

**FACTOR INFLUENCING STUDENTS' SELF-EFFICACY IN SPEAKING  
CLASS AT ENGLISH TADRIS STUDY PROGRAM IAIN CURUP**

**THESIS**

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



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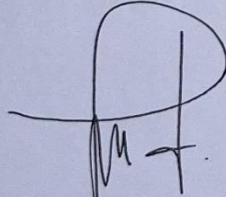
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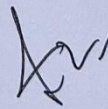
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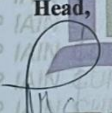
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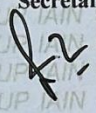
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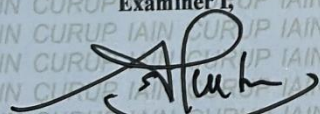
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## **ABSTRACT**

**Mia Agustia** : **Factor Influencing Students' Self-Efficacy in Speaking Class At English Tadris Study Program IAIN Curup**

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This study aims to determine the factors that influence students' self-efficacy in speaking class. This research was conducted at English Tadris Study Program in IAIN Curup. The population of this study were all active students of English tadris study program in IAIN Curup 2024/2025 academic year. The researcher use total sample of this study was 118 students third and fifth semester who took speaking courses. The design of this study was quantitative research involving 118 TBI students in IAIN Curup. The data collected were analyzed with quantitative descriptive procedures and used central tendency computerized with microsoft excel. Furthermore, it was found that all factors is in moderate to high category influencing students' self-efficacy percentage 12,21%-76,69% and low influencing about 10,60%. These factors have a high influence on self-efficacy with and have a contribution to building self-efficacy.

**Keywords:** Self-efficacy,Factor influencing Self-efficacy,Speaking Class

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## CHAPTER I

### INTRODUCTION

#### A. **Background of The Reasearch**

Speaking is part of the tools in communication. It supports someone use expressions to express their thoughts and feelings so that the listener can comprehend what talker is saying. Beyond have competent in oral skills, Speaking depends on the complexity of the information to be communicated quoted by Brown and Yule in Alawiyah.<sup>1</sup> 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 also it will help people who come from different countries to be easier when making communication and to avoid misunderstanding among native or non-native English speakers.

In the real of education, particulary in the teaching and learning process, speaking plays an important role. White argues that language is an integral part of learning and oral language has a key role in classroom teaching and learning. It means that speaking will

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<sup>1</sup> Alawiyah Tutik, *Speaking Self-Efficacy and EFL Suden Teachers' Speaking Achievement*, (Palembang: Edukasi, 2018), p:87

help teaching and learning more effective for teacher and students<sup>2</sup>. It shows that English speaking ability is very important, not only in work field but also in teaching and learning in the English class.

Speaking should be studied and mastered by students, as it is an essential skill in mastering English. Students learn spoken English not only to communicate effectively but also to boost their confidence in using the language in real-life situations. When learning speaking in the classroom, students should be encouraged to practice speaking as much as possible.

Actively engaging in speaking activities during lessons can motivate students to improve their skills and build a sense of accomplishment. This active involvement is closely linked to self-efficacy, One of the key internal factors that influences students' performance in speaking classes is self-efficacy, a term coined by psychologist Albert Bandura, students who believe in their ability to speak well are more likely to engage confidently in conversations.<sup>3</sup> Because self-efficacy controls students' ability to speak English. Based on previous research by Eka Sepriwati in her research most students do not want to speak in English because they are not confident in their ability to speak English so they are not confident

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<sup>2</sup> Ibid,h.87

<sup>3</sup> Bandura, A. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* ,New York : Academic Press,1994,(Vol. 4, p. 71-81).

to speak in front of the audiences.<sup>4</sup> That is why self-efficacy is so important for students .

Self-efficacy also can affect students' English speaking skill, because people will often try to learn and complete tasks that they believe will be successful. But based on the findings, students have high self-efficacy, meaning they can achieve greater results because they are motivated, have clear goals, have stable emotions and can complete an activity successfully can complete the speaking task successfully.<sup>5</sup> Its means that with self-efficacy students can believe in their own abilities and self-efficacy also increase students in learning, motivation, and performance so that students can complete tasks and have goals to achieve ,in other words students who have good self-efficacy can develop students' English speaking skills..

Therefore self- efficacy for students must be developed. Bandura mentions that self-efficacy concern with someone's perception about capability to create his/her own achievement. Self-efficacy is “ people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance<sup>6</sup>. From the explanation about we know that self-efficacy describes individuals' beliefs in their own capabilities.

Based on Badura self-efficacy divided three types namely

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<sup>4</sup> Sepriwati,Eka, Thesis:”*Students 'Self-Efficacy and Their English Speaking Skill*”(Curup:E-Thesis IAIN Curup,2022),p.3

<sup>5</sup> Ibid,p.46-47

<sup>6</sup> Ibid,p.3

high self-efficacy, moderate and low self-efficacy. High self-efficacy are those who understand their capacities and successfully plan their activities while persons with low self-efficacy are unable to perform their assignment<sup>7</sup>. It means that, People with a high level of self-efficacy always think optimistically. Individuals trust in their abilities to solve difficulties and think they can accomplish anything. It means that students with high self-efficacy are always active in class discussions, not afraid of making mistakes, and feel confident even when speaking. When given a speaking task, they prepare well and speak clearly without anxiety.

Moderate self-efficacy reflects a balanced belief in one's capabilities to succeed in specific situations.<sup>8</sup> The student with moderate self-efficacy felt confident when the topic was familiar and she was prepared, but anxious when talking about a new topic or in front of many people. Despite participating often, he sometimes feels hesitant and needs encouragement or positive feedback to be more confident. People with a low self-efficacy lack ambition and dedication to achieve their goals. Furthermore, those with low self-efficacy do not consider how to approach a tough assignment.

Furthermore, based on preliminary in the English education

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<sup>7</sup> Bandura, A. "Self-efficacy mechanism in human agency", *American Psychologist*, 37, 122-147, 1982, p. 122.

<sup>8</sup> *Ibid.*, p. 123

program IAIN Curup there are students who have difficulty in speaking English in speaking class, in English classes there are usually students who actively speak and who are passive or silent when in speaking class. Based on result of survey from some students who are difficult to speak when in class because they hesitate to speak, feel anxious, not confident than students who actively speak English in class, students who active speaking in class they have good speaking skills, do not hesitate and are confident even though they feel anxious but can be overcome. In other words, students who are rarely speak English in speaking class lack confidence in their own abilities, while students who actively speak are more confident in their own abilities and their speaking ends successfully. It can be said that students have high and low belief or self-efficacy in their own abilities, therefore students who have low belief or self-efficacy in their abilities tend to have low ambition and dedication so that they do not participate in English discussions, avoid situations that require speaking English, do not make efforts to improve speaking skills, lack confidence in speaking English, do not take risks to speak English compared to students who have high self-efficacy in their abilities. If this continues, they will not have the opportunity to improve their speaking skills.

From the description above, and in accordance with the title taken by the researcher, that is what factors influencing student self-

efficacy which makes self-efficacy between students in the English class different. So there are several factors that cause self-efficacy in their own abilities experienced by students, namely Mastery experience, Vicarious Experience, verbal persuasion, Physiological and Emotional States, therefore the researcher wants to find out what are the causes or factors that influence this.

According on the background above the researcher would like to carry a research by the title “**Factor Influencing Studets’Self-efficacy in Speaking Class at English Tadris Study Program in IAIN Curup**”



## **B. Research Questions**

According to the background of study and the title decided, there are some Questions which absolutely focus on the problem of this research:

1. How is mastery experience influencing students' self-efficacy in speaking class?
2. How is vicarious experience influencing students' self-efficacy in speaking class?
3. How is social persuasion influencing students' self-efficacy in speaking class?
4. How is physiological and emotional states influencing students' self-efficacy in speaking class?

## **C. Objective of The Research**

Based on formulation of the problems above, the research is going to reach the following objectives:

1. To know how is mastery experience influencing students' self-efficacy in speaking class.
2. To know how is vicarious experience influencing students' self-efficacy in speaking class.
3. To know how is social persuasion influencing students' self-efficacy in speaking class.
4. To know how is physiological and emotional states influencing students' self-efficacy in speaking class.

## **D. Operational Definition**

## 1. Self-Efficacy

Based Bandura in Ramachaudran self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that after their lives.<sup>9</sup> It means that self-efficacy is an individual's belief and confidence in his own ability to complete or successfully complete the tasks and problems he/she faces in achieving his/her goals. In this research self- efficacy are shown in responses to a questionnaire given to students about factors influencing students in speaking class.

There were four factors influencing self-efficacy students in speaking:

### a. Mastery Experience

Individuals evaluate their personal accomplishments based on their interpretations of success and failure in designated tasks.<sup>10</sup> It means that mastery experience is people assess their own personal accomplishment and generate ideas about their own abilities in a designated level by two ways of interpretation. In this research mastery

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<sup>9</sup> Bandura, A. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior*, New York : Academic Press,1994,(Vol. 4, p. 71-81).

<sup>10</sup>Paradewi,D.S,*Investigating Students' Self-efficacy of Public Speaking*,International Journal of Education and Research,2017,p.99.

experience can be measured by assessing an individual's self-reported success and confidence in completing similar tasks in the past, including their perceived authenticity and significance of those experiences

b. Vicarious Experience

According Bandura vicarious experience is experiences that are shaped by observing the experiences of social models or friends whom they consider competent and intelligent.<sup>11</sup> In this research this can be measured by assessing the extent to which individuals report learning from observing others.

c. Verbal Persuasion

Verbal persuasion refers to receiving feedback, judgments, and appraisals from others about the related task quoted Usher & Pajares in Dirta.<sup>12</sup> In this research verbal persuasion can be measured by assessing the frequency, quality, and impact of verbal feedback an individual receives about their task performance.

d. Physiological and Emotion States

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<sup>11</sup> Bandura, A., *Self-Efficacy: The Exercise Of Control*. Stanford University, New York, NY: Freeman, 1977. p.86.

<sup>12</sup> Dirta, Investigating Students' Self-Efficacy Of Public Speaking, *International Journal of Education and Research*, 2017. p.100

According Bandura physiological and emotional states is person's physical and emotional conditions state on their self-efficacy such as, good or bad mood, and other elements such as nervous, anxiety, stress and others with poor performance.<sup>13</sup>In this research physiological and emotional states can be measured by assessing individuals' self-reported physical and emotional states prior to performing a particular task, i.e. their level of fatigue, anxiety, and other relevant physical and emotional states, as well as the perceived impact of these states on their task performance.

## 2. Speaking Class

Speaking class is where the instructor teaches students about speaking, with the hope that students in the speaking class can speak English well according to the teachings that have been taught. not only that, the next hope is that students will be able to communicate with each other using English.<sup>14</sup> Speaking class is where the instructor teaches students about speaking, with the hope that students in speaking class can speak English well according to the

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<sup>13</sup> Bandura, Op. Cit, p.106

<sup>14</sup> Tri Nengsi Puspita Sari: Thesis, "An Analysis Of English Studets' Motivation In Speaking Class During New Normal Era", (Bengkulu, 2021)

teachings that have been taught. not only that, the next hope is that students are able to communicate with each other using English.

In this study speaking class has several activities carried out to improve speaking skills, specifically students learning to speak English, teachers or lecturers who teach English speaking and assessments carried out both from teachers or lecturers to find out the extent of the capability of students in mastering lessons and for students they can do learn better when they know how to be assessed.

#### **E. Significances of The Research**

The result of this research are expected to give both theoretical and practical benefits as follows:

Theoretically, The results of this study will deepen and broaden our understanding of the theory of self-efficacy and the factors that affect students' self-efficacy in speaking classes. By examining the elements influencing students' self-efficacy in speaking, this study is anticipated to be beneficial for speaking instruction and learning. especially for the English Tadris Study Program of IAIN Curup, for teachers who are interested in teaching English will better understand and know good techniques and methods in teaching English.

Practically, the author hopes that the results of this research can be useful.

1. For the teacher/lecturer

- a. This research is expected to provide information to English teachers/lecturers about students' self-efficacy and factors that influence students' self-efficacy so that students' speaking ability can improve.
- b. To improve better techniques in improving students' self-efficacy in speaking English.

2. For the students

To inform the information to students about the factors that affect their self-efficacy so that students in speaking English can be better and can increase students' English skills.

3. For the researcher

- a. The writer knows the factors influencing students' self-efficacy in speaking English class
- b. To develop technique of teaching as a candidate of English educator.

## **F. Limitation of the Research**

In order not to be too broad, this study concentrates on the third, and fifth semesters of English Tadris Study Program At IAIN Curup while taking speaking courses. The emphasis of this study is on the four factors that influence students' self-efficacy in speaking class.

## **G. Organization of Writing**

The research consist of three chapters. They are arranged systematically as follow; Chapter I is introduction that includes background of the research, Research questions, Objective of the research, Operational definitions and Significances of the research. Chapter II is review of the related literature that includes review of related study, self-efficacy, factors influencing self-efficacy and self-efficacy in speaking. Chapter III is research method that includes kind of research, population and sample, techniques of collecting data, validity and reliability and technique of data analysis. Chapter IV is finding and discussion of the research and chapter V is Conclusion and suggestion of the research.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Review of Related Theories

##### 1. Self-Efficacy

###### a. Definition Self-Efficacy

Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave.<sup>15</sup> It is a fundamental determinant of behavior in school, sports, and social relationship” quoted Bohlin.<sup>16</sup> In addition, it is determined as the capacity to produce desired effects by their own actions from Al-baddareen, Ghaith, & Akour.<sup>17</sup> Students who have high self-efficacy have curiosity, assured, and like a challenge. In other words, it consists of strength of mind or how to behave towards something.

Self-efficacy is a more specific and contextual assessment of capabilities. for example, a student taking a test on grammar believes that they can do well on the test, for example, "I'm I can get an A". In other words, self-efficacy can be defined as person's belief in their

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<sup>15</sup> V. S. Ramachaudran (Ed.),loc.cit.

<sup>16</sup> Bohlin,Gunalia. *Disorganized Attachment and Inhibitory Capacity: Predicting Externalizing Problem Behaviors*. Springer Science.2012.p.1

<sup>17</sup> Al-baddareen, Ghaith, Akour. *Self-Efficacy, Achievement Goals, and Metacognition as Predicators of Academic Motivation*.Science Direct.2015.p.2



ability to do what they do. It can be defined as a person's belief in their ability to do what they do, e.g. to achieve goals and complete tasks efficiently. Self-efficacy can also be defined as a person's belief in their ability to control their life and achieve their goals Desmaliza & Septiani.<sup>18</sup>

Based on the various definitions of self-efficacy given by these experts, the researcher concludes that self-efficacy is an individual's belief and confidence in his own ability to complete or successfully complete the tasks and problems he faces in achieving his goals. Self-efficacy does not measure an individual's actual ability, but rather an individual's belief in his or her ability to do something. Self-efficacy beliefs can have a direct impact on individual effort and activity, and are therefore useful as predictors of future performance and ability.

