



**LEVEL AND SOURCES OF SELF-EFFICACY IN SPEAKING
SKILLS OF ACADEMIC YEAR 2012/2013 ENGLISH
DEPARTMENT STUDENTS FACULTY OF
LETTERS, JEMBER UNIVERSITY**

THESIS

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**ENGLISH DEPARTMENT
FACULTY OF LETTERS
JEMBER UNIVERSITY
2015**



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THESIS

A Thesis Presented to the English Department,
Faculty of Letters, Jember University,
as One of the Requirements to Obtain
the Award of Sarjana Sastra Degree
in English Study

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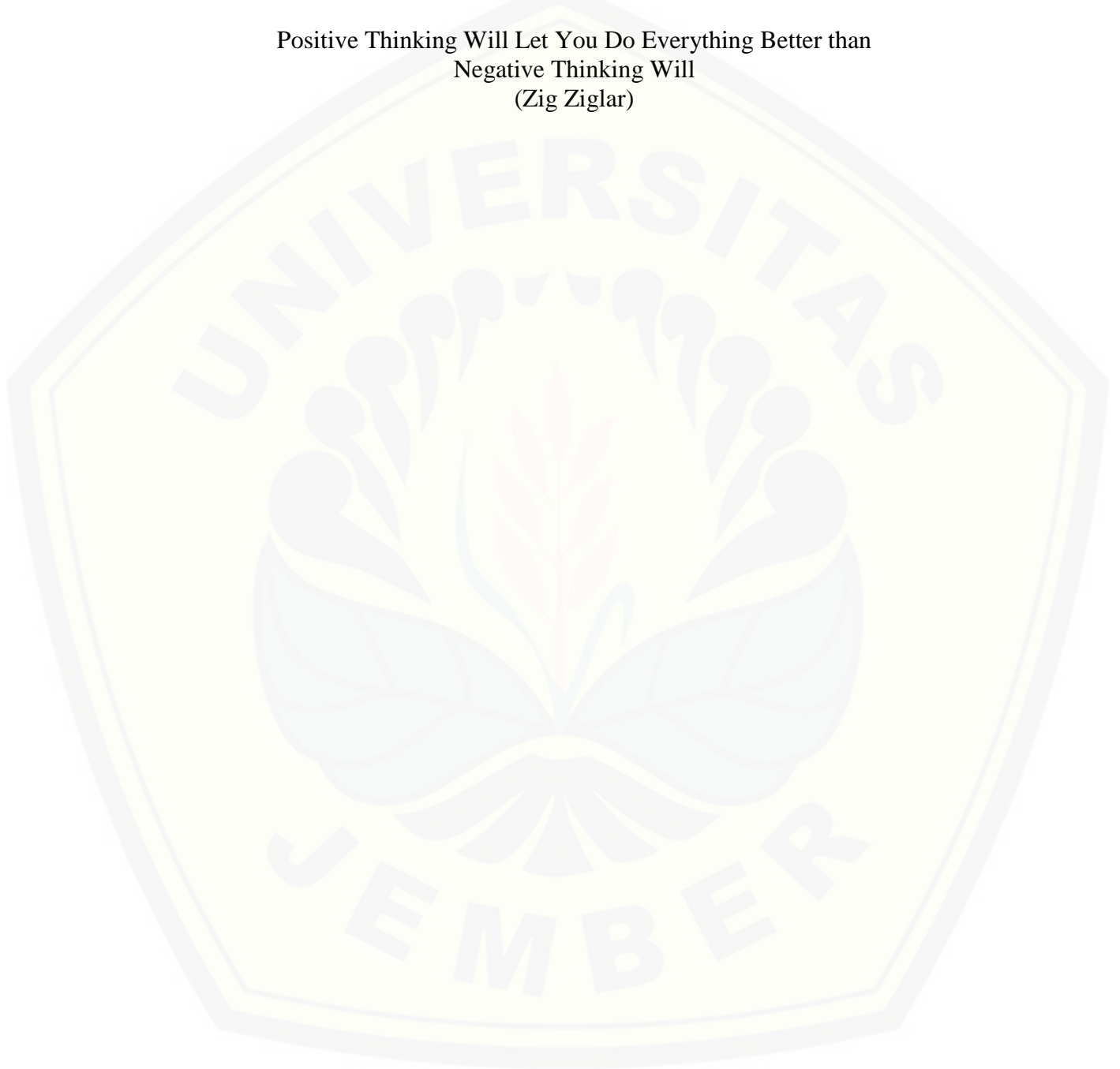
DEDICATION

- My beloved parents Boimin and Kariyatun who give me their endless loves, prayers and supports. You are my biggest wealth and inspiration to struggle in hard condition.
- My dear brother Sugeng Sugiantoro who always reminds me to be a good daughter for my parents
- My dear fiancé, Izet Hanan Andrian S.Pd for his love, support and time to accompany me in every step of my life.
- My Alma Mater.

MOTTO

If You Believe in Yourself Anything is Possible
(Miley Cyrus)

Positive Thinking Will Let You Do Everything Better than
Negative Thinking Will
(Zig Ziglar)



DECLARATION

I hereby state that the thesis entitled **“Level and Sources of Self-Efficacy in Speaking Skills of Academic Year 2012/2013 English Department Students Faculty of Letters, Jember University”** is an original pieces of writing. I certify that the analysis and the research described in this thesis has never been submitted for any other degree or any publication.

I certainly certify to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, February 26th, 2015

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ACKNOWLEDGEMENT

1. Thanks to Allah S.W.T who always gives the endless love in my life,
2. Dr. Hairus Salikin, M.Ed, the Dean of Faculty of Letters, Jember University,
3. Dra. Supiastutik, M.Pd, the Head of English Department who encourages and supports me to be a tough student,
4. Reni Kusumaningputri, S.S., M.Pd, my first adviser who advices me in writing this thesis,
5. Hari Supriono, S.S., M.EIL, my second adviser who guides me patiently in writing this thesis,
6. Dra. Supiastutik, M.Pd, Irana Astutiningsih, S.S., MA, and Dwi Hariyanto, S.Sn., M.Sn. who help me in data collecting process,
7. All of English Department lecturers who have taught me precious knowledge,
8. All of English Department staffs who help me in completing all requirements,
9. All of 2012/2013 academic year English Department students Faculty of Letters, Jember University for their participation on this study,
10. My parents for their prayers, supports and sacrifices during my thesis writing,
11. Izet Hanan Andrian, S.Pd, his reminder to finish this thesis soon.
12. My friends, Ulfiatul Ifit U., Ainun Farichah, Dhini Primasari Subagio, Lerynda Pramitha, Ekha Kurniawan Putra, Yuwanda Anggi, Chilyatun Nisa', S.S, Laili Risqiatul Aisyah, Nora Aprilia, Meyta Mayangsari, and Desi Fajariyanti, for their supports.

SUMARRY

Level and Sources of Self-Efficacy in Speaking Skills of Academic Year 2012/2013 English Department Students Faculty of Letters, Jember University. Yesi Puspita. 090110101039. 2015. English Department, Faculty of Letters, Jember University.

In recent years, many students of English Department, Faculty of Letters, Jember University are reluctant to speak English. They do not want to speak English because they feel that their English is not very good. This paper aims to investigate how do students' self-efficacy beliefs of speaking to examine whether there is a relationship between self-efficacy beliefs of speaking and speaking performance and to explore what the influencing factors are. This research involves 92 English Department students especially 2012/2013 academic year and uses two kinds of questionnaires to gather the data. Self-efficacy questionnaire is used to seek students' self-efficacy score of speaking based on phonology, vocabulary and grammar, while source of efficacy questionnaire is used to gather individual answer of source of efficacy. It also uses speaking performance score to find the correlation between self-efficacy beliefs of speaking and speaking performance by recapitulating those variables on Pearson Correlation Coefficient calculator.

The results of this study says that there are 11 highly self-efficacious students, 65 medium self-efficacious students and 16 lowly self-efficacious students that are mostly influenced by grammatical and vocabulary efficacies. Second, there is a weak positive correlation ($r=0,437$) between English speaking self-efficacy beliefs and English speaking performance that indicates that there is inconsistent correlation between two variables. And the last, there are four main sources of self-efficacy namely performance accomplishment, vicarious experience, social persuasion and emotional state that are varied based on participants individual differences.

