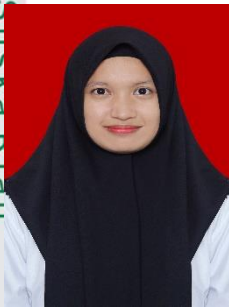


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**EFL STUDENTS' SELF-EFFICACY IN SPEAKING CLASS AT THE  
FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION  
DEPARTMENT OF UIN SUSKA RIAU**



**BY**

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FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION  
DEPARTMENT OF UIN SUSKA RIAU**



UIN SUSKA RIAU

By

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**Thesis**

Submitted as partial fulfillment of the Requirements  
for Bachelor Degree of English Education  
(S.Pd)

**DEPARTMENT OF ENGLISH EDUCATION  
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Pekanbaru, May 10<sup>th</sup> 2023

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Pekanbaru, May 10<sup>th</sup> 2023

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## ABSTRACT

### **Siyatin (2023): EFL Students' Self-Efficacy in Speaking Class at the Fourth Semester Students of English Education Department of UIN SUSKA RIAU**

This research aims to describe how students' self-efficacy was in Speaking Class at the Fourth Semester Students of English Education Department of UIN SUSKA RIAU. The design of this research was a descriptive quantitative method. The data were analyzed with SPSS 23.0 and Microsoft Excel. This research was conducted from February until May 2023. The population in this research students at the Fourth Semester of English Education Department of UIN SUSKA RIAU. Determination of this sample was done by simple random sampling from 5 classes. From the data analysis, the result shows that most of students (86.1%) were categorized into moderate level of self-efficacy in Speaking Class. Some of them (2.8% students) were at the high level of self-efficacy in Speaking Class and (11.1% students) were in low level of self-efficacy in Speaking Class. Based on the research results then it can be concluded that EFL students' self-efficacy at the fourth semester students of English Education Department of UIN SUSKA RIAU is 68.80, it is in moderate categories.

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## ABSTRAK

### **Siyatin (2023): Efikasi Diri Mahasiswa dalam kelas Speaking di Semester Empat Jurusan Pendidikan Bahasa Inggris di UIN SUSKA RIAU.**

Penelitian ini bertujuan untuk mendeskripsikan bagaimana Self-efficacy siswa dalam pembelajaran berbicara di semester empat Jurusan Pendidikan Bahasa Inggris di UIN SUSKA RIAU. Desain penelitian ini adalah metode deskriptif kuantitatif. data dianalisis menggunakan SPSS 23.0 dan Microsoft excel. Penelitian ini dilaksanakan dari bulan Februari sampai Mei 2023. Populasi dalam penelitian ini adalah semester empat Jurusan Pendidikan Bahasa Inggris di UIN SUSKA RIAU. Penentuan sampel dilakukan dengan simple random sampling dari 5 kelas. Dari analisis data, hasilnya menunjukkan bahwa sebagian besar siswa (86.1%) dikategorikan dalam tingkat efikasi diri sedang dalam kelas speaking. Beberapa dari mereka (2.8% siswa) berada pada tingkat efikasi diri tinggi dalam kelas speaking. dan (11.1% siswa) termasuk dalam tingkat efikasi diri rendah dalam belajar bahasa Inggris. Berdasarkan hasil penelitian dapat disimpulkan bahwa Self-efficacy siswa di semester empat Jurusan Pendidikan Bahasa Inggris di UIN SUSKA RIAU adalah 68.80, berada pada kategori sedang.

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## ملخص

سياتين (٢٠٢٣): الكفاءة الذاتية للطلاب في صف التحدث في الفصل الدراسي الرابع من قسم تعليم اللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية رباو

تهدف هذه الدراسة إلى وصف الكفاءة الذاتية للطلاب في صف التحدث في الفصل الدراسي الرابع من قسم تعليم اللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية رباو. تصميم البحث هو منهج وصفي كمي. تم تحليل البيانات باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٣ ومايكروسوفت إكسل. تم إجراء هذا البحث من فبراير إلى مايو ٢٠٢٣. المجتمع في هذه الدراسة هو الفصل الدراسي الرابع لقسم تعليم اللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية رباو. تم تحديد أخذ العينات بأخذ العينات العشوائية البسيطة من ٥ صفوف. من تحليل البيانات، أظهرت النتائج أن معظم الطلاب (٨٦,١٪) مصنّفون في المستوى متوسط من الكفاءة الذاتية في فصل التحدث. بعضهم (٢,٨٪) من الطلاب يتمتعون بمستوى العالي من الكفاءة الذاتية في فصل التحدث. و(١١,١٪) من الطلاب يدخلون في أعلى مستوى من الكفاءة الذاتية في تعلم اللغة الإنجليزية. بناءً على نتائج الدراسة يمكن الاستنتاج أن الكفاءة الذاتية للطلاب في الفصل الدراسي الرابع من قسم تعليم اللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية رباو هي ٦٨,٨٠، وهي في متوسط.

## LIST OF CONTENTS

<b>SUPERVISOR APPROVAL .....</b>	<b>i</b>
<b>EXAMINER APPROVAL .....</b>	<b>ii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>ABSTRAK .....</b>	<b>viii</b>
<b>.....</b>	<b>ix</b>
<b>LIST OF CONTENTS .....</b>	<b>x</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xiv</b>
<b>LIST OF APPENDICES.....</b>	<b>xv</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Research .....	1
B. The Problem of the Research .....	5
1. Identification of the Problems.....	5
2. Limitation of the Problems .....	5
3. Formulation of the Problems.....	6
C. The Objectives of the Research.....	6
1. Objective of the Research .....	6
2. Significance of the Research.....	6
D. The Definition of Key Terms.....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. The Theoretical Framework.....	8
1. The Nature of Self-Efficacy .....	8
2. Self-Efficacy in Speaking .....	22
3. Assessment of Self-Efficacy in Speaking Class.....	24
B. The Relevant Research.....	25
C. Operational Concept.....	28

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**CHAPTER III METHOD OF THE RESEARCH**

A. The Research Design.....	30
B. The Location and Time of the Research .....	31
C. The Subject and Object of the Research .....	31
D. The Population and Sample of the Research.....	31
E. Technique of Data Collecting .....	33
F. Technique of Data Analysis .....	36

**CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

A. The Description of Data .....	38
B. Findings .....	50
C. Discussion .....	53

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	55
B. Suggestion.....	56

**REFERENCES**

**APPENDICES**

**CURRICULUM VITAE**



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**LIST OF TABLES**

<b>Table II.I</b>	Operational Concept.....	29
<b>Table III. 1</b>	The Total Population of the Fourth Semester Students Education Department of UIN SUSKA RIAU .....	32
<b>Table III. 2</b>	Sample of the Research.....	33
<b>Table III. 3</b>	Likert scale .....	34
<b>Table III.4</b>	The blueprint of questionnaire .....	35
<b>Table III.5</b>	The Classification of Students' Score.....	37
<b>Table IV. 1</b>	The result score of EFL Students' self-efficacy in speaking class.....	39
<b>Table IV. 2</b>	I have enough ability to improve my speaking skills .....	40
<b>Table IV.3</b>	I am sure that if I practice speaking more, I will get better grades in the course.....	40
<b>Table IV. 4</b>	I can speak better than my classmates.....	41
<b>Table IV. 5</b>	Even if the speaking task is difficult and I don't have the require vocabulary, I can find the strategy to get the message across.....	41
<b>Table IV. 6</b>	I am not stressed out when speaking English in the classroom	42
<b>Table IV. 7</b>	I enjoy speaking with a proficient partner .....	43
<b>Table IV. 8</b>	I enjoy meeting tourists because I can speak with them well ...	43
<b>Table IV. 9</b>	The more difficult the speaking practice is, the more enjoyable it is .....	44
<b>Table IV. 10</b>	I'm confident about my ability to interact with other English speakers.....	44
<b>Table IV. 11</b>	While speaking, I can deal efficiently with unexpected situations. ....	45
<b>Table IV. 12</b>	While speaking, I can remain calm when facing difficulties. .....	46
<b>Table IV. 13</b>	When I'm talking with fluent speakers, I let them know if I need help .....	46
<b>Table IV. 14</b>	I'm confident I can communicate what I mean easily .....	47
<b>Table IV. 15</b>	I feel confident that I can achieve a native-like accuracy in	

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speaking.....	47
<b>Table IV. 16</b> I'm able to actively participate in my speaking classes.....	48
<b>Table IV. 17</b> I strongly believe that I can achieve native-like fluency in English .....	48
<b>Table IV. 18</b> I can discuss subjects of my interest with my classmates ...	49
<b>Table IV.19</b> I can produce sentence with idiomatic expressions The .....	49
<b>Table IV.20</b> Descriptive Statistics .....	52
<b>Table IV.21</b> The frequency and percentage of students' self-efficacy.....	52
<b>Table IV.22</b> Descriptive Statistics of Self-Efficacy in Speaking Class.....	47
<b>Table IV.23</b> The category of EFL students' self-efficacy in speaking class.....	48

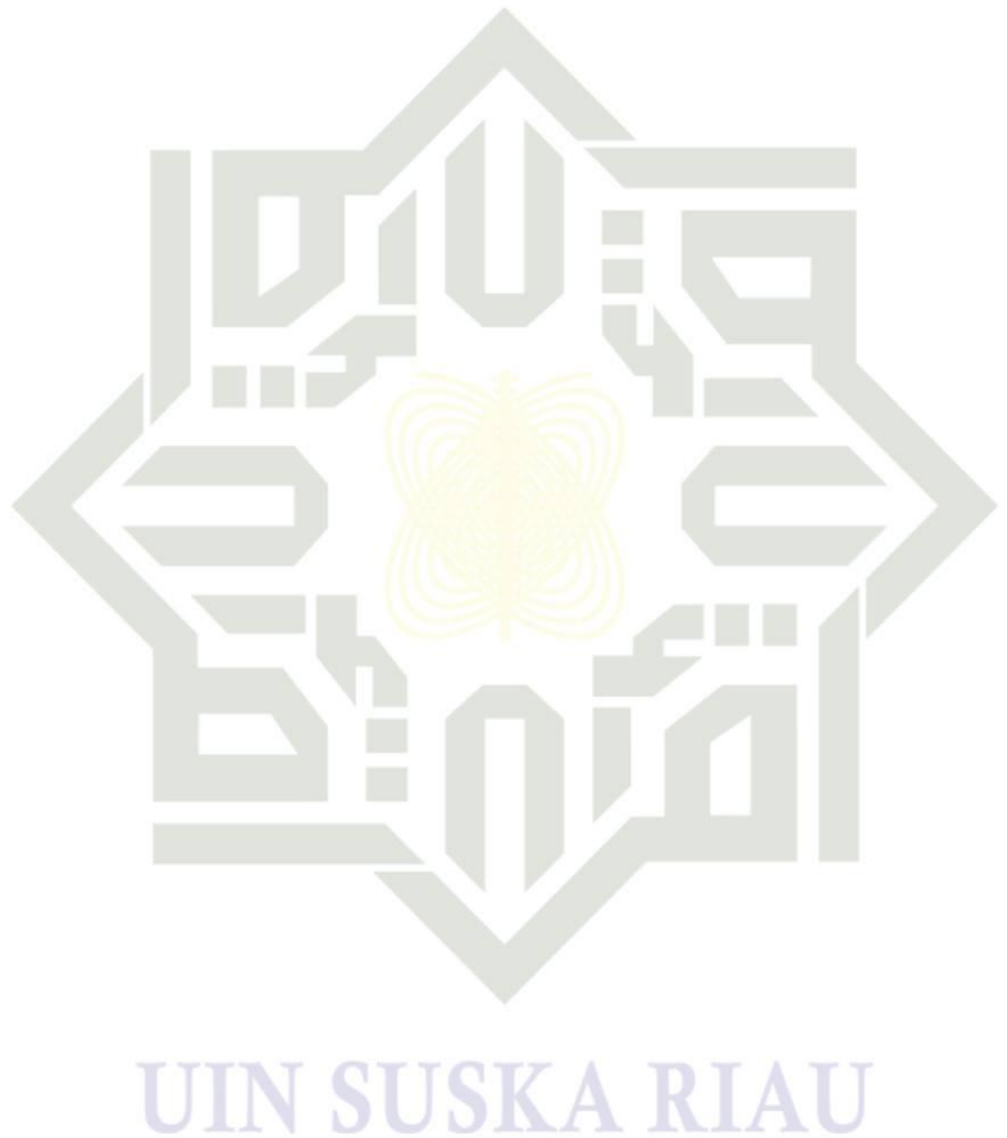


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**LIST OF FIGURE**

Figure IV.1 The Frequency Score of the Students' Self-Efficacy.....	50
Figure IV.2 The Percentage of Interval Score Distribution of the EFL Students' Self-Efficacy.....	51



