

THE INFLUENCE OF SELF-EFFICACY ON ENGLISH
STUDENTS' INTERPERSONAL COMMUNICATION IN
HIGHER EDUCATION INSTITUTION



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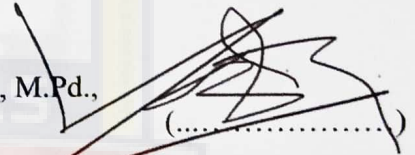
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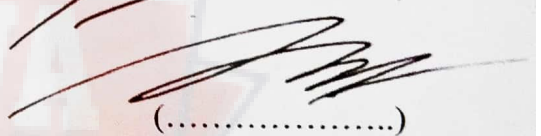
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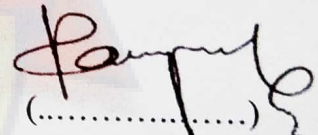
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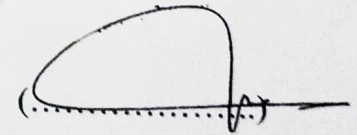
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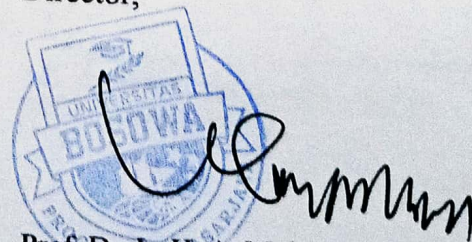
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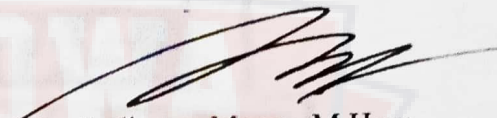
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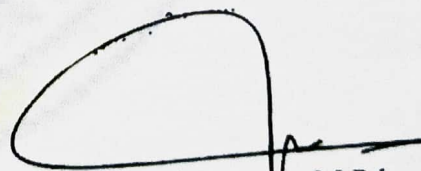
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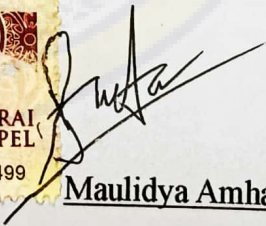
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ABSTRACT

The objectives of this study explored two main cases, (1) what was the influence of self-efficacy on students' interpersonal communication in higher education and (2) What was the level of self-efficacy on interpersonal communication in higher education. This study applied mixed method which is explanatory sequential design or well-known as QUAN-QUAL as the one of the types of mixed method research. There was one class of the third semester students participated as the participant and this study conducted in Universitas Muslim Indonesia. The result of this research leads to the evidence that self-efficacy influence on interpersonal communication. There were three the influence of self-efficacy on interpersonal communication they are confident, motivation and self-control. Students who have high self-efficacy toward interpersonal communication tend easier to speak up than the students who have low self-efficacy. And there are three levels of self-efficacy on interpersonal communication which were experienced by the students. Those three levels covered such categorization such as low self-efficacy obtained 6.1% (two students), moderate self-efficacy obtained 39.4% (thirteen students), and high self-efficacy obtained 54.5% (eighteen students). From these results, the researcher concludes that the level of self-efficacy on interpersonal communication of students is dominantly high with the percent of 54.5%.

Keywords: Self-Efficacy, Interpersonal Communication, Higher Education, Communication

ABSTRAK

Tujuan penelitian ini untuk mengeksplorasi dua kasus utama yaitu, (1) apa pengaruh efikasi diri terhadap komunikasi interpersonal mahasiswa di perguruan tinggi dan (2) Bagaimana tingkat efikasi diri terhadap komunikasi interpersonal di perguruan tinggi. Penelitian ini menerapkan mixed method yaitu desain sekuensial atau dikenal dengan QUAN-QUAL sebagai salah satu jenis penelitian mixed method. Terdapat satu kelas mahasiswa semester tiga yang berpartisipasi sebagai objek dari penelitian ini dan penelitian ini dilakukan di Universitas Muslim Indonesia. Hasil penelitian ini menunjukkan bahwa efikasi diri berpengaruh pada komunikasi interpersonal. Ada tiga pengaruh efikasi diri terhadap komunikasi interpersonal yaitu percaya diri, motivasi dan pengendalian diri. Siswa yang memiliki efikasi diri tinggi terhadap komunikasi interpersonal cenderung lebih mudah untuk berbicara daripada siswa yang memiliki efikasi diri rendah. Ada tiga tingkat efikasi diri pada komunikasi interpersonal. Ketiga level tersebut mencakup kategorisasi seperti efikasi diri rendah 6,1% (dua siswa), efikasi diri sedang 39,4% (tiga belas siswa), dan efikasi diri tinggi 54,5% (delapan belas siswa). Dari hasil tersebut, peneliti menyimpulkan bahwa tingkat efikasi diri pada komunikasi interpersonal siswa dominan tinggi dengan persentase 54,5%.

Kata Kunci: Efikasi Diri, Komunikasi Interpersonal, Perguruan Tinggi, Komunikasi

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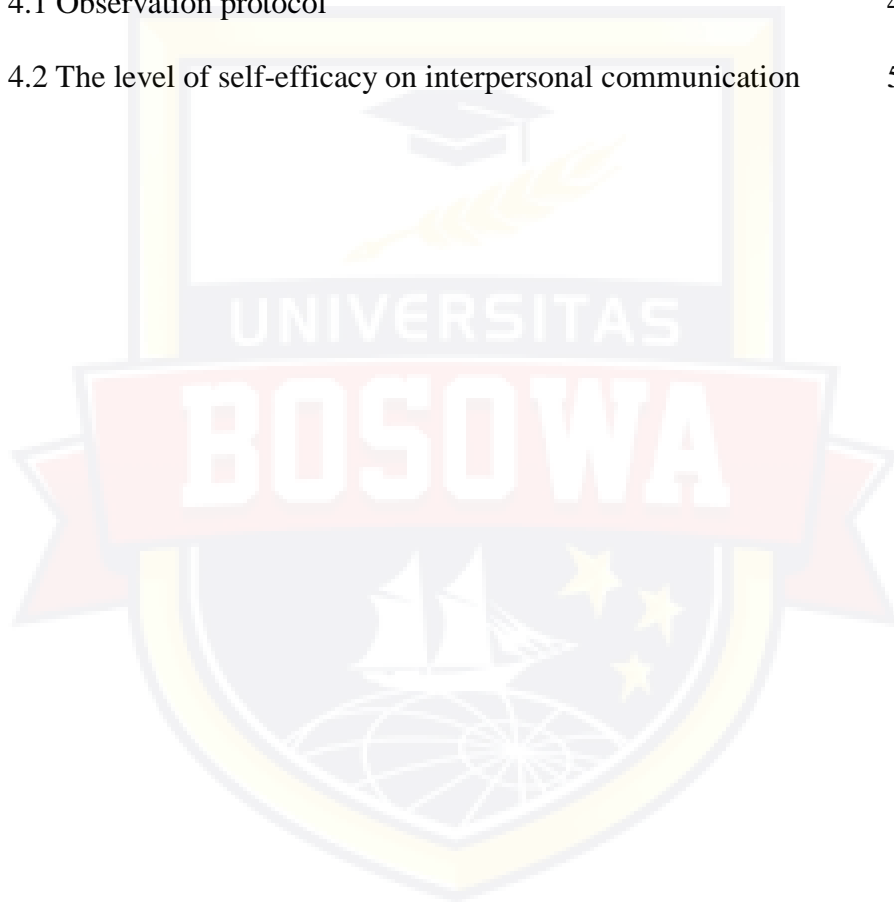
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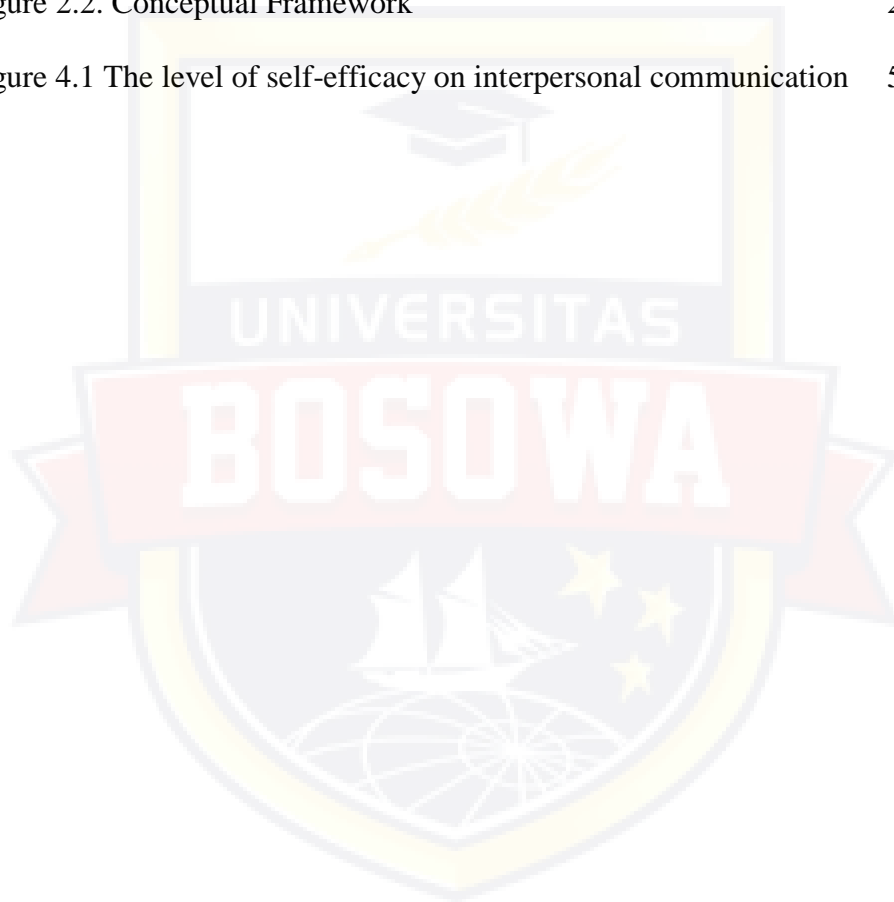
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CHAPTER I

INTRODUCTION

This chapter presented the background of the research, research questions, the objective of the research, significance of the research, and scope of the research.

A. Background of the Research

Concerns about social development have a considerable impact on people's ability to succeed in school, as well as their ability to grow in their careers, choose a spouse, enjoy their marriage, and maintain their social standing (Amirtash, 2006). Communication abilities are crucial for social growth. Expressing verbal and nonverbal characteristics that are necessary for communication and must be appropriate for the society are the goals of communication. Garcia (2012) stated that verbal and nonverbal communication work together to deliver a message in a way that cannot be separated.

In our daily lives, effective communication is a highly crucial ability. Regardless of ethnicity, religion, or socioeconomic standing, people may share ideas and information and create a force for positive relationships with excellent communication. According to Pearson and Nelson (2000), ineffective communication is the primary cause of most issues and effective communication is the primary fix. Understanding must exist between sender and recipient for communication to be effective. People attempt to send and receive the speaker's message when communicating. It enables communication between two or more persons in terms of thoughts and information. According to Abdeen (2001), there

is a transmission of information, data, ideas, instructions, and suggestions during the communication process from one person to another or a group of people, informing and trading among them via one or more potential ways. Interpersonal communication is the process in question.

Sending and receiving messages from one man to another allows for rapid response or effect. This is known as interpersonal communication. Interpersonal communication has the benefit of allowing for changes in attitudes, beliefs, and individual behavior due to its communicative qualities. Since the communicator may see the communicant's feedback right away, interpersonal communication is considered to be the most effective type of communication (Liliweri, 1991). As a result, this form of communication is the most prevalent. It matters because there are two basic goals in interpersonal communication: the need to carry out the communication issue and the desire to produce results or impacts. These goals enable people to see the results or changes that result from communication up close.

Students, particularly those in higher education, need the competence of interpersonal communication. This is so that they might assume the role of the student as the agent of change. Students who attend higher education institutions or universities are expected to become not just students but also counselors and public speakers. This ability is necessary for pupils to speak, participate in discussions, and share information with their friends. According to (Sulthon, 2003), developing strong interpersonal communication skills is essential for success in speech.

The skill of the communicator to establish communication affects the effectiveness of student interpersonal communication, allowing it to have the desired outcomes. If the communicator and communicant can develop attitudes like openness, empathy, support, positivity, and equality, effective interpersonal communication can succeed. According to Sampthirao (2016), who claims that self-concept, self-efficacy, self-image, and self-esteem are the primary aspects affecting communication, it will be successful if the students have a positive sense of who they are and how capable they are. Self-efficacy is necessary to attain interpersonal communication goals, as stated by Rubin et al. (1993). This is supported by Krisniawan's (2014) he argue that self-efficacy improved interpersonal communication. These statements lead to the conclusion that interpersonal communication is influenced by self-efficacy.