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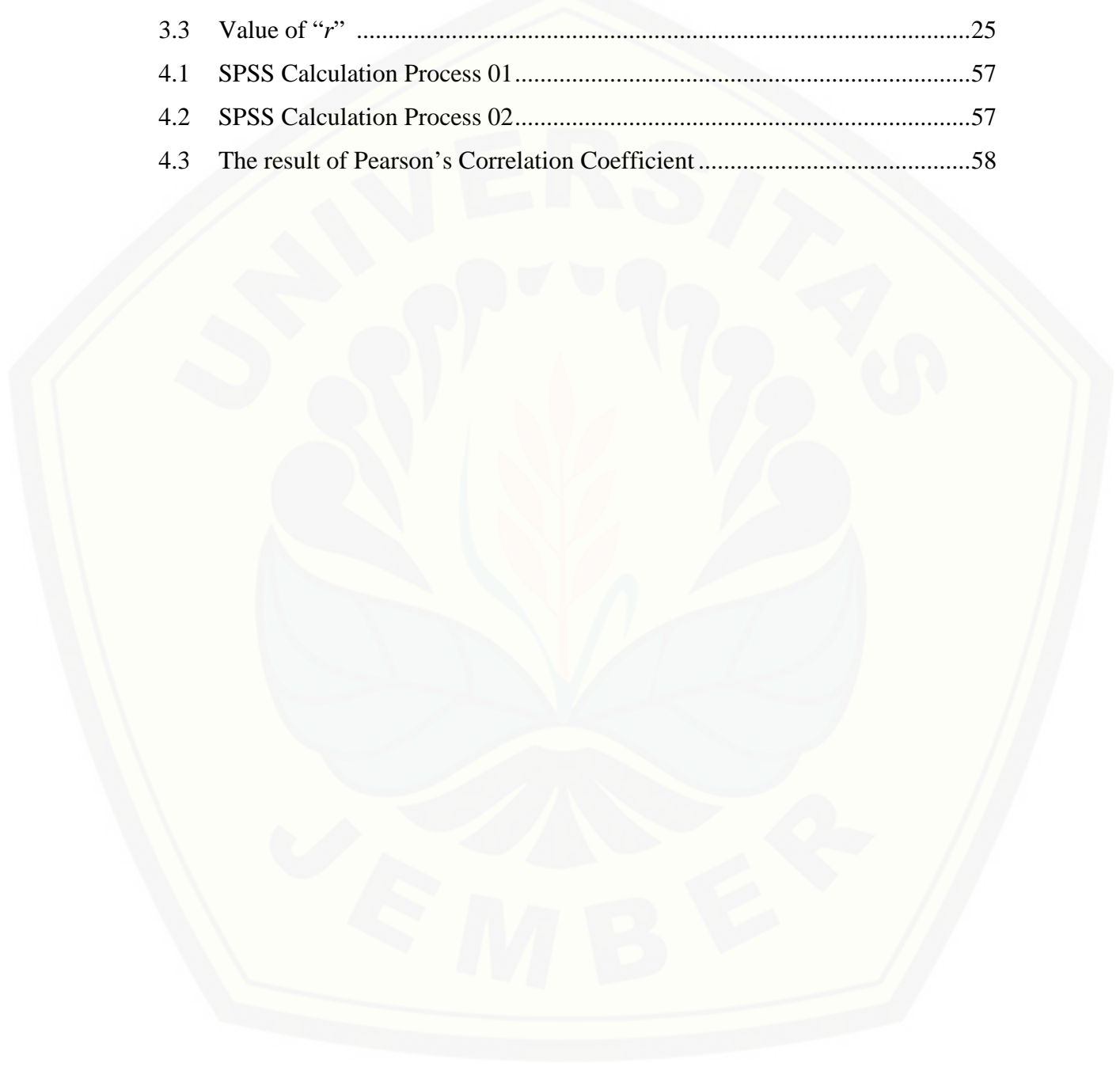
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CHAPTER 1. INTRODUCTION

In this chapter, the general overview of the whole description of the study will be described. This provides a clear description about the whole research report topic; self-efficacy of EFL students and its relation to students' speaking performance. Therefore, it is necessary to arrange the background of the study, the problems of the study, the scope of the study, the goal of the study, the significance of the study, and the organization of the thesis. Each is presented as follows:

1.1 The Background of the Study

Self-efficacy has been broadly studied in recent decades since Albert Bandura (1977) introduced self-efficacy theory in his seminal article entitled. It has gained attention in various fields of knowledge such as educational psychology, health, medicine, business, and social politic (Lunenburg, 2011; Doods, 2012; Teo and Hettog, 2013; Cubukcu, 2008; Pajares, 1996, 2003). However, there are still limited researches dealing with self-efficacy in second or foreign language learning in Jember.

Self-efficacy is defined as individual belief and judgment of capabilities to successfully perform given tasks that influences one's behavior and performance (Bandura, 1997; Schunk, 1985, 1996; Pajares, 1996). Self-efficacy can be developed by four main sources namely mastery experience, vicarious experience, social persuasion and emotional state Bandura (1994, 1977). He further explains that "expectations of personal efficacy determines whether coping behavior will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences" (1977:191). Self-efficacy is the most

important aspect to determine how good a person behaves in doing a task. This behavior will affect one's effort in reaching the goal that will determine the duration of the process of reaching the goal.

Self-efficacy has a crucial role in academic context. It has a big influence on learning process especially academic behavior and performance (<http://works.bepress.com/nicolemills/24/>). Self-efficacy helps a student to determine how much effort and perseverance to do the given task (Teo and Hetthong, 2013:157). How much effort in academic behavior and the success of performance is determined by how much perceived self-efficacy an individual has. A highly self-efficacious person has a firm effort in doing the task and strong commitment in reaching the goal. One who has a high self-efficacy interprets success in his/her mind. The interpretation leads her/him to do more effort that positively supports the final attainment. On the other hand, one who has a low self-efficacy interprets failure in his/her mind. The interpretation leads her/him to think a lot of doubt that negatively influences the final attainment. (Bandura, 1993; Schunk, 1996)

Self-efficacy researches in educational field have been conducted by many researchers dealing with the correlation between self-efficacy with anxiety, learning strategy and language performance. Language performance is the central consideration in this thesis. It deals with how learners express their idea toward writing, speaking, listening and reading (Brown, 2007). From those four basic skills, speaking is the most crucial thing for learners in the language learning process. Speaking is important as the measurement for people's performance in a certain language. Language learners can be considered success when they are able to speak the language well. Rubin (in Johnson, 1975:147) says that a good language learner is constantly attending to how well the speech is received and whether it meets the standards he/she has learned or not.

In English Department Faculty of Letters, Jember University, speaking skill has four levels that are served in the first four semesters (Buku Pedoman Akademik 2012/2013 Fakultas Sastra Universitas Jember, 2013). By this, students are able to

master speaking skill from the beginning of their study. In the process of learning speaking skill, teachers encourage learners by many oral practices both individual practice and group practice. The oral practices are applied both in the classroom and outside of the classroom. This effort is conducted to train learners to be active in speaking skill practice so they can improve their performance.

Teachers have tried hard to encourage students to speak English, but it is difficult to find students who communicate in English both in the classroom and outside the classroom in English Department Faculty of Letters environment. Some English Department students are reluctant to speak English. They usually reject and ignore to speak English and prefer to use their native language to communicate their ideas. In the classroom, students usually use their native language to speak with their friends and teachers. This happens not only with a class where English is optional but also with a class where English is obligatory. The overwhelming use of native language in English Department Faculty of Letters also happens outside of the classroom. It is common to find students communicate with their native language (such as Indonesian, Javanese and Madurese) in cafeteria, library and lecturers' room.

From observations that have been done by the writer of this thesis, most of English Department students Faculty of Letters, Jember University say that they do not want to speak English because they feel that their English is not very good. Based on that finding, it is interesting to find factors that make English Department students Faculty of Letters, Jember University hold such belief. Furthermore, the problem comes from students' judgment about their self-efficacy that belongs to cognitive factor. Cognitive factor such as self-efficacy has an important contribution in determining student's success or failure because it holds the emotional control to determine how they think, behave, and feel (Bandura, 1977). This motivates the writer to know more about students' perceived self-efficacy of speaking skill, the correlation between students' self-efficacy belief of speaking and their speaking performance, and to know the source and its way to construct self-efficacy.

1.2 The Research Questions

Considering the phenomenon, this study focuses on three problems related to the students' speaking self-efficacy. The three research questions are:

1. What is the level of speaking self-efficacy among 2012/2013 academic year English Department students Faculty of Letters, Jember University like?
2. What does students' self-efficacy of speaking correlate with their speaking performance?
3. What factors influence students' self-efficacy of speaking?

1.3 The Scope of the Study

This study belongs to Second Language Acquisition. In language acquisition there is a term "performance" as the assessment of the success of acquisition process and the way to improve the process of learning and acquisitions. Performance is supported by motivation. Motivation is constructed by three levels namely, language level, learning situation level and learner level. Furthermore learner level is divided into four constructs namely language use anxiety, perceived L2 competence, causal attributions and self-efficacy. Finally, self-efficacy is used as the central consideration in this thesis.

1.4 The Goals of the Study

This study is conducted to find some goals. The goals are as follows:

1. to know the level of speaking self-efficacy among 2012/2013 academic year English Department students Faculty of Letters, Jember University.
2. to interpret the correlation between students' self-efficacy of speaking to their speaking performance.
3. to know the factors of students' speaking self-efficacy and how they work.

1.5 The Significance of the Study

There are three significances of this study. They are as follows:

1. For the students, this study hopefully will give a better understanding of the difficulties associated with English speaking performance based on self-efficacy paradigm.
2. For the teacher, this study hopefully give additional insight for teacher to improve teaching method by understanding the students' efficacy beliefs
3. For further study, this study hopefully provide additional information about self-efficacy research in educational research especially language acquisition and learning.

1.6 The Organization of the Study

This thesis consists of five chapters. They are introduction, theoretical review, research design and methodology, research result and discussion, and conclusion. The first chapter describes the general view of the thesis including the background of the study, the problem of the study, the goals of the study, the scope of the study, the significance of the study, and the organization of the thesis. The second chapter is theoretical review that consists of clear description about some theories supported in the self-efficacy theory and speaking performance. The third chapter regards to the methods in collecting and analyzing the data. Chapter four contains analysis and discussion. It discusses the self-efficacy, and its relation to speaking performance of 2012/2013 academic year English Department students Faculty of Letters, Jember University. The last chapter is the conclusion.

CHAPTER 2. THEORETICAL REVIEWS

This chapter deals with the theoretical framework that includes previous researches and theoretical review. The previous researches consist of some researches that concern with the same discussion with this thesis, so that we can create a different point of view based on those discussions. The theoretical review cites some experts' thought to be the basic of understanding of this research. The theoretical review will begin with a general overview of Bandura's self-efficacy framework (1977), the sources of self-efficacy and discuss how self-efficacy has been used to predict performance.

2.1 Previous Researches Reviews

In second and foreign language acquisition and learning area, self-efficacy researches have been conducted in the last decade. Educational scholars have found a number of evidences that support the theory that self-efficacy plays a crucial role in learning strategy and performance. Teo and Hetthong (2013) attempted to highlight the significance of writing self-efficacy of 51 third-year students who majored in English in Department of Languages and Linguistics at Prince of Songkla University, Hat Yai Campus, Songkhla, Thailand. They tried to investigate self-efficacy in paragraph writing as a predetermined task. In the study, the subject was given a paragraph writing test based on the feature of Test of English for Educational Purposes (TEEP), and to grade the paragraph, they used the analytic scoring criteria adopted from "TEEP attribute writing scale". Then, questionnaire immediately followed. As the study was designed to investigate whether writing self-efficacy correlates with writing performance. The result of Teo and Hetthong's study (2013)

indicates a positive correlation between overall writing self-efficacy and overall writing performance with correlation coefficient (r) = 0.7.

