

**THE CORRELATION BETWEEN SELF EFFICACY BELIEFS
AND STUDENTS' SPEAKING ACHIEVEMENTS AT EIGHT
GRADE OF SMP NEGERI 1 MESUJI IN THE ACADEMIC
YEAR 2021/2022**

**An Undergraduate Thesis
Submitted as Partial Fulfillment of the Requirements for S-1
Degree**

**By
AKNA RAHMAH SHALEKHA
NPM : 1711040011**

**Advisor : Prof. Dr. Idham Kholid, M.Ag.
Co-Advisor : M. Sayid Wijaya M.Pd.**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
2021/2022**

ABSTRACT

In the process of learning, speaking is crucial skill to be mastered. It is as a way to get many communication, especially for learners. This research aims to find out the correlation and to define the significance of the correlation between students' self efficacy and their speaking achievements at eight grade of SMP Negeri 1 Mesuji in the academic year 2021/2022. The participants of this research are 58 students.

The research methodology used in this research is quantitative research design specifically correlational research method. The population of this research was the eight grade of SMP Negeri 1 Mesuji. The sample were two classes ; VIII-³ and VIII-⁴, consisting of 58 students from those two class. To collect the data of students' self efficacy, there were 40 items of questionnaire. The 40 items were tried out and got 20 items were valid and reliable with 3 aspects: level, generality and strenght. For the speaking achievements is used secondary data which the researcher ask to the English teacher about score speaking students in the class. The data were analysed by using SPSS (*Statistical Package for Social Sciences*) 23.0 program. The researcher used Pearson product moment correlation coefficient to find out the correlation result.

After doing the hypothetical test, based on the data analysis computed by SPSS, it was obtained that Sig (P-value is $0.029 \leq \alpha = 0.05$, it means H_0 was rejected and H_a was accepted. Based on this reseach, there is correlation between self efficacy beliefs and students' speaking achievements at eight grade of SMP Negeri 1 Mesuji in the academic year 2021/2022.

DECLARATION

I, a student with the following identify :

Name : Akna Rahmah Shalekha
Student's Number : 1711040011
Thesis : The Correlation between Self Efficacy Beliefs and Students' Speaking Achievements at Eight Grade of SMP Negeri 1 Mesuji In the Academic Year 2021/2022.

I hereby certify that thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinions and research findings included in this undergraduate thesis are quotes or cited in accordance with ethical standards.

Bandar Lampung, November
The researcher.



Akna Rahmah Shalekha
NPM. 1711040011



KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260

APPROVAL

**Title : The Correlation Between Self Efficacy Beliefs
And Students' Speaking Achievements At Eight
Grade Of Smp Negeri 1 Mesuji In The Academic
Year 2021/2022**

Student's Name : Akna Rahmah Shalekha

NPM : 1711040011

Study Program : English Education

Faculty : Tarbiyah and Teacher Training Faculty

APROVED

To be tested and defended in the examination session at Tarbiyah and
Teacher Training Faculty State Islamic University of Raden Intang
Lampung

Adviser

Prof. Dr. Idham Khalid, M.Ag

NIP. 196010201988031005

co-advisor

M. Sayid Wijaya, M.Pd

NIP. 198803172015031006

**The chairperson of
English Education Study Program**

Meisuri, M.Pd.

NIP. 198005152003122004



**KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Letkol H. Endro Suratmin Sukaramé Bandar Lampung Telp. (0721) 703260

ADMISSION

A research thesis entitled: **“THE CORRELATION BETWEEN SELF EFFICACY BELIEFS AND STUDENTS’ SPEAKING ACHIEVEMENTS AT EIGHT GRADE OF SMP NEGERI 1 MESUJI IN THE ACADEMIC YEAR 2021/2022”** by: **Akna Rahmah Shalekha, NPM : 1711040011**, Study Program: **English Education**, was tested and defended in the examination held on: **Thrusday, December 16th 2021.**

Board of Examiners:

The Moderator : Dr. M. Muhassin, M.Hum 

The Secretary : Nur Syamsiah, M.Pd 

The First Examiner : Nurul Puspita, M.Pd 

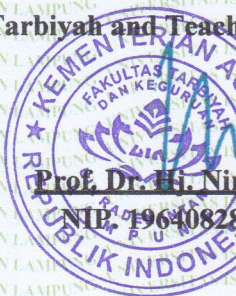
The Second Examiner : Prof. Dr. Idham Khalid, M.Ag 

Advisor : M. Sayid Wijaya, M.Pd 

**The Dean Of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hi. Nirva Diana, M.Pd 

NIP. 19640828 198803 2 002



MOTTO

Believe in yourself, and the rest will fall into place. Have faith in your own abilities, work hard, and there is nothing you cannot accomplish.

~ Brad Henry ~

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

Verily never will Allah change the condition of people until they change it themselves.

(Holy Qur'an, 13:11)



DEDICATION

This thesis is dedicated to :

1. My beloved parents Mrs. Nur Prihatin and Mr. Muhroni S.Pd who always pray for me, give me support and suggestion as well as for my success.
2. My Beloved brother Rama Arif Mustofa who always give me spirit and motivation for my study.
3. All of my big families who always give me motivation and spirit for my study.
4. My beloved lecturers and almamater UIN Raden Intan Lampung
5. My Beloved Friends, who always support me in finishing this thesis

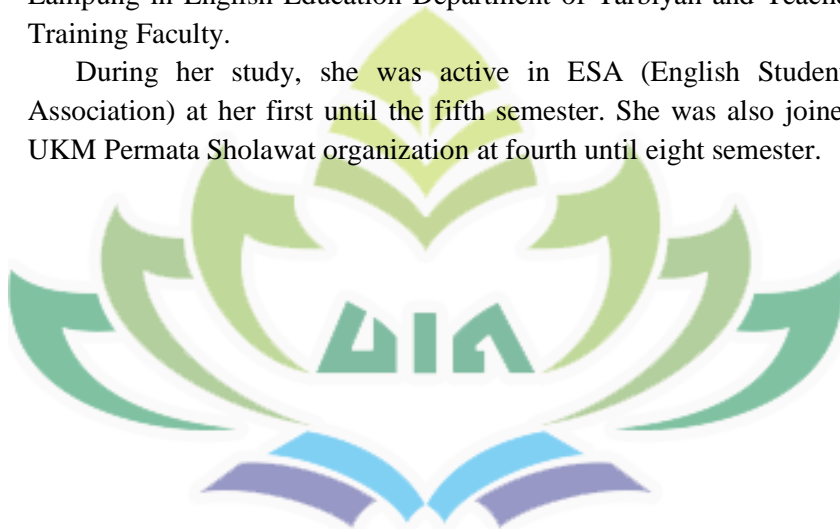


CURRICULUM VITAE

The writer name is Akna Rahmah Shalekha. She was born on Oktober 04th,1999 in Jombang. She is the first child of the couple Mr. Muhroni S.Pd and Mrs.Nurprihatin.

