

**STUDENTS' SELF-EFFICACY AND THEIR ENGLISH
SPEAKING SKILLS**

(A Correlational Study at English Tadris Program of IAIN Curup)

THESIS

This Thesis is submitted to Fulfill the Requirement
For 'Sarjana' degree in English Language Education



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Assalamu'alaikum Wr.Wb

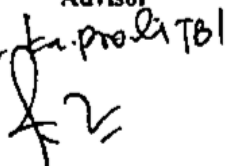
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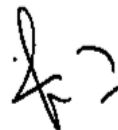
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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled “**Students’ Self-efficacy and Their English Speaking Skills (A Correlational Study at English Tadris Program of IAIN Curup)**”.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, June 2022

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Assalamu'alaikum Warrahmatulahi Wabarrakatu.

Alhamdulillah rabbil'amin, all of praise to Allah SWT the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this research completely, peace and salutation always be given to Prophet Muhammad (Peace Be Upon Him), and all of his family and followers who have been a good example for every muslim in this world and has brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

The researcher finished this thesis entitled **“Students’ Self-efficacy and Their English Speaking Skills (A Correlational Study at English Tadris Program of IAIN Curup)”**. This thesis is presented in order to fulfill of the requirement for the degree of strata in English study program IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others, because of those reason, the writer would like to presents her deepest appreciation to :

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Finally, the writer need construction suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school. for acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin.

Curup, 11 June 2022

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MOTTO AND DEDICATION

“THE BEST WAY TO GET STARTED IS TO QUIT TALKING AND BEGIN DOING”

(WALT DISNEY)

“If you live for people’s acceptance you will die from their rejection”

“Don’t be afraid of being different, be afraid of being the same as everyone else”

“A True friend is one who see a fault, gives you advise and who defends you in your absence”

(Ali Ibn Abi Thalib)

“THE ROOTS OF EDUCATION ARE BITTER, BUT THE FRUIT IS SWEET”

(ARISTOTLES)

This thesis dedicates to:

- *My beloved family, the strong and kind man ever my beloved father Mr. Rudi Topo Setiawan, the great women and my adventure partner my mother Mrs. Megawati.*
- *My great advisor Mr. Prihantoro, SS. M.Pd who always give me motivation, suggestion, guidance in finishing my study at IAIN Curup.*
- *My co-advisor Mrs. Jumatul Hidayah, M.Pd who always give the researcher guidance, support and suggestion in finishing the thesis and also in finishing my study.*
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- *My aunty Hanjar Astuti and Eldawati, thank you for the support and Du'a.*
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- *Thank you to my friend Astuti, Dina Anggraini, Anggun, Cherilla Zelma Azzahra always support each other in the classs and out of class.*
- *All of students of English Tadris Study Program of IAIN Curup*
- *All the people around me who gave me the great perception and suggestion that I could not mentioned one by one.*

ABSTRACT

Eka Sepritawati : **Students' Self-Efficacy and Their English Speaking Skills (A Correlational Study at English Tadris Program of IAIN Curup)**
2022
Advisor : Prihantoro, SS,M.Pd
Co-Advisor : Jumatul Hidayah, M.Pd

This study were to find out the significant correlation between students' self-efficacy and their english speaking skill. The study was conducted at English Tadris Program of IAIN Curup. The population of the study was 241 active student of english tadris study program of IAIN Curup in academic year 2020/2021. The sample of this study was 48 students of second, fourth, sixth semester chosen using stritified random sampling technique. The collected data were analyzed by using correlation product moment, computerized with microsoft exel. Furthermore, it was found that there was correlation between self-efficacy and speaking skills even thogh not significant in the correlation coefficient 0,595 which indicates that there was moderate correlation which was r table was 0,284, it indicate that there was moderate correlation.

Keywords: Speaking' self-efficacy, speaking skills.

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CHAPTER I

INTRODUCTION

This chapter provided justification for conducted research on the correlation between students' self-efficacy and their english speaking skills in semester 2,4,6 at English Study Program of IAIN Curup. The discussion comprised several points: introduction that concert with background research, research question, the objective of the research, the significant of the research, thesis organization, and the definition of terms as elaborated in the following sections.

A. Background of the research

Speaking is the tool to speak between speaker and listener which has numerous factors for instance idea, message, information, and feeling. Those components can be conducted depends on the speaker and hearer. Speaking is an ability in generating oral language.¹ From this statement we recognize that speaking is one of the skills that must be learn by the students, through speaking the student capable of share their ideas, engage each other and communicate in English. Therefore, to enable the students to speak in English fluently, they ought to acquire language additives such as grammar, vocabulary, and pronunciation ect. Via speaking, the students can express their ideas and thoughts. Human beings additionally assume that someone can speak if he can speak in that language well.

¹ H. Douglas Brown, *Principles of Language Learning and Teaching*. Eglewood Cliffs: Prentice Hall Regent 1994, P. 103

Furthermore, because people who learn a language are called speakers of that language, speaking is one of the four language skills with the greatest importance. It implies that developing speaking skills is the most important aspect of learning a second or foreign language, and that success is measured by one's skill to have a conversation in the target language.

Based on the explanation above, mastering speaking skill can be very important because people can deliver their own ideas, share informations, one another including individually even socially way.

The ability of students to talk fluently is a major concern. Speaking is a difficult task in the implementation. To achieve good speaking skill, numerous tactics are required. In addition, many students believe that mastering the art of speaking is tough. Students learn not only how to organize words in a sentence, but also how to communicate effectively. As a result, until students could communicate fluently, they must put in greater effort to practice speaking. Because English has become a foreign language in our country, students must make an effort to deal with it.

According to Hamouda, anxiety, lack of interest in English class, shyness, low self-belief, and confidence in one's speaking ability are some of the factor that make students reluctant to speak English as a foreign language.² Because one of the most important factors in controlling students' ability to speak English is their belief and confidence in their ability, also known as self-efficacy, as defined by Bandura as the belief in one's capabilities to organize

² Hamouda in Mastur: Thesis, "*The Relationship Between Students' Self-Efficacy and Their Speaking Ability*", (Banda Aceh, 2016) p2.

and execute the course of action required to manage prospective situations. To put it another way, self-efficacy is the belief that people have in their ability to do the things they set out to do, to achieve their goals, and to do tasks competently.

Self-efficacy is considered to influence how people think, behave, and make decisions in specific situations. As a result, students' confidence in their ability to communicate might either promote or discourage them from speaking English in front of others in the classroom.

Several phenomenon were discovered during the English Tadris Study Program at IAIN Curup, according to the researchers. Some students are eager to talk in class, and their speaking abilities are impressive. They desire to communicate with other students in every situation by utilizing English as a tool, whether or not the instructor or even their interlocutor has requested them to do so. Many of them, unfortunately, do not fall in line. They are more likely to persist silent than to communicate with others. Furthermore, once they spoke, they spoke with the other person using their mother tongue. They must be asked in particular by the instructor to speak English in the English environment.

The researcher also conducted unstructured interviews in which the questions were divided into two categories: why students were willing to talk in speaking class to communicate and why students were not willing to speak in speaking class activities. From these findings, it was discovered that some of them do not want to talk in English because they are unsure of their

capacity to do so. When they try to speak, they are unsure of their ability. Others desire to talk in English because they are confident in their abilities and aptitude when speaking in front of an audience. Because of the reason that the researcher has mentioned above, that is why the researcher conducted this correlation study between those variables.

Based on the preceding explanation, this thesis aims to investigate how students' self-efficacy in speaking like and examine whether there is a significant correlation between self-efficacy of speaking and English speaking skill especially at English Tadris Program of IAIN Curup. Based on the phenomenon, the researcher decides to conduct this research entitled "Students' Self-Efficacy and Their English Speaking Skills (A Correlational Study at English Tadris Program of IAIN Curup)"

B. Hypothesis

The hypothesis of this study are :

- H1 : There was significant correlation between student's self-efficacy and their English speaking skills at English Tadris Program of IAIN Curup.
- Ho : There was no significant correlation between student's self-efficacy and their English speaking skill at English Tadris Program of IAIN Curup.

C. Research Question

Based on the description above, the researcher took several research questions of this research as follows:

1. How is the students' self-efficacy in English speaking skill at English Tadris Program of IAIN Curup?

2. How is the students' English speaking skill at English Tadris Program of IAIN Curup?
3. Is there any significant correlation between students' self-efficacy and their english speaking skills at English Tadris Program Of IAIN Curup?

D. Objective of The Research

The objectives of this research are to investigate:

1. To know the students' self-efficacy in English speaking at English Tadris Program Of IAIN Curup.
2. To know the students' english speaking skill at English Tadris Program Of IAIN Curup.
3. To know if there is significant correlation between students' self-efficacy and their english speaking skillsat English Tadris Program Of IAIN Curup.

E. Significance of the Research

The result of this study is expected to provide contribution for the following parties :

1. The English students

The researcher hope that the student know about student's self-efficacy in english speaking skill, know about their english speaking skills and also student know about is there significant correlation between student's self-efficacy and their english speaking skills, therefore they able

to evaluate their selves and upgrade their self-efficacy and their english speaking skills.

2. The researcher

The researcher can add her knowledge about student speaking skills, student self-efficacy and also know whether is there significant correlation between student's self-efficacy and their speaking skills, hence the researcher able to increase speaking skill and self-efficacy by ownself because the researcher has gotten the knowledge about it.

3. The Teacher

The researcher hope that the teacher can know what the students' problems in english speaking skills especially related to self-efficacy, hence the teacher can find the way to teach the students more effectively and know the way to develop students' self-efficacy, furthermore student can upgrade their english speaking skills towards it.

F. Operational Definition

1. English Speaking Skills

Thornbury states that speaking is a speech production that becomes a part of daily activities which involves interaction.³It implies that speaking refers to any technique through which people share information, thoughts, and sentiments, and that someone who can effectively communicate will be able to interact with a vast number of others. As a result, it will be simpler for someone to express her thoughts through speaking.

³ Thornbury In Tutik Alawiyah, "*Speaking Self-Efficacy and EFL Student Teachers' Speaking Achievement*", Jurnal Pendidikan dan Pengajaran, 2018, P 89.

Furthermore, one of the abilities used in global activities is speaking. Someone expresses their feelings by speaking about their thoughts and perceptions regarding something. As a result, English is the language that the world uses to communicate with individuals from all over the world. Speaking, consequently, is an interactive process of building meaning that includes the production, reception, and processing of data. Speaking is utilizing all aspects of connected speech, including intonation, stress, gesture, facial movement, and body language, to deliver a message. Speaking, as one of the productive talents, can be concluded to be a complex action.

Based on several definitions in the previous paragraph, English speaking skill is the ability of a person to speak in English to convey messages to others who have intonation, emphasis, gesture and body language.

2. Self-Efficacy

Self-efficacy, known as learner belief, is a term that describes a person's belief in his or her capacity to execute a task as well as their perceived level of competency when doing so. Self-efficacy can be defined as a person's belief in her own ability to complete a task.

G. Limitation of the Research

To avoid being too broad, the study concentrated on the second, fourth, and sixth semesters of IAIN Curup's English Tadris Program during the academic year 2020/2021. The emphasis of this study was on self-efficacy and English speaking skills in the IAIN Curup English Tadris Program.

H. Thesis Organization

The research complete the organization of explain with divided into some parts, namely chapter I is the introduction to the research, it tells about background of the research, research question, objective of the research, significant of the research, definition of key term, delimitation of the research, and thesis organization. Chapter II portrays about the review of the related literature, it include related theories that have connection with the research. Chapter III consist of methodology of the research, it includes the kind of the research, object of the research, technique of collecting data, research instrument and the data for data analysis.

CHAPTER II

LITERATURE REVIEW

A. Self-efficacy

1. Definition of self-efficacy

According to Bandura self-efficacy is the belief in one's own ability to succeed. Self-efficacy is described as a person's belief in his or her capacity to carry out the actions necessary to meet specific performance objectives.⁴Simply said, self-efficacy is a person's belief that by applying their skills in specific situations, they can attain certain goals.

Self-efficacy beliefs drive behaviors that can change one's life and are an important part of human motivation and behavior. Employees' self-efficacy had an impact on the tasks they chose to learn and the goals they established for themselves. Students' levels of effort and persistence when learning difficult activities are also affected by self-efficacy.

That statement in line with Lunenburg, self-efficacy has an impact on people's ability to learn, motivation, and performance, if the researcher related to the speaking skill, self-efficacy can affect the speaking skill, because people will often try to study and accomplish tasks for which they believe they will succeed. Self-efficacy, along with goal-setting, is

⁴Bandura in Mastur: Thesis, "*The Relationship Between Students' Self-Efficacy and Their Speaking Ability*", (Banda Aceh, 2016)

one of the most potent motivators of how well a person will accomplish in practically any endeavor.⁵

Self-efficacy is a concept derived from cognitive psychology that refers to an individual's belief in his or her capacity to do a behavior and influences the amount of confidence, effort, and persistence with which he or she pursues a behavioral change. The self-efficacy theory is used to describe how wearables elicit behavior compliance from users. The next step is to see if the context has an impact on behavioral compliance.

2. Classification of self-efficacy

According to Bandura in Nurwahyuni, self-efficacy divided two types namely high self-efficacy and low self-efficacy

a. High self-efficacy

According to Bandura, people with high self-efficacy achieve greater results because they are motivated, have a clear goal, have stable emotions, and can successfully accomplish an activity or attitude. Failure will be attributed to external factors by a person with strong self-efficacy.

