

**THE INFLUENCE OF SELF-EFFICACY ON STUDENTS SPEAKING
SKILL AT ENGLISH EDUCATION STUDY PROGRAM
CLASS OF 2021 AT IAIM SINJAI**



THESIS

Submitted as a Partial Fulfillment of the Requirement to Obtain
a Bachelor of Education Degree (S.Pd)

By:

HERIANTI
Reg. No. 190110011

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI
YEAR 2023**

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI
YEAR 2023**

STATEMENT OF AUTHENTICITY

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Sinjai, 06th July 2023

The Researcher,



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PENGESAHAN SKRIPSI

Skripsi berjudul, Effectiveness Of Using The Cake Application Towards Students Speaking Learning Outcomes At English Education Class Of 2020, yang ditulis oleh Nurmini Nomor Induk Mahasiswa (NIM) 190110016, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 1 Agustus 2023 M bertepatan dengan 14 Shafar 1445 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRAK

Herianti. The Influence of Self-Efficacy on Students Speaking Skill at English Education Study Program Class of 2021 at IAIM Sinjai. Skripsi. Sinjai: Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan UIAD Sinjai, 2023.

Penelitian ini bertujuan untuk: (1) Membuktikan pengaruh efikasi diri terhadap keterampilan berbicara mahasiswa Tadris Bahasa Inggris angkatan 2021 di IAIM Sinjai. (2) Mengetahui besar pengaruh efikasi diri terhadap keterampilan berbicara mahasiswa Tadris Bahasa Inggris angkatan 2021 di IAIM Sinjai.

Jenis penelitian ini adalah *Ex Post Facto* dengan pendekatan kuantitatif. Sampel penelitian ini adalah mahasiswa Tadris Bahasa Inggris angkatan 2021 sebanyak 13 siswa. Variable dalam penelitian ini adalah efikasi diri (X) dan keterampilan. Adapun teknik pengumpulan data yaitu dengan angket, tes, dan dokumentasi. Teknik analisis datanya menggunakan regresi linear sederhana dengan bantuan SPSS 21.

Hasil penelitian menunjukkan bahwa: (1) efikasi diri berpengaruh signifikan terhadap keterampilan berbicara mahasiswa Tadris Bahasa Inggris angkatan 2021 di IAIM Sinjai. Pernyataan ini didukung dan dibuktikan dari hasil analisis data menggunakan SPSS 21, pada table *coefficients* diketahui t hitung efikasi diri $3,174 > 2,201$ t table dan nilai signifikansi $0,009 < 0,05$. Hal ini menunjukkan bahwa H_1 diterima dan H_0 ditolak, yang berarti terdapat pengaruh. (2) Besar pengaruh efikasi diri terhadap keterampilan berbicara mahasiswa Tadris Bahasa Inggris angkatan 2021 di IAIM Sinjai dapat dilihat pada table *model summary* dengan melihat $R\ square = 0,478$ yang berarti pengaruh efikasi diri terhadap

keterampilan berbicara mahasiswa sebesar 47,8% dan termasuk dalam kategori cukup.

Kata Kunci: Efikasi Diri, Keterampilan Berbicara, Bahasa Inggris

ABSTRACT

Herianti. The Influence of Self-Efficacy on Students Speaking Skill at English Education Study Program Class of 2021 at Iaim Sinjai. Thesis. Sinjai: English Tadris Study Program, Tarbiyah Faculty and Teacher Training Science UIADI, 2023.

This study aims to: (1) proving the effect of self-efficacy of the speaking skills of the English language tadris force 2021 in Iaim Sinjai. (2) Knowing the effect of the efficacy of self-efficacy of the speaking skills of the English language Tadris force 2021 in Iaim Sinjai.

This type of research is ex post facto with a quantitative approach. The sample of this study was a 2021 English Tadris student of 1321. The variable in this study is self-efficacy (x) and speaking skills (Y). The data collection techniques are in questionnaires, tests, and documentation. The data analysis technique uses simple linear regression with the help of SPSS 21.

The results showed that: (1) self-efficacy had a significant effect on the speaking skills of the 2021 English tadris students in Iaim Sinjai. This statement is supported and proven from the results of the data analysis using SPSS 21, on the coefficient table known t count $3,174 > T$ table $2,201$ and a significance value of $0.009 < 0.05$. This shows that H_1 is accepted and H_0 is rejected, which means there is a positive influence. (2) The influence of self-efficacy of the speaking skills of English Tadris students Force 2021 in Iaim Sinjai can be seen on the Summary table table by looking at R square = 0.478 which means the effect of self-efficacy of student speaking skills of 47.8% and included in the category.

Keywords: self-efficacy, speaking skills, English

المستخلص

حوياني. تأثير الكفاءة الذاتية على مهارة التحدث لدى الطلاب في برنامج دراسة تعليم اللغة الإنجليزية لعام ٢٠٢١ في جامعة الإسلامية المحمدية سنجائي. البحث. سنجائي: قسم تعليم اللغة الإنجليزية ، كلية التربية وعلوم تدريب المعلمين جامعة أحمد دحلان الإسلامية، ٢٠٢٣.

تهدف هذه الدراسة إلى: (١) إثبات تأثير الكفاءة الذاتية لمهارات التحدث لدى قوة تعليم اللغة الإنجليزية ٢٠٢١ في جامعة الإسلامية المحمدية سنجائي. (٢) معرفة تأثير فاعلية الكفاءة الذاتية لمهارات التحدث باللغة الإنجليزية قوة تادريس ٢٠٢١ في جامعة الإسلامية المحمدية سنجائي. هذا النوع من البحث هو تأثير رجعي مع نصح كمي. وكانت عينة هذه الدراسة من طلاب مدرسة اللغة الإنجليزية عام ٢٠٢١ عام ١٣٢١. والمتغيرات في هذه الدراسة هي الكفاءة الذاتية (X) ومهارات التحدث (Y). تقنيات جمع البيانات موجودة في الاستبيانات والاختبارات والوثائق. تستخدم تقنية تحليل البيانات الانحدار الخطي البسيط بمساعدة برنامج SPSS 21. وأظهرت النتائج أن: (١) الكفاءة الذاتية كان لها تأثير كبير على مهارات التحدث لدى طلاب اللغة الإنجليزية لعام ٢٠٢١ في جامعة الإسلامية المحمدية سنجائي. وقد تم دعم هذه العبارة وإثباتها من خلال نتائج تحليل البيانات باستخدام برنامج SPSS 21، على جدول المعاملات المعروف عددت $3.174 <$ جدول ت 2.201 وقيمة دلالة $0.009 > 0.005$. وهذا يدل على أن H_1 مقبول و H_0 مرفوض، مما يعني أن هناك تأثير إيجابي. (٢) يمكن ملاحظة تأثير الكفاءة الذاتية في مهارات التحدث لدى طلاب مدرسة تادريس الانجليزية قوة ٢٠٢١ في جامعة الإسلامية المحمدية سنجائي في جدول الملخص من خلال النظر إلى مربع ر- 478 ما يعني أن تأثير الكفاءة الذاتية في مهارات التحدث لدى الطلاب يبلغ 47.8 ٪ والمدرجة في هذه الفقة.

الكلمات الأساسية: الكفاءة الذاتية، مهارات التحدث، اللغة الإنجليزية

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Sinjai, 06th July 2023

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CHAPTER I

INRODUCTION

A. Background of the Research

Education is a structured process that involves several factors, including educational goals, teachers, students and an inseparable unit that must run in a systematic, complementary and sustainable manner (Jamaluddin et al., 2019). Nowadays, education is one of the most important things in society, life and is a human need. The importance of education has been exist at Qur'an surah Al-Mujadalah: 11

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ۝

Translation: "...Allah will raise the degree of those who believe among you and those who are given knowledge by several degrees" (Departemen Agama RI, 2006).

Reflecting on the surah, it can be concluded that education is also used as a measure of a person's quality.

Someone who is highly educated will have broad insight and be exalted in rank by Allah.

In education sector, language is certainly an important point for students to learn. Language is the main thing that is used as a special instrument. In other words, language is used as a medium to relate to individuals. It tends to be used in structured and spoken structures (Khaerunnisa et al., 2022). Language plays an important role in intellectual, social and emotional development so that by learning a language a person is able to know himself, his culture, and the culture of others (Ministry of National Education, 2006). The world's languages are certainly very diverse and different. These factors make each individual has an idiolect difference in language because language can affect society and vice versa. In this unique situation, language is a reflection of the speaker (Khaerunnisa et al., 2022). English or International language is a world language that plays an important role in the process of communicating globally which will be faced with the progress and competition of globalization (Handayani, 2016). So, to connect or communicate with other people around the world, of course a people use English as an international language.