## LIST OF APPENDICES

Appendix 1	Syllabus
Appendix 2	Research Instrument
Appendix 3	Students Answer (Questionnaires)
Appendix 4	Data Analysis
Appendix 5	Recommendation Letters
Appendix 6	Documentation



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## CHAPTER I INTRODUCTION

### A. Background of the Research

Self-efficacy refers to a person's confidence in their abilities, which is one of the most important aspects influencing a student's ability to speak English. Self-efficacy reflects the confidence in the ability to exert control individual motivation, behavior, and social environment. Students' self-efficacy gives influences learning outcomes. For instance, when the students process their mindset optimism is better than pessimistic. In this light, positive thinking seems as if students have a strong belief in their capability, but negative thinking seems to have a tendency. In the context of learning English, this condition leads to the student's lack of motivation and less enthusiasm in the learning process.

According to Bandura in Mastur (2016), belief in a person's competence to arrange and carry out actions required to manage upcoming problems. The speaker must prepare well and build the confidence to make a successful speech. Self-efficacy is a person's way of trying to improve the ability to achieve useful results. How the person can believe in the ability to do something in a particular situation. Bandura (1997) states that Self-efficacy refers to an individual's confidence in their ability can influence a situation and achieve favorable consequences. Self-efficacy oneself supplied the motivation to overcome worry and fewer ideas. The high of individual self-



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efficacy might motivated individual cognitively to act more resilient and focused especially if the objective to be achieved is a clear objective.

Developing speaking skills is crucial in EFL programs. Speaking is one of the four language skills. It is used by everyone to communicate something in daily life. The language skills that are categorized into productive skills are speaking and writing. While, reading and listening are as receptive skills. Both components of skills depict how language as means of communication works. Harmer (2007) stated that the term of productive skill is the language skills where the students produce the language themselves.

In fact, Speaking skills and self-efficacy are related. It is specifically significant for EFL students because it emphasizes the format of academic discourse and delivery style to encourage the student's academic language skills (Zhang, Ardasheva, & Austin, 2020). In addition, According to Alawiyah (2018), speaking is now essential to learning English. Hence, an English-speaking skill is taught to provide students an opportunity to establish their speaking competence and self-efficacy to a higher level. Many researchers consider that self-efficacy is critical before the performance (Zelenak, 2015). Besides, High self-efficacy will be associated with high accomplishment since it motivates students to work harder (Anam & Stracke, 2020). Therefore, the student's achievement speaking is affected by their level of self-efficacy. Self-efficacy is one of the affective factors which affect the students' speaking performance. Self-efficacy reflects confidence in the ability to exert control individual motivation, behavior, and social environment.



Self-efficacy is one of the affective factors which affect the students' speaking performance. Self-efficacy reflect confidence in the ability to exert control individual motivation, behavior, and social environment. According to Asarekeh and Deghannezhad (2015), students with high level of perceived self-efficacy have more self-confidence to accomplish difficult task, while students with low self-efficacy think that the task are very difficult for them and they end up feeling stressed and depressed. The bad environment does not mean individual have low self-efficacy. Individual with bad environment have confidence having good friends one day, a fresh graduate who took a high profile, high status job never done before, but felt confidence could succeed. Margolis & McCabe (2006) stated that self-efficacy is a judgment people make about their ability to success on a specific task or set of related tasks. It relates to how someone assesses his abilities. Thus, students' perceptions of their speaking skills might either inspire them to speak in front of others in the classroom or discourage them from doing so. There are many specific high self-efficacy, the students need to find and believe to their ability.

In the English Education Department of UIN Sultan Syarif Kasim Riau, the students are provided with (IQF) Indonesia Qualification Framework in the process of teaching and learning. The students start learning in speaking class in the first semester. This university uses university curriculum 2015.

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According to speaking syllabus for public speaking, the score of this course is 2 credit hours. The learning outcome of this course is each student should be able to apply knowledge in class to actual speaking for public speaking practice. The student prepares for varied language use encountered in public speaking such as asking and answering questions, gathering, organizing, reporting and discussing information. The course provides students with expressions and terms used in public speaking. Its practices and encourages students to articulate their ideas on a wide range of topics usually found in public speaking. In the process of teaching and learning speaking on public speaking, each student will receive a final grade at the end of the course. The final grade is composed of individual and structured task (30%), daily presentation (mid-term) (30%), and final project (final semester grade) (35%).

Related to the discussion above, the researcher conducted a preliminary research which investigated the phenomena in the field. The researcher interviews with few of fourth semester students at English Education Department, the researcher found that they already follow the speaking course in the second semester until the fourth semester, but most of the students still had problems in speaking. Some of the students lacked of confidence in speaking English. It was not enjoyable for some of the students in group discussions in class when they spoke fully English, and some of the students were not enjoyable in speaking English.

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Based on the explanation, the researcher found that it must be explored why the students who did not believe with their capabilities in speaking class. It must be solved as soon as possible. So, the researcher interest in investigating the problem that I mentioned before into a research entitled **“EFL Students’ Self-Efficacy in Speaking Class at the Fourth Semester Students of English Education Department of UIN SUSKA RIAU”**.

## B. Problem of the Research

### 1. Identification of the Problem

Based on the explanation above, the researcher identifies the problems as follow:

- a. Some of the students lacked of confidence in performing.
- b. Some of the students were not enjoyable in group discussions in class when they spoke fully English.
- c. Some of the students were not enjoyable in group discussion in the class when they spoke fully English speaking English.

### 2. Limitation of the Problem

Based on the identification of the problem above, the researcher needs to limit and focus the problem on EFL students’ self-efficacy in speaking Class at the Fourth Semester of English Education Department of UIN SUSKA RIAU.

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### 3. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the research question as follows:

How is the EFL students' self-efficacy in speaking class at Fourth Semester of English Education Department of UIN SUSKA RIAU?

### C The Objectives and Significance of the Research

#### 1. The Objectives of the Research

The researcher carried out this research for only one objective.

To know the EFL students' self-efficacy in speaking class at the Fourth Semester Students of English Education Department of UIN SUSKA RIAU.

#### 2. The Significance of the Research

The result of the study was expected that lecturers will have benefit information and knowledge about the effect of self-efficacy to EFL students' enhance their self-efficacy in speaking.

This study can provide lecturers with a general understanding of how students learn, particularly with regard to the self-efficacy of EFL students in speaking classes. Lecturers who are aware of study findings can offer advice on how to increase students' self-efficacy during the learning process.





## D. Definition of the Key Term

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### 1. Self-Efficacy

Bandura (1986) defines self-efficacy as an individual's assessment of his or her ability to plan and carry out actions to demonstrate specific talents. Based on the explanation above, self-efficacy is as an individual's assessment of his ability to plan and carry out actions to demonstrate certain talents.

### 2. Speaking

According to Brown (2000), speaking is a productive skill that can be observed directly and empirically. If students can speak English well, it means that they are good at English. Also, he said that speaking is an interactive process that is used to construct meaning by involving the production, reception, and processing of information. Based on the explanation above, speaking is a productive skill that can speak English well, it means they are good at English.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. The Nature of Self-Efficacy

###### a. Self-Efficacy

Self-efficacy (beliefs about one's ability to accomplish specific tasks) influences the tasks employees choose to learn and the goals they set for themselves. Bandura (1986) defines self-efficacy as an individual's assessment of his or her ability to plan and carry out actions to demonstrate specific talents. Self-efficacy also affects employees' level of effort and persistence when learning difficult tasks (Lunenburg, 2011). In addition, According to Lunenburg (2011), self-efficacy influences individuals' ability to learn, motivation, and performance since people will frequently strive to study and accomplish just those tasks for which they believe they will be successful. Along with goal-setting, self-efficacy is one of the most significant motivational indicators of how well a person will achieve in practically any effort.

According to Bandura (1977), self-Efficacy is a person's particular set of beliefs that determine how well one can execute a plan of action in prospective situations. To put it in more simple terms, self-efficacy is a person's belief in their ability to succeed in a particular situation. Margolis & McCabe (2003) explain that self-efficacy is the



personal belief about their ability to succeed in certain tasks. Thus, Self-efficacy refers to the individual view of self-ability in completing tasks. Meanwhile, each individual has a different level of self-efficacy. According to schunk (1995), a sense of self-efficacy for learning is beneficial because it motivates individuals to improve their competence, Outcome expectations, or beliefs concerning the probable outcomes of actions, are important because people strive for positive outcomes.

Based on the above definition, it can be concluded that self-efficacy is a personal belief about one's ability to deal with different situations and do certain things and succeed in completing actions. Therefore, people with a high level of self-efficacy will be able to force themselves to find solutions to the problems they face and achieve their goals effectively. In general self-efficacy is not related to the ability, but with regard to the individual beliefs about the things that can be done with the skills he had however big. Self-efficacy will influence over people's ability to learn, their motivation and their performance, as people will often attempt to learn and perform only those task for which they believe they will be successful.

#### b. Sources of self-efficacy

Bandura (1997) proposed four sources from which self-efficacy beliefs are developed: mastery experience, vicarious experience, social persuasion, and psychological states.

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## 1) Mastery Experience

The first source, mastery experience, suggests that past experiences play a significant role in developing self-efficacy beliefs. Mastery experiences are the most effective method to develop a strong sense of efficacy. Successes instill confidence in one's own abilities. Failures erode it, especially if they occur before a strong sense of efficacy has developed. When people only have simple accomplishments, they expect immediate results and are easily disappointed by failure. People who have accomplished a task successfully tend to have higher sense of self-efficacy. Thus, in order to improve students' speaking skills self-efficacy beliefs, in the beginning, speaking instructors need to provide students with speaking tasks which are not arduous and do not require considerable effort, thereby increasing the likelihood of their success in performing the task. This can have a facilitative effect, improving their speaking skills self-efficacy beliefs.