Self-efficacy is the ability to make an individual capable of completing a task, even if it is extremely tough. They will use their capacity to take genuine action to tackle various challenges. When an individual completes specific tasks, he or she will perform better. People with a high level of self-efficacy always

⁵Lunenbug in Tutik Alawiyah, “*Speaking Self-Efficacy and EFL Student Teachers’ Speaking Achievement*”, Jurnal Pendidikan dan Pengajaran, 2018, p 89.

think optimistically. Individuals trust in their abilities to solve difficulties and think they can accomplish anything. Furthermore, they will put in greater effort to complete a specific assignment.

Finally, the researcher reached the conclusion that high self-efficacy has three features. Individuals who believe in their own abilities, who have a high level of responsibility for a given task, problem, or new scenario, and who always put up a greater effort in their acts.

b. Low self-efficacy

Individuals with low self-efficacy, according to Bandura, are a threat to them. They lacked ambition and dedication to achieve their aim. Furthermore, those with low self-efficacy do not consider how to approach a tough assignment.

Individual drive to complete tasks well will be reduced if self-efficacy is low. They are too lethargic to put out the effort necessary to complete their assignment. Low self-efficacy has a negative impact on personal success. Furthermore, they believe that their abilities to do something will be ineffective. Individuals have a tendency to think negatively. When a person is assigned a task, they are immediately scared of completing it. As a result, the outcome of their performance will show that they failed. This

instance should boost individual motivation, but they only receive failure.⁶

In conclusion, the researchers concluded that low self-efficacy has several characteristics. Those are people that take a long time to respond when they fail, are continually trying to avoid problems, and put in a lot of effort into their work.

3. Source of self-efficacy

According to Bandura, there are four sources of self-efficacy. It will mention as follow:

a. Mastery Experiences

Individuals generate ideas about their abilities based on the results of previous performances, which might be interpreted either way. Students who have successfully finished their jobs in the past will be more confident in their ability to do so in the future. Negative interpretations of previous tasks, on the other hand, have the potential to reduce their own effectiveness. As a result, mastery experiences are a strong indicator of future achievement.

b. Vicarious Experiences

Individuals' self-efficacy can also be influenced by vicarious experiences offered by social models or friends whom they believe are competent and intelligent in the same way they are. Seeing people who are similar to them capable of completing the same activities can

⁶ Bandura in Nurwahyuni, Thesis: *“The Relationship Between Students Self-Efficacy And Their Speaking Ability At English Education Department Unismuh Makkasar”* (Makassar:Unismuh,2018) p.24.

lead them to believe that they, too, are capable of completing them. As a result of comparing themselves to their peers, information about an individual's own skills is obtained. As a result, peer modeling has a significant impact on pupils' personal efficacy.

c. Social Persuasion

People also develop efficacy beliefs as a result of social persuasion or verbal judgments about their ability to do something by others. Additional methods of improving someone's belief in their ability to succeed may be available through social persuasion. Although social persuasion alone may not result in considerable gains in efficacy perception, Bandura claims that it is easier to sustain a sense of effectiveness, especially when facing problems, if significant others express faith in one's capabilities than if they convey doubts.

d. Physiological and Emotional States

Physiological and emotional conditions have an impact on self-efficacy in any situation. When we learn to correlate pleasant feeling states, happy or bad mood, and other elements such as weariness, anxiety, and others with poor performance or perceived failure, etc.⁷

⁷Bandura In Mastur, Thesis, “*The Relationship Between Students’ Self-Efficacy and Their Speaking Ability*”, Ar Raniry State Islamic Univesity Darussalam,Aceh,2016, p 8-9.

B. Speaking

1. The definition of speaking

According to Morozova, one of the most important skills to develop and enhance as a method of efficient communication is English speaking, as it will aid individuals in connecting with people from different nations and preventing miscommunication, and other words speaking also plays a vital role.

Furthermore, the ability to communicate with others is critical. This is consistent with Dawes' assertion that speech is extremely important for social creatures. This ability is also critical for dealing with globalization and internationalization.⁸

In conclusion, according to all of the experts above, speaking is a vital ability that people who want to communicate with people from the countryside must acquire in order to avoid miscommunication. Furthermore, speaking is a means of communicating an idea, a sentiment, or information.

a. Speaking skill

To get the complete perception about what speaking skills is the following definitions are, presented;

- 1) Longman defines speaking skill as the spoken exchange of ideas and opinions with other
- 2) Tarigan defined speaking skill as the ability to express the speech sound or the other words express the idea, message, or feeling.

⁸Dawes in Desmaliza et el. "*Student's Self-Efficacy and Their Speaking skill At Lower Secondary School*". Advances in social, education and humanities research. Vol.115, p 122.

Brooks defined speaking skill as direct communication between two or more people, often known as face-to-face communication. Based on the foregoing, the researcher believes that speaking skills is the ability to communicate ideas, messages, or feelings in a conversation between two or more people.

2. The nature of speaking

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

- a. They want to say something.

The word "want" is used in a broad sense to signify that speakers specify their addresses to others. They may be forced to talk, but they can claim that they feel compelled to do so; otherwise, they would remain silent.

- b. They have some communicative purposes.

Speakers say things in the hopes that something will happen as a result of their words. They might seek to enchant their audience, or they might wish to provide information or convey delight.

- c. They select from their language store.

In order to attain this communicative goal, speakers have a limitless ability to produce new sentences. They will choose a language from their "language store" that they believe is acceptable for this purpose.

- d. They want to listen something.

The term “want” is used in general way. But in order that someone understands what they are listening or reading for, they must have some desire to do so. Based on explanation above, the researcher concluded that someone is desired to speak when he/she wanted to communicate with others.⁹

3. Element of speaking

Harris stated that speaking ability has four components which are generally recognized in analyzing speaking. They are as follows:

- a. Vowels, consonants, stress, and intonation patterns are all segmental aspects of pronunciation. The speaker must accurately enunciate all English words.
- b. Grammar, According to Warriner in Noni, if grammar is used in speaking, communication will proceed well. As a result, grammar or structure is a critical component of speaking skill.
- c. Fluency, according to Hornby, is the ability to speak clearly and fluently. It denotes the ability to talk without hesitation. Even if someone makes mistakes in pronunciation and grammar, someone can speak fluently.

⁹Harmer in Nur Wahyuni, Thesis: “The Relationship Between Students Self-Efficacy And Their Speaking Ability At English Education Department Unismuh Makassar”(Makassar : Unismuh, 2018) p 24.

- d. A person's vocabulary refers to the set of terms that he or she knows or uses in their trade, profession, or other occupation. It will be simpler for students to express themselves if they have a rich vocabulary.¹⁰

4. The function of speaking

A few linguists have sought to classify the various purposes of speech in human communication. The functions of speaking are grouped into three categories, according to Brown and Yule, as stated by Richards: talk as interaction, talk as transaction, and talk as performance. Each of these speech acts has its own shape and function, necessitating different instructional methods.

Below are the explanations of the speaking functions :

a. Talk as Interaction

Language is mostly employed to communicate in our daily lives in interactional discourse. It is a spontaneous, interactive act of verbal expression between two or more people. This refers to how people attempt to communicate their message to others. This form of communication, according to Yule, plays a vital societal role in lubricating the wheels of social intercourse. As a result, the fundamental goal of this function is to foster social relationships.

b. Talk as Transaction

Speaking in transactional discourse is more focused on conveying the message and ensuring that the other people comprehend what we're

¹⁰Haris in Mastur, Thesis : "The relationship between students' self-efficacy and their speaking ability". (Aceh, UIN Ar-raniry, 2016). p 12.

trying to say, clearly and precisely. According to Nunan, language that serves this aim is focused on the 'message' rather than the 'listener.' Students and teachers in this type of spoken language frequently concentrate on meaning and avoid chatting in the way of their comprehension. For instance, group conversations in the classroom, teachers, classroom directions, and problem-solving activities.

c. Talk as Performance

Speaking actions in this situation are more focused on monologue than dialog. Speeches, public talks, recounting stories, and other forms of public speaking can all be considered as performances. Making a presentation, participating in a class debate, and giving a lecture are all examples of communication as performance.¹¹

Furthermore, there are some factors influencing the student's speaking skill. Latha examines some factors influencing the student's speaking skill, which are learner inhibition, lack of motivation, lack of subject matter, lack of proper vocabulary, lack of confidence, improper listening skills, poor non-verbal communication, anxiety, strong and quick learners domination in the class, family background, rural background, excessive use of mother-tongue, and lack of proper orientation. Beside these factors, self-efficacy also is considered to influence the students'

¹¹ Brown in Mastur, Thesis : "The relationship between students' self-efficacy and their speaking ability". (Aceh, UIN Ar-raniry, 2016). p 16

achievement in speaking skill because with the student's belief, self-confidence of students will arise.

5. Type of classroom speaking performance

Brown describe that there are six types of speaking, they are :

a. Imitative

The teacher instructs the students to rehearse a phrase or structure (for example, "excuse me" or "can you help me?") for clarity and precision.

b. Intensive

This is a recording of the students speaking with the goal of practicing phonological and grammatical components of the language. For example, reading aloud entails reading a paragraph, reading a dialog with a partner in turn, reading information from a character, and so on.

c. Responsive

Interaction and comprehension tests are included in the assessment assignments, although they are confined to extremely brief dialogues, conventional greetings and small talk, simple requests and comments, and the like. To maintain authenticity, the stimulus is nearly always a spoken cue, with only one or two follow-up questions or retorts.

d. Transactional (dialog)

It is done with the intention of transmitting or exchanging certain information. It's a more advanced version of responsive language.

Interviews for acquiring information, role plays, or discussions, for example.

e. Interpersonal (dialog)

It is accomplished more for the sake of sustaining social relationships than for the aim of transmitting facts and information. Interviews, role plays, talks, chats, and games are all examples of interpersonal speaking performance.

f. Extensive (monologue) Extended monologues are given to students in the form of oral reports, summaries, narrative, and short speeches by the teacher.¹²

Based on the above mentioned idea, it can be concluded that there are some factors to consider while evaluating speaking. Students must be familiar with the pronunciation, vocabularies, and language functions that they will employ. Students can use the language appropriately after they are ready and prepared for the activity.

6. Self-Efficacy In Speaking Skill

According to Hamouda, the correlation between self-efficacy and speaking skill is clear that the level of self-efficacy of students seems to give a lot of effect on their speaking skills, because there are several factors that make students feel reluctant to speak English as a foreign language, namely anxiety, lack of interest in English class, shame, low confidence and confidence in their speaking skills. Some people,

¹²Brown in Hadi Husnaini, Thesis : *"The Correlation Between Self-Efficacy And Speaking Performance Of The Fifth Semester Students Of English Education Program The State Islamic University Sulthan Thaha Saifudin Jambi"* (Jambi : IAIN Sulthan Tha Saifudin Jambi, 2018,P 16-17

especially students, find it difficult to use English when they try to interact with others. They still look doubtful interact with their friends and teachers using English, where most learners often seem passive, and are reluctant to speak English at class. Thus, they not only have to have motivation for learning but also confidence in doing these practices and task.¹³

According to Pajares, self-efficacy is “the belief in one’s capabilities to organize and execute the course of action required to manage prospective situations”. Since one of the most important factors to control students in speaking English is their belief and confidence on their capability. Thus, the belief that students have about their skill to speak can either encourage or make them hesitate to speak English in front of others in the classroom. So, that the correlation between self-efficacy and speaking skill is clear that the level of self-efficacy of students seems to give a lot of influence on their speaking skills¹⁴

b. Procedure of the Research

1. Self-efficacy

No	Indicator	Descriptions
1.	Mastery Experience	Individual generate ideas about their abilities based on the result of previous performance.
2.	Vicarious Experience	Offered by social model or friend whom they believe are competent and intellegent in the same way they are.
3.	Social Persuasion	Someone’s judgement about their ability to

¹³ Arafat Hamouda, “An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom”, *International Journal of English Language Education*, Vol. 1, No. 1, 2012, pp. 17-34.

¹⁴ Frank Pajares, “Self-Efficacy...”, p. 566.

		do something by others.
4.	Physiological and Emotional states	Someone feeling state such as happy or badmood, and other element such as anxiety weariness, other poor performance and percieve failure.

2. Speaking skill

No	Indicator	Descriptions
1.	Pronunciation	Vowel, intonations, stress, consonants
2.	Grammar	Grammar of language is the set of rules that govern its structure.
3.	Vocabulary	a language component that contains information about the meaning and use of words in the language;
4.	Fluency	Ability to speak clearly without hesitation
5.	Comprehension	The ability to understand completely and be familiar with a situation, facts, ect.

c. Relevant Research

The issue related to “Self-Efficacy In English Speaking Skill” has been researched by several researchers. Ni Putu Yanti Cahya Sari researched “The correlation between students' self-efficacy and their performance in speaking skill” and her findings show that self-efficacy has a relationship with a person's speaking ability. In her findings, students who have high self-efficacy, they are very confident without hesitation to talk in front of their friends in class. Tuti alawiyah researched “speaking self-efficacy and efl student teacher's speaking achievement”. She found that students' self-efficacy significantly influenced their speaking achievement, based on the result of the analysis revealed that the r- square was 122. It means that the students' speaking self efficacy gave a significant effect in the level of 12.2%

toward speaking achievement 87.8 % was unexplained factor value. It means that self efficacy had relation on their performance in speaking achievement.

Moreover, Desmaliza in her research entitled “students' self efficacy and their speaking skills at lower secondary school” from the results of her research, she found that there is a significant correlation between the students' self efficacy and the students speaking skill at the seventh grade students of Junior High School 2 Curug, Tangerang. On the finding of her research, she suggests the student perception on their own self efficacy plays a significant role in predicting students' performance in practicing their English, especially in speaking.

