THE CORRELATION BETWEEN EFL STUDENTS SPEAKING SELF-EFFICACY AND SPEAKING ABILITY IN A VOCATIONAL HIGH SCHOOL

A Thesis

Presented to The Department of English Language Education as a Partial Fulfilment of Requirements to Obtain the *Sarjana Pendidikan* Degree in English

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STATEMENT OF WORK'S ORIGINALITY

I honestly state that this thesis entitled "The Correlation between EFL Students Speaking Self-Efficacy and Speaking Ability in a Vocational High School", which the thesis that I wrote is free from other people's work, except for those mentioned in quotations and references, as expected from a scientific document. I declare that this thesis represents my best and most recent literary work, and I acknowledge all assistance received in its preparation and all sources needed.

Yogyakarta Juny, 24 2024

The Researcher,



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MOTTO

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا

"For surely, with hardship comes ease. Surely, with (that) hardship comes (more) ease"

These two verses (5 & 6) are from the Surah Ash-Sharh (94th chapter) of the Holy Qur'an

ACKNOWLEDGEMENT

As-salamu'alaykum warahmatullahi wabarakatuh

Alhamdulillahi Rabbil Alamin,

All gratitude to the presence of Allah SWT and also my blessings to the Prophet Muhammad SAW who has bestowed faith, peace, patience and strength so that I can complete this thesis as one of the requirements for obtaining a Bachelor of Education degree and completing my studies.

I would like to express my deepest gratitude and appreciation to my beloved parents, Mohaamad Yusuf and Khodijah. Their unwavering support, unconditional love, and constant encouragement have been the foundation of my life's journey. Their selflessness and dedication in providing me with the best education is something I am truly grateful for. I am forever indebted to them for their constant prayers and sacrifices, which have helped shape me into the person I am today. I am so blessed to have amazing parents who have always been there for me, through thick and thin. Thank you, Mom and Dad, for all you have done for me.

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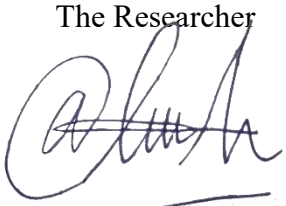
I am extremely grateful for his guidance and the positive impact that Mr. Adam has had on my academic and personal growth.

Lasty, during my college years, I went through many challenges and hardships, but thankfully, I had a great support system to rely on. My partner Giyanti has always been there for me, giving me the emotional support and encouragement I needed to keep going. She would cheer me up when I was feeling down, help me study, and just be there to listen when I needed to talk. I can't thank her enough for everything she does for me, and I feel so blessed to have such amazing partner in my life. I will always be grateful to her for being the best support system I could ever ask for.

There are still limitations in this thesis. However, this study must be willing to provide suggestions and recommendations due to deficiencies in this thesis. I really hope that readers can get benefit from reading this thesis.

Yogyakarta June, 24 2024

The Researcher



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TABLE OF CONTENT

APPROVAL SHEET i
RATIFICATION SHEET ii
STATEMENT OF WORK'S ORIGINALITY iii
MOTTO iv
ACKNOWLEDGEMENT v
TABLE OF CONTENT vii
LIST OF TABLES ix
LIST OF APPENDICES x
ABSTRACT xi
CHAPTER 1 1
INTRODUCTION 1
1.1. Background of The Study 1
1.2. Identification of The Problem 3
1.3. Formulation of The Problem 4
1.4. Objective of The Study 4
1.5. Significance of The Study 4
CHAPTER 2 6
LITERATURE REVIEW 6
2.1 L2 EFL Speaking Self-Efficacy 6
2.2 L2 EFL Speaking Ability 7
2.3 Previous Related Study 9
2.4 Conceptual Framework 11
2.5 Research Hypothesis 12
CHAPTER 3 13
RESEARCH METHODOLOGY 13
3.1. Research Design 13
3.2. Population and Sample 13
3.3. Research Instrument 13
3.4. Data Collection Technique 14
3.5. Validity and Reliability 14

3.6. Data Analysis Technique 16
CHAPTER 4 17
RESEARCH FINDINGS AND DISSCUSION 17
4.1. Research Findings 17
4.1.1. Descriptive Statistics Result 17
4.1.2. Correlation Between Variable 20
4.2. Research Discussion 22
BAB 5 28
CONCLUSION AND SUGGESTION 28
5.1. Conclusion 28
5.2. Suggestion 28
REFERENCES 30
APPENDICES 33

LIST OF TABLES

Table 3.1 List of Number Questionnaire Items 14
Table 3.2 Validity Test 15
Table 3.3 Reliability Test 15
Table 4.1 The Result of Students Self-Efficacy 17
Table 4.2 Self-efficacy Categorize 18
Table 4.3 The Result of Frequency Distribution Based on Categorization 19
Table 4.4 Students' Speaking Score 19
Table 4.5 Speaking Score Criterion 20
Table 4.6 The Result of Frequency Distribution Based on Score Criterion 20
Table 4.7 The Result of Normality Test 21
Table 4.8 The Result of Pearson Product Moment Analysis 22

LIST OF APPENDICES

Appendix 1 Students Self-efficacy Instrument 33
Appendix 2 Descriptive Statistics 35
Appendix 3 The Result of Students Speaking Self-Efficacy 35
Appendix 4 Speaking Ability Assessment Rubric 38
Appendix 5 Students Speaking Score 39
Appendix 6 Students' Self-Efficacy Questionnaire 41
Appendix 7 Sample of Students Filling out The Questionnaire 43
Appendix 8 The Result of Students Questionnaire per Item..... 45
Appendix 9 Research Permission Letter 48
Appendix 10 Reply Letter from SMK N 4 Yogyakarta 49

The Correlation between EFL Students Speaking Self-Efficacy and Speaking Ability in a Vocational High School

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ABSTRACT

Although many studies have discussed the correlation between speaking self-efficacy and speaking ability, the research on EFL students in vocational high school with majoring in hospitality is still limited. This research aims to determine the correlation between EFL students' speaking self-efficacy and speaking ability in a vocational high school, in Yogyakarta. This research was a descriptive quantitative study with the type of research conducted was correlational research. The research population was all participants of class 10 at state vocational high school in Yogyakarta, totalling 74 participants. This study took the sample by purposive sampling. The research instrument was a questionnaire. To collect the data, the researcher used a printed questionnaire. Used instruments from Asakereh & Dehghannezhad (2015) there was 25 items. The data analysis of this research was product moment correlation. Based on the results of the analysis, it shows that there is a significant correlation between EFL students' speaking self-efficacy and speaking ability in a vocational high school with correlation coefficient was found to be ($r = 0.735$) (p value = 0.040), it can be concluded that there is a significant correlation between EFL students' speaking self-efficacy and speaking ability in the strong category. The researcher suggested that the students get self-awareness for them to improve speaking self-efficacy through speaking ability.

Keywords: *Self-efficacy, Speaking ability, EFL Students*

CHAPTER 1

INTRODUCTION

1.1.Background of The Study

Self-efficacy is a subjective assessment of one's ability to complete a certain task or produce a specific performance, and it influences how people respond to life events (Bandura, 1994). Self-efficacy affects how people act, perceive, think, and motivate themselves. Furthermore, (Bandura, 1994) noted that learners with a strong feeling of self-efficacy see challenges/difficulties as opportunities to master, which motivates them to strive harder. Others who are insecure of their abilities or have low self-efficacy perceive barriers as threats to be avoided. In Indonesia EFL vocational school context, speaking ability were usually measured by motivation, confidence, anxiety, self-efficacy, listening ability, and feedback during speaking activities. All of the factors take the important role for the students' speaking ability (Tuan & Mai, 2015). Learning English as a foreign language is challenging. There are several reasons why English is a difficult topic to understand, despite the fact that most individuals have studied it from elementary school to university. Nowadays, being strong at studying English is crucial in both the social and professional realms since it may give many options in dealing with particular situations with larger populations, getting employment easier, earning more money by teaching English, and other advantages (Millatasari, 2021). Therefore, having a supportive environment in which to learn English is crucial. Building learners' positive beliefs of their talents, particularly their self-efficacy, is also critical.

Speaking skill is the capacity to usage language lingually to explore ideas, meaning, attitudes, and understands in order to generate a message that is effectively communicated and intelligible to the listeners (Al-roud, 2016). Furthermore, speaking is a difficult task. It requires speakers to make spontaneous decisions (Rao, 2019). Celce-Murcia and Olshtain (2000; as cited in Al-roud, 2016) stated speaking English is a challenging skill to learn since it needs mastery of speech development sub-skills such as vocabulary retrieval, grammatical pattern selection, and sociocultural competence. It signifies that various components of speaking abilities are combined, such as not just making words but also speaking in context, so that the listeners understand the speaker's meaning.

In terms of speaking performance, Alawiyah (2018) discovered a link between speaking performance and self-efficacy among 470 active learners in the English Education Program at State Islamic University. The findings of her study revealed that self-efficacy has a considerable impact on speaking performance by 12.2% and is connected with a coefficient correlation of 0.349. Another study by Liu (2013) looked at students who frequented the " English Bar," a self-service location where they could improve their English skills. The study found that students who frequented the "English Bar" had much higher self-efficacy than those who never or rarely visited it. High self-efficacy students indicate that they can respond faster to the instructor questions and also have more confidence in their skill, so they communicate more often than others. In other words, high self-efficacy is reflected by their eagerness to speak English while visiting the English Bar and in the English classroom activities.

