potential. The potential was created by students' self. Belief was one factor that can make students felt more confidence in learning. Belief was also called as self-efficacy. Self-efficacy was commonly defined as learners' belief about their abilities to accomplish a task. Self efficacy was concerned with student's belief in their capability to produce given attainment. Pajares (2002:59) In British Journal of Education said that self-efficacy was a key contributing factor to learners' success, because self-efficacy influenced the choices make and the course of action they pursue. A high sense of self- efficacy in learning was conducive to reach the goal. In other hand, low sense of self efficacy gave the difficulty in learning situation. Self-efficacy was very important in learning process. When the students were obligated to had a competence with their self in accomplish a task or assignment. It also showed the student's success toward their academic.

In teaching process, students were the important element in the classroom which as participation to undertake the learning process between teacher and students in the classroom. The students' involvement in learning showed their

participation that the students were actively to accept the material or lesson in the classromm. Participation was defined as the importance element in teaching process. According to Cohen (1991:102) defined Participation as a way to bring “students actively into the educational process” and to assist in “enhancing our teaching and bringing life to the classroom”. Thus, the participation took a part of students’ activeness in all activities to bring be more interesting in the classroom.

Therefore, the students who had a high self-efficacy assumed a task as a challenging where they undertook as much belief as they had to their capabilities, it showed that their actively participation to accomplish a task. While, students with low self-efficacy tended reducing the students’ contribution in accomplish target. So, self-efficacy and participation showed that it had correlation each other.

College student was the higher level of students in education system. Higher level meant that students should have different level of the way of thinking and the way to study. Students needed self efficacy in every subject, especially in speaking class. There were some students who were able to speak English fluently in front of the other students or public, because they felt confident and with their potential that they can pass this examine and they contributed in learning. While, other students felt doubtly to express their potential to speak confidently. They had less active learning in the classroom.



Thus, considering above explanation, the researcher went to find the correlation between the students' academic self-efficacy and their learning participation in speaking class.

## **B. Problem Statements**

Based on the Background, the researcher formulated the problem statement of this research as followed :

1. How is the student's Academic Self-Efficacy in Speaking class at the Third Semester of English Education Department in Muhammadiyah University of Makassar ?
2. How is the student's Participation in Speaking class at the third semester of English Education Department in Muhammadiyah University of Makassar ?
3. is there any significant Correlation between the Student's Academic Self Efficacy and their learning participation in Speaking class toward The third Semester of English Education Department in Muhammadiyah University of Makassar ?

## **C. Objective of the Reaserch**

Based on problem statement, the researcher found the objective of research are to find out :

1. To find out the level of students' Academic Self-Efficacy in speaking class at the third semester of English Education Department in Muhammadiyah University of Makassar Academic year 2016/2017.

2. To find out the students' Learning Participation in speaking class at the third semester of English Education Department in Muhammadiyah university of Makassar Academic year 2016/2017.

3. To find out whether or not there is any Correlation between the student's Academic self- efficacy and their learning Participation in speaking class toward The Third Semester of English Student Department in Muhammadiyah University of Makassar.

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

The result of this researches are expected to be useful for teaching theoretically in order to build self-efficacy which very essential to involve the Third Semester of English Education Department in Muhammadiyah University of Makassar, Academic year 2016/2017 as student's belief with their potential into participation in speaking class, to increase motivation, and also able easily to be success reaching the goal.

#### **E. Scope of the Study**

The scope of the research was restricted by two aspects, there were the student's Academic self-efficacy and their participation in speaking class. The researcher focused on self-efficacy as one of the factor that involved Academic and their active learning as Participation toward the Third Semester of English Education Department in Muhammadiyah University of Makassar, Academic year 2016/2017.

## CHAPTER II

### A. Review Related Research Finding

In this part, the writer found several previous researches which is related to this research, those are :

1. Desily Anggraini (2014:27) in thesis “ Correlation between student’s Academic and their engagement in reading “ that the result of research find the correlation two variables 0.384 which r-table 0.254 is found Student’s Academic Self-Efficacy contributed 14.8 % in reading.
2. Parul Attarwala (2015:24) in thesis “The Effect of Extracurricular Activities on student’s Academic Self Efficacy” that student who participated in extra-curricular activities score significantly higher on overall academic self-efficacy (M=95) when compare to student who did not participate in extra- curricular (M=83),  $t(63) = 4.40$

### B. The Concept of Self-Efficacy

Self-efficacy has been broadly studied in recent decades since it was introduced by Albert Bandura. Self-efficacy is also known social cognitive theory or social learning theory. It is a person’s belief that she or he is capable of performing a particular task successfully, Bandura (1977). It has gained attention

in various fields of knowledge such as education, Psychology, health, medicine, business, and social politic. In the field of education, especially language learning. Self-efficacy has been attested an essential contributor to success in English language learning. Self-efficacy beliefs are an important aspect of human motivation and behavior as well as influence the actions that can affect one's life. Regarding self-efficacy, Bandura (1995:2) explains that it "refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations".

More simply, self-efficacy is what an individual believes he or she can accomplish using his or her skills under certain circumstances. The basic principle behind Self-Efficacy Theory is that individuals are more likely to engage in activities for which they have high self-efficacy and less likely to engage in those they do not, Van der Bijland Shortridge-Baggett (2002:67). According to Eccles and Wigfield, (2002:110) about the efficacy theory, it is as "individual's confidence in their ability to organize and execute a given course of action to solve a problem or accomplish a task.

On the other hand, Zimmerman (1995:203) Academic self-efficacy is defined as the extent of student's belief that <sup>6</sup> can organize and carry out needed behaviors and actions in order to attain the educational and academic performance that he considers desirable.

Bandura, (1997:25) defines Academic self- efficacy as an individual's belief that they can successfully achieve a design level on an academic task or

attain a specific academic goal. A similar definition also is expressed by Midgley et al (2000:60) as Academic Self Efficacy refers to the student's perception of their competence to do their classwork.

Self-efficacy also is the foundation of human agency. "Perceived self-efficacy concerns people's beliefs in their capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over event in their life". Self-efficacy should not be confused with confidence. Self-efficacy is not merely a general belief in one's abilities. As mentioned, it is much larger in scope, because it is an assessment of one's capabilities in three complex and crucial areas: motivation, resources and action. In addition, self-efficacy is not a generalized trait. It is a person's belief in his or her ability to perform a specific task.

To be sure, one needs both skill and self-efficacy to successfully perform a task. Nevertheless, given the same level of skill, differences in self-efficacy could result in different performance outcomes. For example, if two students with identical scores on college entrance examinations pursued the same curriculum, they would not likely graduate with identical grade point averages. This is not reflective of a variation of skill level, but a variation of self-efficacy. To be sure, the immediate basis of the lesser performance could be any number of factors such as illness or stress. The possibilities seem limitless. However, these immediate factors directly influence one's self-efficacy, which then impacts performance. In terms of illness, this could adversely affect performance by lowering one's efficacy after negatively influencing his or her psychological state.



On the other hand, if one was generally healthy and energetic, this could improve performance by raising one's efficacy after positively influencing his or her psychological state.

This is precisely why self-efficacy is one of the most powerful motives of behaviour. At given a point in time, it determines the initial decision to perform a task, the amount of effort to be expended, and the level of persistence. Anyone concerns with impacting organizational or human performance should be interested.

Thus, the researcher can define self- efficacy as the students' belief toward their capability to accomplish a task whether the circumstance for them is faced by the level of difficulties task, but they are still executable with their belief that bring them into the success in learning. As high self-efficacy that students have it, it makes them being more actively and motivated in learning, they are brave to take risk of it. Self-efficacy also can determine the student's goal in learning, thus it leads them to achieve successfully. Bandura (1977:98) said that self-efficacy for particular task varies along three dimensions are :

a. Magnitude

Magnitude is the level of task difficulty a person believes that she or he can attain.

b. Strength

Strength is the conviction regarding magnitude as strong or weak

c. Generality

Generality is the degree to which the expectation is generalized across situation.

### 1. Sources of Self- Efficacy

In Education, self-efficacy is a key contributing factor to learners' success. People's belief of self-efficacy can be developed by four main sources of influence. They are performance accomplishment, vicarious experience, verbal persuasion, and emotional states. The results of source of efficacy questionnaire are discussed below:

#### a. Mastery experience

Mastery experiences are the most effective way to boost self-efficacy because people are more likely to believe they can do something new if it is similar to something they have already done well.. It is also called enactive master, enactive attainment, or performance attainment, is the most powerful source of self-efficacy.

“If people receive realistic encouragement, they will be more likely to exert greater effort and to become successful than if they are troubled by self-doubts” Wood and Bandura (1989:365)

#### b. Vicarious Experience

The second factor influencing perception of self-efficacy is vicarious experience. Vicarious experience is known as modelling where the

observation of the successes and failures of others (models) who are similar to one's self.

“Proficient models build self-beliefs of capability by conveying to observers effective strategies for managing different situation“(1989:364)

Thus, vicarious experience refers to observing similar people succeed with sustained effort raises one's efficacy beliefs, while observing similar people fail despite high effort lowers one's efficacy beliefs and undermines their efforts.

c. Verbal

The third factor affecting self-efficacy is verbal persuasion. Verbal persuasion is also known as social persuasion where increase people's beliefs in their efficacy.

d. Physiological Feedback(emotional arousal)

Emotional states or emotional arousals is other source of efficacy that affect perceive self-efficacy toward situation.

## 2. Major Psychological Processes of Self-Efficacy

a. Cognitive processes are closely related to the learner's knowledge and intrinsic motivation. Possessing knowledge and skill and being able to use them is a fundamental way in cognitive processes. Motivational processes are closely related with motivation. Motivation is psychological feature

that arouses an individual to behave in a certain manner for accomplishing certain pre-defined goals.

- b. Affective processes are the emotional mediator of self-efficacy belief.

