

**THE EFFECT OF SELF EFFICACY ON STUDENTS'
SPEAKING ABILITY AT SMPN 17 MAKASSAR**

SKRIPSI

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UNIVERSITAS

BOSOWA



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2021**

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Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana
Pendidikan (S.Pd) in English Education Study Program

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By

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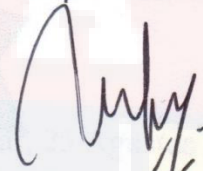
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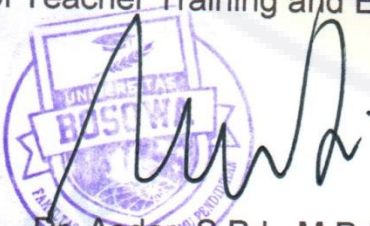




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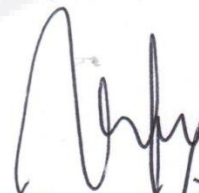
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ABSTRACT

Irma Magfirah. 2022. *The Effect of Self Efficacy on Students' Speaking Ability at UPT SPF SMPN 17 Makassar (Supervised Hj.Restu January and Ulfah Syam)*

This study aimed to determine whether there is a significant effect between self-efficacy on speaking ability of grade IX.9 students at SMPN 17 Makassar.

This study used a pre-experimental research method in one class pre-test and post-test. This study was conducted at SMPN 17 Makassar. The population in this study was grade IX.9 at SMPN 17 Makassar in the academic year 2021/2022. The number of samples was 20 students from grade IX.9. In conducted the data analysis, the writer used the SPSS v.25 application.

After conducting the study, the writer can conclude that the effect of self-efficacy can improve students' speaking ability. It can be proven by the average score obtained by students in the pre-test and post-test. The mean score increased from 54.20 on the pre-test to 78.00 on the post-test. This shows that the hypothesis H_1 is accepted and of course the hypothesis H_0 is rejected. This means that self-efficacy can improve students' speaking ability at SMPN 17 Makassar.

Keyword : *Improve, Speaking Ability, Self Efficacy.*

ABSTRAK

Irma Magfirah. 2022. *The Effect of Self Efficacy on Students' Speaking Ability at UPT SPF SMPN 17 Makassar (Supervised Hj.Restu January and Ulfah Syam)*

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan antara efikasi diri terhadap kemampuan berbicara siswa kelas IX.9 di SMPN 17 Makassar.

Penelitian ini menggunakan metode penelitian pre-eksperimental dalam satu kelas pre-test dan post-test. Penelitian ini dilakukan di SMPN 17 Makassar. populasi dalam penelitian ini adalah siswa kelas IX.9 di SMPN 17 Makassar tahun pelajaran 2021/2022. Jumlah sampel adalah 20 siswa dari kelas IX.9. Dalam melakukan analisis data, penulis menggunakan aplikasi SPSS v.25.

Setelah melakukan penelitian, peneliti dapat menyimpulkan bahwa efek dari self efikasi dapat meningkatkan kemampuan berbicara siswa. Hal ini dapat dibuktikan dengan adanya nilai rata-rata yang diperoleh siswa pada pre-test dan post-test. Skor rata-rata meningkat dari 54.20 pada pre-test menjadi 78.00 pada post-test. Hal ini menunjukkan bahwa hipotesis H_1 diterima dan tentu saja hipotesis H_0 ditolak. Artinya self efikasi dapat meningkatkan kemampuan berbicara siswa di SMPN 17 Makassar.

Keyword : *Meningkatkan, Kemampuan Berbicara, Efikasi Diri.*

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Makassar, 24 January 2022.

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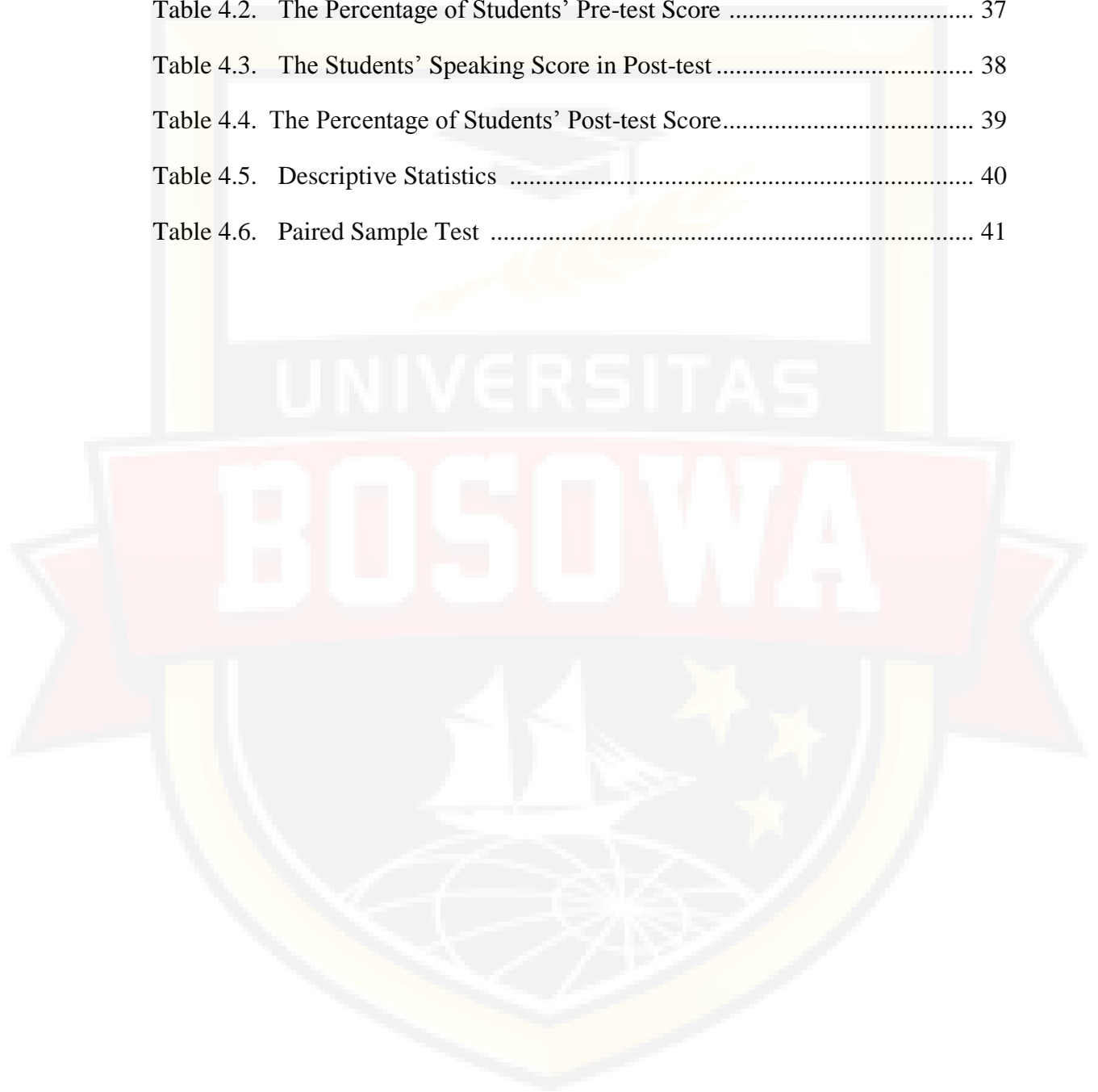
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CHAPTER I

INTRODUCTION

This chapter consists of background, identification of problem, scope of the research, formulation of the problem, objective of the research, and significance of the research.

A. Background of the Research

Speaking in general can be interpreted as conveying one's ideas, thoughts and heart's contents to other people verbally so that the intention can be implemented by others. Speaking is an oral interaction activity carried out by a person against the interlocutor which can produce sounds. When the individual speaks, it will produce a vowel consisting of sounds which include the vowel, larynx, subglottal system, which consists of the lungs and a combination of several muscles for breathing and releasing air and perching. So speaking is the ability to convey something to the listener. Speaking consists of listeners and speakers. Speaking is a kind of either productive or active skill. Speaking activities can be defined as speaking activities, where speaking activities are meant to speak in English. When viewed from the origin of the word, the word "speak" comes from the word to speak, namely "speak is to express opinions; to say; to converse". So speak here is a way of issuing or expressing opinions, words that we want to express.

In speaking English, students may make a lot of mistakes. Students mistakes can develop their English like vocabulary and grammar. Students also learned about intonation in speaking as an important aspect of speaking skills when

practicing. Speaking lessons will not work if students do not want to try to speak. But most of the students had difficulty in speaking, especially in the classroom. Based on my observations on PLP activities, I saw that most of the students had difficulty verbally interacting with each other using English words for fear of making mistakes. Students also have problems with motivation and self-confidence. Some of them are afraid of being criticized and humiliated in front of their friends. As a result, they avoid speaking activities using English.