She started her formal education at SD Negeri 2 Surya Adi and graduated in 2011. Next, she continued her study at Junior High School of SMP Negeri 1 Mesuji an graduated in 2014. After graduating from SMP Negeri 1 Mesuji, she continued in Islamic Boarding School Al-Ittifaqiah Indralaya (MA Al-Ittifaqiah) and finished in 2017. Then she continued her study at UIN Raden Intan Lampung in English Education Department of Tarbiyah and Teacher Training Faculty.

During her study, she was active in ESA (English Students Association) at her first until the fifth semester. She was also joined UKM Permata Sholawat organization at fourth until eight semester.



ACKNOWLEDGEMENT

All praise to Allah the almighty God, the Most Merciful, and the Most Beneficent, for blessing the researcher with His mercy and guidance to finish this thesis. Peace and Salutation is extended to the prophet Muhammad peace be upon him, with his family and followers. This thesis entitled “The Correlation Between Students’ Motivation and Their Speaking Ability at the First Semester of the Eleventh Grade of SMA PGRI 1 Talang Padang in the Academic Year of 2018/2019” is submitted as compulsory fulfillments of requirements for S1- degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University (UIN) Lampung. Without help, support, and encouragement from several people and institution, this thesis would never come into existence. Therefore, the researcher would sincerely thank:

1. Prof. Dr. H. Chairul Anwar, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.
2. Meisuri, M.Pd., the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Prof. Dr. Idham Kholid, M.Ag., the Advisor who has patiently guided and directed until the completion of this thesis.
4. M. Sayid Wijaya, M.Pd., the Co-Advisor who has patiently guided and directed the researcher in improving her thesis for its finalization.
5. All nice lecturers of English Education Department for their guidance to the researcher during her study at UIN Raden Intan Lampung.
6. Purnomo, M.Pd., the head master of SMP Negeri 1 Mesuji who has given a chance to the researcher to carry out the research.
7. Mardhatillah Hayati, S.Pd., the English teacher of SMP Negeri 1 Mesuji who helped the researcher in collecting the data.
8. Beloved friends, Aulia, Fahrissa, Nauli, Desi, Muthia, Dianita, Alvira, Diana and Uswatun and also all of students in my class who always cheer her up until completion this thesis, and thanks for your kindness.

9. All of my friends of group ppl, such as Diana, Tara, Arif, Basrul, Okta, Nur fauziah, Putri, Neng, Sulton, Sherin, Ningrum and others, and also for my friends of group knn such as Firman, Zulfa, Eryina, Mery and others.
10. Any other person who cannot be mentioned one by one for their contribution to the researcher during finishing her thesis.



TABLE OF CONTENTS

COVER.....	i
ABSTRACT.....	ii
APPROVAL.....	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO.....	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT.....	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xiv
LIST OF FIGURE.....	xv
LIST OF APPENDICES.....	xvi
CHAPTER I INTRODUCTION.....	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	7
C. Limitation of the Problem.....	8
D. Formulation of the Research.....	8
E. Objective of the Research.....	8
F. Significance of the Research.....	8
G. Scope of the Research.....	9
CHAPTER II REVIEW OF RELATED LITERATURE.....	11
A. Speaking.....	11
1. Definition of Speaking.....	11
2. The Nature of Speaking.....	12
3. The Function of Speaking.....	13
4. Components of speaking.....	15
5. Basic Types of Speaking.....	17
6. The Roles of Teacher during Speaking Activities.....	18
7. Definition of Speaking Skill Achievement.....	19
B. Self Efficacy.....	20
A. Definition of Self Efficacy.....	20
B. Judgments of Self-efficacy.....	21

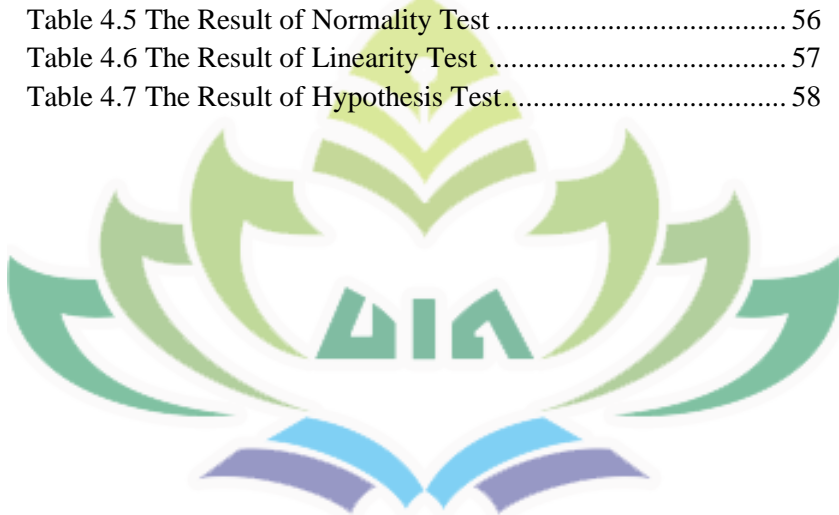
C. Source of Self Efficacy	22
D. Self efficacy Affect Human Functioning	24
E. Hypothesis	25
CHAPTER III RESEARCH METHODOLOGY	27
A. Research Design	28
B. Variable of the Research	28
C. Operational Definition of Variables	28
D. Population, Sample	29
1. Population.....	29
2. Sample	29
3. Sampling Technique	30
E. Data Collecting	31
1. Questionnaire.....	31
2. Secondary Data.....	32
F. Instrument Research.....	32
G. Scoring Procedure	34
1. Scoring the questionnaire of self efficacy	34
2. Scoring of the students' speaking achievements .	34
H. Validity of the Instrument	35
1. Construct Validity	35
2. Content Validity	36
3. Item Validity.....	36
I. Realibility	36
J. Data Analysis	37
1. Fulfillment of the Assumption	37
2. Hypothesis Test	38
CHAPTER IV RESULT AND DISCUSSION	41
A. Result of the Research	41
1. Result of Self Efficacy	41
2. Result of Students' Speaking Achievements	45
3. Result of Data Analysis	50
a. Fullfilment of the assumption	50
1. Result of normality test	50
2. Result of Linearity test	52

b. Result of Hypotetical test	52
B. Discussion	53
CHAPTER V CONCLUSION AND SUGGESTION	57
A. Conclusion	57
B. Suggestion	57
Reference	59
Appendix	63



LIST OF TABLES

Table 3.1 Total of the Students at The Eight Grade of SMP Negeri 1 Mesuji	35
Table 3.2 The Number of Students as Sample.....	36
Table 3.2 Blueprint of Self Efficacy Questionnaire.....	38
Table 3.3 The Score of the Respondent's Questionnaire	40
Table 4.1 Statistic of Self Efficacy	48
Table 4.2 List of Name and Score Self Efficacy	48
Table 4.3 Statistic of Students' Speaking Achievements.....	52
Table 4.4 List of Name and Score Students' Speaking Achievements	53
Table 4.5 The Result of Normality Test	56
Table 4.6 The Result of Linearity Test	57
Table 4.7 The Result of Hypothesis Test.....	58