#### **b. Classification of Self-efficacy**

Self-efficacy is divided into three categories, namely high self-efficacy moderate and low self-efficacy. Low self-efficacy, as defined by Albert Bandura, refers to the belief that one lacks the ability to perform well in specific situations or accomplish tasks.<sup>19</sup> People who have low self-efficacy believe that the task given is hard and they build strong disagreement choice to finish the task. Low self-efficacy in speaking refers to the belief that one lacks the ability

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<sup>18</sup> Desmaliza and Septiani,op.cit,p.123

<sup>19</sup> Bandura,op.cit.,p 206.

to perform well in speaking tasks. People who have low self-efficacy believe that the task given is hard and they build strong disagreement choice to finish the task. Low self-efficacy effect people ability in speaking tends to have low self confident when speaking English, low self-confidence in one's ability to complete foreign language learning assignments can affect how much effort is put out during the process, which lowers accomplishment in the language. It means that low self-efficacy greatly affects one's ability and has a negative impact on student achievement therefore students must improve their self-efficacy so that their abilities also increase.

Moderate self-efficacy plays a significant role in the learning process, especially in language acquisition, such as speaking English. Individuals with moderate self-efficacy believe in their ability to succeed but may still feel uncertain about the level of difficulty or the potential for failure.<sup>20</sup> These learners tend to approach tasks with a reasonable amount of confidence, are more likely to persist in challenging situations, and seek opportunities for improvement. For instance, a student with moderate self-efficacy might feel confident enough to participate in conversations but may still hesitate in more complex or unfamiliar scenarios. This balanced belief in one's abilities encourages engagement without

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<sup>20</sup> Bandura, *ASelf-efficacy: The exercise of control*. New York: Freeman. 1997 pp. 38-40.

overwhelming anxiety or complacency, fostering steady progress in speaking skills. Research suggests that moderate self-efficacy helps maintain motivation, especially in environments where learners are exposed to both successes and setbacks. By fostering a sense of achievable growth, moderate self-efficacy allows learners to continue practicing and improving their skills, ultimately leading to increased fluency and confidence over time.

On the contrary, people who have high self-efficacy tend to enjoy tasks and engage in them willingly. According to Bandura in Abdullah, a person with high self-efficacy will perform better because they are highly motivated, have clear goals, stable emotions, and are able to provide a performance for a task or mindset effectively.<sup>21</sup> A strong self-efficacy individual will blame other forces for their failures. Those with high self-efficacy understand their capacities and successfully plan their activities, whereas individuals with low self-efficacy by Alay and Triantoro.<sup>22</sup> Struggle to perform their assignments effectively.

High self-efficacy in speaking involves the belief that one can communicate and express oneself effectively in a language. Consequently, individuals with high self-efficacy in speaking are

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<sup>21</sup>Abdullah, Sri. *Social Cognitive Theory : A Bandura Thought Review published in 1982-2012*, PSIKODIMENSIA, Vol 18, No. 1, 2019,p.94.

<sup>22</sup> Alay Ahmad and Triantoro Safaria, "Effect of Self-Efficacy on students' Academic Performance", Journal of Educational, Health and Community Psychology, Vol.2, No 1, 2013, 19

more motivated to participate in speaking activities and generally perform better. Students with high self-efficacy in problem-solving are more persistent than those with low self-efficacy. Furthermore, high self-efficacy helps individuals manage stress and anxiety related to speaking, making them more resilient in challenging communication situations. As noted by Maddux and Stanley, individuals with high self-efficacy are less depressed, less anxious, and more persistent.<sup>23</sup> High self-efficacy is associated with superior performance in speaking tasks, leading to more effective communication and a reduced fear of making mistakes. Students who have high self-efficacy can overcome some obstacles in learning a foreign language when facing barriers in learning a foreign language they attribute this failure to a lack of commitment, knowledge and skills by Chen.<sup>24</sup>

It means that ,People with a high level of self-efficacy always think optimistically. Individuals trust in their abilities to solve difficulties and think they can accomplish anything. People with a low self-efficacy they lacked ambition and dedication to achieve their aim. Furthermore, those with low self-efficacy do not consider how to approach a tough assignment.

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<sup>23</sup> Maddux and Stanley,*Self-efficacy Theory in Contemporary Psychology: An Overview*, Journal of Social and Clinical Psychology,1986,p.251.

<sup>24</sup> Chen, *The Relationship Between EFL Learners' Self-Efficacy Beliefs and English Performance*, Florida State University Libraries,2007,p.50.

### c. Self-activated processes

Bandura asserts that four processes (cognitive processes, motivational processes, affective processes, and selection processes) influence human behavior through self-efficacy, there were four processes of self-efficacy.<sup>25</sup>

#### 1. Cognitive process

According to Bandura , cognitive process of execution is created before to beginning any tough or complex endeavour. Self-efficacy has a significant impact on these cognitive process. Individuals who have a high level of self-efficacy tend to take on challenges because they see themselves as successful and capable of finishing the work. They will therefore be more likely to overcome obstacles consistently and find a way to accomplish their objectives. Conversely, those who have low self-efficacy are more likely to think about failing before taking on a difficult activity, which raises the likelihood that they won't succeed. <sup>26</sup>They shun the tasks at hand or fail when they attempt them because they don't believe in themselves and doubt their ability. Therefore cognitive process influences low or high person's self-efficacy.

#### 2. Motivational Processes

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<sup>25</sup> Bandura in V.S.Ramachaudran (Ed),op.cit.p.314

<sup>26</sup> Ibid.p.316

Through anticipatory thinking and future-oriented prediction, cognitive processes and motivational processes are tightly related. Those who have high self-efficacy tend to believe that their earlier failures were the result of insufficient effort. As a result, individuals work harder and are more driven to succeed the next time they set a goal for themselves. Conversely, those who have low self-efficacy believe that their incapacity is the primary reason behind their failure, which erodes their willpower and drive. based on Bandura when faced with hardship, they lack desire and exhibit poor perseverance.<sup>27</sup>

### 3. Affective Processes

The degree of stress or anxiety that people experience in trying circumstances in their life is influenced by their belief in their capacity to overcome challenges and challenging circumstances, as well as their ability to regulate their thoughts. A optimistic outlook forms when one has a high degree of self-efficacy, and good ideas follow. On the other hand, defeatist thought patterns and "magnification of possible threats" are traits associated with low self-efficacy.<sup>28</sup>

### 4. Selection Processes

Similar to other processes, selection processes also rely on self-

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<sup>27</sup> Bandura, *Self-efficacy in Changing Societies*, Cambridge University Press, 1995, p.6-7

<sup>28</sup> Bandura in V.S.Ramachaudran (Ed), op.cit.p.317

efficacy. Individuals typically like to place themselves in circumstances where they feel confident in their ability to succeed. Based on Bandura people with high levels of self-efficacy are endowed with the capacity to rise to adversities in life. Even though they don't have the potential, their strong sense of drive and tenacity allow them to overcome their weaknesses and accomplish their goal. Conversely, those with poor self-efficacy attempt to avoid challenging circumstances; worse yet, they could choose not to take on a task if they have doubts about its success.<sup>29</sup>

#### **d.Factors Influencing Self-Efficacy**

Bandura states that idea from the self-efficacy theory introduces the four factors which influence of self-efficacy and suggests that the development of self-efficacy stems from four different sources including mastery experiences, vicarious experiences, social persuasions, and physiological and affective states.<sup>30</sup>

##### **1. Mastery Experience**

Individuals evaluate their personal accomplishments based on their interpretations of success and failure in designated tasks.<sup>31</sup> In other words mastery experience is how people assess their own result personal accomplishment in a designated level by

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<sup>29</sup> Bandura,op.cit.p.10-11

<sup>30</sup>Bandura,A.Self-Efficacy: Toward a unifying theory of behavioral change,Psychology Review, 84(2), 1977,p.191.

<sup>31</sup>Paradewi,D.S,loc.cit

two ways of interpretation. People who have already assessed their own strategies in learning may have successful and unsuccessful results. Those who have a successful results develop a high sense of confidence about their abilities. In this instance, mastery experience is achievement or the students' mastery in addition to the success experience that is gained when people succeed in completing at least some of a task by Heslin and Klehe.<sup>32</sup>

In order for self-efficacy to be formed, a person must have faced tough challenges, which can be resolved with hard work and persistence. In addition to being determined by success and failure, the development of self-efficacy can be determined by errors in evaluating oneself. If in daily life what is always remembered is a bad experience, it will assume that self-efficacy will be low. Conversely, despite frequent failures but continuously trying to improve performance, then self-efficacy will increase. The collection of past experiences will determine self-efficacy through cognitive representations, which include; memories of the frequency of success and failure, their temporary patterns, and in what situations success and failure occur happened.

The existence of a less good experience will make students

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<sup>32</sup> Heslin and Klehe, Encyclopedia of Industrial/Organization Psychology. *Self-efficacy*. 2, p. 706.



feel anxious or depressed in learning so that it will reduce their self-efficacy, but it can also be used as an example for later and not too excessive in the anxiety. students will respond to this anxiety with self-improvement, so that self-efficacy will increase. This is in accordance with the theory presented by Alwisol in Amelia et.al suggests that achieving success will have a different impact based on the process of how to achieve it. where the experience of success is an achievement that has been achieved in the past.<sup>33</sup>

Mastery experience is an essential factor that influences students' self-efficacy in speaking class. This factor is reflected through *repeated successful performance*, where students who repeatedly succeed in speaking tasks become more confident in their abilities. Each success they experience builds a positive perception of their capability to master the given material. Additionally, *academic success*, such as achieving high scores in speaking tests or exams, further strengthens students' belief in their skills. This academic success serves as concrete evidence that they can meet expected standards.<sup>34</sup> Finally, to see

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<sup>33</sup> Amelia, et.al, "Faktor-faktor yang berhubungan dengan self-efficacy dalam kegiatan pembelajaran siswa SMP Kartini 2 kota batam", zona kedokteran, 2022, p.218

<sup>34</sup> Alicia L. Johnson "Exploration of Factors Affecting the Self-Efficacy of Asynchronous Online Learners: a Mixed Methods Study" (Blacksbrugh: Virginia Polytechnic Institute 2017), p.17

*improvement ability* <sup>35</sup>in their speaking skills adds to students' self-confidence. Successful performances increase individuals' confidence and reinforce their belief in their abilities, fostering persistence and skill development.<sup>36</sup> When students recognize that they are increasingly able to communicate effectively and understand effective speaking techniques, they feel assured that their speaking abilities can continue to develop with the right practice and experience.

Relating to speaking, the students in the speaking class gain mastery experience when they participate in discussions with their peers in the speaking class and also try to deliver speeches in front of their classmates. When they succeed in actively participating in discussions and delivering speeches successfully their self-efficacy is likely to increase. The successful mastery experience increased self-efficacy which has a positive impact on successfully completing future tasks, which is mastery experience, a key source of self-efficacy in Bandura's theory, significantly shapes an individual's perception of their abilities, especially in skill-based tasks like speaking English. Confidence in delivering well-organized, structured speeches is another

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<sup>36</sup> Bandura.A.,*Self-Efficacy: The Exercise of Control*, W.H. Freeman and Company. 1997,P.80-82

indicator of mastery. This confidence is often accompanied by the ability to maintain appropriate posture and body language while speaking, signaling non-verbal competence and control. A person's perception of their ability to speak fluently and accurately, devoid of mispronunciations, is an essential marker of their self-efficacy. This perception evolves from repeated successful attempts at speaking, where the individual gradually eliminates errors and gains control over pronunciation. as Schunk said students who have high levels of self-efficacy tend to participate in exercises designed to improve their pronunciation.<sup>37</sup>

Unsuccessful mastery experiences can decrease self-efficacy which negatively impacts success in completing future tasks. Based on Bandura students who failed to deliver speeches and did not participate in class discussions speaking their self-efficacy is likely to be low, which causes students who have self-doubt about their performance tend to avoid challenging speaking tasks, which limits their opportunities to developing and learning.<sup>38</sup> uncertainty or lack of confidence in their ability to perform well in speaking tasks, it is causes anxiety levels . and also cause self-doubt which can lower confidence in students' abilities by making

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<sup>37</sup> Schunk, D. H. (1989). *Self-efficacy and cognitive achievement: Implications for students with learning problems. Journal of Learning Disabilities*, (1989). p.16

<sup>38</sup> Bandura, *Self-efficacy: The Exercise Of Control*, Stanford University, New York, NY: Freeman, 1977. p.117

individuals hesitate to complete tasks and perceive the given task as more difficult than it actually is.

However, students who fail in delivering speeches and not participating in discussions in the speaking class, their self-efficacy can be improved if their self-efficacy is resilient. They work hard by practicing and improving themselves in order to perform better on the next task. Based on User and Pajares after complete an academic assignment, students analyze and assess the outcome, and based on their interpretations, new or updated competency assessments are made. To determine the extent to which the student demonstrates mastery of speaking skills in formal evaluations, as reflected in high test scores. When people think their efforts have been successful, they are more likely to complete related or similar tasks; when they think their efforts have not had the expected outcome, they are less likely to succeed in related undertakings.<sup>39</sup>In this case, students will most likely experience an increase in their speaking self-efficacy because they realize their own self-efficacy that they can do well if they push their efforts in the task.

## 2. Vicarious experience

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<sup>39</sup> User and Pajares, *Sources of Self-efficacy in School: Critical Review of the literature and Future Directions*, AERA, 2008, P. 752.

According to Bandura, vicarious experience is an experience that is shaped by observing the experiences of social models or friends whom they consider competent and intelligent.<sup>40</sup> Individuals also obtain information about what they can do from the vicarious experience of observing the actions of others, such as classmates, peers, teachers, and adults. Heslin and Klehe said that when people watch someone else complete an activity they are trying to learn or imagine themselves executing well, this is known as role-modeling.<sup>41</sup>

An example of an illustrative instance in the context of vicarious experience is that students gain confidence in their English-speaking abilities by observing and picturing themselves emulating effective models. When students observe lecturers or peers demonstrating proficiency in using complex sentences, logical expression, or clear pronunciation, they mentally visualize themselves performing similarly. This process fosters a sense of capability. Moreover, students' ability to follow the footsteps of successful models plays a pivotal role in enhancing their self-efficacy. By replicating the strategies, techniques, and behaviors demonstrated by proficient speakers, students gradually develop their own competence and belief in their capacity to succeed in

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<sup>40</sup> Bandura, loc. cit.

<sup>41</sup> Heslin and Klehe, loc. cit.

similar tasks. This highlights the importance of providing students with opportunities to witness and learn from role models in speaking classes.

According to Bandura, observing social model's success will increase learner's efficacy, while observing model's failure will decrease it.<sup>42</sup> When a person sees others similar to themselves successfully completing the same activity, this can increase their belief in their own ability to do the same. If people watch others who are successful, they tend to increase their own self-efficacy. On the contrary, when people watch and observe others who are unsuccessful, they attempt to diminish the self-efficacy. This peer comparison provides valuable insight into their own abilities. Therefore, peer modeling plays an important role in influencing students' self-efficacy but not only are they used as lessons for increase their ability but they also cause insecurity towards students who are better than them. Imitating and observing someone who is successful and competent not only gives a good influence and increases students' self-efficacy but gives a sense of insecurity and low self-esteem of the abilities they have so that it causes lack of confidence. Student realized that she/he was not as good as the others in the class in terms of

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<sup>42</sup> Bandura, A. Self-efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological review*. p.197

speaking english. Student was not as proficient as others in the class, which made student more aware of my areas for improvement.

