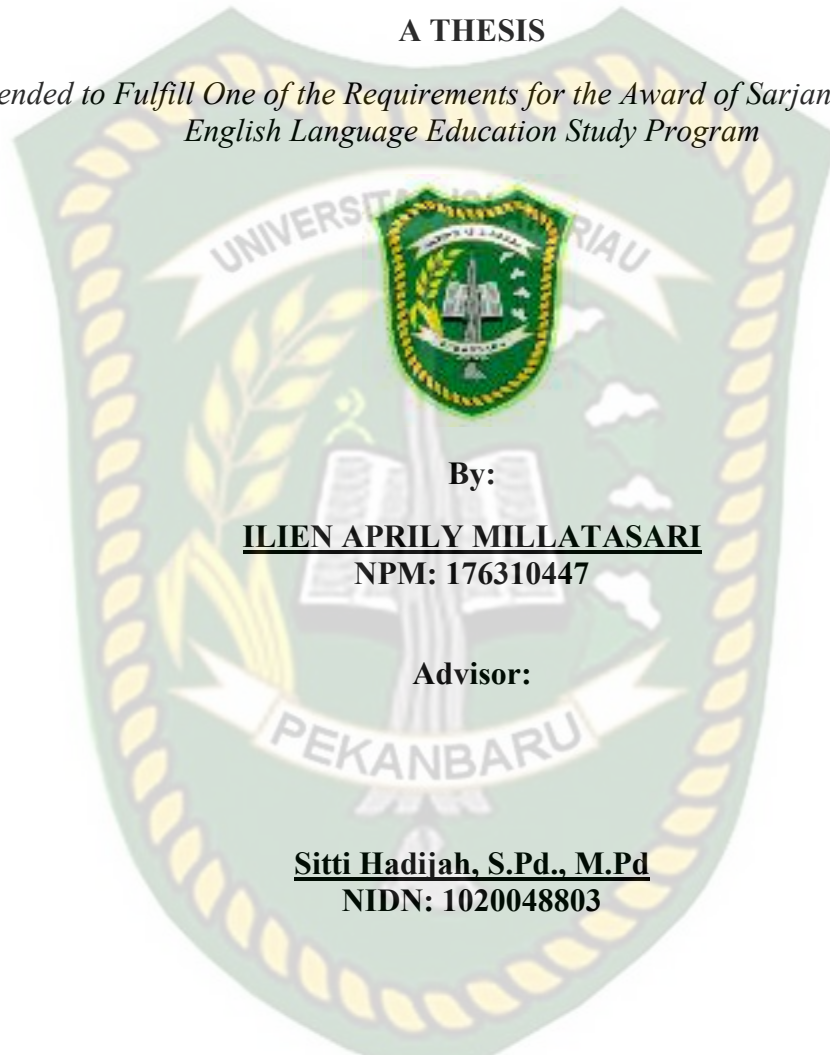


**AN ANALYSIS OF STUDENTS' SELF-EFFICACY IN SPEAKING ENGLISH
AT THE SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION
STUDY PROGRAM OF UNIVERSITAS ISLAM RIAU IN 2020/2021
ACADEMIC YEAR**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Education Study Program*



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PEKANBARU

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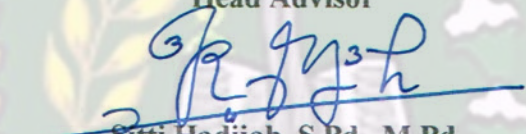
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AT THE SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION
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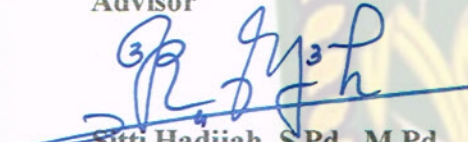
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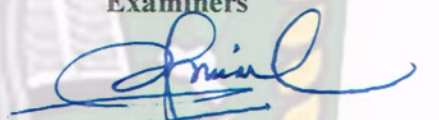
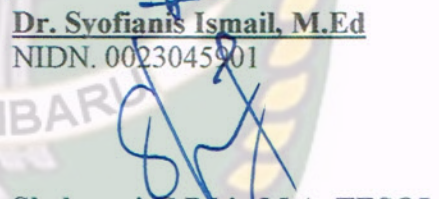
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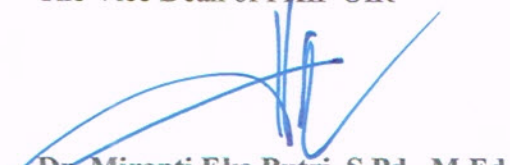

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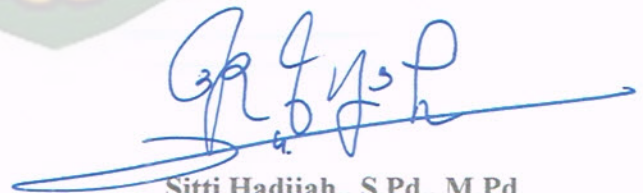
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6	1 st Apr 2021	Join the Proposal Seminar	Join the Proposal Seminar	
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8	22 nd Jun 2021	Chapter IV & V	Revised Chapter IV	

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AT THE SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF
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DECLARATION

The undersigned researcher,

Name : Ilien Aprily Millatasari

Student Number : 176310447

Study Program : English Language Education

Faculty : Teacher Training and Education

I admit this thesis derived from my own work and my own words, except some theories which were quoted or taken from various sources included in references. I am responsible for the rightness of the data and its content.

Pekanbaru, June 2021

The Researcher

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Bismillahirrahmanirrahim.

First of all, the researcher would like to express her sincere gratitude to the almighty one, Allah SWT who has blessed and given healthy, mercy, ability, and strength to finish this thesis entitled **“Analysis of Students’ Self-efficacy in Speaking English at the Sixth Semester of English Language Education of Universitas Islam Riau in 2020/2021 Academic Year”**. Then, shalawat and shalam to Prophet Muhammad SAW, who has shown us the best way to live. The researcher very thankful and grateful for the precious learning and good experiences which her got through and the struggle of the thesis making-process.

This paper is intended to fulfill one of the requirements for the Sarjana Degree in English Study Program at the Faculty of Teacher Training and Education, Universitas Islam Riau. In completing this thesis, the researcher has received valuable contributions, advice, support, motivation, and help guidance from many people. Therefore, the researcher would like to express the deepest gratitude to the very adorable:

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Finally, this thesis is expected provided useful insights and information to the readers. The researcher is pleased to accept more suggestions, comments, and supportive feedback for the improvement of this thesis.

Pekanbaru, June 2021
The Researcher

Ilien Aprily Millatasari
NPM. 176310447

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ABSTRACT

Ilien Aprily Millatasari. 2021. An Analysis of Students' Self-Efficacy in Speaking English at the Sixth Semester of English Language Education of Universitas Islam Riau in 2020/2021 Academic Year. Thesis.

Key Words: Analysis, Speaking English, Level of Self-efficacy, Sources of Self-efficacy.

Concerning to several factors influencing students' speaking skill, self-efficacy is one of the psychological factors experienced by students while speaking English. In regards with that factors, this research aims to measure students' self-efficacy beliefs after they had done a presentation in the classroom. The objective of this research is to find out the level of students' self-efficacy and the dominant source of students' self-efficacy in speaking English at the sixth semester students of English Language Education of Universitas Islam Riau in 2020/2021 Academic Year.

The research design was quantitative research that involved 30 students at the sixth semesters of English Language Education of Universitas Islam Riau in class B in 2020/2021 Academic Year. The students were asked to measure their self-efficacy beliefs by fill in an online questionnaire through Google Form. The questionnaire was taken from an existing questionnaire from Zhang & Ardasheva (2019) with minor revisions to adjust with this research context. The researcher analyzed students' responses by classifying the level of students' self-efficacy and the dominant source of students' self-efficacy.

This research findings showed that, there are almost 50% or counted as 14 students at the moderate level, followed by the low level of self-efficacy counted about 40% or 12 students, and there are only approximately 14% or 4 students at the high level of self-efficacy. For the sources of self-efficacy, it was found that Vicarious Experience is the most dominant source in students' self-efficacy.

ABSTRAK

Ilien Aprily Millatasari. 2021. Analisis Efikasi Diri Mahasiswa Dalam Berbicara Bahasa Inggris Pada Semester VI Program Studi Pendidikan Bahasa Inggris Universitas Islam Riau Tahun Ajaran 2020/2021. Skripsi.

Kata Kunci: Analisis, Berbicara Bahasa Inggris, Tingkat Efikasi Diri, Sumber Efikasi Diri.