Mastering international languages is something that needs to be developed at this time. With the stipulation of Indonesia as a member of the AEC (*ASEAN Economic Community*), it is fitting for the nation's generation to be more advanced in terms of science and technology supported by good and correct mastery of the language of instruction (Megawati, 2016). English is the first international language used in each country as a medium for interaction. Currently English is the most commonly used language in the world so it is very important to learn. As an aspect of language, speaking play an important role in social life so that speaking skills must be mastered by anyone (Rahmiati, 2021).

Speaking in general can be define as the delivery (ideas, thoughts, contents of the heart) of an individual to another individual by using verbal use so that what is conveyed can be understood by other individuals. This definition is specifically put forward by many experts (Al-Muawwazah, 2020). Mastering speaking skills is very important for students who study English. Because in speaking, student can convey information, express ideas, share experiences with others, and gain knowledge around the world (Sabaruddin & Melati, 2022). Learning

languages, especially English, students are expected to be able to deliver their language skills. Speaking is one form of skill in English. In this case, students need quite a lot of vocabulary, knowledge of how to pronounce the right words, perfect intonation, and have high self-confidence (N. T. Astuti, 2022). Whereas according to theory of Valetta (1997: 120) said that “Speaking, however, is more than pronunciation and intonation. At the functional level, speaking is making oneself understood. At a more refined level, speaking requires the correct and idiomatic use of the target language” (Andiansyah & Rahmat, 2019). Speaking not only about how a person pronounce words correctly or how much vocabulary someone have, but also how to dispense, express, communicate, or express thoughts, idea and also feeling that someone have.

To be able to speak or express self freely, a person must have confidence in himself, usually called self-efficacy. As stated by Bandura, self-efficacy is a certain state of self-confidence, the belief that a person is able to complete the task at hand. A person with high self-efficacy can perceive problems as a challenge, not as something to be avoided (Andiansyah & Rahmat, 2019). Self-efficacy is a form of a person's belief in his

competence. This leads to the belief that a person is capable of performing in his own way to achieve certain intentions (Asika, 2021).

Self-efficacy is divided into two categories, namely general self-efficacy and specific self-efficacy. General self-efficacy refers to a person's ability to overcome and solve various forms of general problems that are difficult and require serious efforts to achieve their goals. While self-efficacy is specifically related to academic problems such as timing, schedule, completing homework, attendance, and grades (Andiansyah & Rahmat, 2019). In this research the researcher focus on specific self-efficacy.

Seeing the theory above, the ability to speak and self-efficacy must go hand in hand with each other. A person's speaking skills must be balanced with self-efficacy that a person is able to do this. For example, when a student asked to speak in English, the students must motivate themselves and be confident that the students can do it. But what happens is that sometimes students back off before trying and are afraid to start. This condition shows that there is a gap between expectations and reality.

Expectations that students dare to speak, but what has come true is that student does not believe in his abilities.

Based on the preliminary observation that researcher have made on several students at the English Education Study Program, self-efficacy of students were still low. Students had good speaking skills, but more students were not confidence and it not believe in their abilities in English, so the students afraid to speak. Students embarrassed to speak and express themselves freely in front of other students because there is no encouragement from within students and do not know how to respond the situations faced by students, so that students who have low self-efficacy cannot challenge themselves to complete tasks or other things in certain situations. It proved by the result of interview with one of the English Education Study Program lecturers who said students' English speaking skill were still low.

The releant research to this research is research from Astuti (2022) under the tittle The Effect of Self-Efficacy and Learning Independence on English Speaking Ability. The results of this study indicate there is a positive ang significant effect of self-efficacy on students' English Ability, and there is a positive and significant effect of

independent learning on English ability. This research supports the researcher's research as a reference for research method.

Based on the explanation above, the researcher tries to determine the effect of self-efficacy on student's speaking skills. Which later became material for a thesis analysis entitled "The Influence of Self-efficacy on Students Speaking Skill at English Education Study Program Class of 2021".

B. Problem Statement

Based on the background of the study above, the problem will formulated as follow:

1. Does Self-Efficacy has a significant influence on the students speaking skill at English Education Study Program class of 2021?
2. In what extend the influence of Self-Efficacy on the students speaking skill at English Education Study Program Class of 2021?

C. Objective of the Research

Based on the problem statement, the objectives of research can be stand to find out:

1. The significant influence of Self-Efficacy on the student speaking skill at English Education Study Program class of 2021.
2. The extent of the influence of Self-Efficacy on the students speaking skill at English Education Study Program class of 2021.

D. Significant of the Research

1. Theoretically

The result of the study is expected to increase knowledge about skills in English, especially speaking skills. This research is also expected to increase useful knowledge about the effect of self-efficacy so that students can develop their speaking skills.

2. Practically

a. For the students

The result of this study is expected to increase students' self-efficacy related to their speaking skills, so that can encourage students to be more active in the learning process, especially learning English.

b. For The Lecturers

The result of this study can be used as a reference as well as information about the effect of self-efficacy for students so that the learning process goes well.

c. For The Campus

Provide input to the campus about the importance of knowing the mental and psychological conditions of each student, especially self-efficacy.

CHAPTER II

THEORITICAL REVIEW

A. Literature Review

1. Self-Efficacy

a. Definition of Self-Efficacy

Base on Bandura's opinion in (Indrawati & Wardono, 2019), Self-Efficacy is the belief that a person has in their ability to identify and perform an activity that is expected to produce a specific result. Meanwhile, from Kusari, behavior is the basis of acting, and action is an expression of that behavior. So, the Self-Efficacy of a student will be the basis for taking action when facing a certain problem and the consequence of the student actions are the expression of the student's Self-Efficacy.

Sudrajat in Jatisunda (2017), Self-Efficacy theory is based on Bandura's socio-cognitive theory with the rule that individual achievement depends on the relationship between behavior, personal factors (e.g thoughts, beliefs) and the individual's environmental conditions. This is in line with Bandura's theory in Lianto (2019), the concept of Self-Efficacy is also known as part of social

cognitive theory. This theory leads to a person's belief in ability to carry out the tasks.

From an academic point of view, academic Self-Efficacy refers to the individual's belief that the individual can perform certain actions (Indrawati & Wardono, 2019). According to Stajkovic and Luthans in (Lianto, 2019), someone who has high Self-Efficacy, the higher the self-confidence about the ability to achieve success. Someone with poor Self-Efficacy is more likely to quit up or put out less effort when things are challenging. On the other hand, someone with high Self-Efficacy will try harder to overcome the problems they are facing.

Meanwhile, according to Feist in (Jatisunda, 2017) stated that Self-Efficacy is a person's belief that the individual able to control work and the surrounding environment. According to Ormrod in (Jatisunda, 2017), in general, Self-Efficacy is a form of a someone's understanding of the ability to carry out certain behaviors or complete certain assignments. Self-Efficacy refers to a person's ability to manage and carry out their efforts in order to achieve the desired and required results.

Self-Efficacy is one of the most important aspects of human behavior, as it plays a significant role in decision making as well as providing explanation and answers to questions about how one's efforts in facing challenges and completing assignment in life. It also provides a detailed description of what will be the level of anxiety and confidence level of some individuals when doing a job (Khan et al., 2020).

Based on the opinions or theories about definition of Self-Efficacy, in this research the researcher concentrated on examining the theory according to Bandura. The researcher can conclude that Self-Efficacy is the level of individual confidence in the ability to perform or complete certain tasks. The concept of Self-efficacy is part of social cognitive theory. Therefore, Self-Efficacy is a feeling of confidence and belief in one's ability to perform and action.

b. Factors That Affect Self-Efficacy

With the analysis of social learning theory, Self-Efficacy is generated or enhanced by four triggers, namely: (1) Mastery experiences; (2)

Observation of other people's success (*social modeling*); (3) Verbal persuasion (*social persuasion*); and (4) Psychological feedback (*psychological response*). The following explanation:

- 1) Mastery experiences, because it is based on personal experience, the experience of organizational success is the most influential trigger of Self-Efficacy. Small successes in previous jobs boost the employee's self-confidence and encourage the employee to work harder to achieve another success. The employee believes they can do it again in the future. Conversely, if the individual fails in the organization, Self-Efficacy will decrease.
- 2) Observation of other people's success (*social modeling*), in this case, the individual will compare himself with people who are equal. If other people who are considered equal can complete the assignment early, then the individual believes can do the same thing. If the individuals see other people succeed in doing something, Self-Efficacy will appear or increase. Conversely,

when individuals see other people fail, self-efficacy will decrease.

