

**THE CORRELATION BETWEEN SELF-EFFICACY AND
STUDENTS' SPEAKING PERFORMANCE OF THE SECOND
SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY
PROGRAM SRIWIJAYA UNIVERSITY**

A Thesis by

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Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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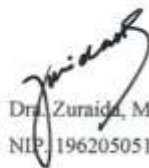
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The Undersigned,



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THESIS DEDICATIONS

This graduating paper is dedicated to:

1. My beloved father, Mr. Y. Supardi. S and my beloved mother, Mrs. Widayati who always support me materially and morally. Thank you for your support and prayers throughout my journey in accomplishing my undergraduate degree.
2. To my beloved sister, Yeni Monalisa and my beloved brother, Victor Sanossa who always cherish me and always be there when I needed something. You are the most important supporters in my life.
3. My beloved uncle, Mr. Rohimin who's supported me in the beginning of my journey in university's life.
4. My beloved closest and best friend, Meilina who always help and give me advice. I'm so lucky to have you in my life. Thank you for your support and encouragement.
5. My beloved and favorite cousin, Yeli Andani who's supported me and be there for me in my hard time.
6. My beloved family in SEESPA 2014 who still accompany me and support me.
7. Those who want to see me happy.

Motto:

“Where there is a will, there is a way. When there is no way, create one.”

ACKNOWLEDGEMENTS

Alhamdulillah. All praise and gratitude to the Almighty Allah SWT. I thank Allah for the blessing, health, strength and patience He has given to me to complete this undergraduate thesis Entitled **"The Correlation between Self-Efficacy and Speaking Performance of the Second Semester Students of English Education Study Program Sriwijaya University"** as the final requirement in accomplishing undergraduate degree (S1) at English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.

My sincere appreciation and deepest gratitude are to my father Mr. Y. Supardi. S, my mother Widayati, my sister Yeni Monalisa, and my brother Victor Sanossa. My family's love, pareyer, support and encouragement have always strengthened my will to achieve my bachelor's degree.

I'd like to express the deepest gratitude to the Dean of Faculty of Teacher Training and Education of Sriwijaya University, Prof. Sofendi, Ph.D, the Head of Language and Arts Education Department, Dr. Didi Sehendi, M.Hum, the Coordinator of English Education Study Program, Hariswan Putera Jaya, S.Pd, M.Pd. I'm extremely indebted to my academic advisors, Dra. Zuraida, M.Pd and Lingga Agustina Suganda, S.Pd, M.Pd for their valuable advice, patience, and professional guidance during the process of writing this thesis. I also would like to express my sincere gratitude to all lecturers who had guided and taught me in English Education Program, and the staffs for their assistance in administration matters.

The deepest love and respect are expressed to my parents, siblings, and friends for their love, prayers, support, and also encouragement.

Palembang, December 20th 2019

The Writer,



Lola Livana Sari

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ABSTRACT

Self-efficacy is one of the psychological aspects that can influence students' success in mastering the skill. Speaking is one of skills that most language learners wish to be perfect to have effective communication. Thus, this study aimed to find out whether or not there was a correlation between self-efficacy and speaking performance of the second semester students of English Education Study Program Sriwijaya University. The participants of this study were 24 students from Class A, Indralaya Campus. The study used quantitative research design. Self-efficacy questionnaire (SEQ) was applied to the participants. Pearson product moment correlation was analyzed by using SPSS 24.0 program. The finding of this research showed that the result of r calculation for students' self-efficacy and their speaking performance score is .672. Based on the table of interpretation of r value, the result of r calculated (.672) is between 0.600 and 0.800. This value shows that there is a positive correlation between the two variables. From the significance (2 tailed), the writer got the score .000. It means $\text{Sig} < 0.05$ so the null hypothesis (H_0) is rejected. The result shows that there is a significant correlation between self-efficacy and speaking performance of the second semester students of English Education Study program Sriwijaya University.