Desmaliza and Gurler (2017) previously conducted study on "Students' Self-Efficacy and Speaking Skill at Lower Secondary School." The statistical analysis of the data showed a strong corelation between self-efficacy and speaking ability. According to their research, self-efficacy can impact a student's learning outcome in speaking at the lower secondary school level. In addition, Sari (2016) conducted another student.

According to the previously mentioned research by Alawiyah (2018) and Liu (2013), student achievement particularly speaking skills is influenced by self-efficacy. Therefore, the researcher thinks it's imperative to examine students' speaking self-efficacy and speaking ability are related. Furthermore, the writer looks at the condition on the class that the students at class X in vocational high school with majoring in hospitality in Yogyakarta have different levels of self-efficacy in speaking English. There are who have a high level of self-efficacy which makes them competent and also those who have a low level of self-efficacy which makes them not believe in their abilities. According to the statement above, students should have strong speaking self-efficacy, which means they will work hard to master it, because improving their competence will increase their English skills, both spoken and written. To increase their skill, one must first understand their level of self-efficacy.

1.2.Identification of The Problem

There were several problems in enhancing Indonesia EFL vocational school students' speaking ability, some students feel they are not confident enough to speak English or to participate in English language speaking activity. Based on the

background of the study that has been described above, students' speaking ability can be affected by the factors, such as; motivation, confidence, anxiety, self-efficacy, listening ability, and feedback during speaking activities. All of the factors take the important role for the students' speaking ability. But, in this study aims to find out whether EFL vocational high school students speaking self-efficacy relates to the students' speaking ability. It is evident from the data mentioned above that speaking skill is influenced by students' speaking self-efficacy. Although many studies have discussed the correlation between speaking self-efficacy and speaking ability, The current study differs from the earlier research in that it is carried out on a distinct population vocational high school student with majoring in hospitality. The author is therefore interested in finding out more about EFL students' speaking self-efficacy of their own speaking abilities.

1.3.Formulation of The Problem

Referring to the identification and limitation of the problem above, this problem was formulated "*Is there any significant relationship between students' speaking self-efficacy and speaking ability in a vocational high school?*"

1.4.Objective of The Study

In a nutshell, the writer identified how correlation between students' speaking self-efficacy and speaking ability in a vocational high school.

1.5.Significance of The Study

This study presents empirical data on the correlation between EFL students' speaking self-efficacy and their speaking skills. This study presents an outline of the correlation faced by vocational high schools in terms of students' speaking self-

efficacy and speaking ability. Hopefully, vocational high schools will find a way to assist and strengthen their students' speaking ability. The researcher suggested that the students get self-awareness for them to improve speaking self-efficacy through speaking ability.

CHAPTER 2

LITERATURE REVIEW

2.1 L2 EFL Speaking Self-Efficacy

Self-efficacy is based on Bandura's (1986) theory of social cognition, arguing that people's beliefs of their skills have a substantial impact on their ultimate success. It has been tested in a variety of disciplines and contexts, and it is supported by a growing body of research in a wide range of domains. In recent decades, self-efficacy has been extensively investigated in educational research, especially in the areas of academic achievement, motivation, and self-regulation (Bandura, 1986). In EFL contexts, self-efficacy research focuses on a number of qualities such as language achievement, motivation, language anxiety, and language learning tactics.

Bandura defined self-efficacy as "beliefs in one's capacity to coordinate and implement the action courses required to deliver such accomplishments" and stated that it is an indicator of previous achievements, skills, desire to exercise initiative, and the possibility of persisting against an achievement goal (Alavi et al., 2002). Self-efficacy consists of two words: self and efficacy. Self-efficacy differs from aspiration in that aspiration is perceived as something desirable that can be achieved (Mastur, 2016).

Individuals and the surrounding environment can both contribute to the development of self-efficacy. Students' self-efficacy must increase, particularly in academic settings, with the help of teachers and classroom training. Schunk (1984) hypotheses several techniques to improve students' self-efficacy in educational activities, which include instructional presentation, system conditioning,

performance critique, affectional criticism, goal setting, social comparison, and reward contingencies.

Furthermore, the level of effort, appeal, and flexibility were planned to ensure the durability of the basis for self-efficacy beliefs. Students with high self-efficacy tended to be harder and more confident, and they were more optimistic about conforming to various social activities.

2.2 L2 EFL Speaking Ability

Speaking is a fundamental human communication skill that is crucial since it shows that the speaker is literate (Celce-Murcia, 2001). Speaking is the process of creating and disseminating knowledge in many contexts utilizing both verbal and nonverbal signals, according to Budiana & Nurwaliyah (2019). Moreover, speaking enables people to form phrases for genuine communication (Leong & Ahmadi, 2017). Stated differently, they decide to use the language in order to achieve particular objectives.

Proficiency in English is essential for successful global contacts as it is a universal language of communication. These are extremely difficult, intricate, and multifaceted skills because without a solid foundation in phonology, register, genre, culture, discourse, grammar, speech actions, and vocabulary, one cannot communicate successfully (Scrivener, 2005). According to Bygate (1987), speaking requires two variables in order to be successful: reciprocity and time constraint. This further supports the idea that speaking abilities are complex. The assumption that more than one participant is necessary for speech is known as the reciprocity

requirement. This means that the speaker should customize his or her vocabulary, structure, and style to the listener's needs while also allowing the listener should actively participate by asking and responding to questions. Time restrictions refer to the absence of preparation and planning in spontaneous communication. Furthermore, Fraser (2002, 2007) and Kolb and Kolb (2005) discovered that challenging, stimulating, and supportive contexts can influence language acquisition in general, and ability to speak learning in specifically. Thus, creating a useful and appealing environment in the classroom is critical since it can aid in the process of language learning. As a result, language instructors should analyze students' linguistic and pragmatic skills, as well as their emotional requirements, and endeavour to meet those needs by detecting and countering affective components that can influence students' learning (Mak, 2011).

Other specialists provide additional explanations for what is mentioned. Speaking represents one of the four macro abilities needed for effective communication in any language (Boonkit 2010). Additionally, (Karim & Muhammad, 2019) Speaking is defined by two characteristics: performance and ability. "Actual instances of language use in real-time," which are observable and assessable. Ability, on the other hand, is a fundamental talent that is typically fixed and may be shown by performance.

To summarize, speaking is an oral communication skill used to express one's sentiments, ideas, goals, thoughts, and so on in a variety of situations. However, in language instruction, learners' ability to speak becomes a critical measure of their success in learning another language. When speaking an English language there are

five sub-skills that is constructing spoken language pronunciation, grammar, fluency, and accuracy.

2.3 Previous Related Study

2.3.1. Instruments to Measure EFL Self-Efficacy in Speaking

The Instruments were adapted from Asakereh & Dehghannezhad (2015) that entitles "Student Satisfaction with EFL Speaking Classes: Relating Speaking Self-efficacy and Skills Achievement". It comprised 28 items in total, but the writer took 25 items for this study. The instruments were transcribed into Bahasa Indonesia so that participants can better understand each sentence of the questionnaire. (see appendix 1).

2.3.2. Instruments to Measure Students Speaking Ability

The second instrument is students' speaking score that the researcher has collected from the teacher of English Language. There are four assessments rubric pronunciation, intonation, fluency, and accuracy. (see appendix 4)

2.3.3. Studies Examining the Relationship between Students' Speaking Self-Efficacy and Speaking Ability

Many studies attained this research topic. The researcher found similar studies with the aim of this research. In the context of Japanese university students, Leeming (2017) executed a longitudinal study of students' English-speaking self-efficacy. The study used mixed-method to gather the data. The study revealed the self-efficacy of students growing every month in that semester, although they had a negative feeling of self-efficacy in the initial month. The students also felt that their ability in speaking English had improved throughout the course. It indicates that the proficiency of speaking skills enhances when students' self-efficacy rises.

The second research was carried out by Liu (2013) who examined the effect of the English Bar on students' speaking self-efficacy improvement. This study results that student who often and seldomly came to the English Bar had significant discrepancies. Those who often visit and engage in communication with English in the Bar enjoyed high self-efficacy than those who never or seldom visit it. Students who often went to the bar to practice their English spoken performed more actively in English language class, such as answering the instructor's question, participating in group discussion, and oral presentation. In contrast, students with low self-efficacy never reflected similar effects. Therefore, it indicates that students who have high self-efficacy can perform better in speaking English than those who have low self-efficacy.

The same topic carried by Alawiyah (2018). With 96 ctive students in the sixth semester of the English Education Program at Raden Fatah Palembang State Islamic University for the academic year 2017/2018. Data were analysed using SPSS 22, and it was discovered that there was a statistically significant positive association between self-efficacy and speaking achievement with p-value of 0.00, which was less than 0.05 (0.000.05). This study also discovered that students' self-efficacy had a 12.2 percent influence on their speaking performance.

Alam., Bachtiar., & Widodo. (2020) from State University of Makassar also investigate this topic on twenty-nine students of ten grade MIPA 6 of SMAN 22 Makassar. As a result, the majority of students exhibit a modest level of self-efficacy in their speaking abilities.

Asakereh & Dehghannezhad (2015) that entitles “Student Satisfaction with EFL Speaking Classes: Providing Speaking Self-efficacy to Skill Achievement". Participants' final speaking skill scores were gathered from their professors and utilized to evaluate their performance. Pearson correlation analyses revealed that both student satisfaction with speaking classes and speaking skills self-efficacy beliefs are significantly positive predictors of speaking ability achievement, with the latter being more powerful. Furthermore, Pearson Correlation analysis found a significant positive association between student satisfaction with speaking classes and speaking abilities self-efficacy beliefs. Multiple regression analyses revealed that, among the study's independent variables, speaking self-efficacy beliefs were a significantly larger predictor of Iranian EFL students' speaking skills achievement.