## 2) Vicarious Experience

Secondly, vicarious experience is received when learners observe the performances of their peers and friends. This enables them to appraise their own capabilities in relation to the attainments of others. Observing friends and peers performing a task successfully can develop positive feelings about their own capabilities, which in turn results in a higher sense of self-efficacy.



Therefore, helping students to be attentive in speaking classes and encouraging them to monitor the speaking tasks performed by their classmates can boost their speaking skills self-efficacy.

### 3) Social Persuasion

Social persuasion is an invitation from others who are able to improve one's self-efficacy by making him/her realize that he/she has the ability and he/she is able to do it. Social persuasion, received from others, is the third source of influence, which pivots around initiating a task, trying hard to succeed, and employing new strategies (Pajares, 2002). Positive persuasion suggests that success is achievable, while negative persuasion impinges upon self-beliefs (Vaezi & Fallah, 2011). In EFL language classrooms, the teacher's feedback and evaluation can take the form of either positive or negative persuasion. Thus, speaking instructors should attempt to persuade students by providing them with facilitative feedback which results in the improvement of their speaking skills self-efficacy.

### 4) Psychological and Affective States

Lastly, psychological and affective states, namely stress, fear reactions, anxiety, fatigue and excitement can affect self-efficacy. For instance, learners with low levels of stress and anxiety tend to perform task more successfully. Therefore, transforming debilitating states to facilitative states is one of the

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key factors in improving perceived self-efficacy beliefs (Bandura, 1997). As students in speaking classes may encounter many negative affective factors such as stress, anxiety, shyness and so on, speaking instructors should create a congenial atmosphere for students; so that students can boost their self-efficacy beliefs.

**c. The types of self-efficacy**

According to baron in Rahemi (2009:103) there are three types of self-efficacy:

## 1) Self-regulatory self-efficacy

It means that ability to resist peer pressure, avoid high risk activities.

## 2) Social self-efficacy

It means that ability to form and maintain relationship, be assertive engage in leisure time activities.

## 3) Academic self-efficacy

It means that ability to do course work, regulate learning activities, and meet expectation.

**d. Classification of Self-Efficacy**

According to Bandura in Izzah (2012), self-efficacy divided two types namely high self-efficacy and low self-efficacy.

## 1) High self-efficacy

Bandura (1986) stated that individual who has high self-efficacy will reach a better performance because, this individual

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has strong motivation, explicit objective, stable emotion and their ability to give a performance for activity or attitude successfully. A person with high self-efficacy will attribute failure to external factors.

High self-efficacy is able to make individual can do a task even though, it is very difficult. They will solve some problems with their ability of real action. Individual will show a better performance when he/she finishes some works. Individual who has high self-efficacy always think positively. In solving the problems, individuals believe on their ability that they can do anything. Besides, they will increase their effort to complete a specific task.

High self-efficacy can help individual to find their motivation when they got failed. Individual will show the best performance in variety tasks. High self-efficacy effect cognitive individual to organize the mind. An individual think that a good effort will effect our performance. Thus, when individual face up some difficult task so they consider that it can be done successfully.

In conclusion, researcher concluded that characteristic of high self-efficacy consists of three characteristics. Those are individuals always believe on their ability, an individual has a great responsibility to specific task, problem, with new situation, and individuals always make a better effort for their actions.



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#### 2) Low self-efficacy

Bandura (1986) stated that individual's with low self-efficacy is considered as threat for them. They had low aspiration and commitment to gain their goal. Besides that, individual who have low self-efficacy do not think about a good way to face difficult task.

Low self-efficacy will reduce individual motivation to do task well. They are lazy to make effort in completing their task. Low self-efficacy gives bad impact for individual success. Besides, they considers that their ability to do something will be useless. Individual is always think negatively. When individual is given task so they are directly afraid to face the task. Thus, result of their performance will give evidence that they are failed this case should support individual motivated but, they are only get failure.

People with low self-efficacy :

- a) Avoid challenging tasks
- b) Believe that difficult tasks and situations are beyond their capabilities
- c) Focus on negative outcomes
- d) Quickly lose confidence in personal abilities

In short, high self-efficacy improves personal accomplishments and sees the task not as a threat but as a challenge to be better. It is easy for ones with high self-efficacy to





start the task as they believe in their abilities. On the contrary, ones with weak sense of self-efficacy tend to avoid the difficult task and will give up easily. They do not believe in their ability in doing something.

#### e. The Characteristics of Self-Efficacy

Self-efficacy has its characteristic over other constructs, which also leads to how it is measured. According to Zimmerman (2000), describe four distinctive characteristics of self-efficacy.

- 1) Self-efficacy stresses an individual's capacity to do a task, rather than evaluating their personality or psychological attribution. As opposed to "what am I like?" it will seem more like "how well can I do something?"
- 2) Self-efficacy is context- and task-specific in addition to domain-specific. In other words, self-efficacy interventions are frequently multidimensional and vary across various tasks or exercises within a given area.
- 3) Self-efficacy is determined by the students' performance standard, not normative or other norms. For example, students are evaluated based on how well they write an essay at a specific level of performance rather than how much better they can write than their partner. To engage in a certain task or activity, self-efficacy beliefs are often appraised early due to their proactive influence on

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performance and self-evaluative processes leading to performance. (Zimmerman, 2000).

#### f. Factors Affecting the Development of Self-Efficacy

According to Ormrod (2008), there are several factors that influence someone's development of self-efficacy. Those factors are:

- 1) The success and failure of previous experience.

The students will believe more on their capabilities on a task when they have succeeded on that task or similar task in past time. For example, elementary school students will be sure that they can learn about fraction division if they have master fraction multiplication. Someone can be more confident with his ability to play field hockey after she has developed his skill on soccer. Related to the fact, it is important for a teacher to design a task from the easiest one, because if the teacher begins with difficult task and the students are failed, they will have bad experience about that task then think that they are not capable on that task and they will not be sure to finish another task for the next.

- 2) Message from other people

When people are doubt about their abilities, we can build and boost their self-efficacy by showing and reminding them what they have achieved in the past or what they have been capable to do now. We can also increase their self-efficacy by telling them the reasons to believe that they can be successful in the future. A



negative feedback sometimes can even increase people's performance if it is followed by information how to make their performance better while informing that improvement is possible. Indirectly, we communicate with them that although they are failed now, we believe that they actually can do it better for the next.

### 3) Other people's success and failure

People often form their assumption about their ability by observing other people's success and failure which similar with them. For example, a teenager will think that they can ride a motorcycle after seeing his friend with the same age even younger than him can ride a motorcycle well. Otherwise, when he looks his friend cannot finish a math task, he will think that they cannot either. In the other words, people will think that they can do something after seeing people are successful to do that and they will think they cannot do that when seeing other people's failure.

#### g. The Process of Self-Efficacy

Self-efficacy is influential in the human action. Bandura (1994) explains that self-efficacy have an effect in the human behavior through a variety of process, such as the cognitive process, the motivational process, the affective process and the selection process.

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#### 1) The cognitive process

Bandura (1994) explains that a series of actions that human beings originally constructed in his mind. A person's beliefs with self-efficacy influences how a person interprets the situation of the environment, the anticipation of who will be taken and the planning that will be constructed. Through the process of cognitive this self-efficacy affect his actions.

#### 2) The motivational process

Bandura (1994) said that human motivation is raised in the cognitive. Through his/her cognitive, someone motivates himself/herself and directs his actions based on information that they have before. With the belief that they can do something will motivates them to do something.

#### 3) The affective process

People who believe that they can overcome with the situation will feel calm and not anxious. On the contrary people who are not sure will be its ability to overcome with the situation will experience anxiety. Bandura (1994) explains that people who have the efficacy to overcome the problem using a strategy and designing a series of activities to change the situation. Someone will be anxious when facing something beyond control of their self. Individuals that have high will



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assume something can be overcome, so that reducing her anxiety.

#### 4) The selection process

A selection influences by a person's beliefs in their ability. Someone who has low self-efficacy will choose actions to avoid or give up on a task that exceeds their ability, but on the contrary they will take action and face a task if they have the belief that they was able to handle it. Bandura (1994) asserted that the higher self-efficacy, the more challenging the activity will be selected the person.

So, the process of self-efficacy affect each other so that people who have high self-efficacy will easily cope with all the problems that confront them, while who have low self-efficacy they will more easily to give up and anxious.

#### h. The Dimensions of self-efficacy

In self-efficacy, there are some dimensions of self-efficacy. According to Bandura (1997), there are three dimensions of self-efficacy:

##### 1) Magnitude or level of self-efficacy

In a hierarchy of behaviors, the magnitude of self-efficacy refers to the number of steps of rising difficulty or hazard that an individual considers himself capable of performing. Individuals with a high efficacy believe that they can perform complex tasks,

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while those with low self-efficacy believe that they can only achieve basic tasks.

#### 2) Strength of self-efficacy

Strength of self-efficacy expectancy refers to the resoluteness of a person's convictions that he or she can perform a behavior in question. People with low self-efficacy are easily negated by disconfirming experiences. In contrast, people who have a tenacious belief in their capabilities will persevere in their efforts despite innumerable difficulties and obstacles. Generality of self-efficacy.

#### 3) Generality

The generality of self-efficacy expectations refers to the degree to which perceptions of success or failure influence self-efficacy expectations in a narrow, behaviorally appropriate manner, or whether changes in self-efficacy expectations extend to other similar behaviors and contexts. The dimensions used in this study are based on existing aspects, as stated by Bandura (1997).

The dimensions of self-efficacy are a magnitude of self-efficacy, the strength of self-efficacy, and generality of self-efficacy.



### i. The Importance of Self-Efficacy

Self-efficacy is critical since it has the ability to influence the amount of effort put in and the strength of that effort in forecasting success. “Someone who has high self-efficacy is more motivated for engaging in physical activity” (Rhodes & Dickau, 2012). Someone who has high self-efficacy is often easier to do what he/she wants. That is because he/she knows that he/she is able to do it. Whereas someone who has low self-efficacy is more likely to be silent. That is because he/she is unable to know what he/she is able to do. Someone who has high self-efficacy feels confident that he/she is able to do the things he hopes. Also he/she will try to get what he/she wants by fighting off all obstacles and challenges he/she faces in order to achieve his/her goals. Individuals with poor self-efficacy are unable to do everything around them, and they are more likely to give up easily in difficult situations. Low self-efficacy contributes to anxiety and avoidance behavior. Individuals will avoid actions that could exacerbate the problem, not because of threats, but because they believe they lack the skills to manage risky situations.