Based on the findings of the other research above, if compared to this research, this research was different because this research focus on how is students' self-efficacy, how is students' speaking skill and the correlation between them. This research also has superiority, where in this research investigate each item of self-efficacy and speaking skills of the English Tadris Program students, and also this research investigated more deeply for each item and different with other researcher, they just investigated in commonly part that they would like to know. By the result of this research, students can know how their self-efficacy in speaking, how is their speaking skill and correlation between two variables. Furthermore, the can develop their skill through the knowledge from this result of the research. So, therefore this research is worthy to conduct.

CHAPTER III

RESEARCH METHODOLOGY

This chapter delved into the topic of research methods. It served as the basis for this study's design. It would define the type of research, the setting of the research, the data collection technique, the research equipment, and the data analysis technique.

A. Kind of the research

At IAIN Curup's English Tadris Program, this study attempted to uncover the correlation between self-efficacy and students' speaking skills. The researcher applied a correlational research model, which is a quantitative research method, in this study. Correlational research is non-experimental research that examines the direction and degree of connections between variables. It gathers data on two or more quantitative variables from the same sample group or two logically related groups, then calculates the correlation between them. This study used two factors to determine the degree of connection between the variables: students' self-efficacy and their English speaking skills.

B. Populaton and Samples

1. Population

The population is the group that the researcher is interested in, and to which she or he wants the study to be generalizable. In Purwanto, Sugiyono defines a population as "the general region consisting of subjects or objects that have a particular quantity or characteristic that the researcher has decided and

would like to explore in depth and draw conclusions from".¹⁵ The population of this study comprised all IAIN Curup English Study Program students in the academic year 2020/2021. Table 3.1 shows the population estimate.

Table 3.1
Population

No	Class	Total
1	II	68
2	IV	63
3	VI	53
TOTAL		184

Source: A number of students in IAIN Curup in academic year 2020/2021

2. Samples

Suhartono stated that the sample represents a representation of the population that would be observed. The purposive sampling method is used in this study. Gay stated that purposive sampling is non-probability sampling which is the way to take the sample that is not randomly and it consider the characteristic that will be taken as a number of sample and one of type of purposive sampling is criterions. Where it is sample that chosen to all participants who met defined criteria.¹⁶

There are some considerations based on this research characteristics such as : First, the sample who has done studied about the English skill especially second, fourth, and six semester in academic year 2020/2021. And second consideration sample was chosen by the researcher based on the speaking score of the students that was got B score until A score because the researcher

¹⁵Sugiono in Purwanto, *Instrument Penelitian Sosial dan Pendidikan: Pengembangan dan Pemanfaatan*, (Yogyakarta: Pustaka Pelajar, 2007), p. 219

¹⁶L.R. Gay, P 189.

assume that their knowledge and skill in English was good. The researcher was spread the instrument to all the respondents on the criteria but unfortunately not all the respondents collected it back to the researcher, it just back around 48 students. The researcher has sent messages to them for many times but the data not add more, the researcher has reminded them about that but still has no result, hence the researcher concluded 48 students as the sample of this researcher.

C. Technique of Collecting Data

The researcher applied two methods to collect the data. They included a test to determine students' English speaking skill and a questionnaire to determine students' English speaking self-efficacy.

1. Speaking Test

By exercising free speech, the researcher used the speaking test. Free speech is a speaking skills test that requires the tester to speak freely about various themes. In this exam, the researcher assigns a theme to the sample, but the level of questions is determined by the sample's level. Students are requested to talk through a video of a specific length, which they must send to the researcher, who will ask the following questions:

- a. Second semester : please describe about your personal information around 1 minutes?
- b. Fourth semester: what do you think about covid-19 in 2022, explain in 3 minutes!
- c. Sixth semester: give your feedback on economic problems in Indonesia in 3 minutes duration!

The researcher used two rater which is the expert on speaking (lecturer of speaking) to give scoring on the video that students made based on the rubric speaking that researcher served before.

2. Questionnaire

In quantitative research, one of the main approaches is the questionnaire. The questionnaire is a method of gathering data that involves giving or distributing a questionnaire to the respondent in the hopes that they would fulfill it.¹⁷The researcher used closed form questionnaires to find out the students' self-efficacy. The questionnaire consist of 14 item. The questionnaire was distributed to all the students who were invited to complete it. In this study, the writer used a readymade questionnaire that is taken from international journal english specific purpose.

In order to collect data, the researcher distributed a questionnaire to second, fourth, and sixth semester English Study Program students at IAIN Curup during the academic year 2020/2021. The purpose of the questionnaire was to gather information regarding students' self-efficacy in their English speaking skills. The researcher used the Likert Scale to examine the data once it was collected. A likert scale is used to calculate an individual's or group's attitudes, perceptions, or views about social phenomena. In this study, the researcher identified a distinct social phenomena, which is referred to as a research variable. Furthermore, the Likert Scale should be determined using study variables that the researcher has organized.

¹⁷ Dr. juliansyah. Noor, S.E., M.M. *Metodelogi Penelitian Skripsi. Thesis. Disertasi. dan karya ilmiah.*, p.87

Likert Scale's answers have the gradation from strongly positive into strongly negative, such as:

- | | |
|----------------------|------------------|
| a. Strongly agree | a. Always |
| b. Agree | b. Often |
| c. Uncertain | c. Sometimes |
| d. Disagree | d. Never |
| e. Strongly disagree | |
| a. Strongly Positive | a. Very good |
| b. Negative | b. Good |
| c. Positive | c. Not good |
| d. Strongly negative | d. Very not good |

Afterwards, each answer can be given the score in quantitative analysis as the requisite, for example:

- | | | |
|--------------|---|-----------------|
| a. Always | : | 4 |
| b. Often | : | 3 |
| c. Sometimes | : | 2 |
| d. Never | : | 1 ¹⁸ |

D. Instruments of the Research

The chosen instrument is determined by the research approach. Correlation research was used in this study, and the instruments used were a test and a questionnaire.

1. Rubric Speaking Score

The blueprint in this study focusses on the students' skill to communicate in English. The student took a test, which was recorded and then assessed using Haris P David's test scoring categories for speaking, which included pronunciation, grammar, vocabulary, fluency, and comprehension. A blueprint table is provided by the researcher below.

¹⁸ Sugiyono, "*Statistika Untuk Penelitian*" (Jakarta: Rineka Cipta, 1998), p.199

Table 3.2
Blue print speaking rubric

No	Indicator	Scale	Descriptions
1.	Pronunciation	5	Has few trace of foreign accent
		4	Always intelligible, though one is conscious of a definite accent
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat
		1	Pronunciation problems so severe as to make speech virtually unintelligible
2.	Grammar	5	Makes few (if any) noticeable errors of grammar or word order
		4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning
		3	Makes frequent errors of grammar and word order which occasionally obscure meaning
		2	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns
		1	Errors in grammar and word-order so severe as to make speech virtually unintelligible
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker
		4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
		3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary make comprehension quite difficult
		1	Vocabulary limitations so extreme as to make conversation virtually impossible
4.	Fluency	5	Speech as fluent and effortless as that of a native speaker

		4	Speed of speech seems to be slightly affected by language problems
		3	Speed and fluency are rather strongly affected by language problems
		2	Usually hesitant; often forced into silence by language limitations
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5.	Comprehension	5	Appears to understand everything without difficulty
		4	Understands nearly everything at normal speed although occasional repetition may be necessary
		3	Understands most of what is said at slower-than-normal speed with repetitions
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions
		1	Cannot be said to understand even simple conversational English

Sources : David P. Harris¹⁹

2. Close-Ended Questionnaire

A questionnaire, according to Arikunto,²⁰ is a set of written questions designed to elicit information from respondents about their personality or a past experience. The researcher adopted this questionnaire hence the researcher didn't do validation before. In this questionnaire, the researcher used Likert Scale to obtain the data needed, namely:

Never	:	1
Seldom	:	2
Sometimes	:	3
Often	:	4
Always	:	5

¹⁹ Harris, David P. 1969. *Testing English As a Second Language*. New York: McGraw-Hill.

²⁰ Suharisimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2002), p. 151

The usage of a closed-ended questionnaire was used to determine students' self-efficacy in English speaking skills during the second, fourth, and sixth semesters of the IAIN Curup English Study Program.

Table 3.3
Blue print of self-efficacy

Notes : Please carefully read the following questions and give an accurate assessment of your current command of English, whether you are doing it or not. The questions are designed to measure your judgement of your capabilities, so there are no right or wrong answers.

Please use the following scales to answer these questions accordingly. Please, choose the number accurately representing your capabilities. ²¹				
1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

No	Indicator	Questions	Scale				
			1	2	3	4	5
1.	Mastery Experience (ME)	1. In the past, when I gave English speeches in public, I introduced a topic clearly.					
		2. In the past, when I gave English speeches in public, I made my points clear to the audience.					
		3. In the past, when I gave English speeches in public, I organized my speech so that the conclusion flowed logically from what was previously said.					
		4. In the past, when I gave English speeches in public, I addressed a familiar topic effectively.					

²¹Xue Zang et al. "Self-efficacy and english public speaking performance : a mixed method approach". English for spesific purposes Vol. 59 No. 1-16 (2020). P 14.

		5. In the past, when I gave English speeches in public, I used concise language.					
2.	Vicarious Experience (VE)	6. When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of the speech with rich evidence.					
		7. When my peers at my level of English-speaking ability give English speeches in public, I have seen them address a familiar topic effectively.					
		8. When my peers at my level of English-speaking ability give English speeches in public, I have seen them organize their speech so that the conclusion flows logically from what was previously said.					
3.	Social Persuasion (SP)	9. My teachers/instructors/peers/audience/parents have praised my ability to employ rhetorical devices (e.g., metaphor, similar, parallelism, repetition, alliteration, etc.) in my speech.					
		10. My teachers/instructors/peers/audience/parents have praised my ability to use different techniques to conclude a speech (e.g., using summary, restatement, or rhetorical questions, etc.).					
		11. My teachers/instructors/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics.					
4.	Physiological and Emotional States (PAE)	12. When giving an English speech in public, I felt nervous					
		13. When giving an English speech in public, I got stressed.					
		14. When giving an English speech in public, I got anxious					

Sources: Xue Zang et al

E. Validity and Reliability

Because the researcher already took the questionnaire was made by the theory that adopted from xue zhang that is about self-efficacy that contains 14 item of statement about four sources of self efficacy that the main theory is by Albert Bandura. So, this questionnaire already validated by the creator.

F. Technique of Data Analysis

The researcher continued to evaluate the information after collecting it from the subjects. The process of carefully searching and compiling data received from questionnaire and speaking rubric score is known as data analysis.

1. Data from questionnaire

After the researcher got the data about students' self-efficacy on students Tadris Studied Program of IAIN Curup, the data will be collected by the students' response in tabulate, and find out the percentage of the students by using percentage technique. The steps were:

First, the researcher analyzed the data from questionnaire by using 5 values an Likert Scale that is used to measuring the mean score of students' self-efficacy. To obtain the mean score, each statement was developed with the value (Always = 5. Often = 4, Sometimes = 3, Seldom = 2, Never = 1), the formula is :

$$x = \frac{\{(f AL \times 5) + (f OF \times 4) + (f SS \times 3) + (f SM \times 2) + (f NR \times 1)\}}{N}$$

F	:	Frequency	SS	:	Sometimes
AL	:	Always	SM	:	Seldom
OF	:	Often	NR	:	Never

The researcher would next categorize the range score to characterize the categories after accounting for each respondent's score. The scores from each respondent should then be counted and grouped into a range score to determine the students' self-efficacy at IAIN Curup's English Tadris Program. The following is the formula:

$$\text{Highest Score} = 5, \text{ Lowest Score} = 1$$

$$\text{Score Range} = \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Max Score}}$$

The researcher then calculated the percentage of each item of the questionnaire that was answered by respondents. The researcher uses percentage analysis to determine the category of Students' Self-Efficacy in the English Tadris Program. The researcher's sole goal in this study was to discover the category of students' self-efficacy. The following is the formula:

$$P = \frac{\sum \text{score}}{\text{Max score}} \times 100\%$$

Tabel 3.4

Indicator Criteria Of Questionnaire

No	Presentase (%)	Criteria
1	0-20	Very Low
2	21-40	Low
3	41-60	Moderate
4	61-80	High
5	81-100	Very High ²²

²² Sugiono, 2011. *Metode Penelitian Pendidikan*. Bandung: Abeta, P 137.

2. Data from Rubric Speaking Score

Then, the percentage analysis was used to find the percentage of students' mastery. Here is the formula of the percentage analysis :

$$P = \frac{n}{N} \times 100 \%$$

In which :

P : percentage of students' mastery

n : number of scores obtained by the student

N: total scores

Tabel 3.5
Classification of the speaking score

No	Score	Criteria
1.	80-100	Very good
2.	66-79	Good
3.	56-65	Moderate
4.	40-55	Low ²³

3. Data For The Correlation

The purpose of the study was to see if there was a correlation between students' self-efficacy and their skill to communicate in English. Statistical analysis was used to analyze the study's data. The researcher employed the correlation product moment, which was developed by Carl Pearson, to analyze the data. The following is the formula:

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

N = Number of participant

²³ Suharsimi Arikunto, (2007). *Dasar-dasar Evaluasi Pendidikan*. Jakarta:PT Bumi Aksara

X = Students' self-efficacy scores

Y = Students' speaking scores

$\sum X$ = The sum scores of self-efficacy

$\sum Y$ = The sum scores of speaking

$\sum X^2$ = The sum of the squared scores of self-efficacy

$\sum Y^2$ = The sum of the squared scores of Speaking

$\sum XY$ = The sum of the multiplied scores between X and Y ²⁴

The following is the product moment scale interpretation table that describes the correlation between the two variables:

Table 3.6

The Interpretation of Correlation by Arikunto

Correlation value(r)	Interpretation
0,000 - 0,200	Very low correlation
0,200 - 0,400	Low
0,400 - 0,600	Moderate
0,600 - 0,800	High
0,800 - 1.000	High correlation

²⁴ Hezi Puspita : Thesis, "The Correlation Between Self-Efficacy And Speaking Ability 8th Grade Students At Smpn 16 Kota Bengkulu In Academic Year 2018/2019", (Bengkulu, IAIN Bengkulu, 2019) p.36

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes both of the findings and discussion of this research. The findings present the description of the data collected through the test. The further explanation and interpretation was given in the discussion section.