The other study was conducted by Azrein *et al.* (2011) from Malaysia. The study is designed to investigate the relationship between self-efficacy, learning strategy and performance in four basic skills. The result of the study reported that there was a significant relationship between learning strategy and student achievement. The study showed that self-efficacy was the best predictor in determining students' learning strategy. Highly self-efficacious students were found to have a good learning strategy; in contrast, lowly self-efficacious students would have a weak learning strategy. The level of correlation between self-efficacy and the learning strategies of language is strong ($r = 0,539$).

Given a research work with a similar type of results but different skill, Rahimi and Abedini (2009) explored whether listening self-efficacy corellates with listening proviciency of 61 students from University of Kashan and Payamenur University of Naragh, Iran. The result of their study is listening achievement differed significantly across the EFL students with high self-efficacy and those with low self-efficacy.

Idrus *et al.* (2011) have conducted a self-efficacy research. The study investigates self-efficacy levels of of 169 senior-year engineering students at University Technoogy Petronas Malaysia regarding students' ability to communicate in English. In the study, the subject is given 5-point Likert scale questionnaire to measure their self-efficacy. The result of the study indicates positive correlation between self-efficacy and communication ability in all three proposed constructs: aptitude, attitude and aspiration.

Nevertheless, there were some other research projects which yielded different results. One of them comes from Cubukcu (2008). Cubukcu's study attempted to investigate the correlation between self-efficacy and foreign language learning anxiety. The results of Cubukcu's study (2008) demonstrate that the third year teacher trainees feel anxious in the language classes but this has nothing to do with their self-efficacy levels. Cubukcu (2008) found whether students have high levels or low

levels of self-efficacy, the results of performance do not change. The anxiety and efficacy levels are uncorrelated.

Based on the previously mentioned researches, we can conclude that self-efficacy correlates learning strategies and performance. The review of previous study shows that there are positive connections between self-efficacy and these three constructs. However, some studies find the opposite.

This study on self-efficacy is still new in Jember University, especially in English Department Faculty of Letters. While second language researches in Jember University, especially in Faculty of Letters, deal with error analysis, motivation, and anxiety, this research emphasizes students' self-efficacy perception of speaking and students' speaking performance to know whether there are some relations between self-efficacy perception and language performance in language learning and acquisition especially in university context. In some previous studies, researchers seek the correlation between speaking performance and student's self-efficacy belief of speaking in second language context (see Doods, 2011; Aregu, 2013), while this study deals with foreign language context. However there is a difference in context used, this study provides identical theoretical frame work. The theoretical framework begins with the definition of language learning and acquisition and Bandura's self-efficacy theory as the basic theory for understanding self-efficacy in language learning. Then, this study uses Pearson's Correlation Coefficient calculator to calculate the relation between self-efficacy and speaking performance.

2.2 Theoretical Reviews

2.2.1 Second and Foreign Language Acquisitions

There are many definitions of second language acquisition proposed by many scientists around the world. However there will be only some of them which are mentioned in this research. Krashen (2009:10) proposes that "Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they

are acquiring language, but are only aware of the fact that they are using the language for communication”. Second language acquisition does not acquire awareness in its process and it is usually done by people to struggle in the real life communication. On the other side, Krashen (2009:10) uses the term “*learning*” to refer to conscious knowledge of a second language, knowledge of the rules, awareness of them, and ability to talk about them. However different, it may seem both language learning and acquisition are not separated. Second language acquisition and second language learning complete each other if a person learns a language. Perfect mastery in second language will be achieved by language learning process.

In language acquisition and learning, there are two contexts that are usually involved in learning process namely foreign language context and second language context. Crystal argues that

“A foreign language (FL), in this more restricted sense, is a non-native language taught in school that has no status as a routine medium of communication in that country. A second language (L2) is a non-native language that is widely used for purposes of communication, usually as a medium of education, government, or business”. (1987:368)

From what Crystal states above, second language can be defined as a non-native language (English) that is used for communicative purpose in life, such as business, education, government and daily communication. While in foreign language context, a non-native language (English) is learnt in formal institution like school and has no administrative function beyond the classroom. Moreover, Brown (2000:116; 2007:205) argues that second language context is a context in which English is learnt within culture where English is spoken natively. For example, an Arabic native speaker learns English in United States or United Kingdom. In this case, the English environments are easy to be found because English is used as the national language in that country such as in business, education, and economy. He further explains that foreign language context is a context where English is learnt in non-native English language learner environment (Brown, 2000:116; 2007:205). In this case, the English

foreign learner will have some difficulties to access English environment beyond the classroom because English is not used as the means of communication. For example, a Chinese native speaker learns English in Saudi Arabia, China, Japan, or Indonesia.

It is very difficult to find Indonesian people communicate in English in daily life. The majority of Indonesian populations usually use Bahasa Indonesia to communicate in their daily life. This is because the sense of Indonesian culture attainment is so strong and the policy in Indonesia that has never recognized English as an official or second language (Lauder, 2008:17).

English has been developed in Indonesia especially in Education by RSBI (Rancangan Sekolah Bertaraf Internasional). But, on January 8th, 2012, Indonesian government disperses formally RSBI/SBI because of some consideration including the use of English as the formal language to teach student. This is supported by Indonesian linguist, Abdul Chaer (cited by Saputra, 2012) who states in press that the use of the English language in the process of learning - teaching in RSBI is in contradiction to the constitutional mandate set out in article 36 Constitution (Undang Undang Dasar) 1945, and article 29 paragraph (1), (2), and (3) of Statute Law (Undang-Undang) No. 24/2009. From Chaer's statement, it can be concluded that Indonesia has a strong commitment to use Bahasa Indonesia to communicate each other. It means that the position of English is not as the second or national language, but rather a foreign language. This statement is strengthened by Lauder (2008:16) who argues that English could never be widely used in daily life in Indonesia, or even be the second official language, but rather that it should be "the first foreign language".

2.2.2 Performance

Discussing about performance cannot be separated from competence. But it is important to distinguish both of them to understand each scope of discussion. According to Chomsky (1965:4) competence is the speaker-hearer's knowledge of his

language while performance is the actual use of language in concrete situations. In other words, competence refers to the knowledge or the science of language that is mastered by learner while performance refers to the application of actual use of competence in the real life.

Moreover Bandura (in Doods, 2011:24) argues that “performance” refers to one’s ability to successfully perform a specific task at a designated level. It is the final achievement for measuring the success of learning process. Tuckman (cited by Bourne, 2005) states that performance is usually used as the parameter in measuring the mastery of knowledge, skill, concept, and understanding idea. The other definition of performance comes from Brown (2007:35) who states “performance is the overtly observable concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, speaking”. In other words, performance can be defined as the observable final attainment of individual competence in doing given tasks and activities.

In linguistics context, performance is divided into two forms namely productive performance and receptive performance (Brown 2000:232). He further explains that productive performance can be seen concretely as the actual production such as speaking (oral) and writing, while receptive performance deals with comprehension such as aural (auditory) and reading. This study concerns with productive performance especially speaking or oral performance.

2.2.3 Speaking (Oral) Performance

Before beginning the definition of speaking performance, it is important to define what speaking is. There are many definitions of speaking proposed by experts. Oxford Dictionary (2013) defines speaking as “the action of conveying information or expressing one’s feelings in speech”. Speaking is an effort to show and express individual feeling and thought toward speech. It is the most crucial thing for learners in the language learning process. It is important as the measurement for people’s

performance in a certain language. A language learner can be considered as successful learners when they are able to speak the language well (Rubin in Johnson, 1975:147)

From what stated before, speaking performance can be defined as the ability to perform speaking skill as the final achievement of learning process that is used as measurement of speaking skill mastery. Speaking performance is not only used as the measurement of speaking skill mastery but also used as the way of communication in daily life.

In the process of learning speaking skill, there are some influencing factors that affect speaking performance. Latha (2012:2-4) argues that there are some influencing factors in speaking performance including learner inhibition, subject matter, confidence, vocabulary, poor listening skill, poor non-verbal interaction, anxiety, learner domination, family background, rural background, mother tongue usage, orientation and motivation.

In interactionism theory, practice is very important for language mastery, but Ortega (2007:99) argues that meaningful language practice is *not as* simple as letting students do communicative tasks in the hope that they will produce language and negotiate meaning and form, but there are some factors in language learning that must be served such as motivation to communicate in the target language, the orientation towards learning language while doing a task, the need to engage in negotiation of meaning and pushed output through careful activity design, and the opportunity to generate complex meanings that truly challenge and expand current language competencies in productive ways.

According to cognitive interactionist theory, language learning arises from interaction of multiple influences which come from both learner's internal and learner's external such as input and feedback (Ortega, 2007:180). Here, learning processes are activated by engaging in meaning-making through language and action and as a result of functional requirements of specific things done with language that views external environment as a source of linguistic input, and language learning as a

process which involves interaction between the external linguistic environment and the language learner's internal mechanism (Ortega, 2007; Wei, 2012).

2.2.4 Motivation

Motivation is a personal power to do some activities. According to Dornyei (1998:177) motivation is important in learning process because it provides strong propulsion in beginning learning a language. In line with Dornyei, Gass and Selinker (2008:426) argue that motivation is a desire for learning that account for differential success in learning a second or foreign language. Besides, it is also used as driving force to make effort in learning process. Motivation is also powerful because it is the key to make the other influencing factor in second and foreign language learning to work properly.

According to Dornyei & Ushioda (2011:52), motivation is constructed from three levels namely, language level, learning situation level and learner level. He further divides learner level into four constructs namely language use anxiety, perceived L2 competence, causal attributions and self-efficacy.