Keywords: *Self-efficacy, speaking performance*

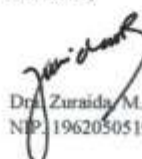
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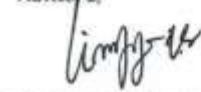
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CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) significance of the study

1.1 Background of the study

English is an important means of communication in the world. Arango (2015) states that English as the crucial factor that can't be denied in this globalization era. English can be considered as Lingua Franca. People who speak different language can consider Lingua Franca as the second language. Besides using it for communication, English also can be used for education, business, opportunity in general, etc.

Speaking is the one of skills that has to be learned by students. Educational system is expected to focus on speaking skill because speaking has become an essential skill which students can learn more about language, share ideas, and exchange or pool information, (Sara, 2015, p. 7). In addition, speaking as one of the essential skills should be used directly when someone meet new people, so there will be no misunderstanding if someone have the ability to speak in other languages (Jayatri, Loeneto, and Jaya, 2018).

To master speaking skill is not an easy thing, as well as using it as to communicate. In using English, sometimes some people or even students tend to find difficulties when they are trying to communicate with others. They still can't say a word and look hesitate when they try to interact with their teachers and friends by using English.

For those who want to be able to speak English, they must be sure that they can and are willing to learn. They also must have the confidence and motivation to learn. In addition, continuous practice can also help in

increasing confidence in speaking. According to Hamouda (2012) there are some factors that make students unwilling to speak English as the second or foreign language, namely shyness, low self-belief, anxiety, lack of interest in English class, and low self-confidence on their speaking capability.

As a matter of fact, some researchers have been carried out some studies about factors that prevent the participation in English speaking lesson for university students. Lê (2011, p. 9) study investigation into factors that prevent the participation in English speaking lesson for university students found that some students' personalities factors; like hesitant and not feeling confident enough, felt worried in front of the teachers and classmates make the student do not want to take part in speaking English activity.

Self-efficacy is one factor that probably give effect to someone's self-confidence. Bandura (1995, p. 2) said that self-efficacy is "the belief in one's capabilities to organize and execute the course of action required to manage prospective situations". In other words, self-efficacy can be seen as the confidence that people have the capability to perform task competently, accomplish their goal, and try to do something they want to try to do. (Dornyei, 2005). It is also believed that self-efficacy can establish what people think, behave, as well as the choices they make in specific situation (Bandura, 1994). The students' belief about their ability to speaking also can which determines whether they are brave or shy to speak in front of the classroom.

Self-efficacy is one of the affective factors which affect the students' speaking performance. Based on the phenomena stated above, the writer would like to find out whether there is a significant correlation between students' self-efficacy and their speaking performance.

There are so many previous related study about self-efficacy and its relate to English language learning. It will be explained more in chapter 2. In broad outline, speaking as one essential factor in English language has received less attention from researchers. From the background above, the

writer is interested to examine whether or not there is any significant correlation between students' self-efficacy and their speaking performance under the research title: "The Correlation Between Self-Efficacy and Speaking Performance of the Second Semester Students of English Education Study Program Sriwijaya University".

1.2 Research Question of the Study

Based on the background above, the writer formulates the problem of the study: Is there any significant correlation between self-efficacy and speaking performance of the second semester students of English Education Study Program Sriwijaya University?

1.3 The Objective of the Study

Based on the problem above, the aim of this study is to find out whether or not there is any significant relationship between self-efficacy and speaking performance of students of the second semester of English Education Study Program Sriwijaya University.

1.4 The Significant of the Study

This study is expected to give benefit for teachers, students, and future researchers in education world.

1. For teachers, this study result will give them information about the correlation between student's self-efficacy and their performance. The teachers can find method to help student increasing their self-efficacy.
2. For students, this study will help them to know their self-efficacy level. So that they can increase their self-efficacy because self-efficacy seems to affect their speaking performance.

3. For future researchers, this study can be used as their reference if they are interesting to conduct this topic.

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