A. Findings

The following are the findings of this study, which deal with the students' speaking skill score received through a test, self-efficacy score obtained through a questionnaire, and analysis correlation :

1. Self-efficacy

Table 4.1
Percentage of self-efficacy

No	Score Percentage	Classification	Frequencies	Percentage
1	0-20	Very low	0	0%
2	21-40	Low	0	0%
3	41-60	Moderate	15	31,25
4	61-80	High	30	62,50%
5	81-100	Very high	3	6,25%

Based on the table above, there was 15 students obtained moderate self-efficacy and has percentage 31,25%, there was 30 students obtained high score and has the percentage 62,50%, and there was 3 students obtained very high score in self-efficacy and has percentage 6,25%.

The score can we see below :

Table 4.2
Self-Efficacy Score

NO	STATEMENT	NR		SM		SS		OF		AL		AVERAGE	TOTAL AVERAGE
		F	%	F	%	F	%	F	%	F	%		
1.	In the past, when I gave English Speeces in public, I introduced a Topic clearly.	4	8.33	8	16.7	10	39.6	11	22.9	6	12.5	62.9	67.56
2.	In the past, when I gave English speeches in public, I made my points clear to the audience.	0	0	8	16.7	22	45.8	13	27.1	5	10.4	66.3	
3.	In the past, when I gave English speeches in public, I organized my speech so that the conclusion flowed logically from what was previously said.	4	8.33	1	2.08	24	50	18	37.5	1	2.08	64.6	
4.	In the past, when I gave English speeches in public, I addressed a familiar topic effectively.	2	4.17	7	14.6	18	37.5	17	35.4	4	8.33	65.8	
5.	In the past, when I gave English speeches in public, I used concise language.	1	2.08	2	4.17	18	37.5	18	37.5	9	18.8	73.3	
6.	When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of the speech with rich evidence.	2	4.17	3	6.25	20	41.7	19	39.6	4	8.33	68.3	
7.	When my peers at my level of English-speaking ability give English speeches in public, I have seen them address a familiar topic effectively..	0	0	4	8.33	17	35.4	23	47.9	4	8.33	71.3	
8.	When my peers at my level of English-speaking ability give English speeches in public, I have seen them organize their speech so that the conclusion flows logically from what was previously said	0	0	3	6.25	22	45.8	20	41.7	3	6.25	69.6	
9.	My teachers/instructors/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics	2	4.17	7	14.6	18	37.5	11	22.9	10	68.3	68.3	
10.	My teachers/instructors/peers/audience/parents have praised my ability to use different techniques to conclude a speech (e.g., using summary, restatement, or rhetorical questions, etc.).	1	2.08	4	8.33	19	39.6	14	29.2	10	20.8	71.7	
11.	My teachers/instructors/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics.	1	2.08	7	14.6	13	27.1	18	37.5	9	18.8	71.3	
12.	When giving an English speech in public, I felt nervous	0	0	9	18.8	18	37.5	11	22.9	10	20.8	69.2	
13.	When giving an English speech in public, I got stressed.	7	14.6	10	20.8	19	39.6	8	16.7	4	8.33	56.7	
14.	When giving an English speech in public, I got anxious	1	2.08	10	20.8	15	31.3	16	33.3	6	12.5	66.7	

Note:

NR : Never

OF : Often

SM : Seldom

AL : Always

SS : Sometimes

Based on the table above, item 9,10,11 (Social Pesuasion) got the first position and has percentage 70,43%. Item 6,7,8 (Vicarious Experience) got the second position and has percentage 69,73%. Item1,2,3,4,5 (Mastery experience) got the third position and has percentage 66,58%. Item 12,13,14 (physiological and emotional state) and has percentage 64,20%.

Based on description above, it can be concluded that the majority of students have **high self-efficacy** with the entire percentage 67.56%.

2. Speaking

Tabel 4.3
Speaking percentage

No	Score	Criteria	F	% F
1	80-100	Very Good	5	10.42
2	66-79	Good	18	37.50
3	56-65	Moderate	21	43.75
4	40-55	Low	4	8.33
			48	100.00

Based on table above, there were 5 students got very good criteria and has percentage 10.42%, there were 18 students got good criteria and has percentage 37.50%, there were 21 students got moderate criteria and has percentage 43.75%, there were 4 students got low criteria and has percentage 8.33%.

Table 4.4
Speaking score

No	Respondents	Raters		Total	Score	Description
		R1	R2			
1	Student-01	68	64	132	66	Good
2	Student-02	68	40	108	54	Low

3	Student-03	76	60	136	68	Good
4	Student-04	76	56	132	66	Good
5	Student-05	88	60	148	74	Good
6	Student-06	72	60	132	66	Good
7	Student-07	76	52	128	64	Moderate
8	Student-08	68	76	144	72	Good
9	Student-09	72	40	112	56	Moderate
10	Student-10	92	76	168	84	Very Good
11	Student-11	60	44	104	52	Low
12	Student-12	72	56	128	64	Moderate
13	Student-13	88	72	160	80	Very Good
14	Student-14	76	60	136	68	Good
15	Student-15	80	40	120	60	Moderate
16	Student-16	76	60	136	68	Good
17	Student-17	68	60	128	64	Moderate
18	Student-18	72	52	124	62	Moderate
19	Student-19	72	40	112	56	Moderate
20	Student-20	92	76	168	84	Very Good
21	Student-21	80	68	148	74	Good
22	Student-22	72	40	112	56	Moderate
23	Student-23	76	48	124	62	Moderate
24	Student-24	76	40	116	58	Moderate
25	Student-25	80	60	140	70	Good
26	Student-26	64	68	132	66	Good
27	Student-27	72	48	120	60	Moderate
28	Student-28	64	60	124	62	Good
29	Student-29	72	68	140	70	Good
30	Student-30	88	80	168	84	Very Good
31	Student-31	68	40	108	54	Low
32	Student-32	92	72	164	82	Very Good
33	Student-33	76	40	116	58	Moderate
34	Student-34	64	60	124	62	Moderate
35	Student-35	68	40	108	54	Low
36	Student-36	64	56	120	60	Moderate
37	Student-37	80	40	120	60	Moderate
38	Student-38	76	60	136	68	Good
39	Student-39	64	48	112	56	Moderate
40	Student-40	72	48	120	60	Moderate
41	Student-41	80	40	120	60	Moderate
42	Student-42	92	44	136	68	Good
43	Student-43	80	56	136	68	Good

44	Student-44	84	40	124	62	Moderate
45	Student-45	88	68	156	78	Good
46	Student-46	68	44	112	56	Moderate
47	Student-47	76	60	136	68	Good
48	Student-48	72	40	112	56	Moderate

Based on the mean that researcher has, it shows that **speal skill** at English Tadris Program of IAIN Curup was **moderate score** with **mean** score 65.

Tabel 4.5
Speaking Percentage based on Indicator

No	Item	Scale					Total Score	Max Score	%	% Average
		5	4	3	2	1				
1.	Pronunciation	6	29	13	0	0	185	240	77.08	75.42
2.	Grammar	0	14	34	0	0	158	240	65.83	75.42
3.	Verb	1	27	20	0	0	173	240	72.08	75.42
4.	Fluency	5	31	12	0	0	185	240	77.08	75.42
5.	Comprehension	15	30	3	0	0	204	240	85	75.42

Based on the table above, there was comprehension got very high score, pronunciation and fluency got good score, there was verb got good score, and the last is grammar got moderate score.

3. The Normalitas of Data

It's critical to understand the data's normalcy in quantitative research. Using Microsoft Exel, the author utilized the Kolmogorov-Smirnov test to determine whether the data distribution is normal or not. The table demonstrates that the data distribution is normal, with self-efficacy maximal score probability of 0.1250.196 (Kolmogorov Smirnov table value) and

speaking maximal score probability of $0.133 > 0.196$ (Kolmogorov Smirnov table value).

4. The Correlation

The product moment correlation produces r count (r_{xy}) of 0.595 and r table of 0.284 with a significance level of 5%. It can be concluded from these statistics that the calculated r is bigger than the r table, implying that the two variables have a correlation (self-efficacy and speaking skill in english). In other words, the two variables has moderate correlation based on Arikunto's interpretation especially at IAIN Curup English Tadris Program. As the following table :

Table 4.6

The Result of Correlation Between Students' Self-Efficacy and Students' Speaking Skills.

No	Responden	X	Y	XY	X ²	Y ²
1	RS-1	55	56	3080	3025	3136
2	RS-2	77	68	5236	5929	4624
3	RS-3	55	56	3080	3025	3136
4	RS-4	75	78	5850	5625	6084
5	RS-5	65	62	4030	4225	3844
6	RS-6	75	68	5100	5625	4624
7	RS-7	70	68	4760	4900	4624
8	RS-8	81	60	4860	6561	3600
9	RS-9	78	60	4680	6084	3600
10	RS-10	64	56	3584	4096	3136
11	RS-11	68	68	4624	4624	4624
12	RS-12	67	60	4020	4489	3600
13	RS-13	62	60	3720	3844	3600
14	RS-14	55	54	2970	3025	2916
15	RS-15	84	62	5208	7056	3844
16	RS-16	68	58	3944	4624	3364
17	RS-17	77	82	6314	5929	6724

18	RS-18	57	54	3078	3249	2916
19	RS-19	70	84	5880	4900	7056
20	RS-20	70	70	4900	4900	4900
21	RS-21	57	62	3534	3249	3844
22	RS-22	60	60	3600	3600	3600
23	RS-23	62	66	4092	3844	4356
24	RS-24	72	70	5040	5184	4900
25	RS-25	55	58	3190	3025	3364
26	RS-26	62	62	3844	3844	3844
27	RS-27	58	56	3248	3364	3136
28	RS-28	60	74	4440	3600	5476
29	RS-29	81	84	6804	6561	7056
30	RS-30	55	56	3080	3025	3136
31	RS-31	58	62	3596	3364	3844
32	RS-32	68	64	4352	4624	4096
33	RS-33	71	68	4828	5041	4624
34	RS-34	64	60	3840	4096	3600
35	RS-35	60	68	4080	3600	4624
36	RS-36	80	80	6400	6400	6400
37	RS-37	61	64	3904	3721	4096
38	RS-38	60	52	3120	3600	2704
39	RS-39	77	84	6468	5929	7056
40	RS-40	74	56	4144	5476	3136
41	RS-41	71	72	5112	5041	5184
42	RS-42	62	64	3968	3844	4096
43	RS-43	64	66	4224	4096	4356
44	RS-44	74	74	5476	5476	5476
45	RS-45	72	66	4752	5184	4356
46	RS-46	78	68	5304	6084	4624
47	RS-47	60	54	3240	3600	2916
48	RS-48	74	66	4884	5476	4356
Σ		3223	3120			

e. The Result of Students' Self-Efficacy and Their Speaking Skill Based on The Criteria of Score

From the data, the researcher has classified based on the criteria as follow : there was 1 students got very high-very good criteria and

haspercentage 2.08%, there was 2 students got very high-moderate criteria and has percentage 4.17%, there was 4 students got high-very good criteria and has percentage 8.33%, there was 16 students got high-good criteria and has percentage 33.33%, there was 12 students got high-moderate criteria and has percentage 25.00%, there was 1 students got moderate-good criteria and has percentage 2.08%, there was 8 students got moderate-moderate criteria and has percentage 16.76%, there was 4 students got moderate-lo criteria and has percentage 8.33%. Furthermore we can see the table below :

Tabel 4.7

The Result of Students' Self-Efficacy and Students' Speaking Skill

No	Respondents	Self-Efficacy Score	Description	Speaking Score	Description
1	Respondent 1	74	High	66	Good
2	Respondent 2	60	Moderate	54	Low
3	Respondent 3	78	High	68	Good
4	Respondent 4	72	High	66	Good
5	Respondent 5	74	High	74	Good
6	Respondent 6	64	High	66	Good
7	Respondent 7	62	High	64	Moderate
8	Respondent 8	71	High	72	Good
9	Respondent 9	74	High	56	Moderate
10	Respondent 10	77	High	84	Very Good
11	Respondent 11	60	Moderate	52	Low
12	Respondent 12	61	High	64	Moderate
13	Respondent 13	80	High	80	Very Good
14	Respondent 14	60	High	68	Good
15	Respondent 15	64	High	60	Moderate
16	Respondent 16	71	High	68	Good
17	Respondent 17	68	High	64	Moderate
18	Respondent 18	58	Moderate	62	Moderate
19	Respondent 19	55	Moderate	56	Moderate
20	Respondent 20	81	Very High	84	Very Good

21	Respondent 21	60	Moderate	74	Good
22	Respondent 22	58	Moderate	56	Moderate
23	Respondent 23	62	High	62	Moderate
24	Respondent 24	55	Moderate	58	Moderate
25	Respondent 25	72	High	70	Good
26	Respondent 26	62	High	66	Good
27	Respondent 27	60	Moderate	60	Moderate
28	Respondent 28	57	Moderate	62	Moderate
29	Respondent 29	70	High	70	Good
30	Respondent 30	70	High	84	Very Good
31	Respondent 31	57	Moderate	54	Low
32	Respondent 32	77	High	82	Very Good
33	Respondent 33	68	High	58	Moderate
34	Respondent 34	84	Very High	62	Moderate
35	Respondent 35	55	Moderate	54	Low
36	Respondent 36	62	High	60	Moderate
37	Respondent 37	67	High	60	Moderate
38	Respondent 38	68	High	68	Good
39	Respondent 39	64	High	56	Moderate
40	Respondent 40	78	High	60	Moderate
41	Respondent 41	81	Very High	60	Moderate
42	Respondent 42	70	High	68	Good
43	Respondent 43	75	High	68	Good
44	Respondent 44	65	High	62	Moderate
45	Respondent 45	75	High	78	Good
46	Respondent 46	55	Moderate	56	Moderate
47	Respondent 47	77	High	68	Good
48	Respondent 48	55	Moderate	56	Moderate

The researcher can conclude that 1 students who has very high self-efficacy has very good skill in speaking , but other side 2 students has moderate skill in speaking. There are 4 students has high self-efficacy has very good skill in speaking, but 16 students has moderate skill in speaking. There was students who has moderate self-efficacy but their speaking skill was good, but other side students with moderate self-efficacy has moderate also in speaking skill, even low in speaking skill.