### 3. Verbal Persuasion

Verbal persuasion refers to receiving feedback, judgments, and appraisals from others about the related task quoted Usher & Pajares in Dirda.<sup>43</sup> Additional methods of improving someone's belief in their ability to succeed may be available through verbal persuasion. Although verbal persuasion alone may not result in considerable gains in efficacy perception, 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. In essence, verbal persuasion is about using positive and supportive language to boost someone's belief in their own efficacy, According to Albert Bandura's self-efficacy theory, verbal persuasion is the impact that positive and negative reinforcement from others has on a person's confidence in their capacity to achieve in a certain circumstance. <sup>44</sup>In addition to receiving encouragement and feedback from classmates,

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<sup>43</sup>Dirda,loc.cit

<sup>44</sup> Bandura,toward,loc.cit.

instructors, or family when they practice their speech, students may also receive verbal or social persuasion in the form of feedback from friends and lecturers.

Based on Johnson, verbal persuasion has various kinds of feedback. Feedback on final results provides students with a clear assessment of their overall performance, helping them understand their strengths and areas for improvement. This type of feedback reinforces their belief in their abilities when their efforts are recognized and motivates them to strive for better outcomes. On the other hand, feedback on the process focuses on guiding students during their learning journey. It emphasizes constructive advice on how they approach tasks, highlighting specific strategies or techniques to enhance their speaking skills. Together, feedback on final results and process contributes to building students' confidence and competence, fostering a supportive learning environment.<sup>45</sup>

In the process of learning speaking in class, an individual's confidence in their ability to speak English can be enhanced, for example, recognition of speaking talent by lecturer for students who have a talent for English speaking in class. With the

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<sup>45</sup> Alicia L. Johnson "Exploration of Factors Affecting the Self-Efficacy of Asynchronous Online Learners: a Mixed Methods Study" (Blacksburg: Virginia Polytechnic Institute 2017). P.22



recognition of talent by lecturers, it will increase their self-efficacy. In addition to giving recognition the lecturer also give encouragement to participate in English-speaking activities for students so that it enhanced motivation and self-efficacy to practice speaking, through collaborative learning. Not only the feedback, appraisal and judgment from the lecturer or teacher but also positive feedback from classmates. Confidence in speaking abilities based on classmates' feedback contributing to a stronger belief in students's speaking capabilities. In addition, The individual's sense of competence in speaking, supported by positive feedback from friends' affirmations that they are doing well in English. In addition to increasing, vulnerability to decreased self-efficacy can arise from The individual's susceptibility to lowered self-efficacy due to critical or judgmental feedback from impact of lecturer's judgments on motivation negative emotional response to critical feedback their lecturers, which decreases the motivation to continue with speaking tasks. Not only teachers or lecturers but friends and other people can give judgments, criticisms and suggestions that can lower one's self-efficacy. However, it can have a positive impact by encouraging students to developing their speaking skills.

#### 4. Physiological and Emotional States

According Bandura physiological and emotional states is person's physical and emotional conditions state on their self-efficacy such as, good or bad mood, and other elements such as fatigue, anxiety, and others with poor performance.<sup>46</sup> Physiological and emotional states can impact an individual's self-efficacy. Based on Chen people's assessments of their abilities also take into account their emotional and physiological states. People's assessment of their own abilities is influenced by various factors, including fatigue, pain, mood, anxiety, nervous and stress.<sup>47</sup> The emotional state of learners plays a critical role in their ability to effectively engage in speaking tasks. The extent to which nervousness is felt when speaking English in the classroom can significantly influence a student's confidence and performance. Similarly, the degree of stress experienced during English-speaking tasks may hinder their ability to communicate clearly and fluently. Anxiety, often present when engaging in speaking activities, can further amplify these challenges, leading to hesitation and a lack of fluency. The idea of "language anxiety" as proposed by MacIntyre and Gardner emphasizes that learners frequently feel anxious about their ability to use language, which can show up as hesitancy while speaking in front of others.<sup>48</sup> This

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<sup>46</sup> Bandura, op. cit., p. 106

<sup>47</sup> Chen, op. cit., p. 22

<sup>48</sup> MacIntyre and Gardner, *Language Anxiety: Its Relationship to Other Anxieties and to Processing in Native and Second Languages*, The University of Western Ontario, 1991, p. 514-516

fear may cause a student to speak less naturally, Frequency of speech pauses or fillers (e.g., “ah,” “um”) which could lower their perceived fluency. Finally, these emotional difficulties can contribute to a learner's uncertainty or inability to assess the quality of their own speaking performance, leaving them unsure of their progress and abilities. Together, these factors create a complex dynamic that shapes a student's self-efficacy in spoken English.

For instance, feeling weariness and a low mood can undermine confidence in one's ability to succeed, especially if these states are perceived as indicative of incompetence or vulnerability. People who have a high sense of efficacy tend to view their emotional arousal as an energizing facilitator of performance whereas those beset by self-doubts regard their arousal as a debilitator to take control of their self-assessment, causing them to undervalue their skills and shy away from speaking assignments altogether.

Physiological and emotional states, such as anxiety, have been shown to negatively affect self-efficacy; therefore, one way to strengthen efficacy beliefs is by mitigating anxiety levels or negative emotional states in stressful learning situation. It

conditions have an influence of stress on speech delivery in any situation. Because they must speak in front of their peers, students taking speaking classes may have severe anxiety when it comes to speaking.

## **2. Definition speaking**

### **a. Speaking English**

One of the two useful abilities in language learning and teaching is speaking. It is described as a two-way process involving the creative skill of speaking and the receptive skill of comprehending between the speaker and listener (or listener) by Byrne in Mazouzi.<sup>49</sup> Meanwhile Bygate in Mazouzi argued Speaking skills is the ability to communicate ideas, intentions, emotions, and feelings to another orally in order to convey a point that is understood by the listener.<sup>50</sup>

Therefore, the ability to communicate verbally with others in order to express one's ideas and feelings might be defined as

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<sup>49</sup> Mazouzi, *Analysis of Some Factors Affecting Learners' Oral Performance*, 2013, p6

<sup>50</sup> *Ibid*, p.5

speaking ability. It entails information generation, receiving and processing.

**b. Self-efficacy in speaking**

Self-efficacy which is sometimes referred to as learner belief, describes an individual's confidence in their ability to complete a task and their perceived level of skill in doing so. Bandura contends that self-efficacy beliefs are essential for motivating factor in the cognitive system and is regarded as the primary effort mediator Cinkara & Tilfarlioglu.<sup>51</sup>

In the English classroom, students' attitudes, behaviors, and ultimately language proficiency are shaped by their sense of self-efficacy. Self-efficacy can assist in the context-learning process (speaking class), students have confidence in their abilities. Ability refers to a student's capacity when confronted with In the classroom, peers and teachers. Focusing on a more specialized competence in one It's speaking English. Speaking is the act of conveying a message or speech to saying aloud, word for word. The relevance of self-efficacy in language learning, especially in speaking, is demonstrated by research on this topic in English language schools. Self-efficacy is the extent to which a student has confidence in their ability to accomplish a task or solve a problem and the extent to

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<sup>51</sup> Tilfarlioglu and Cinkara, *Self-Efficacy in EFL: Difference among Proficiency Groups and Relationship with Success*, ResearchGate, 2009, p.132

which we believe in that ability. Leger in khusnul khotimah,et al, states that students who feel more capable of finding other ways to express themselves can be identified as having higher levels of self-efficacy when it comes to speaking.<sup>52</sup> Students' beliefs are very important as they inspire motivation and give them greater confidence in their abilities. The students who have high levels of self-efficacy in speaking English will be braver to perform than the students with low level of self-efficacy by Khatib and Maroof.<sup>53</sup>

Then, according to Alawiyah , students' poor English speaking ability and infrequent daily practice are the main causes of the language barrier.<sup>54</sup> In addition, self-efficacy is required in speaking classes. Self-efficacy beliefs as a key motivation force in the cognitive system considered the main modulators of effort and the main source of motivation in the cognitive system, according to Bandura in Tilfarlioglu and Cinkara.<sup>55</sup> In a speaking class, for example, students' views of their own talent can be reinforced by self-efficacy. Students' ability is their potential in front of the lecturer and their peers in the class.

Related with speaking class, speaking class is where the

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<sup>52</sup> Khusnul Khotimah, et al, *Students' Performance in Speaking Skill and Self-Efficacy : An Correlational Study*. Journal Paedagogy. 2023. p.2

<sup>53</sup> Khatib & Maroof. *Self-efficacy Perception of oral Communication Ability Among English as a Second language (ESL) Technical Students*, Science Direct, 2015, 6

<sup>54</sup> Alawiyah Tutik, op.cit. p 88.

<sup>55</sup> Tilfarlioglu and Cinkara, op.cit. p.130

instructor teaches students about speaking, with the hope that students in the speaking class can speak English well according to the teachings that have been taught. Not only that, the next hope is that students will be able to communicate with each other using English.<sup>56</sup> When teaching and learning activities in the classroom run well, there is good interaction between teachers and students in the speaking class. Self-efficacy in classroom interactions refers to students' belief that they can successfully participate and communicate well in classroom situations, especially in speaking activities.<sup>57</sup> Self-efficacy has a significant impact on how students participate, their willingness to speak and their overall performance in speaking tasks.

In this study speaking class has several activities carried out to improve speaking skills, specifically students learning to speak English, teachers or lecturers who teach English speaking and assessments carried out both from teachers or lecturers to find out the extent of the capability of students in mastering lessons and for students they can do learn better when they know how to be assessed.

### **c. Fluency and Accuracy in Speaking**

#### **1). Fluency in speaking**

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<sup>56</sup> Tri Nengsi Puspita Sari: Thesis, "An Analysis Of English Studets' Motivation In Speaking Class During New Normal Era", (Bengkulu, 2021)

<sup>57</sup> Bandura, *Self-efficacy: The exercise of control*, New York: W.H. Freeman, 1997. p.

According to Levelt's in Temple Model of Speech Production Fluency depends on a person's ability to effectively recall and express linguistic forms while speaking. Fluency is the capacity to speak without pausing or hesitate and to do so naturally.<sup>58</sup> Speaking clearly is essential for communicating ideas and concepts in real-time conversations such as job interviews and social settings. When it comes to communication, fluency takes precedence above exact grammar.

Fluency in speaking self-efficacy is students' confident in their capacity to speak English fluently and efficiently . This idea is closely linked to the more general concept of speaking self-efficacy, which includes speaking with precision, complexity, and fluency, among other things.<sup>59</sup> Self-efficacy influences a learner's confidence and motivation to participate in speaking activities, which in turn affects the learner's fluency in speech. High self-efficacy learners are more likely to approach speaking assignments with a positive outlook, confident in their capacity for effective communication.<sup>60</sup> They can talk more freely and with less fear when they have confidence since they don't worry as much about making errors or receiving negative feedback.

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<sup>58</sup> Temple, *Second Language Learner Speech Production*, *Studia Linguistica*, 54 (02), 2000, p. 289

<sup>59</sup> Mulyanto, et.al, Self-efficacy of Indonesian (EFL) English Foreign Language Learners: A Study on Speaking Fluency." *International Journal of English and Applied Linguistics*, 2(3), 2020, p. 463

<sup>60</sup> *Ibid*, p. 460



On the other hand, students who lack self-efficacy could feel more anxious, which could impair their fluency. Hesitancy, frequent pauses, and the use of fillers like "um" or "uh," which break up the flow of speech, are common signs of this worry.<sup>61</sup> These interruptions may set off a vicious cycle in which the learner's self-efficacy is further undermined by their perceived inability to communicate fluently, which in turn makes them even more anxious and reluctant to engage in speaking tasks.

## **2). Accuracy in Speaking**

The ability to express ideas accurately while adhering to grammatical standards, selecting appropriate vocabulary, and pronouncing words correctly, and understanding the context and content is known as speaking accuracy. Since errors in information might result in misconceptions, accuracy is crucial for efficient communication. Speaking accuracy, according to Harmer, entails not just using grammar correctly but also appropriately utilizing stress, articulation, and tone in relation to the situation.<sup>62</sup> Accuracy is frequently stressed in educational contexts together with fluency—the capacity to speak with ease and fluidity. Accuracy makes sure the language is clear and exact, while fluency permits a discourse to flow naturally. This balance is important because

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<sup>61</sup> *ibid*

<sup>62</sup> Harmer, *The Practice Of English Laguage Teaching 3<sup>rd</sup> Edition*, New York, Longman, 2001, p.104

students who just concentrate on fluency risk missing the linguistic structures that are essential for clear communication.

Related to accuracy self-efficacy, accuracy and positive language use feedback can increase self-confidence. When students get useful criticism that emphasizes proper language use, this can increase their confidence in their ability to communicate and thus increase self-efficacy. Meanwhile, negative feedback can decrease students' self-efficacy if not handled appropriately because it focuses too much on mistakes, making them question their language skills.<sup>63</sup> Students who get constructive criticism that emphasizes accuracy tend to become more self-assured in their capacity to communicate and in their language proficiency.

#### **d. Activities in English Speaking Class**

Harmer asserts that educators must be creative in order to create engaging lessons, practice different teaching pedagogies, and use engaging technology in the classroom. These are appropriate for students to aid in their language proficiency. There many activities for speaking that can be utilized in the classroom to teach speaking, in additional the classroom speaking activities consist of four activities, they are:

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<sup>63</sup> Givency, *The Correlation Between Self-Efficacy and Speaking Performance of the Eleventh-Grade Students at SMAN 1 Palangka Raya*, Ebony, 2023, p.140

## 1. Class Presentation

According to data from Zhang & Ardasheva, students should be aware of the following during a class presentation:<sup>64</sup>

### a. Topic

Students should choose the topic before presenting it in class. It is required of the students to be capable of choosing and sticking with the issue. Occasionally, during the presentation, students say something unrelated to the subject at hand. Before presenting their work in class, students should carefully consider the topic they will be discussing. This decision will have a significant impact on the quality and focus of the presentation. Students must not only be able to choose a topic that is engaging and relevant, but also show that they can stay committed to the chosen topic so that their content is consistent with the main theme. Nevertheless, it is not uncommon for students to occasionally stray from the main topic during their presentation by introducing irrelevant information or commentary. These digressions can confuse the audience and reduce the presentation's impact, underscoring the need for careful planning and unwavering devotion to the assigned material therefore self-efficacy plays an important role here.

Related with self-efficacy, a student's ability to select a topic

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<sup>64</sup> Zhang and Ardasheva, *Sources of college EFL learners' self-efficacy in the English public speaking domain*, Science direct, 2019, p.48

before presenting it in class is greatly influenced by their sense of self-efficacy. It influences their self-assurance, readiness, concentration, and capacity for handling difficulties, which eventually results in more successful and successful presentations. A high level of self-efficacy helps students not only with the immediate work of choosing a topic, but also with the long-term development of their speaking and presentation abilities.

b. Language

Language ability is one of the most important components of a class presentation since it has a direct impact on the presentation's professionalism and efficacy. Proficiency in language usage is crucial, as improper language use can damage a speaker's credibility and give the impression that the presentation is amateurish. This might make it difficult for the audience to understand the information, which would lessen the presentation's overall effect.