- 3) Verbal persuasion, the individual's Self-Efficacy can also increase if there is an influential person or important person who can ensure that the individual is able to carry out the assignment properly. Positive verbal persuasion such as "I'm sure you can handle it" will increase individual morale and confidence.
- 4) Psychological feedback (*psychological response*), this leads to psychological feedback in the form of emotions arising from events. People who experience certain emotional sensation in the body and the person's perception of the emotions that arise will affect Self-Efficacy beliefs. Examples of psychological feedback are delivering material presentation in front of important people, speaking in the front of a crowd, and job interviews. These activities can increase anxiety, cold sweat, nervousness, and event panic. Generally, people who have high Self-Efficacy are able to overcome various triggers for these emotional (Lianto, 2019).

The same opinion was conveyed by Bandura in Indrawati & Wardono (2019), stated that there are four main sources that influence a person's Self-Efficacy, namely:

- 1) A person's experience of success in dealing with certain tasks in the past. If someone have experienced success in the past, the higher the Self-Efficacy will be, the lower the Self-Efficacy of the person's will be.
- 2) The experience of others. Individual who see others succeeded in doing the same activity and have comparable abilities can increase their Self-Efficacy, on the other hand if people are seen as feeling then the individual's Self-efficacy decreases.
- 3) Verbal persuasion. Namely information about one's abilities that is conveyed verbally by influential people so as to increase confidence that the abilities possessed can help to achieve what is desired.
- 4) Physiological conditions, namely physical conditions (illness, fatigue) and emotional conditions (mood, stress). This stressful situation

can affect the confidence in the person ability to face the task. If there are negative things, such as being tired, unwell, anxious, or depressed, it will reduce a person's level of Self-Efficacy. On the other hand, if a person is in top condition, this will contribute positively to the development of Self-Efficacy.

c. Indicators of Self-Efficacy

Assessment of individual Self-Efficacy in organization is generally measured through three basic scales (dimensions) namely: magnitude, strength, and generality (Lianto, 2019). Self-Efficacy that is owned by a person is different, because the dimensions are different. There are at least three dimensions in building Self-Efficacy:

- 1) Level dimension (*magnitude*), aspect related to the level of difficulty of a task carried out by a person. If the tasks given and charged are arranged according to the level of difficulty to each individual, then the difference in Self-Efficacy is only limited to very simple, medium or has a high level of difficulty. Individuals will perform actions that are felt capable of being done. Vice

versa, individuals will try to avoid and leave their duties, if the individual are considered incapable and beyond the limits of the individual's ability.

- 2) Dimensions of strength (*strength*), aspect related to the level of stability or strength of a person against the beliefs that the person has. Low levels of Self-Efficacy are easily shaken by experiences that weaken that a person. Vice versa, individual who have good Self-Efficacy will be diligent in improving that individual's performance and business, even though there are ripples of experience that weaken that the individual.
- 3) Dimension of generalization (*generality*), aspect related to the area of the task or behavior. Experience can slowly lead to mastery of expectations in the field of work (Baharun et al., 2020).

2. Speaking

a. Definition of Speaking

Webster New World Dictionary in Leong & Ahmadi (2017), speaking is the way a person pronounces words verbally and build communication. Communicates in this case such as

speaking, asking or giving information and giving speech. Meanwhile, speaking skills according to Ogawa in (Karyati & Rahmawati, 2022) are a person's ability to express various thoughts and opinions expressed verbally. There are two points of view regarding speaking skills, namely narrowly meaning the ability to express sentences according to linguistic rules orally, while broadly meaning the same as the ability to converse.

Chaney defines speaking as the process of creating and conveying meaning both verbally and nonverbally in various situation. On the other hand, Brown, Burns & Joyce define speaking as an interactive process in nature and consists of creating, transmitting, and receiving information (Ali et al., 2020). This is in line with opinion of Cora and Knight in Farabi et al. (2017), speaking is a crucial aspect of learning and teaching a second language which implies the creation, reception, and processing information. Meanwhile, according to Tarigan, speaking is the ability of a person to pronounce articulation sounds or words to express and convey

opinions, thoughts, ideas, and feelings (Rokhayani & Cahyo, 2015).

While Cregan in Fadil et al. (2018) argues that speaking is a language skill that is prioritized in early childhood and is the most important and most frequently aspect used in communication. Moreover, speaking is the primary means of mediating the culture in which children place and identity themselves in the world. CAL argues that in language development, speaking skills are considered important in communication. This is part of a communicative activity that allows and requires students to talk and listen to other people and with certain people in society to obtain information, dispel barriers, talk about self, and learn culture.

According to Koran explains that speaking is considered to be the complex system since it requires the ability to use grammar, sound, vocabulary and even cultural knowledge of the language. Similarly, Kurum states that speaking is more than from grammatically correct sentences, and then pronounces correct sentences. Rather it encompasses wide areas of mechanics, functions,

pragmatics and social interaction. Meanwhile, according to Kaniadewi, Sundayana, & Purnawarman, speaking is one of the language performances that is well recognized as the essential skill needed by all people in the world (Wardhany, 2021).

Based on the opinions or theories about definition of speaking, in this research, the researcher concentrated on examining the theory according to Tarigan. The researcher can conclude that speaking is a person's ability to pronounce articulation sounds or words to express, say, and convey opinions, thoughts, ideas, and feelings about something.

b. Characteristics of Speaking

According to Mazouzi in Leong & Ahmadi (2017), learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Hedge in Ali et al. (2020) also pointed that fluency is a key aspect as it gives coherence to structural elements of sentences, aspects of pronunciation and supra segmental features. The order most important

feature of speaking is accuracy. The individuals of society are desirable to speak English in various situations.

The first characteristic of speaking performance is fluency and it is the main aim of teacher in teaching speaking skill. According to Hughes, fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation (Leong & Ahmadi, 2017).

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teacher should emphasize accuracy in the teaching process. Learners pay enough attention to the exactness and the completeness of language from when speaking such as focusing on grammatical structures, vocabulary, and pronunciation, Mazouzi in Leong & Ahmadi (2017).

According to Thornbury, learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structure clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts thick do not mean similar things. Thornbury declared that pronunciation is the lowest level of knowledge learners typically pays attention to it. In order to speak English language accurately, learners should master phonological rules and learners should be aware of the various sounds and the learner's pronunciations. Learners should also know the stress, intonation, and pitch. All of the elements help learners speak the English language easily and effectively (Leong & Ahmadi, 2017).

c. Types of Speaking

Brown in Kurniati et al. (2015) states there are at least five basic types of speaking, namely:

1. Imitative. As a type of speaking, imitative is a person's ability to repeat (imitate) words, phrases, or sentence.

2. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language.
3. Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like.
4. Interactive speaking, complex interaction which sometimes includes multiple exchanges and/or multiple participant.
5. Extensive speaking is oral production, include speeches, oral presentation, and story telling.

d. Factors Affecting Speaking

There are some difficulties of problems faced by students in the speaking class. Tuan & Mai found that the speaking problems encountered by the student in their study were students' shyness, more frequently in using mother tongue, students spoke very little or not at all, students had not motivation, were fearful of criticism and worried about making mistakes. Similar findings also by Noprival stated that the problems of speaking English faced by

students were lack of grammar and vocabulary knowledge, fear of negative response from others, low self-esteem to speak in English, and feeling anxious to speak in English (Wardhany, 2021).

Taun and Main in Ali et al. (2020) saw that students' speaking presentation is impacted mostly by psychological problems that is fearful committing mistakes, anxiety, pressure of peers and lack of confidence. These all factor relevant to performance. The speakers become timid and resultantly are unable to communicate effectively due to these psychological factors, stated by Nation & Newton in (Ali et al., 2020).

The second important obstacle is the social problems prevailing in society. Amongst these some of the major obstacles are less conversation in English in formal and informal contexts especially in the classroom. Further the learners are not ready to practice English and resultantly the learners cannot speak English.

The third problematic area is the linguistic difficulties like insufficient vocabulary, wrong pronunciation and unable to comprehend the syntax

of English language. Ozkan, Bada, and Genc also emphasized that pronunciation and syntax becomes problematic for ESL learners importance for pronunciation in speaking skill because learners are unable to speak with right pronunciation (Ali et al., 2020).

e. Indicators of Speaking

The criteria used to evaluate students' performance are based on those developed by Brown. Brown suggests there are six criteria to assess speaking skill: pronunciation, fluency, grammar, vocabulary, discourse feature, and task accomplishment.