B. Discussion

As stated in the opening chapter, the goal of this study was to determine whether there is a significant relationship between students' self-efficacy and their speaking skills in the 2nd, 4th, and 6th semesters of the English Department at IAIN Curup during the academic year 2020/2021. It is critical for students studying English as a foreign language to practice or speak new terms they have learned. The learners will memorize the words and learn how to apply them in various settings by practicing and using the vocabulary while speaking the target language. It also aids their ability to communicate effectively and fluently in English. However, when they have difficulties communicating, such as a lack of self-confidence or the courage to speak, it can affect their ability to master English.

The researcher has gathered the data required to prove the hypothesis in this study. Two instruments were used to acquire the data. The first is a speaking self-efficacy questionnaire administered to all students in the 2nd, 4th, and 6th semesters of the English Department at IAIN Curup during the academic year 2020/2021. They were asked to complete the questionnaire's statement items, which were used to determine their level of self-efficacy. The second instrument is to assess the students' speaking skill using a video that the participants obtained as the theme that the researcher created for them based on their class level.

Based on the data that the researcher found, students self-efficacy was high. As the researcher explained before that self-efficacy is a person belief

that by applying their skill in specific situations, they can attain certain goal, people with high self-efficacy achieve greater result because they are motivated, have a clear goal, have stable emotions and can attain certain and can successfully accomplish an activity. Failure will be attributed to external factor by a person with high self-efficacy. Furthermore there was some aspect affect why student self-efficacy in english was high , such as their previous performance, students who have successfully finished their job in the past will be confident in their skill in the future. The students saw social model or friends whom they believe are competent and intelligent in the same way they are. Seeing people who are similar to them capable of completing the same activities can lead them to believe that they also capable of to do so.

Based on the data that the researcher found it show that students speaking skill was moderate. Speaking is the important skill to be master by the students, but the majority of students found it difficult to communicate, they were nervous, and could not think of anything to say. Because students have limited foreign pronunciation skills, the sound of their speak was confusing. Then, students words are rarely clear enough to be understood. The students pronunciation become increasingly difficult to comprehend. Furthermore, students make mistakes and have ambiguous meaning. Comprehension is tough due to the students, grammatical and word order faults. Then, because students frequently utilize incorrect word or have little vocabulary, speaking is often reluctant, resulting in silence.

Based on the data analyzed the researcher found that there was correlation between students self-efficacy and their english speaking skill especially at English Tadris Program of IAIN Curup. The result of this research same at the previous study such as study conduct by ni putu, tuti alawiyah, and desmaliza, self-efficacy has correlation with a person's speaking skill. In her findings, students who have high self-efficay, they are very confident without hesitation to talk in front of their friend in the class.

The researcher can deduce from the previous description on that there was correlation between students self-efficacy and their speaking skills or performance. In line with Bandura, how students feel or think about them selves has an impact on their behavior. Self-efficacy is great predictor at students' future skill and performance.²⁵

²⁵ Bandura, A. (1994). *Self-efficacy*. John Wiley & Sons, Inc

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research findings and data analysis in the previous chapter, it can be concluded that :

1. Students' self-efficacy in English speaking skills at English Tadris Program of IAIN Curup was high score
2. Students' English speaking skill was moderate score
3. There is significant correlation between students' self-efficacy and their english speaking skill in moderate interpretation score.

B. Suggestions

Based on the result of the study, the writer proposed some suggestions concerning the research findings as follows:

1. Lecturer

The researcher would like to give suggestion to the english teacher that the researcher think it is better if the english teacher take more attention to their student especially in speaking. Furthermore, the researcher also hope that the english teacher take more attention to care about the students potential in English.

2. Students

In order to have a good skill and performance in speaking, the students should have high self-efficacy and believe that they have the ability to complete their speaking tasks. By having high self-efficacy,

students can increase their ability and bravery in speaking. They will not worry about the mistakes and a possible failure in the future.

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APPENDIXES



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

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Nomor 261 /In.34/FT/PP.00.9/03/2022
Lampiran Proposal dan Instrumen
Hal Permohonan Izin Penelitian 31 Maret 2022

Kepada Yth. Rektor IAIN

Assalamualaikum Wr. Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup

Nama Eka Sepntawati
NIM 18551022
Fakultas/Prodi Tarbiyah / Tadris Bahasa Inggris
Judul Skripsi Students' Self-Efficacy and Their English Speaking Skills (A Correlational Study at English Tadris Program Of IAIN Curup)
Waktu Penelitian 31 Maret s.d 31 juni 2022
Tempat Penelitian IAIN Curup

Mohon kiranya Bapak berkenan memben izin penelitian kepada Mahasiswa yang bersangkutan

Demikian atas kerjasama dan izinnya diucapkan terimakasih



Blue Print of Self-Efficacy

Notes : Please carefully read the following questions and give an accurate assessment of your current command of English, whether you are doing it or not. The questions are designed to measure your judgement of your capabilities, so there are no right or wrong answers.

Please use the following scales to answer these questions accordingly. Please, choose the number accurately representing your capabilities.				
1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

No	Indicator	Questions	Scale				
			1	2	3	4	5
1.	Mastery Experience (ME)	1. In the past, when I gave English speeches in public, I introduced a topic clearly.					
		2. In the past, when I gave English speeches in public, I made my points clear to the audience.					
		3. In the past, when I gave English speeches in public, I organized my speech so that the conclusion flowed logically from what was previously said.					
		4. In the past, when I gave English speeches in public, I addressed a familiar topic effectively.					
		5. In the past, when I gave English speeches in public, I used concise language.					
2.	Vicarious Experience (VE)	6. When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of					

		the speech with rich evidence.					
		7. When my peers at my level of English-speaking ability give English speeches in public, I have seen them address a familiar topic effectively.					
		8. When my peers at my level of English-speaking ability give English speeches in public, I have seen them organize their speech so that the conclusion flows logically from what was previously said.					
3.	Social Persuasion (SP)	9. My teachers/instructors/peers/audience/parents have praised my ability to employ rhetorical devices (e.g., metaphor, simile, parallelism, repetition, alliteration, etc.) in my speech.					
		10. My teachers/instructors/peers/audience/parents have praised my ability to use different techniques to conclude a speech (e.g., using summary, restatement, or rhetorical questions, etc.).					
		11. My teachers/instructors/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics.					
4.	Physiological and Emotional States (PAE)	12. When giving an English speech in public, I felt nervous					
		13. When giving an English speech in public, I got stressed.					
		14. When giving an English speech in public, I got anxious					

Blue Print Speaking Rubric

No	Indicator	Scale	Descriptions
1.	Pronunciation	5	Has few trace of foreign accent
		4	Always intelligible, though one is conscious of a definite accent
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
		2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat
		1	Pronunciation problems so severe as to make speech virtually unintelligible
2.	Grammar	5	Makes few (if any) noticeable errors of grammar or word order
		4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning
		3	Makes frequent errors of grammar and word order which occasionally obscure meaning
		2	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns
		1	Errors in grammar and word-order so severe as to make speech virtually unintelligible
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker
		4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
		3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
		2	Misuse of words and very limited vocabulary make comprehension quite difficult
		1	Vocabulary limitations so extreme as to make conversation virtually impossible
4.	Fluency	5	Speech as fluent and effortless as that of a native speaker

		4	Speed of speech seems to be slightly affected by language problems
		3	Speed and fluency are rather strongly affected by language problems
		2	Usually hesitant; often forced into silence by language limitations
		1	Speech is so halting and fragmentary as to make conversation virtually impossible
5.	Comprehension	5	Appears to understand everything without difficulty
		4	Understands nearly everything at normal speed although occasional repetition may be necessary
		3	Understands most of what is said at slower-than-normal speed with repetitions
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions
		1	Cannot be said to understand even simple conversational English

Student's Speaking Skill Scores

No	Name	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Nilai
1	Student 1	4	3	3	3	4	68
2	Student 2	3	3	4	3	4	68
3	Student 3	4	3	4	4	4	76
4	Student 4	4	3	4	4	4	76
5	Student 5	5	4	4	4	4	76
6	Student 6	4	3	3	4	5	88
7	Student 7	4	3	4	4	4	72
8	Student 8	4	3	3	4	4	76
9	Student 9	4	3	3	3	5	72
10	Student 10	5	4	4	5	5	92
11	Student 11	3	3	3	3	3	60
12	Student 12	4	3	3	4	4	72
13	Student 13	5	4	4	4	5	88
14	Student 14	4	3	4	4	4	76
15	Student 15	4	4	4	4	4	80
16	Student 16	4	3	4	4	4	76
17	Student 17	3	3	3	4	4	68
18	Student 18	4	3	3	4	4	72
19	Student 19	4	3	3	4	4	72
20	Student 20	5	4	4	5	5	92
21	Student 21	4	4	4	4	4	80
22	Student 22	4	3	4	4	3	72
23	Student 23	4	3	4	4	4	76
24	Student 24	4	3	4	4	4	76
25	Student 25	4	3	4	4	5	80
26	Student 26	3	3	3	3	4	64
27	Student 27	4	3	3	4	4	72
28	Student 28	3	3	3	3	4	64
29	Student 29	4	3	3	4	4	72
30	Student 30	5	4	4	4	5	88
31	Student 31	3	3	3	4	4	68
32	Student 32	4	4	5	5	5	92
33	Student 33	4	4	4	4	5	76
34	Student 34	3	3	3	3	4	64
35	Student 35	3	3	3	3	4	68
36	Student 36	4	3	3	3	4	64
37	Student 37	3	3	3	4	4	80
38	Student 38	4	4	4	3	4	76
39	Student 39	4	4	4	3	4	64
40	Student 40	3	3	3	4	4	72
41	Student 41	3	3	4	4	4	80
42	Student 42	4	4	4	4	4	80

42	Student 42	5	4	4	5	5	82
43	Student 43	4	3	4	4	5	80
44	Student 44	4	4	4	4	5	84
45	Student 45	4	4	4	4	5	84
46	Student 46	3	3	3	5	5	88
47	Student 47	4	3	4	3	5	68
48	Student 48	3	3	3	4	4	78
				3	4	5	72

Curup, June 2022

Rater 1



Paidi Gusmuliana, M.Pd

Student's Speaking Skill Scores

No	Name	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total
1	Student 1	4	3	3	3	3	64
2	Student 2	2	2	2	2	2	40
3	Student 3	3	3	3	3	3	60
4	Student 4	3	3	2	3	3	56
5	Student 5	3	3	3	3	3	60
6	Student 6	3	3	3	3	3	60
7	Student 7	3	2	3	2	3	52
8	Student 8	4	4	4	4	3	76
9	Student 9	2	2	2	2	2	40
10	Student 10	4	4	4	4	3	76
11	Student 11	3	2	2	2	2	44
12	Student 12	3	3	3	3	2	56
13	Student 13	4	4	4	3	3	72
14	Student 14	3	3	3	3	3	60
15	Student 15	2	2	2	2	2	40
16	Student 16	3	3	3	3	3	60
17	Student 17	3	3	3	3	3	60
18	Student 18	2	3	3	3	2	52
19	Student 19	2	2	2	2	2	40
20	Student 20	4	4	4	3	4	76
21	Student 21	4	4	3	3	3	68
22	Student 22	2	2	2	2	2	40
23	Student 23	3	2	3	2	2	48
24	Student 24	2	2	2	2	2	40
25	Student 25	3	3	3	3	3	60
26	Student 26	4	4	3	3	3	68
27	Student 27	4	4	3	2	2	48
28	Student 28	3	3	3	3	3	60
29	Student 29	3	3	3	3	3	68
30	Student 30	4	4	4	4	4	80
31	Student 31	4	4	2	2	2	40
32	Student 32	2	2	4	3	3	72
33	Student 33	4	4	4	2	2	40
34	Student 34	2	2	3	3	3	60
35	Student 35	3	3	2	2	2	40
36	Student 36	2	2	3	3	2	56
37	Student 37	3	3	2	2	2	40
38	Student 38	2	2	3	3	3	60
39	Student 39	3	3	2	2	3	48
40	Student 40	2	3	2	2	2	48
41	Student 41	3	3	2	2	2	40

42	Student 42	3	2	2	2	2	44
43	Student 43	3	3	3	3	2	56
44	Student 44	2	2	2	2	2	40
45	Student 45	3	3	4	4	3	68
46	Student 46	3	2	2	2	2	64
47	Student 47	3	3	3	3	3	60
48	Student 48	2	2	-2	2	2	40

Curup, June 2022

Rater 2

Sarwo Edy, M.Pd

Questionnaire of Self-Efficacy

Seluruh data dari masing-masing responden adalah rahasia dan tidak akan disebar luaskan kepada pihak yang tidak bertanggung jawab.