Kent and Gibbons (1999:21) states that stress is affected not only by perceived coping efficacy but by perceived efficacy to control disturbing thoughts. Perceived self-efficacy to control thought processes is a key factor in regulating thought produced stress and depression. Affective processes how to control stress and depression plays a central role in active sense of efficacy.

- a. Selection processes is one of efficacy –activated processes that enable people to create beneficial environments and to exercise some control over them. Therefore, environment is a place where people could certain competencies, values, and their interests.

### **3. Role of self-efficacy in Academic Motivation**

Bandura (1997:86) says self-efficacious students participate more readily, work harder, persist longer, and have fewer adverse emotional reaction when they encounter difficulties than do those who doubt their capabilities.

In the term of choice of activities, self-efficacy undertakes difficult and challenging tasks more readily than do inefficacious students. Furthermore, measures of self-efficacy correlate significantly with students' choice of major in college, success in course work and perseverance. Self-efficacy beliefs are

predictive of two measures of students' effort. rate of performance and expenditure of energy.

Regarding the effects of perceived self-efficacy on persistence, it has shown that it influences student's skill acquisition both directly and indirectly by increasing their persistence. The direct effect indicates that perceived self-efficacy influences students' method of learning as well as their motivation processes. Student's belief about their self-efficacy to manage academic task demands can also influence them emotionally by decreasing their stress, anxiety and depression. Thus, seeing from various influences that self- efficacy gives influences as role in Academic motivation to students in learning.

#### **4. Self-efficacy and self-regulation of Learning**

Self-efficacy beliefs also provide students with a sense of agency to motivate their learning through use of such self-regulatory processes as goal setting, self-monitoring, self-evaluation, and strategy use. For example, there is evidence that the more capable students judge themselves to be, the more challenging the goals they embrace. When self-efficacy and personal goal setting from the beginning of a school term were used jointly to predict final course grades in high school social studies, they increase prediction by 31% over a measure of prior grades social studies. Similarly, when self-efficacy and personal goal setting were compared with the verbal subscale of the scholastic Aptitude test, there was an increase of 35 % in predicting college students' final grades in writing course. Although prior course grades and general measures of ability are



considered exemplary predictors of achievement, these studies demonstrated that self-efficacy beliefs and goal setting add significantly to the productiveness of these measure.

The effect of efficacy beliefs on students' self-monitoring was studied during concept learning. Efficacious student was better at monitoring their working time, more persistent, less likely to reject correct hypotheses prematurely, and better solving conceptual problems than inefficacious students of equal ability. Self-efficacy also affect the self-evaluation standards students use to judge the outcome of their self-monitoring.

### **B. The Concept of Learning Participation**

Basically, the concept of participation in learning explores the involvement of individuals, groups, and communities in the learning process and their interaction with the learning environment. The process of learning participation is to place the students as the main of element in learning process.

Sudjana (2005:155) defines learning participation as the student's effort to participate theirselves in learning activities. The activity of learning participation contains the meaningful of students' participation in learning program. The activity of learning participation as new approach in education.

#### **a. Service learning**

Furco(2001:67), in service teaching means that as a teaching strategy that enhances student's learning of academic content by engaging them in

authentic activities in which they apply the content of the course to address identified needs in the local and broader community.

Learning Participation refers to the student's involvement to participate actively in the learning process. Thus, it must be known the definition of participation itself, where Participation is derived by the English language is "Participation" is talking part or involving, Suryosubrono(2002:278). According to Davis Keit in Suryosubroto(2002:279) states that participation is the involvement of a person's mental and emotional for the achievement of the goals and take responsibility. According to MoelyartoTjokrowinoto in Suryosubrono (2002:278) that participation is a person's mental and emotional participation in group situation that encourage them to develop their thinking and feeling to the achievement of the objective, together responsible for such purpose. Participation in the definition of the key idea is the mental and emotional involvement. It can be said that the actual participation is a symptom of democracy in which people participate in the planning and in the execution and also bear responsibility in accordance with the maturity level and the extent of their obligation.

Based on the explanation above, the researcher defines that Learning Participation is the learning which involving students' participation to interact with the circumstance in learning by experience, students' need , groups even community to engage the students actively learning in the classroom.

### **1. Students as Participation**

In essence learning is interaction between students and their environment.. Therefore, to achieve optimal learning outcomes need to involvement or participation of students in learning. The involvement of students is very important to determine the success of learning. Students as participation in learning is student engagement in the learning process to achieve a goal of student learning outcomes are satisfactory.

Paul D.Dierich in Martin Yamin (2007:84) classifies activities of participation in learning process as following:

1. Visual activities

Reading, viewing pictures, watching experiments, demonstrations and watching other work or play.

2. Oral activities

Giving suggestion such as a fact or principle, linking a goal, ask a question, give advice, express opinion, interviews, discussion and interruptions.

3. Listening activities

Listening to the presentation of the material, listen to a conversation or a discussion group, listening to the radio.

4. Writing activities

Writing a story, write a report, check the bouquet, coffee ingredients, make summary, take test and fill the questionnaire.

5. Metric activities

Conducting experiment, choose tools, carrying out the cast, dancing and gardening.

## 6. Mental activities

Contemplating, remind, troubleshoot, analyse the factors, see connection and make a decision.

## 2. Learner styles

Willing (1987) states in learning process, learner is divided into three styles are :

### a. Convengers

These are students who are by nature solitarity, prefer to avoid, groups, and who are independent and confident in their own abilities. Most importantly they are analytic and can impose their own sturcture on learning.

### b. Conformist

These are students who prefer to emphasise learning about 'language' over learning to use it. They tend to be dependent on those in authority and are perfectly happy to work in non-communication classrooom, doing what they are told. A classroom of conformist is one which prefer to see well-organized teachers.

### c. Concrete learners

Though they are like conformists, they also enjoy the social aspects of learning and like to learn from direct experience. They are intrested in language use and language as communication rather than language as a system. They enjoy games and groupwork in class.

d. Communicative learners

These are language use orientated. They are comfortable out of class and show a degree of confidence and a willingness to take a risks which their colleagues may lack. They are much more interested in social interaction with other speakers of the language than they are with analysis of how the language works. They are perfectly happy to operate without the guidance of teacher.

In other words, the methodologist Tony Wright (1987: 117-118) describes that student learning or characteristic could be seen by four different learner styles, there are:

a. Enthusiast

It looks to the teacher as point of reference and concerned with the goal of the learning group.

b. Oracular

It focuses on the teacher but it is more orientated towards the satisfaction of personal goal.

c. Participator

It tends to concentrate on group goals and group solidarity, refers to the satisfaction of his or her own goal.





### C.The Concept of Speaking

There are some definitions of speaking that have been proposed by some experts in language teaching :

Bygate (1987:3) says that in order to achieve a communication goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations.

Brown (2001:207) says that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meaning in order to transfer or to get knowledge and information from other people in the whole life situation.

Martine (1998:24) defines that speaking is oral communication in giving ideas and information to other. It is most essential way in which the speaker can communicate with other through language.

Nunan (1991:40) says that speaking is using language in the simplest way by producing ordinary sound. Speaking is not only to communicate with other people but by speaking can get new information or can share idea with other people. Language just possessed by human being to interact each other. Communication can be done at least by two people, there are speaker and listener. The listener should listen and understand what speaker says, and then gives respond.

Widdowson (1985:57) said that speaking is a means of oral communication that gives information in involving two elements, namely speaker who gives the message and the listener who receptive the message in other world, the communication involves the productive skill of listening.

Vanderkevent (1990:8) said that there are three components in speaking as follows :

a. The speaker

The speaker is people who produce the sound. They are useful as the tool to express opinion or feeling to the listener. So if there is no speaker, the opinion or the feeling want not be stated.

b. The listeners

The listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. The utterances

The utterances are words or sentences which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use the sign.

Based on definition of speaking, the researcher can conclude that speaking is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meaning in order to transfer or to get

knowledge and information from other people in whole life situation and there are component in speaking, there are speaker, listener and utterance.

### 1. Elements of Speaking

Harmer (1991:21) says there are some elements of speaking, they are Pronunciation, Vocabulary, grammar, and fluency. Pronunciation, vocabulary and grammar are a part of accuracy.

#### a. Accuracy

Pollard (2008:16) said that Accuracy is the ability to produce correct sentence using correct grammar and vocabulary. The main purpose to teach speaking skill is to support and motivate the learners to speak fluently without hesitatingly. Accuracy is a freedom from mistake or error. The criteria uses for defining accuracy in most standardized test include components such as grammar, vocabulary, and pronunciation. Accuracy refers to producing correct sentences by putting correct vocabulary and grammar. Teacher who emphasizes on accuracy will help the learners in producing grammatically correct written and spoken English.

The components such grammar, vocabulary, and pronunciation are described below:

#### 1. Pronunciation

Pronunciation is an act or result of producing the sound of speech including articulation, vowel formation, and inflection. The concept of

pronunciation includes the sound of language, stress, and rhythm and intonation. According to Hornby in Amalyah (2012:9) that pronunciation is a way in which a language is spoken, person's way of speaking a language or words of a language.

## 2. Vocabulary

Vocabulary is an essential for successful second language. According to Hirai in Shamjaya (2011:23) said that "Vocabulary is the basis for the development of language, very simply put, without knowing the vocabulary of language, higher level language use (grammar, syntax, expository writing)". Without an extensive vocabulary, we will unable to use the structure and function. We may have learned for comprehensible communication. Vocabulary is total number of words which make up language with rules for combining them.

## 3. Grammar

Grammar is organization of words into various combinations, often interesting many layers of structures, such as phrase, sentence, and complete utterance. Grammar is the study of science of, rules of, the combination of words into sentences (syntax) and form of words (morphology). Grammar refers to the study or use of rule by which words change their forms and are putting together to make sentence.

### b. Fluency

Christine and Anne (2012:43) define Fluency as the ability to speak fluently and accurately. Fluency means that speech where the message is

communicated coherently with few pauses and hesitations, thus causing minimal comprehension difficulties for the listeners,

#### 1. Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces forms. A good clustering is to speak English with phrasal fluently.