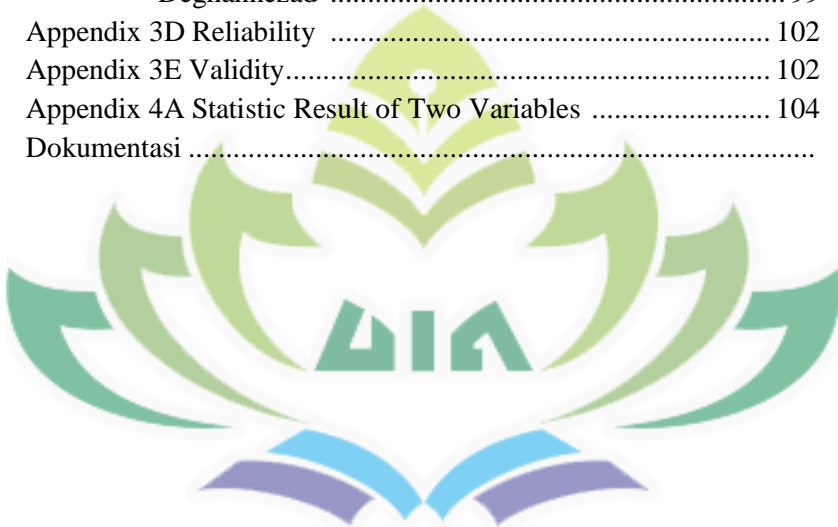
LIST OF FIGURE

Figure 1 The result of self efficacy	51
Figure 2 The result of students' speaking achievements	53



LIST OF APPENDICES

Appendix 1A Result of the Interview of the Teacher of English .	67
Appendix 1B Result of the Interview of the Students at Eight Grade	68
Appendix 2A List of the students	78
Appendix 2B Surat Balasan Penelitian.....	83
Appendix 2C Lembar Validasi Angket	84
Appendix 3A Questionnaire Before Validation	88
Appendix 3B Questionnaire After Validation	96
Appendix 3C Original Questionnaire of Asarekeh & Deghannezhad	99
Appendix 3D Reliability	102
Appendix 3E Validity.....	102
Appendix 4A Statistic Result of Two Variables	104
Dokumentasi	



CHAPTER 1

INTRODUCTION

A. Background of the Problem

Foreign language can be used as the language of instruction in a particular educational unit to support foreign language learners. That is the reason why English is important learned at school. Learning goals are essential to measure students speaking achievements. According to National Board for Professional Teaching Standards “Teachers must monitor achievement regularly using a variety of formal and informal assessments for both individual students and the class as a whole”. In other words, students’ speaking achievements cannot be measured in single test. It must be done regularly and considerate students learning when class and student finished the learning goals.

Speaking is one of the four language skills, it is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints¹. People who know a language are indicated to as speakers of that language. Furthermore, in almost any setting, the most frequently used language skill is speaking². In English teaching emphasize listening, speaking, reading and writing to develop the students’ communicative competence. Speaking process interactive of constructing meaning that involves producing, processing information and receiving³. When we are speaking, of course it really trains our self confidence because in speaking we are dealing with other people who allow us to use the

¹ Shaimaa Abd El Fattah Torky. “The effectiveness of a task-based interaction program in developing the English language speaking skills of secondary stage students”. 2006. : Ain Shams University Women’s Collage Curricula and Methods of Teaching Department. P.14

² Rivers, W. Teaching Foreign Language Skills (2nd ed). (1981). Chicago: University of Chicago Press.

³ Burns, A & Joyce, H. *Focus on Speaking*. (1997), Sydney: National center for English Language Teaching and Research.

language. By speaking, the students can interact each other, can share their ideas and communicate in English.

Zang argues that speaking remains the most difficult skill to master for the majority of English learners and their communicating orally in English is still incompetence.⁴ It means that speaking is not easy for the learners to master it, and the learners have to upgrade their oral skill to be competence in speaking. Competence is the existing capacity in somebody can make that individual able to fulfill what is required by the work in a organization so that the organization is able to attain the anticipated comes about. Students' speaking skills have to guided in the learning of the class, so that the students can increase theirs speaking skills and able to speak fluently. Teaching of speaking is important to increase students' speaking skill and teaching of speaking skill has become increasingly important in the English as a second or foreign language (ESL/EFL) context.

According to Widdowson and Burns speaking also occurs, where the participants or interlocutors are present, such facilitate communication. Through speaking the learners can communicate with others, when individuals meet, they exchange greeting, engage in small talk and chit chat, recount recent experiences and another because they want to be friendly and to establish a comfortable zone of interaction with other. Halimah, Ghufuran, and Ali state speaking is device to share opinions, facts, ideas and feelings to others, animals and even to the speaker her or himself that can be done interactively and nomologically⁵. Speaking have activity of producing words by lip movements and other elements involved in producing those words and is spoken verbally. It means when speak that we will sharing and and we have activity of creating words by lips developments. Nunan state that speaking is a productive oral skill and it consist of creating systematic

⁴ Zhang, S. *The role of input, interaction, and output in the development of oral fluency. English language teaching*, (2009). 91-100

⁵ Halimah, Ghufuran, Ali Ibrahim, "ICELLO for Better Speaker". SAR Journal. Vol.3 (2019),p.134

verbal utterances to communicate the meaning⁶. It means in speaking we have make oral utterances to be precise communication. In speaking activity, many things that should be paid attention, not only relate to what is being spoken, what the language is used, but also who is our interlocutor⁷.

Based on the meaning of speaking above, can conclude that speaking is productive skill to convey opinions, facts, ideas and feeling, and also to communicate with participant or interlocutor. Speaking is one of productive skills which requires the students to have abilities in performing task.⁸ Many of the students afraid to use the language, shy to use the language, afraid use the wrong pronunciation, lack of vocabulary and they have not confidence to use the language. The students who have low self-confidence are pressed to actively twisted in the class interaction and sometimes have to perform in front of the class which can gradually upgrade their level of self confidence. One of the skills that has to be learned by students is speaking, and educational system is expected to focus on speaking skill because speaking has become an essential skill which students can learn more about language, share ideas and exchange or pool information⁹.

Speaking skill is not easy thing to master, as well as using it as to communicate. Sometimes some people and students in using English find difficulties about communicate with others. When the students try to interact with their teacher and friends, they still hesitate and can not say a word to speak English. It is not an easy thing to learn the ability to speak, and to use it as well as to communicate. Sometimes, as they try to interact with others, certain individuals or even students appear to have difficulties

⁶ Nunan, D. Practical English Language Teaching. Boston. 2003. : McGraw Hill.

⁷ Hendra Heriansyah. "Speaking Problems Faced By The English Department Students Of Syiah Kuala University". Volume 6 No 1, Desember 2012. Syiah Kuala University, Aceh.

⁸ Khatib, Faridatul M. M and Nooreiny Maarof. *Self-Efficacy Perception of Oral Communication Ability among English as a Second Language (ESL) Technical Students*. Procedia - Social and Behaviour Sciences.2014, 204: 98-104.