2.4 Conceptual Framework

The writer will present an overview of the framework for determining the relationship between EFL student speaking self-efficacy and speaking ability in a vocational high school.

Speaking is extremely crucial for students learning a second or foreign language. Speaking consists of five elements: pronunciation, grammar, comprehension, fluency, and vocabulary. However, throughout the research, the author concentrates on speaking ability or score. In this scenario, self-efficacy serves as a benchmark for students who use their self-efficacy to perform best when speaking. As a result, in this study, the author focuses on the relationship between EFL student self-efficacy and speaking ability at a vocational high school,

particularly in terms of speaking scores. The author assumes that students with stronger speaking self-efficacy will obtain better results in their speaking skills.

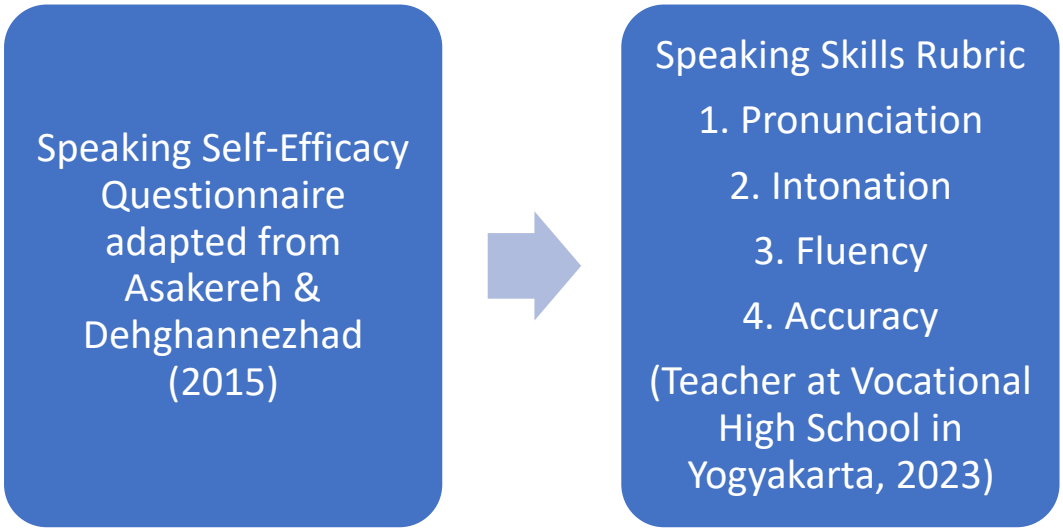


Figure 1. Conceptual Framework

2.5 Research Hypothesis

Based on the problem described earlier, the research hypothesis draws as follows:

1. Ho: There is no significant positive relationship between students' self-efficacy and students' speaking ability.
2. Ha: There is a significant positive relationship between students' self-efficacy and students' speaking ability

CHAPTER 3

RESEARCH METHODOLOGY

3.1.Research Design

This research was conducted utilizing quantitative methods. According to Leedy, Ormrod, and Williams (2011), quantitative research requires data collection in order to assess and understand knowledge for accepting or disputing alternative expertise. The goal of quantitative research is to comprehend the numerical relationship between prediction, hypothesis, and actual data (Apuke, 2017).

3.2.Population and Sample

The writer obtained the data from class 10 at a vocational high school with majoring in hospitality in Yogyakarta as the population. There were 74 students in total, and it divided into 2 classes Xa and Xb. The sample was chosen using a purposive sampling technique, because all participants are the students when the researcher doing microteaching practice. Meanwhile, according to Arikunto (2006), the sample is representative of the population, which has similar features. According to Muslih and Sari (2017), there are two options for picking a sample. First, if the population is fewer than 100, the entire population can be sampled. Second, if the population reaches or more than 100, the researcher can use 10% - 15% or 20% - 25%. There are 74 students in class 10 at a vocational high school in Yogyakarta, so the researcher includes the entire population as a participant.

3.3.Research Instrument

The questionnaire was adapted from Asakereh & Dehghannezhad (2015) that entitles “Student Satisfaction with EFL Speaking Classes: Relating Speaking

Self-efficacy and Skills Achievement" and Asakereh & Dehghannezhad (2015) also adapted from four researches or studies: Saeidi and Ebrahimi Farshchi (2012), Wang et al. (2013), Gahungu (2007), and Rahimi and Abedini (2009). It comprised 28 items in total, but the writer took 25 items for this study. The questionnaire was transcribed into Bahasa Indonesia so that participants can better understand each sentence of the questionnaire.

Table 3.1 List of Number Questionnaire Items

The Researcher	Number of Questionnaire Items
Rahimi and Abedini (2009)	1, 2, 4, 6, 7, and 8
Gahungu (2007)	18, 19, 20, and 21
Wang et al. (2013)	22, 23, 24, and 25
Saedi and Ebrahimi Farshchi (2012)	3, 5, 9, 10, 11, 12, 13, 14, 15, 16, and 17

3.4.Data Collection Technique

This study used a printed questionnaire. Used instruments from Asakereh & Dehghannezhad (2015), distributed the questionnaire to the chosen sample. The researcher instructed how to complete the questionnaire using a 5-point Likert scale. After collecting data. The writer checked the validity and reliability of the questionnaire. Analysed the data using SPSS v.26 to identify EFL vocational high school students' speaking skills self-efficacy beliefs. Interpreted the data based on the result.

3.5.Validity and Reliability

After collecting the data, the researcher analysed the data using SPSS v.26. From 74 responders, the r-table value with a 5% significance level is 0,227. Items are considered valid if the r-count > r-table.

Table 3.2 Validity Test

Item	R-count	R-table	Criteria
1	,419	,227	VALID
2	,471	,227	VALID
3	,614	,227	VALID
4	,513	,227	VALID
5	,690	,227	VALID
6	,445	,227	VALID
7	,541	,227	VALID
8	,701	,227	VALID
9	,593	,227	VALID
10	,715	,227	VALID
11	,590	,227	VALID
12	,512	,227	VALID
13	,555	,227	VALID
14	,567	,227	VALID
15	,640	,227	VALID
16	,570	,227	VALID
17	,603	,227	VALID
18	,620	,227	VALID
19	,591	,227	VALID
20	,550	,227	VALID
21	,621	,227	VALID
22	,629	,227	VALID
23	,399	,227	VALID
24	,615	,227	VALID
25	,483	,227	VALID

According to Taber (2018), the instrument has a Cronbach Alpha (α) score of 0.81, indicating high reliability. The Cronbach Alpha (α) score for the SPSS 26 is 0.911, based on 25 items. Then it can be determined that the inquiry item is reliable.

Table 3.3 Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.911	25

3.6.Data Analysis Technique

This section describes the methods used to analyse the data collected. The researcher converted the questions to a printed questionnaire, which was then distributed to EFL students from class X at the vocational high school with majoring in hospitality in Yogyakarta. The data were analysed with Pearson Correlations calculating the mean, frequency, and standard deviation. Those were analysed using Microsoft Excel and SPSS v.26. If the Sig.(2-tailed) values show less than .05. It means that the correlation is significant at the .01 level or it can be concluded that the relationship between speaking self-efficacy and speaking ability is positive.

CHAPTER 4

RESEARCH FINDINGS AND DISSCUSION

This chapter presents the results of research conducted with the goal of solving research challenges. The study's findings are discussed using descriptive analysis per item in the form of bar, which are elaborated in the discussion. The findings are the outcome of the distribution of questionnaires filled out by ten grade students at a vocational high school in Yogyakarta.

4.1.Research Findings

4.1.1. Descriptive Statistics Result

In the distributed questionnaire, there are 25 items addressed to the students. The presentation of the findings can be seen in the following information

4.1.1.1. Students' Speaking Self-Efficacy Questionnaire

Students' self-efficacy is considered as the independent variable (x variable). The instrument to measure this variable is the questionnaire of self-efficacy. The result of the questionnaire is described on the following table below:

Table 4.1 The Result of Students Self-Efficacy

Participant (N)	Self-efficacy (X)
∑N = 74	∑X = 7487
Mean	101,18
Median	102
Mode	103
Max	125
Min	77

Based on the Table 4.1 shows above, the total of participants who joined the research (N) was 74 students. Furthermore, the mean 101,18, the median is 102,

and the mode of the data was 103. Meanwhile, in the table above, it can be seen that the maximum score is 125 and the minimum score is 77.

Furthermore, the writer analyses the data above to determine whether students' self-efficacy is low, moderate, or high. To categorize the data, the writer employed the equations from (Azwar, 2012). The computation shows as follows:

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
X_TOTAL	74	48	77	125	101.18	12.274
Valid N (listwise)	74					

Range = 48

Mean = 101.18 (rounded to 101)

Std. Deviation = 12.274 (rounded to 12)

After getting the range, median, and standard deviation of the data, the table 4.2 below describe the range of self-efficacy categorization, likewise the calculation.

Table 4.2 Self-efficacy Categorize

No.	Category Range	Description
1	X < M – Std. Deviation X < 101 – 12 **X < 89**	Low
2	M – Std. Deviation ≤ X < M + Std. Deviation 101 – 12 ≤ X < 101 + 12 **89 ≤ X < 113**	Moderate
3	M + Std. Deviation ≤ X 101 + 12 ≤ X **113 ≤ X**	High

Table 4.3 The Result of Frequency Distribution Based on Categorization

	N	Percent	Cumulative Percent
Low	15	20.3	20.3
Moderate	47	63.5	83.8
High	12	16.2	100.0
Total	74	100.0	

Table 4.3 shows the frequency of students based on their categories of self-efficacy. There are 15 students possessed low self-efficacy, which means their score was below 89. Meanwhile, there are 47 students who had moderate self-efficacy. In other words, their score of self-efficacies was on the range of above 89 but below 113. This category is also the majority of students responses which represents 63.5% from all the samples. Whereas the highest is possessed by 12 students who having the self-efficacy score more than 113.