Self-efficacy is one of the key personality traits since it offers people the motivation to succeed and assists them in determining what needs to be done. It contains our own ideas on how to accomplish things. Self-efficacy, according to Bandura (1997), is the ability to plan and carry out actions to achieve specific goals, as well as the degree, generality, and strength of that ability across many settings and activities. Self-efficacy is sometimes described as the ability to judge one's own motivation to take action in the face of a challenge (Anggraini, 2017).

The level of student self-efficacy affects communication and learning. When faced with challenges, students who have high self-efficacy put in a lot of effort and presumably tell themselves, "I can do this." They will have a strong sense of self-worth, which will boost their motivation, passion, and communication skills.

Students with poor self-efficacy, on the other hand, could have second thoughts about their abilities and say, "That looks hard and difficult." Self-efficacy can influence motivation and activity choice because of the facts.

Thus, to build an effective interpersonal communication, it needs a basic capability of both the communicator and the communicant. If the atmosphere is open, full of empathy, supportive attitude, positive attitude, and equality can be built, the interpersonal communication process can run effectively. These five things can be grown and developed in order to achieve success in interpersonal communication through high self-efficacy. Previous research by (Krisniawan, 2014) has found that self-efficacy influenced the effectiveness of student interpersonal communication. The findings of the study indicated that the magnitude of the influence of the self-efficacy ranges from 23.2% to 51.4%. It means that the level of influence of self-efficacy are varies and stretches from low to moderate. Therefore, this study aims to determine the influence of self-efficacy on students' interpersonal communication in higher education of the third semester students at UMI.

B. Problem Statement of the Research

The researcher stated in the background that the object of this study was about the influence of self-efficacy to interpersonal communication. The questions are formulated as follows:

1. What was the influence of self-efficacy on interpersonal communication in higher education at Universitas Muslim Indonesia?

2. What was the level of self-efficacy on interpersonal communication in higher education at Universitas Muslim Indonesia?

C. Objective of the Research

In relation of the research question above, the objective of the research were:

1. To found out the influence of self-efficacy on interpersonal communication in higher education at Universitas Muslim Indonesia.
2. To found out the level of self-efficacy on interpersonal communication in higher education at Universitas Muslim Indonesia.

D. Significances of the Research

The result of the study was expected to give contribution to theoretical and practical use.

1. Theoretically

The result of this research was expected to improve and develop the theory of self-efficacy and interpersonal communication.

2. Practically

The findings of this research were expected to broaden the knowledge of the Indonesian learners about the influence of self-efficacy to interpersonal communication. The researcher hoped the result of this research is

valuable input for Indonesian learners and the future researcher who wants to work at the same field of the research.

E. Scope of the Research

To avoid the research broadening, the researcher limited this research. The scopes of the research were covered or limited to some issues as follows:

1. By discipline, this research was under discipline of Psycholinguistics which was exploring the influence of self-efficacy on interpersonal communication of the students in higher education at Universitas Muslim Indonesia.
2. By content, this research focused in the influence of self-efficacy and the level of self-efficacy on interpersonal communication of the students in higher education.
3. By activity, this research was conducted in form of mixed method, which was questionnaire used to obtain the quantitative data and interview used to obtain the qualitative data.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

This chapter is intended to give a brief review of what is related to the focus of the study. It reviews theories and research findings on influence of self-efficacy to interpersonal communication.

1. Communication

Conrad and Poole (2005) Communication is defined as the "process by which people, acting together, create, sustain, and manage meaning through the use of verbal and nonverbal sign and symbols with a particular complex" And Keyton (2011) Communication can be defined as the process of transmitting information and common understanding from one person to another.

Communication is a transactional activity. In the communication event, participants usually construct the meaning of the message cooperatively. Rather, communication can be viewed as an active process, influenced by all the complexities and ambiguities of human behavior.

There are some elements in communication to the communication process runs effectively:

a. Elements of Communication

According to Satir (2010) there are seven elements in communication, namely:

- 1) Source

The source of a message is the originator of the ideas and feeling expressed. The source puts a message into a code, a process called encoding. The opposite of encoding is the process of decoding, this occurs when the interlocutor interprets the words or nonverbal cues.

2) Message

Messages are the written, spoken, and unspoken elements of communication to which people assign meaning. People can send a message intentionally (sales talking to their customer in a meeting) or unintentionally (sleepy during a meeting); verbally (“Hi. How are you?”), nonverbally (a smile and a handshake), or in written (from a book).

3) Channel

The channel means the message is expressed to the interlocutor. Interlocutor receives messages through a variety of channels that include mediated channels such as text messaging, e-mail, phone, video conference.

4) Interlocutor

The interlocutor of the message is the person or people who interpret the message and ultimately determine whether your message was understood and appropriate. Effective communicators are other-oriented; they understand that the listener ultimately makes sense of the message they express.

5) Noise

Noise is anything that interferes with the message being interpreted as it was intended. If there are no noise, all of the messages would be interpreted accurately. But noise is always present. It can be literal such as beeps coming

from a Phone that signal incoming e-mail or it can be psychological such as competing thoughts, worries, and feelings that capture attention.

6) Feedback

Feedback is response to the message. Like a Ping-Pong ball, messages bounce back and forth. Someone talk; someone listens and responds. This perspective can be summarized using a physical principle: For every action, there is a reaction. Without feedback, communication is rarely effective.

7) Context

Context is the physical and psychological environment for communication. All communication takes place in some context. A conversation on the beach with your good friend would likely differ from a conversation the two of you might have in a funeral home. Context encompasses not only the physical environment but also the people present and their relationships with the communicators, the communication goal, and the culture of which the communicators are a part.

2. Types of Communication

a. Verbal Communication

Mark knap (1972) defined verbal communication is a form in writing using the language. This definition explains that verbal communication involve only oral communication (speaking and listening), but also a written communication (writing and reading) on active and passive participants of communication, verbal communication becomes two distinctive: listening and speaking.

Oral communication is the most obvious form of verbal communication, and numerous examples of oral communication are readily available. Speeches, announcements, and casual conversation between friends are all forms of verbal communication. The majority of communication models also incorporate verbal feedback from the recipient. This feedback can take the form of questions or comments, but it can also be as brief as a straightforward "yes" or even a nondescript "uh-huh." Even though there are virtually no specific examples of oral verbal communication, any conversation involving at least one sender and one recipient that uses spoken words is considered verbal communication.

In addition, according to Devito (2013 p.107) verbal messages are those sent with words. The word verbal refers to words; verbal messages consist of both oral and written words. Verbal messages do not include laughter; vocalized pauses you make when you speak, such as "er," "um," and "ah"; or responses you make to others that are oral but don't involve words, such as "ha-ha," "aha," and "ugh!"

Verbal message is more than non-verbal message because verbal message is not only tell about oral but also written words. Verbal message do not include laughter; vocalized pauses you make when you speak such as "ihh", "uh".

b. Non-Verbal Communication

Not only do non-verbal behaviors act equally with verbal behavior to accomplish numerous communication functions, it also operates independently to achieve key communication goals. Nonverbal communication is neglected to large extent. In fact, nonverbal communication plays a very important role in teaching learning process (Bunglowala & Bunglowala, 2015, p. 371). Haneef, et all (2014)

states that more often non-verbal communication occur unconsciously. People are not aware of the fact that besides their verbal communication the nonverbal gestures also transmit a potent message. The tone of voice, eye contact, and body language convey important information to the audience. Because it provides additional support for verbal communication, nonverbal communication is regarded as more reliable and efficient than verbal communication.

Studies on non-verbal communication have generally focused on the teaching methods in the classroom which may be used in teaching any subject. The unique circumstance in English class has not been given serious consideration by students. Teachers of foreign languages who exercise deliberate control over their posture and movements enjoy a delicate but powerful power. Pattern drills can increase in tempo with the class while simultaneously decreasing teacher talk during pattern drills. Throughout a class period that includes activities like conversation and choral repetition, language teachers can use body language, such as gestures, to signal and initiate changes in the atmosphere and thus advance their instructional goals (Qi Pan, 2014).

Non-verbal communication behaviors do more than verbal communication. Everyone needs to consider some of the implications of each elements of non-verbal communication regarding interpersonal communication.

1) Body Gestures

An especially useful classification in kinesics or the study of communication through body movement identifies five types: emblems,

illustrators, affect displays, regulators, and adaptors Ekman & Friesen in Devito (2013) explain.

a) Illustrators

Illustrators accompany and literally illustrate verbal messages. Illustrators make communications help to maintain listener's attention. They also help to clarify and intensify your verbal messages.

b) Affect Displays

The movements of the face that convey emotional meaning are known as affect displays. the expressions of rage, fear, joy, surprise, eagerness, and exhaustion. They are the expressions on a person's face that signal when they are attempting to project a false image and prompt people to say.

c) Regulators

The speaking of another person is monitored, maintained, or controlled by regulators. When somebody listens to another, they are not passive, they nod their head, purse their lips, adjust their eye focus, and make various paralinguistic. Regulators communicate what someone expect or want speakers to do as they are talking.

d) Adaptors

Adaptors usually take place without the user even realizing it. They are unintentional movements that usually go unnoticed.

2. Body Appearance

Sheppard & Strathman, (1989) said that body communicates even without movement. For example, others may form impressions of you from your

general body build; from your height and weight; and from your skin, eye, and hair color. According to Devito (2013) Tall people seem to be paid more and are favored by interviewers over shorter applicants, in addition Judges and Cable (2013). Self-esteem and career success are also higher in taller people than in shorter ones.

3. Facial Communication

Throughout people interpersonal interactions, their face communicates especially signaling their emotions. In fact, facial movements alone seem to communicate the degree of pleasantness, agreement, and sympathy a person feels; the rest of the body does not provide any additional information. Devito (2013) claim that facial movements may communicate at least the following eight emotions: happiness, surprise, fear, anger, sadness, disgust, contempt, and interest.

4. Eye Communication

The study of oculusis is the study of the messages sent by the eyes, which can vary in length, direction, and quality. Devito (2013) says that in every culture there are rather strict, though unstated, rules for the proper duration for eye contact, especially in England and United States.

5. Touch Communication

Tactile communication or communication by touch, also referred to as haptic, is perhaps the most primitive form of communication. Touch is probably the first sense that people use as they grow up; The child is stimulated

by touch even while in the womb. The infant is fondled, stroked, patted, and caressed shortly after birth. The child, in turn, uses touch to learn about the world. The child learns to use touch to convey a wide range of meanings in a very short amount of time. Touch also varies depending on your relationship stage, which is not surprising. Moreover, Devito (2013) say that in the early stages of a relationship, someone touch little; in 18 intermediate stages (involvement and intimacy), someone touch a great deal; and at stable or deteriorating stages. This context related with relationship the more close someone to other people the more touch non-verbal communication would be.

6. Paralanguage

The vocal but nonverbal aspect of speech is called paralanguage. It has less to do with what someone says and more to do with how they say it. An old exercise used to increase a student's ability to express different emotions, feelings, and attitudes was to have the student say the following significant differences in meaning are easily communicated, depending on where the stress is placed.

7. Silence

Devito (2013) stated that your silence communicates just as intensely as anything you verbalize. Someone talk verbally is common and everyone understand but silence is also talk, further explanation about the Functions of Silence. Silence serves important communication like words and gestures.

8. Artifactual

Communication Artifactual communication consists of messages conveyed by objects that are made by human hands. Therefore, aesthetics such as color, attire, jewelry, hairstyle, and scents such as incense, perfume, or cologne are all regarded as artifactual.

3. Interpersonal Communication

According to Wood (2004) Interpersonal communication exists on a continuum from impersonal. Interpersonal Communication is the communication that takes place between people who are in some way “connected, interpersonal communication would thus include what takes place between son and his father, a teacher and a student, an employer and an employee, two sisters, two lovers, two friends, and so on. (Devito, 2009).

Interpersonal communication can make our communication each other well. Example when we talking with our friend, we can share all of things that we want ask her/him about our activity, love story, our favorite thing and etc. Therefore, interpersonal communication only two people involved.

According to Devito (2009), there are some purposeful of interpersonal Communication:

- a. To learn, interpersonal communication enables to you to learn, to better understand the external world, the world of objects, events, and other people.
- b. To relate, interpersonal communication help you to relate. You communicate your friend your friendship or love through your interpersonal

communication: at the same time, you react and respond to their friendship and love message of others.