Furthermore, knowledge of the language with fluency is also important. A proficient speaker is able to express themselves intelligibly and concisely, which makes it easy and precise for them to explain complicated ideas. This improves comprehension and maintains audience interest since it makes it easier for them to follow the speaker's points of contention without becoming lost or

distracted. Essentially, using appropriate language and speaking fluently together guarantees that the content is conveyed successfully, making a positive impression on the audience and improving the presentation's overall quality which can be done one of them with good or high self-efficacy.

Self-efficacy and language use in class presentations are closely related. Students who have faith in their language skills are more likely to speak clearly, engage the audience successfully, and deliver with confidence. Their confidence boosts their presentations and encourages continued language learning, which makes them more successful in speaking assignments down the road.

#### c. Organization

In order for the presentation to be well-received, the topic's contents must be logically organized. For the information to be deemed acceptable, the presentation must be clear. The topic's content must be carefully and rationally arranged for the audience to follow and comprehend the ideas' progression in order for a presentation to be well-received. In order to create an engaging and seamless story, a coherent framework makes sure that each point flows seamlessly into the next and aids in guiding the viewer through the content. In addition, the presentation needs to be given as clearly as possible in order for the content to be accepted and considered reliable. This entails not just using

words with clarity and precision but also effectively using examples, visual aids, and explanations to increase understanding. A presentation gains impact and persuasiveness when it is well given and rationally organized. This leaves a lasting impression on the audience and guarantees that the main points are conveyed clearly and convincingly this happens when students have belief in their abilities or self-efficacy. In conclusion, self-efficacy plays a crucial role in the organization of a presentation. Students who believe in their ability to effectively structure their content are more likely to prepare thoroughly, deliver smoothly, and engage their audience successfully

#### d. Delivery

The last and most important component of a presentation is delivery, which has a big influence on how effectively it goes over and how well the audience responds. Speaking clearly is only one aspect of effective delivery; body language is another, and it can significantly improve the presentation. In contrast to a static presentation approach, engaging body language—such as deliberate gestures, eye contact, and dynamic movement—can be significantly more intriguing. The audience's attention is drawn in and held throughout the presentation, increasing the impact and memorability of the content, thanks to this active

participation.

Students must learn how to control their emotions during the presentation in addition to utilizing expressive body language. This emotional control entails controlling anxiety, remaining composed, and exuding confidence. Students who are able to control their emotions better communicate with greater assurance and clarity, which has a good effect on the way their message is understood. Students can make a presentation that is more compelling and engaging by integrating expressive body language with emotional regulation. This will improve their overall communication efficacy and leave a lasting impact on their audience.

## **2. Discussion**

One kind of activity is discussion, which is dividing the class into smaller groups or holding an open conversation as a whole a dilemma, or an issue. The discussion activity is also not only with friends but involves the lecturer in it. It's a collaborative thinking process where students communicate openly with the teacher; because they actively participate, it's a student-centered approach. A moderator is what a teacher is supposed to be. Information flows both from students to students and from teachers to students. Individuals shouldn't be allowed to control

the conversation by the teacher by Yusuf.<sup>65</sup>Discussions are conducted to solve a problem, dilemma or issue that involves all students and the lecturer who serves as the moderator or arbiter of the discussion.

According to Oyedeji in Yusuf, the discussion technique operates on the tenet that a group of people's knowledge and opinions will probably lead to the discovery of answers or solutions to certain issues.<sup>66</sup> In order to identify and solve problems together, students can voice their opinions and ideas while being led or guided by the teacher during a discussion process. Students must be active in the discussion process to convey their opinions and ideas, but in these activities not all students can actively discuss because they tend to be passive in class which causes lack of confidence to express their opinions.

Therefore, to make students have confidence they must have good self-efficacy, as Bandura said self-efficacy is believing in their own abilities. Students with high self-efficacy are more likely to be actively involved in discussions, as they believe that they can make meaningful contributions. They feel confident in expressing their thoughts, even when faced with complex topics

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<sup>65</sup> Yusuf, et. al, *Discussion method and its effect on the performance of students in reading comprehension in secondary schools in plateau state, Niagara*, European Jurnal, 2016, p.131-132

<sup>66</sup> Ibid



or unfamiliar vocabulary compared to students who tend to have low self-efficacy.

### **3. Role-Play**

Role playing is referred by Sogunro in Westrup to as a learning activity in which participants act out a set of defined role behaviors or positions with a view to acquiring desired experiences.<sup>67</sup> Role-playing and simulation are other activities. Students can reap the rewards of role-playing and simulation. These kinds of exercises can be used to improve students' speaking abilities or to prepare them for certain real-life scenarios. Since they take place in the real world, those activities are real life. Since they take place in the real world. They can also be used by lecturers or teachers to evaluate student speaking abilities.

Role-playing speaking exercises are an effective way to boost language learners' self-efficacy. Through the provision of a constructive feedback system, realistic scenario simulation, and a supportive practice setting, role plays assist students in gaining confidence and strengthening their belief in their capacity for successful communication.

### **4. Problem solving**

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<sup>67</sup> Westrup and Planander, *Role-play as a pedagogical method to prepare students for practice: The students' voice*, Högskoleutbildning, 2013, p.356.

According to Komariah , problem solving is an educational activity that emphasizes using science to solve problems.<sup>68</sup> It implies that in order to apply a problem-solving method to tackle the problem, correct data that the students can account for or find reasonable is required. Solving problems is crucial. It does more than only help the pupils work through problems in the classroom. Students can use it in real life as well. By posing difficulties to student, you may help them get used to facing obstacles in life and attempting to find solutions on their own.

The materials used in this technique provide students to work in pairs or groups. They share problems, opinions and feelings with each other. In this case the teacher or lecturer as a bridge to communicate between the participants. Then, the students give questions and answers to each other. This communication will help students practice and express. By using spoken language, students must have proficient language skills and have good self-confidence so as to get maximum results.

### **C. Review of Related Study**

The First, research entitled 'An analysis of students' self-efficacy in speaking English at the sixth semester of English language education of universitas islam riau in 2020/2021 by

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<sup>68</sup> Komariah, *Penerapan metode pembelajaran problem solving model polya untuk meningkatkan kemampuan memecahkan masalah bagi siswa kelas IX J di SMPN 3 cimahi*, CORE, 2011, P.182.

lien Aprilia Miltasari. The purpose of this study is to determine the level of students' self-efficacy and the dominant source of students' self-efficacy in speaking English. The participants were 30 sixth semester students. The study was designed as a quantitative research and gauged the data from questionnaire. The results of this study indicated that nearly 50% of students had moderate levels of self-efficacy, followed by those with low levels (about 40%, or 12 students), and those with high levels (around 14%), or 4 students. The primary source of students self-efficacy is vicarious experience. There are similarities in previous research is examining level of students' self-efficacy in English but, the difference is in this research the researcher only focuses on speaking classes and the method used by previous researchers is quantitative and the current researcher uses descriptive quantitative methods.

The Second, the research was conducted by Paradewi. The research was conducted the study entitled “Investigating Students’ Self-Efficacy of Public Speaking”. This study aims to investigate students’ self-efficacy of public speaking. The subject of this study were 43 students participated in the Sanata Dharma University English Language Education Study Program's Public Speaking Class during the 2016–2017 academic year. Both the questionnaire and the interview provided the data. The findings

demonstrated that 1) students have a higher level of self-efficacy in public speaking (79%), 2) students are aware of their self-efficacy when performing public speaking (81.4%), and 3) students' self-efficacy is influenced by four factors: mastery experience, vicarious experience, verbal or social persuasion, and emotional state. The students' self-efficacy in speaking English appears to be positive.

The Third, the research was conducted by Efrika Siboro et.al. (2022). The research was conducted the study entitled “Exploring The Level of Students’ Self-Efficacy In Speaking Class. This study aims to exploring and find out the level of the students’ self-efficacy toward their speaking ability”. The participants of this study were 28 non-native students from the suburban area in West Borneo, Those students belong to the third semester of the speaking class. The study was designed as a mixed method. In collecting the data, they were given a questionnaire. An indepth interview was also conducted with 3 prominent students to validate and triangulate the represented data in the questionnaire result. The results demonstrated that the students manifested slightly high self-efficacy in the magnitude dimension, slightly high self-efficacy in the generality dimension, and very high self-efficacy in the strength dimension.

The Fourth, the research was conducted by Agus Bimantara (2022). The research was conducted the study entitled “The Influence of Self-Efficacy on Sudents’ Speaking Ability”. This study aims to find out how students' self-efficacy and speaking ability and how the relationship between self-efficacy and speaking ability is owned by students. The subject of the study was grade 11 natural sciences 3 at SMAN 1 Pemangkat. The study was designed as a quantitative research and methods used in this study, questionnaires and tests. the result revealed that there are students who have high and moderate self-efficacy, 10 students have moderate self-efficacy and 15 students have high self-efficacy if in percentage there are 40% of students who have moderate self-efficacy and there are 60% of students who have high selfefficacy. furthermore, as a result of students' speaking ability, there are 5 students who have high speaking ability scores, and 20 people are in an average score of the 60-70s. This is also quite good for students because there is a positive relationship between the two variables.

The fifth the research was conducted by Eka Sepriwati (2022). The research was conducted the study entitled “Students’ Self-Efficacy and Their English Speaking Skills (A Correlational Study at English Tadris Program of IAIN Curup)”. This study aims to find out the significant correlation between

students' self-efficacy and their english speaking skill.. The subject of the study was 48 students of second, fourth, sixth semester chosen using stritified random sampling technique. The study was designed as a correlation study. In this study was using correlation product moment, computerized with microsoft excel. The result researcher 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.

The sixth The study was carried out by Melayanti.Ni Luh,et al. "The Correlation Between Self-efficacy and Speaking Skill Of The Tenth Grade Students Of SMAN 6 Denpasar in Academic Year 2019/2020". The research methodology used in this research was a correlational research design. There were the tenth grade students of SMA N 6 Denpasar in academic year 2019/2020,70 subjects which consist of 36 males and 34 females. The researcher employed two instruments: a monologue speaking test and a self-efficacy questionnaire with 27 items. IBM SPSS Statistics 23.0's Pearson Product Moment Correlation was used to evaluate the data. R was determined to be 0.727 based on the analysis and statistical computation results. It demonstrates a strong relationship between speaking proficiency and self-efficacy

among SMA N 6 Denpasar tenth graders in the 2019–2020 school year; the correlation ranges from 0.600 to 0.800, which is high.

The seventh, the research was conducted by Nur Aulia Amalia, et al (2020). The research was conducted the study entitled “Exploring Students’ Self-Efficacy in Speaking Performance in Indonesian EFL Classroom”. The aims of this research This research aimed to identify the students' self-efficacy levels in speaking performance, to investigate the factors affecting students' self-efficacy in speaking performance, and to explore the impacts of the factors in students' speaking performance in Indonesian EFL classroom. The subject of this research were 6 students of ten grade MIPA 6 of SMAN 22 Makassar. The study was designed as a qualitative method research and used case study design. Therefore, it can be concluded that most of the students have moderate self-efficacy level in speaking performance.

The previous studies above were used as references for the author in compiling this research and also as a comparison between relevant studies and the research conducted by the author this time. all previous studies have the same research concept, namely measuring the level of speaking skills based on performance and connecting it with self-efficacy. In the first study is to determine the level of students' self-efficacy and the

dominant source of students' self-efficacy in speaking English. The second study is a correlation study that investigates students' self-efficacy of public speaking. The third is a mixed method that explores the level of self-efficacy in speaking English. The fourth is a quantitative study of speaking ability and self-efficacy. Fourth, it measures speaking skill and relates it to self-efficacy. Fifth, This study correlated speaking skills with self-efficacy while the current study wants to examine the factors that affect self-efficacy towards speaking in more depth. Sixth is to find out the correlation between self-efficacy and speaking skill. Seventh, the qualitative study identifies self-efficacy in speaking and its impact on speaking performance. From some previous studies there are similarities with this research is previous research is researching in English speaking class and the difference from previous research with this study is in this study the researcher wants to examine what factors affect students' self-efficacy in speaking class which is different from previous research this study also uses descriptive quantitative where participants are involved quite a lot and will describe what factors affect it.



## CHAPTER III

### RESEARCH METHOD

#### A. Kind of the research

The researcher employ a quantitative descriptive method in this study. Creswell defines quantitative research as problem-based description through the use of descriptions. Researcher describe the current state of the subject under study with this descriptive research.<sup>69</sup> This study analysis the variables that influencing students' self-efficacy in IAIN Curup speaking sessions.

From the previous explanations, quantitative research is a descriptive and numerical method used to provide answers to questions about a particular topic, issue, opinion, trend, or attitude. The data collected is quantitative. Presentation of descriptive research analysis results in this study in the form of frequencies and percentages of questionnaires of analysis the factors inflencing self-efficacy in English speaking students namely mastery experience, vicarious experience, social persuasion, physiological and emotional states and level self-efficacy

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<sup>69</sup> Creswell, *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4ed.)*. New York: Pearson Education International, 2012. p13

students in speaking with the description method to provide clarity and understanding of the state of the data presented.

## B. Population and Sample

### 1. Population

Based on Hermawan population is a generalization area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions.<sup>70</sup>Cooper & Schindler in Adil, et al. define population as the total number of units (people, groups, occasions, things, or things) from which samples are taken in order to measure something.<sup>71</sup> The population in this research is All of the students in English Tadris Study Program at IAIN Curup was

used as  
research  
population.

No	Class	Number of Students
1	TBI 3A	19
2	TBI 3B	20
3	TBI3C	22
4	TBI 5A	19
5	TBI 5B	19
6	TBI 5C	19
Total		118

the

**Table.1.Population**

<sup>70</sup> Hermawan Iwan, *Metodologi Penelitian Pendidikan*, Hidayatul Quran Kuningan, 2010, p.61

<sup>71</sup> Adil, et al, *Consideration and Methodological Approaches in Studying Transformational leadership Impact on Work Performance Behaviors*, Malaysia: International Journal of Advanced Research, 2016, p.895.

*Source: A number of students in IAIN Curup in academic year 2024/2025*

## **2. Sample**

In this research, the researcher used total sampling, according to Sugiyono, total sampling is a sampling technique when all members of the population are used as samples.<sup>72</sup> Based on survey, the research used all the population as a sample which are 118 students who took speaking class courses as respondents in English Tadris Study Program. In the third semester of speaking for group activity and the fifth semester of speaking for academic settings.