Berkenaan dengan beberapa faktor yang mempengaruhi keterampilan berbicara siswa, efikasi diri merupakan salah satu faktor psikologis yang dialami siswa saat berbicara bahasa Inggris. Penelitian ini bertujuan untuk mengukur keyakinan efikasi diri siswa setelah mereka melakukan presentasi di kelas. Tujuan dari penelitian ini adalah untuk mengetahui tingkat efikasi diri siswa dan juga sumber efikasi diri siswa yang dominan dalam berbicara bahasa Inggris pada siswa semester enam Program Pendidikan Bahasa Inggris Universitas Islam Riau pada Tahun Ajaran 2020/2021

Desain penelitian ini adalah penelitian kuantitatif yang melibatkan 30 siswa semester enam Program Studi Pendidikan Bahasa Inggris Universitas Islam Riau di kelas B pada Tahun Ajaran 2020/2021. Siswa diminta untuk mengukur keyakinan efikasi diri mereka dengan mengisi kuesioner online melalui Google Form. Kuesioner diambil dari kuesioner yang sudah ada dari Zhang & Ardasheva (2019) dengan sedikit revisi untuk menyesuaikan dengan konteks penelitian ini. Peneliti menganalisis respon siswa dengan mengklasifikasikan tingkat efikasi diri siswa dan sumber efikasi diri siswa yang dominan.

Temuan penelitian ini menunjukkan bahwa, secara keseluruhan terdapat hampir 50% atau sebanyak 14 siswa pada tingkat sedang, diikuti dengan tingkat efikasi diri rendah sebanyak 40% atau 12 siswa, dan hanya terdapat sekitar 14% atau 4 siswa pada tingkat efikasi diri yang tinggi. Untuk sumber self-efficacy, ditemukan bahwa Vicarious Experience merupakan sumber yang paling dominan dalam self-efficacy siswa.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is an International language which people use to communicate all over the world. Therefore, some countries determined English as a second language while the other countries considered English as a foreign language. In a country that sets English as a second language, it will be easier to learn English quickly because the people have already been familiar with the language since they were a toddler. Usually, countries that set English as a second language are countries that have been under British rule, so they have been used to speaking English for a long time. However, the people who live in the country that sets English as a foreign language will find it difficult to learn English because the language is something new for them to learn.

Meanwhile, Indonesia is setting English as a foreign language. In the academic field of Indonesian education, English has become a subject that must be studied by students. In the final examination at the High School level, English is also the subject that is tested. Not only do they study at school, some students usually take English courses to get more optimal results in learning English as well. Actually, students in Indonesia consider English as one of the most difficult subjects. There are various reasons why English becomes a challenging subject to master even though most of them have learned English since elementary school until university level. Nowadays, being good at mastering English is important for both the social and

professional worlds because it can provide many opportunities in dealing with certain cases with bigger communities, get jobs easier, earn more money by teaching English, and some other benefits.

In general, there are several abilities in studying English which are speaking, listening, reading, and writing. Each skill has its own difficulties. Speaking skill is a necessary factor to make a connection with people. This is related with Dawes (2008) in (Desmaliza & Septiani, 2018) he stated speaking is very crucial for social creatures. Speaking skills are also crucial to face globalization and internationalization. However, speaking skill is not a simple process at all because the students should look at the several necessary elements inside; vocabulary, pronunciation, fluency, grammar and comprehension. Beside that, students should speak clearly and need ideas to express what they are thinking about while speaking. Therefore, most students complain they feel complicated to express what is in their mind.

In fact, a large number of junior high school or senior high school students who get problems when speaking English, there are also a group of university students who are still constrained by their speaking skills. At English language education program of Universitas Islam Riau, the researcher finds that speaking skill still becomes one of the challenging activities for the students. Based on the researcher's observation in the study program, during speaking class there are still numerous students who are reluctant to use or speak in English. The reason is the

same as the reason that commonly happens, they do not know what to say, and worry of making mistakes.

Talking about speaking, some particular factors influencing the student's speaking skill. According to Latha (2012) quoted in (Desmaliza & Septiani, 2018) the student's speaking skill influencing by several factors such as, anxiety, learner inhibition, lack of motivation, lack of subject matter, lack of vocabulary, lack of confidence, lack of proper orientation, self-efficacy, improper listening skills, poor non-verbal communication, strong and quick learners domination in the class, family background, and excessive use of mother-tongue.

Based on the information above, self-efficacy is one of the influential factors of the students' speaking skill. According to Bandura (1997) quoted by (Zhang & Ardasheva, 2019), self-efficacy has been defined as people's beliefs in their personal abilities to accomplish a certain task with desired outcomes. If people could pass the challenge that they have been through, the impact is they will have more confidence to get the other challenges and have a standard to reach the target. Students with a high level of self-efficacy are very curious, confident and love a challenge. Besides that, Self-efficacy also affects the students' learning accomplishments without depending on others. In short, self-efficacy can raise the student's independence. Karsten & Roth (1998) in (Paradewari, 2017) said that self-efficacy can influence people's accomplishments. For example, if a student has a high level of self-efficacy they will feel brave and excited to show their speaking skill to talk about some topic

in the classroom in front of their friends. The student will be confident with themselves in delivering the material because before they present it, they have already prepared themselves perfectly which is mastering the topic first. Meanwhile, students with low levels of self-efficacy may doubt their ability if they face a challenge and will quickly give up and think they cannot do that.

Bandura (1997) quoted by (Zhang & Ardasheva, 2019) described four domain-specific sources of self-efficacy which is Mastery Experience (ME), Vicarious Experience (VE), Verbal Persuasion (VP), and Physiological and Affective States (PAS). Bohlin, et. Al. (2012) in (Desmaliza & Septiani, 2018) have the same opinion as Bandura but with an easier explanation. There are four source factors that can affect a person's level of self-efficacy. They are past performance (EME), modeling (VE), verbal persuasion (VP) and physiological state (PAS).

Furthermore, the researcher believes that the students at English language education program of Universitas Islam Riau have different levels of self-efficacy in speaking English. There are those who have a high level of self-efficacy which makes them competent and also those who have a low level of self-efficacy which makes them not believe in their abilities. Based on the statement above, students should have high speaking self-efficacy, so they will make a great effort to master it, because when they improve their competence, their English skills in spoken and written will improve. Then, of course, they must know their level of self-efficacy to improve their skill.

According on the background above, the researcher would like to carry a research by the title "AN ANALYSIS OF STUDENTS' SELF-EFFICACY IN SPEAKING ENGLISH AT THE SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF UNIVERSITAS ISLAM RIAU IN 2020/2021 ACADEMIC YEAR"

1.2 Identification of the Problem

Speaking English is a skill that is quite difficult for students to master. In general, if students want to be proficient in speaking English they should pay attention to several elements, there are; vocabulary, grammar, fluency, pronunciation, and comprehension. However, to achieve these goals, it turns out that, the students still experienced the several factors which influence their speaking skills. Based on that situation, it makes the students difficult to develop the quality of their speaking skill.

According to the information before which stated by Latha (2012) in (Desmaliza & Septiani, 2018), there are some factors influencing the students' speaking skill. In this part, researcher discusses the dominant factors that commonly happen. The first factor is a lack of vocabulary. Previously, the researcher wrote that vocabulary is one of the elements that should be considered if a student wants to be a master in English. Because, if a student has a huge vocabulary that they know, it will make speaking English easier for them to learn. The second is lack of confidence. This second factor relates with the previous factor, the students' do not know

vocabulary that they will use while speaking, it will make their self-confidence decrease. They will not be confident because they do not know how to express their ideas. And then self-efficacy is also one of the elements that influence students' speaking, the difference between self-efficacy and self-confidence is self-confidence known as the belief in oneself which refers to the strength of belief but it is not always determined about what that belief is. While, self-efficacy refers to the belief that a person can produce a certain level of achievement. The last factor is anxiety, it can make the students feel hopeless, lose faith in their abilities, not interested in participating in the classroom, and even they will give up or less effort to learn English well.

According to the explanation above, the researcher identified that there are some problems in the students' speaking skill. So, they still have difficulties to increase their speaking skill and have a problem expressing themselves while speaking.

1.3 Focus of the Problem

The focus of this research is about self-efficacy beliefs of students in speaking English after they had done a presentation in classroom, at English language education program of Universitas Islam Riau. The limitation research focused on research problem which discussed on the four sources of self-efficacy and the level of students' self-efficacy.

1.4 Research Questions

1. What is the level of the students' self-efficacy?
2. What are the dominant sources of the students' self-efficacy?

1.5 Objective of the Research

The objective of this research is to figure out:

1. The level of the students' self-efficacy
2. The dominant sources of the students' self-efficacy

1.6 Significance of the Research

1.6.1 The Next Researcher

Firstly, the researcher hopes it can be guidance or additional information for the next researcher who has a plan to do a research about students' self-efficacy in speaking English especially if it is discussed about the sources and the level of self-efficacy.

1.6.2 Teachers

Secondly, the researcher expected this research to be a reference for teachers in educating their students. Then, the teachers know that the level of self-efficacy for each student is different. After that, the teachers can help encourage the self-efficacy of their students to be higher, so the students can believe in their abilities, with the result that they will be better when studying.

1.6.3 Students

Lastly, students should be familiar with self-efficacy. Hopefully, this research can be additional knowledge for students in understanding self-efficacy, as well as what sources affect a person's self-efficacy.