- c. To influence very likely, you influence that attitudes and behaviors of others in your interpersonal encounters.
- d. To play, Talking with friends about your weekend activities, discussing sport or dates, telling stories and jokes, and in general just passing the time are play function.
- e. To help, Therapists of various kinds serve a helping function professionally by offering guidance through interpersonal interaction.

Some purposeful of interpersonal communication above can make our relationship each other to be harmony and to be better understand each other. Interpersonal communication has a function that can make process communication easily to understand by listener when all of the purposeful used well.

4. Effective Interpersonal Communication

Interpersonal communication is stated to be effective communication when meeting communication is fun for the communicant. According to Devito (1997) suggests five kinds of effective interpersonal communication. That is:

a. Openness

Openness is an attitude that can accept input from others, and pleased to convey important information to others. This does not mean that people should immediately open all the events of his life, but was willing to open up when other people want information he knows. In another word, there are three characteristics

or indicators of openness in effective interpersonal communication. First, effective interpersonal communicators should be open to the person to whom they interact; the second refers to the willingness of communicators to honestly react to the stimulus coming; and the third concerns the "ownership" of feelings and thoughts.

b. Empathy

Empathy is the ability of a person to feel what another person, can understand something that is being experienced by others, can feel what others feel, and can understand something the issue from the perspective of others, through the eyes of others. We can communicate empathy both verbally and non-verbally. The characteristics or indicators non-verbal empathy is active engagement with it through facial expressions and gestures are appropriate, centralized concentration include eye contact, posture attentive, and physical proximity and touch or caress proper.

c. Supportiveness

Effective interpersonal relationship is a relationship in which there is a supportive attitude. This means that each party is committed to support the implementation of open interaction. Therefore There are three indicators of supportiveness in effective interpersonal communication. (1) We show being supportive by being (1) descriptive, not evaluative, (2) spontaneous and not strategic, and (3) provisional and not very confident.

d. Positive

A positive attitude is shown in the form of attitudes and behavior. In the form of attitude is the parties involved in interpersonal communication must have

feelings and positive thoughts, not prejudice and suspicion. Indicators in positive attitudes in effective interpersonal communication are the first, if a person has a positive attitude towards themselves; second, positive feelings for the communication situation in general is very important for effective interaction. There is nothing more fun than to communicate with people enjoying the interaction or does not react favorably to the situation or atmosphere interactions.

e. Equality

Equality is the recognition that sides have an interest, both parties are equally valuable and precious, and each requires. Intention of Equality here is the recognition or awareness. As well as the willingness to put yourself remedy equivalent to the communication partner. Thus it can be argued indicator of equality is to put themselves on par with others, aware of the importance different, recognizes the importance of the presence of others, do not impose the will, two-way communication, mutual need, the atmosphere is intimate and comfortable communication.

When we want to a communication process as we hope, we have to know that “do communications have been effectively conveyed?” Openness, empathy, supportiveness, positivity, and equality are all characteristics of effective interpersonal communication, and we can learn more about that..

5. Interpersonal Communication in The Classroom

The model of teacher student interaction has been around for many years. The theory of language acquisition has also reinforced that interpersonal communication play a vital role in the process of both productive and receptive

skills. Wambui, et al (2012) explain that communication as a form of interaction carried out by two or more people to get responses. In line with Alfred (2001), communication involves various sources and receivers. It uses various channels to convey various messages to achieve various effects or results. It assumes that communication as an interaction carried out by two people or more to get a response. It appears a vital role in creating understandings and establishing relationships.

Classroom communication is more complicated and unpredictable than in many other settings. Communication is an indicator of how to interpret the information and transform that information into action behavior in social judgments (Duta et al, 2015). In order for the communication process in education to run effectively, it is crucial to know the various forms of communication that are often carried out. It can be known whether someone is conducting interpersonal communication or intergroup communication involving many people.

Interpersonal communication is important in the field of language teaching because it accounts for as the essential communication between people face to face, which allows each participant to capture the reactions of others directly, both verbally and nonverbally. Brooks and Heath (1993) support it, a process by which persons share information, meanings, and feelings through verbal and nonverbal messages.

In teaching, interpersonal communication between teachers and students can occur in the classroom, when the teacher asks questions while approaching one of

the students. However, it can also occur outside the classroom when students come to the teacher to ask questions. For example, students invite their teachers to discuss after learning in a more relaxed situation and less time. Petegem et al (2006) assume some teachers prefer a disciplined environment for learning, whereas others are disposed of a pleasant classroom atmosphere to help students feel safe to take risks and be creative. In another point, Tuckman (1995) stated that a teacher should have pedagogical skills. For example, a "good" teacher knows how to communicate information, lead discussions, ask questions, wait for answers, prepares lesson plans, write learning prescriptions, etc. In other words, teachers should have competencies, e.g., good English teachers are proficient in grammar, writing, and literature outstanding teachers of mathematics are experts in their discipline; the best science teachers have scientific minds.

6. Self-Efficacy

Self-efficacy is the students' self-assessment relate to students' belief about their capability to achieve the goals. Bandura (1994) defines self-efficacy is a person's belief in their own abilities to achieve predetermined levels of performance that have an impact on life events. He said that self-efficacy beliefs determine how people feel, think, motivate themselves and behave. If the students can convince themselves that they can do it, students will certainly be able to do the things they want to achieve. Self-efficacy is a person's belief in their ability to attain mastery, succeed in specific tasks and it has been a key component on theories of motivation and learning in varied contexts. This belief is what determines how people think, behave and feel.

Bandura (1997) also described that self-efficacy as a determinant of how individuals feel, motivate themselves, think about something and behave. In its application, confidence in one's abilities depends on two things; estimate the level of difficulty of a task and skill individuals face the task.

Alwisol (2009) states that self-efficacy as self-perfection about how good students can function in certain situations, self-efficacy related to the self-confidence to take the expected action. The statements above explain that self-efficacy can make the students moving unconsciously the skill by the confidence that students had.

Self-efficacy is the belief that says “I can perform the behavior that produces the outcome” (Maddux, 2000). The beliefs of self-efficacy guide to an individual's ability to organize and implement a series of actions to achieve specified outcomes (Bandura, 1997). If they are positively processing their brain (optimist) so it will give good results in their lives.

In the other hand, self-efficacy influences the perceptions of the activity that people face, perspectives, and emotional responses. People who have a high level of self-efficacy, they will encounter the difficulties and keep going when they are struggling patiently and confident with themselves, while the people who have a low level of self-efficacy, they will be stressed by increasing concerns and they make it more difficult.

Based on the statements above, the researcher conclude that self-efficacy is a people's belief in their ability to carry out and complete the tasks, and master the situation are faced by them, in this case the people are able to overcome obstacles

and achieve goals. They are able to direct their motivation, cognitive abilities, and take the necessary actions to support work on assignments and overcome academic challenges.

7. Self-Efficacy Theory and Measurement

The construct of self-efficacy was first introduced by Albert Bandura, a psychologist, who used Social Learning Theory (later labeled as Social Cognitive Theory) as a conceptual basis for analysis of this construct (Bandura, 1977). Social Cognitive Theory represents a triadic reciprocal causation model in which the behavior of a person, the characteristics of that person, and the environment within which the behavior is performed, are constantly interacting (Bandura, 1977). Therefore, the environment and the person are not the only factors that influence behavior; neither is the person's behavior the only factor that influences the environment. Each component is affected by a change in another. A person's behavior and well-being are affected, for instance, if he or she has lost their job during a recession. (Bandura, 1995).

The term "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" is used to describe perceived self-efficacy, or simply self-efficacy. It doesn't care about the skills a person has, but rather how well they can use the skills they do have (Bandura, 1986). This description demonstrates that people's self-efficacy is specific to particular circumstances rather than general.

The basic premise underlying self-efficacy theory according to Bandura (1977, 1986) is that the expectation of personal mastery (efficacy expectations or self-efficacy) and success (outcome expectations) determines whether an individual will engage in particular behavior. These two types of expectations, in addition to the characteristics of a person, their behavior, and the outcomes of their behavior: Bandura's model of self-efficacy theory is made up of expectations for efficacy and expectations for outcomes. A person's belief about the outcomes of a particular behavior is called an outcome expectation. Physical, social, or self-evaluative effects are all possible manifestations of these effects. Self-efficacy, also known as an efficacy expectation, is confidence in one's ability to produce the behavior. People are motivated to act in ways they believe will help them achieve their goals. However, self-efficacy is a much better predictor of performance than expected outcomes because outcome expectations are heavily influenced by self-efficacy expectations. (Bandura, 1986).

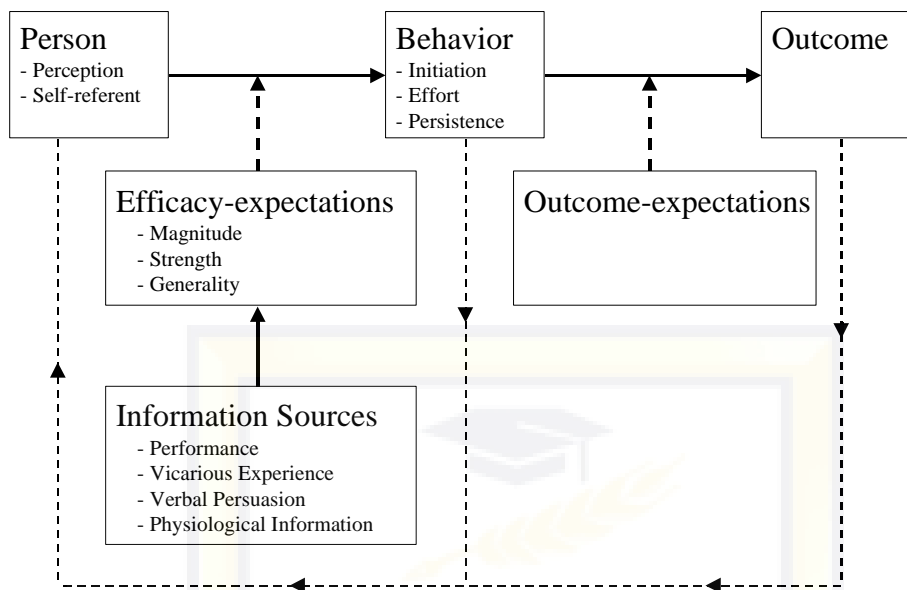


Figure 2.1: Self-efficacy model (Shortridge-Baggett & van der Bijl, 1996)

Bandura (1977) indicates that the concept of self-efficacy has three dimensions, i.e. magnitude (or level), strength and generality. Magnitude refers to how difficult a person finds it to adopt a specific behavior. Strength reflects how certain a person is of being able to perform a specific task. The degree to which self-efficacy beliefs are positively correlated within a behavioral domain, across behavioral domains, or over time is referred to as generality. Ratings of strength, magnitude, and generality are then used to gauge self-efficacy.

Although Bandura (1997) is very specific about the level of specificity at which perceived self-efficacy should be measured, others (Schwarzer, 1993) have developed instruments to assess self-efficacy at a more general personality level than Bandura advocates. They argue that broader and more general dispositional

measures are usually better suited for predicting more general patterns of behavior or outcomes that arise across multiple contexts (Smith, et al, 1995). Bandura (1997), However, researchers have been urged to measure "self-efficacy beliefs in terms of particularized judgments of capability that may vary across realms of activity, different levels of task demands within a given activity domain, and under different situational circumstances" in order to improve prediction accuracy. In his opinion efficacy beliefs should be assessed at the optimal level of specificity that corresponds to the criterial task being assessed and the domain of functioning being analyzed. Maibach & Murphy (1995) argue that some researchers have incorrectly interpreted generality of self-efficacy to mean generalized self-efficacy, a sense of efficacy that operates across all situations and domains of functioning. Treating generality of self-efficacy in this fashion distorts the self-efficacy construct as described by Bandura. The problem with assessments of generalized self-efficacy is that people must make judgments about their capabilities without a clear activity or task in mind. In contrast to domain-specific measures, general self-efficacy instruments have little explanatory or predictive value. (Pajares, 1997).

The construction of sound self-efficacy scales relies on a good conceptual analysis of the relevant domain of functioning (Bandura, 1997). Knowledge of the activity domain allows to specify which aspects of self-efficacy should be measured. A comprehensive assessment of self-efficacy would be linked to the behavioral factors over which people can exercise some control.

People's behavior is better predicted if they believe they can do whatever it takes to succeed than if they only believe in one aspect of self-efficacy that applies to the domain. Self-management of one's weight is one example. What people eat, how much they exercise, and genetic factors all affect their weight. If the assessment includes perceived capability to regulate food purchases, eating habits, and exercise, it will account for more of the variation in weight in this example than if it is limited to eating habits alone. The construct under investigation ought to be accurately represented by the self-efficacy items. Perceived capability is the focus of self-efficacy. Instead of saying "will do," the items should be stated as "can do." Can is a measure of one's ability; will is a declaration of intent.