Self efficacy is a scientific term. Self-efficacy is someone who believes in his or her own ability to achieve a goal. According to Bandura (2007) self-efficacy is a person's belief in his ability to manage his behavior in performing tasks, overcoming obstacles, and achieving predetermined goals. Self-efficacy is the belief in someone being able to produce the desired results so that they can achieve goals (Adams, 2017). Someone who has high self-efficacy, on the other hand, can help create a feeling of calm in approaching difficult tasks and activities with confidence or optimism at the beginning. So, it can be concluded that Self-efficacy is believing in ourselves or our abilities about what to do and how to do it, don't worry about the results and just assume that it will work out well. Students who have confidence always have specific goals they want to achieve and at the same time they trust their abilities and know exactly how to make their goals come true because they realize they can do them. Students with self-efficacy never give up until they can do them. Students with self-efficacy never give up until they reach their goals because they believe in their capacity and they have

the confidence that they will be able to get past the negative, and come back to experience the positive.

As prospective educators, we must find out what is the cause of the lack of confidence in students' own abilities, especially in speaking English. The success of the learning process in the classroom can be seen from the learning activities and student learning outcomes. Lack of self-efficacy and low speaking skills of students can apply errors during the learning process. This can be caused by an inappropriate learning model or the ability of teachers to develop learning models that are lacking in student self-efficacy.

As now the problem that is often encountered is the lack of confidence in students in speaking activities. Based on my observations at the location of PLP activities at SMPN 17 Makassar, I saw that some students had difficulty speaking in front of the class or in front of their classmates, so I raised this title because I was interested in testing it. In this case, the researcher hopes that with the application of self-efficacy, students' speaking skills can increase. This research is important to do because students' self-confidence needs to be known and redeveloped so that they are more relaxed and relaxed in speaking English.

B. Identification of Problem

Considering the important of the identification problem, the researcher identified the problems as follows:

1. Students are not confident in their ability to speak in front of the class.
2. Students feel nervous when speaking in front of the class

C. Scope of the Research

Based on the identification of the problem, the researcher focused on the effect of speaking self-efficacy on speaking ability. The scope based on some reason and considering those conditions, the researcher interest in conducting an research of the class IX students of SMPN 17 Makassar.

D. Formulation of the Research

Based on the explanation above, the researcher formulated the following research questions: Is there any effect of self-efficacy on students' speaking ability at SMPN 17 Makassar ?

E. Objective of the Research

In connection with the formulation of the problem, the objectives of the research is to know the effect of self efficacy of students' speaking ability at SMPN 17 Makassar.

F. Significance of the Research

The main significances of the research are asfollows :

1. Theoretical Significance is the researcher expects deeper understanding about how important self-efficacy for learning especially in speaking ability.
2. Practically significance is the researcher expects that will provide new techniques when the researcher becomes a teacher. Also, it's the most important thing is to build students' confidence to be more active in speaking.

CHAPTER II

REVIEW OF LITERATURE

This chapter concerns with related literature, theoretical review, previous related research findings, conceptual framework, and hypothesis.

A. Theoretical Review

The theoretical review explain about definition of speaking, elements of speaking, basic types of speaking, the problems in learning speaking, the solutions of problems in learning speaking, definition of self-efficacy, aspects of self-efficacy, self-efficacy factors, self-efficacy classification, the effect of self-efficacy on the ability speak in public, self-efficacy effect.

1. Definition of Speaking

Speaking can be defined as speaking activity, in this case the speaking activity referred to is in English. By talking, we can interact with the wider world community. Speaking is a form of oral communication consisting of speakers and listeners. Many people in this world who express their opinions so that we can listen, conclude and also take an attitude from what they say.

According to Atar Semi, speaking skills are skilss producess a stream of articulated sound systems to convey the will, ideas, feelings and experiences to others. Guntur Tarigan believes that speaking is an ability utter articulated sounds or words to express, express or convey thoughts, ideas and feelings. So speaking is the ability to say words in expressing opinions, expressing thoughts, ideas and feelings. Speaking also means the expression of thoughts expressed by someone in the form of language sounds.

Mackey (2007: 13) defines speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also that of right words order to convey the right meaning. Speaking is a skill in a foreign language that is needed to establish good relationships in society. It means that speaking is the basic competence and the most important skill of language. In addition, Harmer (2007) states that speaking is a skill which becomes the important part of daily life that it is the way for people to create social relationship as human being.

So it can be concluded that speaking is the ability to say words to express, express and convey thoughts, ideas and feelings. Speaking skills in English is difficult to develop if not practiced continuously. Students can practice in class with their classmates, English teachers, and other teachers who can speak English. The goal is to improve speaking skills, increase vocabulary, improve language structure, improve speech vocabulary, English sentences and train hearing so that it is easier to catch messages from the interlocutor. However, most students have difficulty in speaking skills, especially when in front of class or in public. Students feel that learning to speak a foreign language (English) is difficult because it is not their own language.

There are several stages of the development of students' speaking competence in English, including:

a. Receive Speaking

In this stage, students who learn English speaking skills receive more from the learning environment or listen to the various forms and styles of speaking in others, speech, language structures used, and vocabulary development so that they can be repeated at home or at school. In this stage, students store in their memory

some new vocabulary, new sentences, sayings, etc., then practice them with the interlocutor. In this way students can think and enrich themselves with the various forms of language they will convey.

b. Productive Speaking

Based on the concept of receive speaking, it means that students have saved a lot of preparation for practicing speaking skills. Then next is the ability of students to form and reproduce new expressions such as: asking, explaining, discussing and even helping classmates. In this case, students are given as many opportunities as possible to use a variety of new English sentences according to their grade level. The effect of productive speaking can be an indication that students with high abilities in speaking skills will be more successful in developing speaking skills in English subjects.

c. Descriptive Speaking

From the description of the two stages above, students are able to receive and give (question-and-answer) using a series of simple sentences (simple sentences), compound sentences (compound sentences), complex sentences (complex sentences) and compound complex sentences. This means that students are able to answer English questions verbally, be able to ask questions, provide explanations, discuss, and are able to write English expressions in writing as well as using a variety of sentences. Descriptive speaking is asking students to speak as much as possible with descriptions from various sources of reading material or according to the learning experiences they have been through.

2. Elements of Speaking

1. Pronunciation

Pronunciation is a way for students to produce words that are pronounced clearly when they speak. English pronunciation is not the same as mastering a list of sounds or isolated words. On the contrary, this means learning and practicing specific English ways to make the speaker's thinking easy to follow (Gilbert, 2008:1). Pronunciation includes many aspects which include articulation, rhythm, intonation, and expressions, even gestures, body language, and eye contact.

2. Grammar

In compiling correct sentences, a good grammar is needed, both in written and oral form. In this case, grammar is defined as a systematic way of predicting the extent of the interlocutor's knowledge of the language. Grammar refers to the basic principles and structure of language. Grammar can also mean the rules in combining words in a language into larger units. Thus, it can be concluded that the function of grammar is to set the correct meaning of a sentence based on context. While Ba'dulu (2004: 15) states that grammar is the organization of words into various combinations, representing many layers of structure, such as phrases, sentences, and complete utterances.

3. Vocabulary

According to Hornby (2000) vocabulary is all the words that person knows or uses. In speaking we must have a lot of vocabulary. The more vocabulary we master, the stronger our speaking skills.