#### 2. Content

In oral communication that there are two ways process between speaker and listener and native the productive skill of speaking and the receptive skill understanding. To remind that receptive skill not imply passive both in listening and reading. Language users are actively involved in the process of interrupting and negotiating meaning.

Both speaker and listener has positive function to perform simple terms, the speaker has encoded the message. As wish to convey in appreciate language, while the listener has decode interpret and message. Thus, content of speaking skill is ability to interpret the message in appropriate language.

#### c. Complexity

Complexity means that speech where the message is communicated precisely. Moreadvanced grammatical forms are used, such as subordination and clausal embedding, which are appropriate for speech in relation to the



social and cultural context, as well as the roles of and relationships with interlocutors, Christine and Anne(2012:43).

## 2. Characteristic of Successful in Speaking

According to Sinclair and Coulthard (1996:120) said that there are four characteristics of successful speaking activity, there are:

### a. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken with the teacher talk or pause.

### b. Participation

Classroom discussion is not by minority of talkative participants. All get a chance to speak and contributions are fairly evenly distributed. Teacher should control everyone in the classroom. Do not let the talkative students has dominant contribution in the classroom.

### c. Language is an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy. Teacher should know what to be taught to their students, meaning that the lesson should be acceptable. Students can express themselves to use the language in communication to each other.

### 3. Problems in Speaking

The gain of speaking is students can use the language as well as possible. However, in the learning process, some problems are found. According to Ur (1996:121), there are some problems faced by the learners in speaking activities.

Those problems can be explained as following:

#### a. Inhibition

Learning speaking is not much different from learning writing and reading. Speaking needs some level of real-time exposure to an audience. Learners are often inhibited of mistakes, a foreign language is a strange lesson for them, they are afraid of making mistakes and fear of criticism.

Unlike reading, writing and listening activities speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language. For instance in the classroom, worried about making mistakes, fearful of critic or losing face, or simply shy of the attention that their speech attracts.

#### b. Nothing to say

In learning foreign language, usually learners do not have any idea in their mind, because they do not think in English but in their own language. Even if they are not inhibited, the learners complain that they cannot think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

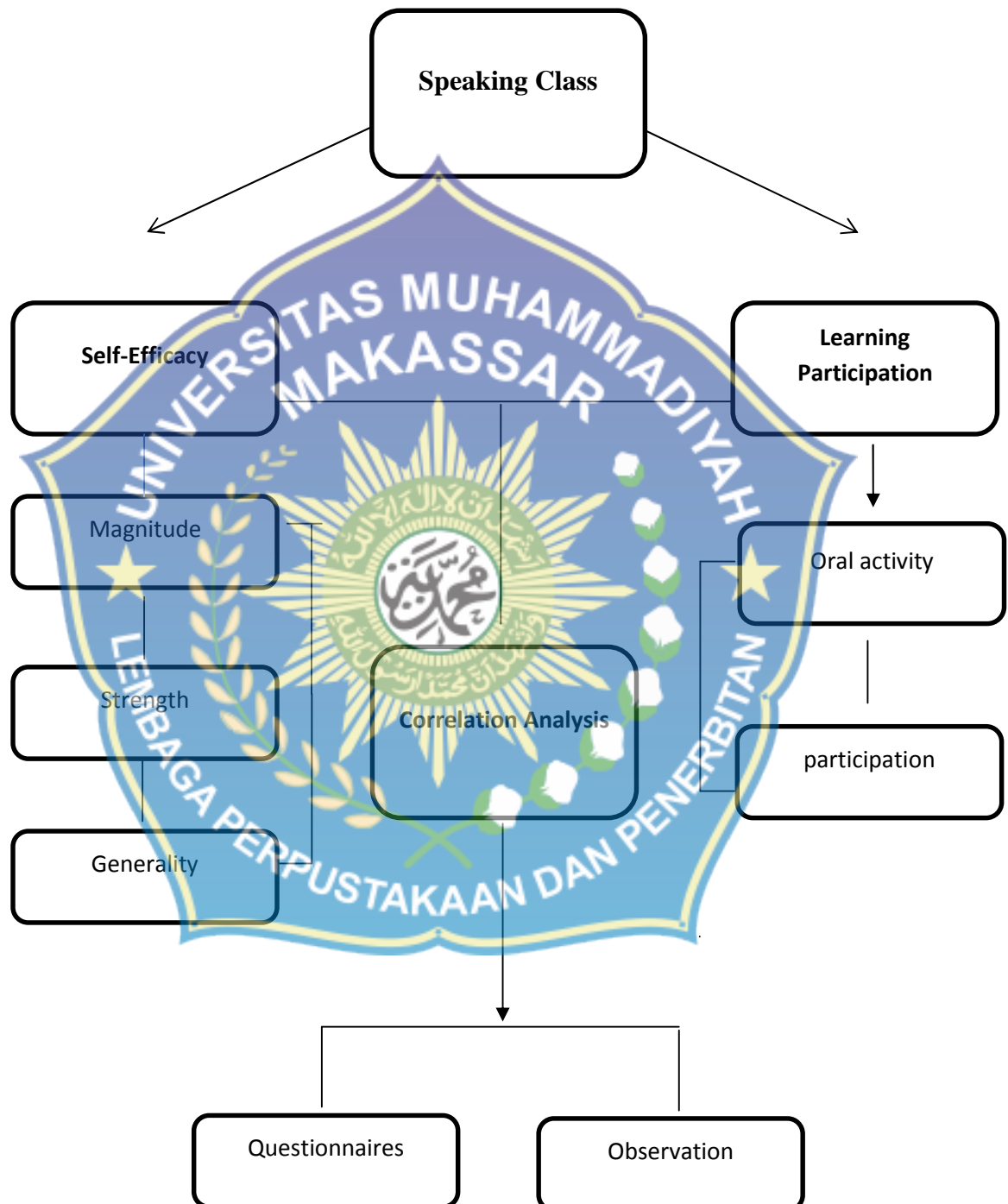
It happens because one student only to participate when the students is asked to speak. Some students are domain being a silent, while others speak very little or cannot express their idea optimally in the discussion.

d. Mother tongue use

When learners are discussing some problems usually, they share with others by using their mother tongue, not the target language. In classes where all, or a number of the learners share the same mother tongue they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language.



#### D. Conceptual Framework



Based on the conceptual framework that found the correlation between the students' academic self-efficacy and their learning participation in speaking class were able to be seen by students who have high self-efficacy tend to affect to their success in learning by seeing on sources of self-efficacy. These demensions of self efficacy which was analyed, there were Magnitude, Strength, and Generality by giving the questionnaires. On the other hand, to observe students learning participation were analysed by oral activities, content and topic by using Observation checklist.

#### **E. Hypotheses**

Based on the theoretical Framework, the correlation Hypotheses to this research were :

1.  $H_0$  : there was no significant correlation between student's academic self-efficacy and their learning participation in speaking class of The Third Semester of English Department of Muhammadiyah University of Makassar.
2.  $H_1$  : there was a significant correlation between students' academic self-efficacy and their learning Participation in speaking class of The Third Semester of English Department of Muhammadiyah University of Makassar.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Method

The research method used descriptive method. It aimed to give a description of the correlation between the students' Academic self- Efficacy and their learning Participation in Speaking Class at the Third Semester of English Education Department of Muhammadiyah University of Makassar.

#### B. Research Variables

This research had two variables namely independent variable and dependent variable. In the Independent variable refers to the student's Academic self- efficacy, and the Dependent variable refers to Learning Participation in speaking class.

#### C. Population and Sample

##### 1. Population

The population of research was the third semester of English Students Department in Muhammadiyah University of Makassar Academic year 2016/2017. The number of students was 429 students, which each class consisted of 11 classes.

## 2. Sample

The sample of research used Cluster random sampling which three classes (F, H, and I) were randomly taken 13 students. The number of students as sample consisted of 40 students at the third semester of English Education Department of Muhammadiyah University of Makassar Academic year 2016/2017.

### D. Research Instrument

The procedure of Data collection used two instruments, there were Questionnaires and Observation.

1. Questionnaires were used to know the student's academic self-efficacy toward their speaking in the classroom.
2. Observation was used to identify the student's learning participation in speaking class. How the students were actively participating in the teaching and learning process.

### E. Procedure of Data Collection

In this research, the researcher took two ways to collect the data, there are Questionnaire and Observation.

1. Questionnaires were one of types collecting data from subject of research. It covered diversity of tools where subjects answer the questions related knowledge the way they behave, feel. The questionnaire of research was based on Self-

efficacy where adopted by MSLQ(Motivated Strategies for Learning Questionnaire). There were some phases to collect the data through Questionnaire.

- a. The first, the researcher took three classes as sample by using cluster random sampling
  - b. The researcher gave the questionnaires sheet to the students. It aimed to check the students' academic self-efficacy, which refers to students' self-efficacy when faced with a specific task in speaking class.
  - c. Then, the researcher analysed the data by using the Likert Scale to find out the students' academic self-efficacy.
2. Observation was one of the types of collecting data in the research. It aimed to observe the students' participation in learning process of speaking class, where it appeared their self-efficacy while the speaking class.

- a. Learning Participation

**Input** : the researcher observed the students' oral activities, where students involved a whole in speaking class.

**Process** : the process of learning was seen by the students' respond toward the material where the lecturer gave involvement in learning when they were actively speaking in front of class or individual.

**Output** : the students who were actively in learning involved students to learning participation, while students who were not active

in learning will be silent participants and it appeared their performance in speaking class.

## F. Technique of Data Analysis

In this Research, the data were collected through the questionnaire, observation and using the Product Moment technique which was developed by a statistic, Karl Pearson (r). First, Karl Pearson Technique was used to find the correlation between student's academic self-efficacy and their learning Participation in speaking class. How was far both variables had correlation yes or not.