8. Classification of Self-Efficacy

Self-efficacy is classified into two categories which are high self-efficacy and low self-efficacy. People who have high self-efficacy tend to be more motivated in performing a particular task, even a difficult one. While the one who have low self-efficacy prefer to avoid and stay away from the task.

The people who have high self-efficacy do not see work as a threat that should be avoided. They are not afraid or worry to fail in their task. Instead, they stepped up efforts to prevent possible failures. Usually, those who fail in their work regain their self- efficacy quickly after experiencing failures (Bandura, 1997). They perceive a failure as the result of lack of efforts, knowledges, and skills.

In contrast, people who have low self-efficacy will have low aspiration and

low commitment to realize the goals they set. They do not believe the way to be good at handling difficult tasks. Additionally, people with low self-efficacy are slow in correcting their mistake and regaining their self-efficacy when they get failure.

Based on the description above, it can be concluded that people who have high and low self-efficacy have the following characteristics:

a. High self-efficacy:

- Believe in their own abilities.
- Build a stronger sense of commitment to their activities and interests.
- Recover from disappointments quickly.
- View the threat as a challenge to be mastered and not to be avoided.

b. Low self-efficacy:

- Doubt on their abilities and avoid challenging tasks.
- Assume that difficult situations and tasks are beyond their capabilities
- Focus on personal failures and negative outcomes
- Easy to lose confidence in their own abilities
- The threat is seen as something to be avoided.

Self-efficacy in each student will be different from one student to another, based on three Aspects (Bandura, 1997).

a. Level

This dimension related to the degree of difficulty of the task when the students feels capable to do the task. If individuals are faced with tasks that are arranged according to the level of difficulty, then self-efficacy students may be limited to tasks that are easy, moderate, or even include the most difficult tasks, by the limits of perceived ability to meet the demands of behavior that needed at each level. This dimension has implications for the selection of behaviors that are perceived to be able to do and avoid behavior that is beyond the limits of the ability that it feels.

b. Strength

This dimension is related to the level of strength of beliefs or student's expectations regarding the abilities. Weak hope makes the students easily shaken by experiences that do not support. Conversely, solid expectations encourage students to survive in their efforts, although there is probably less supportive experience. This dimension is usually directly related to the dimensions of levels, namely the higher level of difficulty of the task, the weaker the perceived confidence to solve it.

c. Generalization

This dimension relates to the area of behavior in which students feel confident in their abilities. Students can feel confident about their abilities. It is limited to a particular activity and situation or in a variety of activities and situations that vary. In the article Bandura (2006) entitled the guide for

constructing the Self-efficacy Scales, it is confirmed that the three dimensions are most accurate in explaining one's self-efficacy.

9. Efficacy-Activated Processes

Self-efficacy that has been formed will affect and give function to individuals' activities. Bandura (1994) explains about this function in four major psychological processes.

1. Cognitive processes

The effect of efficacy on cognitive processes has several variations. First, strong self-efficacy will affect individuals' personal goals. The stronger their self-efficacy, the higher the goals set by them that is strengthened by the commitment of the individuals themselves. Second, individuals with strong self-efficacy will influence how they prepare anticipatory steps if the first attempt fails.

2. Motivational processes

Efficacy takes an important role in the regulation of self-motivation. Most of the human motivation is generated cognitively. Individuals motivate themselves and guide their actions by using thoughts about the future so that they will form beliefs about what they can do. Individuals will also anticipate the results of prospective action, create goals for themselves, and plan parts of actions to realize a valuable future.

Self-efficacy supports motivation in various ways and determines the goals that individuals create for themselves by looking at how much their resilience to failure. When facing difficulties and failures, individuals who

have self-doubts about their abilities will be faster in reducing the efforts made or surrender. Individuals who have a strong belief in their abilities will make a greater effort when they fail in facing challenges.

3. Affective processes

Self-efficacy will have the ability to cope with the amount of stress and depression that individuals experience in stressful and depressing situations. It will also affect the motivation level of the individual. Self-efficacy plays an important role in anxiety, which is to control stress with Bandura's statement that self-efficacy regulates behavior to avoid anxiety.

The stronger the self-efficacy, the more courageous the individual is in facing the actions that are pressing and threatening.

4. Selection processes

In a selective process, self-efficacy will influence the selection of activities or goals to be taken by individuals. They avoid activities and situations that they believe have exceeded their abilities, but these individuals are ready to do challenging activities and choose situations that are considered capable of being overcome. This behavior will strengthen the abilities, interests, and social networks that influence the direction of personal development. This is because social influences play a role in the environmental selection, continuing to improve competencies, values, and interests after the factors that influence belief decisions have had an initial influence.

Based on the description above, the researcher concludes that self-efficacy can influence cognitive function, motivational function, affective function, and selective function in individual activities. It proves that self-efficacy has a big role in shaping human determination.

10. Sources of Self-Efficacy

According to Bandura (1977), there are four bigfactors that influence someone's self-efficacy;

a. Mastery Experiences (performance attainments)

Mastery experience refers to the successful completion of a previously assigned task. Previous student performance can influence the development of their confidence in their abilities. Successful students with their past assignments will be more confident in doing their activities in the future. It provides a road map for success in the future, thereby increasing self-efficacy.

b. Vicarious Experiences (modeling)

Other people's experiences are substitute experiences used for social models. Observations of others can help students obtain information about their own capabilities. It can affect self-efficacy when a student sees other students completing their assignments. The more students observe a model's performance, the more likely it is to have an effect on them.

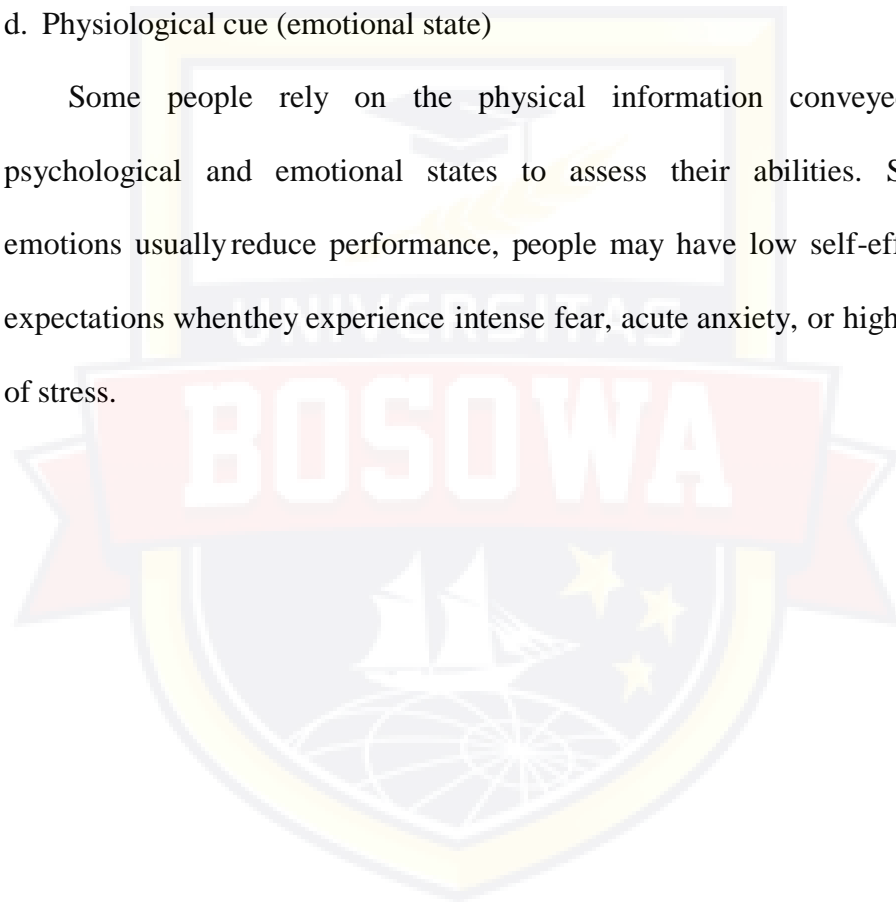
c. Social Persuasion

Social persuasion or verbal judgment is the third source that influence the students' self-efficacy beliefs. Social persuasion from others about

people's capabilities in doing something also develop the beliefs of self-efficacy. “Persuasive communication and evaluative feedback are most effective when people who provide this information are viewed by students as knowledgeable and reliable, and the information is realistic.” (Zulfabli, et al, 2014).

d. Physiological cue (emotional state)

Some people rely on the physical information conveyed by psychological and emotional states to assess their abilities. Strong emotions usually reduce performance, people may have low self-efficacy expectations when they experience intense fear, acute anxiety, or high level of stress.



B. Conceptual Framework

Conceptual framework described a visual representation of an expected relationship between variables. Variables were simply the characteristics or properties that you want to study. The conceptual framework of the study was summarized in a visual illustration below.

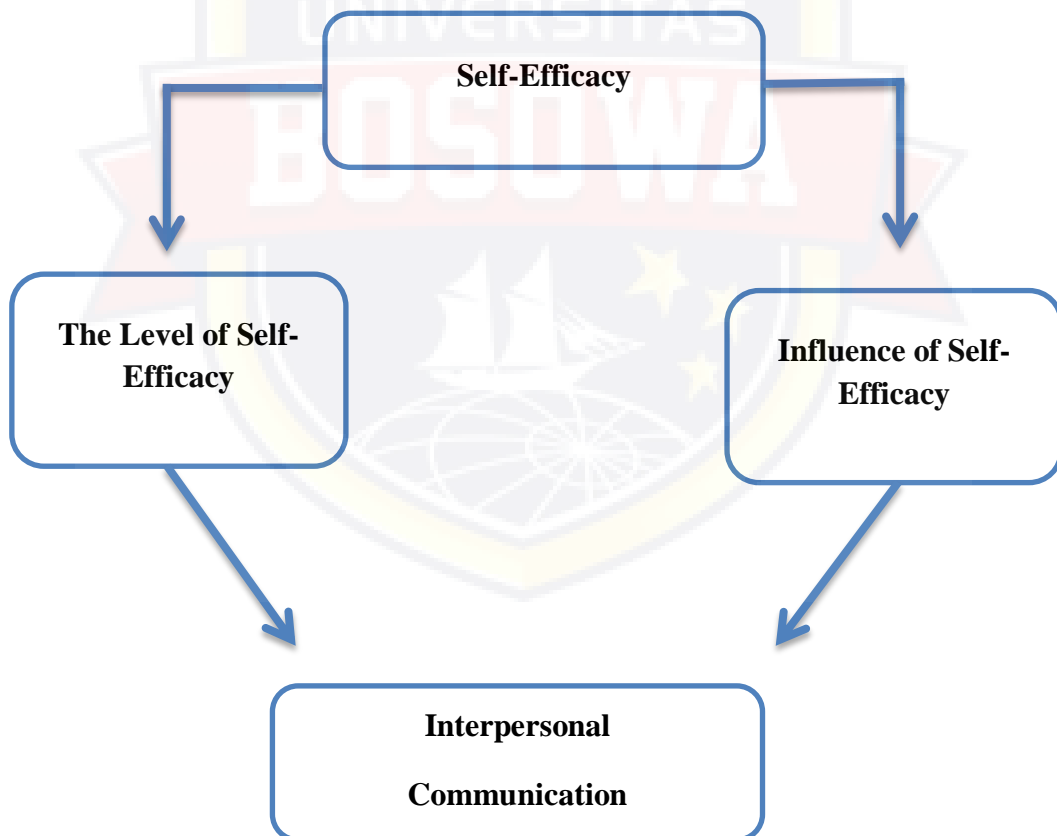


Figure 2.2. Conceptual Framework

This research focused on self-efficacy on interpersonal communication in higher education. Self-efficacy is one of the personality aspects that important for us because it give effect to someone to determine what they have to do and give the motivation to be a success. As the students we need to have a good self-efficacy in developing interpersonal communication. The aims of this research were to find out the influence of self-efficacy and the level of self-efficacy on interpersonal communication of the students in higher education. By knowing the influence and the level of self-efficacy of the students, we can easy to improve their interpersonal communication skill. So it was important to measure the influence and the level of self-efficacy of the students to improve their interpersonal communication skill.

CHAPTER III

RESEARCH METHOD

This chapter presented the design of the research, operational definition, subjects, instruments, procedures of collecting data, and data analysis of the research.

A. Research Design

The researcher used mixed method research design in conducting this research. Mixed method research design integrates the quantitative and qualitative approaches by holding both quantitative and qualitative data in one study (Gay, et al 2012). Moreover, according to Gay et al. (2012), the aim of mixed method research used was to “build on the synergy and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than it was possible using either quantitative or qualitative methods alone”.