3. Basic Types of Speaking

According to Brown (2004: 141-142) there are five basic types of speaking :

- a. Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence.
- b. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language.
- c. Responsive speaking is interaction at the somewhat limited level of a very short conversations, standard greeting and small talk, simple comment and request, and the like.
- d. Interactive speaking, complex interaction which sometimes includes multiple exchanges and/or multiple participant. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.
- e. Extensive speaking is oral production, include speeches, oral presentation, and story telling during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

4. The Problems in Learning Speaking

In improving students' speaking skills, students need good perseverance and hard work to achieve a certain degree. However, there are some major problems in learning to speak, they are as follows:

a. Fear mistakes

Learning a language means learning how to communicate verbally not only from text but also to translate into the target language. Most students are afraid of being laughed at and do not want to be criticized or even look ridiculous in front of their friends. They are more silent and listen than express what is on their mind (Juahana, 2012).

b. Shyness

The students are afraid to speak due to the feeling of incapable in English. They are unwilling to intimidate by their friends than the teacher. It creates the sentiment of shyness. Students think a lot when they are faced to explore their ideas in speaking performance. The feeling of worst, incompetent, and less-skilled, that all have been built if students could not uncover their shyness by confidence. Those could block the process of students' ability in oral communication (Juahana, 2012).

c. Anxiety

Anxiety is the feeling of nervousness correlated to the specific situation. When the students are dominated by this tension during practicing English, it must obstruct students from speaking fluently. Thai students feel uncomfortable or even being confused and panicky when they are faced in training oral language production. As the consequence, they get difficulty to catch the smoothness in speaking (Juahana, 2012).

d. Lack of Confidence

There are many reasons that lead the students lacking of confidence. It can be caused by insufficient encouragement by the teacher. Teachers might be seemed as giving support to their students but they do that way based on the teachers.

e. Lack of Motivation

Motivation can come from students and teachers. In learning English in the classroom, the teacher must motivate students so that students are more motivated to be confident in speaking activities in class and in public places.

f. Limited Vocabulary

Limited vocabulary is one of the problems in students' speaking skills. Students who have limited vocabulary will make students feel afraid of mistakes in speaking because they are confused to choose words or compose sentences they want to say. On the other hand, if students have a lot of vocabulary, they are easy to say something.

g. Grammar

Grammar is a factor for students who are able to speak English correctly. Due to the grammar, the students deliver a sentence carefully because it has many contents such as tenses, gerunds, modal, etc. As this result, grammar makes students difficult to speak English correctly. This makes the students need much time to learn the grammar as correct as possible (Gan, 2012).

h. Pronunciation and Intonation

The next cases are pronunciation and intonation. Some students mentioned in the interviews that they had to speak carefully in order to focus on the pronunciation and intonation of certain words (especially those less common words), and sound clusters accurately (Gan, 2012).

According to Thornbury (2007: 40), the process of developing speaking skills consists of three stages :

- a. Awareness - learners are made aware of features of target language knowledge
- b. Appopriation – these features are integrated into their existin knowledge-base
- c. Autonomy – learners develop the capacity to mobilize these features under real-time conditions without assistance.

5. The Solutions of Problems in Learning Speaking

There are several solutions to problems in students' speaking learning as follows:

a. Performance Conditions Students

Students perform a speaking task under a variety of conditions. Performance conditions is the strategies that made the students able to relax, calm, and focus to speak English. Thus the students can organizes their planning, decrease their pressure of the problem, and manager their ideas to speak English (Tuan and Mai, 2015)

b. Affective Factors

One of the most important influences on language learning success or failure is probably the affective side of the learner affective factors. Affective factors made the students learn English effectively because they are able to success in learning of second language acquisition in research over the last decade but most of those studies examined the three categories; the affective factors are able to increase students' motivation, self-confidence and embolden to speak English correctly (Tuan and Mai, 2015)

c. Listening Ability

Speaking skills cannot be developed unless we develop listening. Students must understand what is said to them to have a successful conversation. When one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond not only the speaker but also listener understand each other. It means speaking is closely related to listening (Tuan and Mai, 2015)

d. Topical Knowledge

Topical knowledge is defined as knowledge structures in long-term memory. In other words, when the students use topical knowledge, they are easier to make some sentences than they do not use topical knowledge because topical knowledge is the speakers' knowledge of relevant to increase some ideas in order to develop good sentences. As the effect, topical knowledge has effects in making

a good sentence that the students will say in speaking activities (Tuan and Mai, 2015).

e. Feedback

In speaking activities, most students want and expect their teachers to give them feedback on their performance. Due to feedback, the students understand their mistakes. Thus, they did not repeat their mistakes anymore. However, all speaking production should not be dealt with in the same way. The teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made, and the particular student who is making that mistake. As the result, the teachers able to correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be used by students. If the students are corrected all the time, they can find this mistakes and try to speak bravely. As the result, the teacher's suggestions should always correct the students' mistakes positively (Tuan and Mai, 2015).

f. Teachers-Related Factors

Teachers-related factors is the factor from the teacher that make the students' affective to learn English in their teaching and learning process. The teachers are able to improve their students' skill because the teachers who have the professional knowledge that has many responsible to teach the students how the students can improve their English skills quickly. For example, the teachers use some tasks in order to understand students' abilities, the teachers use some strategies to teach the students effectively, and the teachers are able to help the students' problems in teaching and learning process (Pal, 2015).

g. Students Related Factors

Students-related factors is the factor from the students that are able to help students' problems in teaching and learning process each other. The students feel afraid of using English in the class passively because they are more comfortable speak English with their friends outside the class. For example, when the students have some homework from their teacher, they are prefer to finish it together than they work it alone (Pal, 2015).

h. Learning Environment

Learning environments related factors is the factor from the society that give some effects for the students to lern English skills. In other words, learning environments related factors also give direct and indirect influences on students learning, including their engagement in what is being taught, their motivation to be learned, and their sense of well-being, belonging, and safety. Learning environments give some effects how adults interact with students and how students interact with others.

6. Definition of Self Efficacy

McShane and Glinow (2010) explain that self-efficacy refers to a person's belief that he has the ability, motivation, correct role perception, and favorable situations to complete a task successfully. Self-efficacy is also a general trait related to self-concept. In general, self-efficacy is a person's perception that he has the competence to appear in various situations. The higher a person's self-efficacy, the total self-evaluation.

A person who has a high level of self-efficacy will show more effort than people who have a low level of self-efficacy. A person who has high self-efficacy will feel more challenged if he is faced with difficult tasks and high risks. In fact, people with low self-efficacy will always consider themselves less capable of facing the situation they will face, they also often anticipate situations and tend to perceive the problems that will arise are much heavier in fact so that people with low levels of efficacy will always feel pessimistic about the results that will be obtained, even easily give up.

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Self-confidence affects students' speaking skills, self-confidence is an important part of speaking skills, because it can provide enthusiasm, courage and stimulation to students. Therefore, if students have high self-confidence, they will achieve the best performance in fluent speaking skills. This means that students who have high self-confidence do not have problems speaking in front of the class

or expressing their opinions. They are not afraid to make some mistakes or mistakes when they speak because they consider it a part of learning. If they make a mistake, they always have the courage and confidence to try again and again.

Lack of self-confidence is a problem that many students experience today, not only in learning English, but it also applies to all other subjects. Currently the level of self-confidence of students is very low. Therefore, as educators, we must find out what is the cause of the lack of confidence in the students' own abilities, especially in speaking English. The success of the learning process in the classroom can be seen from the learning activities and student learning outcomes. Lack of self-efficacy and low speaking skills of students can apply errors during the learning process. This can be caused by inappropriate learning models or the ability of teachers to develop learning models that are lacking in student self-efficacy.

Self-efficacy is a scientific term. Self-efficacy is someone who believes in his own ability to achieve a goal. Self-efficacy is the belief that a person is able to produce the desired results so that they can achieve goals (Adams, 2017). Someone who has high self-efficacy, can help create a feeling of calm in the face of difficult tasks and activities with confidence or optimism at the beginning. In this study, the researcher will examine the effect of self-efficacy in speaking English. This research is important because students' self-confidence needs to be known and developed again so that they are more relaxed and relaxed in speaking English.

Self efficacy is one of the success factors of students in learning or speaking English. This includes confidence in their ability to cope with increasingly

challenging environments and confidence in their decisions or opinions. Students who have high self-efficacy will speak / communicate in any situation, both inside and outside the classroom. One indicator of a person's self-efficacy is a person's readiness for activities.

English has a high enough level of difficulty for students. In this case, the teacher's positive attitude is needed to help students succeed in absorbing it. Basic skills and teacher creativity are needed to motivate and help students to easily absorb the material being taught, so that students are more confident and have the courage to speak English and in the end they are skilled at speaking English. But in fact, many teachers only teach without thinking about the success of their students.

So, it can be concluded that Self-efficacy is believing in ourselves or our abilities about what to do and how to do it, don't worry about the results and just assume it will work out well. Self-confident students always have a specific goal they want to achieve and at the same time they trust their abilities and know exactly how to make their goals come true because they realize they can do it. Students with self-efficacy never give up until they can. Students with self-efficacy never give up until they achieve their goals because they believe in their capacity and they have confidence that they will be able to get past the negatives, and come back to experience the positives.

7. Aspects of Self-Efficacy

Self-efficacy is divided into three parts where the parts are arranged in aspects of Bandura's self-efficacy in Suseno (2012) including:

- a. The level of task difficulty, i.e. the individual will try the behavior what he thinks he can do.
- b. The area of behavior, namely the individual's belief in his ability to deal with various situations of task difficulty.
- c. Stability of belief, namely the individual's ability to pushing himself to stay afloat in a difficult situation.