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

Where :

$r_{xy}$  : Pearson r

$\sum X$  : the sum of scores of students academic self – efficacy

$\sum Y$  : the sum of scores of students learning participation

$\sum XY$ : the sum product paired students' academic self-efficacy and

learning participation in speaking.

$\sum X^2$  : the sum of squared in X

$\sum Y^2$ : the sum of squared in Y

N : the number of sample.( Gay 1981: 300 )

To attest and prove the result of data calculation, degree of freedom and its significant critical value is used.

$$df = N - nr$$

To know the correlation of them in 5 % and 1% significance, the researcher uses  $r$  table with  $df$  formula :

$$df = N - nr$$

where:

$df$  = degree of freedom

$N$  = number of respondent

$nr$  = number of variable ( X dan Y )

$df$  =  $N - nr$  where "r" value consultation table. (Gay, 2006:327)

The table was used to see the correlation between that based on the population of the sample. To interpret the result of the correlation analysis, the standard correlation Product moment was used:



No	Standard of "r"	Interpretation
1	0.000 – 0.200	Very low
2	0.200 – 0.400	Low
3	0.400 – 0.600	Moderate
4	0.600 – 0.800	Substantial
5	0.800 – 1.000	High

(Hadi in Yuliana, 2008:25)

If the  $r_{xy}$  were between 0.400 – 1.000, the  $H_1$  is received. If the  $r_{xy}$  were between 0.000 – 0.400, the  $H_1$  was rejected. If the  $H_0$  was rejected, it is meant that there was a high correlation between of the student's academic self-efficacy and their learning Participation in speaking class. To see between two variables of this study was the correlation or not. The  $r$  analysis was compared to the  $r$  table.

If  $r_{xy} > r$  table, the correlation between was positive

If  $r_{xy} < r$  table, the correlation between was negative

If  $r_{xy} = r$  table, the correlation was zero

## CHAPTER IV

### FINDING AND DISCUSSION

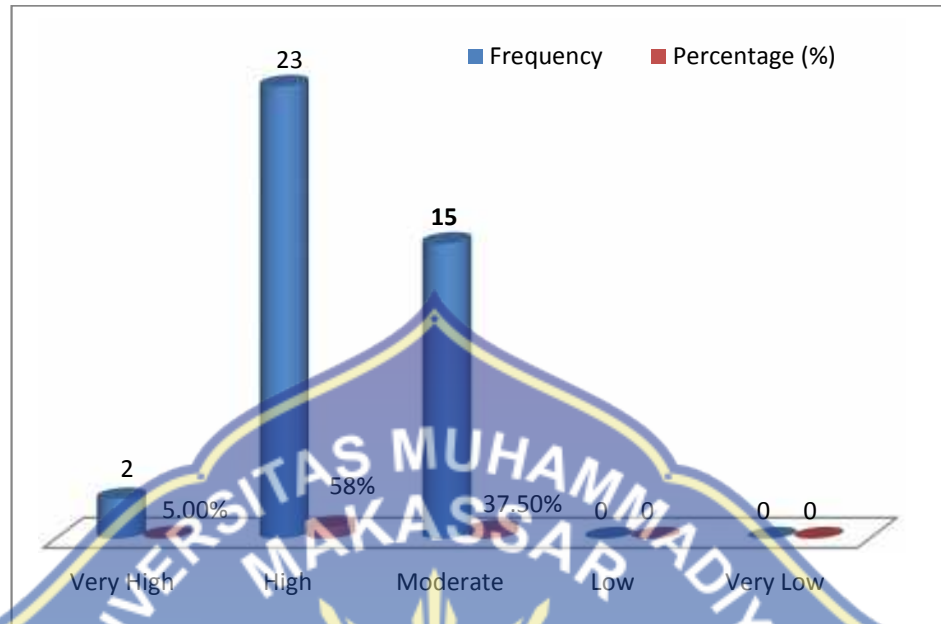
#### A. Finding

In this chapter, it presented the finding of research which the data were obtained by giving questionnaires to analyse students' academic self-efficacy by using Likert scale and learning Participation to observe students' participation in speaking class by using observation checklist. After the data was analysed, it presented the result of data analysed namely classification, frequency and percentage.

##### 1. Students' academic self-efficacy

**Table 4.1** Classifying the score of students' academic self-efficacy into the following categories.

No	Classification	Interval score	Data analysis	
			frequency	Percentage
1	Very high	85-100	2	5%
2	High	69-84	23	57.5%
3	Moderate	52-68	15	37.5%
4	Low	36-51	0	0
5	Very low	20-35	0	0
<b>Total</b>		<b>100</b>	<b>40</b>	<b>100</b>



**Figure 4.1** Graphic of the scoring Students' Academic self-efficacy

Based on the Figure 4.1 presented the scoring students' academic self-efficacy in some categories. It can be seen by four categories which consisted 2 (5%) students were categorized of very high self-efficacy, 23 (57.5%) students were categorized high self-efficacy, 15 (37.5%) students were categorized moderate self-efficacy, 0% students were low self-efficacy, and 0% students were very low self-efficacy. The mean score of students' academic self-efficacy were 72.62%. Further result, it can be seen on the graphic below:

#### 4. Table 4.2

Question 1: *I prefer to be silent than to speak when my lecturer does not ask to me some questions.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	5	12.5
2	Agree	14	35
3	Hesitate	6	15
4	Disagree	13	32.5
5	Strongly Disagree	2	5
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table above showed that 5 (12.5%) out of students chose 'Strongly Agree', 14 (35%) chose 'Agree', 6 (15%) chose 'Hesitate', 13(32.5%) chose 'Disagree', and 2 (5%) chose 'Strongly Disagree'. It meant that all of students were Agree that they really had self-efficacy in speaking class which it stated in item 1.

#### 4. Table 4.3

Question 2: *When lecturer asks the question, I always feel difficulty to respond in English.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	5	12.5

2	Agree	12	30
3	Hesitate	11	27.5
4	Disagree	10	25
5	Strongly Disagree	2	5
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table above showed that the students' academic self-efficacy in speaking class. The result indicated that 5 (12.5%) out of students chose 'Strongly Agree', 12 (30%) chose 'Agree', 11 (27.5%) chose 'Hesitate', 10(25%) chose 'Disagree', and 2 (5%) chose 'Strongly Disagree'. It meant that all of students were Agree that they had self-efficacy in learning English.

#### 4. Table 4.4

Question 3: *sometimes I am hesitant with my capability to speak English, so I tend to be silent student in the speaking class.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	3	7.5
2	Agree	13	32.5
3	Hesitate	10	25



4	Disagree	9	22.5
5	Strongly Disagree	5	12.5
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table was about the students' academic self-efficacy in speaking class. The result indicated 3 (7.5%) out of students chose 'Strongly Agree', 13 (32.5%) chose 'Agree', 10 (25%) chose 'Hesitate', 9(22.5%) chose 'Disagree', and 5 (12.5%) chose 'Strongly Disagree'. It meant that all of students were Agree that they had self-efficacy in learning English.

#### 4. Table 4.5

Question 4: *I am very confident with my own capability which I am able to explore in front of speaking class.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	2	5%
2	Agree	10	25%
3	Hesitate	23	57.5%
4	Disagree	5	12.5%
5	Strongly Disagree	0	0

<b>Total</b>	<b>40</b>	<b>100 %</b>
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The table above showed about the students' academic self-efficacy in speaking class. The result indicated 2 (5%) out of students chose 'Strongly Agree', 10 (25%) chose 'Agree', 23 (57.5%) chose 'Hesitate', 5 (12.5%) chose 'Disagree', and none chose 'Strongly Disagree'.

#### 4. Table 4.6

Question 5: *in speaking class, I always obtain ideas or suggestion. So I am more easily to practice speaking English.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	4	10%
2	Agree	14	35%
3	Hesitate	14	35%
4	Disagree	8	20%
5	Strongly Disagree	0	0
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 4 (10%) out of students chose 'Strongly Agree', 14 (35%) chose 'Agree', 14 (35%) chose 'Hesitate', 8 (20%) chose 'Disagree', and none chose 'Strongly Disagree'.

#### 4. Table 4.7

Question 6: *I can accomplish task which is given by lecturer in speaking class.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	6	15%
2	Agree	17	42.5%
3	Hesitate	10	25%
4	Disagree	7	17.5%
5	Strongly Disagree	0	0
	<b>Total</b>	<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 6 (15%) out of students chose 'Strongly Agree', 17 (42.5%) chose 'Agree', 10 (25%) chose 'Hesitate', 7 (17.5%) chose 'Disagree', and none chose 'Strongly Disagree'.

#### 4. Table 4.8

Question 7: *I often consider lectures which it has difficulty level to be accomplish first, then moving to easy level.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	4	10 %
2	Agree	18	45%
3	Hesitate	13	32.5%
4	Disagree	5	12.5%
5	Strongly Disagree	0	0
	<b>Total</b>	<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 4 (10%) out of students chose 'Strongly Agree', 18 (45%) chose 'Agree', 13 (32.5%) chose 'Hesitate', 5 (12.5%) chose 'Disagree', and none chose 'Strongly Disagree'.

#### 8. Table 4.9

Question 8: *I can control my anxiety toward my own capability while speaking class.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	4	10%
2	Agree	20	50%
3	Hesitate	12	30%
4	Disagree	4	10%
5	Strongly Disagree	0	0
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 4 (10%) out of students chose 'Strongly Agree', 20 (50%) chose 'Agree', 12 (30%) chose 'Hesitate', 4 (10%) chose 'Disagree', and none chose 'Strongly Disagree'.

#### 4. Table 4.10

Question 9: *I believe with my own capability that it will guide me to reach a good academic score in speaking class.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	7	17.5%



2	Agree	26	65%
3	Hesitate	7	17.5%
4	Disagree	0	0
5	Strongly Disagree	0	0
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 7 (17.5%) out of students chose 'Strongly Agree', 26 (65%) chose 'Agree', 7 (17.5%) chose 'Hesitate', chose 'Disagree', and neither 'Disagree' and 'Strongly Disagree' was chosen.