2.2.5 Self-efficacy

a. Definition of Self-Efficacy / Self-efficacy Construct

Self-efficacy belongs to a larger theoretical framework known as social cognitive theory, which theorized that human achievements are based on their behaviors, personal factors, and environmental conditions that are corelated each other (Bandura, 1986 cited by Schunk and Pajares, 2001; Doods, 2011; Raoofi *et al.*, 2012; Schunk and Meece, 2005). The successful achievement requires the correlation among those three kinds of variables. Among those variables, self-efficacy is one of cognitive factors that plays an influential role in the exercise of personal agency in ways that affect motivation (Bandura, 2002:271).

There are many definitions about self-efficacy proposed by many different experts. However, only some of them are mentioned in this study. Pajares (1996:546) defines self-efficacy as “individual’s perceived capability to attain designated type of performance and achieve specific result”. This statement is supported by Bandura (1997:2) who defines perceived self-efficacy as “beliefs in one’s capabilities to organize and execute the course of action required to manage perceived situation”. The other definition comes from Schunk (1985:208) who says that self-efficacy is “personal judgement of performance capabilities in given domain of activities”. In other words, self-efficacy is individual’s beliefs or judgments of capabilities to successfully perform given tasks that influences one’s behavior and performance.

b. Sources of Self-efficacy

According to Bandura (1994, 1977), self-efficacy is derived from four main sources namely mastery experiences, vicarious experiences, social persuasions and emotional states. He further explains that mastery experience is the most effective way of creating a strong sense of efficacy (1994, 1977). Success on performing tasks may increase one’s self-efficacy while failure will decrease one’s self-efficacy, however an occasional failure or success after some successes or failures does not make much impact (Schunk and Meece, 2005; Pajares, 2003).

The second source of self-efficacy is vicarious experience individuals have. Pajares (2003:140) states that “one’s vicarious experience involves the social comparisons made with other individuals. These comparisons, along with peer modeling, can be powerful influences on developing self-perceptions of competence”. In line with Pajares (2003), Bandura (1994) states that one’s self-efficacy is influenced by other’s experience on doing a task. He further explains the more similarity of model to the observer, the more one’s efficacy is influenced. Observing people’s success will increase one’s self-efficacy, on the contrary observing people’s failure will decrease one’s self-efficacy (Bandura, 1994:3)

The third source of self-efficacy is social persuasion. Learners often receive persuasions such as verbal persuasions from friends, family and relations (e.g. “You can do this!”, “You are capable of it!”). Positive persuasions will increase one’s self-efficacy while negative persuasions will decrease it (Pajares, 2003:140). Pajares’s argument is in line with Bandura’s (1994:3) statement that verbal persuasion from other about one’s ability in doing the task well will increase one’s confidence than if one has a lot of doubt in doing given task. However, this source of self-efficacy will bring temporary use because outcomes are described, not directly witnessed and if an individual fails in the next effort her/his self-efficacy will decrease (Zimmerman, 2000; Schunk, 1996).

Learners also acquire self-efficacy information from emotional states that are often interpreted as indicators of physical incapability (Zimmerman, 2000; Schunk and Meece, 2005). Emotional states such as mood also affects people’s judgements of one’s efficacy. It is used to reduce people’s stress reactions and shift her/his negative emotional tendency and misinterpretations of her/his physical states to the positive one (Bandura, 1994:3). He further explains that positive mood will increase one’s self-efficacy while negative or bad mood will decrease it. The appearance of symptoms that indicate emotional state such as heart rate and feeling of anxiety can signal that one has lack of skills; on the contrary, when learners experience fewer emotional symptoms they may feel more self-efficacious (Schunk and Meece, 2005:73).

c. Role of Self-efficacy in Performance

As discussed above, self-efficacy refers to individual’s beliefs or judgments of capabilities to successfully perform given tasks that influences one’s behavior and performance (Bandura, 1997; Schunk, 1985 ; Pajares, 1996). It has both positive and negative impacts on learners’ perceptions towards their ability in learning a particular task/skill. Bandura (1977:191) hypothesizes that “Expectations of personal efficacy determines whether coping behavior will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive

experiences”. In other words, self-efficacy is the most important aspect to determine how good a person behaves in doing a task. This behavior will affect one’s effort in reaching the goal that will determine the duration of the process of reaching the goal. He further explains that

“The stronger the perceived self-efficacy, the higher the goal challenges people set of themselves and the firmer is their commitment to them...Those who have a high sense of self-efficacy visualize success scenarios that provide positive guides and support for performance. Those who doubt their efficacy visualize failure scenarios and dwell on the many things that can go” (1993:118)

A highly self-efficacious person has a firm effort in doing the task and strong commitment in reaching the goal. One who has a high self-efficacy interprets success in his/her mind. The interpretation leads her/him to do more effort that positively supports the final attainment. On the other hand, one who has a low self-efficacy interprets failure in his/her mind. The interpretation leads her/him to think a lot of doubt that negatively influence the final attainment. In line with Bandura’s statement, Schunk (1996:3-4) argues;

“Students who hold a low sense of self-efficacy for accomplishing a task may avoid it; those who believe they are capable should participate more readily. Especially when they encounter difficulties, students who believe that they can perform well ought to work harder and persist longer than those who doubt their capabilities.”

From what is stated by Schunk above, lowly self-efficacious students may make a lot of avoidances in carrying out the given tasks and activities when they are faced with some difficulties. They give up early and have no desire to try harder. On the contrary, highly self-efficacious students will do the opposite efforts. They ignore the difficulties and keep trying harder to carry out the given task.

In academic setting, self-efficacy gives a big influence on learning process especially academic behavior and performance (<http://works.bepress.com/nicolemills/24/>, 2013). Self-efficacy helps a student to determine how much effort and perseverance to do a given task (Teo and Hetthong,

2013:157). How much effort in academic behavior and the success of performance is determined by how much perceived self-efficacy individual have. According to Zimerman (2000:83) self-efficacy is used to determine performance and capabilities measurement rather than personal qualities. .



CHAPTER 3. RESEARCH METHOD

This chapter contains research design and method as the guideline in conducting this research. This chapter presents the type of research, the type of data, method of data collection, and method of data analysis.

3.1 The Type of Research

This study is typically mixed method research. Denscombe (2007:107) stated that the term mixed method “applies to research that combines alternative approaches within a single research project”. He further explains that a mixed methods strategy is one that uses both qualitative and quantitative methods.

Qualitative research deals with description (Denscombe, 2007:162). This method involves the description, recording and interpretation of real condition. In this study, qualitative method is used to describe the relationships between self-efficacy perception and speaking performance, and source of self-efficacy. Since the main data of this thesis are gathered in the form of statistic and numerical data (self-efficacy score and speaking score), quantitative method is also needed. The numerical data is used to reveal self-efficacy score and speaking score of subject. In this study associational quantitative is used to determine the relationship between self-efficacy perception and speaking performance. Pearson’s correlation will be conducted as the calculator to examine the relationships between self-efficacy belief and speaking performance.

In this case, questionnaire, as one of research methods that deals with numerical data (Denscombe, 2007:254) is used to know the students’ self-efficacy beliefs of speaking. Besides, statistical analysis is also used to know the correlation

between students' self-efficacy beliefs of speaking and their speaking performance. Therefore, this study could be categorized as quantitative research.

3.2 The Population of Research

The research population in this research is 2012/2013 academic year English Department student, Faculty of Letters, Jember University. Now, they are on the fourth semester and are joining Speaking 04 class as the final stage to learn productive speaking skill. The consideration falls to the idea that they have studied English, at least, for one year and have at least a year adaptation to English Department environment and regulation. They have experiences in mastering speaking tasks, vicarious experience in learning process, social persuasions, and emotional states in the process of learning. Therefore, their self-efficacy has started to form. The total population of subject is 92 students.

3.3 Type of Data

This study applies both quantitative data and qualitative data. According to Denscombe (2007:254), quantitative data are data that are associated with strategies of research such as surveys and experiments, and with research methods such as questionnaires and observation. He further explains that the quantitative data take the form of numbers, while qualitative data take the form of words (spoken or written) and visual images (2007:286). In this study, the quantitative data are taken from questionnaires, while qualitative data are taken from observation and interview which is modified into open-ended questionnaire.

This study uses two types of quantitative data, namely ordinal data and nominal data. According to Denscombe (2007:255), ordinal data are based on counts of things determined to specific categories, in which the categories are "in order" (higher or lower than, more or less than). While nominal data are taken from counting

things and placing them into categories. This study applies ordinal data to construct questionnaire where respondents are asked to respond Likert scale proposed by Denscombe (2007:255). For example:

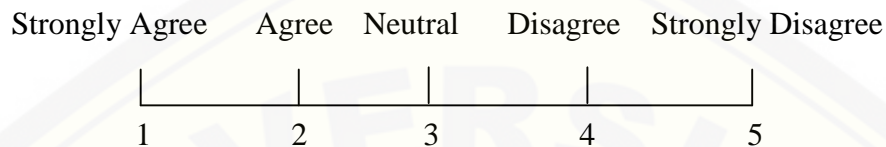


Figure 3.1 Denscombe's Likert Scale Sample

The responses coded by 2 (agree) can be seen as more positive than responses coded as 3, 4, 5 (neutral, disagree, strongly disagree), but less positive than response coded as 1 (strongly agree). While nominal data are applied to count questionnaire score and put them into categories to get representative sample in subject. Furthermore, quantitative data are used to operate Pearson's Correlation Coefficient calculator to count the relation between students' self-efficacy beliefs and their speaking performance.

This study also uses qualitative data that are gathered from interview which is modified into open-ended questionnaire. In this study interviews (open-ended questionnaire) are applied to know about the sources of self-efficacy.

3.4 Data Collection

In every scientific research there is always a process for collecting data in order to make a good and valid research. In this thesis, the data are taken from 2012/2013 academic year English Department students Faculty of Letters, Jember University. This study uses two kinds of instrument in collecting data namely questionnaire and speaking proficiency test. While Pearson Correlation Coefficient is used to analyze the data gathered. Each of instruments is described as follows:

3.4.1 Questionnaire

To support the analysis, this study uses questionnaire to get the data needed. Questionnaire is written instruments that consist of a series of questions or statements to which the respondents are to react either by writing out their answers or selecting them among existing answers (Brown, 2001 in Mackey and Gass, 2005:92). This study uses questionnaire as instrument to accumulate students' self-efficacy beliefs of speaking.