8. Self-Efficacy Factors

Factors that affect self-efficacy Bandura in Maryati, (2011) suggests that differences in self-efficacy levels are influenced by several factors, including the following:

- a. The nature of the task at hand, The more complex and difficult a task for the individual, the greater the doubt about ability, on the other hand, if the individual is faced with a task simple and easy then he is very confident in his ability to succeed.
- b. External incentives, namely the existence of incentives in the form of gifts (rewards) from others to reflect the individual's success in mastering or carrying out a task will increase his self-efficacy. Appropriate or attractive rewards will increase individual motivation in completing their tasks.
- c. The status of the individual in the environment. Individuals who have a higher social status will have a high level of self-efficacy compared to individuals with lower social status. High social status makes individuals get more appreciation than others so that it also affects their self-efficacy.
- d. Information about self-ability. Self-efficacy will increase if the individual gets positive information about himself, and vice versa, self-efficacy will

decrease if the individual gets negative information about his abilities. So it can be concluded that the level of individual self-efficacy is influenced by the nature of the task at hand, external intensive, namely: the existence of rewards that can increase individual motivation, individual status in the environment and information on abilities.

9. Self-Efficacy Classification

Broadly speaking, self-efficacy is divided into two, namely high self-efficacy and low self-efficacy

a. High self efficacy

Someone who has high self-efficacy tends to be directly involved. Someone who has high self-efficacy tends to do certain tasks, even though the task is a difficult task. they do not view the task as a threat they must avoid. they also increase their efforts in preventing possible failures. Someone who has high self-efficacy perceives failure as a result of a lack of hard work, knowledge, and skills. Someone who has high self-efficacy is happy to meet challenges. Individuals who have high self-efficacy have the following characteristics:

1. Have a strong commitment to the interests and activities being carried out
2. Quickly return to being enthusiastic and rise from disappointment and despair

3. Able to develop interest in being able to participate in activities that are currently being followed

4. View challenges as something that must be mastered.

b. Low Self-Efficacy

Someone who has low self-efficacy will stay away from difficult tasks because the task is seen as a threat to them. Such individuals have low aspirations and low commitment to achieving the goals they choose or set. when faced with difficult tasks they are busy thinking about their shortcomings, the obstacles they face, and all the results that can harm them.

In doing a task, someone who has low self-efficacy will avoid the task. A person who has low self-efficacy does not think about how well to deal with difficult tasks. when faced with difficult tasks, they are also slow to improve or regain their self-efficacy when faced with failure. In carrying out a task, those with low self-efficacy can't even try, no matter how good they really are. self-confidence increases the desire for achievement, while doubt decreases it. Someone who has low self-efficacy has the following characteristics:

1. Too focused on negative results and also always thinking about failure.
2. Quickly lose confidence.
3. If they meet a difficult task, then they feel it is beyond their capabilities.
4. Many avoid certain challenges.

10. The Relationship Between Self-Efficacy and Speaking

Self-efficacy is closely related to the ability to speak in front of the public, someone will definitely experience a concern due to the lack of readiness of him to be able to speak in public. This situation is very natural because with the presence of worry, a person can control themselves so that they are not too proud of what they already have, but this worry becomes unnatural when someone becomes excessively worried such as breaking out in a cold sweat or suddenly feeling uncomfortable. In these circumstances, self-efficacy is very influential in overcoming worries in speaking, where someone who is confident in his abilities, that person will be less likely to experience concerns about speaking in public, and vice versa, if someone has low self-efficacy, he will it is very likely that someone is experiencing anxiety about speaking in public. Individuals with high self-efficacy mentally and behaviorally show better readiness in communicating or conveying ideas than individuals with low self-efficacy. Diligent, tenacious, not easy to give up, not easily discouraged, not easily stressed when experiencing failure, and trying to improve Performance standards are an indication of the maturity of self-efficacy in individuals.

11. Self –Efficacy Effect

According to Bandura (1997: 116) self-efficacy has an effect on human actions. he explained that self-efficacy has an effect on human behavior through various processes, namely cognitive processes, motivational processes, affective processes and selection processes.

a. Cognitive Processes

One's belief in self-efficacy affects how one interprets environmental situations, the anticipations that will be taken and the plans that will be constructed. someone who sees themselves as incompetent will interpret certain situations as risky and tend to fail in planning. Through this cognitive process, a person's self-efficacy influences his actions

b. Motivatioal Processes

According to bandura that human motivation is generated cognitively. Through cognitive, a person motivates himself and directs his actions based on previously owned information. people form beliefs about what they can do, what can be avoided, and goals that can do something will motivate them to do something

c. Affective Processes

Self-efficacy affects how much pressure is experienced when facing a task. People who believe that they can handle the situation will feel calm and less anxious. On the other hand, people who are not confident in their ability to handle situations will experience anxiety. Bandura explained that people who have self-efficacy in overcoming problems use strategies and design a series of activities to change the situation. In this context, self-efficacy influences stress and anxiety through coping behavior. A person will be anxious when faced with something beyond his control. Individuals who have high self-efficacy will think something can be overcome, thereby reducing their anxiety.

d. Selection Processes

Belief in self-efficacy plays a role in determining the actions and environment that individuals will choose to deal with a particular task. choice (slection) is influenced by one's belief in his ability (efficacy). Someone who has low self-efficacy will choose action to avoid or give up on a task that exceeds his ability, but on the contrary he will take action and face a task if he has confidence that he is able to overcome it. Bandura (1997: 119) asserts that the higher a person's self-efficacy, the more challenging the activity that person will choose.

B. Previous Related Research Finding

Some researchers have conducted several studies related to the effect of self-efficacy on speaking ability. They are as follows:

- a. Azwan Effendi (2017) concluded that the use of the fishbowl technique had a positive effect on students' self-efficacy in speaking and had a correlation between the two in the second grade students of SMPN 1 Sikur in the 2017/2018 academic year.
- b. Dirtya Sunyi Paradewari's (2017) concluded that students had self-efficacy and showed positive investigations of self-efficacy in public speaking. They are already aware of their own efficacy in delivering speeches in the Public Speaking class. class atmosphere motivates and supports students in delivering speeches.

C. Conceptual Framework

The conceptual framework underlying this research was given in the following diagram.

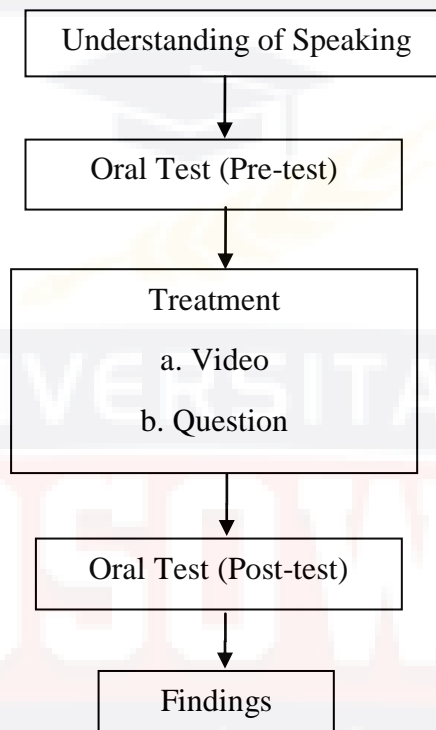


Figure 2.1 Conceptual Framework

1. Understanding of Speaking

The writer was provide an understanding of speaking activities to students and the things that make speaking interested.

2. Oral Test (Pre-test)

In this pre-test the writer was distribute a test. The kind of test is oral test, the theme is Pandemic situations. Furthermore, the students was spend fifteen minutes to answer. Each student was given a maximum of three minutes to present their assignment.

3. Treatment

The treatment was conducted into twice. The first meeting, the writer was showed a video which consist of students reaction speaking. Then the writer was explain about self-efficacy which is very important in speaking. In this treatment, the writer expects that students can imitate what they have seen in the video, in this case the level of students' confidence that they are able to carry out speaking activities in class and in public places. At the second meeting, the writer was distributed question about “what problems students’ experience when speaking in front of the public?”. Then the students was spend fifth minutes to answer the question. After that, the writer gives time for the students to present their opinion.

4. Oral Test (Post-test)

In this post-test, the writer was evaluated the students work and their self efficacy in speaking.

D. Hypothesis

The hypothesis of the research is formulated as follows:

1. H_0 : There is no significant effect of self-efficacy on the speaking ability of the nine grade at SMPN 17 MAKASSAR in 2021/2022 academic year.
2. H_1 : There is a significant effect of self-efficacy on the speaking ability of the nine grade at SMPN 17 MAKASSAR in 2021/2022 academic year

CHAPTER III

METHOD OF THE RESEARCH

This chapter presented the description of research method, population and sample, research variables and operational definition, research instrument, data collecting procedure and techniques of data analysis.

A. Research Design

The purpose of this study was to determine whether there is an effect of self-efficacy on the speaking ability of students at SMPN 17 Makassar. To achieve this goal, appropriate research methods are needed. In this study, the writer used a pre-experimental design.