⁹ Sara, B. *Investigating the effects of efl students' self-confidence on their oral performance*. (2015). Biskara University, Republic of Algeria.

using English. When they attempt to communicate with their teachers and peers using English, they still can't utter a word and appear reluctant. They have to be sure for those who want to be able to speak English, that they may and are prepared to learn. Hamouda state some factors that make students unwilling to speak English they are shyness, low self-belief, anxiety, lack of interest in English class, and low self-confidence on their speaking capability¹⁰.

A factor that probably give effect to someone's self confidence is self efficacy. According to Bandura that self efficacy is the belief in one's capabilities to organize and carry out the course of action needed to manage prospective situations¹¹. Beside that self efficacy is verbal social persuasion, have the capability to perform task competently, try to do something they want to try to do and reach the goal. When humans persuaded verbally that they are able to acquire or grasp a mission they may be much more likely to do the mission having different verbally assistainment of a mission is going a ptotacted manner in assisting a person's perception in himself and herself. Self efficacy can set up what human beings think, behave, in addition to the choices the make in precise situation¹². The students' notion approximately their capability to speaking can also which whether or not they're courageous or shy to speak in the front of the classroom. The effect of self efficacy beliefs on cognitive processes take a variety of forms and by self efficacy the tasks will be more handle and more enthusiasm to doing it. Actualy, there are some previous research such us :

¹⁰ Hamouda, A. An exploration of causes of Saudi students' reluctance to participate in the English language classroom. (2012). International Journal of English language Education, 1(1), 1-34.

¹¹ Bandura, A. *Self efficacy in changing socities*. (1995). Cambridge university press

¹² Bandura, A. *Self Efficacy*. (1994).John wiley & Sons, Ins.

- a. “The Relationship Between Students’ Self efficacy and Their Speaking Ability (study at Mts Al-Manar Aceh Besar)”¹³.

In this research the participants consisted of 32 students, and the result shows that there is a positive correlation between two variables. In this research the independent variable is speaking ability, and different from this title which the independent variable of this research is speaking achievement. In this research different from that research, because in this research will investigate between self efficacy and students’ speaking achievement. Speaking ability and speaking achievement is different, which the speaking ability are the skills that give us the ability to communicate effectively, while speaking achievement refers to an oral activity to express thought, opinion or feeling in a monologue in order to communicate with others.

- b. “Speaking self-efficacy and EFL students teachers’ speaking achievement”¹⁴.

Which in that research investigate between speaking self efficacy and EFL, and in this research different from the title above because, the independent variable in that research is EFL students teachers’ speaking achievement, while from this research the independent variable is speaking achievement. That research focus on how teachers’ speaking achievement, while this research is focus on what the students speaking achievements. Therefore, this research is different from that research.

- c. “The Relationship of Students’ Speaking Self Efficacy, Collocational Competence, and Their Speaking Performances.”¹⁵

¹³ Mastur. “*The relationship between students’ Self efficacy and their speaking ability (Study at Mts Al-Manar Aceh Besar)*. 2016

¹⁴ Tutik Alawiyah. “*Speaking self-efficacy and EFL student teacher’s speaking achievement*”. January 4, 2018 : Jurnal Pendidikan dan Pengajaran.

The objectives of the research method were to analyze : the direct effect of students' speaking self efficacy on their speaking performances, the direct effect of students' collocational competence on their speaking performance, the indirect effect of students' speaking self efficacy through students' collocational competence on their speaking performances and the indirect effect of students' collocational competence through students' speaking self efficacy on their speaking performance. The different of this research is about variable, in that variables are three point, and this research the variable is two point. In that title is to know relationship of students' speaking self efficacy, collocational competence, and their speaking performance. While, this research is not mention about collocational competence, and in this research focus between self efficacy and speaking achievement while that research about students' performances.

Based on the preliminary research on 09th December 2021 with the English teacher in SMP Negeri 1 Mesuji, with ma'am Mardhatillah Hayati S.Pd who has been teaching English for 20 years. in interview have six question to get information in that school, and the interviewee has informed that some students are like and dislike with speaking activity, little of the students active in the class, speaking skill of the students is still lack, many of the students not confidence when the teacher ask them to speak English, most of the students are not confidence that because some factors such as hesitant to speaking, lack of vocabulary and shy to speaking. Therefore, it is clear that the level of self efficacy's students is low, that is why in this research interest to examine the correlation between self efficacy and students's speaking achievements.

¹⁵Risa Aryani. *"The relationship of students' self efficacy, collocational competence, and their speaking performances."* 2018.

Self efficacy is really significant for the students to attain achievement and better learning outcomes. When getting tasks which seem difficult, students with high level of self efficacy do not give up but keep trying to solve it because they believe they can solve the task. According to Pajares as cited by Asarekeh and Dehghannezhad which the students have more self-confidence to accomplish difficult task than students with high level of perceived self-efficacy, while students with low perceived self-efficacy think that the task are very difficult for them and they end up feeling stresses and depressed¹⁶.

Self efficacy is the belief or electricity of notion that study and revel in achievement in learning. Students who doubt their ability to accomplish difficult tasks see these tasks as threats. They avoid them based on their own personal weakness or on the obstacle preventing them from being successful. They give up quickly in the face of difficulties or failure, and it doesn't take much for them to lose faith in their capabilities.¹⁷ Students have a tendency to keep away from duties that exceed their cappotential and searching for duties at which they could succeed.

Self efficacy is one the affective elements which have an effect on the students' speaking achievements. Based on the description above, in this research would really like to discover wheter or not there may be a significant “ The Correlation Between Self Efficacy Beliefs and Students' Speaking Achievements at Eight Grade of SMP Negeri 1 Mesuji in the Academic Year 2021/2022 “

B. Identification of The Problem

From the background of the study above, in this research identification of the problem such as :

¹⁶ Asarekeh, Ahmad and Maliheh Dehghannezhad. *Student Satosfaction with EFL Speaking Classes: Relating Speaking Self Efficacy and Skills Achievement*. 2015. Issues in Educational Research. 25(4): 345-363.

¹⁷ Bandura, A. Self Efficacy. (1994). In V.S. Ramachaudran (Ed.), *Encyclopedia of Human Behavior* (Vol. 4, pp 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of Mental Health*. San Diego: Academic press, 1998.)

1. The students were not confidence to speak English
2. The students were afraid to speak English
3. The students had difficult to speak English in the class

C. Limitation of The Problem

In this research have limitation of the research, it was focus on the correlation of self efficacy beliefs and students' speaking achievements at eight grade of SMP Negeri 1 Mesuji in the academic year 2021/2022.

D. Formulation of The Research

Based on the background of the problem above the problem of this research can be formulated as follow. Is there any significance the correlation between self efficacy beliefs and students' speaking achievements at eight grade of SMP Negeri 1 Mesuji in the academic 2021/2022 year?

E. Objective of The Research

From the formulated research question, one of the purpose of the study is becoming the target of study. The purpose of the study is to find out of the correlation between self efficacy beliefs and students' speaking achievements at eight grade of SMP Negeri 1 Mesuji in the academic 2021/2022 year.