According to Mackey and Gass (2005:92), there are two types of questionnaire namely closed and open-ended questionnaire. He further explains that a closed-questionnaire consists of some questions in which the researcher determines the possible answers, whereas an open-ended question allows respondents to answer in any manner they see fit. This study uses both open-ended and closed-ended questionnaire. Close-ended questionnaire involves a greater uniformity of measurement and therefore greater reliability. They also lead to answers that can be easily quantified and analyzed. This kind of close-ended questionnaire is used to construct speaking self-efficacy belief questionnaire. Speaking self-efficacy beliefs questionnaire is constructed based on speaking class teacher's good speaking criteria. It is also based on the adaptation of Self-efficacy Scale constructed by Aregu (2013). Self-efficacy questionnaire is given in the form 4-point Likert scale questionnaire. The students were asked to read each statement and decide if they: (1) strongly not sure, (2) not sure, (3) sure, and (4) strongly sure. The type of statement in questionnaire is positive. For example: "I can correctly pronounce all word on my speech", "I don't feel difficult to explain the recent issue to my friend with effective words and diction", "I can use part of speech such as verb, noun, adjective and adverb appropriately in my speech".

However, there is no suggestion to categorize whether people belongs to low, medium, and high efficacious person (Schwarzer: 2011), this study needs the categorization of self-efficacy to describe students' self-efficacy beliefs. The level of self-efficacy score can be found by summing up all the score and categorizing the

total score into $M \pm 1SD$ where M stands for mean and SD stands for standard deviation (Zinta, 2006:258). Those participants who scored 1 SD above from the mean of self-efficacy score is considered as highly self-efficacious student, and those participants who scored below 1 SD from the mean is considered as low self-efficacious students (Zinta, 2006:258). The category of speaking self-efficacy score is shown in table 4.2 below:

Table 3.1 Category of Speaking Self-Efficacy Score

Percentage	Interval Score	Category
M+1SD	$38,122 < x < 52,0$	High
	$28,248 < x < 38,122$	Medium
M-1SD	$32,6 < x < 28,248$	Low

On the other side, this study also uses open-ended questionnaire to collect participants' personal information about sources of efficacy. This source of efficacy questionnaire is constructed based on Bandura's (1994, 1977) theory about source of efficacy.

3.4.2 Speaking Proficiency Test and Scoring Criteria

The subjects are asked to speak. To grade the speaking skill, this study uses the analytic scoring criteria adopted from "Speaking teacher scoring criteria". This scale is used to assess the students' speaking performance on the Speaking 03 classes. The scoring criteria includes accuracy of language uses (appropriate grammar, vocabulary, and pronunciation) and interactive communication (contribution, flow maintaining, and coherence) (see Appendix I: Assessment Criteria for Linguistic Aspect of Speaking 04). In this study, scoring process is done by teacher of speaking

class. This is because the teacher has more experience in speaking skill scoring than the writer.

3.4.3 Pearson Correlation Coefficient/Pearson Product Moment Correlation (r)

Correlation Coefficient was developed by Karl Pearson from a related idea introduced by Francis Galton in the 1880s. It is a single summary number that gives researchers a good idea about how strong the relation between one variable (X) to another variable (Y) (Higgins, 2005:1). Typically, correlations are calculated between multiple sets of scores in research studies. One concise way of presenting this data is in a correlation table, in which correlation coefficients for different sets of scores are listed (Mackey and Gass, 2005:287-288). The formula of Pearson Correlation Coefficient as listed below:

$$r_{xy} = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{n}}{\sqrt{(SS_x)(SS_y)}} \quad \text{OR} \quad r_{xy} = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{n}}{\sqrt{\left[\left(\Sigma X^2 - \frac{(\Sigma X)^2}{n_x} \right) \left(\Sigma Y^2 - \frac{(\Sigma Y)^2}{n_y} \right) \right]}}$$

Pattern of Pearson Correlation Coefficient (in Higgins, 2005:4-5)

Figure 3.2 Pearson Correlation Coefficient Formula

r or r_{xy} = Correlation Coefficient

X = The total score of the X scores

Y = Total score of the Y scores

X² = Square each X score and then add them up

Y² = Square each Y score and then add them up

XY = Multiply each X score by its associated Y score and then add the resulting products together (this is called a “cross-products”)

n = the number of “pairs” of data you have.

To make the efficiency of time, Pearson correlation coefficient can be conducted by digital computing in <http://www.socscistatistics.com/tests/pearson/Default2.aspx> or by IBM SPSS Statistic 20 program.

The result of this formula is correlation coefficient that shows the relation between variables, in this case students' self-efficacy beliefs and students' speaking performance, which is symbolized as "r" or "r_{xy}". All correlation coefficients falls between -1.00 to +1.00. The -1.00 correlation coefficient shows that there is a perfect negative correlation between two variables. It means that there is an opposite relation between variables where the value of one variable increases and predictable the value of other variable decreases. On the contrary, the +1.00 correlation coefficient shows that there is a perfect positive correlation between two variables. It means that there is a synergistic relation between variables where the value of one variable increases and the value of other variable increases. While 0.00 correlation coefficient shows that there is no relation between variable (Heggins, 2005; Mackey and Gass, 2005). Furthermore, the strength and the weakness of the correlation coefficient are based on how close a correlation coefficient is to 0.00. As noted before, 0.00 correlation coefficient shows there is no relation between variable. So, the closer a correlation coefficient to 0.00, the weaker the relationship, while the closer a correlation coefficient approaches plus or minus 1.00 the stronger the relationship (Heggins, 2005:11)

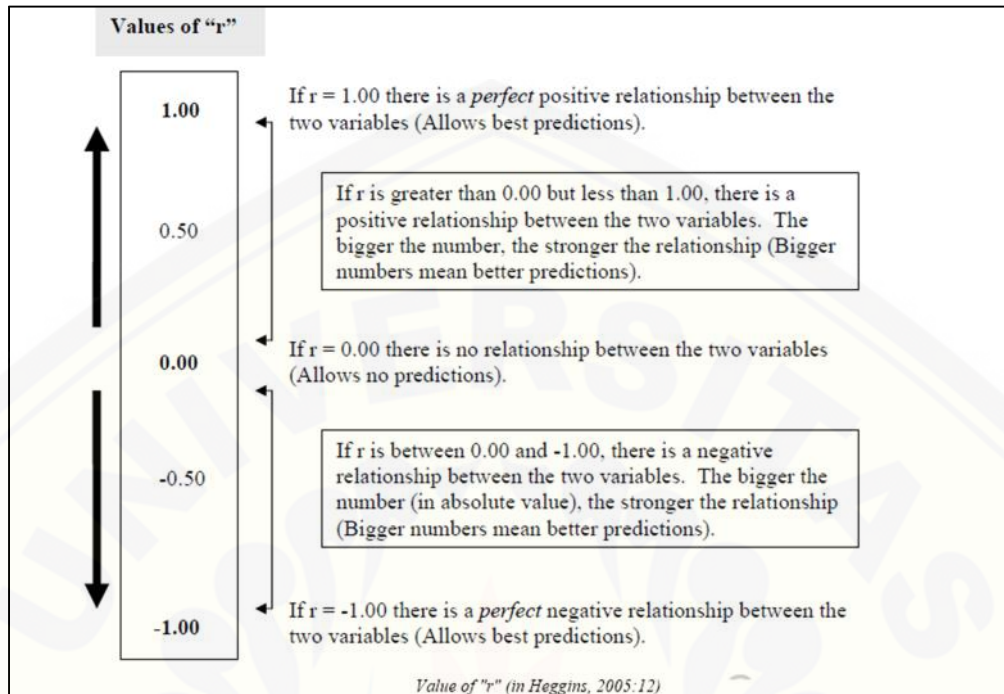


Figure 3.3 Value of "r"

3.4.4 Observation

Observation is one of the methods of gathering data by observing interaction between people, event, and picture (Denscombe, 2007:287). In this study, observation is used as the additional data collecting method since both open-ended and close-ended questionnaire cannot provide enough information. This study uses participant observation to observe the condition of learning process on English Department, Faculty of Letters, Jember University as the additional information in interpreting the condition of learners' self-efficacy belief of speaking in the level of phonology, vocabulary, and grammar. As stated by Barker and Gerr (cited by Denscombe, 2007) participant observation is observation in which the observer participate in participants' daily life. In this study, participant observation is done by participating in speaking class and English Department Faculty of Letters, Jember University environment.

3.4.5 Interview

Interview is one of methods associated with qualitative researches that involve a set of assumptions and understandings about the situation which are not normally associated with a casual conversation (Mackey and Gass, 2005; Denscombe, 2007). They are useful for gaining insights into things like people's opinions, feelings, emotions and experience.

This study uses unstructured interviews that are more similar to natural conversations (Mackey and Gass, 2005:173) as the additional data collecting method supported with observation to seek additional information to interpret the condition of learners' self-efficacy belief of speaking in the level of phonology, vocabulary, and grammar.

3.5 Data Analysis

The data analysis consists of the steps to analyze the collected data. The steps begin with calculating student's self-efficacy score by summing up student's answers on collected self-efficacy questionnaire. Then categorize the level of students' self-efficacy belief based on $M \pm 1SD$ (see table 4.2). After that student's self-efficacy of speaking in each language level of (phonology, vocabulary and grammar) is interpreted. By this, the first research question is answered.

The next step is gathering students' speaking score from lecturers. Finally, students' self-efficacy score and students' speaking score are processed using Pearson Correlation Coefficient in IBM SPSS Statistic 20 to know the relationship between those two variables. By this, the second research question is answered.

Lastly, all students are asked to answer open-ended questionnaire to know the influencing factor of their self-efficacy beliefs. The open-ended questionnaire can be referred to as appendix "E" and "F".