#### 4. Table 4.11

Question 10: *Although I have been ever failed in speaking class, but I always endeavour to be able speaking English.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	14	35 %
2	Agree	20	50%
3	Hesitate	4	10%
4	Disagree	2	5%

5	Strongly Disagree	0	0
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 14 (35%) out of students chose 'Strongly Agree', 20 (50%) chose 'Agree', 4 (10%) chose 'Hesitate', 2 (5%) chose 'Disagree', and none chose 'Strongly Disagree'.

#### 4. Table 4.12

Question 11: *I believe that I can master speaking lecture with my own capability.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	8	20%
2	Agree	15	37.5%
3	Hesitate	15	37.5%
4	Disagree	2	5%
5	Strongly Disagree	0	0
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 8 (20%) out of students chose 'Strongly Agree', 20 (50%) chose 'Agree', 15 (37.5%) chose 'Hesitate', 15 (37.5%) chose 'Disagree', and none chose 'Strongly Disagree'.

#### 4. Table.13

Question 12: *I believe that the worse experience of my failed in speaking class, it will not hamper my success in learning.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	17	42.5%
2	Agree	13	32.5%
3	Hesitate	9	22.5%
4	Disagree	0	0
5	Strongly Disagree	1	2.5%
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 17 (42.5%) out of students chose 'Strongly Agree', 13 (32.5%) chose 'Agree', 9 (22.5%) chose 'Hesitate', none of chose 'Disagree', and 1 (2.5%) chose 'Strongly Disagree'.

**4. Table 4.14**

Question 13: *Although, a lot of critics that I obtained, I am more being spirit in learning English.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	17	42.5%
2	Agree	12	30%
3	Hesitate	7	17.5%
4	Disagree	4	10%
5	Strongly Disagree	0	0
	<b>Total</b>	<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 17 (42.5%) out of students chose 'Strongly Agree', 12 (30%) chose 'Agree', 7 (17.5%) chose 'Hesitate', 4 (10%) chose 'Disagree', and none chose 'Strongly Disagree'.

**4. Table 4.15**

Question 14: *before I speak in front of the class, I practise and prepare the concept or idea, so there is no more obstacles when I perform.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	13	32.5%
2	Agree	20	50%
3	Hesitate	6	15%
4	Disagree	1	2.5%
5	Strongly Disagree	0	0
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 13 (32.5%) out of students chose 'Strongly Agree', 20 (50%) chose 'Agree', 6 (15%) chose 'Hesitate', 1 (2.5%) chose 'Disagree', and none chose 'Strongly Disagree'.

#### 4. Table 4.16

Question 15: *I am always able to control the difficulty in speaking class, when I study hard.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	8	20%



2	Agree	23	57.5%
3	Hesitate	7	17.5%
4	Disagree	2	5%
5	Strongly Disagree	0	0
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 8 (20%) out of students chose 'Strongly Agree', 23 (57.5%) chose 'Agree', 7 (17.5%) chose 'Hesitate', 2 (5%) chose 'Disagree', and none chose 'Strongly Disagree'.

#### 4. Table 4.17

Question 16: *when I confront the difficult question, I am always able to find the solution for the answer.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	4	10%
2	Agree	18	45%
3	Hesitate	16	40%
4	Disagree	1	2.5%

5	Strongly Disagree	1	2.5%
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 4 (10%) out of students chose 'Strongly Agree', 18 (45%) chose 'Agree', 16 (40%) chose 'Hesitate', 1 (2.5%) chose 'Disagree', and 1 (2.5%) chose 'Strongly Disagree'.

#### 4. Table 4.18

Question 17: *I can accomplish task which is given by lecturer on time.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	6	15%
2	Agree	18	45%
3	Hesitate	11	27.5%
4	Disagree	5	12.5%
5	Strongly Disagree	0	0
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 6 (15%) out of students chose 'Strongly Agree', 18 (45%) chose 'Agree', 11 (27.5%) chose 'Hesitate', 5 (12.5%) chose 'Disagree', and none chose 'Strongly Disagree'.

#### 4. Table 4.19

Question 18: *when I have a lot of assignments, I ignore speaking class.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	1	2.5%
2	Agree	1	2.5%
3	Hesitate	10	25%
4	Disagree	17	42.5%
5	Strongly Disagree	11	27.5%
	<b>Total</b>	<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 1 (2.5%) out of students chose 'Strongly Agree', 1 (2.5%) chose 'Agree', 10 (25%) chose 'Hesitate', 17 (42.5%) chose 'Disagree', and 11 (27.5%) chose 'Strongly Disagree'.

#### 4. Table 4.19

Question 19: *I believe that I fulfil the criteria of completeness in speaking class.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	2	5%
2	Agree	20	50%
3	Hesitate	15	37.5
4	Disagree	3	7.5%
5	Strongly Disagree	0	0
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 2 (5%) out of students chose 'Strongly Agree', 20 (50%) chose 'Agree', 15 (37.5%) chose 'Hesitate', 3 (7.5%) chose 'Disagree', and none chose 'Strongly Disagree'.

#### 4. Table 4.20

Question 20: *I am always optimistic to accomplish tasks in speaking lecture.*

No	Classification	Data analysis	
		Frequency	Percentage
1	Strongly Agree	11	27.5%
2	Agree	22	55%
3	Hesitate	4	10%
4	Disagree	3	7.5%
5	Strongly Disagree	0	0
<b>Total</b>		<b>40</b>	<b>100 %</b>

The table above showed about the students' academic self-efficacy in speaking class. The result indicated 11 (27.5%) out of students chose 'Strongly Agree', 22 (55%) chose 'Agree', 4 (10%) chose 'Hesitate', 3 (7.5%) chose 'Disagree', and none chose 'Strongly Disagree'. It meant that students had high self-efficacy in speaking class which indicated 22 (55%) chose 'Agree'.

## 2. Students Learning Participation

Indicator	Classification	Data analysis	
		Frequency	Percentage
Students Participation	Very Active	10	25%
	Active	20	50%
	Fairly Active	5	12.5%



	less Active	3	7.5%
	Not very Active	2	5%
		<b>40</b>	<b>100</b>

3. Correlation between students' academic self-efficacy and their learning Participation in speaking class.

The correlation between of students' academic self-efficacy and their learning participation in speaking class were presented by following table:

**Table 21. The Correlation between Students' Academic Self-Efficacy and their learning participation in Speaking class.**

No	Variable	Value	Classification
1.	Self-efficacy (x)	2905	Fair
2.	Learning Participation (y)	1569	Fair
3.	$R_{xy}$	<b>0.157</b>	Significant

From the table above, it showed the correlation between students' academic self-efficacy and their learning participation in speaking class. it the value of learning participation showed that 'Y' is 1569 and it is classified as fair. While the students' academic value of self-efficacy also classified as fair. The significant of students self-efficacy and learning participation after mean score students' academic self-efficacy

and learning participation that the researcher proved the value of self-efficacy  $X = 2905$  and learning participation 'Y' = 1569 Thus, the 'r x y' value was **0.157** that mean significant.

## **B. Discussion**

### **a. Students' Academic Self Efficacy**

This section presented the discussion of the result of data analysis. The discussion aimed to describe the third semester students' academic self-efficacy and their learning participation. In collecting data, the researcher found that the students have low self-efficacy in learning English for instance speaking class.

Based on the statement Pajares (2002:59) In British Journal of Education said that self-efficacy was a key contributing factor to learners' success, because self-efficacy influenced the choices make and the course of action they pursue. A high sense of self- efficacy in learning was conducive to reach the goal. In other hand, low sense of self efficacy gave the difficulty in learning situation.

They looked really tended to be silent, and felt difficulty giving ideas in the speaking class room. It showed that students had low self-efficacy in speaking and it meant that it affected to their contribution which has less participation in speaking class. Nevertheless, self-efficacy was dominant students whose had high self-efficacy tended to be more actively learning caused it can be seen by reducing their fear, anxious, and feeling hesitant to accomplish a task, the students undertake as

challenging. This was precisely why self-efficacy is one of the most powerful motives of behaviour. At a given point in time, it determined the initial decision to perform a task, the amount of effort to be expended, and the level of persistence.

Those elements students who had self-efficacy were supported by mainly self-efficacy there were mastery experience, vicarious experience, social persuasion and emotional arousal.

Cognitive processes are closely related to the learner's knowledge and intrinsic motivation. Possessing knowledge and skill and being able to use them is a fundamental way in cognitive processes. Personal accomplishments are not only requiring skills but self-beliefs of efficacy needed to make people being able to use them well. Cognitive function is concerned with how people construe ability.

Motivational processes were closely related with motivation. Motivation was a psychological feature that arouses an individual to behave in a certain manner for accomplishing certain pre-defined goals. People motivated themselves and guide their actions anticipatorily by the exercise of forethought. When faced with difficult task, people who have high self-efficacy will face the challenge as something to be learned and mastered.

Affective processes were the emotional mediator of self-efficacy belief. According to Kent and Gibbons (1999:21) states that stress was affected not only by perceived coping efficacy but by perceived efficacy to control disturbing thoughts.

Perceived self-efficacy to control thought processes was a key factor in regulating thought produced stress and depression. Affective processed how to control stress and depression plays a central role in active sense of efficacy.

Selection processes were shaped by selection of environments known to cultivate certain potentialities and life-styles. Selection processes was one of efficacy –activated processes that enable people to create beneficial environments and to exercise some control over them. Therefore, environment was a place where people could certain competencies, values, and their interests. By selecting environment, people could create beneficial environments to exercise some control and having strong sense of self-efficacy.

b. students learning Participation

Based on the result that showed the students learning participation classified by five categories, which were: Very Active, Active, Fairly Active, Less Active, and not very active. It identified the students contribution in speaking class was very

c. the correlation between students' academic self-efficacy and their learning participation.