The researcher applied explanatory sequential design or well-known as QUAN-QUAL which is one of the types of mixed method research. In explanatory sequential design, the researcher may “collect quantitative and qualitative information sequentially in two phases, with one form of data collection following and informing the other” (Creswell, 2014). So that, the researcher conducted the quantitative method at the first phase to get a prior data or information, then the data achieved from the quantitative phase explained more and strengthen in the second phase by using qualitative method.

The researcher's reason used this type of research design was, quantitative used to examine the score which gotten from the instrument that were collected from the participant. The data described in numerical form to get understanding the sequence of the data by looking at the number which shows the students' level, then qualitative used right after the quantitative data in order to give a clear information by serving it as a non-numerical data. The instrument of the qualitative described to get the data being more understandable. It was in line with Cresswell (2014) argument, that in explanatory sequential design, the quantitative result from a population which gotten from the first phase were elaborated by using in-depth qualitative exploration in the next phase.

B. Operational Definitions

This research, in order to unite the perceptions and prevent the broadening that was refer to the terms used, it is important to give an obvious definition for each terms such as motivation and success in studying English. The operational definitions of this research are presented below:

1. Self-efficacy is the people's belief in their ability to carry out and complete the tasks, and master the situation are faced by them, in this case the people are able to overcome obstacles and achieve goals. They are able to direct their motivation, cognitive abilities, and take the necessary actions to support work on assignments and overcome academic challenges.
2. Interpersonal communication refers to the process of sending and receiving messages from one man to another so the effect or feedback can be

immediately given. Interpersonal communication has a function that can make process communication easily to understand by listener when all of the purposeful used well.

C. Research Participants

This research conducted in Universitas Muslim Indonesia. This University located in Jl. Urip Sumoehardjo Makassar. This research used cluster sampling in defining the sample of the research. Cluster sampling is a process of “intact groups, not individuals, are randomly selected” (Gay et al., 2012). In this research, the researcher randomly selected one class. They were selected to be the participants in order to get some data in term of quantitative.

In the field of qualitative, the researcher restricted the sample into only six students as representative which was determined by using purposive sampling. Purposive sampling is the process of “selecting a sample that is believed to be representative of a given population” (Gay et al., 2012). The researcher’s consideration in taking the participants based on the result gotten from the quantitative data which concern into the self-efficacy level of students. These six students were the representative in serving the qualitative data.

D. Research Instruments

There were two kinds of instrument used in this research in order to collect the relevant data. The researcher chose questionnaire and interview guideline to be the appropriate instrument used in finding out the data. The more explanation of the instruments, as follows:

1. Instrument for Quantitative Data

a. Questionnaire

The researcher used questionnaire to figure out the student's self-efficacy level in interpersonal communication. The Questionnaire was chosen as it allows the researcher to gain the quantitative or numerical data which could describe the participant of this research. The items of the questionnaire adapted from General Self-Efficacy Scale (GSE) by Schwarzer, R., & Jerusalem, M. (1995). The questionnaire in this research designed based on Likert scale model. The total questions of the questionnaire are 10 questions on the Agreement scale.

2. Instrument for Qualitative Data

a. Observation Protocol

To aid in taking notes in the setting, the researcher used a protocol, or list off issue, to guide observation. Observation protocol provided the researcher with a focus during the observation and also provide a common framework for field notes, making it easier to organize and categorize data across various sets of notes.

b. Interview Guide

The researcher conducted an interview to the students in order to gain information about the influence of self-efficacy to the students' interpersonal communication. The interview guideline was served as a guideline to support the interview which held by the researcher. There were some questions asked by the researcher to the interviewee. The questions referred to students' experience in learning English especially types of motivation in successful in studying English.

c. Audio Recorder

An audio recorder was a tool that researcher used to record the interview session which held in the classroom. The recorder used in this research is a mobile phone which recorded the spoken word of the participants.

E. Procedures of Collecting Data

In collecting the data, the procedure which was followed by the researcher covers several steps as follows:

1. Questionnaire
 - a. The researcher prepared all the instruments which were needed in the research
 - b. The researcher had pilot testing to the people who has the same characteristic to the sample
 - c. The researcher validated the instruments. It was done to ensure that the instruments feasible to use.
 - d. After all the instruments had done in verification, the researcher came to the field,
 - e. The researcher came to the class and give an explanation to the student about what was the objective of the research conducted;
 - f. The researcher distributed the questionnaire to the students;
 - g. The researcher gave a brief and clear explanation to the students about how to fill the questionnaire and ask the students to fill the questionnaire based on each students' condition.

- h. The researcher collected the questionnaire which had been filled by students;

2. Observation

Observation was done to provide the data of this research. This technique was used to answer research question. In collecting the data by observation, the procedure which followed by the researcher cover several steps as follow:

- a. The researcher prepared all the instruments which were needed in the observation setting
- b. The researcher validated the instruments to the expert. It was done to ensure that the instruments feasible to use.
- c. After all the instruments had done in verification, the researcher came to the field,
- d. The next step was beginning the activity by having the participant a discussion.
- e. The researcher observed all the of participants behavior related to this research. The researcher used observation protocol to write all the activity and the important thing during the activity.

3. Interview

- a. The researcher chose six students both from male and female students as the representative to be the interviewee based on the classification level which was done in quantitative field before;

- b. The researcher begun the interview and recorded this interview by using audio recorder (mobile phone).
- c. The researcher transcribed the recorded interview into a script.

F. Data Analysis

The data were analyzed into two parts as follows:

1. Questionnaire

The researcher calculated the result of the students' level of self-efficacy based on the General Self-Efficacy Scale (GSE) by Schwarzer, R., and Jerusalem, M. (1995). The questionnaire in this research designed based on Likert scale model. The total questions of the questionnaire were 10 questions on the Agreement scale.

Further, Sugiyono (2012) states the Likert scale used to measure the attitudes, opinions, and preconceptions of a person or group of people about social phenomena, where it is consisting of Strong Agree, Agree, less Agree, Disagree and Not Agree. The researcher only use four different categories of Likert scale namely: Strong Agree, Agree, Neutral, Disagree and strongly disagree. The reason the researcher only uses four categories and excludes one category is quite important, because if that option is provided then the respondent will tend to select it so that the data obtained will be less informative.

5 : Strongly Agree

4 : Agree

3 : Neutral

- 2 : Disagree
- 1 : Strongly Disagree

By applying this instrument, the writer was able to measure the level of students' self-efficacy.

The researcher classified the data into three categories of motivation level. They were low, moderate, and high level of self-efficacy. Since the questionnaire using the 5-point liker-scale which consisted of 10 items or questions, the range of total score was from 10 (minimum score) to 50 (maximum score). The total score of more than 36 was defined as a high level motivation in speaking, and then the total score ranging from 23 to 35 was defined as moderate level of motivation in speaking, whereas a total score of less than 22 defined as low level of motivation in speaking.

Table 3.1 Categorization of Motivation level

Score	Level
10-22	Low level of motivation
23- 35	Moderate level of motivation
36-50	High level of motivation

Then, to classify the participants' self-efficacy, the researcher computed the mean scores through descriptive statistics. Mean is "the arithmetic average of the scores. It was calculated by adding up all the scores and dividing that total by the number of scores" (Gay et al., 2012, p. 323). The researcher used Statistical Package for Social Sciences (SPSS) program version 22 (Gay et al, 2012) in calculating the data.

2. Observation and Interview

The analysis of the interview conducted individually for each participant divided into following stages according to Lodico, Spaulding, and Voegtle, (2006):

It was started with the first stage named *reviewing and exploring the data*. After collecting the data, the researcher begin to explore by reading through the various types of data collected. This step used to help the researcher to examine the data to obtain the overall sense of what was contained in the data and whether or not the data collected had been enough. The purpose of this stage sincerely to immerse oneself or the researcher herself in the data and acquire a sense of her possibilities. Through conducting this initial review, the researcher could find out the scope other data before come into several stages ahead.

The second stage was *coding data into categories*. According to Cresswell (2014) the process of coding is “one of reducing a text or image database to descriptions and themes of people, places, or events. It involved examining the text database line by line, asking oneself what the participant is saying, and then assigning a code label to the text segment”. The coding referred to the interview schedule which designated the categories that were formed.

The third stage was *constructing description of people, place, and activities*. After the data had been coded, the researcher wrote the detail description of the people, place, and events in the research. The aim of this stage was to serve much information or data. Here, the researcher described the interview combine with the classroom observation to produce more detail description.

The fourth stage was *building theme*. In this stage, the analysis was being deeper because the explanation of the event and issues are presented by identifying the themes in the coded data. Themes referred to the large ideas which combine certain codes. Moreover, through themes the researcher could obtain the organizing ideas that were used to explain what had gotten from the research.

The final stage was *reporting and interpreting data*. This was the actual writing of the researcher report which the researcher's perceptions and interpretations toward the meaning of data were included. The researcher make writing into narrative form then presented the data as fairly, clearly, and coherently as possible so that could be easy to be understand by the reader. It could allow the researcher to provide an answer to the research question.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with findings of the research and discussion of the findings. The findings are in line with the problem statement pointed out in the introduction. In the discussion section, arguments and further interpretation of the findings are given.

A. Findings

The findings of the research define the influence self-efficacy on interpersonal communication and; the level of self-efficacy on interpersonal communication in higher education. The questionnaire which had been distributed and filled by the students, then the interview that was held beforehand obtained those findings.

1. The influence of self-efficacy on interpersonal communication in higher education

The researcher had analyzed the result of the data collecting of the research. For this part, the researcher would analyze the influence of self-efficacy on interpersonal communication in higher education

The data was gained from observation that had been conducted in Universitas Muslim Indonesia. There were 6 students were observed in order to answer the first question. The data of observation was obtained for two weeks from Sep 25th 2022 up to Des 07th 2022.

In the observation the researcher found the data of the influence of self-efficacy on interpersonal communication in higher education. This data summarize in observation protocol that used in the observation. It can be seen in the table below:

Table 4.1 Observation protocol

Descriptive Notes	Reflective notes
<p>Detailed, Chronological notes about what the observer sees, hears, what occurred; the physical setting.</p> <p>S1: She tends to passive in having discussion. She look avoid the question from her friends.</p> <p>S1: when she got a question or statements, she answer with short answer</p> <p>S2: She looks difficult to express her opinion afraid to get wrong.</p> <p>S2: Lack of confidence and afraid to get question from her friends and the same with S1 answering with short answer.</p> <p>S1: while having discussion she tends to accept and agree with their friend opinion.</p> <p>S3: she only give comment and opinion with short statement</p> <p>S4: she tends to avoid the question and only give short comment</p>	<p>Concurrent notes about the observers' thoughts, personal reaction, experiences.</p> <p>S1 feels unconfident in expressing some opinion so she tend to passive and avoiding a question</p> <p>If the people have no good confidence they will feel insecure in arguing so they will give an opinion in short answer.</p> <p>The one who has low self-efficacy fell unconfident and always afraid in expressing their opinion</p> <p>Lack of confidence and afraid makes them avoid long discussion</p> <p>Because the do not know what to say, they prefer to end the statement</p> <p>In this situation some people give comment but only in the short statement. They have enough brave but not have confident in giving opinion</p> <p>In this situation some people give comment but only in the short</p>

<p>Both S3 and S4 are able to express their opinion however with short statement and they avoid long discussion because they give a short statement.</p> <p>S5: This student actively gave some comments to her interlocutor.</p> <p>S5: Always give responds</p> <p>S6: the same with S5, she active give opinion in the discussion this student also give any solution to the topic discussed.</p> <p>S6: have big motivation in having discussion</p> <p>S5 and S6 have good confidence in expressing their opinion.</p>	<p>statement. They have enough brave but not have confident in giving opinion</p> <p>This students categorize as moderate self-efficacy because they are able to give comment but only in short statement</p> <p>The one who has high self-efficacy will give a good respond to their interlocutor</p> <p>They have good confident so in giving opinion they will answer in long term argument</p> <p>This students have a good spirit in having discussion, have good motivation to express their opinion</p>
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The findings show that there are three influences of self-efficacy in interpersonal communication. They are confident, motivation and self-control. For the one who have low self-efficacy will have low confident in the forum. They just keep silent during the discussion and avoid to be given a question, different with the students who have high self-efficacy will have good confident in expressing their opinion. The second is motivation, the one who has low self-efficacy will lack of motivation in join the discussion they will passive in the forum. However, the one who has high self-efficacy will have good motivation in giving opinion and arguments. And for the last is self-control. The one who has low self-efficacy will nervous in giving opinion they look panic and could not

control their self. However the one who has high self-efficacy have good self-control, they will enjoy and can manage the argument that they want to express.