CHAPTER 4. FINDING AND DISCUSSION

This chapter presents the result of students' self-efficacy beliefs of speaking including phonology, vocabulary and grammar. Then, they are elaborated in relation to find whether there is a relation between students' self-efficacy beliefs of speaking and their speaking performance. This chapter also presents the discussion of the data including self-efficacy scale questionnaire and source of self-efficacy questionnaire that are applied on ninety two respondents. Finally, this chapter presents the description about source of self-efficacy.

4.1 Level of Students' Self-efficacy

The level of self-efficacy score is needed to answer the first question in this study. It can be categorized based on the criterion of selection $M \pm 1SD$ of the obtained scores on speaking self-efficacy scale.

The result of self-efficacy score suggests that there are 11 students with high self-efficacy, 65 students with medium self-efficacy and 16 students with low self-efficacy. Furthermore, this study describes level of self-efficacy belief in each element of speaking namely phonology (phonetic), vocabulary, and grammar. The decision to discuss those three aspects of language is because in previous interview with participants, those three aspects mostly appear when participants are invited to speak English. The analysis begins as follows:

4.1.1 Level of Phonological Self-efficacy

Phonology is one of the important aspects of linguistics that must be mastered to produce an effective speech in speaking skill. It deals with the sound of patterns of language to forms a word (Haynes *et al.*, 2006). In self-efficacy

scale questionnaire there are four item questions that deal with pronunciation. Each of them is discussed as follows:

- a. Discussion of Question One: I can pronounce all words when I speak English for about 5-10 minutes.

The first question is given to know learners' judgment of their phonological ability when they are engaged in speaking activity. In answering the first question dealing with phonology, the position of English as foreign language in English Department Faculty of Letters, Jember University may takes an important role. As proposed by Crystal (1987) foreign language context is a poor environment to learn language. The limited access in finding native-like environment and source makes learner difficult to get input and practice to improve their pronunciation performance. In Faculty of Letters, Jember University, English instruction is limited mostly only in classroom during the effective learning time. This may not be the best provision on input for the learners. Clearly, to provide the comprehensible input, teacher is expected to use target language as much as possible (Krashen 1982 in Nagy and Robertson, 2009:66).

Unfortunately, not all learning and acquisition process inside the class in English Department Faculty of Letters, Jember University uses English as the language to communicate. Some of them use Bahasa Indonesia as means of communication in the class. In some classes teacher has applied regulation to use English as the language to communicate such as explaining material, asking question and even they ask their students to use English when they are talking with friends, but it does not work properly. Learners may use English to ask or answer the question from teacher, but they often use Bahasa Indonesia when discussing with friends. Therefore the most productive environment (classroom) to access English is also limited. Furthermore, there is no strong regulation to use English as means of communication for daily life in English Department Faculty of Letters, Jember University. Bahasa Indonesia is still used as the language to communicate between students, between student and teacher, even between teachers.

Besides, the socio culture of Indonesia that maintains Bahasa Indonesia as the national language makes English language usage between Indonesians is rare. Here, the input of English pronunciation is limited to access and learners cannot practice the acquired pronunciation system. As the result, their pronunciation ability is not developed. It seems that learners are in great confusion in prioritizing the provision of input and the urgency of the message. This condition leads learners to search for alternative way in engaging with English especially phonological system to fulfill teacher's assessment criteria.

Nowadays, the development of multimedia brings a significant change to help developing learner's engagement with English (see Triwahyuni, 2012, Cameron, 1998). By multimedia exposure, such as television, internet, film and music, learners can access and practice the language knowledge every where they want. They may search for British English source in internet in the form of audio (music) or audiovisual (film and video). Unfortunately not all language sources they engaged are British English. For instance, they learn English from films and songs released by American companies telling about American context. Automatically, the English used is American English. Furthermore, in listening proficiency test, English Department students Faculty of Letters Jember University are faced with listening from TOEFL/FACE that is based on American English. In addition, there are some English Department lecturers who use Voice of America (VOA) MP3 much more than British Broadcasting Center (BBC) MP3 to teach listening. Thus, the access to native British English phonology is still limited.

Despite of the purpose of learning English that is to be able to communicate in English (see Greak, 2014; Browne, 2007), some English Department teachers still require learners to communicate with native-like manner (in this case British) (Buku Pedoman Akademik Fakultas Sastra: 2012). This condition forces teacher and forms a new stereotype that learning English language should be focused on form. As the result, in foreign language learning and second language learning (especially in classroom), learners' performance are measured based on descriptive standard form (focus on form) rather than natural

use of language (focus on meaning) (Klein, 1986:54). This makes learners think that they have to concentrate to produce native-like pronunciation rather than concentrate on meaning. The unavailability of native language phonology sources makes learner's knowledge of native language phonology low. When they are acquired to produce or perform speaking activity they find difficulty to fulfill the requirement of stereotypical form of focus on form as the measurement for native-like English phonology. Looking at the phenomenon, English Department Faculty of Letters, Jember University, as the near native-like environment, cannot equip learner with rich English usage environment. The number of phonological ability that must be mastered to produce a standard native-like pronunciation becomes a burden to the learners in accomplishing the TL native-like pronunciation. When they are required to use native like pronunciation they mostly fail. They do not master the target language phonological system that meets standard native-like pronunciation. The failure of mastering phonological abilities and pronouncing target language sound makes learners belief of phonological efficacy to drop. This case happens to 42 learners who feel their efficacy of phonology is low (see table 4.1)

Furthermore, the condition of foreign language context and focus on form stereotype causes 4 learners to judge that their phonological efficacy is extremely low (see table 4.1). It can be caused by the strong control of self correction (user over monitor) students have (see Krashen, 2009). They put full concentration in language sound pattern. As the result, they tend to have more difficulties in pronouncing English sound.

Table 4.1 Frequency Distribution of Question 1

	Scale	Frequency	Percentage (%)
Q1	1	4	4.35%
	2	42	45.65%
	3	43	46.73%
	4	3	3.26%

The effect of foreign language context does not always bring the negative effect that can decrease the level of phonological self-efficacy to students. This happens to 43 participants of this study. Most participants (46.73%) in this study choose the third choice in the likert scale. It means that their self-efficacy of phonology is high. The limited access of target language sound system in foreign language context makes learners have a little engagement with target language system. It means that they have a little interaction with target language. They probably know that they have to focus on form in pronouncing target language system if they want to be considered as the successful language learner. But, the unavailability of native sound system makes them difficult to access target language sound system. As the result, from the personal observation during the process of writing this study, they adopt target language sound system form non-native English speaker such as teachers and friends. The difficulty to find target language sound system causes them not to have any native language sound pattern source to check their pronunciation. Thus, they feel that their pronunciation performance is good without checking it with the actual native sound system.

The limited access to target language sound system does not become a burden to some participants in this study, 3 participants judge their phonological self-efficacy as the extremely high. This is because the same process that happens to the 43 participants who judge their efficacy high relates to the native language environment limitation. It may be caused by the less control of self correction (under monitor user) students have. They ignore all the roles of native language sound pattern and concentrate in how they express the message in a conversation. As the result, they feel free to pronounce English words. The minimal correction of learners' pronunciation system toward native language sound system makes another students think that learner's pronunciation performance is good, and give applause to the student when he speaks English. Here learners have a good mastery experience that will increase their self efficacy. This will be further elaborate in 4.3.

- b. Discussion of Question Two: I can use the suitable intonation such as asking question, giving information and giving instruction when I speak English

The second question that deals with intonation is given to know whether learners can pronounce the correct intonation such as British English, American English and differentiate them when they produce question, information and instruction. In English Department Faculty of Letters, Jember University, the standard pronunciation of native-like English is based on British English (Southern RP) (Pedoman Akademik Mahasiswa Sastra Inggris, 2012). It is also supported by the usage of British English books as the handbook for teaching by English Department lecturers (e.g. Oxford English Dictionary). However, the standard pronunciation used in English Department, Faculty of Letters, Jember University is still confusing. It is proven by the regulation of English Department Faculty of Letters, Jember University, which requires students to do English proficiency test that is based on American English (TOEFL). Moreover, English knowledge that is accessed by English Department Students Faculty of Letters, Jember University outside the university environment such as television, radio, and internet are mostly American English. In addition, some of the English Department lecturers are also confused whether their speech belongs to British English or American English. Thus, learners get some difficulties in deciding what Standard English they have to apply.

As the result, the ambiguity of native Standard English makes students who put more concentration in pattern are confused in pronouncing English words. When they are using British English when engaging with American English users, they will find some differences that make them think that they fail to pronounce English and it works on the contrary. As the result, the bad experience of pronouncing English word makes their efficacy becomes lower (see sub-chapter 4.2). This case happens to 26 participants in this study that judge their efficacy in the second choice of Likert scale. The result of Q2 is shown in table 4.2 as follows:

Table 4.2 Frequency Distribution of Question 2

	Scale	Frequency	Percentage (%)
Q2	1	-	0.00%
	2	26	28.26%
	3	53	57.61%
	4	13	14.13%

On the contrary, the students who have less control on sound pattern will not put further consideration on what Standard English they have to use. They tend to use the common English pronunciation that is found in the environment. As mentioned in previous sub chapter (discussion of Q1), the limitation of English access will provide them no correction in target language intonation system. Thus, they will feel free to produce English intonation with Indonesian pattern/syntax. This case happens to most students in this study with total 53 students who judge their efficacy as surely high. Furthermore, some students with lower self-correction in their mind will produce their own version of English with no correction either native British or American English. This makes students feel free to use English version and believe that the English they produce is the correct one, and their efficacy will increase, as 13 students in this study (see table 4.2).

c. Discussion of Question Three: I can differentiate how to use English and my first language, Indonesia, when I speak English

The third question is given to know whether participants' native language and national language take a role in judging their phonological self-efficacy. Based on the writer's experience in English Department Faculty of Letters, Jember University, in some cases learners usually pronounce English words by Indonesia pronunciation style. It is because, in phonological acquisition, learners have two language systems that are mixed together during the process of learning (Onederra, 2009:189-199). In this case learners are faced with condition where there are two systems that "may" be different to each other in their mind. As the result of the mixing system, language learners may identify the target language

phones in term of native language category that is used as the articulatory pattern of native language phone to produce native language articulatory (Fledge, 1987:48). Here the problem arises when native language system and target language system are different. The main problem in phonological acquisition is the unavailability of target language phone in native language phone system (Flege, 1987; Paulston and Fruder, 1976). In Indonesia language, English sounds such as [v], [], [ð], [], [d], and [t], cannot be found in the system of language (Moeliono & Dardjowidjojo in Tiono and Yostanto, 2008:80). This finding can make the Indonesian learners find difficulties to pronounce those sounds in native-like manner.