Table 2.1 Rating Points for Speaking

Initial	Criteria	Score
E	Excellent	5 points
VG	Very Good	4 points
G	Good	3 points
S	Satisfactorily	2 points
P	Poor	1 points

(Rahmawati & Ertin, 2014)

To measure students' speaking skill, the researcher will use the speaking assessment rubric as follows:

Table 2.2 Indicators of Speaking

Speaking Components	Indicators	Points
Pronunciation	a. Students have few traces of foreign accent.	5
	b. Students are always intelligible, though one is conscious of define accent.	4
	c. Students have pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
	d. Students are very hard to understand because of pronunciation problem, mush frequently be asked to repeat.	2
	e. Students have pronunciation problem sever as to make speech	1

	virtually unintelligible.	
Grammar	a. Students make a few noticeable errors in grammar and word order.	5 4
	b. Students make grammatical or word errors on occasion, whether intentional or not, which obscure the meaning.	3 2
	c. Students make frequent errors of grammar and word order, which occasionally obscure meaning.	1
	d. Students have grammar and word errors making difficult to understanding.	
	e. Students have errors in grammar and word order so severe as to make speech virtually unintelligible.	
	a. Students' use of vocabulary and idioms is virtually that of a native speaker	5 4

Vocabulary	b. Sometimes, students use inappropriate terms or must rephrase ideas because of lexical inadequacies. c. Students frequently use the incorrect words, so that students' conversations are limited due to lack of vocabulary. d. Students' misuse of words and very limited vocabulary are so extreme as to make comprehension quite difficult. e. Students have such a limited vocabulary that conversing is nearly impossible.	3 2 1
Fluency	a. Students have speech as fluent and effortless as that native speaker. b. Students' speed of speech seems to be affected by language problems. c. Students have rather strong speed and fluency.	5 4 3 2 1

	d. Students are usually hesitant and often forced into silence by language limitations. e. Students' speech is so halting and fragmentary as to make conversation virtually impossible.	
Comprehension	a. Students appear to understand everything without difficulty. b. Students understand nearly everything at normal speed, although repetition may be necessary. c. Students understand most of what is said at a slower than normal speed with repetition. d. Students have great difficulty following that is said, can comprehend only social conversations spoken slowly. e. Students cannot say to understand even simple conversation English.	5 4 3 2 1

(Rokhayani & Cahyo, 2015)

B. Some Pertinent Ideas

1. Ratih Christiana, 2018 with the title “*Keefektifan Peer Modeling Untuk Meningkatkan Efikasi Diri Akademik Mahasiswa dalam Menguasai Keterampilan Berbahasa Inggris*”. The results of the analysis showed that four students experienced an increase in the category from the low (pretest) to moderate (posttest 1). Two students experienced an increase in categories and scores, while two more students experienced an increase in scores, even though the categories remained in the moderate category (posttest 2). Thus, the hypothesis “effectiveness peer modeling in overcoming student self-efficacy related to mastery of skill in presenting lecture material using English” was declared acceptable. (Christiana, 2018).

The similarity of this research with the research that will be carried out by the researcher is that both examine self-efficacy and speaking skill. The difference lies in the title and research variables. Variable X in Ratih Christiana’s research is peer modeling and variable Y is self-efficacy, while variable X in this research is Self-Efficacy and variable Y is speaking skill.

2. Budi Astuti & Anggi Idwar Pratama, 2020 with the title “*Hubungan antara Efikasi Diri dengan Keterampilan Komunikasi siswa.*” The result of this study have implications for teacher guidance and counseling to provide appropriate interventions so that students’ communication skills can be improved with adequate self-efficacy (B. Astuti & Pratama, 2020).

The similarity between this research and the research that will be conducted by the researcher is that both examine self-efficacy and both use quantitative research. The difference is the research conducted by Budi Astuti and Anggi Idwar Pratama aims to determine the relationship between self-efficacy and students’ communication skill, while the research that will be conduct by researcher aims to determine the influence of self-efficacy on student’s speaking skill.

3. Lufiana Harnany Utami and Linda Nurjati, 2017 with the tittle “*Hubungan Self-Efficacy, Belief dan motivasi dengan Kecemasan Mahasiswa dalam Pembelajaran Bahasa Inggris*”. Result in this research show that this each following variables which are self-efficacy, belief, and motivation has significant correlation with anxiety in learning English. Besides, there is also significant

correlation between self-efficacy, belief, motivation, and anxiety in learning English (Utami & Nurjati, 2017).

The similarities between this research and the research will be conducted by researcher is both discuss about self-efficacy, and both of these research use quantitative research. The difference is that there are three X variable in the research by Lufiana Harnany Utami and Nurjati, namely self-efficacy, belief, and motivation, while in this research there is only one X variable, namely self-efficacy.

4. Ivvon Septiana Bella and Noviyanti, 2021 with the tittle “The Effect of Gender and Self Esteem on Speaking Skill Students of FEB Management Study Program, UNIKI”. The results in this research showed that (1) gender was very influential on students’ speaking ability. These results are proven by the average score of performance test obtained by the female student group which is higher than the average score obtained by male students; (2) self-esteem affected speaking ability of the students, which can be seen from the average value of the performance test of students who have a high level of self-esteem higher than those who have a low self-

esteem; (3) gender and self-esteem had a significant effect on students' speaking ability (Bella & Noviyanti, 2021)

The similarity of the two is that both discuss speaking skill as Y variable. The difference is the X variable in the research. There are two variables X in Ivvon Septiana Bella and Noviyanti's research namely, X1 gender and X2 self-esteem, while the X variable in this research is self-efficacy.

C. Hypothesis

The hypotheses in this research are:

- H0: There is no significant influence of Self-efficacy on students' speaking skill at English Education Study Program class of 2021 at IAIM Sinjai.
- H1: There is significant influence of Self-Efficacy on students' speaking skill at English Education Study Program class of 2021 at IAIM Sinjai.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Approach of the Research

1. Type of the Research

The type of research was used in this research is *Ex Post Facto* method. The *Ex Post Facto* method is research conducted to examine an incident that has occurred or has passed, then look back to find out the cause of the incident (Sugiyono, 2010). By using this method, researcher find out the effect of Self-Efficacy on student speaking skill at English Education Study Program class of 2021 at IAIM Sinjai.

2. Approach of the Research

The type of approach was used in this research is a quantitative approach. The research method which is based on the philosophy of positivism, is used as a method for researching certain population or sample, that form of data collection is in the form of research instrument, is a quantitative (statistic) in conducting data analysis with the intention of evaluating predetermined hypothesis referred to as a quantitative approach (Sugiyono, 2018). This research

is determined the influence of Self-Efficacy on student speaking skill at English Education Study Program class of 2021 at IAIM Sinjai based on Bandura's theory. In a quantitative approach, the research data is in the form of numbers which are analyzed using statistic to this method is appropriate used by researcher.

B. Definition of Research Variables

As for the variables in this research are:

1. Independent Variable (X) namely Self-Efficacy

Self-Efficacy is the level of individual confidence in the ability to perform or complete certain assignment and the individual able to control work. Therefore, Self-Efficacy is a feeling of confidence and belief if one's ability to perform and action.

2. Dependent Variable (Y) namely Speaking

Speaking is a person's ability to pronounce articulation sounds or words to express, say, and convey options thoughts, ideas, and feelings about something in verbal or nonverbal situations.

C. Place and Time of the Research

1. Place of The Research

The location or place where the researcher conducted the research at the Islamic Institute of Muhammadiyah Sinjai (IAIM Sinjai), Sultan Hasanuddin Street, number 20, Sinjai district, South Sulawesi province. The reason of the researcher select this location because the Islamic University of Ahmad Dahlan Sinjai is the place where the researcher studies.

2. Time of The Research

The research was held from March to June 2023.

D. Population and Sample

1. Population

The population is defined as a collection of all components the form of events, things or people with the same characteristics which are the main focus of a researcher's attention because seen as a universe of research (Paramita et al., 2021). The population is a generalization area that includes object or subject that have certain advantages and characteristics determined by the researcher to be studied and then made in

conclusion. So that includes the population not only people, but also objects and other natural substances. Population is also not solely about the quantity that is in the object or subject being studied, but includes all the characteristics possessed by the subject or object (Sugiyono, 2018). The populations in this research were students of English Education Study Program class of 2021. The total number of students were 13 students, consist of 8 female students and 5 male students (Documentation of the English Education Study Program, IAIM Sinjai).