### **C. Techniques of collecting data**

One of the tools in this research that focuses on respondent-specific information is a questionnaire. Arikunto states that a questionnaire is a question written in the form of arranged questions and is intended to help researchers obtain data from respondents to obtain information and responses.<sup>73</sup> The questionnaire is a research tool used by researchers to collect information. To make it easier for respondents to answer, the questionnaire consisted of 25 closed-ended statements. To collect data, researchers distributed

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<sup>72</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan RD*, Alfabet: Bandung, 2009, p.81

<sup>73</sup> Arikunto, *Prosedur penelitian suatu pendekatan*. Jakarta: Rineka Cipta, 2006, p.151

questionnaires by distributing them directly to the class concerned using questionnaire paper as a data collection medium. This research used a Likert scale according Nemoto and Beglar ,likert scale is a type of

Scale	Definition
5	Always
4	Often
3	Sometimes
2	Rarely
1	Never

psychometric scale where respondents choose from a variety of categories to indicate their opinions, attitudes, or feelings about the issues.<sup>74</sup> The questionnaire used a Likert scale of agreement (ranging from meaning “never” to 5 meaning“always”). Two scales (never and rarely) were combined for ease of data interpretation.<sup>75</sup>

**Table.2**  
**Likert Scale**

*Mohammad, T & Hazarika.<sup>76</sup>*

The score given to the students based on the option of the answers. For the answer always the score will be 5, answer often the score is 4, answer sometimes 3, answer rarely the score is 2, and answer strongly never the score is 1. For further information about the

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<sup>74</sup> Nemoto, T & Beglar, D, *Developing Likert-scale questionnaires*. In N. Sonda & A. Krause (Eds.), JALT2013 Conference Proceedings. Tokyo: JALT,2014,p.2.

<sup>75</sup> Mohammad, T & Hazarika, Difficulties of Learning EFL in KSA: Writing skills in context. *International Journal of English Linguistics*, 2016,6(3): 108

<sup>76</sup> Ibid

contents of the questionnaire, the researcher shows the blueprint of the questionnaire as follows:

**Table.3.** Blueprint factor influencing Self-Efficacy

No	Factor	Indicator	Item
1.	Mastery Experience <i>(Individuals evaluate their personal accomplishments based on their interpretations of success and failure in designated tasks)</i>	1.Repeated success and fsil performance  2.Academic success  3.Improvement ability	1,2,3*,5,6,7*  4  8,9,10
2.	Vicarious Experience <i>(Experiences that are shaped by observing the experiences of social models or friends whom they consider competent and intelligent.)</i>	1.Sudents observing and picturing models in the same way. 2. Students'ability to follow the footsteps of successful models	1,2,3,4*  5
3.	Verbal Persuasion <i>(Receiving feedback, judgments, and appraisals)</i>	1. Feedback on final results 2. Feedback on process	16,17,18  19*,20

	<i>from others about the related task)</i>		
4.	Physical and emotional state <i>(Person's physical and emotional conditions state on their self-efficacy such as fatigue, anxiety, and others with poor performance.)</i>	1. Person's psychological responses (nervous, stressed, anxious and other caused poor performance) 2. Self-evaluate to be better	21,22,23,24  25

Source: Adapted from Wang & Sun (2024)  
(\*): Negative statement

## D. Validity and Reliability

### a. Validity

The writer checked the construction of the test to the professional judgment. The researcher seeks the support of an expert to validate the result. A professional validation is a subject matter expert in speaking. The researcher submitted the factor influencing students' self efficacy in speaking class for expert validation in order to receive criticisms and feedback. The validator is the lecturer at English Study Program. Based

the comment and suggestions, the researcher revised the test. Before carrying out the test, it is necessary to know the validity of the instruments. A valid test should be appropriate, meaningful, and useful in terms of the purpose of the assessment. According Taherdoos validity was a way to show that the test's proposed interpretation matched what it was supposed to measure.<sup>77</sup> To analyze the validity of the factor influencing students' self efficacy in speaking class, the researcher conducted a try out 25 items by handing them to 20 students who will be not included in the research sample. The researcher used SPSS v29 windows program to analyze the data. The researcher compared r value to r table 0,443763 (df= N-2=18). The r value of each item should be higher than the r table to be considered as a valid question. If the r value on the analysis of less than r table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

#### b. Reliability

A questionnaire must be reliable as a measuring instrument. According to Meyer in Kennedy, Reliability can also be defined as the degree to which an assessment tool produces stable and consistent results.<sup>78</sup> It was reflected in the obtaining how far the instrument was

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<sup>77</sup>Taherdoost,H. Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research:*International Journal of Academic Research in Management(IJARM)*, Vol. 5, No. 3,2016.p.28-29.

<sup>78</sup> Kennedy,I.*Sample Size Determination in Test-Retest and Conbach Alpha Reliability Estimates*:British Journal of Contemporary Education,Vol 2,Issue 1,2022.p.18

able to measure the same object on different occasion indicating a similar result. According to Cohen et.al in Halimoon et.al,<sup>79</sup> the guidelines of reliability is as follows:

**Table 4.The Category of Reliability**

No.	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliable

To obtain the reliability of the factor influencing students' self efficacy in speaking class , the researcher used SPSS 25.0 program to find out whether the test was reliable or not. The test results using Cronbach's alpha with a questionnaire measuring tool are reliable if Cronbach's alpha value is 0.884 which means that the questionnaire item was reliable.

#### **E. Technique of Data Analysis**

Data analysis is the process of analyzing data to create a set of results, which may include discoveries or other types of results. The first thing the researcher does after collecting data using questionnaires is assess the data by determining the questionnaire's

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<sup>79</sup> Halimoon et.al,*Instrument's vealidity and reliability for assessing teaching practicum: A case study in construction technology at vocational colleges*,JTET,2021,p.168



response. then outlining and explaining the questionnaire's results. To determine the interval formula in the following table:<sup>80</sup>

**Table.5.** score category guidelines

No.	Interval score formula	Category
1	$X < \mu - s$	Low
2	$\mu - s \leq X \leq \mu + s$	Moderate
3	$X > \mu + s$	High

**Description:**

X = Data value to be categorized.

$\mu$  = Average (mean) of the data.

s = Standard deviation of the data.

In data analysis, the researcher used descriptive quantitative procedures to get the result of response given to targeted population in the subject quoted Creswell. Data obtained from the questionnaire are presented in the form of tables and diagrams to know the tendency of factor influencing students' self-efficacy in speaking class. The researcher used central tendency that to find percentage score and to know average and get conclusion based on the Walizer's formula in Yuliani,et al<sup>81</sup> as follow:

<sup>80</sup> Jumal Ahmad,Religiusitas,Refleksi dan Subjektivitas Keagamaan (Yogyakarta:Deepublish,2020),p.68

<sup>81</sup> Yuliani,R.T,et al. *Exploring the Students' Attention Level in Teaching and Learning of English.* Journal of Language Teaching and Learning, Linguistics and Literature:Jember. Volume 10, No 2,p.1903

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

In which :

$P$  = Number of percentage

$F$  = Frequency

$N$  = Number of Sample

100 = Constant value

The researcher used MS Excel for analyzing data for factor influencing students' self-efficacy in speaking class.

The data analysis process included the following steps:

1. The student completed the questionnaire, which was gathered.
2. The results of the questionnaires were tallied. After that, the researcher looked for the mean questionnaire score. The mean scores were then matched to a mean score interpretation found in a table.
3. Subtract each data with the calculated mean, then square the result.
3. Sum the squared results
4. Divide the sum of the squared results by  $N$
5. Take the square root of the result to get the standard deviation.
4. Ultimately, a conclusion was reached.

## **CHAPTER IV**

### **RESEARCH FINDINGS**

The purpose of the present study was to know how the factor influencing students' self-efficacy in speaking class. For more information about the results of this study, please refer to the following information. This chapter presents findings and discussion the results of the study. The findings present the description of the

data collected through questionnaire. In addition, the discussion section provides explanation and interpretation of the results.

### A. Findings

In this section the data are categorized by each factor, namely mastery experience, vicarious experience, verbal persuasion, and physiological and emotional states. The percentage results of the four factors will be explained following in this table:

**Table.6.** Classification result from 4 factors  
Influencing students' self-efficacy

No	Factor	Influence categories		
		High	Moderate	Low
1	<b>Mastery Experience</b> <i>(Successful and failure experience)</i>	33,90%	59,32%	6,78%
2	<b>Vicarious Experience</b> <i>(Modeling experience)</i>	2,24%	78,81%	16,95%
3	<b>Verbal Persuasion</b> <i>(Feedback from others)</i>	3,39%	85,59%	11,02%
4	<b>Physiological and Emotional States</b> <i>(Persons' physiological and emotional respons, anxiety, stress, mood, etc)</i>	9,32%	83,05%	7,63%
<b>Average</b>		<b>12,21%</b>	<b>76,69%</b>	<b>10,60%</b>

Based on the table 6 above Moderate category has the highest percentage of 76.69%, followed by the high category of 12.21% and Low 10.60%, we can conclude that students believe the four factors above have a moderate influence on their speaking ability. This is obtained through the calculation of the standard deviation which is around the average, between one standard deviation lower than mean to one standard deviation higher than mean. Each factor has a different mean but is still within the same standard deviation which is in the "Moderate" category.

## 1. Factors influencing students' self-efficacy

The factors that influence students' self-efficacy in speaking class are mastery experience, vicarious experience, verbal persuasion and physiological and emotional states. The four factors will be presented in the following table:

### a. Mastery experience

This factor questionnaire instrument consists of 10 statements to find out how the influence of mastery experience on students' speaking ability in speaking English class.

#### 1). Students' Mastery Experience

The results of the mastery experience data analysis are presented in the form of a frequency distribution table as follows:

**Table.7.** frequency distribution table Mastery Experience

<b>Interval</b>	<b>F</b>	<b>F relative</b>	<b>F cumulative</b>
13-16	4	3.39%	4
17-20	4	3.39%	8
21-24	19	16.10%	27
25-28	19	16.10%	46
29-32	20	16,95%	66
33-36	12	10,17%	78
37-40	17	14,41%	95
41-44	21	17,80%	116
45-48	2	1,69%	118
49-52	0	0%	0
<b>Total</b>	<b>118</b>	<b>100%</b>	

Based on table 7, the data obtained that the average value is 31.42, the largest frequency is in the interval 41-44 with the number of respondents of 17,80% (21 students) from a total of 118 students, the highest value obtained by students is 46 while the lowest value obtained by students is 13.

#### 2). Category of Mastery Experience

After processing the data from the questionnaire results obtained, the researchers categorized the mastery experience tendency as follows:

**Table.8.** Mastery experience category

<b>interval</b>	<b>Category</b>	<b>F</b>	<b>Persentase (%)</b>
$x > 39,48$	High	40	33,90%
$23,35 < x \leq 39,48$	Moderate	70	59,32%
$x > 23,35$	Low	8	6,78%
Total		118	100%

Based on table 8, it can be seen that most of the mastery experience students have is in the moderate category. This means that most TBI students have a mastery experience factor that is on average, although there are some students whose mastery experience in speaking ability is still below average. this means that most students already have experience of success in completing speaking assignments in class.

b. Vicarious Experience

1). Students' Vicarious Experience

This factor consist of 5 statement items. This data processing has been carried out to find out how much influence the success of others has on building students' speaking self-efficacy. The following are the results of vicarious experience data processing as follows:

**Table.9.** frequency distribution table Vicarious Experience

<b>Interval</b>	<b>F</b>	<b>F relative</b>	<b>F cumulative</b>
6-9	3	2,54%	3
10-13	31	26,27%	34
14-17	38	32%	72
18-21	38	32%	110
22-23	8	6,78%	118
Total	118	100%	

Based on table 9, the average obtained is 15,74, the largest frequency is in the interval 14-17 and 18-21 with the number of respondents each

amounting 32% (38 students) to from a total of 118 students, the highest score obtained by students is 23 while the lowest score is 6.

2). Category of Vicarious Experience

After processing the data from the questionnaire results obtained, the researchers categorized the Vicarious Experience tendency as follows:

**Table.10.** Vicarious Experience category

<b>interval</b>	<b>Category</b>	<b>F</b>	<b>Persentase (%)</b>
$x > 23$	High	5	2,24%
$12,5 < x \leq 23$	Moderate	93	78,81%
$x > 12,5$	Low	20	16,95%
Total		118	100%

Based on table 10, it can be seen that most of the vicarious experience factors obtained by students are in the moderate category. It means that most students in TBI have vicarious experience speaking ability which is above average and only a few students are below average.

c. Verbal Persuasion

This factor consists of 5 statements. This data processing has been carried out to find out how much influence verbal support can build students' self-efficacy speaking ability. the following are the results of data processing below:

1).Students' Verbal Persuasion

**Table.11.** frequency distribution table Verbal Persuasion

<b>Interval</b>	<b>F</b>	<b>F relative</b>	<b>F cumulative</b>
6-9	13	11,02%	13
10-13	42	35,59%	55
14-17	46	40%	101

18-21	13	11,02%	114
22-25	4	3,39%	118
Total	118	100%	

Based on table 11, the data obtained that the mean score is 15.74, the largest frequency is located in the interval 14-17 the number of respondents is 405%(46 students) out of a total of 118 students, the highest score obtained by students is 25 while the lowest score obtained by students is 6.

## 2). Verbal Persuasion Category

After processing the data from the questionnaire results obtained, the researchers categorized Verbal Persuasion the tendency as follows:

**Table.12.** Verbal Persuasion Category

interval	Category	F	Persentase (%)
$x > 22$	High	4	3,39%
$11 < x \leq 22$	Moderate	101	85,59%
$x > 11$	Low	13	11,02%
Total		118	100%

Table 12, it can be seen that most of the verbal-persuasion factors possessed by students are in the moderate category. This means that most TBI students have verbal persuasion speaking abilities that are above average and only a few students whose verbal persuasion abilities are below average. This means that most students have gotten a lot of encouragement from other people though.

## d. Physiological And Emotional States

This factor consists of 5 statements. This data processing has been carried out to find out how much influence physiological and emotional states condition influencing students' self-efficacy speaking ability. The following are the results of data processing below:

### 1).Students' Physiological And Emotional States

**Table.13.**frequency distribution table Physiological

And Emotional States

<b>Interval</b>	<b>F</b>	<b>F relative</b>	<b>F Cumulative</b>
5-7	9	7,63%	13
8-11	23	19,49%	55
12-14	18	15%	101
15-17	46	39,83%	114
18-20	22	18,64%	118
Total	118	100%	

Based on table 13, the data obtained that the mean score is 13,22, the largest frequency is located in the interval 15-17 the number of respondents is 39,83% (46 students) out of a total of 118 students, the highest score obtained by students is 20 while the lowest score obtained by students is 5.

2). Category Physiological And Emotional States

After processing the data from the questionnaire results obtained, the researchers categorized Physiological And Emotional States the tendency as follows:

**Table.14.** Physiological And Emotional States Category

<b>interval</b>	<b>Category</b>	<b>F</b>	<b>Persentase (%)</b>
$x > 20$	High	11	9,32%
$10 < x \leq 20$	Moderate	98	83,05%
$x > 10$	Low	9	7,63%
Total		118	100%

Table 14, it can be seen that most of the factors Physiological And Emotional States possessed by students are in the moderate category. This means that most TBI students have Physiological And Emotional States speaking abilities that are above average and only a few students whose verbal persuasion abilities are below average. This means that most students This means that some students already have good emotional and physical conditions, although there are still some



students who do not feel comfortable when learning to speak English in class.

## **B. Discussion**

### **1. Mastery Experience (Successful and Failure Experience)**

The data for mastery experience shows a dominant presence in the Moderate category (59.32%), followed by the High category (33.90%), and a small portion in the Low category (6.78%). This indicates that mastery experience, encompassing both successes and failures, has a significant impact on the outcome. Individuals tend to be influenced more by their past experiences, whether positive or negative, highlighting the importance of personal experience in shaping future behavior or outcomes.