The socio-cultural condition of Indonesia regarding as English Foreign Language (see Lauder, 2008) makes it difficult for learners to access native English system including pronunciation system. The limited uses of English in Indonesia limits learners access to the information about English and natural English environment to practice and improve their ability. In addition, the learners' consciousness of the differences between Indonesia and English sound pattern may become a burden in producing pronunciation performance. This burden may be common in learning context (see Krashen, 2009). Moreover, if learner has a high consciousness in the differences between TL and NL sound pattern, it may make him/her have a high self-correction and since the native speaker is limited in English Department Faculty of Letters, Jember University, they will find some difficulty in pronouncing English words. Thus they feel that their English Phonology is not near native-like speaker at all. As the result, they may judge their efficacy as low as what happens to 24 students in this study as it is shown in table 4.3.

Table 4.3 Frequency Distribution of Question 3

	Scale	Frequency	Percentage (%)
Q3	1	-	0.00%
	2	24	26.08%
	3	49	53.26%
	4	19	20.65%

On the contrary, 49 students judge their ability in differentiating English and Indonesia sound pattern as the high level (see table 4.3). This may be because they actually know about the differences between two language sound patterns, but they ignore the existence of such pattern (Krashen, 2009). Or even they actually do not know at all between the sound systems of the languages as the result of foreign context of learning that the access to native language user is extremely limited in the environment. Thus, they acquire English sound system from Indonesian English sound system that has more similarity to their native language. As the result, they may feel that there are no differences between the two languages that make them believe their ability in differencing English and Indonesian sound patterns as surely good. Furthermore, the less consciousness and self-correction students have, it makes them easier and braver to practice (Krashen, 2009). As the result they will feel easy in finishing their task that further make their self-efficacy of phonology becomes higher. As it is shown in table 4.2, there are 19 students that judge their efficacy in differentiating English and Indonesia sound system to be extremely high.

d. Discussion of question four: I can pronounce English words that have the similar letter but different meaning (minimal pair) correctly

The fourth question is given to know whether participants could use and differentiate the minimal pair correctly in speaking. Minimal pair is the most difficult part of learning pronunciation. It deals with two words that nearly have same in sound but different meaning (Hollingsworth and Ybarra, 2013: 82-83)

Different from the previous pronunciation question that is dominated by high self-efficacy perception, this last question of phonology that deals with minimal pair shows that the most dominant participants judge their efficacy as not good enough. Table 4.4 shows the frequency distribution of question four.

Table 4.4 Frequency Distribution of Question 4

	Scale	Frequency	Percentage (%)
Q4	1	4	4.35%
	2	48	52.17%
	3	33	35.87%
	4	7	7.61%

As it is shown in table 4.4 above, 48 students choose the second choice in the Likert scale. It means that most of the students (52.17%) judge their self-efficacy on pronouncing minimal pair as low. It is caused by the difficulty in differentiating two words that have nearly the same sound but different in meaning that further can cause EFL students to mix up words and words meaning.

The specific feature of minimal pairs that causes students' difficulty is mostly based on phonetic of their native language (Hollingsworth and Ybarra, 2013: 82-83). For instance, Indonesian speaker has difficulty in pronouncing the difference between "pet" and "path" because in Indonesia there is only one allophone for the /t/ sound.

For some of the students, minimal pairs do not give any difficulty in pronunciation. This happens to 33 students in this study that judge their efficacy in pronouncing minimal pairs as a high level. This may be caused by their strong sense to differ the minimal pair so they feel that their pronunciation in minimal pair is high. Or, even, they actually do not know the differences of minimal pair pronouncing as the result of the minimal source of native-English phonology in Indonesia especially Jember University. This makes them pronounce the minimal pair as the same sound and they do not realize the difference between them because of the lack of knowledge and control. Thus, they do not realize that they

make mistake and feel success in pronouncing minimal pairs that further increases their self-efficacy belief.

From what have been described above, it can be concluded that most of participants' self-efficacy on phonology are high (48.37%). However in the last question of phonology it shows the dominance of low self-efficacy belief. The total distribution is as follows:

Table 4.5 Frequency Distribution of Phonological Questions

	Q1	Q2	Q3	Q4	total	Presentase
Score 1	4	-	-	4	8	2,17%
Score 2	42	26	24	48	140	38,04%
Score 3	43	53	49	33	178	48,37%
Score 4	3	13	19	7	42	11,41%
	92	92	92	92	368	

The Foreign language environment that cannot provide sound patterns of native speaker does not make learners' self-efficacy to become low. In some students (38.04%) foreign language context lower their phonological self-efficacy. It is possible due to the limitation of the source of target language phonological system and the difficult access to practice it on conversation in foreign language context. This context lets them to have lack of knowledge on how to pronounce English word with Standard English that is required by English Department, Faculty of Letters, Jember University as the goal of study. The differences between Indonesia sound pattern and English sound pattern let learners make some mispronunciation in speaking. Furthermore, the firm requirement of some teachers who ask learners to speak based on British English makes learner more conscious on their speech production. The knowledge of British English that can be learnt from dictionary or multimedia exposure strengthens their monitoring to their speech. However the availability of native sound pattern in multimedia exposure becomes the alternative way to acquire native sound pattern on foreign context, not all multimedia exposure the learners have are based on British

English. It can be Australian English, American English etc. Here the standard form of English is ambiguous. The regulation of English Department, Faculty of Letters, Jember University that is different from the application in deciding the standard form of English used makes learners confused to choose the standard form they have to use. The limitation of learners' engagement with native speaker makes them difficult to find native-like sound system. Thus, they acquire English from environment that is influenced by Indonesia sound pattern. As the result, they do not have English native sound pattern reference to do the correction. With little consideration on standard form, learners can deliver speech fluently that brings positive feedback such as applause and compliment that can increase their efficacy. This happens to most participants in this study (48.37%).

4.1.2 Level of Vocabulary Self-efficacy

Vocabulary is one of the important aspects of linguistic that deals with words and meaning. It must be mastered to produce an effective speech in speaking skill. The presence of vocabulary question in the questionnaire is based on vocabulary mastery as one of speaking aspects that support a good communication. In self-efficacy scale questionnaire there are four item questions that deal with vocabulary. Each of them is discussed as follows:

- a. Discussion of Question Five: I don't have any difficulty to deal with vocabulary usage when I describe familiar and new issues.

The fifth question, dealing with vocabulary, is given to know learners' self-efficacy in vocabulary usage when describing new and familiar issues. Learners need a lot of vocabulary supply to transfer or show their idea about the issue. By this question, learners' can choose higher number in Likert scale if they are really sure that their vocabulary knowledge is good so it indicates that their self-efficacy of vocabulary is extremely high, and they may choose the lower number if they have doubts in their vocabulary knowledge.

Table 4.6 Frequency Distribution of Question 5

	Scale	Frequency	Percentage (%)
Q5	1	7	7.61%
	2	59	64.13%
	3	24	26,09%
	4	2	2.17%

In describing new and familiar issues, most of the students' self-efficacy is considered low. It can be seen in the table 4.6 that 59 students (64.13%) choose the second choice in the Likert scale. It means that most participants believe that they get a lot of difficulties in vocabulary when they are describing or discussing about new and familiar issues. The difficulty comes from the limited amount of vocabulary pool learners have that will make them difficult to communicate their idea. In a short interview, some English Department Students said that they do not want to speak English because they have lack of vocabulary. This condition becomes a burden to make effective communication since vocabulary is the fuel to make an understandable communication (Supriono, 2012:4). Furthermore, vocabulary is very important in speaking because without grammar speaking will still be working however little the understanding it conveys, while without vocabulary nothing can be conveyed (Wilkins in Clouston, 2013:2).

To get rich vocabulary knowledge learners need to access the knowledge of vocabulary and practice it on natural environment. In English Department Faculty of Letters, Jember University, the knowledge of vocabulary can be accessed in the classroom during effective class. In early level, vocabulary is taught mostly by drilling. In intermediate level, vocabulary is taught by incidental learning that is mostly done by reading or writing. Besides, learner can also access vocabulary knowledge from internet, film, and song they hear. The various accesses on vocabulary knowledge may help learners in learning and acquiring it. On the other side, practice is also the most crucial activity to improve vocabulary ability. It requires continual repetition to make effective vocabulary learning. This is important because in obtaining new information, in this case vocabulary, most

of it is forgotten immediately. So practice will help learners to engage in productive use of words that increases their vocabulary knowledge. The more frequent learner practices in multiple tasks and encounters varieties of words will make up more systemic coverage of various aspects of lexical knowledge and build up an adequate lexical knowledge and consolidate in long-term memory (Nakata, 2006; Takac, 2008). Unfortunately, during the researcher's study, vocabulary practice in English Department Faculty of Letters, Jember University, is limited in classroom context and mostly toward writing activity. Most of vocabulary practices in the classroom is applied by writing some stories or/and filling the written vocabulary task. However, if there are some teachers who apply vocabulary acquisition and learning on speaking, it is limited. Furthermore, the lack of practice, especially speaking, becomes a burden to get vocabulary enrichment. However the sources of vocabulary knowledge are available in the environment, the lack of the frequency of practice makes learners' acquired vocabularies to be forgotten. As the result, when they need to recall the words, they may forget and feel difficulty to find the word in their memory. Finally they get a bad mastery experience that, then, decreases their self-efficacy belief. This phenomenon happens to most participants in this study (59 participants) who choose the second choice on Likert scale.