2. Sample

Sample is part of the population that involves several members of the population (Paramita et al., 2021). The sample is part of quantity and characteristics contained in the population. If the population is large, and the researcher cannot study the entire contents of the population, for example due to lack of money, effort and time, the researcher can use samples taken from that population (Sugiyono, 2018).

Sampling in this research used nonprobability sampling technique. The nonprobability sampling technique was used is saturation sampling. Saturation

sampling is a sample selection technique when all members of the population are used as samples (Fitria & Ariva, 2018). The total numbers of samples in this research were 13 students, 8 female students and 5 male students (Documentation of the English Education Study Program, IAIM Sinjai).

E. Data Collection Technique

Data collection technique used to obtain the data needed in this research, researcher used the following methods:

1. Questionnaire

The questionnaire is a data collection technique that is carried out by providing several questions or written statements to the respondent to be answered by that the respondent (Sugiyono, 2018). There are two types of questionnaires that can be used in research, namely closed questionnaires that contain notes on questions with a number of answers (options) that have been prepared by researcher and respondents are not encouraged to choose other answers besides the answers that have been provided. The second is an open questionnaire which contains questions that are not

provided with a choice of answer (options) by the researcher so that respondents are free to express answers to the available questions.

In this research, the researcher used closed questionnaire in data collection so that data could be obtained about the influence of Self-Efficacy on students speaking skill at the English Education Study Program class of 2021.

2. Test

In this research, the researcher used oral test. The oral test used to measure the speaking skill of the students who are the object of this research, namely students of English Education Study Program class of 2021.

3. Documentation

Research data collection technique with a set of documents of information documented in the form of written or recorded documents is the understanding of documentation technique. Written documents may contain archives, diaries, autobiographies, memorials, personal letters and clippings. Meanwhile, recorded documents can contain films, tapes, microfilm and photographs (Rahmadi, 2011). In this research,

researcher used recorded documentation in the form of photos or videos in collecting data regarding the influence of Self-Efficacy on students speaking skill at English Education Study Program Class of 2021.

F. Research Instrument

The research instrument is a supporting media tool that is selected and used by researcher to collect and obtain data by conducting an assessment. This rule is implemented in order to obtain factual data needed to make research conclusion that are also factual (Wagiran, 2015).

The instruments used in this research were:

1. Questionnaire Sheet

Questionnaire sheet is a numbers of written questions that are used to obtain information from respondents in the sense of personal reports, or things that the person knows (Arikunto, 2002). The questionnaire method is a list that contains a series of questions about a problem or area to be researched. To obtain data, questionnaires were distributed to respondents (Hikmawati, 2020). The questionnaire sheet used in this research is a questionnaire sheet in the form of question, with this questionnaire sheets, researcher

can obtain information from respondents' answers regarding the effect of *Self-Efficacy* on student speaking skill at English Education Study Program class of 2021.

2. Oral Test

In this research, the oral test used is the form of certain materials to test students' speaking skill by asking students to speak in English. The assessments of this test were based on 5 criteria, namely grammar, vocabulary, pronunciation, fluency and comprehension. By the oral test, the students speaking skill of English Education Study Program class of 2021 known.

3. Document

The document can be in the form of a documentation guide that contains the main issue or sections to be searched for data, and the second is in the form of a Check List, namely a record of the variable for which data will be collected. In this case, it is enough for the researcher to give an attribute or a tally for each appearance of the problem in question.

The document used by researcher were stationary to writing important things and handphone to record or take pictures or collect all data. This documentation tool is important for researcher to collect

students data were become the object of research related to the influence of Self-Efficacy on students speaking skill of English Education Study Program class of 2021.

As for the measurement scale as a model or reference to ensure the size of the intervals on the measuring instrument, the researcher used a Likert Scale. The Likert Scale is used as a benchmark for assessing attitudes, opinions or individual or group responses about social symptom. On the Likert Scale, the variables whose size will be calculated are outlined as variable indicators. Then these indicators serve as benchmarks in compiling instrument items both in the form of statements or questions (Sugiyono, 2018).

The response from each instrument item that use a Likert Scale has a level from the most positive to the most negative, can be in the form of the following words: (Sukendra & Atmaja, 2020).

- | | |
|----------------------|--------------|
| a. Totally agree | a. Always |
| b. Agreed | b. Often |
| c. Doubtful | c. Sometimes |
| d. Disagree | d. Never |
| e. Strongly disagree | |

For the purposes of quantitative analysis, these responses can be given points, for example: (Sugiyono, 2018).

- a. Agree/always/very positive are awarded point
5
- b. Agree/often/positive are awarded point
4
- c. Doubtful/sometimes/neutral are awarded point
3
- d. Disagree/almost never/negative are awarded point
2
- e. Strongly disagree/never are awarded point
1

G. Instrument Validity

The research result is said it be valid if there is a similarity between the data collected and the data that actually occurs un the object under research. A valid instrument means that the tool used to measure or obtain data is valid. Valid means that the instrument can be used to calculate what should be calculated (Sugiyono, 2018). The validity test is intended to see how far a questionnaire

or measurement tool used can gather the information needed by researcher (Paramita et al., 2021).

1. Research Instrument Test

a. Validity Test

The validity test was carried out in order to know whether the level of research used was valid or not. It is able to calculate what is desired and can accurately describe the data from the variables research, then the research is said to be valid (Sanaky et al., 2021). Statistical validity testing refers to the criteria if $r \text{ count} < r \text{ table}$ then is declared invalid, whereas if $r \text{ count} > r \text{ table}$ then it is declared valid (Riyono et al., 2016).

In this research, the validity test was carried out on the questionnaire instrument to find out whether the questionnaire was valid or invalid. The validity test was carried out on 13 respondents consisting of 23 statement items. In this research using the product moment correlation validity test, with the help of SPSS version 21. The results of validity test are as follow:

Table 3.1
Results of Validity Test

Items	r-count	r-table	Criterion
1	0,772	0,553	Valid
2	0,793	0,553	Valid
3	0,789	0,553	Valid
4	0,780	0,553	Valid
5	0,694	0,553	Valid
6	0,716	0,553	Valid
7	0,659	0,553	Valid
8	0,779	0,553	Valid
9	0,671	0,553	Valid
10	0,856	0,553	Valid
11	0,626	0,553	Valid
12	0,699	0,553	Valid
13	0,598	0,553	Valid
14	0,659	0,553	Valid
15	0,661	0,553	Valid
16	0,662	0,553	Valid
17	0,732	0,553	Valid
18	0,711	0,553	Valid
19	0,588	0,553	Valid
20	0,734	0,553	Valid
21	0,779	0,553	Valid
22	0,793	0,553	Valid
23	0,620	0,553	Valid

Source: Results of data analysis with SPSS 21

Based on the table above, the validity test of the questionnaire was carried out on 13 respondents consisting of 23 statement items. Based on the table it is known that all statement items of variable X declared valid.

b. Reliability Test

Reliability is an indicator that proves the extent to which a measuring tool can be trusted. This shows that the measurement are made of the same phenomenon with the same measuring instrument (Widi, 2011). Most of the techniques for determining the results of the reliability test use a limit of 0,6. According to Ghozali, if reliability $< 0,6$ then it is not good, while 0,7 is acceptable, and $> 0,8$ means good. If the Cronbach's Alpha value is more prominent than the critical value then the item is said to be reliable. According to Sugiyono the determination of the critical r value is between 0,6 and 0,7 (Riyono et al., 2016).

The reliability test was carried out on the questionnaire. Reliability test in this research used maintained level of stability of the research instrument used in this research. The results of reliability test are as follow:

Table 3.2
Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,955	23

Source: Result of data analysis with SPSS 21

Based on the results of the reliability test above, the Cronbach's Alpha value is 0,955, where the decision is made whether or not a data is reliable, namely if the Cronbach Alpha value is $> 0,60$. So it can be said that the results of reliability test in this showing that all statement items of in the questionnaire of variable X declared reliable.

H. Data Analysis Technique

Data analysis technique is a technique used to simplify data into a form that is easier to read and interpret (Rahmadi, 2011). In quantitative research, data analysis is an activity after data from all respondents or other data source have been collected. Data analysis technique in quantitative research used statistics (Sugiyono, 2018). In this research used descriptive statistic, which is a form of analysis to describe data.