1.7 Definition of the Key Terms

To avoid misunderstanding, the researcher will provide the concept of terms to the readers. Based on the title study, this research is focused on self-efficacy in students' speaking English at English language education program of Universitas Islam Riau. Some related terms needed to be defined to the readers:

1.7.1 Self-efficacy

Self-efficacy is explained as the trust that someone has and the ability to motivate life and to achieve the target, Communiqué Handout (2010) in (Desmaliza & Septiani, 2018). It means to believe in the capabilities to finish something given. It also refers to the results of the interaction between the external environment, adaptation mechanisms and personal abilities, experience and education.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Speaking

2.1.1.1 Definition of Speaking

Speaking can be defined as the activity to deliver ideas and a message directly to interact among human. This is in line with Dawes (2008) in (Desmaliza & Septiani, 2018) he states speaking is needed for social creatures because it is such a crucial thing. Judging from the conditions, usually speaking occurs when people come face to face, which makes it very emotional and social.

Speaking such a skill of language which is very important in all of the learning fields to expressing self, Akyol (2014) in (Türkben, 2019). Then, one of the skills that students in all academic fields must pay attention to and understand is speaking. In learning English, speaking is a complex activity to do, because there are some aspects of speaking that should be considered by the student in speaking class, for example; grammar, use of vocabulary and clear pronunciation as the accuracy that student should know. It is considered as the production skill where students should be able to produce meaningful utterances to deliver messages or to get information.

According to Ozdemir (2016) in (Türkben, 2019), speaking is a concept as the activity to express our feelings and what is in our mind, and also the things we see and live through words. So, before we speak we should think about it first. It is related with the statement that Gunes (2014) in (Türkben, 2019) said the process of speaking commonly is starting in the brain and concludes with delivering the result through words. Based on the definition above, the researcher concludes the activity of designing ideas in our mind then ends with delivering the opinion through the words and expressing it by mouth known as speaking.

2.1.1.2 The Importance of Speaking

The first way to do interaction or communication with someone is by speaking. People deliver their ideas directly while speaking, that is why speaking is very crucial in life. Nowadays, many people already speak more than one language. Tahir (2015) quoted by (Zuhriyah, 2017) hypothesizes someone is considered competent in mastered a foreign language when they have the skill to speak the language itself as well. The ability to speak English is very important in humans' lives because language learning aims to sustain the students to use the language in communication and also if we have a good English speaking skill, it will be useful in all of the life aspects.

2.1.1.3 The Function of Speaking

The function of speaking in interaction among humans has been classified by several language experts. Richards (2008) in (Alberto Manso López & Arruda de Moura, 2017) uses a three-part version of Brown and Yule's classification of oral language. He refers to; talk as interaction, talk as transaction and talk as performance.

a. Talk as interaction

Talk as interaction in general is known as “conversation”. This kind is more focused on the speakers and the way they express themselves than the message itself. talk about the important skill which is needed in this type of talk, Richard (2008) highlights the cases of opening and closing conversations, such as making a small-talk, joking, turn-taking, recounting personal incidents and experiences, using adjacency pairs, choosing topics, interrupting, reacting to others, using an appropriate style of speaking, and so on.

b. Talk as Transaction

In the case of talk as a transaction the most necessary is on the information that was delivered, it is focused on the message than the participants, to make them understood by the other, they are using communication strategies. In Richards (2008) opinions, quoted by (Alberto Manso López & Arruda de Moura, 2017) the skill in using

talk for transactions are illustrating a need or purpose, such as making comparisons, confirming information, asking questions, describing something, making suggestions, asking for clarification, clarifying understanding, justifying an opinion, agreeing and disagreeing and so on.

c. **Talk as Performance**

Talk as performance is refers to public speaking, it means talk is delivering information to the audiences, such as classroom presentations, speeches, and public announcements. The focus of this type is on both of the message and the audiences.

In conclusion, the functions of speaking show that speaking is not only about producing the language. Those kinds of talks also have different functions used in our daily speech.

2.1.1.4 Aspect of Speaking

In this study, the researcher uses five aspects of speaking skill based on Brown (2004) in (Bohari, 2020). He states that speaking skill must have five aspects, namely vocabulary, grammar, fluency, comprehension, and pronunciation.

a. Vocabulary

Vocabulary is a set of words, which should be understood by people to make communication going effectively. If students have a huge knowledge of vocabulary, it will make them more confident to express or deliver their ideas while speaking and the listener will get the information accurately.

b. Grammar

Grammar is the whole structure and system of the language. So grammar is a highly important aspect in speaking ability. The use of grammar in a correct way in speaking shows the ability to produce the grammatical structure of the language. If the speaker uses the grammatical structure effectively in communication, their speaking skill seems at a good level. Commonly the speaker and the listener do not care about the grammar itself.

c. Fluency

Fluency is defined as the ability to speak fluently and accurately by looking at the smoothness of sound. We can see it when someone speak without any pauses, such as; "umm" or "eee". It shows that the quality of their fluency is nice. Someone can speak fluently even though they make errors in grammar and pronunciation.

d. Comprehension

Comprehension is one of the important aspects of speaking. Because, the speaker and the listener should have a good understanding during speaking to make an interactive conversation. In other words, it is concluded that comprehension is the ability to understand the language.

e. Pronunciation

Pronunciation is the way someone makes a sound of the language how and where placing the stress and how it uses pitch and intonation to show how the speaker is feeling and what the speaker means. The students should have a good pronunciation to give very clear words or speaking that will make it easy to be understood. Therefore, pronunciation is important to be improved.

2.1.1.5 Types of Speaking

Brown (2004) in (Azlina et al., 2015) further states that there are some basic types of speaking:

1. Imitative

One of the types of speaking performance is being able to imitate a word, phrase and a sentence. Meanwhile this purely phonetic level of oral production, a number of lexical, prosodic, and grammatical of language can be put in the criteria of performance.

2. Intensive

Intensive speaking is one step forward than imitative, to show any speaking performance that is designed to practice some phonological and grammatical aspect of language. It can be in the form of self-initiated or in pair activity.

3. Responsive

Responsive is defined as the interaction that should have the ability in give replies to the questions or comments. This is such as short replies of questions or comments by the teacher or student, giving instructions and directions. The replies are usually quite enough and valuable.

4. Interactive

This type of speaking commonly done in a dialogue, the purpose is to maintaining the social relationships rather than for the delivering of facts and information. This type of conversations is tricky for the students because they can implicate several factors namely, slang, ellipsis, sarcasm, a casual register, and so on. This often makes the students more difficult to understand the language, or the worst thing is they will misunderstanding.

5. Extensive (monologue)

Extensive speaking mostly in the form of monologue. A role of extensive oral production includes oral representations, speeches, and storytelling, which is the chance for oral interaction from listeners is limited.

2.1.1.6 Self-efficacy in Speaking English (Class Presentation)

Based on information founded in Zhang & Ardasheva (2019), in class presentation students' should notice several aspect:

a. Topic

Before class presentation, the students should determine the topic. The students are expected to be competent in selecting and maintaining the topic. Sometimes students convey something that is out of topic during the presentation.

b. Language

Language is one of the crucial components in class presentation because a bad language will make the presentation look unattractive. Fluency in mastering the language is also quite important in class presentations, because the accuracy of the language will make it easy for the audience to understand what the speaker is talking about.

c. Organization

To get a good presentation results also need to organize the contents of the topic properly which can be accepted by logic. Clarity in the presentation is needed so the information can be acceptable.

d. Delivery

The last components are delivery. Body language during a presentation is more helpful than simply being frozen. Of course this will look more attractive to the audience. Students are also expected to be able to control emotional states while making a presentation.

2.1.2 Self-Efficacy

2.1.2.1 Definition of Self-Efficacy

There are two words in self-efficacy which are self and efficacy. Self is illustrated as the identity of a person and efficacy is the strength to produce an effect. Basically, Bandura (1997) defined self-efficacy as people's beliefs in their personal abilities to accomplish a certain task with desired outcomes, (Zhang & Ardasheva, 2019). Bandura also explained self-efficacy is a feeling of a person's confidence in their capacity to manage and do actions to get the goals which they have already set, and try to assess the level and strength in all contexts and activities.

Self-efficacy beliefs are more specific and situational judgments of capabilities, for example; a student during the grammar exam believes in his or her abilities, such as "I'm sure I can get an A". In other words, self-efficacy can be defined as the self-beliefs that people have in their ability in doing the things that they do, such as reach the goal and finish tasks competently. In addition, self-efficacy is determined as the trust that someone has and the ability to drive the life and to achieve the target, Communiqué Handout (2010) in (Desmaliza & Septiani, 2018).

Based on those explanations were concepted by the expert, the researcher concluded self-efficacy is an individual's belief and confidence in his or her own capability in doing or finishing tasks and the troubles that they are facing to reach their goals. Self-efficacy is not to measure a person's actual capabilities but, it is about the confidence that an individual has in some abilities while doing something. Self-efficacy beliefs can directly influence an individual's efforts and activities. Therefore, it is useful as a predictor of someone's performance and ability in the future.