In pre-experimental research, one group pre-test and post-test, the first step was to determine the sample used as the research sample. The next step was to give a pre-test to assess students' speaking ability. The next stage, the sample was given treatment by showing video speaking and the writer explained about the importance of self-efficacy. Then the sample was given a post test to measure the students' speaking ability after the writer gave treatment by applying Self-Efficacy in speaking ability. In the results section, the writer compared students' scores on the pre-test with post-test scores to measure whether self-efficacy can improve students' speaking ability.



The design can be presented as follows:

Table 3.1

Research Design

Pre-test	Treatment	Post-test
O_1	X	O_2

Description : O_1 = Pre-test

X = Treatment

O_2 = Post-test

(Gay: 2006)

B. Time and Location of the Research

This study was carried at SMPN 17 Makassar, academic year 2021/2022.

The writer conducted two weeks for the research.

C. Population and Sample of the Research

1. Population

The population of this study was the ninth grade at SMPN 17 Makassar in academic year 2021/2022 consisting of 20 students.

2. Sample

The writer took one class from the target population for the study. The total sample were 20 students.

D. Research Variable and Operational Definition

1. Variable of the Research

This study had two kinds of variables, namely independent variable and dependent variable. In this study, the independent variable was the effect of self efficacy, while dependent variable was the students' speaking ability.

2. Operational Definition

The following are the operational definition :

a. Self-efficacy

According to Alwisol (2013), self-efficacy is a person's perception of whether one can work in certain situations, self-efficacy is related to the belief that oneself has the ability to take the expected action.

b. Self Confidence

According to Syafitri(2019), confidence is believing in ourselves or our abilities about what to do and how to do it, don't worry about the outcome and just assume that it will work out just fine.

c. Self Knowledge

According to Kurniyawati (2012), self Knowledge is someone who believes in determining the actions to be taken to determine a goal, including estimates of various events that will be faced.

d. Speaking is the basic skill of people to produce language that has meaning and meaning other people understand what the speaker is saying. Some indicators of speaking ability include; the ability to make presentations, use

gestures, ability to concentrate, able to overcome nervousness and fever stage, have experience in public speaking and practice, have a large vocabulary, and the ability to controlling emotions (anxiety, panic, and fear).

E. Instruments of the Research

The instrument in this study used an oral test. The purpose of the oral test was to see if there is an effect of self-efficacy on students' speaking ability. Arikunto (2006:16) states that the research instrument is a device used by researchers during data collection. The instruments used in data collection were test. In this study, the writer distributed an oral test with the theme of the Pandemic situation, then the students expressed their opinion.

F. Procedure of Collecting Data

In data collection, the writer collected data used the following procedures:

1. Pre-test

- The writer distributed a test. The kind of test was oral test.
- The theme is Pandemic situations.
- The writer gave students a maximum of three minutes to present their opinions.
- The writer submitted the result data to identified their speaking ability.

2. Treatment

The writer conducted treatment into twice meetings.

- a. The writer took 30 minutes for each meeting.
- b. The writer explained the example of speaking video. The theme is "Reaction Students Video".

c. The writer distributed question about “What problems students’ experience when speaking in front of the Public?”.

3. Post-test

- The writer distributed a test. The kind of test was oral test.
- The theme is Pandemic situations.
- The writer gave students a maximum of three minutes to present their opinions.
- The writer submitted the result data to identify their speaking ability.

G. Technique of Analysis Data

This study was supported by quantitative data analysis. Then, Classified the students score based on the following class classification :

Table 3.2

Scoring Classification

No	Score	Classification
1	91-100	Excellent
2	76-90	Good
3	61-75	Average
4	51-60	Poor
5	< 50	Very poor

Depdiknas (2017:13)

Calculating the mean score, standard deviation, frequency table, and the value of t-test in identifying the difference between pre-test and post-test the writer used inferential analysis in SPSS (Statistic Product and Statistic Solution) version 25 program. It means that the writer did not use manual computation. All the data collected were accounted by using SPSS (Statistic Product and Statistic Solution) version 25.

As for the way to assess students' speaking, that is used the Speaking assesment rubric.

Table 3.4
Speaking Assesment Rubric

NO	ASPECT	SCORE	EXPLANATION	
1	Pronunciati on	5	<input type="checkbox"/>	Easy to reach and has a native speaking accent
		4	<input type="checkbox"/>	Easy to understand even with a certain accent
		3	<input type="checkbox"/>	There are pronunciation problems that make listeners have to be fully concentrated and sometimes there are misunderstandings
		2	<input type="checkbox"/>	Difficult to understand due to pronunciation problems, often asked to repeat
		1	<input type="checkbox"/>	Serious pronunciation problem so incomprehensible

NO	ASPECT	SCORE	EXPLANATION	
2	Grammar	5	<input type="checkbox"/>	No or few grammatical errors
		4	<input type="checkbox"/>	Sometimes makes grammatical errors but doesn't affect the meaning
		3	<input type="checkbox"/>	Often makes grammatical errors that affect meaning
		2	<input type="checkbox"/>	Many grammatical errors that

				hinder meaning and often rearrange sentences
		1	<input type="checkbox"/>	The grammatical errors are so severe that they are difficult to understand

	ASPECT	SCORE		EXPLANATION
3	Vocabulary	5	<input type="checkbox"/>	Use vocabulary and expressions like a native speaker
		4	<input type="checkbox"/>	Sometimes uses inappropriate vocabulary
		3	<input type="checkbox"/>	Often use inappropriate vocabulary, conversation becomes limited due to limited vocabulary
		2	<input type="checkbox"/>	Using vocabulary incorrectly and limited vocabulary makes it difficult to understand
		1	<input type="checkbox"/>	Vocabulary is so limited that conversation is impossible

	ASPECT	SCORE		EXPLANATION
4	Fluency	5	<input type="checkbox"/>	Fluent like a native speaker
		4	<input type="checkbox"/>	Fluency seems a bit compromised by language problems
		3	<input type="checkbox"/>	Fluency is a bit disturbed by language problems
		2	<input type="checkbox"/>	Often hesitates and stops because of language limitations
		1	<input type="checkbox"/>	Talk stutters and stops making conversation impossible

	ASPECT	SCORE		EXPLANATION
		5	<input type="checkbox"/>	Understand all without experiencing difficulties

5	Comprehension	4	<input type="checkbox"/>	Understand almost everything, although there is repetition in certain parts
		3	<input type="checkbox"/>	Understands most of what is said when speaking is slowed down a bit despite repetition
		2	<input type="checkbox"/>	It's hard to follow what's being said.
		1	<input type="checkbox"/>	Can't understand even simple conversation

Hanik (2011).

To get a speaking assessment score = $\text{Total score} : \text{Maximum score} \times 100$.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes the research findings and discusses the findings. This finding correlates with the problem statement stated in the introduction. The findings presented in this section consist of data obtained through a test to see if there is an effect of self-efficacy on the speaking ability of students at SMPN 17 Makassar after giving them treatment. This section discusses the description and interpretation of the findings in this study. The findings that the writer report in this study are based on the analysis of data collection and application of the techniques described in the previous chapter.

A. Findings

In this section, the writer described the result of data analysis in the pre-test and post-test. It was found from the result of the test about oral test. The test was conducted twice, namely pre-test and post-test, the writer gave an oral test to students before and after treatment. To determine the students' speaking ability, the writer conducted a pre-test and post-test. Pre-test and post-test were conducted to get students' speaking scores. After analyzing the data obtained from the pre-test and post-test, the following are the results of the data analysis. The results of students' speaking scores on the pre-test and post-test can be seen in the table below:

Table 4.1. The Students' Speaking Score In Pre-Test

No	Students' initial	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score	Classification
1	AMA	3	4	3	2	2	56	Poor
2	NRM	2	1	2	1	2	32	Very poor
3	DPS	2	4	4	2	2	56	Poor
4	PM	5	4	4	3	3	76	Good
5	AD	5	4	4	4	4	84	Good
6	MN	2	1	1	1	1	24	Very poor
7	CAP	2	3	2	2	1	40	Very poor
8	A	4	3	3	3	3	64	Average
9	FM	5	5	5	4	3	88	Good
10	MNS	2	2	2	1	2	36	Very poor
11	MAR	1	2	2	2	2	36	Very poor
12	NS	2	2	3	3	2	48	Very poor
13	AL	2	2	2	2	2	40	Very poor
14	CMA	3	3	2	2	2	48	Very poor
15	MMR	2	2	2	3	2	44	Very poor
16	FF	2	2	3	2	2	44	Very poor
17	NH	3	3	3	3	3	60	Poor
18	SAN	4	4	4	4	4	80	Good
19	R	2	3	2	2	2	44	Very poor
20	NNI	5	4	4	5	3	84	Good

Source: Students' Pre-test Score

Based on table 4.1, it can be concluded that there are no students who had scored 91-100. there are 5 students who get a score of 76-90. there are 1 students who get a score of 61-75. there are 3 students who get a value of 51-60 and there are 11 students who get a value of <50

As being stated earlier that after tabulating and analyzing the students scores into percentage, they were classified into five levels based on Depdiknas (2017:13). The following table is the students pre-test score and percentage.