4.1.1.2. Speaking Score from Speaking Skill Rubrics

The second instrument is students' speaking score documentation that the researcher has collected from the teacher of English Language. The Speaking mid test score was applied to this research. The mid test score of students' speaking was also considered as dependent variable (y variable). The following table is the description of the score:

Table 4.4 Students' Speaking Score

Participant (N)	Speaking Score (Y)
∑N = 74	**∑X = 5985**
Mean	**80.878**
Median	**80**
Mode	**75**
Max	**90**
Min	**70**

Based on the data in Table 4.4 shows the mean of the students' score is 80.878, median 80, and mode 75. The minimum score is 70 and the maximum score is 90. In order to discover the students' score criteria, this table describes the score criterion that applied by English Education Department:

Table 4.5 Speaking Score Criterion

No.	Score	Letter Value
1	80 – 100	A
2	70 – 79	B
3	60 – 69	C
4	50 – 59	D
5	01 – 49	E

Table 4.6 The Result of Frequency Distribution Based on Score Criterion

Letter Value	N	Percent	Cumulative Percent
A	50	67.6	67.6
B	24	32.4	100.0
Total	**74**	**100.0**	

Based on the Table 4.6 demonstrates 50 students got A in the mid test of Speaking, which means they got considerably high achievement in this test. It can be noticed that the majority of students received A, which represents more than half of the samples (67.6%). Meanwhile, score B consists 24 students, and it represents 32.4% from all the sample.

4.1.2. Correlation Between Variable

Before analysing correlation between variables, the researcher tested the normality of the data because aims to assess the distribution of data in a data group or variables, whether the distribution of the data is normally distributed or not. After calculating the data, the statistical calculation is needed to find out the correlation

between two variables. The writer also used IBM SPSS Statistic Version 26 to analyse the data.

Table 4.7 The Result of Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self-Efficacy	.090	74	.200*	.961	74	.023
English Score	.193	74	.000	.883	74	.000

Table 4.7 demonstrates the result Kolgomorov-Smirnov test, which is the significant value of the data is 0.200. It means the significant value is higher than 5% or 0.05 significancy. The significant value 0.200 >0.05 proves that the data is normally distributed.

After the data were proven to be normally distributed, the researcher conducted the analysis of correlation coefficient to find out the correlation between two variables; students' speaking self-efficacy (variable X) and speaking ability (variable Y), then the writer calculates it to the Pearson Product Moment analysis in SPSS. The following table is the result from SPSS26, with the hypothesis:

1. Ho: There is no significant positive relationship between students' self-efficacy and students' speaking ability.
2. Ha: There is a significant positive relationship between students' self-efficacy and students' speaking ability.

Table 4.8 The Result of Pearson Product Moment Analysis

Correlations

		Self-Efficacy	English Score
Self-Efficacy	Pearson Correlation	1	.735
	Sig. (2-tailed)		.040
	N	74	74
English Score	Pearson Correlation	.735	1
	Sig. (2-tailed)	.040	
	N	74	74

Correlation is significant at the 0.01 level (2-tailed)

Based on the data in Table 4.8, the correlation coefficient was found to be (r= 0.735) (p value= 0.040) that means indicating a positive relationship between students' self-efficacy and speaking ability. High self-efficacy leads to high speaking ability, while low self-efficacy leads to low speaking ability.

Furthermore, after knowing the positive correlation between the variable, it's matter to understand how strong it correlates. According to the calculation, it discovered the Pearson Correlation (p value = 0.735). Besides, based on Ratner (2009) stated if correlation value on the range of 0 – 0.3 that means have low correlation, correlation value on the range of 0.3 – 0.7 that means have moderate correlation, and correlation value on the range of 0.7 – 1.0 that means have strong correlation. As a result, it is possible to conclude that there is a strong correlation between students' self-efficacy and their speaking abilities.

4.2.Research Discussion

The objective of this research was to look into the association between self-efficacy and speaking ability of vocational high school students in Yogyakarta. The study's findings demonstrated that the relationship between students' self-efficacy

and speaking ability was validated. There was a significant link between students' self-efficacy and their speaking abilities. This favourable conclusion is consistent with previous research (Dwyer & Fus, 1999; Puspita et al., 2014; Asakereh & Dehghannezhad, 2015; Sari, 2016; Alawiyah, 2018), which demonstrated a positive relationship between students' speaking ability and self-efficacy. According to Pajares (2003), self-efficacy can influence students' behaviour, including their decisions, effort expended, determination and tenacity, thought processes, and emotional responses. So, it can be extrapolated that building positive self-efficacy might change students' behaviour and mental state, which then influences students' attempt to obtain good performance, particularly in speaking tasks.

The degree of correlation between students' self-efficacy and speaking ability showed a coefficient correlation result 0.735. Besides, based on Ratner (2009) stated if correlation value on the range of 0 – 0.3 that means have low correlation, correlation value on the range of 0.3 – 0.7 that means have moderate correlation, and correlation value on the range of 0.7 – 1.0 that means have strong correlation. As a result, it is possible to conclude that there is a strong correlation between students' self-efficacy and their speaking abilities. Aryani (2018) established a two-phase model of self-efficacy, which includes pre-intentional and post-intentional processes. The pre-intentional phase concerns the students' assessment of their ability, which decides how much effort is required to reach the goals. Meanwhile, the post-intentional phase involves students taking action based on the goals they have set. According to (Bandura, 1977), expectations will not be met if individuals continue to lack competencies with the characteristics logical thinking, idealism

thinking, critical thinking, egocentrism, friendship, unstable emotionality, and the level of morality is more mature. As a result, in this study, some students may develop positive self-efficacy beliefs about their abilities and anticipate to achieve certain goals in the future, but they did not persist in maintaining behaviours.

Regarding self-efficacy level, the result showed that most students had moderate self-efficacy. However, almost half of the students got a score of A in the speaking course. This finding is consistent with the studies conducted by Dasmo (2014). It suggests that those students rated themselves sufficiently, implying that they saw themselves as neither capable nor unable of doing speaking activities. The possible justification for this study is that a student is still unsure of their abilities to speak English and cope with their performance based on the task at hand. Bandura (1977) argued that self-efficacy influences people's behavioural choices. When students believe a task or activity is beyond their ability, they become fearful and avoid it; conversely, when they believe they are capable of completing a task, they become immersed. To summarize, students may be afraid to execute a speaking activity because they believe they will not do it correctly; nonetheless, they have sufficient English language skills. Furthermore, students will engage in the job when they believe they can complete it, rather than when they are unsure of their abilities. Based on this, the instructor is expected to provide effective and meaningful learning, with assignments ranging from the easiest to the most difficult. As a result, students can gain a sense of accomplishment at first to boost their confidence in learning a language.

Students have high self-efficacy, which ranks second. Furthermore, practically all of them received high marks in their speaking ability. It points out that high self-efficacy has a significant impact on students' speaking abilities. Perceiving strong self-efficacy improves students by enhancing their confidence and perseverance to complete challenging activities (Asakereh & Dehghannezhad, 2015). In other words, students with a positive view or self-esteem, particularly when learning to speak, will perceive the tough task as something to be mastered and will put out their best efforts to achieve their goals. Bandura (1977) also claimed that performance achievement is the most powerful source of self-efficacy. Students get a sense of mastery when they achieve recurring success throughout the learning process, and aperiodic defaults are likely to decrease. Furthermore, a sense of self-efficacy stems from resilience in the face of failure, which also requires perseverance. Students' exposure to English is quite high because they major in English Language and several subjects/courses demand them to speak in English (except the Speaking course). So, it makes sense that they believe they are capable of speaking English. Furthermore, their receptive knowledge is improved because they acquire Listening and Reading while being taught bilingually by the teacher. In addition to the sensation of mastery in doing the activity, various elements such as vicarious experience, social persuasion, and psychological state can also affect students perceived self-efficacy (Bandura, 1994).

Social modelling addresses vicarious experience by allowing students to compare themselves to peers who are competent at a task. As a result, it encourages kids to do what their peers can do. Social persuasion refers to verbal messages

received from others, which might take the form of support or discouragement. Meanwhile, psychological state refers to how students felt themselves in overcoming emotional states such as worry and stress while participating in activities. Students frequently link bad emotional or physical factors to poor performance. As a result, self-efficacy can stem from a variety of causes; nonetheless, determining which one has the greatest impact on students must still be considered.

Students had the lowest self-efficacy when it came to speaking English. However, the researcher has yet to find any evidence demonstrating that poor self-efficacy could have a negative impact on learners English-speaking abilities. In this situation, students with low self-efficacy received moderate results; one even received an A, which was highly contradictory. This contradiction is likely consistent with (Leeming, 2017), who stated that students who feel low ability may discover that they can improve their speaking performance, whilst those who perceive strong ability continue to enhance their self-efficacy. Bandura (1977) also claimed that Personal self-efficacy is determined by the sequence of the entire structure of events in which mistakes occur. This can notice that children may suffer failure, which lowers self-efficacy and sees reduced ability, but they still have a strong attitude to stay up with the work with persisting attempts to achieve the goal.