### **2. Vicarious Experience (Modeling Experience)**

Vicarious experience, which involves learning through observing others who are competent, is overwhelmingly in the Moderate category (78.81%), with a small proportion in the High (2.24%) and Low (16.95%) categories. This suggests that while modeling experience plays a substantial role in shaping behavior, its influence is generally moderate for most individuals, with a smaller number showing either high or low sensitivity to vicarious learning. It indicates that people are more likely to adjust their behavior based on observing others, but the degree of influence may vary.

### **3. Verbal Persuasion (Feedback from Others)**

Verbal persuasion shows a similar trend, with the majority of responses falling into the Moderate category (85.59%), and a small portion in both High (3.39%) and Low (11.02%) categories. This suggests that feedback from others is a highly influential factor for most individuals, although the extent of its impact can differ. The high percentage in the Moderate category indicates that verbal persuasion

has a consistent, yet not overwhelming, effect on behavior or decision-making.

#### 4. Physiological and Emotional States (Psychological Response, Anxiety, Stress, Mood, etc.)

The data for physiological and emotional states shows a substantial majority in the Moderate category (83.05%), with smaller contributions in the High (9.32%) and Low (7.63%) categories. This reflects the idea that emotions, stress levels, and other psychological factors have a generally moderate effect on individuals' outcomes. While they can be significant, they tend not to be the primary drivers of behavior for most people, though for some, they may have a stronger or weaker influence.

Based on the discussion Moderate category has the highest percentage of 76.69%, followed by the high category of 12.21% and Low 10.60%, we can conclude that students believe the four factors above have a moderate influence on their speaking ability. In other words, they felt that although these factors played a role, their influence was not very strong (moderate) in building or influencing their ability to speak English. In line with Lestari et al stated they feel quite capable of speaking, but are not entirely sure they can carry out the speaking task fluently and confidently in speaking class.<sup>82</sup>

### **C. Limitation of the research**

Based on the direct experience of researcher in this research process, there are several limitations experienced and can be some factors that considered by future researchers to further refine their research because this research itself certainly has shortcomings that need to be improved in future research. Some of the limitations in this study include:

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<sup>82</sup> Lestari, et al, *Students' self-efficacy in Learning English: A case study at a vocational high school*, ATLANTIS PRESS, 2020, p.424

1. The number of respondents is only 118 people, which is certainly not enough to describe the actual situation
2. The researcher only focused on four factors that affect students' self-efficacy in speaking classes.
3. In the process of collecting data, the information provided by respondents through questionnaires sometimes does not show the actual opinions of respondents, this happens because sometimes there are differences in thoughts, assumptions and understanding for each respondent, as well as other factors such as honesty factors in listing respondents' opinions in the questionnaire.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the results of research conducted at TBI IAIN Curup and analysis in chapter four, the following conclusions can be reached. Based on the analysis of the four influencing factors, it can be concluded that Moderate category is the most factor that influencing students' self-efficacy and from all factors provide a moderate to high influence, that is 12.21% -76.69% or as a total

of (14+91= 105 students) and 10.60% (13 students) consider that the four factors have a low influence on their speakin' ability.

The factors of mastery experience, vicarious experience, verbal persuasion, and physiological and emotional conditions all predominantly influence individuals. The high percentage in this category indicates that these influences are important, but not overwhelmingly so for most individuals. This implies that while these factors do shape outcomes, they often work in conjunction with other variables, and their impact can vary depending on individual circumstances.

## **B. SUGGESTION**

### **1. Student**

To have a good ability in speaking English, students must have high self-efficacy and confidence in their own abilities that they are able to speak English well. in order to have high self-efficacy, students must pay attention to these four factors so that they can help students in increasing self-efficacy. if students have high self-efficacy, this will help them to improve their performance and

feel brave. that way, students will not feel afraid to make mistakes or fail in their academic activities.

## **2. Teacher/lecturer**

Because it can affect how well students do in the classroom, the teacher/lecturer should pay attention to the students' self-efficacy. The results of this study demonstrate that students' levels of self-efficacy vary.

## **3. The next researcher**

This research only focusing factor influencing students' self-efficacy in speaking class. Better for the next researcher, explore factor influencing students' self-efficacy in any language skill, such as reading, listening, and writing.

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NAMA : MIA AGUSTIA

NIM : 20551034

PROGRAM STUDI: TADRIS BAHASA INGGRIS

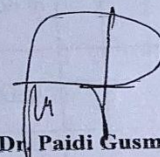
JUDUL PENELITIAN : FACTOR INFLUENCING STUDENTS' SELF EFFICACY IN SPEAKING CLASS AT ENGLISH TADRIS STUDY PROGRAM IN IAIN CURUP

No	Butir Pernyataan	Alternative Penilaian		Ket
		Relevan (1)	Tidak Relevan (0)	
A. Mastery Experience: Person's Interpretation of Previous Experiences, Authentic Experiences of Doing Particular Tasks.				
	1. when speaking English in the classroom, I expressed my ideas fluently.	V		
	2. when speaking English in the classroom, I could speak all words correctly	V		
	3. I was not sure that I could do an excellent job in task assigned for speaking class (-)	V		
	4. I got excellent grades on Spoken English tests	V		
	5. I could deliver an organized speech in the speaking class.	V		
	6. I maintained my posture while delivering a speech during speaking class.	V		
	7. I couldn't overcome my anxiety when I speak English make me hesitant to try them again (-)	V		
	8. I could master the speaking skills taught in English class.	V		

	<p>9. I could understand the most difficult material presented in speaking courses.</p> <p>10. I could use the speaking skills taught in class for real-life.</p>	<b>V</b>		
<b>B. Vicarious Experience: Experiences that are shaped by observing the experiences of social models or friends whom they consider competent and intelligent</b>				
	<p>1. When I see how my lecturer uses complex sentences in speaking, I can picture myself using complex sentences when speaking english in the same way.</p> <p>2. When I see how another student logically expresses their ideas, I can see myself logically expressing my ideas in the same way</p> <p>3. When I see how my peers speak with perfect pronunciation and intonation, I can see myself speaking with perfect pronunciation and intonation in the same way.</p> <p>4. when compared with others in speaking class, I think I am not a good student in speaking class.(-)</p> <p>5. when I ask my lecturer questions in English, I can speak with appropriate pronunciation and intonation.</p>	<p><b>V</b></p> <p><b>V</b></p> <p><b>V</b></p> <p><b>V</b></p> <p><b>V</b></p>		
<b>C. Verbal Persuasion: Receiving feedback, judgments, and appraisals from others about the related task</b>				
	1.			
<b>4.</b>				

	5. My speaking lecturer encourages me to speak English during pair and group work.	V		
4. Physiological and Emotional States: Person's physical and emotional conditions state on their self-efficacy such as, good or bad mood, and other elements such as fatigue, anxiety, and others with poor performance.				
	1. When speaking English in the classroom, I felt nervous	V		
	2. When speaking English in the classroom, I got stressed	V		
	3. When speaking English in the classroom, I got anxious	V		
	4. I made a lot of pauses or use 'ah,' 'um,' etc. in speaking tasks.	V		
	5. I cannot evaluate whether my speaking performance in class is good or bad.	V		

Validator Instrumen



Dr. Paidi Gusmuliana, M.Pd

## Blueprint Factor Influencing Students' Self-efficacy in Speaking Class Questionnaire

**By:**

Mia agustia/20551034

**Instruction:** Please indicate your agreement with the following statements regarding your factor influencing self-efficacy in speaking English class. There are no right or wrong answer,so please answer according to your personal beliefs and experiences. You may check (√) the box for your answer. Please leave no item unanswered.

Use the 5-point Likert scale,where **1** corresponds to “Never”,**2** to “Rarely”,**3** to “Sometimes”,**4** to “Often”,**5** to “Always”.

Factors	Questions	Level				
		1	2	3	4	5
<b>Mastery Experience</b>	1. when speaking English in the classroom, I expressed my ideas fluently.					
	2. when speaking English in the classroom, I could speak all words correctly					
	3. I was not sure that I could do an excellent job in task assigned for speaking class					
	4. I got excellent grades on Spoken English tests					
	5. I could deliver an orgaized speech in the speaking class					
	6. I maintained my posture while delivering a speech during speaking class.					
	7. I couldn't overcome my anxiety when I speak English make me hesitant to try them again					
	8. I could master the speaking skills taught in English class.					

	9. I could understand the most difficult material presented in speaking courses.					
	10. I could use the speaking skills taught in class for real-life.					
<b>Vicarious Experience</b>	1. When I see how my lecturer uses complex sentences, I can picture myself using complex sentences in the same way.					
	2. When I see how another student logically expresses their ideas, I can see myself logically expressing my ideas in the same way					
	3. When I see how my peers speak with perfect pronunciation and intonation, I can see myself speaking with perfect pronunciation and intonation in the same way.					
	4. When compared with others in speaking class, I think I am not a good student in speaking class.					
	5. When I ask my lecturer questions in English, I can speak with appropriate pronunciation and intonation.					
<b>Verbal Persuasion</b>	1. My speaking lecturer has told me that I have a talent for speaking English					
	2. My friends have told me that I am doing well in speaking English					
	3. My classmates have told me that I am good at speaking English					
	4. When my speaking lecturer giving judgments I feel demotivated, which makes it difficult to continue working on speaking tasks					
	5. My speaking lecturer encourages me to speak English during pair and group work.					
<b>Physiological and Emotional States</b>	1. When speaking English in the classroom, I felt nervous					
	2. When speaking English in the classroom, I got stressed					
	3. When speaking English in the classroom, I got anxious					
	4. I made a lot of pauses or use 'ah,' 'um,' etc. in speaking tasks					

	5. I cannot evaluate whether my speaking performance in class is good or bad.					
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Students	Statements/Item																								
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25
Respondent 1	3	3	4	3	4	3	3	2	5	3	5	3	3	5	2	3	3	3	2	4	1	4	3	4	3
Respondent 2	3	3	4	3	2	4	4	3	4	3	2	3	4	3	4	4	4	4	4	3	3	3	4	2	3
Respondent 3	2	2	4	2	2	2	4	2	2	2	2	2	2	4	2	2	2	2	3	3	3	3	3	3	3
Respondent 4	2	3	3	3	2	3	4	2	3	3	2	3	4	4	3	4	3	3	4	2	3	4	3	3	3
Respondent 5	3	3	2	4	3	2	1	5	1	1	3	3	3	4	3	3	4	4	4	2	3	3	1	1	1
Respondent 6	4	3	4	3	4	3	3	4	3	4	3	4	3	3	3	3	3	3	5	4	4	4	4	3	2
Respondent 7	3	3	2	2	2	3	2	2	2	2	3	3	2	4	3	2	2	2	3	3	2	2	2	2	3
Respondent 8	4	4	4	4	5	4	3	3	4	4	3	3	4	4	5	3	4	4	3	3	4	4	4	3	3
Respondent 9	4	4	3	4	4	3	2	3	4	3	3	3	5	3	4	3	3	3	5	2	3	4	4	2	4
Respondent 10	3	4	3	4	3	4	5	2	3	3	3	4	4	2	3	5	5	5	3	4	1	3	2	3	3
Respondent 11	4	4	3	3	4	3	1	2	4	4	4	4	3	3	4	3	3	3	3	5	4	5	4	3	4
Respondent 12	4	4	2	3	3	3	1	2	4	4	3	3	3	2	4	3	3	3	2	5	3	3	4	3	4
Respondent 13	3	3	3	3	3	3	2	4	3	4	4	4	3	4	3	3	3	3	3	3	1	3	1	1	3
Respondent 14	3	2	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3	1	2	5	3	3	3	2	3
Respondent 15	3	4	5	4	3	4	4	4	4	4	3	3	4	5	3	3	4	4	1	4	4	4	5	2	3
Respondent 16	2	3	3	3	3	2	1	3	2	2	2	4	3	3	3	3	2	2	5	4	1	1	1	1	1
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Respondent 18	3	2	3	3	2	3	2	3	2	3	3	3	3	4	4	1	2	2	3	5	1	1	1	1	1
Respondent 19	2	3	3	2	2	2	2	2	2	3	2	3	4	3	3	1	2	2	3	5	3	3	2	1	5
Respondent 20	2	3	3	2	3	3	2	2	2	2	2	3	4	3	2	1	4	4	1	3	2	3	2	1	5
Respondent 21	2	3	4	3	2	5	2	3	2	3	4	2	3	3	3	2	2	2	3	4	2	5	2	2	3
Respondent 22	4	3	3	3	2	3	4	2	2	3	2	2	3	4	3	2	3	3	4	5	2	5	2	4	2
Respondent 23	3	2	4	3	3	4	3	3	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	4
Respondent 24	3	3	4	3	2	4	3	2	2	4	5	4	3	4	2	3	2	3	3	5	4	3	4	3	3
Respondent 25	3	2	1	1	2	2	3	3	1	3	4	4	4	1	2	3	2	3	3	5	1	3	4	1	3
Respondent 26	2	2	1	1	3	2	3	3	1	3	4	4	4	1	2	4	4	4	3	4	1	3	3	1	3
Respondent 27	4	4	3	4	4	4	3	4	4	4	4	4	4	3	4	2	4	4	5	5	2	5	4	4	5
Respondent 28	3	3	2	4	3	5	2	4	2	1	2	2	2	4	3	2	4	3	4	3	5	5	1	1	1
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Respondent 31	3	4	3	3	2	2	3	1	3	3	2	2	2	3	3	3	3	4	2	3	2	4	3	2	2
Respondent 32	3	3	3	3	2	2	2	4	4	2	3	3	4	2	4	2	3	3	3	4	4	2	2	3	4
Respondent 33	3	2	3	3	3	3	4	2	4	4	3	4	3	5	3	2	1	1	3	4	4	4	4	2	2
Respondent 34	3	3	3	2	3	3	3	3	2	3	2	2	3	2	3	4	4	4	2	5	2	4	3	3	4
Respondent 35	3	3	2	4	4	3	3	4	3	5	3	3	3	2	3	4	3	3	3	4	3	4	3	2	2
Respondent 36	3	3	4	2	2	2	3	2	3	2	2	2	2	2	4	3	4	4	3	4	1	2	1	1	3
Respondent 37	3	3	3	2	4	3	3	3	3	2	2	3	4	3	3	3	5	5	5	4	3	4	5	3	5
Respondent 38	3	3	3	4	3	3	2	4	2	5	5	4	5	4	2	3	3	3	2	3	3	3	3	1	5
Respondent 39	3	4	3	3	3	4	2	3	3	4	3	3	4	4	3	3	3	2	3	3	1	1	1	2	3
Respondent 40	3	4	4	2	2	3	2	1	5	4	2	3	3	2	4	4	4	4	2	1	4	4	1	2	4
Respondent 41	5	3	4	4	4	5	4	3	3	4	3	4	4	4	3	3	4	4	4	5	2	3	4	4	5
Respondent 42	4	4	4	4	5	5	5	3	2	4	2	4	4	4	3	3	2	3	2	3	4	4	5	4	3
Respondent 43	3	2	3	2	3	2	4	2	3	3	3	2	3	2	3	2	2	2	3	3	2	2	2	2	4
Respondent 44	2	3	3	3	2	3	2	2	4	3	4	3	4	4	3	2	3	2	2	3	4	4	4	4	3
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Respondent 48	3	2	1	3	2	1	4	1	4	2	3	2	2	5	2	2	2	2	2	3	1	3	1	1	2
Respondent 49	3	4	3	2	2	3	2	2	3	2	2	3	3	2	3	2	3	3	5	4	1	1	1	2	3
Respondent 50	2	3	3	3	3	4	2	4	3	3	5	4	4	3	3	3	2	3	3	4	5	3	5	4	2
Respondent 51	2	3	3	2	2	2	3	3	2	3	3	2	5	1	2	5	3	3	3	3	1	3	1	1	3
Respondent 52	3	2	3	2	3	3	2	3	3	4	5	5	5	3	5	2	5	5	1	4	2	3	3	1	3
Respondent 53	4	4	4	4	5	5	2	4	4	4	5	5	5	4	4	4	4	4	5	5	1	1	1	4	3
Respondent 54	3	4	1	4	4	4	4	5	4	5	4	4	4	5	4	2	2	1	4	4	2	5	3	3	5
Respondent 55	4	3	2	3	3	4	3	4	4	3	4	4	4	2	2	2	3	4	4	5	4	3	4	3	1
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Respondent 57	3	2	2	2	3	3	4	2	4	3	4	3	2	3	4	3	2	2	3	3	3	2	4	1	2
Respondent 58	3	2	3	3	2	3	3	2	2	2	4	3	3	4	4	1	2	3	5	3	3	4	4	1	2
Respondent 59	3	4	3	4	2	2	5	2	3	4	5	3	4	4	3	4	3	3	2	4	3	5	5	3	1
Respondent 60	2	3	2	2	2	3	3	3	3	3	4	4	4	3	3	1	1	1	1	2	2	1	1	1	2
Respondent 61	3	2	4	2	4	1	2	2	2	1	2	1	2	1	4	2	3	3	3	4	1	2	1	1	2
Respondent 62	3	2	3	2	2	3	2	2	3	2	4	3	2	3	3	1	3	2	2	1	2	3	3	2	3
Respondent 63	3	3	4	3	2	2	5	3	1	2	3	4	2	4	3	4	4	3	2	3	4	5	2	3	5
Respondent 64	2	2	2	3	2	2	3	1	1	2	3	3	3	2	3	3	5	4	3	3	1	2	3	1	1
Respondent 65	2	4	2	3	4	1	3	1	2	2	2	2	2	5	4	1	2	2	3	3	1	3	2	1	1
Respondent 66	3	3	4	2	1	1	2	1	2	2	1	2	1	2	1	4	2	3	4	4	2	2	2	2	1
Respondent 67	2	2	3	2	2	2	3	1	2	3	2	3	2	3	3	1	2	2	2	2	2	4	4	2	4