Table 4.2. The Percentage of Students' Pre-test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	-	-
Good	76-90	5	25%
Average	61-75	1	5%
Poor	51-60	3	15%
Very poor	<50	11	55%
Total		20	100%

Source: Students' Pre-test

Table 4.2. The above shows that, in the pre-test there are no students who are classified as excellent, there are 5 students who are classified as good 25%, there are 1 students who are classified as average, there are 3 students who are classified as poor than 15%, there are 11 students classified as very poor than 55%.

In the pre-test, there were some students who were hesitant to speak due to several things, namely their lack of confidence in their abilities, students were

afraid to make mistakes. their diction is also limited, students didn't understand what they are saying, students tend to rely on their notes and even just read the monologue.

Table 4.3. The Students' Speaking Score In Post-Test

No	Students' initial	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score	Classification
1	AMA	5	5	5	4	4	92	Excellent
2	NRM	3	4	3	3	3	64	Average
3	DPS	5	4	4	4	3	80	Good
4	PM	5	5	5	4	4	92	Excellent
5	AD	5	5	4	4	5	92	Excellent
6	MN	4	4	4	4	3	76	Good
7	CAP	4	4	3	4	3	72	Average
8	A	4	4	4	4	4	80	Good
9	FM	5	5	5	4	4	92	Excellent
10	TS	3	4	4	3	3	68	Average
11	MAR	3	4	3	3	3	64	Average
12	NS	5	4	4	4	4	84	Good
13	AL	4	4	3	3	3	68	Average
14	CMA	4	4	3	3	2	64	Average
15	MMR	4	3	3	4	2	64	Average
16	FF	4	4	4	3	3	72	Average
17	NH	4	4	4	4	3	76	Good
18	SAN	5	4	5	5	5	96	Excellent
19	R	3	4	3	3	3	64	Average
20	NNI	5	5	5	5	5	100	Excellent

Source: Students' Post-test Score

Based on table 4.3, it can be concluded that there are 6 students who get a score of 91-100, there are 5 students who get a score of 76-90, there are 9 students who get a score of 61-75, there are no students who get a score of 51-60 and there are no students who get a score of <50.

After the writer gave a treatment, students' speaking ability can improve. improvement was revealed from the results of students' performance in the post-test. In the post-test, students' pronunciation got better, students became more confident and fluent in expressing their opinions. some of the students also use facial expressions and gestures.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into five levels based on Depdiknas (2017:13). The following table is the students post-test score and percentage.

Table 4.4. The Percentage of Students' Post-test Score.

Classification	Score	Frequency	Percentage
Excellent	91-100	6	30%
Good	76-90	5	25%
Average	61-75	9	45%
Poor	51-60	-	-
Very poor	<50	-	-
Total		20	100%

Source: Students' Post-test

From the classification, scores, and post-test percentage levels, it is depicted in table 4.4 that out of 20 students, there are 6 students classified as

excellent 30%, there are 5 students classified as good 25%, there are 9 students classified as average 45%, there are no students classified as poor, and there are no students classified as very poor.

After calculating the result of the students' pre-test and post-test, the mean score and standard deviation were presented in the following table :

Table 4.5. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	20	24.00	84.00	1084.00	54.20	19.26983
Post-test	20	64.00	100.00	1560.00	78.00	12.34589
Valid N (listwise)	20					

Based on the pre-test and post-test data on this page, it is clear that there is a significant significance of students' speaking ability in the post-test through the treatment of these students by showing a video of "Video Reaction Students". In the pre-test, the mean score was 54.20 and the standard deviation was 19.26983. Meanwhile, in the post-test, the mean score was 78.00 and the standard deviation was 12.34589. The average value of the post-test is higher than the pre-test.

After conducting pre-test and post-test scores of students in the experimental class, the writer uses t-test to test the hypothesis. T-test is a test to measure whether there is a significant difference between the results of the students' mean scores on the pre-test and post-test. By using the t-test inferential analysis or the significance test run by SPSS Version 2.5, significant differences can be more easily analyzed.

In this study, the Null hypothesis (H_0) states that there is an effect of self-efficacy on the speaking ability of students at UPT SPF SMPN 17 Makassar.

While the Alternative Hypothesis (H_1) states that the effect of self-efficacy has an effect on students' speaking ability at UPT SPF SMPN 17 Makassar. If the significance value is 2 or sig. (2-tailed) is lower than 0.05, H_1 accepted and H_0 rejected.

Table 4.6. Paired Samples Test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST POST-TEST	-23,80000	11,19962	2,50431	-29,04159	-18,55841	-9,504	19	,000

The result of t-test stated that Sig. (2-tailed) was 0.000. The result provided that the Sig. (2-tailed) table was lower than the level of significance. So, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. This means that the self-efficacy effect can improve the speaking ability of grade 9 students, especially grade IX.9 at UPT SPF SMPN 17 Makassar.

B. Discussion

The description of the data collected through the test as described in the previous section shows that the application of self-efficacy to students' speaking skills is able to improve students' speaking abilities. This is supported by the author's experience when conducting pre-test and post-test. In the pre-test, most of

the students felt nervous and uncomfortable when speaking while in the post-test (after treatment) there were several improvements achieved by students, namely:

1. Students feel more confident in speaking activities
2. Students' speaking ability increases
3. Students' pronunciation gets better
4. Students are more fluent in speaking activities
5. Students use facial expressions and use gestures.

This is also supported by the frequency and percentage level of students' pre-test and post-test results. The value of students after being given treatment is better than before being given treatment. Based on the results of the pre-test score, many students had difficulty in speaking activities. In summary, the mean pre-test score was 54.20 while the post-test mean was 78.00. Based on the results of the pre-test score, there were 11 (55%) students in the very poor category, there were 3 (15%) students in the poor category and 1 (5%) students in the average category and no students in the excellent category. Meanwhile, based on the post-test score results, there were no students in the very poor and poor category, there were 9 (45%) students in the average category, there were 5 (25%) students in the good category, and 6 (30%) students in the excellent category. From the calculation of the average value of the pre-test and post-test, it is known that the average value of the pre-test is 54.20 with a poor classification, while the post-test average value is 78.00 with a very good classification.

The first day of this research, the writer conducted a pre-test on Google Meet to determine the students' prior knowledge. The writer gave the students an oral test. After taking the pre-test from the students, the writer did the treatment. The students were treated to showing a video of student reactions by Marry Riana. In the first treatment conducted on Google Meet, the writer explains what self-efficacy is and the importance of self-efficacy for speaking skills. While in the second treatment, the writer displays a video of student reactions with the title "Video Reaction of Students by Marry Riana". At the last meeting, the writer applied the post-test. In the post-test, the writer gave the same question when the writer did the pre-test.

There are differences in student scores. The students' scores on the post-test were higher than the scores on the pre-tests. The post-test results showed that the application of self-efficacy in speaking gave progress to students' speaking skills. Based on the research findings above, the writer can show that before giving the treatment (pre-test), almost the students were classified as poor in speaking activities.

From the results of learning using self-efficacy strategies there is a significant influence, it is known that learning in students is not only supported by the material presented by the teacher. However, taking into account the student's physic or self-efficacy also plays the most important role in knowing the development of student learning. During the post-test, the writer analyzed the results that was an increase between the pre-test and post-test. Based on the results of the post-test in the pre-experimental class studied by the writer, it can be

concluded that there is a significant effect of Self-Efficacy on Speaking ability in grade IX.9 students at UPT SPF SMPN 17 Makassar.

The writer found several obstacles because this study was carried out during the corona virus pandemic or this study was conducted online. Students lack discipline during the learning process, such as coming late to the online learning process through the Google meet application. In the learning process in the google meet application, there were some students who did not turn on the camera. The writer has to prepare extra teaching strategies, the writer has to tell the students the information repeatedly. And there are some students who are constrained by network problems.



BOSOWA

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of findings on the research, and suggestion for English learners and teachers of the research as follows:

A. Conclusion

This research was conducted in class IX, especially class IX.9 SMPN 17 Makassar. The author conducted research with online learning. Based on the formulation of the problem, research objectives, hypothesis testing and analysis results, it can be concluded that the student scores obtained by the author during the post-test were more improved than during the pre-test. Students' abilities increase after being given treatment. Students feel more confident in speaking activities, students speaking ability increases, students pronunciation gets better, students are more fluent in speaking activities, students use familiar expressions and use gestures.