2.1.2.2 Classification of Self-efficacy

There are two categories of self-efficacy which are stated by Bandura (2006), which is high self-efficacy and low self-efficacy. While doing a task, it found the differences between them. People at high level of self-efficacy tend to be more willing to get involved in complicated situations. Otherwise, people with low self-efficacy choose to avoid and leave the task. People who have high self-efficacy are

more motivated to do a task than given, even though the task is difficult. They do not assume the task as an enemy which should be avoid. They are not afraid to fail in doing a task. Instead, they increase their efforts to prevent a failure that might occur. Actually, between both of them there is a moderate level of self-efficacy. According to (Lestari et al., 2020) students at moderate level feel capable, but are not entirely sure they can do the task in learning English and achieve the goals set.

2.1.2.3 Sources of Self-efficacy

According to Bandura (1997) in (Zhang & Ardasheva, 2019), he stated that there are four factors influence someone's self-efficacy:

1. Mastery Experiences

From these sources of information, in (Zhang & Ardasheva, 2019) show that the most influential source of self-efficacy is Mastery Experiences. In this case, from the previous performance, people can develop their beliefs of their ability. Because they already know what is wrong and what are the weaknesses. The illustration case draws like this: students who have failed in a speaking subject in the past, will be more careful and more confident in learning a speaking subject next semester because they have learned from their previous class. Otherwise, they will have a negative perception about the previous task and it can break their personal efficacy. Mastery Experience has been found to be the strongest predictor of self-efficacy (Britner & Pajares,

2006; Joët, Usher, & Bressoux, 2011; Lent, Lopez, Brown, & Gore, 1996) in (Zhang & Ardasheva, 2019).

2. Vicarious Experiences

People's self-efficacy also affected by vicarious experiences by social models or their friends that they think the skill and competence are in the same level. According to Bandura (1977) in (Puspita et al., 2014) looking at friend's success will increase student's efficacy, while looking at friend's failure will decrease it. By looking at their friends who have the same level with them capable in doing the same tasks, it will make students think that they also have the same ability to finish the tasks. The results from comparing with their friends, gives reference to an individual's own capabilities. Therefore, peer modeling is another big factor that affects students' personal efficacy.

3. Verbal Persuasion

Verbal persuasion gives another way of increasing student's belief that they can be succeed. And also, students increase their efficacy beliefs through verbal judgment from others about their ability in doing something. Students are suggested if they can succeed in the task that they do, it is how social persuasion works, Bandura (1994) in (Puspita et al., 2014). Bandura deeply assumes people who get social support will have more energy and are capable

of mastering a complicated situation, they will have a strong sense of efficacy. Instead, people who do not get social support or get bad judgement they assume cannot do or have no capability in doing tasks, they will give up quickly and they will feel they have a low self-efficacy. One of the social persuasions that students usually get is positive support. Usually it comes from the closest people, which is family, teacher, friend, and relation.

4. Physiological and Emotional States

Physiological and emotional states are another source of self-efficacy that affects students' perception toward situation. According to Bandura (1994) in (Puspita et al., 2014), people think that reactions to their stress and nervousness are bad performance. From that statement, it means that students who stated stress such as fear and nervous show that the ability of their performance is bad. People who have a high level of self-efficacy thought different things, such as what Bandura explains they will look at their state of emotional arousal as an energizing facilitator of performance.

2.2 Relevance Study

There was a huge amount of research related to self-efficacy and language learning that have been done before. For example, Tilfarlioglu and Cinkara in 2009, English language learning self-efficacy expectations of 175 students at GUSFL had been conducted to know levels and relationship with their EFL success. The result of

the research found that the students' level of self-efficacy is relative high and there are positive significant relationships between self-efficacy and language achievement.

There are also varieties of research related to speaking skill or oral performance. For example, in a previous research carried out by Desmaliza & Tria Septiani Gurler (2017), entitled "Student's Self- Efficacy and Their Speaking Skill at Lower Secondary School". According on the statistical hypothesis of the data, it is revealed that $p_{\text{empiric}} (0,755) > p_{\text{table}} (0,225)$, so they concluded that H_0 is rejected and H_a is accepted. Based on the finding, there is a significant correlation between self-efficacy and speaking skill. In their research, self-efficacy can influence the student's learning result in speaking at junior high school level. It can be proved by looking at their scores, the students who have a high level of self-efficacy get higher scores and the students who have low levels of self-efficacy get lower scores.

In addition, there is also another study carried by Ni Putu Yanti Cahya Sari (2016), which investigated "The Correlation between Students' Self-efficacy and Their Performance in Speaking Skill". After analyzing the data of the research, it found that there was significant correlation between students' self-efficacy and their performance in speaking skill. Those findings proved by the t-test score (7,957) was higher than t-table (1,675) the degree of freedom (df) was used 50. They concluded that self-efficacy and students' performance in speaking skill had significant correlation with the second grade students of SMPN 18 Mataram.

Furthermore, the next study comes from Xue Zhang & Yuliya Ardasheva (2018), they did a study with the title "Sources of college EFL learners' self-efficacy in the English public speaking domain". The whole of results in the combined sample largely support Bandura's hypothesized sources of self-efficacy, with Mastery Experience, Vicarious Experience, and Verbal Persuasion-but not Physiological and Emotional States-significantly making interesting contributions in predicted English Public Speaking self-efficacy. The results by subsample highlight prior English Public Speaking course experience, gender, and academic major as factors that may impact the existence and the magnitude of the relationship between self-efficacy and its theoretical sources. This is very necessary for teachers who wish to increase their students' English Public Speaking self-efficacy beliefs, because the research found that different groups of students may respond differently to their teachers' efforts.

According to previous research, the researcher can conclude that there are differences between the indicators of this research and the previous research. But, the researcher continued a study from Zhang & Ardasheva (2019) with different context and participant. And then, from that previous research found if students who have a high level of self-efficacy will be helpful to improve their success in language learning.

2.3 Conceptual Framework

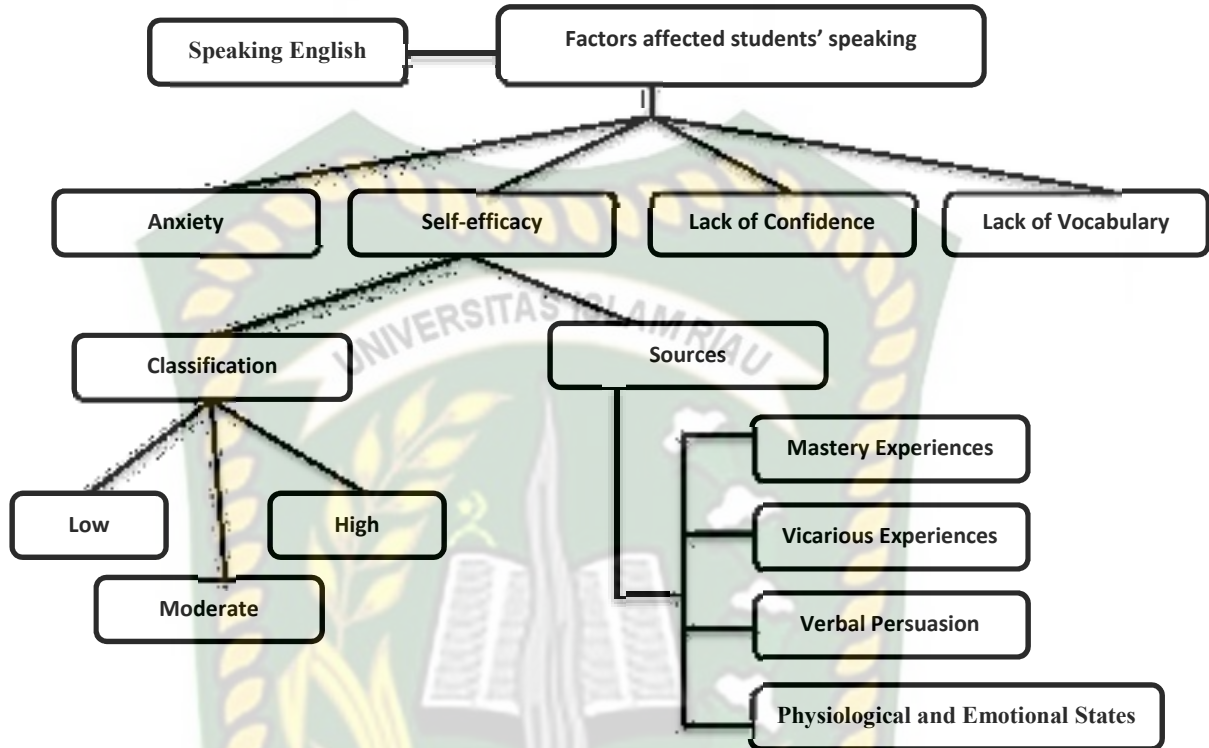


Figure 1. Conceptual Framework

Based on the conceptual framework above, this study is focus on the level of students' self-efficacy and also the source of students' self-efficacy in speaking English. To find out more about how this research is carried out, it will be discussed in the next chapter.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Research design is usually interpreted as plans and procedures in doing a research or a plan on how to get and analyze the data. Research design is needed to make the research go smoothly. The researcher used a descriptive quantitative method in this research, this is called descriptive quantitative, because the data is presented in numerical and descriptive form. Creswell (2003) in (Marvasti, 2018) quantitative research defined as the use of strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that produce statistical data.