Nama : *

Rosi Afriya

Kelas : *

TBI 4B

Semester genap ditahun 2020/2021 :

2020

Catatan : Diharapkan untuk membaca pertanyaan-pertanyaan di bawah ini dengan seksama berdasarkan dengan rentang jawaban-jawaban yang telah tersedia. Pertanyaan-pertanyaan didesain untuk mengukur kemampuan anda, sehingga tidak ada jawaban benar atau salah pada kondisi ini.

Diharapkan untuk menggunakan skala-skala berikut ini untuk menjawab keseluruhan pertanyaan.

Silahkan pilih skala yang sesuai berdasarkan kemampuan Anda masing-masing

1 : Tidak Pernah/ Never

2 : Jarang/Seldom

3 : Sese kali/Sometimes

4 : Sering/Often

5 : Selalu/Always

1. In the past, when I gave English speeches in public, I introduced a topic clearly. (Pada masa lalu, ketika saya berbicara dengan bahasa Inggris di depan umum, Saya menjelaskan topiknya dengan jelas.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

2. In the past, when I gave English speeches in public, I made my points clear to the audience. (Di masa lalu, ketika Saya berbicara di depan publik, Saya memberikan gambaran yang jelas kepada audiensi.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

3. In the past, when I gave English speeches in public, I organized my speech so that the conclusion flowed logically from what was previously said. (Di masa lalu, ketika Saya berbicara dengan bahasa Inggris di depan khalayak ramai, Saya dapat mengarahkan kesimpulan daripada bahasan saya sehingga dapat berjalan secara logis seperti apa yang ingin saya sampaikan sebelumnya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

4. In the past, when I gave English speeches in public, I addressed a familiar topic effectively. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menyampaikan sebuah berita umum dengan baik.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

5. In the past, when I gave English speeches in public, I used concise language. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menggunakan bahasa yang mudah dimengerti)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

6. When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of the speech with rich evidence. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka mendukung pokok pikiran yang mereka bicarakan dengan bukti yang tepat.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

7. When my peers at my level of English-speaking ability give English speeches in public, I have seen them address a familiar topic effectively. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka menyampaikan topik umum dengan baik)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. When my peers at my level of English-speaking ability give English speeches in public, I have seen them organize their speech so that the conclusion flows logically from what was previously said. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka dapat mengorganisir bahasan mereka sehingga kesimpulan berjalan dengan logis sesuai yang mereka inginkan)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

9. My teachers/instructors/peers/audience/parents have praised my ability to employ rhetorical devices (e.g., metaphor, similar, parallelism, repetition, alliteration, etc.) in my speech. (Guru/instruktur/rekan-rekan sejawat/penonton/orangtua telah mendorong kemampuan saya untuk menggunakan perangkat retorik (misalnya, metafora, kesamaan kata, paralelisme, pengulangan, aliterasi, dll.) dalam pidato saya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

10. My teachers/instructors/peers/audience/parents have praised my ability to use different techniques to conclude a speech (e.g., using summary, restatement, or rhetorical questions, etc.). (Guru / instruktur / teman sebaya / audiensi / orang tua saya telah mendorong kemampuan saya untuk menggunakan teknik yang berbeda untuk menyimpulkan pidato (misalnya, menggunakan ringkasan, penyajian kembali, atau pertanyaan retorik, dll.).

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

11. My teachers/instructors/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics. (Guru / instruktur / teman sebaya / audiensi / orang tua saya mendorong kemampuan saya untuk menggunakan bahasa yang tepat (misalnya, kosa kata, struktur tata bahasa) untuk membahas topik yang berbeda.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

12. When giving an English speech in public, I felt nervous (Saya merasa gugup ketika berbicara bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

13. When giving an English speech in public, I got stressed. (Saya merasa tertekan ketika berbicara dengan bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

14. When giving an English speech in public, I got anxious (Saya merasa gelisah ketika berbicara bahasa Inggris di depan umum.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

Konten ini tidak dibuat atau didukung oleh Google.

Questionnaire of Self-Efficacy

Seluruh data dari masing-masing responden adalah rahasia dan tidak akan disebar luaskan kepada yang tidak bertanggung jawab.

Nama : *

Else Apriza

Kelas : *

Tbi 6C

Semester genap ditahun 2020/2021 :

2019/2020

Catatan : Diharapkan untuk membaca pertanyaan-pertanyaan di bawah ini dengan seksama berdasarkan dengan rentang jawaban-jawaban yang telah tersedia. Pertanyaan-pertanyaan didesain untuk mengukur kemampuan anda, sehingga tidak ada jawaban benar atau salah pada kondisi ini.

Diharapkan untuk menggunakan skala-skala berikut ini untuk menjawab keseluruhan pertanyaan.

Silahkan pilih skala yang sesuai berdasarkan kemampuan Anda masing-masing

1 : Tidak Pernah/ Never

2 : Jarang/Seldom

3 : Sese kali/Sometimes

4 : Sering/Often

5 : Selalu/Always

1. In the past, when I gave English speeches in public, I introduced a topic clearly. (Pada masa lalu, ketika saya berbicara dengan bahasa Inggris di depan umum, Saya menjelaskan topiknya dengan jelas.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

2. In the past, when I gave English speeches in public, I made my points clear to the audience. (Di masa lalu, ketika Saya berbicara di depan publik, Saya memberikan gambaran yang jelas kepada audiensi.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

3. In the past, when I gave English speeches in public, I organized my speech so that the conclusion flowed logically from what was previously said. (Di masa lalu, ketika Saya berbicara dengan bahasa Inggris di depan khalayak ramai, Saya dapat mengarahkan kesimpulan daripada bahasan saya sehingga dapat berjalan secara logis seperti apa yang ingin saya sampaikan sebelumnya.)

	1	2	3	4	5	
Never	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

4. In the past, when I gave English speeches in public, I addressed a familiar topic effectively. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menyampaikan sebuah berita umum dengan baik.)

	1	2	3	4	5	
Never	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

5. In the past, when I gave English speeches in public, I used concise language. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menggunakan bahasa yang mudah dimengerti)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

6. When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of the speech with rich evidence. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka mendukung pokok pikiran yang mereka bicarakan dengan bukti yang tepat.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

7. When my peers at my level of English-speaking ability give English speeches in public, I have seen them address a familiar topic effectively. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka menyampaikan topik umum dengan baik)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. When my peers at my level of English-speaking ability give English speeches in public, I have seen them organize their speech so that the conclusion flows logically from what was previously said. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka dapat mengorganisir bahasan mereka sehingga kesimpulan berjalan dengan logis sesuai yang mereka inginkan)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

9. My teachers/instructors/peers/audience/parents have praised my ability to employ rhetorical devices (e.g., metaphor, similar, parallelism, repetition, alliteration, etc.) in my speech. (Guru/instruktur/rekan-rekan sejawat/penonton/orangtua telah mendorong kemampuan saya untuk menggunakan perangkat retorik (misalnya, metafora, kesamaan kata, paralelisme, pengulangan, aliterasi, dll.) dalam pidato saya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

10. My teachers/instructors/peers/audience/parents have praised my ability to use different techniques to conclude a speech (e.g., using summary, restatement, or rhetorical questions, etc.). (Guru / instruktur / teman sebaya / audiensi / orang tua saya telah mendorong kemampuan saya untuk menggunakan teknik yang berbeda untuk menyimpulkan pidato (misalnya, menggunakan ringkasan, penyajian kembali, atau pertanyaan retorik, dll.).

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

11. My teachers/instructors/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics. (Guru / instruktur / teman sebaya / audiensi / orang tua saya mendorong kemampuan saya untuk menggunakan bahasa yang tepat (misalnya, kosa kata, struktur tata bahasa) untuk membahas topik yang berbeda.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

12. When giving an English speech in public, I felt nervous (Saya merasa gugup ketika berbicara bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

13. When giving an English speech in public, I got stressed. (Saya merasa tertekan ketika berbicara dengan bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

14. When giving an English speech in public, I got anxious (Saya merasa gelisah ketika berbicara bahasa Inggris di depan umum.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

Konten ini tidak dibuat atau didukung oleh Google.

Questionnaire of Self-Efficacy

Seluruh data dari masing-masing responden adalah rahasia dan tidak akan disebar luaskan kepada yang tidak bertanggung jawab.

Nama : *

Fratiwi Nanda Dwiwahyuni

Kelas : *

8B

Semester genap ditahun 2020/2021 :

6

Catatan : Diharapkan untuk membaca pertanyaan-pertanyaan di bawah ini dengan seksama berdasarkan dengan rentang jawaban-jawaban yang telah tersedia. Pertanyaan-pertanyaan didesain untuk mengukur kemampuan anda, sehingga tidak ada jawaban benar atau salah pada kondisi ini.

Diharapkan untuk menggunakan skala-skala berikut ini untuk menjawab keseluruhan pertanyaan.

Silahkan pilih skala yang sesuai berdasarkan kemampuan Anda masing-masing

1 : Tidak Pernah/ Never

2 : Jarang/Seldom

3 : Sese kali/Sometimes

4 : Sering/Often

5 : Selalu/Always

1. In the past, when I gave English speeches in public, I introduced a topic clearly. (Pada masa lalu, ketika saya berbicara dengan bahasa Inggris di depan umum, Saya menjelaskan topiknya dengan jelas.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

2. In the past, when I gave English speeches in public, I made my points clear to the audience. (Di masa lalu, ketika Saya berbicara di depan publik, Saya memberikan gambaran yang jelas kepada audiensi.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

3. In the past, when I gave English speeches in public, I organized my speech so that the conclusion flowed logically from what was previously said. (Di masa lalu, ketika Saya berbicara dengan bahasa Inggris di depan khalayak ramai, Saya dapat mengarahkan kesimpulan daripada bahasan saya sehingga dapat berjalan secara logis seperti apa yang ingin saya sampaikan sebelumnya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

4. In the past, when I gave English speeches in public, I addressed a familiar topic effectively. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menyampaikan sebuah berita umum dengan baik.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

5. In the past, when I gave English speeches in public, I used concise language. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menggunakan bahasa yang mudah dimengerti)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

6. When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of the speech with rich evidence. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka mendukung pokok pikiran yang mereka bicarakan dengan bukti yang tepat.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

7. When my peers at my level of English-speaking ability give English speeches in public, I have seen them address a familiar topic effectively. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka menyampaikan topik umum dengan baik)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

8. When my peers at my level of English-speaking ability give English speeches in public, I have seen them organize their speech so that the conclusion flows logically from what was previously said. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka dapat mengorganisir bahasan mereka sehingga kesimpulan berjalan dengan logis sesuai yang mereka inginkan)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

9. My teachers/instructors/peers/audience/parents have praised my ability to employ rhetorical devices (e.g., metaphor, similar, parallelism, repetition, alliteration, etc.) in my speech. (Guru/instruktur/rekan-rekan sejawat/penonton/orangtua telah mendorong kemampuan saya untuk menggunakan perangkat retorik (misalnya, metafora, kesamaan kata, paralelisme, pengulangan, aliterasi, dll.) dalam pidato saya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

10. My teachers/instructors/peers/audience/parents have praised my ability to use different techniques to conclude a speech (e.g., using summary, restatement, or rhetorical questions, etc.). (Guru / instruktur / teman sebaya / audiensi / orang tua saya telah mendorong kemampuan saya untuk menggunakan teknik yang berbeda untuk menyimpulkan pidato (misalnya, menggunakan ringkasan, penyajian kembali, atau pertanyaan retorik, dll.).

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

11. My teachers/instructors/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics. (Guru / instruktur / teman sebaya / audiensi / orang tua saya mendorong kemampuan saya untuk menggunakan bahasa yang tepat (misalnya, kosa kata, struktur tata bahasa) untuk membahas topik yang berbeda.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

12. When giving an English speech in public, I felt nervous (Saya merasa gugup ketika berbicara bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

13. When giving an English speech in public, I got stressed. (Saya merasa tertekan ketika berbicara dengan bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

14. When giving an English speech in public, I got anxious (Saya merasa gelisah ketika berbicara bahasa Inggris di depan umum.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

Konten ini tidak dibuat atau didukung oleh Google.

Questionnaire of Self-Efficacy

Seluruh data dari masing-masing responden adalah rahasia dan tidak akan disebar luaskan kepada yang tidak bertanggung jawab.

Nama : *

Rahayu Astari

Kelas : *

6A

Semester genap ditahun 2020/2021 :

2021/2022

Catatan : Diharapkan untuk membaca pertanyaan-pertanyaan di bawah ini dengan seksama berdasarkan dengan rentang jawaban-jawaban yang telah tersedia. Pertanyaan-pertanyaan didesain untuk mengukur kemampuan anda, sehingga tidak ada jawaban benar atau salah pada kondisi ini.

Diharapkan untuk menggunakan skala-skala berikut ini untuk menjawab keseluruhan pertanyaan.