Finally, this study concluded that students' speaking skill or performance is influenced by their self-efficacy. The study's findings revealed a significant association between students' self-efficacy and their speaking abilities. Therefore, it is critical to not only focus on students' speaking performance but also raise

students' positive assessment of self-efficacy toward their talents, which can then affect students' performance.

BAB 5

CONCLUSION AND SUGGESTION

5.1.Conclusion

This research was expected to report about the result of the research based on the question posed in the previous chapter of this study. Based on the result showed the coefficient correlation was found to be (r= 0.735) (p value= 0.040) that means indicating a positive relationship between students' speaking self-efficacy and speaking ability. High self-efficacy leads to high speaking ability, while low self-efficacy leads to low speaking. Furthermore, the correlation level of both variables going to be strong, according to Pearson Product-Moment Correlation interpretation the rxy is on the range of 0.7 – 1.0, which means it has a strong correlation. In addition, the researcher suggested that the students get self-awareness for them to improve speaking self-efficacy through speaking ability.

Based on the data, we may conclude that students' self-efficacy and speaking skill are related. Furthermore, the correlation degree for both variables suggested a substantial association. For example, it thought that some students reflect good performance, even though they have high self-efficacy, which suggests that if the students' self-efficacy is high, their speaking ability is high, and otherwise, the students' speaking ability is low when they possess low self-efficacy.

The current study has several limitations that should be considered, the writer limits the study to the second semester on class X at the vocational high school with majoring in hospitality. The writer identified EFL vocational high school students' speaking self-efficacy level and how it correlates to their speaking ability.

5.2.Suggestion

According to the aim and result that the writer has obtained before, it advises the parties below:

a. For teacher

After knowing the importance of students' judgments toward themselves, the teacher can encourage the students to have positive judgment because it may affect their academic achievement. Second, to provide learning instruction that can give students meaningful experience. For instance, learning is like "stepping a ladder" which learning from the easiest to the hardest, so students can make gains in their self-efficacy, which then motivates them in the next task. And the last is to give constructive feedback to students during speaking tasks, in which students can identify which part they can improve to their speaking performance.

b. For students

It can be seen that self-efficacy has a positive correlation with students speaking performance. Therefore, it is an important thing to manifest good beliefs toward students' self, which will also improve their self-confidence in mastering difficult tasks. If students implement high self-efficacy, it is not impossible to gain a better outcome for their speaking skill development. In addition, this condition also can be applied to other subjects outside English. Perhaps that students are still doubting their ability, there is a possibility to create success to their academic achievement, by sustaining appropriate learning strategies, achievable goals, perseverance efforts, and so on, to improve their skill and self-efficacy.

c. For other researchers

The author acknowledges that this study is probably far from flawless, thus he recommends that additional studies examine students' self-efficacy and speaking abilities directly and using a different method. It is also recommended to assess students' self-efficacy at the start, middle, and conclusion of the course to determine whether or not it improves. It can also consider investigating students' speaking ability to see whether there is a different result on ability as long the development of their self-efficacy.

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APPENDICES

Appendix 1 Students Self-efficacy Instrument

No	Item
1	I have enough ability to improve my speaking skills. **(Saya memiliki kemampuan yang cukup untuk meningkatkan kemampuan berbicara saya)**
2	I am sure that if I practice speaking more, I will get better grades in the course. **(Saya yakin jika saya berlatih lebih rajin, saya akan mendapat nilai yang lebih baik di kelas bahasa Inggris)**
3	I can speak better than my classmates. **(Saya mampu berbicara bahasa Inggris lebih baik daripada teman sekelas saya)**
4	Even if the speaking task is difficult and I do not have the required vocabulary, I can find the strategy to get the message across. **(Bahkan jika tugas berbicara bahasa Inggris sulit dan saya tidak memiliki kosakata yang cukup, saya mampu menemukan cara agar pesan saya tersampaikan)**
5	I am not stressed out when speaking English in the classroom. **(Saya tidak merasa cemas ketika berbicara bahasa Inggris di kelas)**
6	I enjoy speaking with a proficient partner. **(Saya nyaman berbicara bahasa Inggris dengan teman yang pintar berbicara bahasa Inggris)**
7	I enjoy meeting tourists because I can speak with them well. **(Saya nyaman bertemu turis karena saya mampu berbicara bahasa Inggris dengan baik)**
8	The more difficult the speaking practice is, the more enjoyable it is. **(Semakin sulit pelajaran bahasa Ingrris, maka semakin menarik)**
9	When the instructor asks a question, I raise my hand to answer it even if I‘am not sure about it. **(Ketika guru menanyakan sebuah pertanyaan dalam bahasa Inggris, tanpa diminta saya mengangkat tangan untuk menjawab, meskipun saya tidak yakin dengan jawabannya)**
10	I'm confident about my ability to interact with other English speakers. **(Saya percaya diri dengan kemampuan saya berinteraksi dengan penutur bahasa Inggris)**
11	While speaking, I can deal efficiently with unexpected situations. **(Saya mampu berbicara bahasa Inggris bahkan di situasi yang tidak terduga)**
12	While speaking, I can remain calm when facing difficulties. **(Saya mampu berbicara bahasa Inggris dengan tenang meskipun saya kesulitan dalam menyampaikan maksud saya kepada lawan bicara saya.)**

13	When I‘am talking with fluent speakers, I let them know if I need help. **(Ketika saya berbicara bahasa Inggris dengan orang lain yang lancar berbicara bahasa Inggris, saya akan memberitahu mereka jika saya kehabisan kata-kata dan membutuhkan bantuan mereka untuk merangkai kata-katanya**
14	I'm confident I can communicate what I mean easily. **(Saya percaya diri bahwa saya mampu menyampaikan pesan dalam bahasa Inggris dengan mudah)**
15	I'm able to actively participate in my speaking classes. **(Saya mampu berpartisipasi aktif di kelas berbicara bahasa Inggris.)**
16	I'm sure I can use English outside the classroom. **(Saya yakin saya mampu menggunakan bahasa Inggris di luar kelas bahasa Inggris.)**
17	I strongly believe that I can achieve native-like fluency in English. **(Saya sangat yakin bahwa saya mampu berbicara lancar dalam bahasa Inggris seperti orang penutur asli bahasa Inggris.)**
18	I can describe my school to others in English. **(Saya mampu memberikan informasi tentang sekolah saya kepada orang lain dalam bahasa Inggris)**
19	I can tell a story in English **(Saya mampu bercerita dalam bahasa Inggris)**
20	I can ask my teachers questions in English. **(Saya mampu bertanya kepada guru saya dalam bahasa Inggris)**
21	I can produce sentence with idiomatic expressions. **(Saya dapat membuat kalimat bahasa Inggris menggunakan idiom dalam bahasa Inggris)**
22	I can introduce my teacher to someone else in English. **(Saya mampu memperkenalkan guru saya kepada orang lain dalam bahasa Inggris)**
23	I can discuss subjects of my interest with my classmates **(Saya dapat berdiskusi tentang hobi saya dengan teman sekelas saya dalam bahasa Inggris)**
24	I can introduce myself in English. **(Saya dapat memperkenalkan diri saya dalam bahasa Inggris)**
25	I can answer my teachers’ questions in English. **(Saya dapat menjawab pertanyaan-pertanyaan dari guru saya dalam bahasa Inggris)**

Appendix 2 Descriptive Statistics

Statistics

		Self-Efficacy	English Score
N	Valid	74	74
	Missing	0	0
Mean		101.18	80.88
Median		102.00	80.00
Mode		103[a]	75
Minimum		77	70
Maximum		125	90

a. Multiple modes exist. The smallest value is shown

Appendix 3 The Result of Students Speaking Self-Efficacy

Participant (N)	Self-efficacy (X)
P1	111
P2	105
P3	114
P4	102
P5	106
P6	104
P7	121
P8	95
P9	95
P10	103
P11	98
P12	101
P13	125
P14	86
P15	78
P16	86
P17	92
P18	87
P19	91
P20	91
P21	123
P22	104
P23	125
P24	125
P25	93
P26	104

P27	109
P28	117
P29	106
P30	100
P31	88
P32	108
P33	100
P34	109
P35	92
P36	99
P37	103
P38	117
P39	83
P40	83
P41	97
P42	99
P43	91
P44	125
P45	85
P46	77
P47	83
P48	86
P49	82
P50	86
P51	87
P52	120
P53	97
P54	125
P55	125
P56	89
P57	103
P58	106
P59	105
P60	103
P61	101
P62	103
P63	104
P64	108
P65	102
P66	102
P67	94
P68	99
P69	107
P70	101

P71	99
P72	105
P73	103
P74	109
∑N = 74	**∑X = 7487**
Mean	**101,18**
Median	**102**
Mode	**103**
Max	**125**
Min	**77**

Appendix 4 Speaking Ability Assessment Rubric

No.	Aspek yang Dinilai	Kriteria	Skor
1	Pengucapan (Pronunciation)	Hampir Sempurna	5
		Ada beberapa kesalahan, tapi tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (Intonation)	Tepat	5
		Pelan	4
		Terlalu pelan	3
		Cepat	2
		Terlalu cepat	1
3	Kelancaran (Fluency)	Sangat lancar	5
		Lancar	4
		Cukup lancar	3
		Kurang lancar	2
		Tidak lancar	1
4	Ketepatan Makna (Accuracy)	Sangat tepat	5
		Tepat	4
		Cukup tepat	3
		Kurang tepat	2
		Tidak tepat	1

No.	Huruf	Rentang Angka
1	Sangat Baik (A)	86 – 100
2	Baik (B)	71 – 85
3	Cukup (C)	56 – 70
4	Kurang (D)	≤ 55