3.2 Location and Time of the Research

The research was conducted at English Language study program of Universitas Islam Riau, Jl. Kaharuddin Nst No. 113, Simpang Tiga, Kecamatan Bukit Raya. The researcher collected and analyzed the data in one semester, which is from January until July 2021.

3.3 Population and Sample of the Research

The population is the whole subject of research, Arikunto (2010). Meanwhile, according to Sugiyono (2015) population consists of objects or subjects that have particular qualities and characteristics determined by research to be studied and then drawn as conclusions (Auditya & Pramono, 2020). The population in this research is

students in English Language study program of Universitas Islam Riau. The researcher was interested in choosing the sixth semester students because the researcher was curious about their self-efficacy after six semesters of studying English.

Meanwhile, according to Arikunto (2006), the sample is a part of the population which has the same characteristics. According to (Muslih & Sari, 2017), in selecting a sample there are two ways provided. First, if the population is less than 100, all populations can be sampled. Second, if the population is over than 100, the researcher can take 10% - 15% or 20% - 25%. So, the students in the sixth semester of English Language study program are 147 students. And in this case, the researcher takes 25% of the population. There are approximately 36 students from 147 students which is one class.

3.4 Instrument of the Research

In general, the instrument is classified based on test, questionnaire, interview, recording and many more. In this case, the researcher used a questionnaire as an instrument. The questionnaire is a data collection technique where the respondent fills in a question or statement, then after it is completely filled in, gives it to the researcher. Two kinds of questionnaires are used in this research. In the self-efficacy questionnaire, the statement includes self-efficacy students in class presentations.

Table 1. Indicators of the Questionnaire

Components	Indicators	Sub-indicators	Item question
Self-efficacy in Speaking English (Section B)	a. Topic	1. Speak effectively on an unfamiliar/difficult topic 2. The central idea clear to the audience 3. Use the conclusion to restate the main points	1,2,3
	b. Language	1. Use appropriate language to address different topics	4
	c. Organization	1. The conclusion flows logically from what was previously said with organize the speech while class presentation 2. Use Inductive techniques to structure the speech while class presentation 3. Use Deductive techniques to structure the speech while class presentation	5,6,7
	d. Delivery	1. Speak with accuracy 2. Speak with fluency 3. Speak with emotion 4. Can speak in English when feel very nervous 5. Speak with confidence	8,9,10,11,12

Source: Adopted from Zhang & Ardasheva (2019)

Rather, table 1 presents the indicators for the students' self-efficacy. Meanwhile, in source of self-efficacy questionnaire use measurement scale, there are three instruments, namely the Likert scale, the Guttman scale, and the semantic differential scale. The measurement scale is in accordance with this research using

frequency scale. Frequency Likert scale marked with; N = Never, R = Rarely, S = Sometimes, VO = Very Often, A = Always. The indicators for the source of self-efficacy levels are present in the the table below:

Table 2. Indicators of the Questionnaire

Components	Indicators	Sub-indicators	Items
Sources of Self-efficacy in Speaking English (Section C)			
a. ME (Mastery Experience)	a. Topic	1. Introduced a topic clearly 2. Made the points clear to the audiences	1,2
	b. Language	1. Used concise language	3
	c. Organization	1. The conclusion flowed logically from what was previously said with organized the speech while class presentation	4
	d. Delivery	1. Adressed a familiar topic effectively	5
b. VE (Vicarious Experience)	a. Topic	1. See a friend in the same level in speaking English ability support the central idea when speaking English with rich evidence	6
	b. Language	-	
	c. Organization	1. See a friend in the same level in speaking English ability organize the speech in class presentation that makes the conclusion flows logically	7

		from what was previously said	
c. VP (Verbal Persuasion)	d. Delivery	1. See a friend in the same level in speaking English ability address a familiar topic effectively while class presentation.	8
	a. Topic	-	
	b. Language	1. Closest person praised to the ability to employ rhetorical devices in speech while class presentation 2. Closest person praised to the ability to use appropriate language to address different topics while class presentation	9,10
	c. Organization	1. Closest person praised to the ability to use different techniques to conclude a speech while class presentation	11
	d. Delivery	-	
d. PAS (Physiological and Affective States)	a. Topic	-	
	b. Language	-	
	c. Organization	-	
	d. Delivery	1. Felt nervous 2. Got stressed 3. Got anxious	12,13,14

Source: Adopted from Zhang & Ardasheva (2019)

3.5 Data Collection Technique

3.5.1 Questionnaire

The data have been collected after the samples fill the questionnaire. The researcher distributed the online questionnaire to the students by using Google Form. The questionnaire is divided into three sections; demographic information, self-efficacy in speaking English, and sources of self-efficacy in speaking English. Demographic section used to know the background information of the participants. The questionnaire was adopted from Zhang & Ardasheva (2019), in which the researcher did not need to test the validity and the reliability of the questionnaire because the validity has been tested and it can be trusted.

3.6 Data Analysis Technique

Data analysis is a step of data processing activities which are then formed into a set of results, either in the form of new discoveries or other forms. After gathering data through questionnaires, the first step that the researcher did is analyze the data based on identifying the answer from the questionnaire. Then, explaining and describing the result of the questionnaire. From the self-efficacy questionnaire, the researcher analyzed and calculated the data based on Bandura's self-efficacy scales to know the level of students' self-efficacy. The scales are presented in the following:

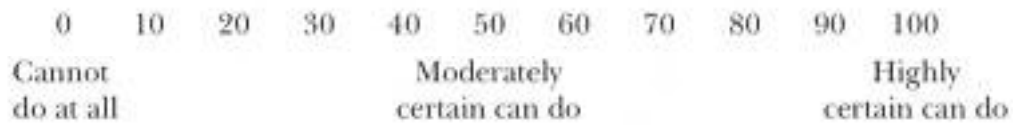


Figure 2. Bandura Scale of Self-efficacy (Bandura 2006)

The meaning of the scale above, students rated the strength of the efficacy belief in their personal ability at doing particular activities. They rate on a 100 point scale, the range is in 10 unit intervals from 0 - 40 (Cannot do), intermediate degrees of assurance 50 (Moderately certain can do), and 60 - 100 (Highly certain can do). To know the average of students' self-efficacy scale, the research calculated the data by using formula:

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

Explanation:

X: The level of self-efficacy

F: Total students

N: Number of data or respondent

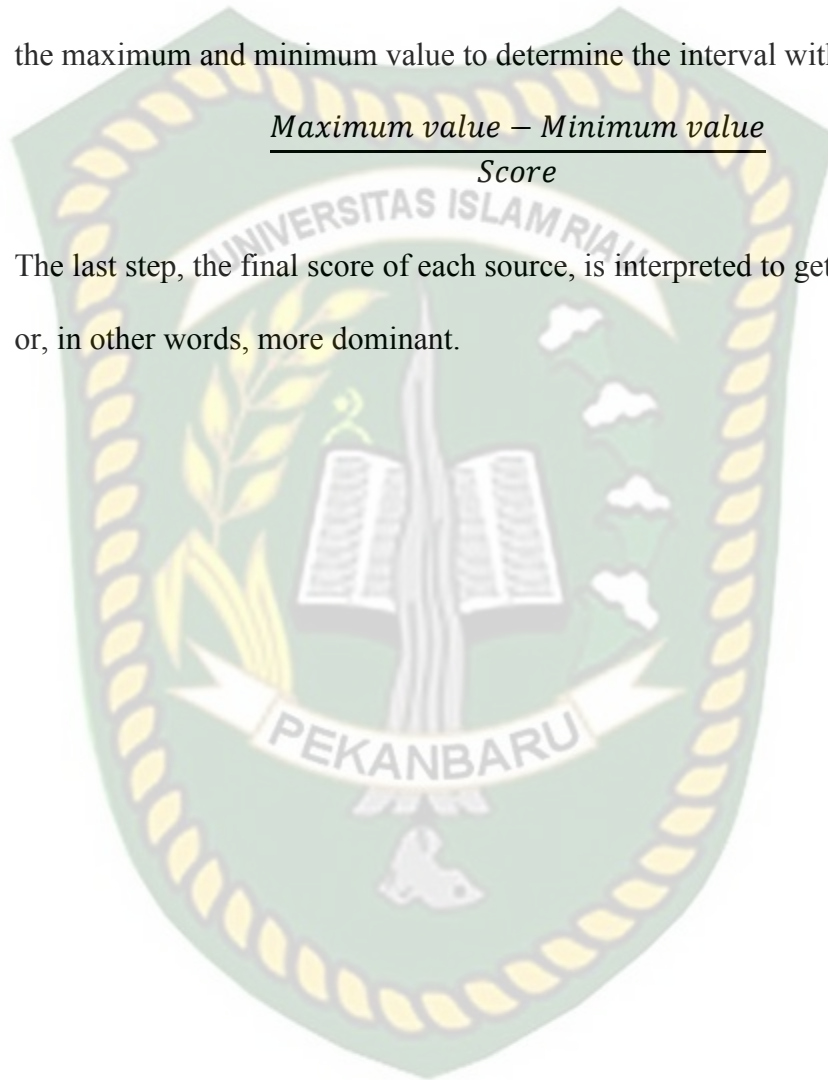
After getting the level of each student self-efficacy, the researcher continued to analyze the sources of the students' self-efficacy based on the following procedure:

1. The first step, the researcher classified the scale of the students' answers based on each source of self-efficacy.

2. After the data have been classified, then calculate the number of the students' scale answers to get each score of the sources.
3. After getting a total number of each source, the next procedure is to calculate the maximum and minimum value to determine the interval with the formula:

$$\frac{\text{Maximum value} - \text{Minimum value}}{\text{Score}}$$

4. The last step, the final score of each source, is interpreted to get the high score or, in other words, more dominant.