Silahkan pilih skala yang sesuai berdasarkan kemampuan Anda masing-masing

1 : Tidak Pernah/ Never

2 : Jarang/Seldom

3 : Sese kali/Sometimes

4 : Sering/Often

5 : Selalu/Always

1. In the past, when I gave English speeches in public, I introduced a topic clearly. (Pada masa lalu, ketika saya berbicara dengan bahasa Inggris di depan umum, Saya menjelaskan topiknya dengan jelas.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

2. In the past, when I gave English speeches in public, I made my points clear to the audience. (Di masa lalu, ketika Saya berbicara di depan publik, Saya memberikan gambaran yang jelas kepada audiensi.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

3. In the past, when I gave English speeches in public, I organized my speech so that the conclusion flowed logically from what was previously said. (Di masa lalu, ketika Saya berbicara dengan bahasa Inggris di depan khalayak ramai, Saya dapat mengarahkan kesimpulan daripada bahasan saya sehingga dapat berjalan secara logis seperti apa yang ingin saya sampaikan sebelumnya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

4. In the past, when I gave English speeches in public, I addressed a familiar topic effectively. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menyampaikan sebuah berita umum dengan baik.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

5. In the past, when I gave English speeches in public, I used concise language. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menggunakan bahasa yang mudah dimengerti)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

6. When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of the speech with rich evidence. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka mendukung pokok pikiran yang mereka bicarakan dengan bukti yang tepat.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

7. When my peers at my level of English-speaking ability give English speeches in public, I have seen them address a familiar topic effectively. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka menyampaikan topik umum dengan baik)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. When my peers at my level of English-speaking ability give English speeches in public, I have seen them organize their speech so that the conclusion flows logically from what was previously said. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka dapat mengorganisir bahasan mereka sehingga kesimpulan berjalan dengan logis sesuai yang mereka inginkan)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

9. My teachers/instructors/peers/audience/parents have praised my ability to employ rhetorical devices (e.g., metaphor, similar, parallelism, repetition, alliteration, etc.) in my speech. (Guru/instruktur/rekan-rekan sejawat/penonton/orangtua telah mendorong kemampuan saya untuk menggunakan perangkat retorik (misalnya, metafora, kesamaan kata, paralelisme, pengulangan, aliterasi, dll.) dalam pidato saya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

10. My teachers/instructors/peers/audience/parents have praised my ability to use different techniques to conclude a speech (e.g., using summary, restatement, or rhetorical questions, etc.). (Guru / instruktur / teman sebaya / audiensi / orang tua saya telah mendorong kemampuan saya untuk menggunakan teknik yang berbeda untuk menyimpulkan pidato (misalnya, menggunakan ringkasan, penyajian kembali, atau pertanyaan retorik, dll.).

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

11. My teachers/instructors/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics. (Guru / instruktur / teman sebaya / audiensi / orang tua saya mendorong kemampuan saya untuk menggunakan bahasa yang tepat (misalnya, kosa kata, struktur tata bahasa) untuk membahas topik yang berbeda.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

12. When giving an English speech in public, I felt nervous (Saya merasa gugup ketika berbicara bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

13. When giving an English speech in public, I got stressed. (Saya merasa tertekan ketika berbicara dengan bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

14. When giving an English speech in public, I got anxious (Saya merasa gelisah ketika berbicara bahasa Inggris di depan umum.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

Konten ini tidak dibuat atau didukung oleh Google.

Questionnaire of Self-Efficacy

Seluruh data dari masing-masing responden adalah rahasia dan tidak akan disebar luaskan kepada yang tidak bertanggung jawab.

Nama : *

Umami Hidayati

Kelas : *

TBI 4

Semester genap ditahun 2020/2021 :

2

Catatan : Diharapkan untuk membaca pertanyaan-pertanyaan di bawah ini dengan seksama berdasarkan dengan rentang jawaban-jawaban yang telah tersedia. Pertanyaan-pertanyaan didesain untuk mengukur kemampuan anda, sehingga tidak ada jawaban benar atau salah pada kondisi ini.

Diharapkan untuk menggunakan skala-skala berikut ini untuk menjawab keseluruhan pertanyaan.

Silahkan pilih skala yang sesuai berdasarkan kemampuan Anda masing-masing

1 : Tidak Pernah/ Never

2 : Jarang/Seldom

3 : Seseekali/Sometimes

4 : Sering/Often

5 : Selalu/Always

1. In the past, when I gave English speeches in public, I introduced a topic clearly. (Pada masa lalu, ketika saya berbicara dengan bahasa Inggris di depan umum, Saya menjelaskan topiknya dengan jelas.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

2. In the past, when I gave English speeches in public, I made my points clear to the audience. (Di masa lalu, ketika Saya berbicara di depan publik, Saya memberikan gambaran yang jelas kepada audiensi.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

3. In the past, when I gave English speeches in public, I organized my speech so that the conclusion flowed logically from what was previously said. (Di masa lalu, ketika Saya berbicara dengan bahasa Inggris di depan khalayak ramai, Saya dapat mengarahkan kesimpulan daripada bahasan saya sehingga dapat berjalan secara logis seperti apa yang ingin saya sampaikan sebelumnya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

4. In the past, when I gave English speeches in public, I addressed a familiar topic effectively. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menyampaikan sebuah berita umum dengan baik.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

5. In the past, when I gave English speeches in public, I used concise language. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menggunakan bahasa yang mudah dimengerti)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

6. When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of the speech with rich evidence. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka mendukung pokok pikiran yang mereka bicarakan dengan bukti yang tepat.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

7. When my peers at my level of English-speaking ability give English speeches in public, I have seen them address a familiar topic effectively. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka menyampaikan topik umum dengan baik)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. When my peers at my level of English-speaking ability give English speeches in public, I have seen them organize their speech so that the conclusion flows logically from what was previously said. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka dapat mengorganisir bahasan mereka sehingga kesimpulan berjalan dengan logis sesuai yang mereka inginkan)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

9. My teachers/instructors/peers/audience/parents have praised my ability to employ rhetorical devices (e.g., metaphor, similar, parallelism, repetition, alliteration, etc.) in my speech. (Guru/instruktur/rekan-rekan sejawat/penonton/orangtua telah mendorong kemampuan saya untuk menggunakan perangkat retorik (misalnya, metafora, kesamaan kata, paralelisme, pengulangan, aliterasi, dll.) dalam pidato saya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

10. My teachers/instructors/peers/audience/parents have praised my ability to use different techniques to conclude a speech (e.g., using summary, restatement, or rhetorical questions, etc.). (Guru / instruktur / teman sebaya / audiensi / orang tua saya telah mendorong kemampuan saya untuk menggunakan teknik yang berbeda untuk menyimpulkan pidato (misalnya, menggunakan ringkasan, penyajian kembali, atau pertanyaan retorik, dll.).

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

11. My teachers/instructors/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics. (Guru / instruktur / teman sebaya / audiensi / orang tua saya mendorong kemampuan saya untuk menggunakan bahasa yang tepat (misalnya, kosa kata, struktur tata bahasa) untuk membahas topik yang berbeda.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

12. When giving an English speech in public, I felt nervous (Saya merasa gugup ketika berbicara bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

13. When giving an English speech in public, I got stressed. (Saya merasa tertekan ketika berbicara dengan bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

14. When giving an English speech in public, I got anxious (Saya merasa gelisah ketika berbicara bahasa Inggris di depan umum.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

Konten ini tidak dibuat atau didukung oleh Google.

Questionnaire of Self-Efficacy

Seluruh data dari masing-masing responden adalah rahasia dan tidak akan disebar luaskan kepada yang tidak bertanggung jawab.

Nama : *

septiana marsella

Kelas : *

tbi 4d

Semester genap ditahun 2020/2021 :

2020

Catatan : Diharapkan untuk membaca pertanyaan-pertanyaan di bawah ini dengan seksama berdasarkan dengan rentang jawaban-jawaban yang telah tersedia. Pertanyaan-pertanyaan didesain untuk mengukur kemampuan anda, sehingga tidak ada jawaban benar atau salah pada kondisi ini.

Diharapkan untuk menggunakan skala-skala berikut ini untuk menjawab keseluruhan pertanyaan.

Silahkan pilih skala yang sesuai berdasarkan kemampuan Anda masing-masing

1 : Tidak Pernah/ Never

2 : Jarang/Seldom

3 : Seseekali/Sometimes

4 : Sering/Often

5 : Selalu/Always

1. In the past, when I gave English speeches in public, I introduced a topic clearly. (Pada masa lalu, ketika saya berbicara dengan bahasa Inggris di depan umum, Saya menjelaskan topiknya dengan jelas.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

2. In the past, when I gave English speeches in public, I made my points clear to the audience. (Di masa lalu, ketika Saya berbicara di depan publik, Saya memberikan gambaran yang jelas kepada audiensi.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

3. In the past, when I gave English speeches in public, I organized my speech so that the conclusion flowed logically from what was previously said. (Di masa lalu, ketika Saya berbicara dengan bahasa Inggris di depan khalayak ramai, Saya dapat mengarahkan kesimpulan daripada bahasan saya sehingga dapat berjalan secara logis seperti apa yang ingin saya sampaikan sebelumnya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

4. In the past, when I gave English speeches in public, I addressed a familiar topic effectively. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menyampaikan sebuah berita umum dengan baik.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

5. In the past, when I gave English speeches in public, I used concise language. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menggunakan bahasa yang mudah dimengerti)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

6. When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of the speech with rich evidence. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka mendukung pokok pikiran yang mereka bicarakan dengan bukti yang tepat.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

7. When my peers at my level of English-speaking ability give English speeches in public, I have seen them address a familiar topic effectively. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka menyampaikan topik umum dengan baik)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

8. When my peers at my level of English-speaking ability give English speeches in public, I have seen them organize their speech so that the conclusion flows logically from what was previously said. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka dapat mengorganisir bahasan mereka sehingga kesimpulan berjalan dengan logis sesuai yang mereka inginkan)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

9. My teachers/instructors/peers/audience/parents have praised my ability to employ rhetorical devices (e.g., metaphor, similar, parallelism, repetition, alliteration, etc.) in my speech. (Guru/instruktur/rekan-rekan sejawat/penonton/orangtua telah mendorong kemampuan saya untuk menggunakan perangkat retorik (misalnya, metafora, kesamaan kata, paralelisme, pengulangan, aliterasi, dll.) dalam pidato saya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

10. My teachers/instructors/peers/audience/parents have praised my ability to use different techniques to conclude a speech (e.g., using summary, restatement, or rhetorical questions, etc.). (Guru / instruktur / teman sebaya / audiensi / orang tua saya telah mendorong kemampuan saya untuk menggunakan teknik yang berbeda untuk menyimpulkan pidato (misalnya, menggunakan ringkasan, penyajian kembali, atau pertanyaan retorik, dll.).

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

11. My teachers/instructors/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics. (Guru / instruktur / teman sebaya / audiensi / orang tua saya mendorong kemampuan saya untuk menggunakan bahasa yang tepat (misalnya, kosa kata, struktur tata bahasa) untuk membahas topik yang berbeda.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

12. When giving an English speech in public, I felt nervous (Saya merasa gugup ketika berbicara bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

13. When giving an English speech in public, I got stressed. (Saya merasa tertekan ketika berbicara dengan bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

14. When giving an English speech in public, I got anxious (Saya merasa gelisah ketika berbicara bahasa Inggris di depan umum.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

Konten ini tidak dibuat atau didukung oleh Google.

Questionnaire of Self-Efficacy

Seluruh data dari masing-masing responden adalah rahasia dan tidak akan disebar luaskan kepada yang tidak bertanggung jawab.

Nama : *

Ardian Majid

Kelas : *

7a

Semester genap ditahun 2020/2021 :

8

Catatan : Diharapkan untuk membaca pertanyaan-pertanyaan di bawah ini dengan seksama berdasarkan dengan rentang jawaban-jawaban yang telah tersedia. Pertanyaan-pertanyaan didesain untuk mengukur kemampuan anda, sehingga tidak ada jawaban benar atau salah pada kondisi ini.

Diharapkan untuk menggunakan skala-skala berikut ini untuk menjawab keseluruhan pertanyaan.

Silahkan pilih skala yang sesuai berdasarkan kemampuan Anda masing-masing

1 : Tidak Pernah/ Never

2 : Jarang/Seldom

3 : Sese kali/Sometimes

4 : Sering/Often

5 : Selalu/Always

1. In the past, when I gave English speeches in public, I introduced a topic clearly. (Pada masa lalu, ketika saya berbicara dengan bahasa Inggris di depan umum, Saya menjelaskan topiknya dengan jelas.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

2. In the past, when I gave English speeches in public, I made my points clear to the audience. (Di masa lalu, ketika Saya berbicara di depan publik, Saya memberikan gambaran yang jelas kepada audiensi.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

3. In the past, when I gave English speeches in public, I organized my speech so that the conclusion flowed logically from what was previously said. (Di masa lalu, ketika Saya berbicara dengan bahasa Inggris di depan khalayak ramai, Saya dapat mengarahkan kesimpulan daripada bahasan saya sehingga dapat berjalan secara logis seperti apa yang ingin saya sampaikan sebelumnya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

4. In the past, when I gave English speeches in public, I addressed a familiar topic effectively. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menyampaikan sebuah berita umum dengan baik.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

5. In the past, when I gave English speeches in public, I used concise language. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menggunakan bahasa yang mudah dimengerti)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

6. When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of the speech with rich evidence. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka mendukung pokok pikiran yang mereka bicarakan dengan bukti yang tepat.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

7. When my peers at my level of English-speaking ability give English speeches in public, I have seen them address a familiar topic effectively. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka menyampaikan topik umum dengan baik)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

8. When my peers at my level of English-speaking ability give English speeches in public, I have seen them organize their speech so that the conclusion flows logically from what was previously said. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka dapat mengorganisir bahasan mereka sehingga kesimpulan berjalan dengan logis sesuai yang mereka inginkan)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

9. My teachers/instructors/peers/audience/parents have praised my ability to employ rhetorical devices (e.g., metaphor, similar, parallelism, repetition, alliteration, etc.) in my speech. (Guru/instruktur/rekan-rekan sejawat/penonton/orangtua telah mendorong kemampuan saya untuk menggunakan perangkat retorik (misalnya, metafora, kesamaan kata, paralelisme, pengulangan, aliterasi, dll.) dalam pidato saya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

10. My teachers/instructors/peers/audience/parents have praised my ability to use different techniques to conclude a speech (e.g., using summary, restatement, or rhetorical questions, etc.). (Guru / instruktur / teman sebaya / audiensi / orang tua saya telah mendorong kemampuan saya untuk menggunakan teknik yang berbeda untuk menyimpulkan pidato (misalnya, menggunakan ringkasan, penyajian kembali, atau pertanyaan retorik, dll.).