After doing observation the researcher conducted the interview to insure the data of observation were available. The result of interview about the influence of self-efficacy in interpersonal communication described below:

1. Confident

The result of interview shows that self-efficacy influence in the confident of the students. Three of them said yes that self-efficacy have a role in determine the confident. So, it was concluded that the students who have high self-efficacy will have good confident in expressing their opinion. If the students have good confident, it can support then in improve their achievement. Van Dinther, Dochy & Segers, (2011) stated that students' confidence is related to academic performance, which encourages students to take responsibility and endeavors that were beneficial to them.

2. Motivation

The result of interview shows that self-efficacy also influence in the motivation of the students. Three of them said yes that self-efficacy have a role in determine the motivation. This is the evident that self-efficacy have a big role in building the motivation of the students because most of the students agreed that self-efficacy can build your motivation.

3. Self-control

The result of interview shows that self-efficacy influence in self-control while expressing opinion. This is proof that the one who has high self-efficacy will have good self-control in interpersonal communication. In line with Bandura, (1997) Self-efficacy plays a role in the decision to speak well and not because self-efficacy is one of characteristic of affective domain influence the successful in cognitive and psychomotor domain.

To sum up, many factors or aspects can influence the student' achievement. Self-efficacy is only one of many factors that influence students' achievement especially on interpersonal communication. Weda, et al (2018) argue that some psychological factors like self-efficacy belief, motivation, and learning strategies contribute to the successfulness of the learning process and academic performance. It is also supported by Lunenburg (2011) He explains that self-efficacy has powerful effects on learning, motivation, and performance, because people try to learn and perform only those tasks that they believe they were able to perform successfully. The result of this research was the evident that self-efficacy very important to the students achievements especially in building up their confident, motivation and self-control.

2. The level of self-efficacy on interpersonal communication in higher education

Regarding to figure out the level of self-efficacy on interpersonal communication of the students, the researcher used the General Self-Efficacy Scale (GSE) questionnaire. Then, the questionnaire which had been filled showed

that the minimum score of self-efficacy of the students was 10 and the maximum score on male students was 40. The frequencies of students' self-efficacy were shown clearly in the table 4.1 below.

Table 4.2 The level of self-efficacy on interpersonal communication

Category	Interval	Frequency	%
High	31-40	18	54.5
Moderate	21-30	13	39.4
Low	10-20	2	6.1

The frequency of self-efficacy levels on the students also presented in the figure 4.1 below. It is clearly seen that the highest bar is on high self-efficacy level with the range score 31-40, moderate anxiety level with the range score 21-30, and the lowest bar is on low self-efficacy level with the range score 10-20.

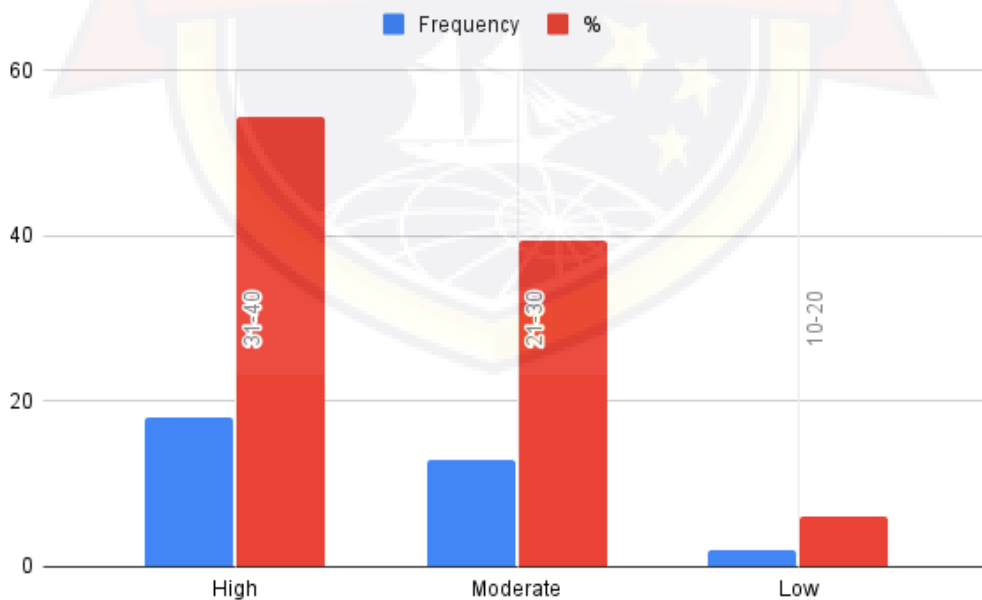


Figure 4.1 The level of self-efficacy on interpersonal communication

The table and figure above show that there are three levels of self-efficacy on interpersonal communication which were experienced by the students. Those three levels covered such categorization such as low anxiety obtained 6.1% (two students), moderate anxiety obtained 39.4% (thirteen students), and high anxiety obtained 54.5% (eighteen students). From these results, the researcher concludes that the level of self-efficacy on interpersonal communication of students is dominantly high with the percent of 54.5%.

B. Discussion

In this part, deals with the interpretation of the findings based on the result of descriptive analysis and the data gained from the observation protocol, questionnaire and interview in order to give detail information.

The present study aimed to assess the influence of self-efficacy on interpersonal communication in higher education. In addition, there are two questions were explored: what is the influence of self-efficacy on interpersonal communication, what is the level of self-efficacy on interpersonal communication in higher education. A group of students with different level of self-efficacy were participated in this study. In taking the data, the researcher measure the level of self-efficacy of the students in interpersonal communication then determine which students have low, moderate and high self-efficacy by using the General Self-Efficacy Scale (GSE). And the next step we have discussion to find the influence of self-efficacy in interpersonal communication. And at last the researcher conducts an interview to ensure the data of observation. The researcher had an observation and interview to explore the influence of self-efficacy on

interpersonal communication. From all the data analysis about the influence of self-efficacy on interpersonal communication and the level of self-efficacy on interpersonal communication. It could be concluded that the result of this research leads to the evidence that self-efficacy influence on interpersonal communication. There were three the influence of self-efficacy on interpersonal communication they are confident, motivation and self-control. Students who have high self-efficacy toward interpersonal communication tend easier to speak up than the students who have low self-efficacy. In-line with this research that the one who has high self-efficacy have good confident, motivation and self-control in interpersonal communication. Finally, for the level of self-efficacy of the students show that the students dominantly have high self-efficacy consist of 6.1% low self-efficacy, 39.4% moderate self-efficacy, and 54.5% high self-efficacy.

Self-efficacy is one of the key factors in determining student achievement. This effectiveness ultimately leads to success or failure in learning the language, including in producing good argument in having discussion because students' self-efficacy of the learning situation contributes to the way students behave to their ability in a given task and achieve success in conducting any activities in the social learning process (Susanto, Sutarsiyah & Sinaga, 2015).

Additionally, the current research finding proved that there are some influences of self-efficacy in interpersonal communication. Regarding this result, the researcher concludes that self-efficacy is one of the psychological factors influenced students' performance. Learners who have high self-efficacy are inclined to have greater achievement in speaking. The result also supported by

research conducted by Wening (2016). That research showed that self-efficacy is one of the psychological factors that affect students' performance. Weda, et al (2018) argue that some psychological factors like self-efficacy belief, motivation, and learning strategies contribute to the successfulness of the learning process and academic performance. Self-efficacy as an affective domain in the learning process affects the psychomotor and cognitive. Students who have self-efficacy may enjoy the learning process. However Maibach & Murphy (1995) argue that some researchers have incorrectly interpreted generality of self-efficacy to mean generalized self-efficacy, a sense of efficacy that operates across all situations and domains of functioning.

Many factors or aspects can influence the student' achievement. Self-efficacy is only one of many factors that influence students' achievement especially on interpersonal communication. The result of this study show that there three the influence of self-efficacy on interpersonal communication, they are confident, motivation, and self-control. However, self-efficacy itself cannot be ignored in teaching-learning process, it seems that students' self-efficacy has an impact on students' performance. Lunenburg (2011) explains that self-efficacy has powerful effects on learning, motivation, and performance, because people try to learn and perform only those tasks that they believe they were able to perform successfully. Students who have high self-efficacy toward interpersonal communication tend easier to speak up than the students who have low self-efficacy. In-line with this research that the one who has high self-efficacy have good confident, motivation and self-control in interpersonal communication. Self-efficacy plays a role in the

decision to speak well and not because self-efficacy is one of characteristic of affective domain influence the successful in cognitive and psychomotor domain. (Bandura, 1997).

The influence of self-efficacy on the students' interpersonal communication was confidence, motivation, and self-control. Student's beliefs about their efficacy to motivate them in academic task can influence them in achieving their goals. Self-efficacy beliefs of the students and motivation as techniques to encourage the tasks and duties of learning.

Self-efficacy by increasing motivation achievement was found to be a significant factor in predicting academic achievement (Pietsch, Walker & Chapman, 2003). Motivation is one of the most vital factors contributing to the achievement of students' learning outcomes (Weda, 2018). In addition, students' confidence is related to academic performance, which encourages students to take responsibility and endeavors that were beneficial to them (Van Dinther, Dochy & Segers, 2011). Consequently, the introduction of complex motivation and confidence related to academic self-efficacy can be used as a reliable indicator of academic achievement so that this motivation and confidence need to be improved (Fan & Williams, 2010). If the students have a good confident and motivation will be good in self-control.

The finding of the research proved the theory of Bandura about self-efficacy that can affect student to gain success in the learning proses or in doing

something. This research also supports prior research that in the students believe that they have high capability in doing general activities in communication.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusions as well as the few suggestions of this research. Suggestions are taken based on findings and conclusions obtained in this research.

A. Conclusions

The conclusions of this research were presented based on the data which have been analyzed in the previous chapter. From all the data analysis about the influence of self-efficacy on interpersonal communication and the level of self-efficacy on interpersonal communication. It could be concluded that the result of this research leads to the evidence that self-efficacy influence on interpersonal communication. There were three the influence of self-efficacy on interpersonal communication they are confident, motivation and self-control. Students who have high self-efficacy toward interpersonal communication tend easier to speak up than the students who have low self-efficacy. In-line with this research that the one who has high self-efficacy have good confident, motivation and self-control in interpersonal communication.

It is also found that, there are three levels of self-efficacy on interpersonal communication which were experienced by the students. Those three levels covered such categorization such as low self-efficacy obtained 6.1% (two students), moderate self-efficacy obtained 39.4% (thirteen students), and high self-efficacy obtained 54.5% (eighteen students). From these results, the

researcher concludes that the level of self-efficacy on interpersonal communication of students is dominantly high with the percent of 54.5%.

B. Suggestions

For the suggestions, the researcher would like to offer a few suggestions related to this research. The first for Indonesian EFL learners are recommended to improve their self-efficacy on interpersonal communication so they can have a good performance in interpersonal communication, and also the students can use this research as the references to learn English. The second, for the next researcher, it suggested to develop the questions or data of this research, it is not only limited by the influence of self-efficacy on interpersonal communication and the level of self-efficacy on interpersonal communication but also in other field. The researcher realizes that the present research has many deficiencies. The researcher expects that for the next research can have a better research and develop this research.

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Appendix



1. Instruments

a. Questionnaire

The first instrument used in this research was questionnaire. It used to measure the level of self-efficacy of the students in higher education. The researcher adopted Schwarzer, R., and Jerusalem, M. questionnaire in generalized self-efficacy scale. The questionnaire and the guideline can be seen below:

Generalized Self-Efficacy Scale

Name/Initial :

Date :

No	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I can always manage to solve difficult problems while having discussion.					
2	If someone opposes me, I can find the ways to keep calm.					
3	It is easy for me to stick to my aims and accomplish my goals while having discussion.					
4	I am confident that I could deal efficiently with unexpected events.					
5	I know how to handle unforeseen situations while having discussion.					

6	I can solve most problems if I invest the necessary effort.					
7	I can remain calm when facing difficulties because I can rely on my abilities in communication.					
8	When I am confronted with a problem, I can usually find several solutions.					
9	If I am in trouble, I can usually think of a solution					
10	I can usually handle whatever comes my way.					

Adopted from Schwarzer, R., and Jerusalem, M. (1995).

GUIDELINE OF INTERVIEW

When planning interviews, consider the following options for ensuring the quality of your interviews:

1. Include both open-ended (i.e., divergent) and closed (i.e., convergent) questions in a structured interview. A closed question allows for a brief response such as yes or no, whereas an open-ended question allows for a detailed response and elaboration on questions in ways you may not have anticipated.