Self-efficacy is one of the self-potentials that has to be cultivated in student, because it has a significant impact on student learning outcomes and determines individual task choices, energy, perseverance, and student accomplishment. Self-efficacy is linked

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to students' ideas about their capacity to do specific tasks as well as their judgments of capability (Linnenbrink & Pintrich in Kusuma, 2021). Thus, students' perceptions about their skills to accomplish particular tasks are critical in improving their performance during the assignment. Besides, self-efficacy can also help students figure out how to put their newly gained information and abilities to use (Pajares in Kusuma, 2021). Self-efficacy is vital in encouraging behavior to finish difficult tasks in order to achieve specific goals. Students who believe in themselves will persevere in the face of barriers or problems. In terms of reading, students who have a high feeling of self-efficacy do well in digesting a text and aim to outperform their peers. Students with a low sense of self-efficacy, on the other hand, believe that reading is difficult and that comprehension requires a lot of work. They eventually quit up before attempting to complete the work (Oakhill et al., in Kusuma, 2021). As a result, every student must have self-efficacy in order to achieve educational goals.

## 2. Self-Efficacy in Speaking

Self-efficacy is the students un-confidence in doing an action, and the extent to which we have a belief in the capacity that is owned to be able to carry out the task or handle the problem with good result. According to Leger (2007), self-efficacy in speaking can be known from the students who feel more to be able to find alternative ways to express





themselves. Student's belief is very important because it makes the students motivated and more confidence in their performance. The students who have high levels of self-efficacy in speaking English will be braver to perform than the students with low level of self-efficacy (Khatib and Maroof, 2015).

Thus, self-efficacy is very necessary because the students will feel more to be able to express themselves in front of many people and more able to think critically. There are many problems as mentioned by Sari (2016). Then, Alawiyah (2018) mentions that problem in English speaking are the students having low English speaking performance and they are very seldom to practice it in their daily life. Furthermore, self-efficacy in speaking class is needed.

According to Bandura, self-efficacy beliefs serve as a key motivational force in cognitive system and considered to be a central mediator of effort (Tilfarlioglu & Cinkara, 2009). Then, According to Bandura, self-efficacy beliefs serve as a key motivational force in cognitive system and considered to be a central mediator of effort (Tilfarlioglu & Cinkara, 2009). In the context learning process (speaking class), self-efficacy may support student's believe about their ability. Ability is about student's potential when they face teachers and friends in the classroom.

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### 3. Assessment of Self-Efficacy in Speaking Class

Self-assessment practices help improve the speaking skills of students. Furthermore, they have generally positive attitudes towards the notion of self-assessment in the future (Ariafar, M., & Fatemipour, H. R., 2013). In addition, self-assessment allows students to identify their strengths and weaknesses, which motivates them to continue improving (Sintayani & Adnyayanti, 2022).

Self-assessment is defined as students analyzing the quality of their own work, based on explicit criteria. Thus, they can identify elements that can be improved and do a better job in the future, to achieve predefined goals (Rolheiser & Ross, 2001). So, this technique encourages students to reflect and become active in their own learning progress (Boud, 1995). One of the most important benefits of self-assessments is that it increases the self-confidence of the students, motivates them to devote more resources or personal efforts to achieve higher goals and enabling them to make better decisions not only in their career but also in their daily lives (Rolheiser & Ross, 2001).

According to Marzuki, Farkhan, & Deni (2020), self-assessment is one of the methods for assessing students' English speaking ability. The Students can learn, understand, and improve their speaking skills through this evaluation. Self-assessment favorably improves students' speaking skills and helps them increase their self-efficacy in speaking (confidence

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and belief in their ability), self-regulation (knowledge of research, time management, independence), and engagement (Masruria, 2021).

## B. Relevant Research.

There are several previous studies that relevant with this research:

The First, research entitled “Students’ Speaking Self-Efficacy: A Case Study” that conducted by Adrian Dinata Dwi Dharma (2018). This study aims to investigate Students’ Self-efficacy in Speaking. The participants were a purposive sample of the first Semester of English Student at Jambi University. The study was designed as a qualitative case study, and involved demographic questionnaire and face-to-face interview for data collection. Demographic questionnaire was used to help researcher determine some participant who have been in accordance with the criteria that researcher need, then after which the researchers determine 6 students for the interview. , the researcher took each of 2 Participants (Male and Female) on score A, B, and C +. In which they have been interviewed and asked questions related to Dimension of Self-Efficacy to see their own self efficacy as well as their learning process in order to foster self-efficacy in themselves. The results revealed that level of self-efficacy of one student with others is different despite having the same score, so it has nothing to do with gender and what class they come from. If a student has a high level of efficacy, he is always confident in his ability to do something, while a person with low self-efficacy will always be hesitant in completing the task, because self-efficacy closely related to the extent to which students have competence, better competence of



students then higher self-efficacy that students have, then it will increase students' confidence in Speaking. Base on finding, Students Self-Efficacy is influenced by some factors that is preparation of students and student motivation.

The Second, the research was conducted by Asakareh and Dehghannezhad (2015). The research was conducted the study entitled “Student Satisfaction with EFL Speaking Classes: Relating speaking self-efficacy and skills achievement”. The research method applied in this study was correlational research and analyzed by Pearson product moments. The subject of this study was 100 Iranian EFL undergraduate students. To collect the data, a questionnaire was used to measure students' classroom satisfaction and self-efficacy, and a final score of speaking skill were collected from their instructors. The results of Pearson correlation analyses showed that both student satisfaction with speaking classes and speaking skills self-efficacy beliefs had significant positive correlations with speaking skills achievement, with the latter being stronger. Moreover, the results of Pearson correlation analyses also indicated the existence of a significant positive correlation between student satisfaction with speaking classes and speaking skills and self- efficacy beliefs. Multiple regression analyses showed that between the independent variables of the study, speaking self-efficacy beliefs was a significantly stronger predictor of Iranian EFL students' speaking skills achievement.

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The Third, the research was conducted by Efrika Siboro *et.al.* (2022).

The research was conducted the study entitled “Exploring The Level Of Students’ Self-Efficacy In Speaking Class”. This study applied a mixed method. This study aims to find out the level of students’ self-efficacy in a speaking activity. The level of the students’ self-efficacy is captured in three dimensions namely: Magnitude, Generality, and Strength (Bandura,1999). The participants of this study were 28 non-native students from the suburban area in West Borneo. Those students belong to the third semester of the speaking class. In collecting the data, they were given a questionnaire. An in-depth interview was also conducted with 3 prominent students to validate and triangulate the represented data in the questionnaire result.

The Fourth, the research was conducted by Nur Aulia Amalia Alimuddin (2020). The research was conducted the study entitled “Exploring Students’ Self-Efficacy in Speaking Performance in Indonesian EFL Classroom”. This research aimed to identify the students' self-efficacy levels in speaking performance, to investigate the factors affecting students’ self-efficacy in speaking performance, and to explore the impacts of the factors in students’ speaking performance in Indonesian EFL classroom. The researcher applied qualitative method research. The subjects of this research were six students of ten grade MIPA 6 of SMAN 22 Makassar. This research used case study design. Thus, it can be concluded that most of the students have moderate self-efficacy level in speaking performance.



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The conclusion of these relevant researches above is there are similarity and differences. The similarity between the researcher and those relevant researches is to find out EFL students' self-efficacy in speaking class. The differences among them are the participants and research design. Those relevant researches used mixed method case study, correlation and qualitative research and the researcher use descriptive quantitative research.

### Operational Concept

The operational concept will use to clarify the theories used in theoretical framework in order to avoid misinterpretation and misunderstanding of this research. According to Syafi'i (2019), an operational concept is delivered from a related theoretical concept on all of the variables that should be practically and empirically operated in academic writing a research paper. In order to clarify the theories are used in this study, the researcher will explain about the variable of this study. This study is descriptive study design which focused on students' self-efficacy in speaking Class.

According to Bandura (1997), the indicators of self-efficacy are as follows:

#### 1. Magnitude

The students' belief to overcome the difficulties.

#### 2. Strength

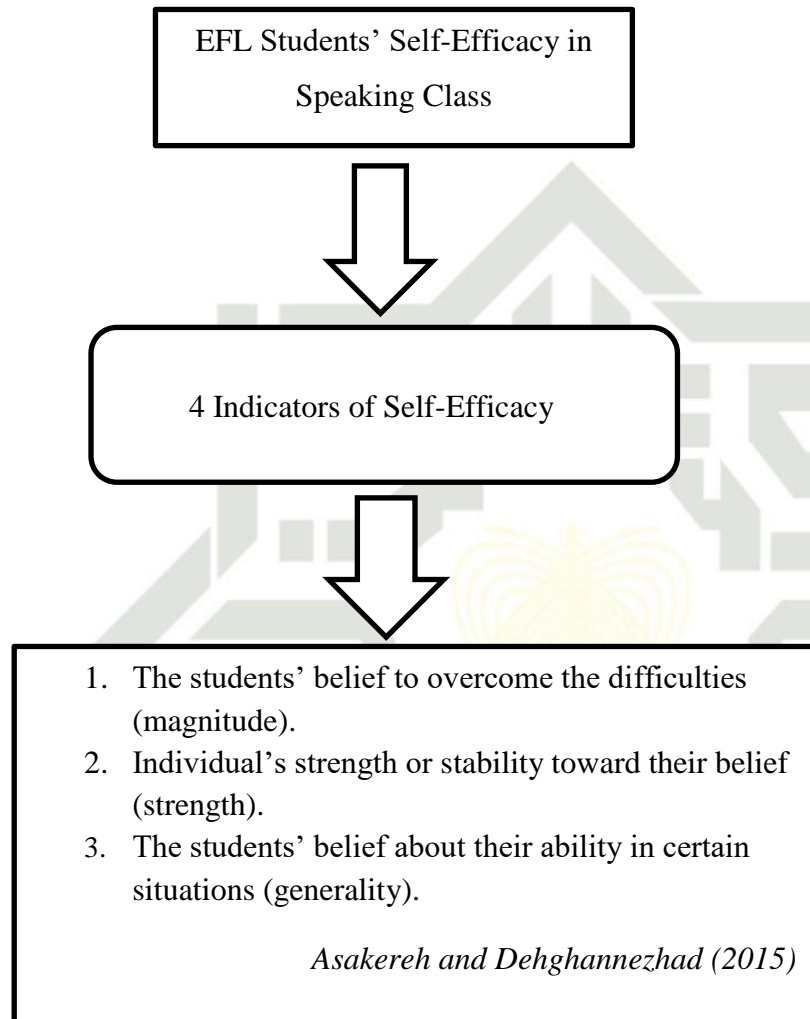
Individual's strength or stability toward their belief (strength).

#### 3. Generality

The students' belief about their ability in certain situations (generality).

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**Figure II.1****Operational Concept**

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## CHAPTER III

### RESEARCH METHOD

#### A. Method of the Research

The design of this research was descriptive quantitative research. According to Sugiyono (2012), descriptive research is research conducted to determine the value of independent variables, either one or more variables (independent) without making comparisons or connecting with other variable. Quantitative is required to use numbers, starting from data collection, interpretation of the data, and the appearance of the results. The variables will be measured by the instruments and the numbered data can be analyzed statistically.

According to According to Creswell (2012), quantitative research is describing a research problem through a description. Through this descriptive research, the researcher explained the actual state of the situation under study. In this study, the researcher will analyzed EFL students' self-efficacy in speaking class in English Education Department of Islamic State University of Riau.