Respondent 77	2	4	2	3	4	1	2	1	2	2	4	3	3	3	2	2	4	3	3	5	3	3	4	2
Respondent 78	2	4	3	3	4	1	2	1	2	2	5	5	5	2	4	2	3	2	3	3	3	3	3	3
Respondent 79	5	4	1	4	3	5	4	4	5	5	5	4	4	4	4	3	3	4	2	3	3	4	3	3
Respondent 80	4	4	2	4	5	5	4	4	4	5	3	5	4	4	3	4	2	3	3	3	4	3	3	1
Respondent 81	5	5	3	5	5	5	2	5	4	5	5	5	5	5	4	4	2	1	1	3	4	4	4	3
Respondent 82	4	4	2	4	4	4	4	3	4	5	4	5	4	3	3	4	2	4	2	1	2	2	2	2
Respondent 83	5	4	2	4	3	5	4	4	5	5	4	2	4	5	4	4	2	3	2	3	4	4	4	3
Respondent 84	2	4	1	3	4	1	2	1	2	2	2	3	3	4	3	3	5	4	3	3	3	4	4	2
Respondent 85	2	4	3	3	4	1	5	1	2	2	3	2	4	5	2	1	2	2	3	3	1	3	2	3
Respondent 86	5	4	2	4	3	5	2	4	5	5	2	3	3	2	3	4	2	3	4	4	4	5	4	3
Respondent 87	4	4	2	4	5	5	4	4	4	5	5	4	4	3	3	1	2	2	2	3	3	4	3	3
Respondent 88	5	5	3	5	5	5	2	5	4	5	3	2	5	1	2	4	4	2	3	5	1	3	1	1
Respondent 89	5	3	1	4	4	5	4	3	3	4	5	5	3	3	5	2	2	2	1	4	3	3	3	2
Respondent 90	4	4	2	4	5	5	4	4	4	5	5	5	5	4	4	2	1	3	2	4	4	4	5	2
Respondent 91	5	5	3	5	5	5	2	5	4	5	4	4	4	5	4	2	4	3	1	4	1	1	1	1
Respondent 92	5	4	2	4	3	5	2	4	5	5	4	4	2	2	2	1	4	3	1	2	2	5	3	3
Respondent 93	4	4	2	4	5	5	4	4	4	5	3	3	3	3	4	2	2	4	1	4	1	1	1	1
Respondent 94	5	5	3	5	5	5	3	5	4	5	4	3	2	3	4	3	2	2	3	1	3	3	2	1
Respondent 95	5	3	4	4	4	5	4	3	3	4	4	5	3	1	4	1	2	2	3	3	2	3	2	1
Respondent 96	5	5	2	5	5	4	3	4	5	4	5	3	4	4	3	4	2	3	4	4	2	5	2	2
Respondent 97	4	4	3	4	5	5	4	4	4	5	4	4	4	3	3	1	2	2	2	2	2	5	2	4
Respondent 98	5	5	3	5	5	5	2	5	4	5	2	1	2	1	4	4	4	3	5	3	3	3	3	3
Respondent 99	5	4	2	4	3	5	3	4	5	5	4	3	2	3	3	2	2	2	1	4	4	3	4	3
Respondent 100	4	4	2	4	5	5	4	4	4	5	3	4	2	2	5	2	2	3	2	1	1	3	4	1
Respondent 101	5	5	3	5	5	5	2	5	4	5	5	3	3	5	2	2	4	3	1	4	1	3	3	1
Respondent 102	3	4	2	4	4	4	4	4	4	5	2	5	4	3	4	1	4	3	1	2	2	5	4	4
Respondent 103	2	4	4	4	4	4	5	3	2	3	2	2	2	4	2	2	2	4	1	4	5	5	1	1
Respondent 104	5	4	2	4	3	5	4	4	5	5	2	3	3	4	3	2	2	2	1	4	2	4	3	2
Respondent 105	2	4	1	3	4	1	2	1	2	2	3	3	4	4	3	2	1	3	2	4	2	3	4	1
Respondent 106	2	4	3	3	4	1	4	1	2	2	3	4	3	3	2	2	4	2	1	4	2	4	3	2
Respondent 107	5	5	3	5	5	5	2	5	4	5	5	3	2	4	3	1	4	3	1	2	4	2	2	3
Respondent 108	5	3	4	4	4	5	4	3	3	4	3	4	4	4	5	2	2	4	1	4	4	4	4	2
Respondent 109	5	3	2	5	4	5	5	5	4	5	3	3	5	3	4	3	2	2	3	1	2	4	3	3
Respondent 110	5	4	2	4	3	5	4	4	5	5	3	4	4	2	3	1	2	2	3	3	3	4	3	2
Respondent 111	2	4	3	4	4	4	4	3	2	3	5	4	2	3	4	4	2	3	4	1	2	1	1	1
Respondent 112	5	3	3	5	4	5	5	5	4	5	3	3	3	2	5	1	2	2	2	2	3	4	5	3
Respondent 113	4	4	2	4	5	5	4	4	4	5	4	4	4	3	4	4	4	4	3	5	3	3	3	1
Respondent 114	5	5	1	5	5	5	3	5	4	5	2	3	2	2	3	2	2	1	4	1	1	1	1	2
Respondent 115	5	5	3	5	5	5	4	5	4	5	3	4	4	2	3	2	2	3	2	1	1	4	1	2
Respondent 116	5	4	2	4	3	5	2	4	5	5	5	4	2	3	4	2	4	3	1	4	3	4	4	4
Respondent 117	5	3	2	5	4	5	5	5	4	5	5	3	3	2	5	1	4	3	1	2	4	4	5	4
Respondent 118	5	3	4	4	4	5	4	3	3	4	4	2	4	3	4	2	2	4	1	4	2	2	2	2

**Questionnaire factor influencing students' self-efficacy in speaking class**

Name: Lova Nouriaty

NIM : 22581022

Class : TB 15A

Please answer each statement honestly according to your opinion. Put a mark (✓) on one of your choices. Description: N = NEVER, R = RARELY, S = SOMETIMES, O = OFTEN, A = ALWAYS

No	Statements	N	R	S	O	A
1	When speaking English in the classroom, I expressed my ideas fluently		✓			
2	When speaking English in the classroom, I could speak all words correctly					✓
3	I was not sure that I could do an excellent job in task assigned for speaking class	✓				
4	I got excellent grades on spoken English tests				✓	
5	I could deliver an organized speech in the speaking class			✓		
6	I maintained my posture while delivering a speech in the speaking class					✓
7	I couldn't overcome my anxiety when I speak English make me hesitant to try them again	✓				
8	I could master the speaking skills taught in English class			✓		
9	I could understand the most difficult material presented in speaking courses				✓	
10	I could use the speaking skills taught in class for real-life				✓	
11	When I see how my lecturer uses complex sentences in speaking, I can picture myself using complex sentences when speaking English in the same way		✓			
12	When I see how another student logically expresses their ideas, I can see myself logically expressing my ideas in the same way		✓			
13	When I see how my peers speak with perfect pronunciation and intonation, I can see myself speaking with perfect pronunciation and intonation in the same way				✓	
14	When compared with others in speaking class, I think I am not a good student in speaking class	✓				
15	When I ask my lecturer questions in English, I can speak with appropriate pronunciation and intonation				✓	
16	My speaking lecturer has told me that I have a talent for speaking English				✓	
17	My friends have told me that I am doing well in speaking English				✓	
18	My classmate have told me that I am good at speaking English				✓	
19	When my speaking lecturer giving judgments I feel demotivated, which makes it difficult to continue working on speaking tasks	✓				
20	My speaking lecturer encourages me to speak English during pair and group work					✓
21	When speaking English in the classroom, I felt nervous	✓				
22	When speaking English in the classroom, I got stressed	✓				
23	When speaking English in the classroom, I got anxious	✓				
24	I made a lot of pauses or use 'ah', 'um', etc in speaking tasks	✓				
25	I cannot evaluate whether my speaking performance in class is good or bad					✓

**Questionnaire factor influencing students' self-efficacy in speaking class**

Name : ~~Nette~~ Ditea Melita K.

NIM : 22551012

Class : TBC SA

Please answer each statement honestly according to your opinion. Put a mark (✓) on one of your choices. Description: N = NEVER, R = RARELY, S = SOMETIMES, O = OFTEN, A = ALWAYS

No	Statements	N	R	S	O	A
1	When speaking English in the classroom, I expressed my ideas fluently			✓		
2	When speaking English in the classroom, I could speak all words correctly			✓		
3	I was not sure that I could do an excellent job in task assigned for speaking class		✓			
4	I got excellent grades on spoken English tests				✓	
5	I could deliver an organized speech in the speaking class					✓
6	I maintained my posture while delivering a speech in the speaking class					✓
7	I couldn't overcome my anxiety when I speak English make me hesitant to try them again	✓				
8	I could master the speaking skills taught in English class			✓		
9	I could understand the most difficult material presented in speaking courses		✓			
10	I could use the speaking skills taught in class for real-life				✓	
11	When I see how my lecturer uses complex sentences in speaking, I can picture myself using complex sentences when speaking English in the same way			✓		
12	When I see how another student logically expresses their ideas, I can see myself logically expressing my ideas in the same way				✓	
13	When I see how my peers speak with perfect pronunciation and intonation, I can see myself speaking with perfect pronunciation and intonation in the same way				✓	
14	When compared with others in speaking class, I think I am not a good student in speaking class	✓				
15	When I ask my lecturer questions in English, I can speak with appropriate pronunciation and intonation			✓		
16	My speaking lecturer has told me that I have a talent for speaking English			✓		
17	My friends have told me that I am doing well in speaking English				✓	
18	My classmate have told me that I am good at speaking English				✓	
19	When my speaking lecturer giving judgments I feel demotivated, which makes it difficult to continue working on speaking tasks	✓				
20	My speaking lecturer encourages me to speak English during pair and group work		✓			
21	When speaking English in the classroom, I felt nervous		✓			
22	When speaking English in the classroom, I got stressed		✓			
23	When speaking English in the classroom, I got anxious	✓				
24	I made a lot of pauses or use 'ah', 'um', etc in speaking tasks		✓			
25	I cannot evaluate whether my speaking performance in class is good or bad			✓		

**Questionnaire factor influencing students' self-efficacy in speaking class**

Name : Jesi Nuraini

NIM : 22551021

Class : TBI 5A

Please answer each statement honestly according to your opinion. Put a mark (✓) on one of your choices. Description:  
**N = NEVER, R = RARELY, S = SOMETIMES, O = OFTEN, A = ALWAYS**

No	Statements	N	R	S	O	A
1	When speaking English in the classroom, I expressed my ideas fluently					✓
2	When speaking English in the classroom, I could speak all words correctly			✓		
3	I was not sure that I could do an excellent job in task assigned for speaking class		✓			
4	I got excellent grades on spoken English tests				✓	
5	I could deliver an organized speech in the speaking class				✓	
6	I maintained my posture while delivering a speech in the speaking class					✓
7	I couldn't overcome my anxiety when I speak English make me hesitant to try them again		✓			
8	I could master the speaking skills taught in English class			✓		
9	I could understand the most difficult material presented in speaking courses			✓		
10	I could use the speaking skills taught in class for real-life				✓	
11	When I see how my lecturer uses complex sentences in speaking, I can picture myself using complex sentences when speaking English in the same way			✓		
12	When I see how another student logically expresses their ideas, I can see myself logically expressing my ideas in the same way				✓	
13	When I see how my peers speak with perfect pronunciation and intonation, I can see myself speaking with perfect pronunciation and intonation in the same way				✓	
14	When compared with others in speaking class, I think I am not a good student in speaking class		✓			
15	When I ask my lecturer questions in English, I can speak with appropriate pronunciation and intonation			✓		
16	My speaking lecturer has told me that I have a talent for speaking English				✓	
17	My friends have told me that I am doing well in speaking English				✓	
18	My classmate have told me that I am good at speaking English				✓	
19	When my speaking lecturer giving judgments I feel demotivated, which makes it difficult to continue working on speaking tasks		✓			
20	My speaking lecturer encourages me to speak English during pair and group work		✓			
21	When speaking English in the classroom, I felt nervous			✓		
22	When speaking English in the classroom, I got stressed		✓			
23	When speaking English in the classroom, I got anxious			✓		
24	I made a lot of pauses or use 'ah', 'um', etc in speaking tasks			✓		
25	I cannot evaluate whether my speaking performance in class is good or bad	✓				

**Questionnaire factor influencing students' self-efficacy in speaking class**

Name : Ahsanul Zil Tauwima

NIM : 22551003

Class : TBISA

Please answer each statement honestly according to your opinion. Put a mark (✓) on one of your choices. Description: N = NEVER, R = RARELY, S = SOMETIMES, O = OFTEN, A = ALWAYS