Appendix 5 Students Speaking Score

Participant (N)	Speaking Score (Y)
P1	75
P2	85
P3	80
P4	75
P5	80
P6	85
P7	80
P8	85
P9	75
P10	85
P11	85
P12	85
P13	80
P14	75
P15	75
P16	80
P17	75
P18	80
P19	75
P20	75
P21	80
P22	80
P23	75
P24	85
P25	90
P26	85
P27	75
P28	75
P29	80
P30	80
P31	80
P32	80
P33	90
P34	85
P35	75
P36	70
P37	75
P38	75
P39	80
P40	85
P41	75

P42	85
P43	85
P44	85
P45	85
P46	80
P47	80
P48	75
P49	80
P50	90
P51	85
P52	75
P53	80
P54	90
P55	90
P56	85
P57	85
P58	75
P59	80
P60	75
P61	75
P62	75
P63	75
P64	85
P65	85
P66	90
P67	90
P68	90
P69	90
P70	85
P71	75
P72	80
P73	80
P74	80
∑N = 74	**∑X = 5985**
Mean	**80.878**
Median	**80**
Mode	**75**
Max	**90**
Min	**70**

Appendix 6 Students' Self-Efficacy Questionnaire

Nama :

Kelas :

Keterangan:

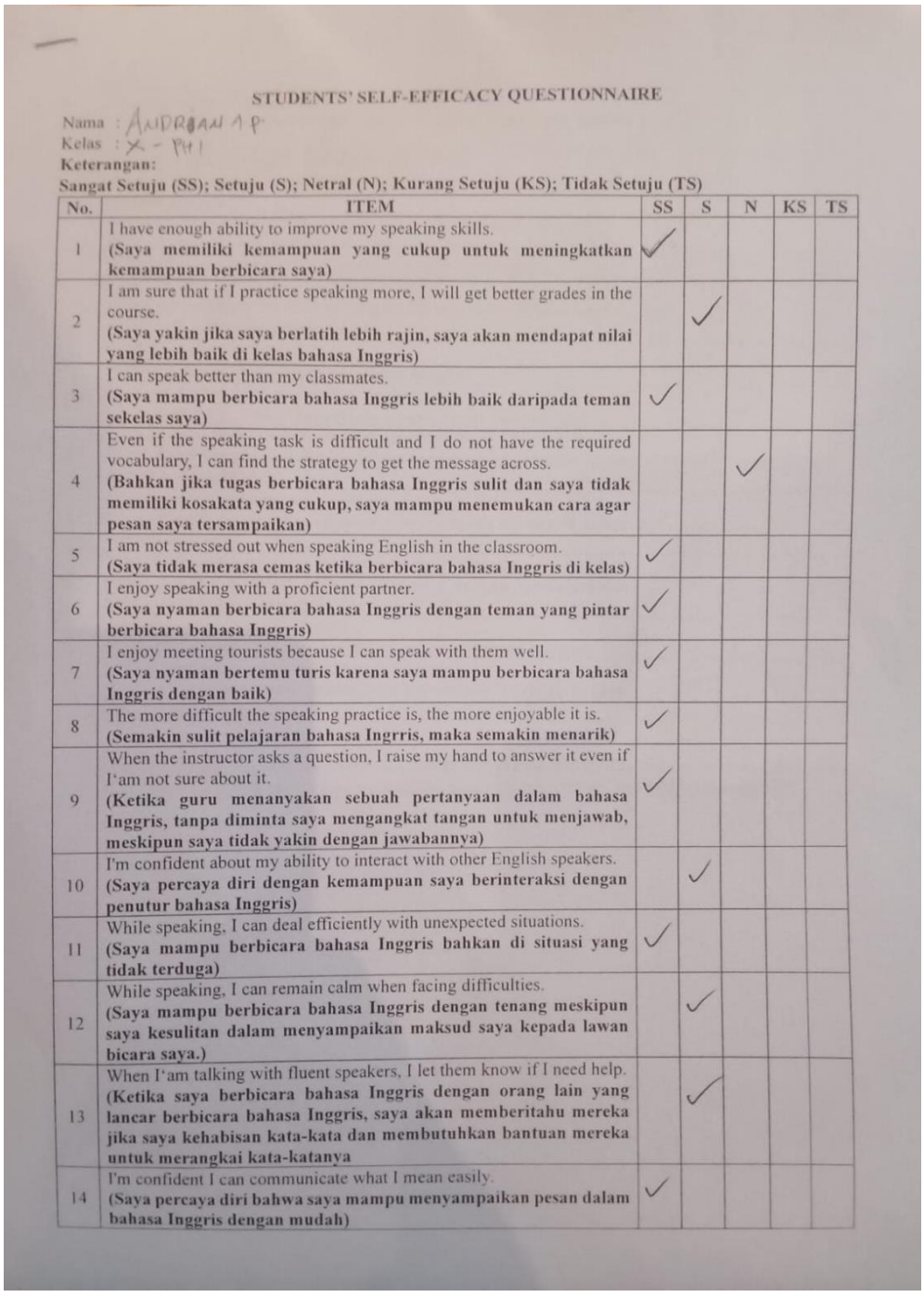
Sangat Setuju (SS); Setuju (S); Netral (N); Kurang Setuju (KS); Tidak Setuju (TS)

No.	ITEM	SS	S	N	KS	TS
1	I have enough ability to improve my speaking skills. **(Saya memiliki kemampuan yang cukup untuk meningkatkan kemampuan berbicara saya)**					
2	I am sure that if I practice speaking more, I will get better grades in the course. **(Saya yakin jika saya berlatih lebih rajin, saya akan mendapat nilai yang lebih baik di kelas bahasa Inggris)**					
3	I can speak better than my classmates. **(Saya mampu berbicara bahasa Inggris lebih baik daripada teman sekelas saya)**					
4	Even if the speaking task is difficult and I do not have the required vocabulary, I can find the strategy to get the message across. **(Bahkan jika tugas berbicara bahasa Inggris sulit dan saya tidak memiliki kosakata yang cukup, saya mampu menemukan cara agar pesan saya tersampaikan)**					
5	I am not stressed out when speaking English in the classroom. **(Saya tidak merasa cemas ketika berbicara bahasa Inggris di kelas)**					
6	I enjoy speaking with a proficient partner. **(Saya nyaman berbicara bahasa Inggris dengan teman yang pintar berbicara bahasa Inggris)**					
7	I enjoy meeting tourists because I can speak with them well. **(Saya nyaman bertemu turis karena saya mampu berbicara bahasa Inggris dengan baik)**					
8	The more difficult the speaking practice is, the more enjoyable it is. **(Semakin sulit pelajaran bahasa Ingrris, maka semakin menarik)**					
9	When the instructor asks a question, I raise my hand to answer it even if I'am not sure about it. **(Ketika guru menanyakan sebuah pertanyaan dalam bahasa Inggris, tanpa diminta saya mengangkat tangan untuk menjawab, meskipun saya tidak yakin dengan jawabannya)**					
10	I'm confident about my ability to interact with other English speakers. **(Saya percaya diri dengan kemampuan saya berinteraksi dengan penutur bahasa Inggris)**					
11	While speaking, I can deal efficiently with unexpected situations. **(Saya mampu berbicara bahasa Inggris bahkan di situasi yang tidak terduga)**					
12	While speaking, I can remain calm when facing difficulties. **(Saya mampu berbicara bahasa Inggris dengan tenang meskipun saya kesulitan dalam menyampaikan maksud saya kepada lawan bicara saya.)**					
13	When I'am talking with fluent speakers, I let them know if I need help. **(Ketika saya berbicara bahasa Inggris dengan orang lain yang lancar berbicara bahasa Inggris, saya akan memberitahu mereka jika saya kehabisan kata-kata dan membutuhkan bantuan mereka untuk merangkai kata-katanya**					
14	I'm confident I can communicate what I mean easily.					

	(Saya percaya diri bahwa saya mampu menyampaikan pesan dalam bahasa Inggris dengan mudah)					
15	I'm able to actively participate in my speaking classes. **(Saya mampu berpartisipasi aktif di kelas berbicara bahasa Inggris.)**					
16	I'm sure I can use English outside the classroom. **(Saya yakin saya mampu menggunakan bahasa Inggris di luar kelas bahasa Inggris.)**					
17	I strongly believe that I can achieve native-like fluency in English. **(Saya sangat yakin bahwa saya mampu berbicara lancar dalam bahasa Inggris seperti orang penutur asli bahasa Inggris.)**					
18	I can describe my school to others in English. **(Saya mampu memberikan informasi tentang sekolah saya kepada orang lain dalam bahasa Inggris)**					
19	I can tell a story in English **(Saya mampu bercerita dalam bahasa Inggris)**					
20	I can ask my teachers questions in English. **(Saya mampu bertanya kepada guru saya dalam bahasa Inggris)**					
21	I can produce sentence with idiomatic expressions. **(Saya dapat membuat kalimat bahasa Inggris menggunakan idiom dalam bahasa Inggris)**					
22	I can introduce my teacher to someone else in English. **(Saya mampu memperkenalkan guru saya kepada orang lain dalam bahasa Inggris)**					
23	I can discuss subjects of my interest with my classmates **(Saya dapat berdiskusi tentang hobi saya dengan teman sekelas saya dalam bahasa Inggris)**					
24	I can introduce myself in English. **(Saya dapat memperkenalkan diri saya dalam bahasa Inggris)**					
25	I can answer my teachers' questions in English. **(Saya dapat menjawab pertanyaan-pertanyaan dari guru saya dalam bahasa Inggris)**					

This questionnaire was adapted from Asakereh & Dehghannezhad (2015) that entitles "Student Satisfaction with EFL Speaking Classes: Relating Speaking Self-efficacy and Skills Achievement".