Based on the explanation above, quantitative research is a method used in quantitative research to answer questions or test hypotheses about a topic, problem, opinion, trend, or attitude presented numerically descriptively. Moreover, things that needs to be considered in using this method start from planning, sampling, instruments to careful analysis. It is in line to this study that focused on the students' self-efficacy.





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## **B. Time and Location of the Research**

This research was conducted on 01 February 2023-01 May 2023 at English Education Department of State Islamic University of Sultan Syarif Kasim Riau which was located Jl. H.R. Soebrantas No. 155 Km 15, Simpang Baru, Tampan, Pekanbaru, Riau, Indonesia.

## **C. Subject and Object of the Research**

### **1. The Subject of the Research**

The subject of this research was the fourth semester of English Education Department at UIN SUSKA Riau

### **2. The Subject of the Research**

The object of this research was the EFL students' self-efficacy in speaking class.

## **D. Population and Sample of The Research**

### **1. Population of the Research**

According to Sugiyono (2010), population is a group consist of object and subject that have quality and certain characteristic that set by researcher. The population of the research was the fourth semester of English Education Department of UIN Suska Riau. The total of students at the fourth semester science class was 144 students. The detail data is presented in the table below:

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**Table III.1**  
**The Total Population of the Fourth Semester Students**  
**Education Department of UIN SUSKA RIAU**

Class	Total
4A	24
4B	30
4C	29
4D	31
4E	30
<b>Total</b>	<b>144</b>

## 2. Sample of the Research

According to Creswell (2012), sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this research the researcher used simple random sampling.

Creswell (2012) suggested that simple random sampling is a kind of probability sampling in which the researcher selects participants (or units, such as schools) for the sample so that any individual has an equal probability of being selected from the population. It means that simple random sampling is the way to choose individuals who can be the representative of the population. If the population is less than 100 persons the total sample is taken, but if the population is more than 100 persons, it is better to take between 10-15 %, 25% or more (Arikunto,2006).

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Based on the data above, in this research, there were 144 students as the population the researcher taken sample 50% from the population, it means the total sample is 72 EFL students of fourth semester of English Education Department at UIN SUSKA Riau. In hence, the researcher took the sample by using randomly. It can be seen in the following table:

**Table III.2**  
**Sample of the Research**

<b>Class</b>	<b>Total</b>	<b>Sample</b>
<b>4A</b>	24	12
<b>4B</b>	30	15
<b>4C</b>	29	14
<b>4D</b>	31	16
<b>4E</b>	30	15
<b>Total</b>	<b>144</b>	<b>72</b>

## E. Technique of Collecting Data

### 1. Questionnaire

In this research, In this research, the questionnaire is one of the instruments that focused on the specific information from the respondents. According to Arikunto (2006), the questionnaire is a question that is written in the arranged some questions and is purposed to help the researcher to get the data from the respondent paper to get information and response. A questionnaire is a tool of research the researcher used questionnaire to collect the data. It consisted of 18 items of questionnaires, and it wrote in Bahasa Indonesia in order to make it easier for the

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respondents to answer the questions. To collect the data, the researcher spread the questionnaire by using Google form as the media to complete the questionnaire. The researcher has distributed the link of the questionnaire through WHATSAPP group to the chairman and the chairman has distributed it to their members.

The researcher used a questionnaire that is adopted from Asakareh and Dehghannezhad (2015) in his journal that is arranged based on the indicators from Bandura (1997). In a questionnaire, the researcher was used 18 items of a questionnaire for collecting the data of students' efficacy in speaking English which is adopted from Asakareh and Dehghannezhad (2015), and it deals with the respondent's opinions in responding to the following options based on the Likert scale:

**Table III.3**  
**Likert scale**

Scale	Definition
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

The score given to the students based on the option of the answers. For the answer strongly agree the score will be 5, answer agree the score is 4, answer neutral 3, answer disagree the score is 2, and answer strongly disagree the score is 1. For further information about the contents of the questionnaire, the researcher shows the blueprint of the questionnaire as follows:

**Table III.4**  
**The Blueprint of Questionnaire**

No.	Indicators	Items
	The students' belief to overcome the difficulties (magnitude).	1,5,8, 15,17,18
	Individual's strength or stability toward their belief (strength).	2,6,9,12,13,14
	The students' belief about their ability in certain situations (generality).	3,4,7, 10,11,16

*Asakereh and Dehghannezhad (2015)*

### Validity and Reliability.

#### a. Validity

According to Taherdoost (2016), there are four different types of validity: consequence validity, criteria validity, construct validity, and content validity. Validity was a way to show that the test's proposed interpretation matched what it was supposed to measure. It implies that the degree to which conclusions drawn from assessment results were appropriate, significant, and beneficial in light of the assessment's objectives (Creswell, 2012). In this research, the researcher adopted the instrument from the (Asakareh and Dehghannezhad (2015) which has valid instrument.

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#### b. Reliability

According to Gay & Airasian (2012), reliability refers to the degree to which a test consistently measure whatever is measuring with accuracy of measurement. The kind of accuracy is described in gaining the equal result when measurement is repeated on different chance or with different instrument or by different participants. Finally, the researcher adopted the instrument from (Asakareh and Dehghannezhad (2015) which has reliable instrument.

#### F. Technique of Data Analysis

In data analysis, the researcher used descriptive quantitative procedures to get the result of response given to targeted population in the subject (Creswell, 2014, p.4). Data obtained from the questionnaire are presented in the form of tables and diagrams to know the tendency of EFL students' self-efficacy in speaking class.

The researcher used central tendency that to find percentage score and create tabulation to get conclusion based on the formula (Hartono, 2015) as follow:

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

In which :

P = Number of percentage

F = Frequency

N = Number of Sample

100 = Constant value

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The researcher used SPSS 23.0 and MS Excel for analyzing data for the further analysis description on EFL students' self-efficacy in speaking class. The categories score of students' self-efficacy questionnaire from Sugiyono (2010) as follow:

**Table III.5**  
**The classification of Students' Score**

No	Score	Categories
2	80-100	High
	60-79	Moderate
3	<60	Low

(Arikunto, 2006)

The data analysis process included the following steps:

1. The student completed the questionnaire, which was gathered.
2. The results of the questionnaires were tallied. After that, the researcher looked for the mean questionnaire score. The mean scores were then matched to a mean score interpretation found in a table.
3. To determine the EFL students' self-efficacy in speaking, the researcher calculated frequency and percentage.
4. Ultimately, a conclusion was reached.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that percentage of students' self-efficacy at the Fourth Semester Students of English Education Department of UIN SUSKA RIAU is 72 students score majority in 60-79 (86.1%) students at the Fourth Semester Students of the at the English Education Department of UIN SUSKA RIAU was in moderate level of self-efficacy in speaking class. Meanwhile, in score 80-100 (2.8%) students was in high level of self-efficacy in speaking class, some of them score <60(11.1%) students was in the moderate level of self-efficacy in speaking class. The results of the data presentation are obtained from the student's score divided by the number of students and multiplied by one hundred. Based the explanation above, the researcher concluded that students of the Fourth Semester Students of English Education Department of UIN SUSKA RIAU was in moderate level of self-efficacy in speaking class. The data have been explained in chapter IV.

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## B. Suggestion

Based on the result and conclusion of the research, it is known that the EFL students' self-efficacy in speaking class is at moderate level. The researcher provides several recommendations as follow:

### 1. For Students

For students, students must have high self-efficacy and believe in their abilities to finish their speaking duties in order to have good speaking skills and performance. Students with high self-efficacy can improve their speaking abilities and fearlessness. They will not be concerned about making errors or failing in the future. Every day, positive thinking should be prioritized. That goal is to help us be better than we were before.

### 2. For the teacher

For the teacher, they should pay more attention by looking at the students' self-efficacy level, because it can influence students' performance in the classroom.

### 3. For the other researchers

For the other researchers, the researcher expects that the finding of this research can be used by other researcher for further research on different topic and methodology.

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## RESEARCH QUESTIONNAIRE

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Perkenalkan saya SIYATIN, Mahasiswi Strata 1 (S1) Program Studi Pendidikan Bahasa Inggris UIN SULTAN SYARIF KASIM RIAU. Saat ini saya sedang melakukan penelitian tugas akhir (skripsi) sebagai syarat kelulusan. Penelitian saya berjudul "EFL Students' Self-Efficacy in speaking Class at the Fourth Semester Students of English Education Department of UIN SUSKA RIAU". Berkaitan dengan hal tersebut, dengan kerendahan hati, saya mohon bantuan kepada saudara/saudari untuk meluangkan waktunya mengisi kuesioner ini.

Jawaban yang diberikan dalam penelitian ini tidak akan mempengaruhi karir akademik saudara/saudari sehingga diharapkan saudara/saudari mengisi setiap butir pertanyaan dengan cermat dan jujur sesuai persepsi saudara/saudari. Kuesioner ini hanya dibuat untuk penelitian tugas akhir sehingga kerahasiaan akan terjaga.

Atas kesediaan waktu dan kerjasama saudara/saudari untuk mengisi kuesioner ini, saya ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

### Options:

**SA : Strongly Agree (Sangat Setuju)**

**A : Agree (Setuju)**

**N : Neutral (Netral)**

**D : Disagree (Tidak setuju)**

**SD : Strongly Disagree (Sangat Tidak setuju)**

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## INDICATOR 1

### The students' belief to overcome the difficulties (magnitude).

NO	STATEMENT	SA	A	N	D	SD
		1	I have enough ability to improve my speaking skills. (Saya memiliki kemampuan yang cukup untuk meningkatkan keterampilan berbicara saya.)			
4	Even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across. (Meskipun tugas speaking sulit dan saya tidak memiliki kosa kata yang dibutuhkan, saya dapat menemukan strategi untuk mengatasinya.)					
6	I enjoy speaking with a proficient partner. (Saya senang berbicara dengan teman yang fasih berbahasa Inggris).					
7	I enjoy meeting tourists because I can speak with them well. (Saya senang bertemu turis karena saya bisa berbicara dengan mereka dengan baik.)					
12	When I'm talking with fluent speakers, I let them know if I need help. (Saat saya					

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17	I can discuss subjects of my interest with my classmates. (Saya dapat mendiskusikan topik yang saya minati dengan teman sekelas saya)					

### INDICATOR 2

**Individual's strength or stability toward their belief (strength).**

2	I am sure that if I practice speaking more, I will get better grades in the course. (Saya yakin jika saya berlatih berbicara lebih banyak, saya akan mendapatkan nilai yang lebih baik dalam mata pelajaran tersebut.)					
8	The more difficult the speaking practice is, the more enjoyable it is. (Semakin sulit latihan berbicara, semakin menyenangkan.)					
9	I'm confident about my ability to interact with other English speakers. (Saya yakin dengan kemampuan saya untuk berinteraksi dengan penutur bahasa Inggris lainnya.)					
11	While speaking, I can remain calm when facing difficulties. (Saat berbicara, saya bisa tetap tenang saat menghadapi kesulitan.)					