Based on the research, it found the correlation between students' academic self-efficacy and their learning participation in speaking class was low correlation. it is caused there were some characteristic which affect each other. It looked that when students has high self-efficacy it motivated them to participate in learning

process. While students who have low self-efficacy, students felt doubt and silent and it reduced students participation in learning.





**DOCUMENTATION**





## CURRICULUM VITAE



The researcher, **Nurul Insani Rasyid** was born on March 29<sup>th</sup> 1994 in Ujung Pandang, South Sulawesi. She was the second child of three siblings from marriage of her parents almarhum H. Abd. Rasyid Rammado and Hj. St. Hasmah. She began her first elementary school in SDN. CENTRE MANGALLI since 2002-2006. She graduated from Junior High School at SMPN. 2 SUNGGUMINASA. In 2012, she graduated from Senior High School at SMAN. 1 SUNGGUMINASA. In the same time, she was accepted as the student in English Department of Faculty of Teacher Training and Education of Muhammadiyah University of Makassar in 2012-2017. While studying, She also was active in UKM Bahasa since 2013- 2014.



Appendix 1

The score of Questionnaire

Number of students	Items																				Σ
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	5	5	5	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	<b>85</b>
2	2	4	4	4	3	4	4	4	4	4	5	4	4	4	4	3	4	4	4	4	<b>77</b>
3	3	5	2	3	4	3	4	5	4	4	4	5	3	3	4	4	3	5	2	4	<b>74</b>
4	4	3	3	3	2	5	4	3	4	4	3	5	5	4	3	4	3	3	3	4	<b>72</b>
5	2	3	3	2	2	2	4	4	4	5	5	5	4	4	4	3	3	5	4	4	<b>72</b>
6	2	3	2	4	4	3	4	3	5	4	3	5	3	5	4	4	4	3	4	3	<b>72</b>
7	2	2	3	3	3	3	3	4	4	4	3	5	5	5	4	3	3	4	4	5	<b>72</b>
8	3	2	1	3	2	4	2	2	4	4	4	5	4	5	4	4	4	4	3	4	<b>68</b>
9	2	2	2	3	2	2	3	2	3	4	3	5	5	4	5	5	4	3	4	5	<b>68</b>
10	2	2	2	3	3	4	5	2	4	5	4	4	4	4	4	4	4	4	3	4	<b>71</b>
11	5	3	2	4	5	5	4	4	3	3	3	5	4	4	5	3	5	4	4	5	<b>80</b>
12	4	4	5	3	4	2	3	3	4	4	2	3	2	4	2	2	2	5	4	2	<b>64</b>
13	1	1	1	3	3	5	3	4	5	5	2	3	5	5	3	4	2	3	2	4	<b>64</b>
14	4	4	4	4	4	4	3	3	4	4	3	5	4	4	4	3	3	4	4	4	<b>76</b>
15	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	<b>94</b>
16	4	2	2	3	3	4	3	3	5	5	5	5	5	5	4	4	5	5	4	5	<b>81</b>
17	5	2	3	3	4	3	3	4	3	5	3	3	3	5	3	4	4	4	3	2	<b>69</b>
18	3	4	2	4	4	4	4	3	4	5	5	5	5	5	5	4	5	5	4	5	<b>85</b>
19	4	2	2	2	4	3	3	3	3	2	3	4	2	5	3	1	3	4	4	4	<b>61</b>



20	2	4	4	3	2	4	2	2	4	4	3	4	2	4	2	3	3	2	3	3	<b>60</b>
21	1	3	5	3	4	5	4	4	4	5	4	5	5	5	4	3	4	5	4	4	<b>81</b>
22	2	2	3	3	3	3	5	4	4	4	4	3	3	3	4	4	3	4	4	3	<b>68</b>
23	4	2	2	4	5	3	4	4	4	3	5	3	5	5	5	3	4	4	3	4	<b>76</b>
24	1	1	2	2	3	4	4	5	4	3	4	5	4	3	3	4	5	3	4	<b>68</b>	
25	2	3	3	3	4	2	4	4	4	2	4	3	3	3	4	4	2	3	2	4	<b>63</b>
26	4	4	3	3	4	4	2	4	4	4	4	4	4	4	4	4	3	3	4	<b>74</b>	
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28	3	3	4	3	2	4	4	3	3	3	4	3	2	3	5	3	3	4	3	4	<b>66</b>
29	2	2	1	3	4	3	2	4	4	4	4	5	5	4	5	5	4	3	4	5	<b>73</b>
30	1	1	2	3	3	3	4	3	3	4	3	4	4	3	4	3	3	3	3	4	<b>61</b>
31	2	3	4	3	3	5	3	4	3	5	3	4	5	4	4	3	5	4	3	5	<b>75</b>
32	2	3	2	4	4	3	4	3	4	5	3	4	5	4	4	3	3	4	3	4	<b>71</b>
33	3	4	3	3	3	4	3	4	4	5	4	4	4	4	4	4	4	3	4	5	<b>76</b>
34	3	3	4	4	3	4	4	4	4	5	4	4	5	5	4	4	5	5	4	5	<b>83</b>
35	2	1	5	3	2	4	5	4	4	5	3	1	4	5	3	3	2	1	4	2	<b>63</b>
36	1	1	2	2	3	4	4	5	4	4	3	4	5	4	3	3	4	5	3	4	<b>68</b>
37	2	2	3	3	3	4	3	4	4	5	5	5	4	4	5	5	4	5	3	4	<b>77</b>
38	4	2	3	2	3	2	3	4	5	3	4	3	2	4	4	4	4	4	4	5	<b>68</b>
39	4	3	4	5	4	4	2	3	5	5	5	5	5	5	4	3	5	5	4	4	<b>84</b>
40	4	4	4	4	2	2	3	3	4	4	4	4	4	4	4	4	4	4	3	3	<b>72</b>
<b>total score</b>	<b>113</b>	<b>112</b>	<b>120</b>	<b>129</b>	<b>134</b>	<b>142</b>	<b>141</b>	<b>144</b>	<b>160</b>	<b>166</b>	<b>149</b>	<b>165</b>	<b>162</b>	<b>165</b>	<b>157</b>	<b>143</b>	<b>145</b>	<b>156</b>	<b>141</b>	<b>161</b>	<b>2903</b>
<b>average</b>	<b>2.8</b>	<b>2.8</b>	<b>3</b>	<b>3.2</b>	<b>3.4</b>	<b>3.6</b>	<b>3.5</b>	<b>3.6</b>	<b>4</b>	<b>4.2</b>	<b>3.7</b>	<b>4.1</b>	<b>4.1</b>	<b>4.1</b>	<b>3.9</b>	<b>3.6</b>	<b>3.6</b>	<b>3.9</b>	<b>3.53</b>	<b>4</b>	<b>72.625</b>





**Mean score of students' Academic self-efficacy and their learning Participation in speaking class**

<b>Respondents</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
1	85	4	7225	16	340
2	77	3	5929	9	231
3	74	3	5472	9	222
4	72	3	5184	9	216
5	72	3	5184	9	216
6	72	3	5184	9	216
7	72	3	5184	9	216
8	68	2	4624	4	136
9	68	2	4624	4	136
10	71	2	5041	4	142
11	80	3	6400	9	160
12	64	2	4096	4	128
13	64	2	4096	4	128
14	76	3	5776	9	228
15	94	4	8836	16	376
16	81	4	6561	16	324
17	69	2	4761	4	138
18	85	4	7225	16	340
19	61	2	3721	4	122
20	60	1	3600	1	60
21	81	3	6561	9	243
22	68	2	4624	4	136
23	76	3	5776	9	228
24	68	2	4624	2	136
25	63	2	3969	2	126
26	74	3	5476	9	222
27	73	3	5329	9	219
28	66	2	4356	4	132
29	73	3	5329	9	219
30	61	1	3721	1	61
31	75	3	5625	9	225
32	71	3	5041	9	213
33	76	3	5776	9	228
34	83	4	6889	16	332
35	63	2	3969	4	126
36	68	2	4624	4	136
37	77	3	5929	9	231
38	68	2	4624	4	136
39	84	3	7056	9	252
40	72	3	5184	9	216
<b>Total</b>	<b>3049</b>	<b>107</b>	<b>213205</b>	<b>305</b>	<b>7892</b>
<b>Average</b>	<b>76.225</b>		<b>5330.1</b>	<b>7.625</b>	<b>197.3</b>



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

**LEMBAR PENGESAHAN**

Skripsi atas nama **NURUL INSANI RASYID**, NIM **10535 5249 12** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **010 Tahun 1438 H/2017 M**, tanggal **08 Rabiul Akhir 1438 H/07 Januari 2017 M**, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Selasa tanggal **31 Januari 2017**.