F. Significance of The Research

Based on the objective of the research above, the significance of the research they are theoretical benefits and practical benefits.

1. Theoretical contribution
 - a. The students can see how their in speaking and the students can improve their speaking

- b. The students can pass the difficulties after they have increase their speaking achievements

2. Practical contribution

- a. The researcher hope those research can make students motivated and make students influenced positive in learning English especially in speaking skill
- b. The students can feel confident to speaking English and can improve their speaking better than before
- c. The researcher hope the teacher will improve their quality of teaching speaking in English
- d. The teachers can increase students' confidence toward learning English by provided interesting activity
- e. The researcher hope for the future researcher who have similar topic can be useful and be as eligible reference.

G. Scope of the Research

In the esearch, the researcher included some kinds of information as the scope of the research. They are as follows:

1. Subject of the Research The subject of the research are students of eight grade of SMP Negeri 1 Mesuji.
2. Object of the Research The object of the research is correlation between self efficacy beliefs and students' speaking achuevements.
3. Place of the Research The research was conducted at SMP Negeri 1 Mesuji.
4. Time of the Research The research was conducted at the first semester of 2021/2022 academic year



CHAPTER II

LITERATURE REVIEW

A. SPEAKING

1. Definition of Speaking

Speaking is one of the beneficial skills that should be learnt by the understudies. In language learning there are numerous definition of speaking which proposed by the expert. Through speaking we can interact with the other by using the language, people speak in order to express their idea, their feeling and respon to the other's talk. When the others can understand what has been talked, it means that the speaker gets the meaning across. According to Thonbury that speaking is an intelligently genuine time activity to express meaning to associated with others that impromptu and fair proceeds based on situations¹⁸. Turn taking ought to be concerned whereas a individual is speaking to another. In the event that they are not mindful of the turn speaking, both speakers may talk within the same time and the interaction will not be compelling. Speaking is the productive aural and oral skill, which aural skill is the process of listening the message from somebody's talking. Meanwhile, oral skill is the process of giving respond to what someone's talking and also important to communicate with the others¹⁹.

Speaking skill is the ability in utilizing verbal dialect to investigate thoughts, eagerly, considerations and feeling to other individuals as a way to create the message clearly conveyed and well caught on by the listener²⁰. When a speaker says a statement, there should be another speaker (listener) receiving the

¹⁸ Thonbury, Scott. *How To Teach Speaking*. 2005. Hariouw: Pearson Education Limited.

¹⁹ Comings, John. *Review Of Adult Learning and Literacy Volume 6 Connecting Research, Policy and Practice*. 2006. Mahwah : Lawrence Erlbaum Associates, Inc. Publisher

²⁰ Bygate, M. *Speaking*. 1986. Oxford : Oxford University Press (in Mastur, 2016, p.10)

information and process it to reply the statement with appropriate reaction. Kayi state that speaking is the process of improving and sharing meaning through the use of verbal and non-verbal in variety of context²¹. Speaking is very important in daily life. This is the most used skill by many people to exchange information. This influences many parts of daily communication so much. From the definition above, it can be concluded that speaking skill is ability of students to communicate and to share thoughts or information verbally with others using suitable articulation and appropriate words and sentences.

2. The Nature of Speaking

Speaking could be a profitable expertise and may not be isolated from listening. In social interaction, for supports interaction and achieve relationship that our ability have to speak effectively. Then, in workplace or career lives communication skill is one of main key for career success. For instance, a leader need communication ability to deliver information, influence and direct others to take the actions. Personally, we also need communication skill to show our ability and capability. Our identity, self image, knowledge of the world and our capacity to reason and express our thoughts is all reflected in our talked execution within the target language²².

The nature of speaking has been discussed by many researchers. Oral communication is two-way process between speaker and audience and includes the productive skill of speaking and the open ability of understanding²³. In speaking have activity such as eye-contact, body language, facial expressions, tempo, pause, voice quality changes and pitch variation, which that is about a multi-

²¹ Kayi, H. 2006. Teaching Speaking: Activities to promote in Second Language. TSL Journal. Vol. 12. Accessed from: <http://itslj.org/article/kayiteaching.htm>.

²² Louma. S. *Assessing Speaking*. 2004. Cambridge : Cambridge University Press.

²³ Byrne, D. *Teaching Oral English*. 1986, p.8 : Longman Handbooks For English Teacher

sensory activity²⁴. Which influence conversational stream. It appears that culture may be an exceptionally basic part in how speaking is developed which has suggestion for how English speaking is instructed and learned.

3. The Function of Speaking

A few language experts have attempted to categorize the functions of speaking in human communication. According to Brown and Yule which quoted by Richards that functions of speaking are classified into three, there are talk as interaction, talk as transaction, and talk as performance.²⁵ Actually, each of these speech activities, the terms of form and function that requires different teaching approaches. Below will explain about kind functions of speaking such as :

a. Talk as interaction

Usually this point mean by “conversation” and describes interaction which provide a primary social function. In our daily life that language is mainly used to communicate and talk as interaction in interactional discourse.²⁶ Usually this point mean by “conversation” and describes interaction which provide a primary social function. It is an interactive act of verbal expression which is done spontaneously by two or more person. This is about how people try to convey their message to others.

When the people meet, they wish to be friendly. Therefore they exchange greetings, engage in small talk and chit chat, recount recent experiences to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal depending on the circumstances and their nature has been well

²⁴ Thronbury, S. *How To Teach Speaking*. Harmer, J. (Ed). 2005. London : Longman

²⁵ Richards, J.C. *Teaching Listening and Speaking*. 2008, p. 19 :Cambridge University Press

²⁶ *Ibid*

described by Brown and Yule. The most highlights of conversation as interaction can be summarized as take after²⁷:

- Has a primarily social function
- Reflects role relationships
- Reflects speaker's identity
- May be formal or casual
- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic words
- Uses conversational register
- Is jointly constructed

b. Talk as transaction

This type of talk provide to situations where the focus is on what is said or done. The message is the central center here and making oneself caught on clearly and] accurately, instead of the members and how they connected socially with each other. In transactional discourse, speaking is more focus on conveying the message and making sure that the others understand what we want to deliver, clearly and accurately. Language serving this purpose is 'message' oriented rather than 'listenener' oriented²⁸. In this kind of spoken language, students and teachers usually focus on meaning talking in the way of their understanding. For example, discussions group of classroom, teachers classroom instructions and problem analysis activities.

²⁷ Brown, Gillian and George Yule. *Teaching The spoken language*. 1983. Cambridge : Cambridge University Press

²⁸ Nunan, D. *Designing Tasks for the Communicate Classroom*. 1989, p.27. New York : Cambridge University Press.

c. Talk as performance

This point, speaking activities are more focus on monolog rather than dialog. Speaking as performance can be seen at speeches, public talks, retelling stories and so on. Example of talk as performance are making a presentation, giving a lecture and performing class debate.

In conclusion, there are three functions of speaking that are categorized by the expert that include talk as interaction, talk as transaction and as performance. Those are kinds of talks we usually use in daily speaking with its different functions.