The data analysis technique used in this research is inferential statistic, namely:

1. Prerequisite Test

a. Normality Test

The normality test is a test it assess the distribution of data On normally distributed variable or not. The normally test aims to determine that the data obtained by researcher is normally distributed. The normality test of a data can be said to be normally distributed if the value of $P \text{ (sig.)} > 0,05$ (Faradiba, 2020).

b. Linearity Test

The test of linearity is carried out to find out whether or not there is a linear relationship

between the dependent variable and the independent variable to be tested. To carry out a linearity test of a form, can use a linearity test by carrying out a regression test on the form to be tested. Provisions for the linearity test can be done by comparing the significance value of the *deviation from linearity* derived from the linearity test with the alpha value used. If the significance value of the *deviation from linearity* $>$ alpha (0,05) then the value is linear (Djazari et al., 2013).

2. Hypothesis Test

a. Regression

A simple regression analysis will be used to test the hypothesis. The SPSS tool was used to test this hypothesis proposed. The significance value on the t test results should be used to interpret the hypothesis test results. If the significance value is $<0,05$, the hypothesis is accepted (Djazari et al., 2013).

b. t-Test

The t-test is use to test the significant level of the influence of the independent variable partially on the dependent variable. The independent variable

is question is self-efficacy, while the dependent variable is speaking. The t-test carried out using the SPSS program with the following assessment criteria:

- 1) If the significance probability is $> 0,05$, then H_0 is accepted
- 2) If the significant probability is $< 0,05$, then H_0 is reject (Lestari et al., 2019).

CHAPTER IV

RESEARCH FINDINGS

A. General Description of Research Location

1. Profile of Islamic Institute of Muhammadiyah Sinjai

Islamic institute of Muhammadiyah Sinjai is one of the universities in Sinjai City which is located at Sultan Hasanuddin Street No. 20, Balangnipa, North Sinjai, Sinjai. The campus, which is usually abbreviated as IAIMS, is accredited “Baik” with the SK BAN PT No. 1088/SK/BAN-PT/Akred/PT/IXX/2020.

The campus, which was previously named STAI Muhammadiyah Sinaji, is one of several private Islamic universitas in Indonesia in the form of a high school, under the auspices of the Ministry of Religion and belongs to the Regional Kopertais of the Directorate General of Islamic Education VIII.

The Institute, hich has been operating since June 16, 1995 under SK No. PT 266/1995, is based on the Muhammadiyah organization. Because it is dominated by blue walls, IAIMS is often referred to as a blue campus. IAIMS is one of the fastest growing

institutions, with an Islamic, progressive and competitive slogan.

Vision

Islamic, progressive, and competitive.

Mission

- a. Organizing higher education Caturdarma based on Islamic values.
- b. Organizing competitive higher education.
- c. Produce innovative and creative graduates.
- d. Develop a network of cooperation with various region, national and international institutions.

Goals

- a. Improving the quality of the academic community of the Islamic Institute of Muhammadiyah Sinjai.
- b. Improving the competence of graduates through strategic and comprehensive academic programs.
- c. Improving higher education management that produce graduates with Islamic personality, equality, noble character, and academic, professional, skilled and innovative abilities and able to develop and apply science and technology.

- d. Improving research and service programs to improve community welfare through the application of science and technology.
- e. Improving academic life based on national cultural values and the identity of the Muhammadiyah association in an effort to create a progressive society.
- f. Improving innovative and conducive learning processes and encouraging the realization of responsible, polite and moral academic interactions.
- g. Encouraging students to always be pro-active in academic activities through an interactive, innovative, dynamic learning process and be able to become lifelong learners in an effort to increase their competence (Documentation of IAIM Sinjai).

2. Profile of English Education Study Program

In 2016, the Chancellor of the Islamic Institute of Muhammadiyah Sinaji issued a Decree Number: 1164/1.3.AU/B/KEP/2016 concerning the Opening of the English Education study program, the Undergraduate Program of the Islamic Institute of

Muhammadiyah Sinjai to add to the existing study program at IAI Muhammadiyah Sinjai.

After this proposal, in 2017 the Degree of the Director General of Islamic Education Number 541 of 2017 was issued regarding Permits to Organize Study Programs in the 2017 Private Islamic Religious College Undergraduate Program, especially the English Education study program. On the basis, the English Education study program joined the Faculty of Tarbiyah and Islamic Teacher Training Institute of Muhammadiyah Sinjai.

After issuing the Director General's Decree, officially in 2017 the Islamic Institute of Muhammadiyah Sinjai campus opened its first registration and the first 36 students who passed the entrance test were screened. They were the first to be accepted to study at the Tadris English study program, followed by 38 second batches in 2018. Until the fifth year of its operation, there were 95 of students registered as part of the English Education study program.

Vision

Creating a trusted study program in producing excellent, competitive and Islamic English education bachelors.

Mission

1. Organizing qualified English education to produce superior and competitive English education graduates.
2. Conducting research and community service in the field of technology-based English language education to create an intelligent, creative and prosperous society.
3. Organizing professional education and teaching activities in the field of English by interacting with Islamic values and local culture.
4. Build and affective, efficient, transparent and accountable quality management system to ensure the quality of graduates and study program management.
5. Establish sustainable cooperation with institutions, alumni and stakeholders in order to develop the quality of study programs and graduates.

Goals

1. Produce graduates who are innovative and competitive in learning English.
2. Produce graduates who have knowledge, character, attitude based on Islamic values.
3. Produce graduates who are able to conduct research and serve the community in the field of English language education to improve the quality of life of people who are intelligent, creative and prosperous.
4. Produce graduates who have knowledge and skills in other fields related to English, namely entrepreneurship, tourism and translation (Document of FTIK IAIM Sinjai).

B. The Result and Discussion of the Research

1. Result of the Research

The results of this research are to answers to predetermined problem formulations that can strengthen a hypothesis or temporary answer. This research was conducted to prove the influence of self-efficacy on students speaking skill at English Education Study Program class of 2021 at UIAD Sinjai.

a. Descriptive Statistic

Descriptive statistics are analyzes that are carried out to provide an overview or description of a data that has been collected. The data analyzes descriptively were the results of the self-efficacy questionnaire and the results of the speaking skill test

Table 4.1
Descriptive Statistic

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
self-efficacy	13	50	51	101	76,92	16,835
speaking skill	13	8	10	18	15,00	2,198
Valid N (list wise)	13					

Source: Result of data analysis with SPSS 21

Based on the table 4.3 it is known that:

- 1) Range is the distance of the data. Where the range value is obtained from the maximum value minus the minimum value. The range value of variable X is 50 while in variable Y is 8
- 2) The minimum is the lowest value. The minimum value in variable X is 51 and variable Y is 10
- 3) The maximum is the higher value. The highest value of variable X is 101 and variable Y is 18

- 4) Means is the average value. The average value of variable X is 76,92 while variable Y is 15,00
- 5) Standard deviation is a measure of the data spread of the mean value. The standard deviation value in variable X is 16,835 while in variable Y is 2,198.

b. Inferential Statistic

1) Prerequisite Test

a) Normality Test

The normality test is testing that assesses the distribution of data on normal distribution. The normality test aims to determine that the data obtained by researcher is normally distributed. The decision making criterion is if the significance value > 0.05 it can be said the data is normally distributed. The normality test using in this research is the *Kolmogorov-Smirnov Test*. The results of the normality test are as follows:

Table 4.2
Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardiz ed Residual
N		13
Normal Parameters ^{a, b}	Mean	,0000000
	Std. Deviation	1,58832423
Most Extreme Differences	Absolute	,141
	Positive	,103
	Negative	-,141
Kolmogorov-Smirnov Z		,508
Asymp. Sig. (2-tailed)		,959

a. Test distribution is Normal.

b. Calculated from data.

Source: Result of data analysis with SPSS 21

Based on the results of the normality test above, it is known that the significance value is $0.959 > 0.05$. Based on the table above, it can be concluded that the residual value of the results of the questionnaire of the variable self-efficacy is normally distributed.

b) Linearity Test

The linearity test is tests to carry out whether or not there is a linear relationship between the independent variable and the dependent variable. The basis for decision making is if the significance value > 0.05 . Then between variables X and Y has a linear relationship. Meanwhile, if the significance value < 0.05 the value is not linear.

Table 4.3
Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
speaking skill * self-efficacy	Between Groups	(Combined)	57,500	11	5,227	10,455	,237
		Linearity	27,727	1	27,727	55,453	,085
		Deviation from Linearity	29,773	10	2,977	5,955	,309
	Within Groups		,500	1	,500		
	Total		58,000	12			

Source: Result of data analysis with SPSS 21

From the result of the linearity test above, the significance value of the *deviation from linearity* is $0.309 > 0.05$ it was concluded that there was a linear relationship between self-efficacy and speaking skill.