Based on the post-test percentage of students, all students' scores in the post-test were higher than in the pre-test, so it can be concluded that self-efficacy affects students' speaking ability after being given treatment by the author. In the statistical section stated in the hypothesis test, the results show the statistical test 'Asymp.sig (2-tailed) worth 0.000 less than 0.005 analysis of the data obtained in the statistic "H₀ accepted". There are differences in students' speaking ability at the time of pre-test and post-test. in the pre-test, the mean score was 54.20 and the standard deviation was 19.26983. henceforth, in the post-test, the mean score was 78.00 and the standard deviation was 12.34589. The average value of the post-test

is higher than the pre-test. So it can also be concluded that there is an effect of self-efficacy on the speaking ability of class IX.9 students at SMPN 17 Makassar.

B. Suggestion

Based on the results of the study, the writer proposes to all parties involved in this study about suggestions that are focused on the research findings as follows.

1. Teachers

Teachers who have been assigned to educate students must of course prepare all the materials and learning needs of students, but there is one important side that teachers may not be aware of. By motivating students and supporting students in praising can increase their motivation and self-efficacy, in addition to teaching materials about speaking, teachers must also pay attention to students' psychological factors that can affect speaking performance and daily behavior such as self-efficacy.

2. Students

Students are encouraged to have high enthusiasm and self-efficacy in order to have good skills and performance in speaking activities. With high self-confidence, students are able to work on and complete assignments optimally. In addition, by having a strong sense of self-confidence, students don't need to worry about mistakes or failures so that they can improve their courage and speaking skills better.

3. Further Research

This study can be used as a reference for further the writer, it can be seen that there are many factors that can affect student learning at the school.

One of them is student independence or the motivation that students need at school. Because in this study the writer discussed and looked for self-efficacy related to speaking skills. It is known that after this research there are problems that are often found in schools but are still ignored. Therefore, other factors are needed that can support completing this research such as motivating students and supporting students in praising can increase their motivation and self-efficacy, in addition to teaching materials about speaking, researchers must also pay attention to students' psychological factors that can affect speaking performance, and everyday behaviors such as self-efficacy.

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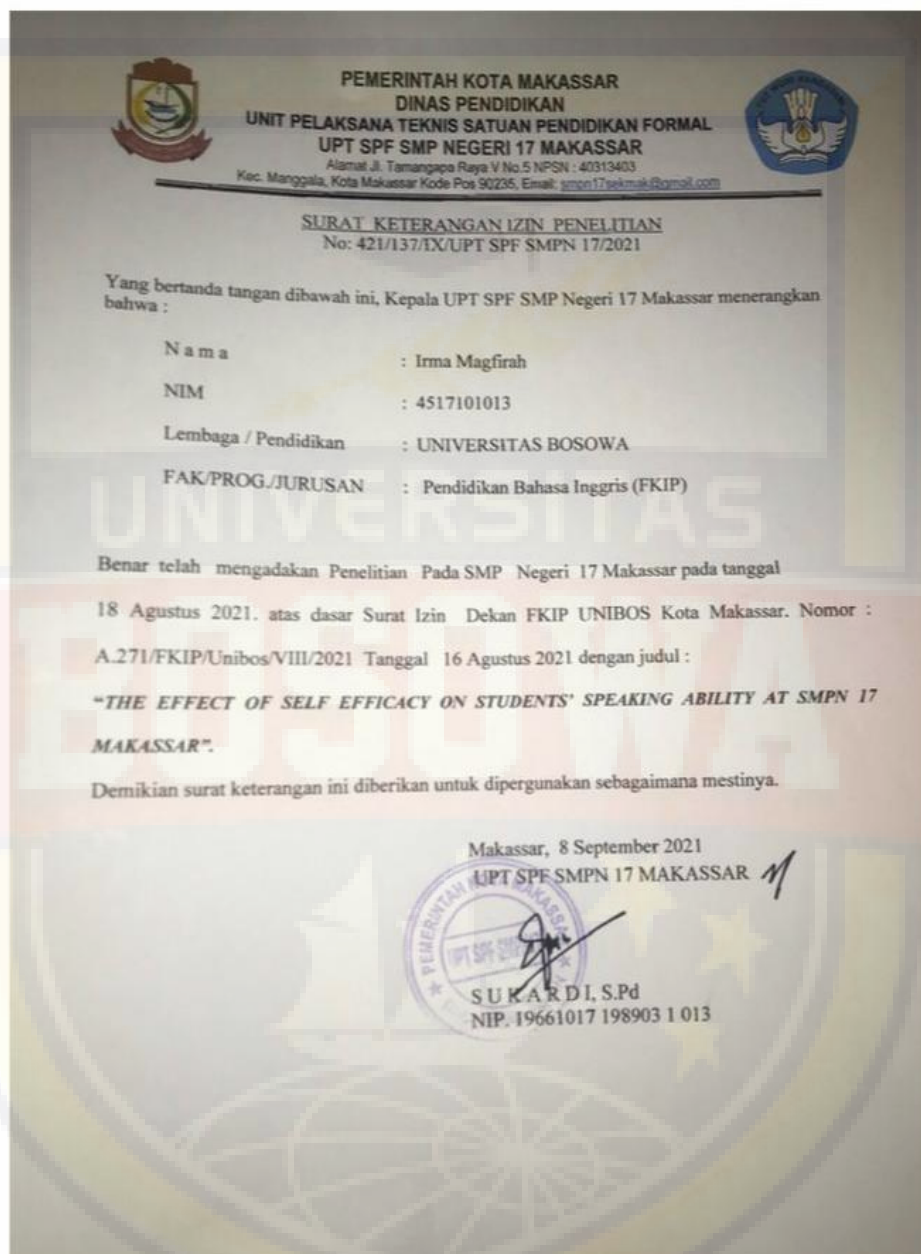


APPENDICES

BOSOWA



Appendix 1. Surat Keterangan Izin Penelitian



PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
UNIT PELAKSANA TEKNIS SATUAN PENDIDIKAN FORMAL
UPT SPF SMP NEGERI 17 MAKASSAR
Alamat: Jl. Tamangapa Raya V No.5 NPSN : 40313403
Kec. Manggala, Kota Makassar Kode Pos 90235, Email: smpn17tekmak@gmail.com

SURAT KETERANGAN IZIN PENELITIAN
No: 421/137/IX/UPT SPF SMPN 17/2021

Yang bertanda tangan dibawah ini, Kepala UPT SPF SMP Negeri 17 Makassar menerangkan bahwa :

N a m a : Irma Magfirah
NIM : 4517101013
Lembaga / Pendidikan : UNIVERSITAS BOSOWA
FAK/PROG./JURUSAN : Pendidikan Bahasa Inggris (FKIP)

Benar telah mengadakan Penelitian Pada SMP Negeri 17 Makassar pada tanggal 18 Agustus 2021. atas dasar Surat Izin Dekan FKIP UNIBOS Kota Makassar. Nomor : A.271/FKIP/Unibos/VIII/2021 Tanggal 16 Agustus 2021 dengan judul :
"THE EFFECT OF SELF EFFICACY ON STUDENTS' SPEAKING ABILITY AT SMPN 17 MAKASSAR".

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Makassar, 8 September 2021
UPT SPF SMPN 17 MAKASSAR *M*
[Signature]
SUKARDI, S.Pd
NIP. 19661017 198903 1 013

Appendix 2. Instrumen of the research

INSTRUMENT OF THE RESEARCH**Pre-test and Post-test**

THEME

“PANDEMIC SITUATIONS”

Question Work Instructions :

1. Please answer the following questions carefully and verbally !
2. You have fifteen minutes to create your argument !
3. After that, explain your argument a maximum of three minutes !

Treatment

Treatment 1

Guidance : The researcher ask students to watch video then the students practice as a video.

Video reaction by Marry riana.

Reaction video uploaded by Marry riana school of public speaking students.

There are 5 modules taught in this video, there are :

1. executive
2. motivator
3. caregiver
4. majesty
5. commander

The criteria are:

1. The words used
2. Intonation
3. Body gestures
4. The nature of the character

1. Celine was talking about Motivation



2. Ardifa was talking about Majesty



3. Matthew was talking about Motivation



4. Nasya was talking about Executive



5. Gabriela Nadine was talking about caregiver



Treatment 2

Guidance: The researcher distributed a question about “What problems students’ experience when speaking in front of the Public?”. Then the students answer the question.