4. Components of speaking

A speaker should decide some aspects of speaking when they need to speak. According to Syakur in Mora that there are at least four components of speaking abilities, namely pronunciation, grammar, fluency and vocabulary²⁹. To mastering of speaking skill, the students have to know about five components of speaking, below are the explanation about five components of speaking, there are :

a. Pronunciation

Agreeing to Harmer that pronunciation teaching not only makes students mindful of different sound and sound feature (and what these mean), but can too can improve their speaking endlessly³⁰. Since learning pronunciation will make students aware of different sound like "this" and "these". Students also aware about how word produce in the mouth. Moreover, students will know a word wheter need to be stressed or not. Phonemes and supra segmental are two features of pronunciation. A speaker who constantly mispronounces a

²⁹ Fatma Ramyani. *Students' difficulties to speak English of ninth grade students of madrasah tsanawiyah laboratorium kota jambi*. 2019.

³⁰ Harmer, Jeremy. *The Practice of English language Teaching*. 2007, p.248. Pearson Education Limited : Longman.

range of phonemes can be extremely difficult for a speaker from other language community to understand.

b. Grammar

Grammar deals with language development. It how students arrange good and understandable sentence when they speaking. Heaton suggested that student's ability to manipulate complication and to different appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain skill in a language in oral and written form. Hence, grammar is important to be mastered if students want to speak English well.

c. Fluency

This fluency in speaking could only students master by practicing frequently. Fluency is the advance level compare to other components. When students are fluent to speak, their confidence will improve and become mastered at speaking. Fluency in speaking is the aim of many language learners. Token of fluency involve a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These token indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message³¹.

d. Vocabulary

Vocabulary is the basic components of language learning especially speaking skill. Since students will not able to communicate and speak without any comprehension and memorizing English words. Vocabulary means the equip diction which is used in communication³². Without having a sufficient vocabulary, one cannot communicate effectively on

³¹ Brown. G and G. Yule. *Teaching the spoken language; an approach based on the analysis of conversational English*. 1983, p.4. Cambridge: Ca,bridge University Press.

³² Asep haryuding and Aseptiana Parwati. *Teaching Students Speaking Skill Through Fishbowl Technique on Subject of English for Tourism*. November, 2019. Vol. 6, No. 2

express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language.

5. Basic Types of Speaking

The categories about types of speaking there are six types, including³³:

1) Imitative

Speaking is the ability to essentially copy a word or a phrase or possibly a sentence. Typically the only way of speaking. When a student can barely talk in English, she or he can try to imitate what her or his friends or teacher talk.

2) Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship. The speaker must be mindful of semantic properties in arrange to be able to respond, but interaction with an interlocutor or test chairman is exceptionally least.

3) Responsive

Interaction and test comprehension are included in this type of speaking. The conversation is very short and do not extend to a further dialogue.

4) The ability to provide responses

At this stage the point is to convey and exchange certain information. An example is a conversation that is done in groups.

³³ Kusmaryanti, S. *Improving English Speaking Ability Classroom discussion*. 2009, 6 (1). Kudus: Undip Ejournal System (UEJS).

5) Interpersonal relations skills

At this stage the purpose is more about the ability to maintain social relations than the delivery of facts and information. The forms of the practice of speaking itself involve interviews, role playing, discussion, conversations and games.

6) Extensive

Extensive speaking includes speeches, verbal productions, story telling, during which the opportunity for verbal interaction from audience members is highly limited or ruled out altogether. In this progress level, Students are requested to report or entirety up extended monolog of some speeches orally. The test that is conducted in this investigate is extensive speaking test. Besides, the extensive speaking is mentioned as monolog speaking in this inquire about.

6. The Roles of Teacher during Speaking Activities

According to Harmer, the teacher's roles during speaking activities into three roles namely : teacher as prompter, teacher as participant and teacher as feedback provider³⁴. Those are will be explained as follow :

a. Prompter

Sometimes students are suddenly stop their speech or they get lost in speaking (not sure about he want to say next or lacking of vocabulary proficiency). In this situation, teacher encourage students to preceed the speaking. For instance, student are in the middle explain his or her dreams in the future but he is not sure to start talking, teacher can give hint by saying "what do you want to become for 10 years next?".

³⁴ *Ibid.* 347

b. Participant

Teacher can also joint one or two groups when students are in the discussion activities. Teacher can be ordinary participant and he or she are not allowed to dominate in the discussion.

c. Feedback Provider

According to Harmer “the vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approach”³⁵. Teacher need to consider wheter to give feedback immediately pr after the activities. Since too many giving feedbacks when students are doing the task it will discourage them to proceed. Moreover, teacher can assess or provide feedback after they are done with the task.

7. Definition of Speaking Skill Achievement

Achievements defines as the degree of inference required on the part of the students to give a response, and by the type of reference to a cognitive process made explicit in the measurement tool³⁶. In other words achievements is overall of students` cognitive response to the given instrument in order to test their learning process.

Achievement tests have generally been categorized as single-subject tests, survey batteries or diagnostic tests and further dichotomized as groupor individually administered tests. Underlying the concept of achievements is the notion of a continuum of knowledge acquisition ranging from no proficiency at all to perfect performance. And individual`s achievement level falls at some point on this continuum as indicated by behavior he displays during testing.

Meanwhile as mentioned earlier, speaking ability of students to communicate and to share ideas or knowledge verbally with

³⁵ *Ibid.* 348

³⁶ Algarabel, S. & Dasi, C. The Definition of Achievement and The Construction of Tests for Its Measurement: a Review of The Main Trends, (2001). vol 22, pp. 43-66

others using appropriate utterance and suitable words and sentences. In order to give clear understanding definition of speaking skill achievement is students` status in responding speaking skill test (how students use appropriate utterance, suitable words and sentences) after the learning process in one point at time.

B. Self Efficacy

1. Definition of Self Efficacy

Self efficacy is one of emotional variables within the instructing and learning. The concept of self-efficacy is firstly proposed by Albert Bandura. According to Bandura that perceived self-efficacy refers to belief in one's capabilities to organize and execute the courses of action requires to produce given attainments³⁷. People who are motivated and accept that they can do task given will work harder and never allow up on fulfilling the assignment. seen self-efficacy is defined as people's beliefs about their capabilities to deliver assigned levels of execution that exercise impact over events that influence their lives. Self efficacy beliefs determine how people feel, think, motivate themselves and behave.

Self efficacy is judgement of a individual to his acabilities to plan and implement the action to reach certain goals³⁸. Self efficacy has been broadly studied in recent decades since it was introduced. It has gained attention in various fields of knowledge such as educational 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. Ehrman in Rahimi and Abedini defines the concept of self-efficacy as the degree to

³⁷ Bandura, A. *Self-efficacy*. In V.S. Ramachaudran (Ed), Encyclopedia of human behavior (Vol.4, pp. 71-81). 1994. New York : Academic Press. (Reprinted in H. Friedman [Ed], Encyclopedia of mental health. San Diego: Academic Press, 1998.