CHAPTER IV RESEARCH FINDINGS

This study aims to know the level of the students' self-efficacy and to find out the dominant source of the students' self-efficacy in speaking English. The detailed information about the finding is presented in the following information.

4.1 Data Presentation

In the distributed questionnaire, there are three sections with 26 items addressed to the students. The presentation of the findings can be seen in the following information.

4.1.1 Demographic Information

This section is about personal information of the participants. The detailed information is presented in table 3.

Table 3. Demographic Information

	Gender		Learning English Experiences				Age				
	M	F	1-5 year	6-10 year	11-15 year	16-20 year	20th	21th	22nd	23rd	24th
Frequency	0		-	-	-	-	-	-	-	-	-
		30	6	7	12	5	6	19	3	1	1
Percentage		100%	20%	23,3%	40%	16,4%	20%	63,4%	10%	3,3%	3,3%
Total	30		30				30				

Table 3 shows various identity information about the participants in this study. All of the participants were females that consisted of 30 students. Each individual's age is in the range 20-24 years old. The dominant age of the students is 21 years old consisting of 19 students or more than 60%. For learning English experience is in a range of 1-5 years, 6-10 years, 11-15 years, and 16-20 years. The students have various ranges of their learning experience. However, around 40% of students have 11-15 years of learning English experience. The following information presents further information and main findings of this study.

4.1.2 Students' Self-efficacy Level in Speaking English

Some items have been asked to the students to find out their level of self-efficacy in speaking English. Based on the students' responses, their levels of self-efficacy are divided into three levels. The findings of this part are presented in the following table

Table 4. Classification of Students' Self-efficacy Level

NO	Level	Frequency	Percentage
1.	Low	12	40%
2.	Moderate	14	46,6%
3.	High	4	13,4%
Total		30	100%

By looking at table 4, the students' level of self-efficacy is various. Almost 50% of the students were at a moderate level in terms of their self-efficacy in

speaking English. Then, the second group was at a low level of self-efficacy; the students in this group counted for about 40%. Last but not least, only approximately 14% of the students were in a high level of self-efficacy. In other words, the highest numbers of the students are in the level of moderates. For detailed information about the levels of the students' self-efficacy in speaking English is presented in the following table.

Table 5. Students' Self-efficacy (Low Level)

Participants	Items												AVERAGE
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	
S5	10	10	10	10	10	10	10	10	10	20	0	10	10
S8	30	50	70	40	60	40	40	30	50	70	20	40	45
S9	40	50	50	40	50	40	40	50	50	50	40	50	45,83
S10	50	50	40	40	40	40	40	10	30	10	0	0	29,16
S12	40	50	60	60	60	40	40	0	40	60	60	40	45,83
S13	40	40	70	60	20	40	40	10	40	40	20	50	39,16
S14	20	50	60	40	60	60	60	30	50	70	40	40	48,33
S16	30	30	40	40	50	30	30	30	40	50	50	40	38,33
S21	20	30	50	40	30	20	30	10	30	30	60	40	32,5
S27	70	80	50	50	30	50	50	10	40	70	20	10	44,16
S28	30	40	50	40	30	40	40	50	50	50	30	50	41,66
S29	50	40	40	50	40	40	40	30	30	50	10	60	40
AVERAGE	35,8	43,3	49,1	42,5	40	37,5	38,3	22,5	38,3	47,5	29,1	35,8	

Based on table 5, the students in low level of self-efficacy are 12 students or counted as 40%. It can be seen S5 (student number 5) has the lowest score of self-efficacy among the students with a total score of only 10. Moreover, S5 (student number 5) gave a score of approximately 10 almost in all of the items, except in the

statement *I can speak in English when I am very nervous* (Q11) she gave 0 score which means that she cannot do at all. In addition, S11 (student number 11) is also given a 0 score in two statements, *I can speak in English when I am very nervous* (Q11) and *When I speak in English, I can speak with confidence* (Q12). The next finding is the students in the range score 30 counted as 3 students. They gave almost the same score, which is less than 30 on the statement *I can speak with accuracy* (Q8). For another statement, *I can speak with fluency* (Q9). They gave a score just less than 40. The group of students in the range score 40 with the total numbers up to 7 students, has different responses. In the statement, *When I speak in English, I can use inductive techniques to structure a speech* (Q6). The score is about less than 60.

Most students with a low level of self-efficacy give a low score in a statement *I can speak with accuracy* (Q8) which makes this part only has a score less than 25. The student assumes they cannot speak with accuracy while speaking in English or in other words they cannot deliver the ideas perfectly. So, it can be concluded one of the problems faced by students in speaking English is they assume they cannot speak with accuracy. This is one of the reasons which make some of the students have a low level of self-efficacy.

The next finding is the students' level of self-efficacy at a moderate level. For more detailed information about students' in moderate level, the data is presented in table 6.

Table 6. Students' Self-efficacy (Moderate Level)

Partici pants	Items												AVERA GE
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	
S2	60	70	80	60	60	50	50	40	50	20	70	70	56,66
S3	50	100	100	50	50	50	100	0	0	0	100	0	50
S4	50	80	80	50	60	60	60	30	50	60	50	70	58,33
S6	70	50	60	60	70	60	60	50	50	50	50	60	53
S11	50	50	70	50	50	50	50	50	50	50	50	60	52,5
S15	40	80	60	40	60	60	50	30	40	50	20	70	50
S17	50	60	60	50	50	60	60	50	70	40	30	50	52,5
S18	50	60	50	50	50	50	50	60	60	40	30	50	50
S19	80	100	50	60	50	50	50	50	50	40	40	20	53,33
S22	0	70	60	50	60	40	60	50	50	50	70	70	52,5
S24	30	70	70	30	40	60	70	50	50	70	60	60	55
S25	60	60	70	60	60	60	60	40	40	40	40	50	53,33
S26	40	70	70	50	60	30	80	0	50	60	70	80	55
S30	40	50	80	60	50	40	50	30	30	80	70	60	53,3
AVER AGE	47,85	69,28	68,5	51,42	55	51,4	60,7	37,8	45,71	46,4	53,5	51,14	

From table 6, students at the moderate level of self-efficacy are students with the largest number of participants, namely 14 students which is almost 50% of the existing students. S11 (student number 11) rate themselves in a moderate score or marked with 50 mostly in all items. S3 (student number 3) gave a pretty interesting response. S3 (student number 3) gave a score about 50 on some items, for the other items she gave a score up to 100 but the interesting thing is, it turns out that there are also some of the items that she gave a score of only 0. In this part, most of the students at moderate level gave a low score in a statement *I can speak with accuracy* (Q8) with a total score of less than 40. However, even though students in moderate

level rate themselves on a fairly low scale in some activities, some of them have a high self-efficacy in several activities. For example S19 (student number 19), in statement *I can speak with confidence* (Q12) she rated herself low but in statement *I can make the central idea clear to the audience* (Q2) she has a high self-efficacy on it. It means that, according to (Lestari et al., 2020) students at moderate level feel quite capable but they are not completely sure they can speak in English.

Last but not least is the students' level of self-efficacy at a high level. For the detailed information about the data is presented in table 7.

Table 7. Students' Self-efficacy (High Level)

Participants	Items												AVERAGE
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	
S1	90	100	80	100	90	70	80	80	80	60	90	90	84,16
S7	80	90	90	80	80	70	70	60	60	70	40	50	70
S20	50	70	80	80	60	60	70	70	70	70	70	90	70
S23	50	70	70	80	80	70	60	70	70	80	50	70	68,33
AVERAGE	67,5	82,5	80	85	77,5	67,5	70	70	70	70	62,5	75	

By looking at table 7, students who get a high level of self-efficacy approximately only 4 students or counted only as much as 14% which is the lowest number than the others level. S1 (student number 1) with a total score almost reaching 85 and it is the highest score of self-efficacy among the students. Based on table 4.5, S1 gave a high score up to 100 especially in the statement *I can make the central idea clear to the audiences when speak in English* (Q2) and *I can use*

appropriate language when speak in English (Q4). And then for S7 (student number 7) gave a highest score about 90 on two statements, I can make the central idea clear to the audiences when speak in English (Q2) and When I speak in English, I can use the conclusion to restate my main points (Q3). The next one is S20 (student number 20) in the statement When I speak in English, I can speak with confidence (Q12), which gives a highest score up to 90. Last but not least, S23 (student number 23), gave a highest score about 80 on three statements, there are When I speak in English I can use appropriate language to address different topic (Q4), When I speak in English I can organize my speech (Q5), When I speak in English I can speak with emotion (Q10).