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13	I'm confident I can communicate what I mean easily. (Saya yakin saya bisa menyampaikan apa yang saya maksud dengan mudah)					
16	I strongly believe that I can achieve native-like fluency in English. (Saya sangat yakin bahwa saya dapat mencapai kefasihan bahasa Inggris seperti penutur asli)					

**INDICATOR 3**

**The students' belief about their ability in certain situations (generality).**

3	I can speak better than my classmates. (Saya bisa berbicara lebih baik dari teman sekelas saya.)					
5	I am not stressed out when speaking English in the classroom. (Saya tidak stres saat berbicara bahasa Inggris di kelas.)					
10	While speaking, I can deal efficiently with unexpected situations. (Saat berbicara, saya dapat menangani situasi yang tidak terduga secara efisien).					
14	I feel confident that I can achieve a native-like accuracy in speaking. (Saya merasa yakin bahwa saya					

	dapat mencapai akurasi seperti penutur asli dalam berbicara.)					
15	I'm able to actively participate in my speaking classes. (Saya dapat berpartisipasi secara aktif dalam kelas speaking saya)					
18	I can produce sentence with idiomatic expressions. (Saya bisa menghasilkan kalimat dengan ekspresi idiomatik.)					

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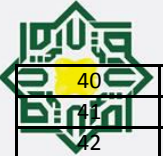
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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

Respondents	ITEMS																		Total	Skor Max	Score
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18			
1	4	5	3	4	3	5	3	4	4	3	2	5	2	4	3	3	4	4	65	90	72
2	3	5	3	4	3	4	4	4	3	3	3	4	3	3	3	3	3	4	62	90	69
3	5	5	3	3	2	4	3	3	3	3	4	5	3	5	4	4	3	4	64	90	71
4	5	4	3	3	3	3	3	3	4	3	4	4	4	3	3	4	3	4	64	90	71
5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72	90	80
6	5	5	3	4	3	5	4	4	4	4	3	3	4	4	4	4	4	4	70	90	78
7	5	5	5	5	5	5	5	3	5	5	2	5	5	3	5	3	2	5	78	90	87
8	4	3	4	3	3	5	3	4	3	3	3	4	4	3	3	3	3	4	63	90	70
9	4	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	54	90	60
10	4	3	3	3	2	4	3	2	3	4	3	4	3	2	2	2	4	3	54	90	60
11	4	3	3	3	3	3	3	3	2	3	2	4	3	3	3	3	2	4	54	90	60
12	5	5	4	5	3	4	4	4	4	5	4	3	3	3	3	3	4	4	70	90	78
13	5	4	3	3	5	5	3	4	4	3	3	3	4	3	4	5	3	5	70	90	78
14	4	3	3	3	4	4	4	4	3	3	3	3	4	4	3	4	3	4	62	90	69
15	4	3	3	3	3	4	3	3	2	4	5	4	2	2	3	4	3	3	58	90	65
16	4	4	3	4	4	4	3	3	4	3	3	4	3	3	4	4	4	4	65	90	72
17	5	4	3	4	4	5	4	3	2	3	2	3	3	4	3	4	3	3	63	90	70
18	4	3	2	3	4	3	2	2	2	3	3	3	3	2	3	3	3	4	52	90	58
19	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	55	90	61
20	5	3	3	4	4	4	3	3	3	2	3	4	3	3	3	3	3	3	58	90	64
21	4	4	4	2	4	4	4	3	4	3	4	4	4	4	4	4	4	4	68	90	76
22	4	3	4	3	3	4	3	2	2	2	3	4	3	4	3	3	3	3	57	90	63
23	4	3	3	3	3	3	3	3	3	3	3	4	3	3	3	4	3	4	59	90	66
24	4	4	4	4	4	4	5	4	3	4	4	3	3	5	4	3	4	5	71	90	79
25	3	4	2	3	3	4	4	3	3	3	3	4	3	3	3	4	3	5	60	90	67
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27	4	5	3	5	3	4	4	3	2	1	3	3	4	3	3	3	3	3	59	90	66
28	4	4	3	4	4	4	3	3	4	3	3	4	4	2	3	3	3	3	61	90	68
29	3	4	3	3	2	5	3	3	2	2	2	4	2	3	3	3	3	3	53	90	59
30	3	5	2	4	3	4	4	4	3	4	2	3	3	2	3	5	3	4	61	90	68
31	4	4	5	4	3	4	4	4	5	4	3	3	3	4	4	3	3	4	68	90	76
32	4	5	3	4	3	4	5	4	3	2	4	5	4	3	3	4	3	4	67	90	74
33	3	4	3	2	3	4	3	5	3	3	3	3	4	4	3	4	3	4	61	90	68
34	4	4	5	4	3	4	4	4	3	3	4	4	4	4	3	4	3	4	68	90	76
35	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54	90	60
36	5	5	4	4	4	4	3	3	2	2	2	2	4	2	4	4	2	4	59	90	66
37	4	3	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	58	90	65
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39	4	2	3	3	3	4	2	3	3	3	3	3	4	3	3	3	3	3	55	90	61



40	5	4	4	3	5	5	5	2	4	2	2	3	3	3	3	5	5	5	68	90	76
41	4	5	3	4	3	4	3	3	4	3	3	4	4	3	4	3	3	3	63	90	70
42	3	5	3	3	3	4	3	4	3	3	3	4	3	4	4	4	3	4	63	90	70
43	3	4	3	2	2	4	4	4	3	2	2	4	3	2	3	2	2	3	52	90	58
44	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	69	90	77
45	5	3	3	3	3	5	3	4	3	3	4	5	3	5	4	5	4	4	70	90	78
46	4	4	4	3	3	4	3	4	4	4	4	3	4	4	4	4	4	4	68	90	76
47	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54	90	60
48	4	3	4	3	3	2	2	4	3	4	3	4	3	3	3	3	3	4	58	90	64
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52	5	3	4	3	5	5	3	3	3	4	4	4	4	4	4	4	3	4	70	90	78
53	5	3	5	3	3	3	4	3	3	3	4	3	4	3	4	3	4	65	90	72	
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56	4	3	3	3	3	2	3	2	3	3	3	3	3	2	3	3	3	5	54	90	60
57	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4	88	90	98	
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60	5	3	4	3	4	4	4	4	3	3	3	3	3	3	4	4	3	63	90	70	
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62	5	3	3	2	4	3	2	4	2	3	5	4	5	3	5	2	3	61	90	68	
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66	4	4	3	3	3	4	3	3	2	2	3	4	3	3	2	3	2	3	54	90	60
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69	3	3	3	3	3	3	3	2	3	3	3	4	3	3	3	3	3	3	54	90	60
70	3	4	3	3	2	4	3	1	2	3	3	2	3	3	2	3	2	2	48	90	53
71	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72	90	80
72	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54	90	60

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Jawaban tidak dapat diedit

## Kuesioner Penelitian

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**\* Menunjukkan pertanyaan yang wajib diisi**

Full Name \*

Diah Mardiah

Email \*

mardiahd@gmail.com

Class \*

- A  
 B  
 C  
 D

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E

Gender \*

Male

Female

### THE QUESTIONNAIRE OF EFL STUDENTS' SELF-EFFICACY IN SPEAKING CLASS AT THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU

#### Instruksi (Instruction)

Silahkan pilih jawaban yang sesuai dengan pribadi anda :

(Please Choose the alternative responses given that is most applicable to you)

SA : Strongly Agree (Sangat Setuju)

A : Agree (Setuju)

N : Neutral (Netral)

D : Disagree (Tidak setuju)

SD : Strongly Disagree (Sangat Tidak setuju)

1. I have enough ability to improve my speaking skills. \*

(Saya memiliki kemampuan yang cukup untuk meningkatkan keterampilan berbicara saya.)

SA : Strongly Agree (Sangat Setuju)

A : Agree (Setuju)

N : Neutral (Netral)

D : Disagree (Tidak setuju)

SD : Strongly Disagree (Sangat Tidak setuju)

2. I am sure that if I practice speaking more, I will get better grades in the course. (Saya yakin jika saya berlatih berbicara lebih banyak, saya akan mendapatkan nilai yang lebih baik dalam mata pelajaran tersebut.) \*

SA : Strongly Agree (Sangat Setuju)

A : Agree (Setuju)

N : Neutral (Netral)

D : Disagree (Tidak setuju)

SD : Strongly Disagree (Sangat Tidak setuju)

3. I can speak better than my classmates. (Saya bisa berbicara lebih baik dari teman sekelas saya.) \*



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- SD : Strongly Disagree (Sangat Tidak setuju)

4. Even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across. \*

(Meskipun tugas speaking sulit dan saya tidak memiliki kosa kata yang dibutuhkan, saya dapat menemukan strategi untuk mengatasinya.)

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6. I enjoy speaking with a proficient partner. \*  
 (Saya senang berbicara dengan teman yang fasih berbahasa Inggris).

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11. While speaking, I can remain calm when facing difficulties. (Saat berbicara, saya bisa tetap tenang saat menghadapi kesulitan) \*

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14. I feel confident that I can achieve a native-like accuracy in speaking. (Saya merasa yakin bahwa \* saya dapat mencapai akurasi seperti penutur asli dalam berbicara)

- SA : Strongly Agree (Sangat Setuju)
- A : Agree (Setuju)
- N : Neutral (Netral)
- D : Disagree (Tidak setuju)
- SD : Strongly Disagree (Sangat Tidak setuju)

15. I'm able to actively participate in my speaking classes. (Saya dapat berpartisipasi secara aktif \* dalam kelas speaking saya)

- SA : Strongly Agree (Sangat Setuju)
- A : Agree (Setuju)
- N : Neutral (Netral)
- D : Disagree (Tidak setuju)
- SD : Strongly Disagree (Sangat Tidak setuju)

16. I strongly believe that I can achieve native-like fluency in English. (Saya sangat yakin bahwa \* saya dapat mencapai kefasihan bahasa Inggris seperti penutur asli)

- SA : Strongly Agree (Sangat Setuju)
- A : Agree (Setuju)
- N : Neutral (Netral)
- D : Disagree (Tidak setuju)



- SD : Strongly Disagree (Sangat Tidak setuju)

17. I can discuss subjects of my interest with my classmates. (Saya dapat mendiskusikan topik \* yang saya minati dengan teman sekelas saya)

- SA : Strongly Agree (Sangat Setuju)
- A : Agree (Setuju)
- N : Neutral (Netral)
- D : Disagree (Tidak setuju)
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18. I can produce sentence with idiomatic expressions. (Saya bisa menghasilkan kalimat dengan ekspresi idiomatik) \*

- SA : Strongly Agree (Sangat Setuju)
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Jawaban tidak dapat diedit

## Kuesioner Penelitian

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Perkenalkan saya SIYATIN, Mahasiswi Strata 1 (S1) Program Studi Pendidikan Bahasa Inggris UIN SULTAN SYARIF KASIM RIAU. Saat ini saya sedang melakukan penelitian tugas akhir (skripsi) sebagai syarat kelulusan. Penelitian saya berjudul "EFL Students' Self-Efficacy in speaking Class at the Fourth Semester Students of English Education Department of UIN ini RIAU". Berkaitan dengan hal tersebut, dengan kerendahan hati, saya mohon bantuan kepada saudara/saudari untuk meluangkan waktunya mengisi kuesioner ini.

Jawaban yang diberikan dalam penelitian ini tidak akan mempengaruhi karir akademik saudara/saudari sehingga diharapkan saudara/saudari mengisi setiap butir pertanyaan dengan cermat dan jujur sesuai persepsi saudara/saudari. Kuesioner ini hanya dibuat untuk penelitian tugas akhir sehingga kerahasiaan akan terjaga.