³⁸ Abd. Mukhid. *Sel Efficacy : Perspektif teori kognitif social dan implementasinya terhadap pendidikan*. 2009. Vol.4, No.1.

which the students think she or he has the capacity to cope with learning challenge. Learning assignment may be challenging for a few students which can make them allow up. But for other students challenging activities and assignment of the learning can motivate them to work harder. This research follows of theory by Bandura which self efficacy is belief in peoples` capabilities to carry out and organize required task to obtain accomplishment.

Self efficacy is a best predictor of academic success and that it also assists students in adapting well to new learning environments. Indeed, self efficacy is stated to be first of the most important psychological variables that can be considered that self efficacy should have an effect on students` success in online learning environment³⁹. However Pajares explains that someone cannot easily attain the goals if they do not relate their eligible skill or knowledge with their self-efficacy⁴⁰. It means it is not only matter of self-efficacy or perceived-capability in order to accomplish their goals but also people`s skill and knowledge which they practice frequently. Based on the meaning above, can conclude that self-efficacy is student`s belief in his own capability to attain particular level of any performances or achievement despite any situations or tasks.

2. Judgments of Self-efficacy

Efficacy beliefs should be assessed at the optimal level of specify that corresponds to the critical task being assessed and the domain of functioning being analyzed⁴¹. It means that self-efficacy should be measured by specific level of tasks that being given and any domains that are correlated with the tasks. In order to prove appropriate measurement it is important to know judgments of self-efficacy namely level, generality and strength⁴¹.

³⁹Dr.Nuh Yvuzap and Dr. Eralp Bahcivan. *The online learning self efficacy scale its adaption into Turkish and interpretation according to various variables*. January, 2020. Vol.21, No. 1

⁴⁰ Pajares, F. *Self-efficacy beliefs in academic settings*. Review of educational research, 1996. 66(4).

⁴¹ Bandura. A, *Self Efficacy*. The exercise of control.1997.NY. WH. Freeman Company.

a. Level

The levels of students' self-efficacy are diverse from one to another. It depends on how troublesome the task or assignment is. For example, high school students have to introduce without any preparation (name and leisure activity) him/herself in English it would be simple for each student in the class. Subsequently, each student have high level in easy speaking activity. When teacher asks students to explain climate change in English without any preparation it would be different. Some of students might be quite in the class. Hence, this kind of judgment deals with how well students to increase their self-efficacy in any level of tasks (lower or higher level).

b. Generality

Activities that students bargain with might shift. According to Pajares "students may not judge themselves useful over all types of language arts activities." It implies their self-efficacy get lower or higher depend on how and what the activities and tasks are. Additionally, activities are additionally impact students' self – efficacy. Students judge their self-efficacy through many occurred activities and tasks. Hence, the more students varied or encountered various conditions the more higher their self-efficacy.

c. Strength

The strength of students' self-efficacy deal with the way students survive with requesting and challenging assignments or activities. Low effective students tend to stopped and avoiding such kind of task. Meanwhile high efficacious students would rather try and adapt with it. Therefore, this kind of judgment is characterized by how tough their self-efficacy is.

3. Source of Self Efficacy

Self efficacy beliefs determine how people feel, motivate, think of themselves and behave. Such beliefs produce these diverse effect through four major processes. They include cognitive, motivational, affective and selection processes. Bandura state that self efficacy are constructed by four principle of sources

of information, below are explaining about four principle of sources:⁴²

a. Enactive Mastery of Experience

Enactive mastery experiences are the foremost powerful source of adequacy information because they give the foremost true prove of whether one can gather anything it takes to succeed. 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 well⁴³. Experience is very crucial in self efficacy belief because either success or failure can decide the self efficacy belief. Success can build a powerful personal self efficacy however failure can also undermine it especially if failure comes before self efficacy immovably established. By facing difficulties, people can train themselves to overcome problems and perform better,

b. Vicarious Experience

Source of information about people's capabilities is not solely from enactive experience but it is partly influenced by vicarious experiences mediated through modeled attainments. Modeling serves as another compelling device for advancing a sense of individual efficacy. In a few cases, people's attainments ought to be compared to others for judging whether it is good or destitute. Vicarious experiences are generally weaker than coordinate, but beneath a few conditions vicarious impacts can supersede the affect of direct experience. The comparative information conveyed by modeling may change the assumption of failure experiences and foster behavior that confirms vicariously based self-conception. Proficient models who have competencies can be a motivation for individuals to take a step and people's individual efficacy will gradually increase.

⁴² Bandura, A. *Self-efficacy*. In V.S. Ramachandran (Ed), Encyclopedia of human behavior (Vol.4, pp. 16-20). 1994. New York : Academic Press. (Reprinted in H. Friedman [Ed], Encyclopedia of mental health. San Diego: Academic Press, 1998.

⁴³ Bandura, A. *Self Efficacy*. The exercise of control.1997.NY. WH. Freeman Company.

c. Verbal Persuasion

People who are persuaded verbally that they possess the capabilities to master given tasks are likely to mobilize greater effort and sustain it when difficulties arise. Evaluative input almost always moves forward their capabilities through effort raises efficacy belief. Something else, individuals who have been influenced that they need capabilities tend to avoid challenging activities that develop competencies and provide up quickly on the off chance that they confront troubles. Actually, when people have accomplished tasks successfully that they are more motivated.

d. Psychology and Affective States

Psychological indicators of efficacy play an especially influential role in health functioning and in activities requiring physical strength and stamina. Individuals with high level of physical efficacy perceive less psychological strain. Full of feeling states affect the judgement of self efficacy. Mood is one of the affective states which can either arise or undermine individual efficacy. People can learn faster if the things that they are learning are congruent with the mood they are in and they recall things better when they learn with same mood.

4. Self efficacy Affect Human Functioning

According to Pajares that self efficacy can enhance human accomplishment and well-being in four ways⁴⁴. The four namely ; choice behavior, effort expenditure and persistence, thought patterns and emotional reactions, and human as producers rather than foretellers of behavior.

a. Choice behavior

Students tend to avoid activities which they are not confident with. Usually with Pajares's statement, he claims that students rather would select activities which they are competent and avoid those exercises in which they are not

⁴⁴ Pajares, F. Overview of Social Cognitive theory and of Self-Efficacy. Retrieved March, 2th, 2021

Hence, self efficacy influences human choice behavior in the daily activities.

b. Effort Expenditure and Persistence

Self-efficacy also determine the expenditure of effort that students need to do in particular activities. Some activities in the class are not always easy as they think. However self-efficacy influence students to continue on when experiencing a few difficulties. High efficacious students tend to have solid determination when confronting adverse situations. Aratenatley, students with low self-efficacy tend to have unsteady persistence and easily giving up when confronting a few obstacles.

c. Thought Patterns and Emotional Reactions

High self-efficacy helps create feeling serenity in approaching difficult task and activities”⁴⁵. High self-efficacy empowers students to decrease anxiety, stress and depression when approaching some challenging assignments or activities. In differentiate, low self-efficacy decide students seeing obstacles are harder than truly are.

d. Human as Produces rather than foretellers of behavior

Efficacious students tend to ensure their successes. In result, students are studying and practicing regularly in what they need to pick up great scores for instance. Students will set up goal or achievement tey need to attains as numerous as possible. Hence, high self efficacy establish students` achievement and successes.