2) Hypothesis Test

Test the hypothesis in this research using a simple linear regression test to determine whether there is influence of variable X on variable Y. The basis for decision making in hypothesis testing to determine the influence of variable X on variable Y is if the significance value is < 0.05 , it means the variable X has significant effect on variable Y, whereas if the significance value is > 0.05 then the variable X has no significant effect on variable Y.

a) Coefficient determination test

Table 4.4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,691 ^a	,478	,431	1,659

a. Predictors: (Constant), self-efficacy

Source: Results data analysis with SPSS 21

Table 4.5

Test Category

Coefficient Intervals	Influence Level
0.00 – 0.199	Very Low

0.20 – 0.399	Low
0.40 – 0.599	Enough
0.60 – 0.799	High
0.80 – 1.00	Very High

(Della, 2018)

Based on the table 4.5 it can be known how strong the influences of variable X on variable Y, namely R is 0,691 and R Square is 0.478 so it can be known that self-efficacy has an influence of speaking skill, which is 47,8% and the remaining 52,2% is influenced by other factors or variables. Based on the table 4.5 (Test Category), the influence of variable X on variable Y included in the enough category.

b) Coefficient

Table 4.6
Simple Regression Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	8,023	2,246		3,573	,004

self- efficacy	,086	,027	,691	3,174	,009
-------------------	------	------	------	-------	------

a. Dependent Variable: speaking skill

Source: Results data analysis with SPSS 21

Based on the table 4.7, the constant value (a) is 8,023, while the speaking skill value (b/regression coefficient) is 0,086 so that the regression equation can be written:

$$Y = a + bX$$

$$Y = 8,032 + 0.086 X$$

The equation can be translated:

- i. A constant of 8,032, means that the consistent value of the dependent variable is 8,032
- ii. The self-efficacy regression coefficient of 0,086 states that every 1% increase in the self-efficacy value, the speaking ability value increases by 0,086. The regression coefficient is positive so it can be said that the direction influence of self-efficacy on speaking skill is positive, it means that the higher the self-efficacy the students have, the speaking skill also increases.

The hypotheses in this research are:

H0: There is no significant influence of self-efficacy on students' speaking skill at English education study program class of 2021 at IAIM Sinjai

H1: There is significant influence of self-efficacy on students' speaking skill at English education study program class of 2021 at IAIM Sinjai

The decision making results of a simple regression test is if the significance value of the Coefficient Table obtained a significance value of $0,009 < 0,05$, so that H1 was accepted and H0 was rejected. It can be concluded that there is significant influence of self-efficacy on students' speaking skill at English education study program class of 2021 at IAIM Sinjai.

2. Discussions

There is significant influence of self-efficacy on students' speaking skill at English education study program class of 2021 at UIAD Sinjai as evidenced by:

Based on the result of a simple linear regression analysis, which has been carried out through

the SPSS 21 application with total of 13 respondents, it is known that significance value is $0,009 < 0,05$ and t-count $3,174 > t\text{-table } 2,201$ so that H_1 is accepted and H_0 is rejected., which means there is significant influence of self-efficacy on students' speaking skill at English education study program class of 2021 at IAIM Sinjai.

Based on the value of the regression coefficient of self-efficacy is 0,086. The regression coefficient is positive so it can be said that self-efficacy has a positive and significant influence of speaking skill. The influence of self-efficacy on speaking skill can be seen from the table Summary on the R square is 0,478 or 47,8%, so the effect of self-efficacy on students' speaking skill at English education study program class of 2021 at IAIM Sinjai is 47,8% and included in the enough category.

The results in previous research conducted by (Astuti, 2022) in a research entitled The Effect of Self-Efficacy and Learning Independence on English Speaking Ability, said similarly that there is positive and significant effect of self-efficacy on English speaking skills. In another research conducted by (Mag

firah, 2021), said that self-efficacy can improve students' speaking skills. Based on the results of the two researches, it proves that there is indeed an influence of self-efficacy on students' speaking skill.

The result in previous research conducted by (Nurmillah, 2016) in a research entitled Students' Self-efficacy Related to Their Speaking Ability (A Correlation Study at the 2nd Semester Students of English Education Departement State Islamic University of Sunan Gunung Djati Bandung), said that the recommendations of the research is self-efficacy is one of factors that can influence the students speaking ability. While, in the thesis by (Rahayu, 2020) under the title Pengaruh Efikasi Diri (Self-efficacy) Mahasiswa Komunikasi dan Penyiaran Islam Semester VI Fakultas Ushuluddin, Abad dan Dakwah IAIN Ponogori Terhadap Kemampuan Berbicara di Depan Publik, said that there is not significant influence of self-efficacy on students speaking skill in the public speaking.

Data collection technique on the variable self-efficacy used q questionnaire from 13 respondents with 23 statement items. From 13 respondents with 23 items

of the statement, the answer choices were strongly agree as many as 59 answers.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the results of data processing that has been described in chapter IV, it can be concluded that self-efficacy in this research affect students' speaking skills, as evidence by the results of the research showing descriptive analysis on variable X (self-efficacy) obtained an average value of 76,92 while on the variable Y (speaking skill) the average value was 15,00. Based on the results of the simple linear regression test, it is known that significance value is $0,009 < 0,05$ and $t\text{-count } 3,174 > t\text{-table } 2,201$ so H_1 is accepted and H_0 and is rejected. The magnitude of the influence of self-efficacy on students' speaking skill refers to the table Summary Model with $R \text{ square} = 0,478$ or 47,8% so the influence of self-efficacy on students' speaking skill is 47,8% included in the enough category. Based on the Coefficient table the regression coefficient is positive so it can be said that there is positive and significant influence of self-efficacy on speaking skill, it means that the higher the self-efficacy the students have, the speaking skill also increases.

In this research can be concluded that self-efficacy has significant influence on students speaking skill at English education study program class of 2021 at IAIM Sinjai by 47,8% and remaining the 52,2% influenced by other factors or variables. The strength of the influence of self-efficacy on student speaking skill included in the enough category.

B. Suggestion

1. For college students

Self-efficacy is very important to have, especially for students because it can foster confidence in their abilities to complete a task in order to achieve the desired goals. Students can increase their self-efficacy so that students are more enthusiastic about completing assignment.

2. For lecturers

The researcher hopes that the lecturers can encourage students to have more self-efficacy so that the student learning proses is carried out well and is more optimal.

3. For the further researcher

Researchers want to suggest other researchers to conduct further research on this topic. It is hoped that

they can find other variables there are thought to have an effect on English speaking skills that have not been discussed in this research. This research is only limited to one independent variable and the dependent variable, so further researchers can investigate self-efficacy but with different methods and samples. Other researchers can compare it by adding other variables to the material and taking more population.

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APPENDICES

Appendix 1: Research Instrument Grid

No.	Variables	Indicators	Instruments	Data Resource
1.	Self-Efficacy	a. Magnitude	Questionnaire sheet	Students
		b. Strength	Questionnaire sheet	Students
		c. Generality	Questionnaire sheet	Students
2.	Speaking	a. Pronunciation	Oral test	Students
		b. Grammar	Oral test	Students
		c. Vocabulary	Oral test	Students
		d. Fluency	Oral test	Students
		e. Comprehension	Oral test	Students

Appendix 2: Questionnaire Sheet Grid

No.	Variables	Indicators	No Items	Total
1.	Self-Efficacy	d. Magnitude	1, 2, 3, 4, 5, 6, 7	7
		e. Strength	8, 9, 10, 11, 12, 13, 14, 15, 16	9
		f. Generality	17, 18, 19, 20, 21, 22, 23	7
Total 23				

Appendix 3: Questionnaire Sheet Students

THE INFLUENCE OF SELF-EFFICACY ON STUDENTS SPEAKING SKILL AT ENGLISH EDUCATION STUDY PROGRAM CLASS OF 2021 AT UIAD SINJAI

Name :

Reg. No :

Class/Year :

University :

A. Questionnaire Filling Instructions

1. Write your identity in the column provided.
2. Choose one of the available answers according to your situation, by placing a checklist (✓) in the answer column provided.
3. The categories used for answers to answers are as follows:

TA = Totally Agree

AG = Agreed

DO = Doubtful

DI = Disagree

SD = Strongly Disagree

B. List of Statements

NO.	STATEMENTS	TA	AG	DO	DI	SD
1.	I really like to speak English.					
2.	I am always enthusiastic about doing assignments related to speaking.					
3.	I am unsure of my ability to speak.					
4.	I am not confident enough to speak English in class.					
5.	I'm sure I can speak fluently in front of other people.					
6.	I feel pessimistic that I can complete speaking assignments with difficult topics.					
7.	I give up when facing difficult speaking					

	topics.					
8.	I often don't take classes related to speaking.					
9.	I have good ability to speak English.					
10.	I think speaking is the easiest lesson.					
11.	I always practice when I fail in completing speaking tasks.					
12.	I feel my speaking ability is still lacking.					
13.	I can overcome any difficulty in speaking English well.					
14.	I never give up even though I failed many times in speaking in front of my friends.					
15.	I am confident with the speaking ability that I					

	have now.					
16.	I always practice speaking at home so I never feel nervous again.					
17.	I can't speak English in front of many people.					
18.	When my speaking ability improves, I am more eager to practice so I can get good grades.					
19.	I become pessimistic when I see other people's speaking skills are better than mine.					
20.	I will not give up before I succeed in speaking, even with the most difficult topic.					
21.	Even though my speaking ability is still					

	lacking, I am always optimistic in speaking English.					
22.	I'm unsure of English so I won't try.					
23.	I like to speak in front of many people because I feel more challenged.					