The information gathered through open-ended questions may be

more difficult to make sense of, but this type of question allows the researcher to obtain important information that may otherwise be considered discrepant.

2. Pilot test the questions with a group of respondents who share similar characteristics with your research participants to see if the questions make sense. The participants' feedback will quickly confirm or challenge the assumptions you made while writing your questions (e.g., about appropriate language). Using the feedback from this group, revise the questions before interviewing your participants.

Guidelines for Interviewing

Although the concept of an interview seems straightforward, it can be a complex and difficult undertaking when the gender, culture, and life experiences of the interviewer and participant are quite different. Challenges can include control of the interview (i.e., who sets the direction or tone), the accuracy of responses provided, and the extent to which the language of the interviewee and the researcher are similar enough to permit meaningful inferences about the topic under study. For these reasons, a researcher must always take the time to enter the research setting unobtrusively and build support and trust with participants before initiating an interview.

The following actions can help improve communication and facilitate the collection of interview data:

1. Listen more; talk less. Listening is the most important part of interviewing.
2. Don't interrupt. Learn how to wait.
3. Tolerate silence. It means the participant is thinking.
4. Avoid leading questions; ask open-ended questions.
5. Keep participants focused and ask for concrete details.
6. Follow up on what participants say, and ask questions when you don't understand.
7. Don't be judgmental about participants' views or beliefs; keep a neutral demeanor. Your purpose is to learn about others' perspectives, whether you agree with them or not.
8. Don't debate with participants over their responses. You are a recorder, not a debater.

b. Interview Protocol

The second instrument was interview protocol. It used to support the researcher in conducting the interview. The interview protocol and the guideline can be seen below:

INTERVIEW PROTOCOL

Name (Initial) :
Date/Time :
Place of interview :
Length of interview :

The influence of self-efficacy to interpersonal communication of the third semester students at UMI

Script prior to interview:

Saya ingin mengucapkan terima kasih sekali lagi karena anda bersedia berpartisipasi dalam wawancara penelitian saya. Seperti yang telah saya sebutkan kepada Anda sebelumnya, studi saya berupaya memahami factor yang mempengaruhi proses imitasi Bahasa kedua. Penelitian ini juga berupaya memahami masalah apa yang dihadapi mahasiswa dalam meniru Bahasa kedua. Tujuan dari penelitian ini adalah untuk mendokumentasikan proses pemerolehan Bahasa kedua. Wawancara saya hari ini akan berlangsung sekitar 10 menit di mana saya akan bertanya kepada Anda tentang pengaruh self-efficacy terhadap komunikasi interpersonal.

[review aspects of consent form]

*Pada interview hari ini saya akan merekam semua percakapan. Apakah Anda setuju dengan saya merekam (atau tidak) percakapan kita hari ini? ___Ya
Tidak*

Jika ya: Terima kasih! Tolong beri tahu saya jika Anda ingin saya mematikan perekam atau menyimpan sesuatu yang Anda katakan tidak direkam.

Jika tidak: Terima kasih telah memberi tahu saya. Saya hanya akan mencatat pembicaraan kita.

*Sebelum saya memulai wawancara, apakah Anda memiliki pertanyaan?
[Diskusikan pertanyaan]*

Jika ada pertanyaan (atau pertanyaan lain) yang muncul di bagian mana pun dalam penelitian ini, Anda dapat dengan bebas bertanya kapan saja. Saya akan dengan senang hati menjawab pertanyaan Anda.

Daftar Pertanyaan

No	Questions	Answer
1.	How do you set plan to achieve your academic goals?	
2.	Do you think self-efficacy is important in having discussion?	
3.	What activities that really influence the success of your communication?	
4.	What is the biggest influence of self-efficacy to your communication?	
5.	Is self-efficacy influenced your motivation and confidence in forum?	
6.	Does Self-Efficacy make you easy in	

	expressing opinion?	
7.	Does Self-Efficacy help you in control your emotion ?	
8.	Does Self-Efficacy make you Keep calm in having discussion?	
9.	Does Self-Efficacy make you Easy to think of solution under pressure?	

c. Observation Protocol

The third instrument was observation protocol. It used to help the researcher in taking the data through observation. The observation protocol can be seen below:

OBSERVATION PROTOCOL

Setting : In the class
Observer involvement : Observer
Date : 29 November 2022
Place : Ruang F1 Fakultas Sastra Universitas Muslim Indonesia
Duration of observation (Indicate Start/end times): 90 minutes

Descriptive Notes	Reflective Notes
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<p>Detailed, Chronological notes about what the observer sees, hears, what occurred; the physical setting.</p> <p>S1: She tends to passive in having discussion. She look avoid the question from her friends.</p> <p>S1: when she got a question or statements, she answer with short answer</p> <p>S2: She looks difficult to express her opinion afraid to get wrong.</p> <p>S2: Lack of confidence and afraid to get question from her friends and the same with S1 answering with short answer.</p> <p>S1: while having discussion she tends to accept and agree with their friend opinion.</p> <p>S3: she only give comment and opinion with short statement</p> <p>S4: she tends to avoid the question and only give short comment</p> <p>Both S3 and S4 are able to express their opinion however with short statement and they avoid long discussion because they give a short statement.</p> <p>S5: This student actively gave some comments to her interlocutor.</p>	<p>Concurrent notes about the observers' thoughts, personal reaction, experiences.</p> <p>S1 feels unconfident in expressing some opinion so she tend to passive and avoiding a question</p> <p>If the people have no good confidence they will feel insecure in arguing so they will give an opinion in short answer.</p> <p>The one who has low self-efficacy fell unconfident and always afraid in expressing their opinion</p> <p>Lack of confidence and afraid makes them avoid long discussion</p> <p>Because the do not know what to say, they prefer to end the statement</p> <p>In this situation some people give comment but only in the short statement. They have enough brave but not have confident in giving opinion</p> <p>In this situation some people give comment but only in the short statement. They have enough brave but not have confident in giving opinion</p> <p>This students categorize as moderate self-efficacy because they are able to give comment but only in short statement</p> <p>The one who has high self-efficacy</p>
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<p>S5: Always give responds</p> <p>S6: the same with S5, she active give opinion in the discussion this student also give any solution to the topic discussed.</p> <p>S6: have big motivation in having discussion</p> <p>S5 and S6 have good confidence in expressing their opinion.</p>	<p>will give a good respond to their interlocutor</p> <p>They have good confident so in giving opinion they will answer in long term argument</p> <p>This students have a good spirit in having discussion, have good motivation to express their opinion</p>
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2. Transcript of Interview

After having an interview, the researcher had transcript the recording of interview. The transcript can be seen below:

Nira

R: Sebelumnya terimakasih sudah mau di interview oleh saya. Apakah percakapan ini bersedia untuk direkam?

S1: Iya silahkan

R: Bagaimana kamu menetapkan rencana untuk mencapai tujuan akademik kamu?

S1: Mengerjakan semua tugas-tugas yang diberikan guru

R: menurut anda apakah self-efficacy itu penting dalam berdiskusi?

S1: iya menurut saya penting

R: Kegiatan apa yang sangat mempengaruhi keberhasilan komunikasi anda?

S1: Berbicra dengan baik dan benar

R: Apa pengaruh terbesar self-efficacy untuk komunikasi kamu?

S1: bisa berkomunikasi dengan lancar

R: Apakah self-efficacy mempengaruhi motivasi dan kepercayaan diri kamu diforum?

S1: iya sangat mempengaruhi

R: Apakah self-efficacy membuat kamu mudah saat berpendapat?

S1: iya saya mudah berpendapat

R: Apakah self-efficacy membantu anda dalam mengontrol emosi anda?

S1: Iya sangat membantu

R: Apakah self-efficacy membuat kamu tenang dalam berdiskusi?

S1: tdk juga

R: Apakah self-efficacy membuat anda mudah membuat solusi di bawah tekanan?

S1: iya saya rasa iya

R: ok terimakasih.

Safa

R: Sebelumnya terimakasih sudah mau diinterview oleh saya. Apakah percakapan ini bersedia untuk direkam?

S2: iya saya bersedia

R: Bagaimana kamu menetapkan rencana untuk mencapai tujuan akademik anda?

S2: Saya mengatur waktu saya dengan baik dan melakukan yang terbaik untuk mencapai tujuan akademik saya

R: Apakah menurut kamu self-efficacy penting dalam berdiskusi?

S2: iya penting

R: Kegiatan apa yang sangat mempengaruhi keberhasilan komunikasi kamu?

S2: biasanya berdiskusi dengan tema yang menarik

R: Apa pengaruh terbesar dari self-efficacy untuk komunikasi kamu?

S2: Saya dapat berpendapat dengan bebas

R: Apakah self-efficacy mempengaruhi motivasi dan kepercayaan diri kamu diforum?

S2: iya

R: Apakah self-efficacy membuat kamu mudah untuk berpendapat?

S2: tentu saja

R: Apakah self-efficacy membantu kamu dalam mengontrol emosi kamu?

S2: iya

R: Apakah self-efficacy membuat kamu tenang dalam berdiskusi?

S2: iya

R: Apakah self-efficacy membuat kamu mudah memikirkan solusi dibawah tekanan?

S2: iya

R: ok terimakasih

Uchi

R: Sebelumnya terimakasih sudah mau diinterview oleh saya. Apakah percakapan ini bersedia untuk direkam?

S3: iya boleh

R: Bagaimana kamu menetapkan rencana untuk mencapai tujuan akademik kamu?

S3: saya merencanakan pencapaian akademik apa saja yang saya capai dan melakukan kegiatan-kegiatan yang mendukung pencapaian akademik saya

R: Apakah menurut kamu self-efficacy penting dalam berdiskusi?

S3: mmm iya sangat penting

R: Kegiatan apa saja yang sangat mempengaruhi keberhasilan komunikasi kamu?

S3: Bertukar pendapat dengan orang-orang sekitar

R: Apa pengaruh terbesar self-efficacy untuk komunikasi kamu?

S3: Saya bisa memberi pendapat dan juga solusi

R: Apakah self-efficacy mempengaruhi motivasi dan kepercayaan diri kamu saat didalam forum?

S3: mmm iya

R: Apakah self-efficacy membuat kamu mudah saat mengeluarkan pendapat?

S3: iya

R: Apakah self-efficacy membantu anda dalam mengontrol emosi?

S3: Iya

R: Apakah self-efficacy membuat kamu tenang saat berdiskusi?

S3: iya

R: Apakah self-efficacy membuat kamu mudah memikirkan solusi dibawah tekanan?

S3: iya

R: ok terimakasih

Meera

R: Sebelumnya terimakasih sudah mau diinterview oleh saya. Apakah percakapan ini bersedia untuk direkam?

S4: Iya bersedia

R: Bagaimana kamu menetapkan rencana untuk mencapai tujuan akademik kamu?

S4: Dengan belajar dan selalu tepat waktu

R: Apakah menurut kamu self-efficacy penting dalam berdiskusi?

S4: ee iya?

R: Kegiatan apa yang sangat mempengaruhi keberhasilan komunikasi kamu?

S4: mungkin

R: Apa pengaruh terbesardari self-efficacy dalam komunikasi kamu?

S4: Bisa memahami percakapan dengan baik

R: Apakah self-efficacy mempengaruhi motivasi dan kepercayaan diri kamu diforum?

S4: ee iya

R: Apakah self-efficacy membuat kamu mudah untuk berpendapat?

S4: iya

R: Apakah self-efficacy membantu kamu dalam mengontrol emosi?

S4: iya

R: Apakah self-efficacy membuat kamu tetap tenang dalam berdiskusi?

S4: mmm tidak juga

R: Apakah self-efficacy membuat kamu mudah memikirkan solusi dibawah tekanan?

S4: iya

R: ok terimakasih

Tiara

R: Sebelumnya terimakasih sudah mau diinterview oleh saya. Apakah percakapan ini bersedia untuk direkam?

S5: iya siap

R: bagaimana kamu menetapkan rencana untuk mencapai tujuan akademik kamu?

S5: belajar lebih giat

R: apakah menurut kamu self-efficacy penting dalam berdiskusi?

S5: iya

R: kegiatann apa yang sangat mempengaruhi keberhasilan komunikasi kamu?

S5: diskusi

R: apa pengaruh terbesar dari sef-efficacy untuk komunikasi kamu?

S5: memperlancar kumunikasi

R: Apakah self-efficacy mempengaruhi motivasi dan kepercayaan diri kamu diforum?

S5: iya

R: Apakah self-efficacy membuat kamu mudah untuk berpendapat?

S5: iya

R: Apakah self-efficacy membantu kamu dalam mengontrol emosi kamu?

S5: tidak juga

R: Apakah self-efficacy membuat kamu tetap tenang dalam berdiskusi?