C. Hypothesis

Hypothesis is material thinking based on scientific process. The following hypothesis are formulated and test at 0.05 level of significance. Those hypothesis are :

⁴⁵ *Ibid*

Null Hypothesis (H_o) : There is no correlation between self efficacy beliefs and students' speaking achievements at eight grade of SMP Negeri 1 Mesuji in the academic year 2021/2022.

Alternative Hypothesis (H_a) : There is correlation between self efficacy beliefs and students' speaking achievements at eight grade of SMP Negeri 1 Mesuji in the academic year 2021/2022.



REFERENCE

- Abd. Mukhid. Self Efficacy. 2009. *Perspektif teori kognitif social dan implementasinya terhadap pendidikan*. Vol.4, No.1.
- Algarabel, S. & Dasi, C. 2001. The Definiton of Achievement and The Construction of Tests for Its Measurement: a Review of the main trends. Vol. 22, P. 43-66.
- Annemaree Carroll, Stephen Houghton, Robert Wood, et al. 2009. "Self-efficacy and academic achievement in Australian high school students : The mediating effect of academic aspirations and delinquency": Journal of Adolescence.
- Asarekeh, A. & Dehghannezhad, M. 2015. *Student satisfaction with EFL speaking classes : Relating speaking self-efficacy and skill achievement*. Iran: Issues in Educational Research, 25(4).
- Asep haryuding and Aseptiana Parwati. 2019. *Teaching Students Speaking Skill Through Fishbowl Technique on Subject of English for Tourism*. Vol.6, No.2.
- Aydogan, Hakan and Azamat A. Akbarov. 2014. *The Four Basic Language Skills. Whole language & Integrated Skill Approach in Mainstream University Classrooms in turkey*. M
- Bandura, A. *Self -efficacy*. In V.S. Ramachaudran (Ed). 1994. Encyclopedia of human behavior (Vol.4, pp. 16-20). New York : Academic Press. (Reprinted in H. Friedman [Ed], Encyclopedia of mental health. San Diego: Academic Press, 1998.
- Bandura, A. Self Efficacy. (1994). In V.S. Ramachaudran (Ed.), *Encyclopedia of Human Behavior* (Vol. 4, pp 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of Mental Health*. San Diego: Academic press, 1998.)
- Bandura. A, *Self Efficacy*. 1997. The exercise of control. NY. WH. Freeman Company.

- Bandura, A. (1995). *Self efficacy in changing societies*. Cambridge university press
- Bandura. A. 1997. *Self Efficacy*. The exercise of control. NY. WH. Freeman Company.
- Brown. G and G. Yule. 1983. *Teaching the spoken language; an approach based on the analysis of conversational English*. p.4. Cambridge: Ca,bridge University Press.
- Brown, Gillian and George Yule. 1983. *Teaching The spoken language*. Cambridge : Cambridge University Press
- Burns, A & Joyce, H. (1997). *Focus on Speaking*. Sydney: National center for English Language Teaching and Research.
- Byrne, D. 1986. *Teaching Oral English*. p.8 : Longman Handbooks For English Teacher
- Bygate, M. 1986. *Speaking*. Oxford : Oxford University Press (in Mastur, 2016, p.10)
- Comings, John. 2006. Review Of Adult Learning and Literacy Volume 6 Connecting Research, Policy and Practice. Mahwah : Lawrence Erlbaum Associates, Inc. Publisher
- Dr.Nuh Yvuzap and Dr. Eralp Baheivan. 2020. *The online learning self efficacy scale its adaption into Turkish and interpretation according to various variables*. January. Vol.21, No. 1
- Fatma Ramyani. 2019. *Students' difficulties to speak English of ninth grade students of madrasah tsanawiyah laboratorium kota jambi*.
- Felor hashenmnejad, Masoud Zoghi & Davoud Amini. 2014. "*The relationship between self efficacy and writing performance across genders*". Vol. 4, No. 5, : Academic Publisher
- Harmer, Jeremy. 2007. *The Practice of English language Teaching* p.248. Pearson Education Limited : Longman.
- Hamouda, A. 2012. An exploration of causes of Saudi students' reluctance to participate in the English language classroom. *International Journal of English language Education*, 1(1), 1-34.

- Halimah, Ghufrah, Ali Ibrahim, 2019. "ICELLO for Better Speaker". SAR Journal. Vol.3,p.134
- Hendra Heriansyah. 2012. "Speaking Problems Faced By The English Department Students Of Syiah Kuala University". Volume 6 No 1. Syiah Kuala University, Aceh.
- John W. Creswell & J. David Creswell. 2018. *Research Design*. P.55.
- Kayi, H. 2006. Teaching Speaking: Activities to promote in Second Language. TSL Journal. Vol. 12. Accessed from: <http://itslj.org/article/kayiteaching.htm>.
- Khatib, Faridatul M. M and Nooreiny Maarof. 2014. *Self-Efficacy Perception of Oral Communication Ability among English as a Second Language (ESL) Technical Students*. Procedia - Social and Behaviour Sciences. 204: 98-104.
- Kusmaryanti, S. 2009. *Improving English Speaking Ability Classroom discussion*. 6 (1). Kudus: Undip Ejournal System (UEJS).
- Louma. S. 2004. *Assessing Speaking*. Cambridge : Cambridge University Press.
- Mastur. 2016. "The relationship between students' Self efficacy and their speaking ability (Study at Mts Al-Manar Aceh Besar).
- Muhammad Gilar Djatisunda.2017. "Hubungan Self-Efficacy Siswa SMP dengan Kemampuan Pemecahan Masalah Matematis". Vol.1, No.2, : Journal Theorems
- Nunan, D. 1989. *Designing Tasks for the Communicate Classroom*. p.27. New York : Cambridge University Press.
- Pajares, F. 1996. *Self-efficacy beliefs in academic settings*. Review of educational research, 1996. 66(4).
- Rivers, W. 1981. *Teaching Foreign Language Skills* (2nd ed). Chicago: University of Chicago Press.
- Richards, J.C. 2008. "Teaching Listening and Speaking". 2008, p. 19 :Cambridge University Press
- Shaimaa Abd El Fattah Torky. 2006. "The effectiveness of a task-based interaction program in developing the English language

speaking skills of secondary stage students”. : Ain Shams University Women’s Collage Curricula and Methods of Teaching Department. P.14

Tutik Alawiyah. 2018. “*Speaking self-efficacy and EFL student teacher’s speaking achievement*”. January 4 : Jurnal Pendidikan dan Pengajaran.

Qurotul A, Siti Ria Z, & Nuke Puji L. ”*Management Measurement Scale As A Reference To Determine Interval In A Variable*”. 2018. Vol.2, No. 1.

Zhang, S. *The role of input, interaction, and output in the development of oral fluency. English language teaching*, (2009). 91-100