Appendix 3. Pre-test and Post-test score

Pre-Test

No	Students' initial	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score	Classification
1	AMA	3	4	3	2	2	56	Poor
2	NRM	2	1	2	1	2	32	Very poor
3	DPS	2	4	4	2	2	56	Poor
4	PM	5	4	4	3	3	76	Good
5	AD	5	4	4	4	4	84	Good
6	MN	2	1	1	1	1	24	Very poor
7	CAP	2	3	2	2	1	40	Very poor
8	A	4	3	3	3	3	64	Average
9	FM	5	5	5	4	3	88	Good
10	MNS	2	2	2	1	2	36	Very poor
11	MAR	1	2	2	2	2	36	Very poor
12	NS	2	2	3	3	2	48	Very poor
13	AL	2	2	2	2	2	40	Very poor
14	CMA	3	3	2	2	2	48	Very poor
15	MMR	2	2	2	3	2	44	Very poor
16	FF	2	2	3	2	2	44	Very poor
17	NH	3	3	3	3	3	60	Poor
18	SAN	4	4	4	4	4	80	Good
19	R	2	3	2	2	2	44	Very poor
20	NNI	5	4	4	5	3	84	Good

Source: Students' Pre-test Score

Post-Test

No	Students' initial	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score	Classification
1	AMA	5	5	5	4	4	92	Excellent
2	NRM	3	4	3	3	3	64	Average
3	DPS	5	4	4	4	3	80	Good
4	PM	5	5	5	4	4	92	Excellent
5	AD	5	5	4	4	5	92	Excellent
6	MN	4	4	4	4	3	76	Good
7	CAP	4	4	3	4	3	72	Average
8	A	4	4	4	4	4	80	Good
9	FM	5	5	5	4	4	92	Excellent
10	TS	3	4	4	3	3	68	Average
11	MAR	3	4	3	3	3	64	Average
12	NS	5	4	4	4	4	84	Good
13	AL	4	4	3	3	3	68	Average
14	CMA	4	4	3	3	2	64	Average
15	MMR	4	3	3	4	2	64	Average
16	FF	4	4	4	3	3	72	Average
17	NH	4	4	4	4	3	76	Good
18	SAN	5	4	5	5	5	96	Excellent
19	R	3	4	3	3	3	64	Average
20	NNI	5	5	5	5	5	100	Excellent

Source: Students' Post-test Score

Appendix 4 : Students' Score and Classification in Pre-test

No	Students' initial	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score	Classification
1	AMA	3	4	3	2	2	56	Poor
2	NRM	2	1	2	1	2	32	Very poor
3	DPS	2	4	4	2	2	56	Poor
4	PM	5	4	4	3	3	76	Good
5	AD	5	4	4	4	4	84	Good
6	MN	2	1	1	1	1	24	Very poor
7	CAP	2	3	2	2	1	40	Very poor
8	A	4	3	3	3	3	64	Average
9	FM	5	5	5	4	3	88	Good
10	MNS	2	2	2	1	2	36	Very poor
11	MAR	1	2	2	2	2	36	Very poor
12	NS	2	2	3	3	2	48	Very poor
13	AL	2	2	2	2	2	40	Very poor
14	CMA	3	3	2	2	2	48	Very poor
15	MMR	2	2	2	3	2	44	Very poor
16	FF	2	2	3	2	2	44	Very poor
17	NH	3	3	3	3	3	60	Poor
18	SAN	4	4	4	4	4	80	Good
19	R	2	3	2	2	2	44	Very poor
20	NNI	5	4	4	5	3	84	Good

Source: Students' Pre-test Score

Appendix 5 : Students Score and Classification in post-test

No	Students' initial	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score	Classification
1	AMA	5	5	5	4	4	92	Excellent
2	NRM	3	4	3	3	3	64	Average
3	DPS	5	4	4	4	3	80	Good
4	PM	5	5	5	4	4	92	Excellent
5	AD	5	5	4	4	5	92	Excellent
6	MN	4	4	4	4	3	76	Good
7	CAP	4	4	3	4	3	72	Average
8	A	4	4	4	4	4	80	Good
9	FM	5	5	5	4	4	92	Excellent
10	TS	3	4	4	3	3	68	Average
11	MAR	3	4	3	3	3	64	Average
12	NS	5	4	4	4	4	84	Good
13	AL	4	4	3	3	3	68	Average
14	CMA	4	4	3	3	2	64	Average
15	MMR	4	3	3	4	2	64	Average
16	FF	4	4	4	3	3	72	Average
17	NH	4	4	4	4	3	76	Good
18	SAN	5	4	5	5	5	96	Excellent
19	R	3	4	3	3	3	64	Average
20	NNI	5	5	5	5	5	100	Excellent

Source: Students' Post-test Score

Appendix 6 : The Students' Score and Data SPSS

Descriptive statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	20	24.00	84.00	1084.00	54.20	19.26983
Post-test	20	64.00	100.00	1560.00	78.00	12.34589
Valid N (listwise)	20					

Paired Samples Test

		Paired Samples Test					T	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST POST-TEST	-23,80000	11,19962	2,50431	-29,04159	-18,55841	-9,504	19	,000

Appendix 7 : Documentation



Picture 1 : The researcher was explaining the guidance of pre-test



Picture 2 : The students were attending the class while were doing pre-test.



Picture 3 : The researcher was distributed pre-test to the students.



Picture 4 : The researcher was distributed materials of self efficacy and speaking



Picture 5 : The researcher was shown treatment videos of “Video Reaction Students”.



Picture 6 : The researcher was distributed post-test to the students.

Appendix 8 : The students were doing speaking activities with the theme of “Pandemic Situation” in Pre-test.

1. The Lower Score in Pre-test



Mukti Nuraeni (MN)

Pronunciation : 2

Grammar : 1

Vocabulary : 1

Fluency : 1

Comprehension : 1

Score : 24

2. The Middle Score in Pre-test



Alberto (A)

Pronunciation : 4

Grammar : 3

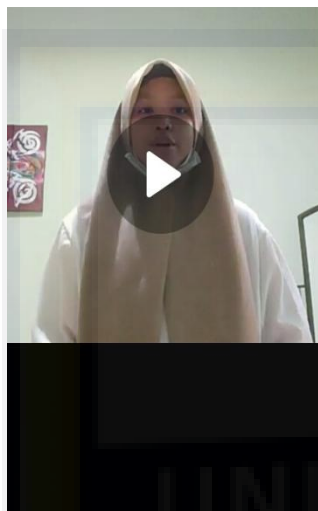
Vocabulary : 3

Fluency : 3

Comprehension : 3

Score : 64

3. The Higher Score in Pre-test



Naura Nur Islamiah (NNI)

Pronunciation : 5

Grammar : 4

Vocabulary : 4

Fluency : 5

Comprehension : 5

Score : 84

Appendix 9 : The students were doing speaking activities with the theme of “Pandemic Situation” in Post-test

1. The Lower Score in Post-test



Nur Reski Mulkiati (NRM)

Pronunciation : 3

Grammar : 4

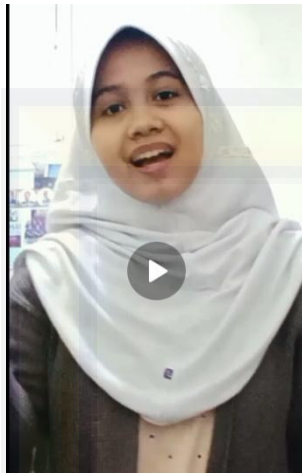
Vocabulary : 3

Fluency : 3

Comprehension : 3

Score : 64

2. The Middle Score in Post-test



Naifa Salsabila (NS)

Pronunciation : 5

Grammar : 4

Vocabulary : 4

Fluency : 4

Comprehension : 4

Score : 84

3. The Higher Score in Post-test



Naura Nur Islamiyah (NNI)

Pronunciation : 5

Grammar : 5

Vocabulary : 5

Fluency : 5

Comprehension : 5

Score : 100

BIOGRAPHY



Irma Magfirah was born in Makassar, on February 21st 1999, from the marriage of her parents, Anwar Rahman S.H and Hj. Mastini Ali. She doesn't have siblings. She started her elementary school at SDN 1 Inpres Palu in 2005 up to grade 4 and moved to SDN 1 Tanrutedong until 2011. After graduating in 2011, she continued her school at SMP Negeri 1 Duapitue and finished in 2014. Then, she continued her school at SMA Negeri 3 Sidenreng Rappang and graduated in 2017. After that, she decided to continue her studies at the English Education Study Program, Faculty of Teacher Training and Education, Bosowa University Makassar, undergraduate program. She was active in organization involves BEM FKIP UNIBOS, HIMAPBING UNIBOS, IPMI SIDRAP CAB. DUAPITUE. In 2021, her became the Steering Committee on the English Camp activities. She was active as a committee for English Camp activities every year. And graduation in 2022.