No	Statements	N	R	S	O	A
1	When speaking English in the classroom, I expressed my ideas fluently			✓		
2	When speaking English in the classroom, I could speak all words correctly			✓		
3	I was not sure that I could do an excellent job in task assigned for speaking class			✓		
4	I got excellent grades on spoken English tests			✓		
5	I could deliver an organized speech in the speaking class			✓		
6	I maintained my posture while delivering a speech in the speaking class				✓	
7	I couldn't overcome my anxiety when I speak English make me hesitant to try them again				✓	
8	I could master the speaking skills taught in English class				✓	
9	I could understand the most difficult material presented in speaking courses			✓		
10	I could use the speaking skills taught in class for real-life			✓		
11	When I see how my lecturer uses complex sentences in speaking, I can picture myself using complex sentences when speaking English in the same way					✓
12	When I see how another student logically expresses their ideas, I can see myself logically expressing my ideas in the same way				✓	
13	When I see how my peers speak with perfect pronunciation and intonation, I can see myself speaking with perfect pronunciation and intonation in the same way				✓	
14	When compared with others in speaking class, I think I am not a good student in speaking class			✓		
15	When I ask my lecturer questions in English, I can speak with appropriate pronunciation and intonation			✓		
16	My speaking lecturer has told me that I have a talent for speaking English		✓			
17	My friends have told me that I am doing well in speaking English			✓		
18	My classmate have told me that I am good at speaking English			✓		
19	When my speaking lecturer giving judgments I feel demotivated, which makes it difficult to continue working on speaking tasks	✓				
20	My speaking lecturer encourages me to speak English during pair and group work				✓	
21	When speaking English in the classroom, I felt nervous			✓		
22	When speaking English in the classroom, I got stressed	✓				
23	When speaking English in the classroom, I got anxious		✓			
24	I made a lot of pauses or use 'ah', 'um', etc in speaking tasks				✓	
25	I cannot evaluate whether my speaking performance in class is good or bad					✓

**Questionnaire factor influencing students' self-efficacy in speaking class**

Name: Diki Atiansah

NIM : 20551010

Class : TBI SB

Please answer each statement honestly according to your opinion. Put a mark (✓) on one of your choices. Description:  
**N = NEVER, R = RARELY, S = SOMETIMES, O = OFTEN, A = ALWAYS**

No	Statements	N	R	S	O	A
1	When speaking English in the classroom, I expressed my ideas fluently					✓
2	When speaking English in the classroom, I could speak all words correctly					✓
3	I was not sure that I could do an excellent job in task assigned for speaking class			✓		
4	I got excellent grades on spoken English tests					✓
5	I could deliver an organized speech in the speaking class					✓
6	I maintained my posture while delivering a speech in the speaking class					✓
7	I couldn't overcome my anxiety when I speak English make me hesitant to try them again					✓
8	I could master the speaking skills taught in English class					✓
9	I could understand the most difficult material presented in speaking courses					✓
10	I could use the speaking skills taught in class for real-life					✓
11	When I see how my lecturer uses complex sentences in speaking, I can picture myself using complex sentences when speaking English in the same way					✓
12	When I see how another student logically expresses their ideas, I can see myself logically expressing my ideas in the same way					✓
13	When I see how my peers speak with perfect pronunciation and intonation, I can see myself speaking with perfect pronunciation and intonation in the same way					✓
14	When compared with others in speaking class, I think I am not a good student in speaking class			✓		
15	When I ask my lecturer questions in English, I can speak with appropriate pronunciation and intonation					✓
16	My speaking lecturer has told me that I have a talent for speaking English			✓		
17	My friends have told me that I am doing well in speaking English					✓
18	My classmate have told me that I am good at speaking English					✓
19	When my speaking lecturer giving judgments I feel demotivated, which makes it difficult to continue working on speaking tasks					✓
20	My speaking lecturer encourages me to speak English during pair and group work					✓
21	When speaking English in the classroom, I felt nervous					✓
22	When speaking English in the classroom, I got stressed					✓
23	When speaking English in the classroom, I got anxious					✓
24	I made a lot of pauses or use 'ah', 'um', etc in speaking tasks			✓		
25	I cannot evaluate whether my speaking performance in class is good or bad				✓	

**Questionnaire factor influencing students' self-efficacy in speaking class**

Name : Anesh Arka Ruti

NIM : 2351004

Class : TBI - 3A

Please answer each statement honestly according to your opinion. Put a mark (✓) on one of your choices. Description: N = NEVER, R = RARELY, S = SOMETIMES, O = OFTEN, A = ALWAYS

No	Statements	N	R	S	O	A
1	When speaking English in the classroom, I expressed my ideas fluently			✓		
2	When speaking English in the classroom, I could speak all words correctly			✓		
3	I was not sure that I could do an excellent job in task assigned for speaking class				✓	
4	I got excellent grades on spoken English tests				✓	
5	I could deliver an organized speech in the speaking class			✓		
6	I maintained my posture while delivering a speech in the speaking class		✓			
7	I couldn't overcome my anxiety when I speak English make me hesitant to try them again					✓
8	I could master the speaking skills taught in English class					✓
9	I could understand the most difficult material presented in speaking courses	✓				
10	I could use the speaking skills taught in class for real-life	✓				
11	When I see how my lecturer uses complex sentences in speaking, I can picture myself using complex sentences when speaking English in the same way			✓		
12	When I see how another student logically expresses their ideas, I can see myself logically expressing my ideas in the same way			✓		
13	When I see how my peers speak with perfect pronunciation and intonation, I can see myself speaking with perfect pronunciation and intonation in the same way			✓		
14	When compared with others in speaking class, I think I am not a good student in speaking class	✓				
15	When I ask my lecturer questions in English, I can speak with appropriate pronunciation and intonation			✓		
16	My speaking lecturer has told me that I have a talent for speaking English			✓		
17	My friends have told me that I am doing well in speaking English				✓	
18	My classmate have told me that I am good at speaking English				✓	
19	When my speaking lecturer giving judgments I feel demotivated, which makes it difficult to continue working on speaking tasks	✓				
20	My speaking lecturer encourages me to speak English during pair and group work	✓				
21	When speaking English in the classroom, I felt nervous			✓		
22	When speaking English in the classroom, I got stressed			✓		
23	When speaking English in the classroom, I got anxious					✓
24	I made a lot of pauses or use 'ah', 'um', etc in speaking tasks					✓
25	I cannot evaluate whether my speaking performance in class is good or bad					✓

**Questionnaire factor influencing students' self-efficacy in speaking class**

Name : Diki Ariansah

NIM : 20551010

Class : TB1 SB

Please answer each statement honestly according to your opinion. Put a mark (✓) on one of your choices. Description:  
**N = NEVER, R = RARELY, S = SOMETIMES, O = OFTEN, A = ALWAYS**

No	Statements	N	R	S	O	A
1	When speaking English in the classroom, I expressed my ideas fluently				✓	
2	When speaking English in the classroom, I could speak all words correctly				✓	
3	I was not sure that I could do an excellent job in task assigned for speaking class		✓			
4	I got excellent grades on spoken English tests				✓	
5	I could deliver an organized speech in the speaking class					✓
6	I maintained my posture while delivering a speech in the speaking class					✓
7	I couldn't overcome my anxiety when I speak English make me hesitant to try them again				✓	
8	I could master the speaking skills taught in English class				✓	
9	I could understand the most difficult material presented in speaking courses				✓	
10	I could use the speaking skills taught in class for real-life					✓
11	When I see how my lecturer uses complex sentences in speaking, I can picture myself using complex sentences when speaking English in the same way					✓
12	When I see how another student logically expresses their ideas, I can see myself logically expressing my ideas in the same way					✓
13	When I see how my peers speak with perfect pronunciation and intonation, I can see myself speaking with perfect pronunciation and intonation in the same way					✓
14	When compared with others in speaking class, I think I am not a good student in speaking class		✓			
15	When I ask my lecturer questions in English, I can speak with appropriate pronunciation and intonation					✓
16	My speaking lecturer has told me that I have a talent for speaking English		✓			
17	My friends have told me that I am doing well in speaking English					✓
18	My classmate have told me that I am good at speaking English					✓
19	When my speaking lecturer giving judgments I feel demotivated, which makes it difficult to continue working on speaking tasks					✓
20	My speaking lecturer encourages me to speak English during pair and group work				✓	
21	When speaking English in the classroom, I felt nervous					✓
22	When speaking English in the classroom, I got stressed					✓
23	When speaking English in the classroom, I got anxious					✓
24	I made a lot of pauses or use 'ah', 'um', etc in speaking tasks			✓		
25	I cannot evaluate whether my speaking performance in class is good or bad				✓	



**Questionnaire factor influencing students' self-efficacy in speaking class**

Name : Yulia vitalhoka

NIM : 23551064

Class : 3C

Please answer each statement honestly according to your opinion. Put a mark (√) on one of your choices. Description:  
**N = NEVER, R = RARELY, S = SOMETIMES, O = OFTEN, A = ALWAYS**

No	Statements	N	R	S	O	A
1	When speaking English in the classroom, I expressed my ideas fluently			√		
2	When speaking English in the classroom, I could speak all words correctly			√		
3	I was not sure that I could do an excellent job in task assigned for speaking class			√		
4	I got excellent grades on spoken English tests				√	
5	I could deliver an organized speech in the speaking class			√		
6	I maintained my posture while delivering a speech in the speaking class			√		
7	I couldn't overcome my anxiety when I speak English make me hesitant to try them again				√	
8	I could master the speaking skills taught in English class				√	
9	I could understand the most difficult material presented in speaking courses		√			
10	I could use the speaking skills taught in class for real-life					√
11	When I see how my lecturer uses complex sentences in speaking, I can picture myself using complex sentences when speaking English in the same way					√
12	When I see how another student logically expresses their ideas, I can see myself logically expressing my ideas in the same way				√	
13	When I see how my peers speak with perfect pronunciation and intonation, I can see myself speaking with perfect pronunciation and intonation in the same way					√
14	When compared with others in speaking class, I think I am not a good student in speaking class		√			
15	When I ask my lecturer questions in English, I can speak with appropriate pronunciation and intonation		√			
16	My speaking lecturer has told me that I have a talent for speaking English			√		
17	My friends have told me that I am doing well in speaking English					√
18	My classmate have told me that I am good at speaking English					√
19	When my speaking lecturer giving judgments I feel demotivated, which makes it difficult to continue working on speaking tasks	√				
20	My speaking lecturer encourages me to speak English during pair and group work				√	
21	When speaking English in the classroom, I felt nervous			√		
22	When speaking English in the classroom, I got stressed			√		
23	When speaking English in the classroom, I got anxious			√		
24	I made a lot of pauses or use 'ah', 'um', etc in speaking tasks					√
25	I cannot evaluate whether my speaking performance in class is good or bad	√				

**Questionnaire factor influencing students' self-efficacy in speaking class**

Name : Welisah Yusat Wika

NIM : 22551057

Class : TB1 5C

Please answer each statement honestly according to your opinion. Put a mark (✓) on one of your choices. Description: N = NEVER, R = RARELY, S = SOMETIMES, O = OFTEN, A = ALWAYS

No	Statements	N	R	S	O	A
1	When speaking English in the classroom, I expressed my ideas fluently		✓			
2	When speaking English in the classroom, I could speak all words correctly				✓	
3	I was not sure that I could do an excellent job in task assigned for speaking class				✓	
4	I got excellent grades on spoken English tests			✓		
5	I could deliver an organized speech in the speaking class				✓	
6	I maintained my posture while delivering a speech in the speaking class	✓				
7	I couldn't overcome my anxiety when I speak English make me hesitant to try them again			✓		
8	I could master the speaking skills taught in English class	✓				
9	I could understand the most difficult material presented in speaking courses		✓			
10	I could use the speaking skills taught in class for real-life		✓			
11	When I see how my lecturer uses complex sentences in speaking, I can picture myself using complex sentences when speaking English in the same way			✓		
12	When I see how another student logically expresses their ideas, I can see myself logically expressing my ideas in the same way			✓		
13	When I see how my peers speak with perfect pronunciation and intonation, I can see myself speaking with perfect pronunciation and intonation in the same way			✓		
14	When compared with others in speaking class, I think I am not a good student in speaking class	✓				
15	When I ask my lecturer questions in English, I can speak with appropriate pronunciation and intonation					✓
16	My speaking lecturer has told me that I have a talent for speaking English			✓		
17	My friends have told me that I am doing well in speaking English					✓
18	My classmate have told me that I am good at speaking English				✓	
19	When my speaking lecturer giving judgments I feel demotivated, which makes it difficult to continue working on speaking tasks			✓		
20	My speaking lecturer encourages me to speak English during pair and group work			✓		
21	When speaking English in the classroom, I felt nervous					✓
22	When speaking English in the classroom, I got stressed			✓		
23	When speaking English in the classroom, I got anxious				✓	
24	I made a lot of pauses or use 'ah', 'um', etc in speaking tasks					✓
25	I cannot evaluate whether my speaking performance in class is good or bad					✓

**Questionnaire factor influencing students' self-efficacy in speaking class**

Name : Melati Puspita

NIM : 22551027

Class : TBI 5B

Please answer each statement honestly according to your opinion. Put a mark (✓) on one of your choices. Description:  
**N = NEVER, R = RARELY, S = SOMETIMES, O = OFTEN, A = ALWAYS**

No	Statements	N	R	S	O	A
1	When speaking English in the classroom, I expressed my ideas fluently			✓		
2	When speaking English in the classroom, I could speak all words correctly			✓		
3	I was not sure that I could do an excellent job in task assigned for speaking class					✓
4	I got excellent grades on spoken English tests				✓	
5	I could deliver an organized speech in the speaking class				✓	
6	I maintained my posture while delivering a speech in the speaking class				✓	
7	I couldn't overcome my anxiety when I speak English make me hesitant to try them again			✓		
8	I could master the speaking skills taught in English class					✓
9	I could understand the most difficult material presented in speaking courses				✓	
10	I could use the speaking skills taught in class for real-life					✓
11	When I see how my lecturer uses complex sentences in speaking, I can picture myself using complex sentences when speaking English in the same way					✓
12	When I see how another student logically expresses their ideas, I can see myself logically expressing my ideas in the same way					✓
13	When I see how my peers speak with perfect pronunciation and intonation, I can see myself speaking with perfect pronunciation and intonation in the same way					✓
14	When compared with others in speaking class, I think I am not a good student in speaking class	✓				
15	When I ask my lecturer questions in English, I can speak with appropriate pronunciation and intonation					✓
16	My speaking lecturer has told me that I have a talent for speaking English					✓
17	My friends have told me that I am doing well in speaking English					✓
18	My classmate have told me that I am good at speaking English					✓
19	When my speaking lecturer giving judgments I feel demotivated, which makes it difficult to continue working on speaking tasks	✓				
20	My speaking lecturer encourages me to speak English during pair and group work					✓
21	When speaking English in the classroom, I felt nervous					✓
22	When speaking English in the classroom, I got stressed	✓				
23	When speaking English in the classroom, I got anxious				✓	
24	I made a lot of pauses or use 'ah', 'um', etc in speaking tasks				✓	
25	I cannot evaluate whether my speaking performance in class is good or bad	✓				