Appendix 7 Sample of Students Filling out The Questionnaire



STUDENTS' SELF-EFFICACY QUESTIONNAIRE

Nama : ANDRIAN A P
Kelas : X - PH1
Keterangan:
Sangat Setuju (SS); Setuju (S); Netral (N); Kurang Setuju (KS); Tidak Setuju (TS)

No.	ITEM	SS	S	N	KS	TS
1	I have enough ability to improve my speaking skills. **(Saya memiliki kemampuan yang cukup untuk meningkatkan kemampuan berbicara saya)**	✓				
2	I am sure that if I practice speaking more, I will get better grades in the course. **(Saya yakin jika saya berlatih lebih rajin, saya akan mendapat nilai yang lebih baik di kelas bahasa Inggris)**		✓			
3	I can speak better than my classmates. **(Saya mampu berbicara bahasa Inggris lebih baik daripada teman sekelas saya)**	✓				
4	Even if the speaking task is difficult and I do not have the required vocabulary, I can find the strategy to get the message across. **(Bahkan jika tugas berbicara bahasa Inggris sulit dan saya tidak memiliki kosakata yang cukup, saya mampu menemukan cara agar pesan saya tersampaikan)**			✓		
5	I am not stressed out when speaking English in the classroom. **(Saya tidak merasa cemas ketika berbicara bahasa Inggris di kelas)**	✓				
6	I enjoy speaking with a proficient partner. **(Saya nyaman berbicara bahasa Inggris dengan teman yang pintar berbicara bahasa Inggris)**	✓				
7	I enjoy meeting tourists because I can speak with them well. **(Saya nyaman bertemu turis karena saya mampu berbicara bahasa Inggris dengan baik)**	✓				
8	The more difficult the speaking practice is, the more enjoyable it is. **(Semakin sulit pelajaran bahasa Ingrris, maka semakin menarik)**	✓				
9	When the instructor asks a question, I raise my hand to answer it even if I'am not sure about it. **(Ketika guru menanyakan sebuah pertanyaan dalam bahasa Inggris, tanpa diminta saya mengangkat tangan untuk menjawab, meskipun saya tidak yakin dengan jawabannya)**	✓				
10	I'm confident about my ability to interact with other English speakers. **(Saya percaya diri dengan kemampuan saya berinteraksi dengan penutur bahasa Inggris)**		✓			
11	While speaking, I can deal efficiently with unexpected situations. **(Saya mampu berbicara bahasa Inggris bahkan di situasi yang tidak terduga)**	✓				
12	While speaking, I can remain calm when facing difficulties. **(Saya mampu berbicara bahasa Inggris dengan tenang meskipun saya kesulitan dalam menyampaikan maksud saya kepada lawan bicara saya.)**		✓			
13	When I'am talking with fluent speakers, I let them know if I need help. **(Ketika saya berbicara bahasa Inggris dengan orang lain yang lancar berbicara bahasa Inggris, saya akan memberitahu mereka jika saya kehabisan kata-kata dan membutuhkan bantuan mereka untuk merangkai kata-katanya**		✓			
14	I'm confident I can communicate what I mean easily. **(Saya percaya diri bahwa saya mampu menyampaikan pesan dalam bahasa Inggris dengan mudah)**	✓				

15	I'm able to actively participate in my speaking classes. **(Saya mampu berpartisipasi aktif di kelas berbicara bahasa Inggris.)**	✓				
16	I'm sure I can use English outside the classroom. **(Saya yakin saya mampu menggunakan bahasa Inggris di luar kelas bahasa Inggris.)**		✓			
17	I strongly believe that I can achieve native-like fluency in English. **(Saya sangat yakin bahwa saya mampu berbicara lancar dalam bahasa Inggris seperti orang penutur asli bahasa Inggris.)**		✓			
18	I can describe my school to others in English. **(Saya mampu memberikan informasi tentang sekolah saya kepada orang lain dalam bahasa Inggris)**	✓				
19	I can tell a story in English **(Saya mampu bercerita dalam bahasa Inggris)**		✓			
20	I can ask my teachers questions in English. **(Saya mampu bertanya kepada guru saya dalam bahasa Inggris)**			✓		
21	I can produce sentence with idiomatic expressions. **(Saya dapat membuat kalimat bahasa Inggris menggunakan idiom dalam bahasa Inggris)**		✓			
22	I can introduce my teacher to someone else in English. **(Saya mampu memperkenalkan guru saya kepada orang lain dalam bahasa Inggris)**	✓				
23	I can discuss subjects of my interest with my classmates **(Saya dapat berdiskusi tentang hobi saya dengan teman sekelas saya dalam bahasa Inggris)**		✓			
24	I can introduce myself in English. **(Saya dapat memperkenalkan diri saya dalam bahasa Inggris)**	✓				
25	I can answer my teachers' questions in English. **(Saya dapat menjawab pertanyaan-pertanyaan dari guru saya dalam bahasa Inggris)**		✓			

This questionnaire was adapted from Asakereh & Dehghannezhad (2015) that entitles "Student Satisfaction with EFL Speaking Classes: Relating Speaking Self-efficacy and Skills Achievement".

Appendix 8 The Result of Students Questionnaire per Item

Nama	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15	X16	X17	X18	X19	X20	X21	X22	X23	X24	X25	X_TOTAL
P1	5	4	5	3	5	5	5	5	5	4	5	4	4	5	5	4	4	5	4	3	4	5	4	5	4	111
P2	5	5	5	3	4	4	5	5	4	5	5	5	4	5	3	3	5	5	5	3	4	3	3	5	2	105
P3	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	4	5	4	4	4	4	4	4	5	3	114
P4	5	5	5	5	5	4	4	5	5	3	4	5	4	5	4	3	5	4	4	2	4	3	3	3	3	102
P5	5	4	4	4	5	5	5	4	5	5	4	3	4	5	5	3	4	5	5	4	4	5	2	3	4	106
P6	4	4	4	4	5	4	5	3	5	5	5	4	5	4	5	3	5	4	3	3	3	3	4	5	5	104
P7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	121
P8	5	5	4	5	5	4	5	5	3	3	5	4	3	3	3	4	3	4	3	3	4	3	2	4	3	95
P9	5	5	4	5	5	4	5	5	3	3	5	4	3	3	3	4	3	4	3	3	4	3	2	4	3	95
P10	5	5	5	4	4	4	4	4	5	4	3	4	4	4	4	5	4	4	4	3	4	4	5	5	2	103
P11	5	3	5	2	4	1	3	5	1	4	1	5	4	5	3	5	4	5	3	5	5	5	5	5	5	98
P12	4	5	5	5	5	5	4	3	5	4	3	4	4	4	4	4	4	5	5	3	4	4	3	3	2	101
P13	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	125
P14	4	4	3	3	4	3	3	3	3	3	3	4	3	4	3	3	4	4	5	3	3	3	4	5	2	86
P15	4	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	78
P16	5	4	3	4	3	5	4	3	3	4	4	3	3	4	3	3	4	4	3	3	3	3	3	4	1	86
P17	4	4	4	4	3	4	3	3	3	3	4	4	4	4	4	4	5	5	3	3	3	4	4	3	3	92
P18	3	4	4	4	4	3	3	3	3	3	4	4	3	4	4	3	3	4	4	4	4	3	3	3	3	87
P19	4	4	4	5	3	4	4	3	5	3	4	4	4	3	3	3	4	4	3	2	4	5	3	3	3	91
P20	4	4	4	3	4	4	4	3	4	3	4	4	4	4	4	4	4	4	4	2	4	3	3	3	3	91
P21	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	123
P22	5	5	4	4	4	5	4	4	5	4	5	5	5	5	4	4	4	4	4	2	5	4	3	3	3	104
P23	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	125
P24	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	125
P25	4	4	3	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	5	3	3	4	3	3	3	93
P26	5	4	5	4	4	4	4	4	5	4	5	5	4	5	4	4	4	4	4	2	3	3	5	5	4	104
P27	4	5	5	4	5	4	4	4	5	5	5	5	5	4	4	4	4	4	5	5	4	4	4	4	3	109
P28	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5	4	5	3	3	4	117
P29	4	4	5	5	5	4	5	4	4	4	5	4	5	4	5	4	5	5	4	3	4	4	3	4	3	106