S5: Tidak juga

R: Apakah self-efficacy membuat kamu mudah memikirkan solusi dibawah tekanan?

S5: iya

R: ok terimakasih

Jennie

R: Sebelumnya terimakasih mau diinterview oleh saya. Apakah percakapan ini bersedia untuk direkam?

S6: iya saya bersedia

R: Bagaimana kamu menetapkan rencana untuk mencapai tujuan akademik kamu?

S6: belajar

R: Apakah menurut kamu self-efficacy penting dalam berdiskusi?

S6: iya sangat penting

R: kegiatan apa yang mempengaruhi keberhasilan komunikasi kamu?

S6: berdiskusi

R: Apa pengaruh terbesar dari self-efficacy dari komunikasi kamu?

S6: bisa berkomunikasi dengan baik

R: Apakah self-efficacy mempengaruhi motivasi dan kepercayaan diri kamu saat diforum?

S6: iya

R: Apakah self-Efficacy membuat kamu mudah untuk berpendapat?

S6: iya

R: Apakah self-efficacy membantu kamu dalam mengontrol emosi kamu?

S6: tidak

R: Apakah self-efficacy membuat kamu tenang dalam berdiskusi?

S6: Iya

R: Apakah self-efficacy membuat kamu mudah memikirkan solusi dibawah tekanan?

S6: iya

R: ok makasih.

3. The Result of Questionnaire

No	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I can always manage to solve difficult problems while having discussion.					
2	If someone opposes me, I can find the ways to keep calm.					
3	It is easy for me to stick to my aims and accomplish my goals while having discussion.					
4	I am confident that I could deal efficiently					

	with unexpected events.					
5	I know how to handle unforeseen situations while having discussion.					
6	I can solve most problems if I invest the necessary effort.					
7	I can remain calm when facing difficulties because I can rely on my abilities in communication.					
8	When I am confronted with a problem, I can usually find several solutions.					
9	If I am in trouble, I can usually think of a solution					
10	I can usually handle whatever comes my way.					

Result

Saya selalu dapat memecahkan masalah yang sulit saat melakukan diskusi *

1 2 3 4

Sangat Tidak Setuju Sangat Setuju

Jika seseorang mendebat saya, saya dapat menemukan cara untuk tetap tenang. *

1 2 3 4

Sangat Tidak Setuju Sangat Setuju

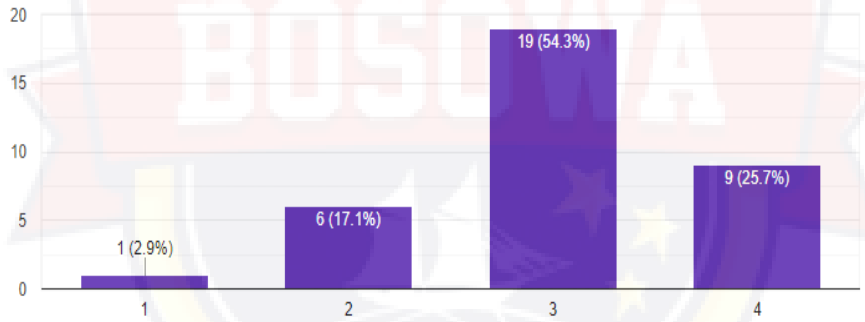
Mudah bagi saya untuk tetap pada tujuan saya dan mencapai tujuan saya saat melakukan diskusi *

1 2 3 4

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Saya selalu dapat memecahkan masalah yang sulit saat melakukan diskusi

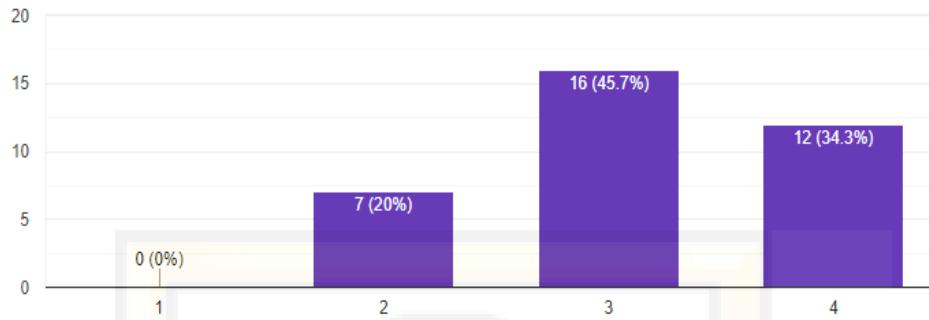
35 responses



Jika seseorang mendebat saya, saya dapat menemukan cara untuk tetap tenang.

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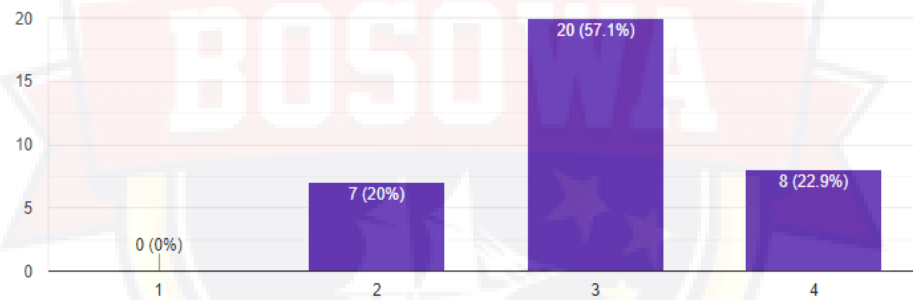
35 responses



Mudah bagi saya untuk tetap pada tujuan saya dan mencapai tujuan saya saat melakukan diskusi

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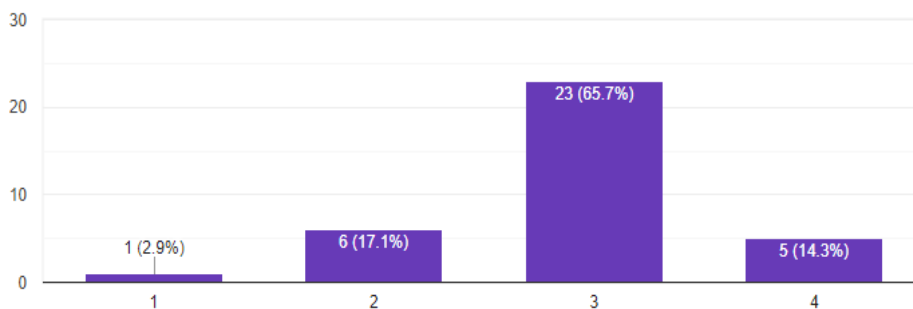
35 responses



Saya yakin bahwa saya dapat menangani kejadian yang tidak terduga secara efisien saat berdiskusi

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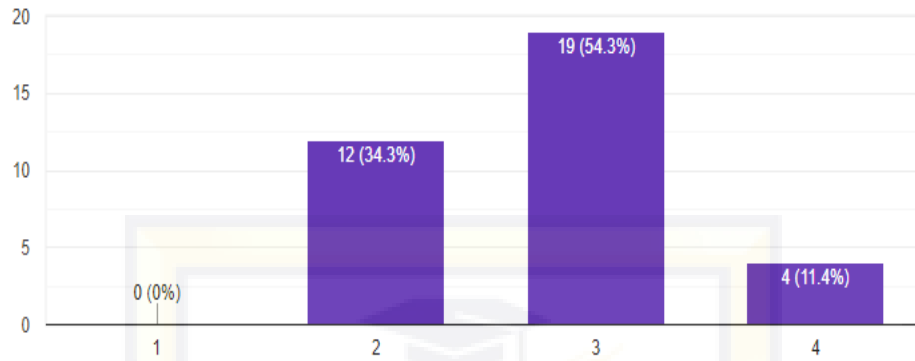
35 responses



saya tahu bagaimana menangani situasi yang tidak terduga saat melakukan diskusi.

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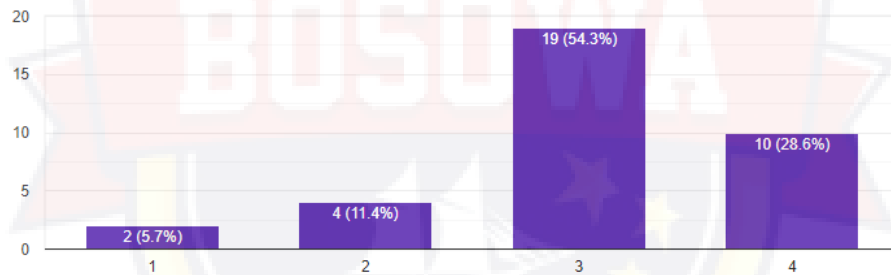
35 responses



Saya dapat memecahkan sebagian besar masalah jika saya melakukan sedikit usaha

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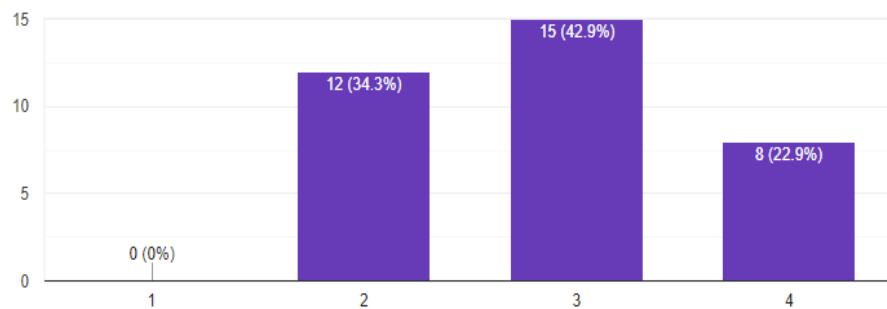
35 responses



Saya dapat tetap tenang ketika menghadapi kesulitan karena saya dapat mengandalkan kemampuan berkomunikasi saya.

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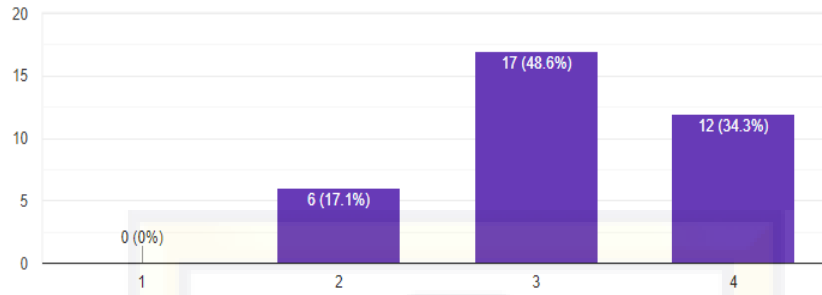
35 responses



Ketika saya dihadapkan pada suatu masalah, saya biasanya dapat menemukan beberapa solusi.

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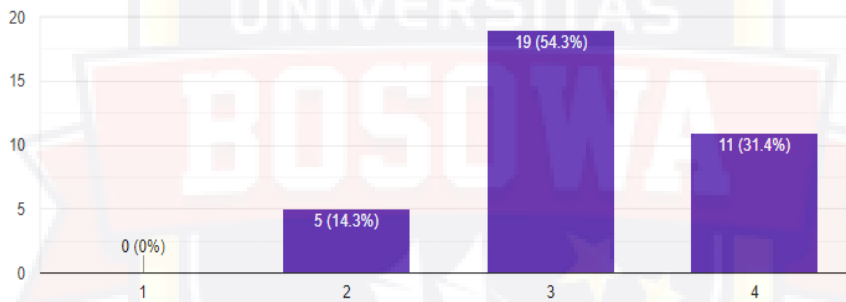
35 responses



Jika saya dalam masalah, saya biasanya dapat memikirkan solusi

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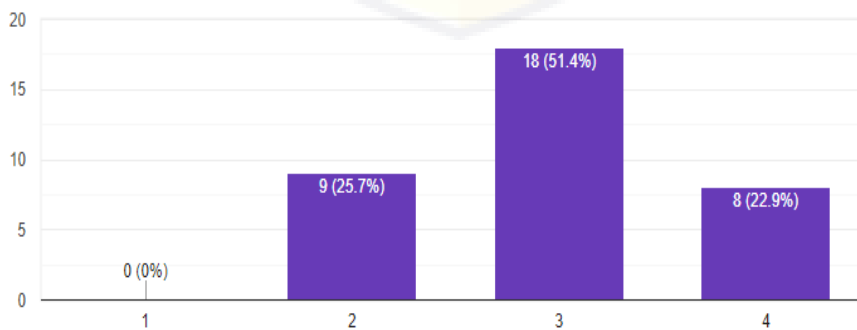
35 responses



Saya dapat menangani apa pun dengan cara saya

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35 responses



4. Documentation