It can be concluded that from the findings in this study, each student has a high self-efficacy belief in different statements.

4.1.3 The Dominant Source of Students' Self-efficacy in Speaking English

In this section, there are 14 items which have been asked to the students to find out the dominant sources of students' self-efficacy in speaking English. The data are categorized by each source, namely mastery experience, vicarious experience, verbal persuasion, and physiological and emotional states. The measurement scale in this section uses a frequency Likert scale. The scale is marked with a value; Never = 1, Rarely = 2, Sometimes = 3, Very Often = 4, Always = 5.

4.1.3.1 Mastery Experience

This source of self-efficacy is related to an experience that students get in the past, then students can learn from their past experience. It means if students have a nice experience it will increase their self-efficacy. The responses by the students about this part are presented in table 8.

Table 8. Recapitulation of the Students' Responses about Mastery Experience

No	Items	Frequency of Student Answers on Mastery Experience					Total
		5	4	3	2	1	
1	In the past, when I spoke in English, I introduced a topic clearly.	2	3	16	5	4	
	Score	10	12	48	10	4	84
2	In the past, when I spoke in English, I made my points clear to the audience.	6	7	11	4	2	
	Score	30	28	33	8	2	101
3	In the past, when I spoke in English, I used concise language.	7	13	8	1	1	
	Score	35	52	24	2	1	114
4	In the past, when I spoke in English, I organized my speech so that the conclusion flowed logically from what was previously said.	4	6	11	7	2	
	Score	20	24	33	14	2	93
5	In the past, when I spoke in English, I addressed a familiar topic effectively.	4	9	11	5	1	
	Score	20	36	33	10	1	100

Table 8 presents the recapitulation results of the students' responses about mastery experience, of which the total value is 492. The maximum value and the minimum value can be seen in the following information.

Maximum value = (total items) x (maximum scale) x (total participants)

$$= 5 \times 5 \times 30 = 750$$

Minimum value = (total items) x (minimum scale) x (total participants)

$$= 5 \times 1 \times 30 = 150$$

To find the value of the interval is:

$$\frac{\text{Maximum value} - \text{Minimum value}}{\text{Scale}} = \frac{750 - 150}{5} = 120$$

Meanwhile, to find out the level of value categories shown in the following information

Table 9. Value Categories of Mastery Experience

Categories	Value
Always	630 - 750
Very Often	510 - 629
Sometimes	390 - 509
Rarely	270 - 389
Never	150 - 269

Based on the previous information, mastery experience gets a total score 492, by looking at table 9, mastery experience is in category **Sometimes** with criteria value 390 - 509. In this case, this source looks quite dominant in terms of students' self-efficacy in speaking English because it is in the middle of the category. This can be interpreted that the experience of the students in the past has an impact on their self-efficacy. According to Zhang & Ardasheva (2019) the most influential source of self-efficacy is Mastery Experiences.

4.1.3.2 Vicarious Experience

The second source is vicarious experience or generally known as modeling. This source would affect students' self-efficacy by looking at the competency of their friends in the same ability level of speaking in English. To find out students' responses to this source, the information will be displayed in more detail in the following table.

Table 10. Recapitulation of the Students' Responses about Vicarious Experience

No	Items	Frequency of Student Answers on Vicarious Experience					Total
		5	4	3	2	1	
6	When my friends at my level of English-speaking ability give English speeches in class presentation, I have seen them support the central idea of the speech with rich evidence.	5	10	11	4	0	
	Score	25	40	33	8	0	106

7	When my friends at my level of English-speaking ability give English speeches in class presentation, I have seen them organize their speech so that the conclusion flows logically from what was previously said.	4	11	13	1	1	
	Score	20	44	39	2	1	106
8	When my friends at my level of English-speaking ability give English speeches in class presentation, I have seen them address a familiar topic effectively.	7	9	11	3	0	
	Score	35	36	33	6	0	110
Total Score							322

Table 10 presents the recapitulation results of the students' responses about vicarious experience, of which the total value is 322. The maximum value and the minimum value can be seen in the following information.

$$\begin{aligned}
 \text{Maximum value} &= (\text{total items}) \times (\text{maximum scale}) \times (\text{total participants}) \\
 &= 3 \times 5 \times 30 = 450
 \end{aligned}$$

$$\begin{aligned}
 \text{Minimum value} &= (\text{total items}) \times (\text{minimum scale}) \times (\text{total participants}) \\
 &= 3 \times 1 \times 30 = 90
 \end{aligned}$$

To find the value of the interval is:

$$\frac{\text{Maximum value} - \text{Minimum value}}{\text{Scale}} = \frac{450 - 90}{5} = 72$$

Meanwhile, to find out the level of value category of vicarious experience show in the following information.

Table 11. Value Categories of Vicarious Experience

Categories	Value
Always	378 - 450
Very Often	306 - 377
Sometimes	234 - 305
Rarely	162 - 233
Never	90 - 161

Based on the previous information, vicarious experience has a total value about 322, which means this source of self-efficacy is in the category **Very Often** with criteria value is 306 - 377. Vicarious experience is more dominant than mastery experience. Therefore, based on the findings in this study, students considered modeling has the higher effect on students' self-efficacy in speaking English. This can be proven that students pay attention to their friends in the same level of speaking when they are talking in English. Based on the statement above, according to Puspita et al., (2014) by looking at a friend's success will increase learner's efficacy, while looking at friend's failure will decrease it.

4.1.3.3 Verbal Persuasion

One of the verbal persuasions that students usually get is positive support. Usually it comes from their closest people, such as family, teacher, friend, and their

relation. From the positive support that they get, it will increase their self-efficacy beliefs about their ability in speaking English. To know students' responses toward the questionnaire that was asked to them about the verbal persuasion, the detailed information is presented in the following information.

Table 12. Recapitulation of the Students' Responses about Verbal Persuasion

No	Items	Frequency of Student Answers on Verbal Persuasion					Total
		5	4	3	2	1	
9	My teachers / Instructors / peers / audience / parents have praised my ability to employ rhetorical devices (e.g., metaphor, similar, parallelism, repetition, alliteration, etc.) in my speech.	3	3	10	9	6	
	Score	15	12	30	18	6	81
10	My teachers / instructors / peers / audience / parents have praised my ability to use appropriate language (e.g., vocabulary, grammatical structures) to address different topics.	3	7	15	3	3	
	Score	15	28	45	6	3	97
11	My teachers / instructors / peers / audience / parents have praised my ability to use different techniques to conclude a speech in class presentation (e.g., using summary, restatement, or rhetorical questions, etc.).	4	6	10	8	3	
	Score	20	24	30	16	3	93
Total Score							271

Table 4.10 presents the recapitulation results of the students' responses about verbal persuasion, of which the total value is 271. The maximum value and the minimum value can be seen in the following information.

$$\begin{aligned}
 \text{Maximum value} &= (\text{total items}) \times (\text{maximum scale}) \times (\text{total participants}) \\
 &= 3 \times 5 \times 30 = 450
 \end{aligned}$$

$$\begin{aligned}
 \text{Minimum value} &= (\text{total items}) \times (\text{minimum scale}) \times (\text{total participants}) \\
 &= 3 \times 1 \times 30 = 90
 \end{aligned}$$

To find the value of the interval is:

$$\frac{\text{Maximum value} - \text{Minimum value}}{\text{Scale}} = \frac{450 - 90}{5} = 72$$

Meanwhile, to find out the level of value category of verbal persuasion show in the following information.

Table 13. Value Categories of Verbal Persuasion

Categories	Value
Always	378 - 450
Very Often	306 - 377
Sometimes	234 - 305
Rarely	162 - 233
Never	90 - 161

Table 13 is presented about the value category of verbal persuasion. Based on the table above, it can be seen that verbal persuasion with a total score 271 is in

category **Sometimes** with criteria value is 234 - 305. By looking in this case, this source is in the lowest category than the other sources. It means, verbal persuasion is the least dominant source of students' self-efficacy. Therefore, students consider support from their closest people do not have a big effect on their self-efficacy in speaking English.

4.1.3.4 Physiological and Emotional States

Last but not least is physiological and emotional states. This is one source of self-efficacy related to students' emotions such as feeling fear, nervous, stress, anxious and others. According to Puspita et al., (2014) people think that reactions of their stress and nervousness are bad performance. Actually, students with high self-efficacy have a different opinion. They are not feeling nervous, stressed, or anxious because they like a challenge and love to learn a new thing. Before, students have been asked to fill in the questionnaire toward their emotional situation while speaking in English and the detailed information is present in the following information.