Atas kesediaan waktu dan kerjasama saudara/saudari untuk mengisi kuesioner ini, saya ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

**\* Menunjukkan pertanyaan yang wajib diisi**

nye 21

Full Name \*

Helsi Jumaita

Email \*

jumaitahelsi147@gmail.com

Class \*

A

B

C

D

E

an

Gender \*

Male

Female

THE QUESTIONNAIRE OF EFL STUDENTS' SELF-EFFICACY IN SPEAKING CLASS AT THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU

### Instruksi (Instruction)

Silahkan pilih jawaban yang sesuai dengan pribadi anda :

(Please Choose the alternative responses given that is most applicable to you)

SA : Strongly Agree (Sangat Setuju)

A : Agree (Setuju)

S : Strongly Disagree (Sangat Tidak Setuju)

D : Disagree (Tidak Setuju)



N : Neutral (Netral)

D : Disagree (Tidak setuju)

SD : Strongly Disagree (Sangat Tidak setuju)

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengujiannya hanya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

1. I have enough ability to improve my speaking skills. \*

(Saya memiliki kemampuan yang cukup untuk meningkatkan keterampilan berbicara saya.)

- SA : Strongly Agree (Sangat Setuju)
- A : Agree (Setuju)
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2. I am sure that if I practice speaking more, I will get better grades in the course. (Saya yakin jika saya berlatih berbicara lebih banyak, saya akan mendapatkan nilai yang lebih baik dalam mata pelajaran tersebut.) \*

- SA : Strongly Agree (Sangat Setuju)
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3. I can speak better than my classmates. (Saya bisa berbicara lebih baik dari teman sekelas saya.) \*

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4. Even if the speaking task is difficult and I don't have the required vocabulary, I can find the strategy to get the message across. \*

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2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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a. Pengujiannya hanya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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## INSTRUCTIONAL PLAN (RENCANA PEMBELAJARAN SEMESTER) FACULTY OF EDUCATION AND TEACHER TRAINING SULTAN SYARIF KASIM STATE ISLAMIC UNIVERSITY OF RIAU

**Depth/Major (Program Studi)** : English Language Education/Pendidikan Bahasa Inggris (PBI) Semester : Five (4)  
**Course (Mata Kuliah)** : Public Speaking Credit (Beban sks) : Two (2)  
**Code (Kode Mata Kuliah)** : PBI 1405 Instructor (Dosen) : Dedy Wahyudi, M.Pd.  
**Pre-requisite (Pra-syarat)** : IC: Speaking, Speaking for Daily Communication, and Speaking for Academic Settings Pengampu) dedywydi@gmail.com or dedy.wahyudi@uin-suska.ac.id

**Learning Outcome (Capaian Pembelajaran)** : Supported by relevant technology, students (Ss) will build attitude, knowledge, and skills in public speaking particularly in creating a informative and persuasive presentation in terms of preparing and delivering a speech fluently, accurately, and efficiently in accordance with tips, strategies, and techniques of public speaking.

**Course Description (Deskripsi Mata Kuliah)** : This course is as the first manifestation of communicative tool used in creating a informative and persuasive presentation in terms of preparing and delivering a speech fluently, accurately and efficiently through oral form, which is directed to provide the students with some tips, techniques and strategies of public speaking in order to deliver a public speech.

**Assessment (Penilaian)** : Ss' final grade consist of individual and structured tasks (30%), daily presentation (mid-term) (35%), and final project (final semester grade) (35%).

Meeting (Pertemuan ke)	Learning Objective (Kemampuan Akhir Yang Diharapkan)	Topic (Bahan Kajian)	Instructional Method (Metode Pembelajaran)	Time Allocation (Waktu yang disediakan)	Indicator (Indikator Keberhasilan)	Reference (Referensi)	Task (Tugas)	Weight (Bobot)
Week 1	To enable Ss know the course and the syllabus	Introduction and orientation to the course; previewing course materials	Lecturing	100 minutes	Ss are familiar with the course and the syllabus	1, 2, 3, & 4	-	2 Credits
Week 2	To enable Ss learn the necessary skills in Public Speaking and presentation skills	Introduction to Public Speaking Theories and presentation skills	Lecturing and Discussion	100 minutes	Ss are able to use the theories of public speaking and presentation skills in real life	1, 2, 3, & 4	-	2 Credits



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Week 3	To enable Ss learn the necessary skills in Delivering your message and putting your speech together.	Delivering your message and putting your speech together	Lecturing and Discussion	100 minutes	Ss are able to use the necessary skills in creating and delivering a simple speech	1, 2, 3, & 4	Preparing a speech and outlines	2 Credits
Week 4	To enable Ss create and deliver a simple speech	Practice: Delivering a speech (Simple Speech)	Oral Presentation and Questioning and Answering	100 minutes	Ss are able to use the necessary skills in creating and delivering a simple speech	1, 2, 3, & 4	Delivering a speech	2 Credits
Week 5	To enable Ss create and deliver a simple speech	Practice: Delivering a speech (Simple Speech)	Oral Presentation and Questioning and Answering	100 minutes	Ss are able to use the necessary skills in creating and delivering a simple speech	1, 2, 3, & 4	Delivering a speech	2 Credits
Week 6	To enable Ss demonstrate the necessary skills in delivering an informative presentation	Speaking to inform (informative speech)	Lecturing and Discussion	100 minutes	Ss are able to use the necessary skills in creating and delivering an informative speech	1, 2, 3, & 4	Preparing an informative speech and outlines	2 Credits
Week 7	To enable Ss create and deliver an informative presentation	Practice: Speaking to inform (informative speech)	Oral Presentation and Questioning and Answering	100 minutes	Ss are able to use the necessary skills in creating and delivering an informative speech	1, 2, 3, & 4	Delivering an informative speech	2 Credits
Week 8	To enable Ss create and deliver an informative presentation	Practice: Speaking to inform (informative speech)	Oral Presentation and Questioning and Answering	100 minutes	Ss are able to use the necessary skills in creating and delivering an informative speech	1, 2, 3, & 4	Delivering an informative speech	2 Credits
Week 9		Mid-Semester	Daily Practice	100 minutes				2 Credits
Week 10	To enable Ss demonstrate the necessary skills in delivering a persuasive speech presentation	Speaking to persuade (persuasive speech)	Lecturing and Discussion	100 minutes	Ss are able to use the necessary skills in creating and delivering an informative speech	1, 2, 3, & 4	Preparing an informative speech and outlines	2 Credits
Week 11	To enable Ss create and deliver a persuasive speech	Practice: Speaking to persuade (persuasive speech)	Oral Presentation and Questioning and Answering	100 minutes	Ss are able to use the necessary skills in creating and delivering an informative speech	1, 2, 3, & 4	Delivering an informative speech	2 Credits
Week 12	To enable Ss create and deliver a persuasive speech	Practice: Speaking to persuade (persuasive speech)	Oral Presentation and Questioning and Answering	100 minutes	Ss are able to use the necessary skills in	1, 2, 3, & 4	Delivering an informative speech	2 Credits



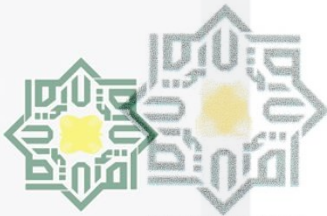
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

					creating and delivering an informative speech				
Week 13	To enable Ss to gather and analyze information from observation, interview and deliver a presentation related to the information gathered	Similar articles of Journal	Lecturing and Discussion	100 minutes	Ss are able to gather and analyze information from articles of Journal	1, 2, 3, & 4	Finding, analyzing and comparing three similar articles of journal	2 Credits	
Week 14	To enable Ss deliver a presentation	Practice: Similar articles of Journal	Oral Presentation and Questioning & Answering	100 minutes	Ss are able to gather and analyze and share information from articles of Journal in public	1, 2, 3, & 4	Finding, analyzing and comparing three similar articles of journal	2 Credits	
Week 15	To enable Ss deliver a presentation	Practice: Similar articles of Journal	Oral Presentation and Questioning & Answering	100 minutes	Ss are able to gather and analyze and share information from articles of Journal in public	1, 2, 3, & 4	Finding, analyzing and comparing three similar articles of journal	2 Credits	
Week 16		<b>Final Test</b>	Project				Delivering a Senior's thesis presentation	2 Credits	

References

1. Condrill, Jo and B, Benny. 2004. **101 Ways to Improve Your Communication Skills Instantly**. Mumbai: Jaico Publishing House
2. Dale, Paulette and Wolf, James C. 2006. **Speech Communication Made Simple 3<sup>rd</sup> Ed**. New York. Pearson Education.
3. Sidhu, Kulwindr Kaur, 2006. **Public Speaking and Presentation Skills**. Kuala Lumpur: University of Malaya Press.
4. Yayan G.H. Mulyana. 2007. **A Practical Guide: English for Public Speaking, Rev Ed**. Bekasi Timur. Kesaint Blanc.

Approved by, Head of English Education Dept.	Date : March 1, 2020	Checked by, Coordinator of course specialization	Date : March 1, 2020	Designed by, Instructor	Date: March 1, 2020
				Dedy Wahyudi, M.Pd.	



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Nomor: U/04/F.II.4/PP.00.9/7447/2021

Pekanbaru, 28 Juli 2021

Biasa

*Pembimbing Skripsi*

Kepada

Yth. Melgis Dilkawaty Pratama, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

*Assalamu 'alaikum warhamatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SIYATIN

NIM : 11714202704

Jurusan : Pendidikan Bahasa Inggris

Judul : EFL Students' Perspectives On Their Self-Efficacy In Speaking During Online Learning Process To The Fourth Semester Students Of English Education Of Departement Of State Islamic University Of Sultan Syarif Kasim Riau

Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam

an. Dekan

Wakil Dekan I

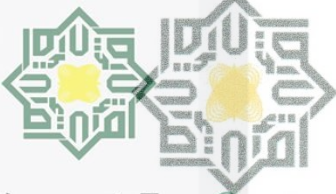


Dr. Zarkasih, M.Ag.

NIP. 19721017199703 1 004

Tembusan

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Nomor : Un.04/F.II.4/PP.00.9/15661/2021

Pekanbaru, 23 November 2021

Sifat : Biasa

Lamp. : -

Hal : **Pembimbing Skripsi (Perpanjangan)**

Kepada  
 Yth. Harum Natasha, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
 Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SIYATIN

NIM : 11714202704

Jurusan : Pendidikan Bahasa Inggris

Judul : EFL STUDENTS' PERSPECTIVES ON THEIR SELF-EFFICACY IN SPEAKING DURING ONLINE LEARNING PROCESS TO THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION OF DEPARTEMENT OF STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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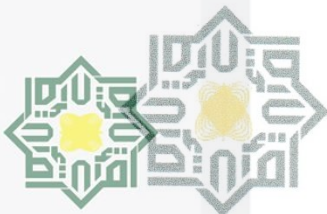


Dr. Zarkasih, M.Ag.