P30	4	4	4	4	4	4	3	4	4	5	4	5	4	4	4	3	3	4	4	3	5	4	5	4	4	100
P31	3	5	5	4	4	4	4	3	4	3	3	4	4	4	2	5	4	3	3	1	2	3	4	4	3	88
P32	5	5	5	5	4	5	4	4	5	5	4	4	5	4	3	4	5	4	5	4	4	3	3	4	5	108
P33	4	5	5	4	5	5	5	4	5	3	3	5	5	5	3	4	3	3	5	2	2	3	4	3	5	100
P34	5	5	5	5	5	5	4	4	5	5	4	5	4	4	4	4	4	4	5	3	3	3	5	4	5	109
P35	4	4	5	5	3	4	5	4	5	4	3	5	4	4	2	4	3	3	3	3	3	2	5	3	2	92
P36	5	5	4	5	5	4	3	4	5	5	3	4	5	5	4	4	5	2	3	4	2	2	5	4	2	99
P37	4	5	3	5	5	5	4	5	4	5	3	5	4	3	3	3	3	4	5	5	4	4	4	4	4	103
P38	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	5	5	1	5	5	117
P39	4	5	5	3	3	5	4	3	3	3	4	3	4	3	3	4	3	2	4	3	1	2	5	3	1	83
P40	4	5	5	3	3	5	4	3	3	3	4	3	4	3	3	4	3	2	4	3	1	2	5	3	1	83
P41	4	4	4	5	4	3	4	4	4	4	5	4	4	4	3	4	4	5	5	2	5	3	3	3	3	97
P42	1	3	5	1	4	1	5	4	5	3	5	4	5	3	5	5	5	5	5	5	5	5	5	3	2	99
P43	5	4	3	5	4	3	4	4	4	4	4	4	5	5	3	4	4	3	3	2	2	3	3	3	3	91
P44	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	125
P45	3	3	3	3	3	3	4	3	4	3	3	4	4	5	3	3	3	4	5	2	3	3	4	3	4	85
P46	3	3	3	3	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	77
P47	5	4	3	3	4	4	3	3	4	3	3	4	4	3	3	3	3	3	4	1	3	3	3	4	3	83
P48	4	3	3	3	3	4	4	4	4	4	4	5	5	3	3	3	4	4	3	3	3	2	2	2	4	86
P49	3	3	3	3	3	4	4	3	4	4	3	3	4	4	4	4	3	3	3	3	3	2	3	3	3	82
P50	4	4	3	5	3	4	4	4	3	3	3	4	4	3	2	4	5	3	3	3	2	3	2	3	5	86
P51	4	4	3	4	3	4	4	4	4	4	4	4	4	4	2	4	3	3	3	3	3	3	3	3	3	87
P52	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	4	4	5	5	4	120
P53	5	4	4	5	4	5	5	5	5	4	4	4	4	4	2	5	4	3	3	3	3	3	3	3	3	97
P54	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	125
P55	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	125
P56	4	4	4	3	3	4	4	4	4	4	4	4	4	5	3	3	4	3	3	3	3	3	3	3	3	89
P57	4	4	4	5	4	5	5	4	5	4	4	4	4	4	2	3	3	5	5	4	3	3	5	5	5	103
P58	4	4	4	5	5	5	5	5	4	4	4	4	4	5	5	4	4	4	4	3	3	3	5	5	4	106
P59	5	5	5	5	5	5	5	5	5	4	5	5	4	5	5	4	5	3	3	4	2	2	3	3	3	105
P60	4	5	4	4	4	5	4	5	4	5	4	5	5	4	3	4	4	3	4	3	3	4	5	4	4	103
P61	3	4	5	5	3	4	5	5	3	4	3	4	4	4	3	4	4	5	4	4	4	5	4	4	4	101

P62	4	4	4	5	4	3	4	5	3	4	4	4	4	5	5	4	4	4	4	4	3	5	5	4	4	103
P63	2	5	3	5	5	4	5	4	4	4	5	4	3	5	4	3	4	5	4	5	4	4	4	4	5	104
P64	5	4	4	5	5	3	4	5	5	5	5	4	3	5	3	4	4	4	4	5	5	5	4	4	4	108
P65	5	3	5	4	4	3	3	3	4	5	5	5	5	4	4	3	5	5	3	5	4	4	3	5	3	102
P66	4	4	4	4	5	3	3	4	5	5	4	5	4	3	5	5	5	4	3	4	4	5	3	4	3	102
P67	5	5		4	4	4	4	3	5	3	4	5	2	4	4	4	5	3	3	3	5	4	3	5	3	94
P68	4	4	4	5	4	5	3	4	5	3	4	4	4	5	5	4	3	3	4	3	4	3	4	5	3	99
P69	5	3	4	4	4	4	4	4	5	4	4	5	4	3	5	5	4	4	5	4	5	4	5	5	4	107
P70	4	4	5	4	3	5	3	4	5	4	3	4	4	4	4	4	3	5	4	3	4	5	3	5	5	101
P71	3	3	4	3	5	5	5	5	4	3	3	3	5	3	5	3	4	4	5	4	4	4	3	4	5	99
P72	3	2	4	4	3	5	4	5	5	4	4	4	5	3	4	4	5	3	5	5	5	5	5	5	4	105
P73	4	4	3	3	5	5	5	5	4	4	4	3	5	5	3	5	4	4	4	5	5	2	5	3	4	103
P74	3	5	5	5	4	5	3	4	4	4	5	4	5	4	5	5	5	5	4	4	5	3	5	4	4	109

Appendix 9 Research Permission Letter



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Tanggal : 12 Februari 2024
Nomor : 515/DEK/70/DAA/II/2024
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Kepala Sekolah SMK N 4 Yogyakarta

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa	: Khairunnas Hibatullah
Nomor Induk Mahasiswa	: 19322045
Program Studi	: Pendidikan Bahasa Inggris
Pembimbing	: Irma Windy Astuti, S.S., M.Hum
Judul Skripsi	:

"EFL Students Perceived Self-Efficacy of Their Speaking Ability: A Survey Study in a Vocational High School"

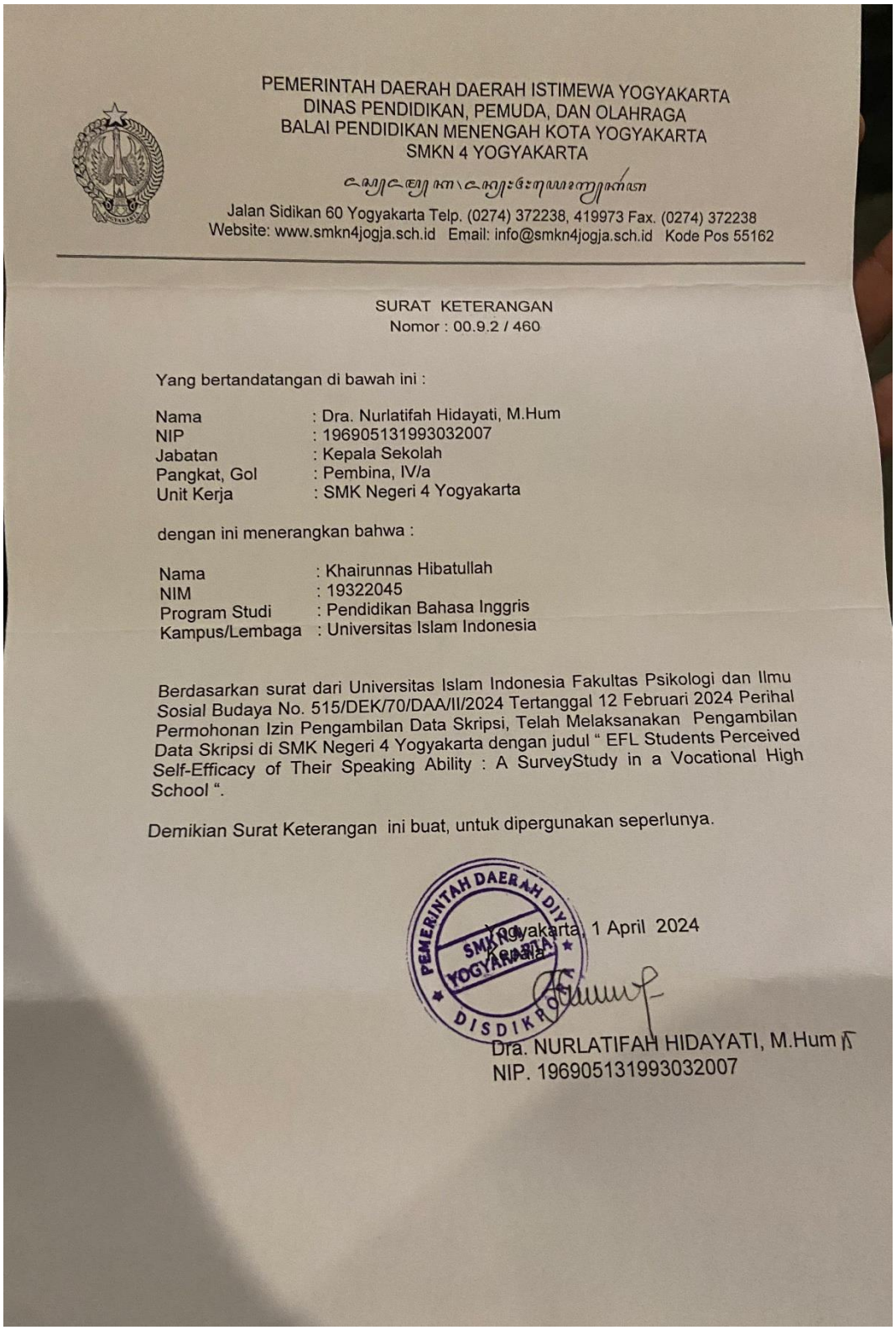
Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Phil. Qurotul Uyun, S.Psi., M.Si., Psikolog
NIP. 963200102

Appendix 10 Reply Letter from SMK N 4 Yogyakarta



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAGA
BALAI PENDIDIKAN MENENGAH KOTA YOGYAKARTA
SMKN 4 YOGYAKARTA

Jalan Sidikan 60 Yogyakarta Telp. (0274) 372238, 419973 Fax. (0274) 372238
Website: www.smkn4jogja.sch.id Email: info@smkn4jogja.sch.id Kode Pos 55162

SURAT KETERANGAN
Nomor : 00.9.2 / 460

Yang bertandatangan di bawah ini :

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Demikian Surat Keterangan ini buat, untuk dipergunakan seperlunya.

PEMERINTAH DAERAH DIY SMK YOGYAKARTA DISDIKPORA

Yogyakarta, 1 April 2024

Dra. NURLATIFAH HIDAYATI, M.Hum
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