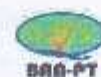
08 Jumadil Awal 1438 H  
Makassar, 31 Januari 2017 M

- |                     |   |                               |
|---------------------|---|-------------------------------|
| 1. Pengawas Ujian : | Dr. H. Andi Sulari Syamsun, S.E., M.M.  | (.....)                       |
| 2. Ketua :          | Dr. H. Andi Sulari Syamsun, M. Hum.   | (.....)                       |
| 3. Sekretaris :     | Khairunnisa, S.Pd., M.Pd.   | (.....)                       |
| 4. Dosen Penguji :  | 1. Dr. H. Andi Terri Lampa, M.Hum.<br>2. Dr. Syamsarna Nappu, M.Pd.<br>3. Hj. Ilmiati, S.Pd., M.Pd. | (.....)<br>(.....)<br>(.....) |
|                     | 4. Muh. Astrianto Setiadi, S.Pd., M.Pd.   | (.....)                       |

Disahkan Oleh :  
Dekan FKIP Universitas Muhammadiyah Makassar



**Dr. H. Andi Sulari Syamsun, M. Hum.**  
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**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**APPROVAL SHEET**

Title : *The Correlation between Student's Academic Self Efficacy and Their Learning Participation in Speaking Class (A Quantitative Research at the Third Semester of Students English Department of Muhammadiyah University)*

Name : **MURUL INSANI RASYID**

Reg. Number : **4912010001**


Programmer : **English Education Department S1 (SI)**

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Makassar, January 2017

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## INSTRUMENT RESEARCH

### (QUESTIONNAIRES)

1. Instrumen penelitian ini berupa Angket (pernyataan-pernyataan) yang bertujuan untuk mengetahui *Students' Academic self-efficacy* dalam kelas berbicara atau *speaking class*.
2. Bacalah pernyataan-pernyataan dibawah ini dengan teliti dan berdasarkan dengan jawaban sepenuhnya.
3. Untuk tiap pernyataan-pernyataan akan memberikan jawaban yang telah disediakan dengan menggunakan skala Likert, dimana :

- SS : Sangat Setuju (5)  
 S : Setuju (4)  
 N : Netral/ biasa (3)  
 TS : Tidak Setuju (2)  
 STS : Sangat Tidak Setuju (1)

Sub-scale : Likert

No	Indikator	Pernyataan-pernyataan	Skala Likert				
			SS	S	N	TS	STS
1		Memiliki banyak pengalaman dalam berbicara membuat saya bisa berbicara di depan kelas atau umum					
2		Saya banyak belajar dari kegagalan saya dalam berbahasa inggris, sehingga membuat saya lebih terpacu untuk terus belajar.					
3	Mastery Experience	Saya selalu yakin dan percaya bahwa dengan pengalaman-pengalaman memberikan banyak peluang keberhasilan menguasai berbicara bahasa Inggris					
4		meskipun saya sudah memiliki banyak pengalaman dalam berbicara, tetapi saya tetap kesulitan berbicara.					
5		Saya mendapatkan nilai yang sangat memuaskan dalam pembelajaran bahasa inggris, terutama dalam kelas <i>speaking</i> karena banyaknya pengalaman-					



		pengalaman dalam berbicara yang telah saya peroleh.					
6	Vicarious Experience	Saya merasa termotivasi belajar ketika melihat dosen ataupun teman saya berbicara dalam bahasa Inggris.					
7		Saya biasanya meminta saran dari teman saya untuk menilai tentang diri saya ketika berbicara di depan kelas.					
8		Teman saya memberikan pengaruh dalam proses pembelajaran, terutama di dalam kelas berbicara atau <i>speaking</i> .					
9		Dosen ataupun guru saya tidak mempengaruhi semangat belajar saya dalam kelas <i>speaking</i> .					
10		Saya bisa menyelesaikan tugas dari dosen saya ketika saya melihat teman saya dapat menyelesaikan tugas tersebut.					
11	Verbal Persuasion	Ketika saya dalam kesulitan berbicara, saya selalu mengingat nasehat dari teman saya.					
12		Saya sering menjadikan saran dari dosen saya untuk memotivasi saya untuk terus belajar dalam mengasah kemampuan berbicara saya.					
13		Saya selalu menasehati diri sendiri ketika saya berhasil atau gagal dalam menyelesaikan tugas di dalam kelas <i>speaking</i> .					
14		Ketika dosen memberikan kritikan negatif buat saya, saya cenderung merasa gagal dalam kelas <i>speaking</i> .					
15		Ketika dosen ataupun teman saya memberikan pujian dalam kelas <i>speaking</i> , saya selalu termotivasi untuk bisa menyelesaikan tugas tersebut.					

16	Emotional arousal	Saya merasa gugup ketika berbicara di depan kelas, sehingga isi penyampaian yang saya bawaan kurang jelas tersampaikan.					
17		Ketika dosen saya memberikan pertanyaan yang sulit, saya merasa kebingungan untuk menjawab pertanyaan tersebut.					
18		saya merasa pesimis dengan kemampuan yang saya miliki dibandingkan dengan teman-teman yang lain.					
19		Saya biasanya merasa khawatir ketika saya berbicara tidak jelas.					
20		Banyaknya tugas yang diberikan oleh dosen membuat saya tertekan dalam menyelesaikannya.					



number of students	items																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	5	5	5	5	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	85
2	2	4	4	4	3	4	4	4	4	4	5	4	4	4	4	3	4	4	4	4	77
3	3	5	2	3	4	3	4	5	4	4	4	5	3	3	4	4	3	5	2	4	74
4	4	3	3	3	2	5	4	3	4	4	3	5	5	4	3	4	3	3	3	4	72
5	2	3	3	2	2	2	4	4	4	5	5	5	4	4	4	3	3	5	4	4	72
6	2	3	2	4	4	3	4	3	5	4	3	5	3	5	4	4	4	3	4	3	72
7	2	2	3	3	3	3	3	4	4	4	3	5	5	5	4	3	3	4	4	5	72
8	3	2	1	3	2	4	2	2	4	4	4	5	4	5	4	4	4	4	3	4	68
9	2	2	2	3	2	2	3	2	3	4	3	5	5	4	5	5	4	3	4	5	68
10	2	2	2	3	3	4	5	2	4	5	4	4	4	4	4	4	4	4	3	4	71
11	5	3	2	4	5	5	4	4	3	3	3	5	4	4	5	3	5	4	4	5	80
12	4	4	5	3	4	2	3	3	4	4	2	3	2	4	2	2	2	5	4	2	64
13	1	1	1	3	3	5	3	4	5	5	2	3	5	5	3	4	2	3	2	4	64
14	4	4	4	4	4	4	3	3	4	4	3	5	4	4	4	3	3	4	4	4	76
15	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	94
16	4	2	2	3	3	4	3	3	5	5	5	5	5	5	4	4	5	5	4	5	81
17	5	2	3	3	4	3	3	4	3	5	3	3	3	5	3	4	4	4	3	2	69
18	3	4	2	4	4	4	4	3	4	5	5	5	5	5	5	4	5	5	4	5	85
19	4	2	2	2	4	3	3	3	3	2	3	4	2	5	3	1	3	4	4	4	61
20	2	4	4	3	2	4	2	2	4	4	3	4	2	4	2	3	3	2	3	3	60
21	1	3	5	3	4	5	4	4	4	5	4	5	5	5	4	3	4	5	4	4	81
22	2	2	3	3	3	3	5	4	4	4	4	3	3	3	4	4	3	4	4	3	68
23	4	2	2	4	5	3	4	4	4	4	5	3	5	5	5	3	4	4	3	4	76
24	1	1	2	2	3	4	4	5	4	4	3	4	5	4	3	3	4	5	3	4	68
25	2	3	3	3	4	2	4	4	4	4	2	4	3	3	4	4	2	3	2	4	63
26	4	4	3	3	4	2	4	4	4	4	4	4	4	4	4	4	4	3	3	4	74
27	4	4	5	3	4	2	4	4	4	4	4	3	3	3	4	4	2	3	5	4	73
28	3	3	4	3	2	4	4	3	3	3	4	3	2	3	5	3	3	4	3	4	66
29	2	2	1	3	4	3	2	4	4	4	4	5	5	4	5	5	4	3	4	5	73
30	1	1	2	3	3	3	4	3	3	4	3	4	4	3	4	3	3	3	3	4	61
31	2	3	4	3	3	5	3	4	3	5	3	4	5	4	4	3	5	4	3	5	75
32	2	3	2	4	4	3	4	3	4	5	3	4	5	4	4	3	3	4	3	4	71
33	3	4	3	3	3	4	3	4	4	5	4	4	4	4	4	4	4	3	4	5	76
34	3	3	4	4	3	4	4	4	5	4	4	5	4	4	4	4	5	5	4	5	83
35	2	1	5	3	2	4	5	4	4	5	3	1	4	5	3	3	2	1	4	2	63
36	1	1	2	2	3	4	4	5	4	4	3	4	5	4	3	3	4	5	3	4	68
37	2	2	3	3	3	4	3	4	4	5	5	5	4	4	5	5	4	5	3	4	77
38	4	2	3	2	3	2	3	4	5	3	4	3	3	2	4	4	4	4	4	5	68
39	4	3	4	5	4	4	2	3	5	5	5	5	5	5	4	3	5	5	4	4	84
40	4	4	4	4	2	2	3	3	4	4	4	4	4	4	4	4	4	4	3	3	72
<b>total score</b>	<b>113</b>	<b>112</b>	<b>120</b>	<b>129</b>	<b>134</b>	<b>142</b>	<b>141</b>	<b>144</b>	<b>160</b>	<b>166</b>	<b>149</b>	<b>165</b>	<b>162</b>	<b>165</b>	<b>157</b>	<b>143</b>	<b>145</b>	<b>156</b>	<b>141</b>	<b>161</b>	<b>2905</b>
<b>average</b>	<b>2.825</b>	<b>2.8</b>	<b>3</b>	<b>3.225</b>	<b>3.35</b>	<b>3.55</b>	<b>3.525</b>	<b>3.6</b>	<b>4</b>	<b>4.15</b>	<b>3.725</b>	<b>4.125</b>	<b>4.05</b>	<b>4.125</b>	<b>3.925</b>	<b>3.575</b>	<b>3.625</b>	<b>3.9</b>	<b>3.525</b>	<b>4.025</b>	

# OBSERVATION CHECKLIST

( ORAL ACTIVITIES )

NO	NAMA	STUDENTS' PARTICIPATION				
		Sangat Aktif / <i>very active</i>	Akif / <i>active</i>	Kurang Aktif / <i>fairly active</i>	Tidak Aktif / <i>less active</i>	Sangat Tidak Aktif / <i>not very active</i>
1						
2						
3						
4						
5						
6						
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27						
28						
29						
30						