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

11. My teachers/instructors/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics. (Guru / instruktur / teman sebaya / audiensi / orang tua saya mendorong kemampuan saya untuk menggunakan bahasa yang tepat (misalnya, kosa kata, struktur tata bahasa) untuk membahas topik yang berbeda.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

12. When giving an English speech in public, I felt nervous (Saya merasa gugup ketika berbicara bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

13. When giving an English speech in public, I got stressed. (Saya merasa tertekan ketika berbicara dengan bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

14. When giving an English speech in public, I got anxious (Saya merasa gelisah ketika berbicara bahasa Inggris di depan umum.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

Konten ini tidak dibuat atau didukung oleh Google.

Questionnaire of Self-Efficacy

Seluruh data dari masing-masing responden adalah rahasia dan tidak akan disebar luaskan kepada yang tidak bertanggung jawab.

Nama : *

Debi agustina

Kelas : *

TBI 4D

Semester genap ditahun 2020/2021 :

Semester 4

Catatan : Diharapkan untuk membaca pertanyaan-pertanyaan di bawah ini dengan seksama berdasarkan dengan rentang jawaban-jawaban yang telah tersedia. Pertanyaan-pertanyaan didesain untuk mengukur kemampuan anda, sehingga tidak ada jawaban benar atau salah pada kondisi ini.

Diharapkan untuk menggunakan skala-skala berikut ini untuk menjawab keseluruhan pertanyaan.

Silahkan pilih skala yang sesuai berdasarkan kemampuan Anda masing-masing

1 : Tidak Pernah/ Never

2 : Jarang/Seldom

3 : Sese kali/Sometimes

4 : Sering/Often

5 : Selalu/Always

1. In the past, when I gave English speeches in public, I introduced a topic clearly. (Pada masa lalu, ketika saya berbicara dengan bahasa Inggris di depan umum, Saya menjelaskan topiknya dengan jelas.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

2. In the past, when I gave English speeches in public, I made my points clear to the audience. (Di masa lalu, ketika Saya berbicara di depan publik, Saya memberikan gambaran yang jelas kepada audiensi.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

3. In the past, when I gave English speeches in public, I organized my speech so that the conclusion flowed logically from what was previously said. (Di masa lalu, ketika Saya berbicara dengan bahasa Inggris di depan khalayak ramai, Saya dapat mengarahkan kesimpulan daripada bahasan saya sehingga dapat berjalan secara logis seperti apa yang ingin saya sampaikan sebelumnya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

4. In the past, when I gave English speeches in public, I addressed a familiar topic effectively. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menyampaikan sebuah berita umum dengan baik.)

	1	2	3	4	5	
Never	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

5. In the past, when I gave English speeches in public, I used concise language. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menggunakan bahasa yang mudah dimengerti)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

6. When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of the speech with rich evidence. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka mendukung pokok pikiran yang mereka bicarakan dengan bukti yang tepat.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

7. When my peers at my level of English-speaking ability give English speeches in public, I have seen them address a familiar topic effectively. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka menyampaikan topik umum dengan baik)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

8. When my peers at my level of English-speaking ability give English speeches in public, I have seen them organize their speech so that the conclusion flows logically from what was previously said. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka dapat mengorganisir bahasan mereka sehingga kesimpulan berjalan dengan logis sesuai yang mereka inginkan)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

9. My teachers/instructors/peers/audience/parents have praised my ability to employ rhetorical devices (e.g., metaphor, similar, parallelism, repetition, alliteration, etc.) in my speech. (Guru/instruktur/rekan-rekan sejawat/penonton/orangtua telah mendorong kemampuan saya untuk menggunakan perangkat retorik (misalnya, metafora, kesamaan kata, paralelisme, pengulangan, aliterasi, dll.) dalam pidato saya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

10. My teachers/instructors/peers/audience/parents have praised my ability to use different techniques to conclude a speech (e.g., using summary, restatement, or rhetorical questions, etc.). (Guru / instruktur / teman sebaya / audiensi / orang tua saya telah mendorong kemampuan saya untuk menggunakan teknik yang berbeda untuk menyimpulkan pidato (misalnya, menggunakan ringkasan, penyajian kembali, atau pertanyaan retorik, dll.).

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

11. My teachers/instructors/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics. (Guru / instruktur / teman sebaya / audiensi / orang tua saya mendorong kemampuan saya untuk menggunakan bahasa yang tepat (misalnya, kosa kata, struktur tata bahasa) untuk membahas topik yang berbeda.)

	1	2	3	4	5	
Never	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

12. When giving an English speech in public, I felt nervous (Saya merasa gugup ketika berbicara bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Always

13. When giving an English speech in public, I got stressed. (Saya merasa tertekan ketika berbicara dengan bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

14. When giving an English speech in public, I got anxious (Saya merasa gelisah ketika berbicara bahasa Inggris di depan umum.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

Konten ini tidak dibuat atau didukung oleh Google.

Questionnaire of Self-Efficacy

Seluruh data dari masing-masing responden adalah rahasia dan tidak akan disebar luaskan kepada yang tidak bertanggung jawab.

Nama : *

Imam wicaksono

Kelas : *

6B

Semester genap ditahun 2020/2021 :

4

Catatan : Diharapkan untuk membaca pertanyaan-pertanyaan di bawah ini dengan seksama berdasarkan dengan rentang jawaban-jawaban yang telah tersedia. Pertanyaan-pertanyaan didesain untuk mengukur kemampuan anda, sehingga tidak ada jawaban benar atau salah pada kondisi ini.

Diharapkan untuk menggunakan skala-skala berikut ini untuk menjawab keseluruhan pertanyaan. Silahkan pilih skala yang sesuai berdasarkan kemampuan Anda masing-masing

- 1 : Tidak Pernah/ Never
- 2 : Jarang/Seldom
- 3 : Sese kali/Sometimes
- 4 : Sering/Often
- 5 : Selalu/Always

1. In the past, when I gave English speeches in public, I introduced a topic clearly. (Pada masa lalu, ketika saya berbicara dengan bahasa Inggris di depan umum, Saya menjelaskan topiknya dengan jelas.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

2. In the past, when I gave English speeches in public, I made my points clear to the audience. (Di masa lalu, ketika Saya berbicara di depan publik, Saya memberikan gambaran yang jelas kepada audiensi.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

3. In the past, when I gave English speeches in public, I organized my speech so that the conclusion flowed logically from what was previously said. (Di masa lalu, ketika Saya berbicara dengan bahasa Inggris di depan khalayak ramai, Saya dapat mengarahkan kesimpulan daripada bahasan saya sehingga dapat berjalan secara logis seperti apa yang ingin saya sampaikan sebelumnya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

4. In the past, when I gave English speeches in public, I addressed a familiar topic effectively. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menyampaikan sebuah berita umum dengan baik.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

5. In the past, when I gave English speeches in public, I used concise language. (Di masa lalu, ketika Saya berbicara bahasa Inggris di depan umum, Saya menggunakan bahasa yang mudah dimengerti)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

6. When my peers at my level of English-speaking ability give English speeches in public, I have seen them support the central idea of the speech with rich evidence. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka mendukung pokok pikiran yang mereka bicarakan dengan bukti yang tepat.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

7. When my peers at my level of English-speaking ability give English speeches in public, I have seen them address a familiar topic effectively. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka menyampaikan topik umum dengan baik)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

8. When my peers at my level of English-speaking ability give English speeches in public, I have seen them organize their speech so that the conclusion flows logically from what was previously said. (Ketika rekan-rekan sejawat bahasa Inggris saya berbicara dengan bahasa Inggris di depan umum, Saya melihat mereka dapat mengorganisir bahasan mereka sehingga kesimpulan berjalan dengan logis sesuai yang mereka inginkan)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

9. My teachers/instructors/peers/audience/parents have praised my ability to employ rhetorical devices (e.g., metaphor, similar, parallelism, repetition, alliteration, etc.) in my speech. (Guru/instruktur/rekan-rekan sejawat/penonton/orangtua telah mendorong kemampuan saya untuk menggunakan perangkat retorik (misalnya, metafora, kesamaan kata, paralelisme, pengulangan, aliterasi, dll.) dalam pidato saya.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

10. My teachers/instructors/peers/audience/parents have praised my ability to use different techniques to conclude a speech (e.g., using summary, restatement, or rhetorical questions, etc.). (Guru / instruktur / teman sebaya / audiensi / orang tua saya telah mendorong kemampuan saya untuk menggunakan teknik yang berbeda untuk menyimpulkan pidato (misalnya, menggunakan ringkasan, penyajian kembali, atau pertanyaan retorik, dll.).

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

11. My teachers/instructors/peers/audience/parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics. (Guru / instruktur / teman sebaya / audiensi / orang tua saya mendorong kemampuan saya untuk menggunakan bahasa yang tepat (misalnya, kosa kata, struktur tata bahasa) untuk membahas topik yang berbeda.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

12. When giving an English speech in public, I felt nervous (Saya merasa gugup ketika berbicara bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

13. When giving an English speech in public, I got stressed. (Saya merasa tertekan ketika berbicara dengan bahasa Inggris di depan umum)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Always

14. When giving an English speech in public, I got anxious (Saya merasa gelisah ketika berbicara bahasa Inggris di depan umum.)

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

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IAIN EDIRUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA

Eka Sepriawati

NIM

18511022

FAKULTAS/PRODI

TARBIYAH / TADDIS BAHASA INGGRIS

PEMBIMBING I

Rihartoro, SS M.Pd

PEMBIMBING II

Jumahol Hidayah, M.Pd

JUDUL SKRIPSI

Student Self-efficacy and their english speaking skills (A correlation study of English Tadris program of IAIN Cemp)

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



IAIN EDIRUP

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA

Eka Sepriawati

NIM

18511022

FAKULTAS/PRODI

TARBIYAH / TADDIS BAHASA INGGRIS

PEMBIMBING I

Rihartoro, SS M.Pd

PEMBIMBING II

Jumahol Hidayah, M.Pd

JUDUL SKRIPSI

Student self efficacy and their english speaking skills (A correlation study of English Tadris program of IAIN Cemp)

Kami berpendapat bahwa skripsi ini sudah dapat diujikan untuk ujian skripsi IAIN Cemp.

Pembimbing I,

Rihartoro, SS M.Pd
NIP. 1975 08 20 2008 011 004

Pembimbing II,

Jumahol Hidayah, M.Pd
NIP. 1978 02 24 2002 12 200 2



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	Rabu, 24 Maret 21	1. Penguatan teori 2. Pembahasan judul		
2	Rabu, 17 Feb 21	1. Benari cover & penulisan 2. Benari background 3. Kait pengantar tiap sub bab		
3	Kamis, 2 Sep 21	Charity how h design instrumen		
4	Kamis, 16 Jun 22	ACC Sidang Munqafah	An. Purndi	
5	Senin, 1 Feb 22	Adaptasi angket dan can teori	An. Purndi	
6	Senin, 21 Mar 22	Jenis test speaking	An. Purndi	
7	Rabu, 27 April	Pengolahan data dan manuscript research	An. Purndi	
8			An. Purndi	



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	Tamat, 23 April 21	Perbaiki penyempurnaan ide penulisan		
2	Selasa, 22 Juni 21	1. masalah tipe bahasa 2. kait & ditambahkan 3. layout bab 3		
3	Rabu, 17 Jun 22	1. masalah him grid questionnaire 2. kait & ditambahkan		
4	Senin, 7 Feb 22	Adaptasi angket, can teori instrumen		
5	Senin, 21 Mar 22	Tambah jenis test yang digunakan disesuaikan perlevel		
6	Rabu, 23 April 22	Pengolahan data, manuscript research question		
7	Rabu, 15 Juni 22	ACC Sidang Munqafah		
8				

BIOGRAPHY



Eka Sepritawati was born in Curup on September 11th 1999. She is a daughter of Mr. Rudi Topo Setiawan and Mrs. Megawati. She has no brother and sister. She finished her elementary school at SDN 06 Ketahun, Bengkulu Utara. Graduated in 2013. Then, she continued his study to Junior High School at MTsN 01 Ketahun, Bengkulu Utara. Graduated in 2015. Then, she carried on to Senior High School SMAN 4 Rejang Lebong and graduated in 2018. After that, she decided to entering Institute College for Islamic studies (IAIN) Curup and chose English Study Program as her major.