NIP. 19721017 199703 1 004

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Un.04/F.II.4/PP.00.9/1957/2023

Pekanbaru, 02 Februari 2023

Biasa

*Pembimbing Skripsi (Perpanjangan)*

Kepada

Yth. Harum Natasha, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SIYATIN

NIM : 11714202704

Jurusan : Pendidikan Bahasa Inggris

Judul : EFL Students' Self-Efficacy in Speaking Class at the Fourth Semester Students of English Education Department of UIN SUSKA RIAU

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

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Pekanbaru, 02 Januari 2023

**Mohon Izin Melakukan PraRiset**

Kepada  
Yth. Kajur Pendidikan Bahasa Inggris UIN Suska Riau  
di  
Tempat

*Assalamu'alaikum warhmatullahi wabarakatuh*

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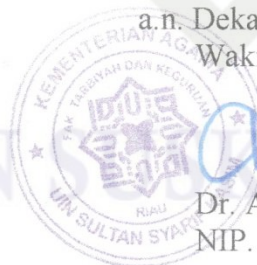
Nama	: Siyatin
NIM	: 11714202704
Semester/Tahun	: XI (Sebelas)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan  
Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001

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**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Siyatin  
NIM : 11714202704  
Hari/Tanggal Ujian : Selasa, 1 November 2022  
Judul Proposal Ujian : EFL Students' Self-Efficacy in Speaking Class at the Fourth Semester Students of English Education Department of UIN SUSKA RIAU  
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
1. Dr. Bukhori, S. Pd. I., M.Pd	PENGUJI I		
2. Rizki Amelia, M.Pd	PENGUJI II		

UIN SUSKA RIAU

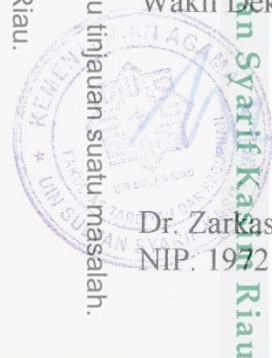
Mengetahui  
a.n. Dekan  
Wakil Dekan I

Pekanbaru, 26 Desember 2022  
Peserta Ujian Proposal

Dr. Zarkasih, M.Ag.  
NIP. 19721017 199703 1 004

Siyatin  
NIM. 11714202704

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Pekanbaru, 01 Februari 2023 M

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 Lm. : 1 (Satu) Proposal  
 Hd. : **Mohon Izin Melakukan Riset**

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 Yth. Gubernur Riau  
 Cc. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
 Satu Pintu  
 Provinsi Riau  
 Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Siyatin**  
 NIM : 11714202704  
 Semester/Tahun : XII (Dua Belas)/ 2023  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : *Efl Students' Self-Efficacy In Speaking Class At The Fourth Semester Students Of English Education Department Of Uin Suska Riau*  
 Lokasi Penelitian : Universitas Islam Negeri Sultan Syarif Kasim Riau  
 Waktu Penelitian : 3 Bulan (01 Februari 2023 s.d 01 Mei 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor  
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**Dr. H. Kadar, M.Ag. H**  
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**SURAT KETERANGAN**

Pekanbaru, 09 Januari 2023

*Assalamu 'alaikum Warahmatullahi Wabarakatuh.*

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan sebagai berikut :

Nama : Siyatin  
 NIM : 11714202704  
 Pendidikan : S1 Pendidikan Bahasa Inggris  
 Judul Penelitian : EFL Students' Self-Efficacy in Speaking Class at the Fourth Semester Students of English Education Department of UIN Suska Riau

yang bersangkutan di atas di izinkan melakukan prariset di Jurusan Pendidikan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan  
 Pendidikan Bahasa Inggris

  
 Dr. Faurina Anastasia, M.Hum  
 NIP. 19810611200801207



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- 1. Nama yang dibimbing :
- 2. Seminar usul Penelitian :
- 3. Penulisan Laporan Penelitian :
- 4. Nama Pembimbing : Harum Natasha, M.Pd
- 5. Nomor Induk Pegawai (NIP) :
- 6. Nama Mahasiswa : Sijatin
- 7. Nomor Induk Mahasiswa : 11714202704
- 8. Jenis kegiatan : Bimbingan proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	02 Desember 2022	Revising title and chapter 1 - III		
2.	03 Januari 2022	Revising chapter 1,2,3		
3.	04 Februari 2022	Revising chapter 1,2,3		
4.	03 Februari 2022	Revising chapter 1,2,3		
5.	03 Maret 2022	Revising chapter 1,2,3		
6.	02 April 2022	Revising chapter 1,2,3		
7.	19 Juni 2022	revising grammar chapter 2		
8.	06 Oktober 2022	Revising chapter 1,2,3		
9.	07 Oktober 2022	Acc <del>Final</del> Proposal Seminar		
10.				

Pekanbaru, 04 Oktober 2022  
 Pembimbing,



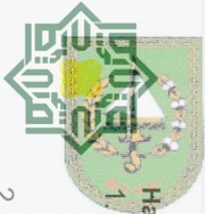
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Jenis yang dibimbing : Skripsi  
 a. Seminar/usul Penelitian :  
 b. penulisan Laporan Penelitian :  
 Nama Pembimbing : Harum Natasha  
 Nomor Induk Pegawai (NIP) : 19822009012012  
 Nama Mahasiswa : Siyatin  
 Nomor Induk Mahasiswa : 11714202704  
 Kegiatan : Bimbingan Skripsi

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
01 Februari 2023	Instrument		
2. maret 2023	Revising Instrument		
3. 01 April 2023	Revising chapter IV		
4. April 2023	Revising Chapter IV		
5. 7 April 2023	Approved for Munagasyah Examination		

Pekanbaru,  
 Pembimbing  
  
 Harum Natasha, M.Pd  
 NIP. 19822009012012



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 Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPTSP/NON IZIN-RISET/53368  
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Ditanda-tangani oleh Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Rekomendasi Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 503/PP/PP.009/1764/2023 Tanggal 1 Februari 2023**, dengan ini memberikan rekomendasi kepada:

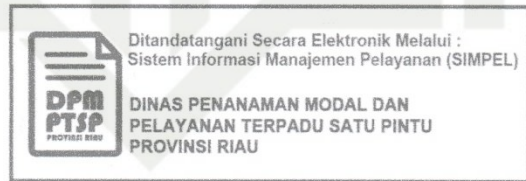
- 1. Nama : **SIYATIN**
- 2. NIM/ KTP : 117142027040
- 3. Program Studi : PENDIDIKAN BAHASA INGGRIS
- 4. Jenjang : S1
- 5. Alamat : PEKANBARU
- 6. Judul Penelitian : **EFL STUDENTS'S SELF-EFFICACY IN SPEAKING CLASS AT THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF UIN SUSKA RIAU**
- 7. Lokasi Penelitian : UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU

Dengan ketentuan sebagai berikut:

- 1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
- 2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
- 3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 2 Februari 2023



**UIN SUSKA RIAU**

**Disampaikan Kepada Yth :**  
 Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru  
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau di Pekanbaru  
 Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru  
 Yang Bersangkutan

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
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Jl. H.R. Soebrantas KM.15 No.155 Tuah Madani Tampan - Pekanbaru 28293 PO Box. 1004  
Telepon (0761) 562051; Faksimili (0761) 562052 ;  
Web: www.uin-suska.ac.id, E-mail: rektor@uin-suska.ac.id

20 Februari 2023

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Nomor : B- 583 /Un.04/WR.I/TL.00/02/2023  
Bentuk : Biasa  
Materi : Izin Riset  
Yth. 1. Dekan Fakultas \_\_\_\_\_  
2. Kepala PTIPD \_\_\_\_\_  
3. Kepala Bagian \_\_\_\_\_  
UIN Suska Riau  
Pekanbaru

Assalamualaikum Wr. Wb.  
Dengan hormat, menindaklanjuti surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor: 503/DPMPTSP/NON IZIN-RISET/53368 tanggal 2 Februari 2023 hal Mohon izin Riset Skripsi/Tesis, maka kami minta kepada Saudara agar dapat membantu Penelitian nama tersebut di bawah ini :

**Nama : Siyatin**  
**NIM : 11714202704**  
**Program Studi : Pendidikan Bahasa Inggris**

Untuk dapat melaksanakan Riset dan Pengambilan Data guna mendapatkan Data dan informasi yang terkait dengan Judul Penelitian: "Efl Students' Self-Efficacy In Speaking Class At The Fourth Semester Students Of English Education Department Of UIN Suska Riau" pada unit kerja saudara.

Demikian kami sampaikan atas kerjasamanya diucapkan terimakasih.

Wassalam  
a.n. Rektor  
Wakil Rektor Bidang Akademik  
dan Pengembangan Lembaga



*[Signature]*  
Prof. Dr. Hj. Helmiati, M.Ag.  
NIP. 19700222 199703 2 001

Tembusan  
Rektor UIN Suska Riau (sebagai laporan)  
Bag-Akd:98/eh/su/02/2023

UIN SUSKA RIAU



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State Islamic University of Sultan Syarif Kasim Riau

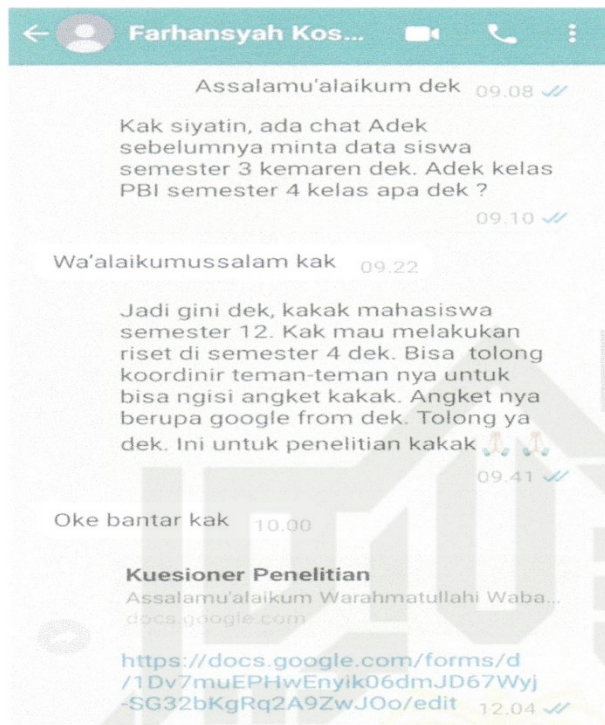
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## CURRICULUM VITAE

Siyatin is the first daughter of Mr. Selamat and Mrs. Siti Hawa. She was born on Pondok Gelugur, May 07<sup>th</sup>, 1997. In 2010, she graduated from SDN 011 Pondok Gelugur. She also finished her study at SMPN 1 Sungai Lala in 2013 and SMAS Islam Lirik in 2017.

In 2017, she was accepted to be a student at English Education Department, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2020, she was doing KKN (Kuliah Kerja Nyata) program in Pondok Gelugur. Then, she was doing Pre-Service Teacher Practice (PPL) program at SMAN 12 Pekanbaru on October until December 2020.

Finally, she passed this examination for her undergraduate program entitled “EFL Students’ Self-Efficacy in Speaking Class at the Fourth Semester Students of English Education Department of UIN SUSKA RIAU”.

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