Appendix 2

Students' self-efficacy Answer Questionnaires

Number of students	Categories				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	5	15	0	0	0
2	1	16	2	1	0
3	4	8	5	2	0
4	3	7	9	1	0
5	4	7	4	4	0
6	3	8	6	2	0
7	4	6	8	2	0
8	2	10	3	3	1
9	5	4	5	6	0
10	2	11	3	4	0
11	7	7	5	1	0
12	2	7	4	7	0
13	4	3	6	3	3
14	1	14	5	0	0
15	14	6	0	0	0
16	9	5	4	2	0
17	3	5	10	2	0
18	9	8	2	1	0
19	1	6	7	5	1
20	0	6	6	7	0
21	7	9	3	0	1
22	1	8	9	2	0
23	5	8	5	2	0
24	3	8	5	2	2
25	0	8	7	5	0
26	0	15	4	1	0
27	2	11	5	2	0
28	1	6	11	2	0
29	5	8	3	3	1
30	0	6	11	1	2
31	5	6	8	1	0
32	2	9	7	2	0
33	2	12	6	0	0
34	6	11	3	0	0
35	4	5	4	4	3
36	3	8	5	2	2
37	6	7	5	2	0
38	2	8	6	4	0



39	9	7	3	1	0
40	0	14	4	2	0



Appendix

Number of students	Classifying of Students' Academic Self-Efficacy and Their Learning Participation in Speaking class				
	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	85	22	7225	484	1870
2	77	17	5929	289	1309
3	74	19	5476	361	1406
4	72	15	5184	225	1080
5	72	15	5184	225	1080
6	72	15	5184	225	1080
7	72	13	5184	324	1296
8	68	13	4624	169	884
9	68	14	4624	196	952
10	71	17	5014	289	1207
11	80	19	6400	362	1520
12	64	12	4096	144	768
13	64	12	4096	144	768
14	76	16	5776	256	1216
15	94	20	8836	400	1880
16	81	18	6561	324	1458
17	69	16	4761	256	1104
18	85	19	7225	361	1615
19	61	15	3721	225	915
20	60	17	3600	289	1020
21	81	16	6561	256	1296
22	68	18	4624	324	1224
23	76	17	5776	289	1292
24	68	15	4624	225	1020
25	63	13	3969	169	819
26	74	16	5476	256	1184
27	73	16	5329	256	1168
28	66	14	4356	196	924
29	73	17	5329	289	1242
30	61	12	3721	144	732
31	75	17	5625	289	1275
32	71	16	5041	256	1136
33	76	17	5776	289	1292
34	83	20	6889	400	1660

35	63	13	3969	169	819
36	68	15	4624	225	1020
37	77	18	5929	324	1386
38	68	14	4624	196	952
39	84	21	7056	441	1764
40	72	17	5184	289	1224
<b>total</b>	<b>2903</b>	<b>532</b>	<b>213182</b>	<b>10830</b>	<b>47857</b>



**Classifying students' Oral Activity in speaking class**

No	Names	Oral Activity		Total
		Fluency	Accuracy	
		1	1	
1	Pratiwi		4	
2	Nurlisa		3	
3	Baso Ahmad Afdal		4	
4	Khairil Anwar		3	
5	Titin Larasati		3	
6	Muh. Chaerul Anam		3	
7	Megawati		4	
8	Irdawani		3	
9	Wardiansyah		3	
10	Kamaruddin Aras		3	
11	Dinda Puspita Sari		3	
12	M.Zainal Bintang		3	
13	Juni		3	
14	Farid Hariansyah		3	
15	Rahma		4	
16	Musrianti		4	
17	Nur Qalbi		3	
18	Sheila Marcelina		4	
19	Ikram Agus		3	
20	Muhammad Dwi Putra		3	
21	Vivi Idayanti		3	
22	Muh.Hajrul ASwad		4	
23	Mu'jizat Fitrani		3	
24	Besse Sukma Sartika		3	
25	Wahid		3	
26	Malida Ibrahim		3	
27	Supardi		3	
28	Muslimin Nur		3	
29	Nasrullah		4	
30	Abdul Rauf		2	
31	Nurhayati		3	
32	A.Tenri Wulandari		3	
33	Elvira Trisna Fadhillah		4	
34	Dwi Oktaviani		4	

35	Indah Faradiah		3	
36	Besse Masnidar		3	
37	Nawira Ayu Insani		4	
38	Ardhien Randhie R		3	
39	Silvaliani		4	
40	Harmawati		4	
	<b>total</b>		<b>132</b>	







## QUESTIONNAIRE

NAMA	:	
NIM	:	

### ANGKET PENELITIAN

#### Students' Academic Self-Efficacy

**Petunjuk:**

- Angket ini tidak dimaksudkan untuk menguji atau meneliti anda melainkan untuk mendapatkan gambaran jelas tentang *self-efficacy* akademisi siswa dalam kelas *Speaking*.
- Pernyataan-pernyataan ini berdasarkan konsep teori Albert Bandura.
- Isilah kolom yang disediakan dengan memberi tanda ( ).
- Apabila ada yang kurang jelas, maka tanyakanlah pada peneliti.

**Keterangan:**

SS : Sangat Setuju

TS : Tidak setuju

S : Setuju

STS : Sangat Tidak Setuju

RR: Ragu-ragu

No	Indikator	Pernyataan-pernyataan	Skala Likert				
			SS	S	N	TS	STS
1	<i>Magnitude</i>	Saya merasa kesulitan dalam berbicara Bahasa Inggris di depan kelas.					
2		Ketika dosen mengajukan pertanyaan, saya selalu merasa kesulitan untuk merespon dalam Bahasa Inggris.					
3		Saya terkadang ragu dengan kemampuan saya dalam berbicara bahasa Inggris, sehingga saya cenderung diam dalam kelas <i>speaking</i> .					
4		Saya sangat percaya diri dengan kemampuan					

		yang saya miliki berbicara Bahasa Inggris di depan kelas.				
5		Dalam kelas <i>Speaking</i> , saya selalu memberikan ide atau saran sehingga memudahkan saya untuk berbicara Bahasa Inggris.				
		Saya dapat menyelesaikan tugas yang diberikan oleh dosen dalam kelas <i>speaking</i> .				
7		Saya sering membandingkan matakuliah yang saya anggap mudah untuk dikerjakan.				
8		Saya mampu mengendalikan kekhawatiran terhadap kemampuan yg saya miliki selama kelas <i>speaking</i> berlangsung.				
9		Saya yakin dengan kemampuan yang saya miliki dalam berbicara Bahasa Inggris bahwa akan menunjang keberhasilan nilai akademik saya.				
10	<i>Strength</i>	Meskipun saya pernah gagal dalam kelas <i>Speaking</i> , tetapi Saya selalu berusaha untuk bisa berbicara Bahasa Inggris.				
11		Saya yakin bahwa bisa menguasai pelajaran <i>speaking</i> dengan kemampuan yg saya miliki.				
12		Saya yakin bahwa pengalaman buruk dalam kegagalan kelas <i>speaking</i> , tidak akan menghalangi pencapaian keberhasilanku.				
13		Meskipun banyak kritikan yang saya dapatkan, saya bertambah semangat dalam belajar <i>speaking</i> .				
14		Sebelum berbicara di depan kelas, saya berlatih dan mempersiapkan konsep atau ide sehingga dalam penyampaian tidak ada hambatan.				
15	<i>Generality</i>	Saya selalu bisa mengatasi kesulitan dalam kelas <i>speaking</i> , ketika saya bersungguh-sungguh belajar.				
16		Ketika saya menghadapi pertanyaan yang sulit, saya selalu bisa menemukan solusi atas jawaban tersebut.				
17		Saya dapat menyelesaikan tugas yang diberikan oleh dosen dengan tepat waktu.				

18		Ketika saya memiliki banyak tugas, saya mengabaikan kelas <i>speaking</i> .				
19		Saya mampu memenuhi kriteria ketuntasan dalam kelas <i>speaking</i> .				
20		Saya selalu optimis dalam menyelesaikan tugas dalam kelas <i>speaking</i> .				



## INSTRUMENT RESEARCH

1. The questionnaires of this research form of the Statement sheet which aims to know the students' academic self- efficacy in speaking class.
2. Please, give mark (√) into some statements below these : This Questionnaires content some questionnaires that related with students' Academic self- efficacy in speaking, where :

Strong Agree : 5

Agree : 4

Neutral : 3

Disagree : 2

Strong Disagree : 1

Sub-scale: Likert

No.	Statement	Scale Likert				
		Strong agree	Agree	Neutral	Disagree	Strong Disagree
1.	I believe that I will receive an excellent score on this speaking class, after practice regularly.					
2	I'm certain I can accomplish a difficult task when the lecturer gives me a lot of task.					



3	I always feel hesitancy with my own potential when the lecturer asks me to speak in front of the class					
4	When the lecturer gives the difficult task I am fear that I cannot accomplish it.					
5	When I believe to my potential I can master the material in speaking.					
6	I am confident when I perform a good pronunciation in speaking.					
7	I motivate to learn when my lecturer speaks to me.					
8	When I speak to the lecturer, sometimes I must prepare what I have to say.					
9	I often show unclearly pronunciation in speaking, because I'm not confident to face with the lecturer.					
10	The lecturer always gives me motivation, before the lesson is begun.					



**Scoring Classification of the students'**  
**Learning Participation in Speaking Class**

<b>Number of students</b>	<b>Total score</b>	<b>classification</b>
1	88	Very active
2	77	Fairly active
3	75	Fairly active
4	71	Fairly active
5	74	Fairly active
6	71	Fairly active
7	73	Fairly active
8	74	Fairly active
9	75	Fairly active
10	74	Fairly active
11	74	Fairly active
12	74	Fairly active
13	69	Less active
14	72	Less Active
15	81	active
16	82	Active
17	71	Fairly active
18	86	Very active
19	76	Fairly active
20	72	Fairly active
21	80	Active
22	76	Active
23	64	Less active
24	71	Active
25	79	Active
26	82	Active
27	85	Active
28	83	Active
29	88	Active
30	70	Fairly active
31	80	Active
32	81	Active
33	82	Active
34	83	Active

35	80	Active
36	60	Less active
37	70	Less active
38	82	Active
39	68	Fairly active
40	73	Less active