Table 14. Recapitulation of the Students' Responses about Physiological and Emotional States

No	Items	Frequency of Student Answers on Physiological and Emotional States					Total
		5	4	3	2	1	
12	When speaking English, I felt nervous	6	10	10	4	0	
	Score	30	40	30	8	0	108

13	When speaking English, I got stressed.	3	2	15	5	6	
	Score	15	8	45	10	6	84
14	When speaking English, I got anxious.	4	6	11	8	2	
	Score	20	24	33	16	2	95
Total Score							287

Table 14 presents the recapitulation results of the students' responses about physiological and emotional states, of which the total value is 287. The maximum value and the minimum value can be seen in the following information.

$$\begin{aligned}
 \text{Maximum value} &= (\text{total items}) \times (\text{maximum scale}) \times (\text{total participants}) \\
 &= 3 \times 5 \times 30 = 450
 \end{aligned}$$

$$\begin{aligned}
 \text{Minimum value} &= (\text{total items}) \times (\text{minimum scale}) \times (\text{total participants}) \\
 &= 3 \times 1 \times 30 = 90
 \end{aligned}$$

To find the value of the interval is:

$$\frac{\text{Maximum value} - \text{Minimum value}}{\text{Scale}} = \frac{450 - 90}{5} = 72$$

Meanwhile, to find out the level of value category of physiological and emotional states show in the following information.

Table 15. Value Categories of Physiological and Emotional States

Categories	Value
Always	378 - 450
Very Often	306 - 377
Sometimes	234 - 305
Rarely	162 - 233
Never	90 - 161

Based on table 15, physiological and emotional states are in category **Sometimes** with the criteria level 234 – 305 the total value is 287. By looking in this case, this source is in the same level with mastery experience and verbal persuasion. At this point, students assume that the emotions that they feel when speak in English have a fairly significant effect on their self-efficacy.

4.2 Data Interpretation

The purposes of this study is to know the students' level of self-efficacy and to find out the dominant source of students' self-efficacy in speaking English at the sixth semester students of English Language Education Study Program of Universitas Islam Riau in 2020/2021 Academic Year. The students' self-efficacy level and the dominant source of self-efficacy is based on their experience when presenting in the classroom by looking at several indicators; topic, language, organization, and delivery. The following information presents further information in this study.

4.2.1 Students' Self-efficacy Level in Speaking English

In this section, students' level of self-efficacy are categorized into 3 groups such as, low self-efficacy, moderate self-efficacy, and high self-efficacy.

4.2.1.1 Low Self-efficacy

In this study it was found that a quite number of students have low self-efficacy. The main reason is most students agree that they lack the ability to speak in English with accuracy. Besides that, the students also interpret if it is difficult to speak in English when they are nervous and not confident with their own abilities. It can be understood if students' lack of confidence usually occurs when students realize that their conversation partners have not understood with them or when students do not understand other speakers, (Nakhalah, A, 2016). Another statement comes from students in a part of when they are speaking English on an unfamiliar

topic they assumed cannot deliver the ideas effectively. Because students at low level of self-efficacy will discontinue, they are unable to remove barriers in achieving and learning (Ormrod, 2000). Based on the statements, it shows that students with low self-efficacy have several obstacles which cause them difficulty to speak in English smoothly. Furthermore, students with low self-efficacy tend to have low academic performance (Lestari et al., 2020).

4.2.1 2 Moderate Self-efficacy

Based on the data, most students are in the level of moderate self-efficacy, which reaches almost a half number of existing students. It means that most of the students have sufficient confidence that they can complete the task in English and achieve the goals set (Lestari et al., 2020). Based on the existing data, a large number of students at moderate level also have high self-efficacy in certain activities. Moreover, there is a student who is not confident when speaking in English but she can make the topic and the central idea clear to the audience. It also found that a group of students at this level measured themselves on a moderate scale on each statement. By looking at the statement above, it can conclude that students in moderate level have a high self-efficacy in certain activity but they are not sure with it, then it makes them have low self-efficacy also in another activity. This is in line with (Lestari et al., 2020) that most students feel capable, but are not entirely sure they can do the task in learning English and achieve the goals set.

4.2.1.3 High Self-efficacy

In terms of high self-efficacy, this study found that only a small group of students at this level is the lowest number than the other level. It means that only several students are confident and able to speak in English. This condition is important to be solved because self-efficacy has a strong connection with academic achievement. According to Sembiring, et. al (2018) he said that as a main component of people's motivation, self-efficacy can affect people's learning behavior such as effort and persistence, achievement and also the environment. Based on the data, all of the students at this level stated if they can use appropriate language such as vocabulary or grammatical structure when they speak in English. Moreover, they are also capable of delivering the central idea clearly to the audience and can use the conclusion to restate their main point when speaking in English. It can be concluded that most of the students at high level have strong beliefs in particular activities and it makes them easier to speak in English. Students with high self-efficacy are capable to plan effectively and successfully in completion of a task (Bandura, 1982).

4.2.2 The Dominant Source of Students' Self-efficacy in Speaking English

The interpreted data of the dominant source of students' self-efficacy is presented in the following information.

4.2.2.1 Mastery Experience

In terms of mastery experience as one of the sources of students' self-efficacy, it is not the only source to build someone's self-efficacy. However it is considered to

be the most influential source (Bandura, 1977). By looking at the data, mastery experience gets a total value about 492, it points out that mastery experience is in category **Sometimes**. This means students' own experiences in the past can have an impact on their self-efficacy and they can learn from their past. This study found that mastery experience is not the most dominant source in students' self-efficacy.

4.2.2.2 Vicarious Experience

Vicarious experience is believed to be the most influential source of students' self-efficacy after mastery experience. Because, according to (Bandura, 1977) observing a social model's success will increase students' efficacy, while observing a model's failure will decrease it. Then, from the findings vicarious experience is declared as the most dominant source of students' self-efficacy in speaking English with the total value up to 322 which is in category **Very Often**. It points out that a student state by looking at their friend's accomplishments can have an impact toward their self-efficacy.

4.2.2.3 Verbal Persuasion

Concerning verbal persuasion, support is one of the verbal persuasions that students usually get. It comes from their closest people such as parents, teacher, friend and their relation. Bandura (1994) further explains that people who are socially persuaded that they can do or possess capability to master difficult situation; they will have a strong sense of efficacy. Students assume that their closest people give them support when they are speaking English. Then, some of them also assume they do not

get support when speaking in English by their closest people. Furthermore, verbal persuasion is in category **Sometimes** with a total value about 271.

4.2.2.4 Physiological and Emotional States

In terms of physiological and emotional states, it relates with how students perceive their efficacy based on the situation that they experienced. According to Bandura (1994:3) people considered their stress reactions and tension as a sign of poor performance. Students are feeling nervous when speaking in English. Then, not all of the students get stressed when they are speaking English. In addition, most of the students get anxious when they are speaking English. It means that people who interpret stress such as nervousness and fear show that their ability to perform a good performance is bad (Puspita et al., 2014). In this study, physiological and emotional states get a total value approximately 287 which in category **Sometimes**.

BAB V

CONCLUSION AND SUGGESTION

In this chapter, the researcher is presented with the conclusion and the suggestion of this study.

5.1 Conclusion

Based on the data findings in the previous chapter, that most students at the sixth semester of English Language Education Study Program in Universitas Islam Riau are at moderate self-efficacy levels, followed by low self-efficacy level, and the lowest percentage is at the high level of self-efficacy. It can be concluded, the students have the ability and feel capable of speaking English, but the students are not entirely sure about their capability. The second findings of this study, it found that vicarious experience or social modeling as the most dominant source of students' self-efficacy. Students feel that looking at their friend's accomplishments has an impact on their self-efficacy. By observing their friend's success it will increase their self-efficacy. Meanwhile, by looking at their friend's failure will decrease it.

5.2 Suggestion

By looking at the results of this study, the researcher proposed some suggestions in terms of the research findings as follows:

5.2.1 Students

In order to have a good skill in speaking English, students should have a high self-efficacy and beliefs in their personal ability that they are able to speak in English. If students have a high self-efficacy it will help them to increase their performance and feeling brave. Then, the students do not worry about making mistakes or failing in their academic activity.

5.2.2 Teachers

The teacher should pay attention by looking at the students' self-efficacy level, because it can influence students' performance in the classroom. Based on the findings in this study, it can be proven that students have a different self-efficacy level.

5.2.3 The next researcher

For the next researcher, this research can be one of the guidance or additional information in conducting the data about self-efficacy in speaking English, especially about the dominant sources and the level of students' self-efficacy. In addition, it is better for the next researcher to explore students' self-efficacy in any language skill, such as reading, listening, and writing. Furthermore, it would be better for the next researchers to see connection between students' with a good skill and lower skill is have a high self-efficacy or a low self-efficacy level.

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