Appendix 4: Oral Test for Speaking

ORAL TEST GRID FOR SPEAKING

Name :

Reg No. :

Class/year :

Make a paragraph by choosing one of the topic below!

- 1. Unity in Diversity in Indonesia**
- 2. Positive Impact of Social Media**
- 3. Gender Equality**
- 4. Insecurities**
- 5. Productive in Collage**

Appendix 5: Respondents

No.	Name	Reg. No.	Class/Year
1	Milna Rahayunianti	210110005	TBI/2021
2	Ahmad Fauzi Mz	210110012	TBI/2021
3	Ayinun Mujahid	210110001	TBI/2021
4	Nurfadilla	210110011	TBI/2021
5	Ulfayanti	210110008	TBI/2021
6	Wanda Hartina	210110003	TBI/2021

7	Jusriani	210110002	TBI/2021
8	A. Restu Ramadhan	210110006	TBI/2021
9	Mut'amal Trifadel	210110013	TBI/2021
10	Muh. Ishar	210110010	TBI/2021
11	Putri Nuraura Alfiani	210110009	TBI/2021
12	Nurul Mutmainnah	210110004	TBI/2021
13	Bunaken Dwi Saputra	210110007	TBI/2021

Appendix 6: Results of the Questionnaire (Self-efficacy)

No. Resp.	S1	S2	S3	S4	S5	S6	S7	S8	S9	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	T _{total}
1	4	2	3	3	4	3	1	1	4	3	3	2	3	1	4	2	1	3	1	1	2	1	52
2	4	3	3	2	4	3	4	3	3	3	3	3	4	3	2	3	3	3	5	3	3	1	68
3	3	2	4	4	3	2	4	3	3	4	4	3	4	3	3	4	3	4	3	3	2	4	72
4	5	4	5	4	4	5	4	4	4	5	4	3	5	4	3	5	4	5	4	4	4	4	93
5	3	1	4	2	3	2	2	2	3	4	2	2	3	2	2	2	3	3	1	2	1	2	51
6	5	3	5	5	4	5	5	4	4	5	4	4	5	4	5	4	4	4	4	4	3	2	92
7	4	3	4	3	3	4	4	3	2	4	2	3	3	3	3	4	3	4	2	3	3	3	70
8	5	5	5	5	5	3	3	2	5	3	3	5	5	5	5	4	4	5	5	2	5	5	94
9	5	5	5	5	5	5	5	5	5	5	5	5	3	2	5	4	4	5	5	5	5	3	101
10	5	5	4	3	4	4	4	4	5	5	4	4	5	3	4	4	2	4	4	4	5	4	90
11	4	1	3	1	3	3	4	2	3	3	3	5	3	2	3	4	2	2	3	2	1	2	59
12	5	1	3	3	3	4	4	2	4	4	4	2	4	2	4	4	3	4	5	2	1	4	72
13	5	2	4	3	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	4	2	4	86

Appendix 7: Students Oral Test Results

No Resp.	Gram	Voc	Pron	Flu	Com	total
1	4	4	3	3	3	17
2	3	4	4	3	4	18
3	3	3	3	3	3	15
4	3	4	2	2	3	14
5	3	3	3	3	3	15
6	4	4	4	4	4	20
7	4	4	4	4	4	20
8	4	4	3	3	4	18
9	4	4	3	2	3	16
10	4	3	3	3	3	16
11	4	3	3	3	3	16
12	3	4	3	4	3	17
13	4	4	4	4	3	19

Appendix 8: Supervisor's Decree



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Kampus : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai, Tlp. 082291930870, Kode Pos 92612

Email : ftiksinjai@gmail.com

Website : <http://www.iainsinjai.ac.id>

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SURAT KEPUTUSAN NOMOR: 1083.D1/II.3.AU/F/KEP/2022

TENTANG DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2022/2023

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI

- Menimbang :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2022/2023, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 - b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
 - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
 - e. Surat Keputusan Rektor IAIM Nomor : 216/1.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
 - f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - g. Statuta Institut Agama Islam Muhammadiyah Sinjai.
- Memperhatikan :
1. Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2022/2023.
 2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 305.R/II.3.AU/F/KEP/2022 tanggal 15 Oktober 2022 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Institut Agama Islam Muhammadiyah Sinjai tahun akademik 2022/2023.

MEMUTUSKAN

- Menetapkan :
- Pertama :
- Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Harnilawati, S.S., S.Pd., M.Pd.	Imayani, S.S., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : Herianti
NIM : 190110011
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Influence of Self Efficacy on Students Speaking Skill at English Education Study Program Class of 2021



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Kampus : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai, Tlp. 082291930870, Kode Pos 92612

Email : fidkaini@gmail.com

Website : <http://www.iainsinjal.ac.id>

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- Kedua : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.
- Ketiga : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sinjai

Pada Tanggal : 25 Oktober 2022 M

: 29 Rabiul Awal 1444 H

Dekan,

Takdir S.Pd.I., M.Pd.I.
NBM.1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. BPH IAIM Sinjai
2. Rektor IAIM Sinjai
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM IAIM Sinjai

Appendix 9: Research Permit Application



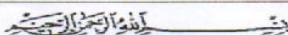
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Email: fikriaini@gmail.com

Website: <http://www.iainmsinjal.ac.id>

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Nomor : 102 D1/III.3.AU/F/2023
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Kepada Yang Terhormat
Ketua Prodi TBI IAIM Sinjai
Di -

Sinjai

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Herianti
NIM : 190110011
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"The Influence Of Self-Efficacy On Students Speaking Skill At English Education Study Program Class Of 2021 At IAIM Sinjai".

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di **Kampus IAIM Sinjai**.

Atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Tembusan disampaikan Kepada Yth :
I. Rektor IAIM Sinjai

Appendix 10: Research Permit



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**PROGRAM STUDI
TADRIS BAHASA INGGRIS**

SURAT KETERANGAN PENELITIAN

Nomor: 049.P10.1/III.3.AU/A/2023

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Sinjai:

Nama : Harmilawati, S.S., S.Pd., M.Pd
NIDN : 2125058607
Jabatan : Ketua Prodi Tadris Bahasa Inggris

Dengan ini menerangkan bahwa:

Nama : Herianti
NIM : 190110011
Program Studi : Tadris Bahasa Inggris
Semester : VIII (Delapan)

Menyatakan bahwa benar yang namanya di atas telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Sinjai dalam rangka penyusunan Skripsi.

Demikian surat keterangan ini dibuat dengan benar dan untuk dipergunakan sebagaimana mestinya.

Sinjai, 12 Dzulqaidah 1444 H
09 Juni 2023 M

Ketua Prodi
Tadris Bahasa Inggris,



Harmilawati, S.S., S.Pd., M.Pd.
NIM. 2125058607

DOKUMENTASI





Appendix 11: Biography

BIOGRAPHY

Name : Herianti
Reg : 190110011
Place of birth : Lempang, 26th June 2001
datePlace of birth
date
Address : Dusun Lempang, Desa Tarasu,
Kecamatan Kajuara, Kabupaten Bone
Experience : 1. Scout MAN 4 Bone
organization : 2. Board of English student
association (ESA) 2020-2022
Educational :
History
SD : SDN 262 Pude
SMP : SMPN 1 Kajuara
SMA : UPT MAN 4 Bone
Handphone : 085231159573
Email : Herianti266@gmail.com
Parents' names : Arifai (Father)
Darma (Mother)

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