However, this condition does not always yield low self-efficacious vocabulary belief. As it is shown on table 4.6, 24 students judge their vocabulary efficacy as surely high. Even, there are two students who believe that they have extremely high vocabulary efficacy. The various sources of vocabulary knowledge that can be accessed in both English Department environment or outside may help learners in acquiring the vocabulary. This may be caused by learners' optimism and motivation. The limitation of vocabulary application toward speaking does not make learners give up practicing vocabulary in speaking. They may join or even create their own speaking environment to improve and maintain their vocabulary knowledge. By this their vocabulary ability is developed and makes them easy to express their idea in every condition. This case gives them good experience in applying vocabulary on speaking that

further raises their self-efficacy on vocabulary (see sub-chapter 4.1). Or even they actually do not have enough vocabulary knowledge; they never engaged on various topic of conversations and often do the monotonous conversation with monotonous issues. As the result, they feel that their vocabulary knowledge is very good because of relatively limited standard of attainment in vocabulary extension.

- b. Discussion of Question Six: I don't have any difficulty to choose and use the suitable word (if there are 2 or more words in English that have different context, e.g. house, home, another, other)

Table 4.7 Frequency Distribution of Question 6

	Scale	Frequency	Percentage (%)
Q6	1	6	6.52%
	2	58	63.04%
	3	25	27.17%
	4	3	3.26%

The sixth question is given to know learners' self-efficacy in choosing and using suitable word in suitable context. The presence of context in this question requires more vocabulary knowledge. Learners have to judge whether their efficacy is good or not. To know what context in this study means, a little description below helps to understand the "context" of this study.

Sometimes, learners find difficulty in using two words that have the same meaning but have different context. For example, English has the word "to" and "for" in translating "untuk" in Bahasa Indonesia. Those two words extremely do not have any differences in use. Have a look at this application (from: <http://usingenglish.com>, 2014):

- 1) Please bring that chair to me. = Tolong ambihkan kursi itu untuk ku.
- 2) Please bring that chair for me. = Tolong ambihkan kursi itu untuk ku.

Both sentences have the same meaning “to take that chair to the speaker” but, in the first sentence, the speaker might not sit on the chair, it might be for another person while the second sentence means that the speaker would like to sit on that chair. (from: <http://usingenglish.com>, 2014)

Learning second and foreign language is not only about knowing grammar and semantic rule of language. It also requires knowledge of native language use in context to get meaningful communication both in writing and speaking (Richard & Renandya, 2002:204). In other words, learning second and foreign language is not simply learning vocabulary, but also learning how to use vocabulary in appropriate context. To use appropriate context of vocabulary in speaking, learners need to be aware of social and historical factor that have been combined to make the rule of use of vocabulary more appropriate (Corson, 1995:188). This awareness develops together with learners’ frequent encounter with the target language. In English Department Faculty of Letters, Jember University, word context knowledge is explicitly taught together with effective learning in the class. Based on the writer’s experience during study, English Department lecturer sometime discusses the use of word in context in the middle of learning process. Unfortunately, most of learners get vocabulary context usage knowledge from the teacher. However, in a little informal observation that had been done during the writing of this report, there are lots of information about vocabulary context on the internet, yet only some students access it themselves. This may causes the vocabulary context mastery is not optimal. As the result, they always feel some difficulties to differentiate word by context. This happens to most participants in this study, 58 students, who finally judge their efficacy as low (see table 4.7).

On the contrary, 25 participants answer in the opposite direction. They choose the third choice on the Likert scale. It means that their self-efficacy is high. Furthermore, three of the participants believe that their self-efficacy is in extremely high. This case may happen because they are able to access vocabulary source and practice in foreign language context. However the availability of English native speaker and description about vocabulary context from teacher are

limited, they are still able to be engaged in vocabulary context use in the internet. They can search for the list of word with special context use and use social media to engage with non-native and native speaker.

- c. Discussion of Question Seven: I can replace one word to more complex vocabulary usage in speaking when I forgot or didn't know the vocabulary.

Table 4.8 Frequency Distribution of Question 7

	Scale	Frequency	Percentage (%)
Q7	1	1	1.09%
	2	46	50.00%
	3	39	42.39%
	4	6	6.52%

The seventh question is given to know learners' self-efficacy in replacing or substituting one word to the other equal one when they speak English. In answering this question, 46 participants believe that their efficacy on vocabulary is considered low (see table 4.8). It means that they are not sure of their ability to replace one word with more complex vocabulary usage. This case may happen because the limited amount of vocabulary learners have in their mind. As stated by Colendrino, Aquino, and Reyes (1998:149) a person who is able to replace or substitute a word with another equal one is the one who has a wide range of vocabulary knowledge. It means that if learners have a large amount vocabulary knowledge, they will not find severe difficulties in replacing or substituting the forgotten word by its equivalence. On the contrary learners who have little vocabulary knowledge may find a lot of difficulties to substitute or replace any forgotten word with its equivalence. Colendrino *et al.* (1998:149) further explain that wide range of vocabulary knowledge is possible when persons have engaged with vocabulary practice that help them to become conscious of differences and shades of meaning of the words. But the case that happens to 46 participants

arises as the result of the minimal access of vocabulary practice in Jember University especially on speaking activity (see discussion of Q5).

On the contrary, 39 students judge their self-efficacy as high (see table 4.8). It means that they have a wide amount of vocabulary supply in their mind. This may be caused by the strong effort learners do to optimize the vocabulary source and actively practice their vocabulary knowledge. The development of internet may provide an effective media to use their vocabulary. For instance learner uses vocabulary to chat with native English speaker or anyone using English.

From the three questions of vocabulary self-efficacy, the dominant answer of each question is low self-efficacy. It can be seen in table 4.9 that most of the participants' self-efficacies on vocabulary are low (59.06%). The total distribution is as follows:

Table 4.9 Frequency Distribution of Vocabulary Questions

	Q5	Q6	Q7	Total	Percentage
Score 1	7	6	1	14	5,07%
Score 2	59	58	46	163	59,06%
Score 3	24	25	39	88	31,89%
Score 4	2	3	6	11	3,99%
	92	92	92	276	

This finding supports the reason of some students in informal interview who say that one of the biggest problems to start conversation is the lack of vocabulary they have. This condition is in line with the condition of English Department Faculty of Letters, Jember University environment as foreign language context that cannot provide learner with rich vocabulary practice. As the result, their vocabulary does not increase. Thus they may forget some vocabulary and even they cannot speak fluently due to restricted vocabulary. This makes learners receive negative feedbacks that turn the efficacy down.

4.1.3 Level of Grammar Self-efficacy

Grammar is one of the important aspects of linguistic that deals with structure of word in language use (Aarts, 2011:3). This becomes the hint in measuring the spoken communication from the accuracy point of view. In self-efficacy scale questionnaire there are six item questions that deal with grammar, each of which is discussed as follows:

- a. Discussion of Question Eight: I can differentiate and use the right tenses such as present, past and future correctly

Table 4.10 Frequency Distribution of Question 8

	Scale	Frequency	Percentage (%)
Q8	1	4	4.35%
	2	36	39.13%
	3	33	35.87%
	4	19	20.65%

This question is given to know participants' self-efficacy on verb tenses knowledge. Verb tense is very important in English. It demonstrates grammatical system which is used to locate situation in time (Aarts, 2011:243). In English Department Faculty of Letters, it is needed to form grammatically appropriate sentence in writing the final study. However the usage of tenses is firmer in the written form (Burns and Goh, 2012:75). Some English Department, Faculty of Letters, Jember University lecturers require their students to use appropriate tenses in speaking.

In English, tenses are used to show the different process of activity in different situation. On the contrary, in Bahasa Indonesia, to differentiate the time of an action one can simply insert adverb of time either in front of or behind the sentence (see Khee, 2012:19-25). The different system between Bahasa Indonesia as the L1 and English as the L2 gives an important effect on learning process.

First language system that is stored by learner will be applied in L2 production as the result of language transfer (VanPatten, 1996:50-51). Because of the use of L1 rule in L2 production that is different, learner may get some correction from his teachers and friends. Native speaker may also misunderstand. By this learners feel that they make mistake and fail. This failure can decrease their self-efficacy (see discussion 4.1) that happens to 36 learners.

The different pattern between Indonesia tense pattern and English tense pattern does not always bring a negative effect on learners' self-efficacy. Table 4.10 shows that there are 33 participants who answer the third choice of the Likert scale and 20 participants answer the fourth choice. It means that 33 students have high self-efficacy and 19 others have very high efficacy in differentiating Indonesia-English differences of tense pattern. From the language transfer theory (VanPatten, 1996:50-51) this phenomenon is strange. But, in English Department, Faculty of Letters, Jember University, there are some lecturers who do not matter/consider about the use of tenses in speaking. They concern on meaning that succeeds communicative purpose. This condition can minimize the burden faced by learners. As the result, they will not spend time in correcting or monitoring their performance (Krashen, 2002, 2009). By this, learners feel free to perform. Furthermore, the position of English as foreign language makes the application of the real rule of English to be difficult. The availability of native language source is limited. Most learners acquire English from friends and lecturers who speak English with Bahasa Indonesia influence. They also mostly practice to speak English with friends who do not care about tense usage. Multimedia also takes part. For instance, some learners usually use movies to improve their English, but when they are watching movies they usually ignore the tense used. They are busy to catch the meaning. As the result, the absence of appropriate tense aspect in speaking becomes a common thing in English Department Faculty of Letters, Jember University environment. There is no error correction on tense that brings a negative feedback to learners. This condition will mostly bring a good feedback that then increase learners' self-efficacy.

- b. Discussion of Question Nine: I can arrange words into a grammatically correct sentence to express an idea when I speak English.

Grammar is sometimes important in speaking. A good grammar will produce good sentences that bring good meaning. But it is not so important because speaking "...without grammar a little can be conveyed, without vocabulary nothing can be conveyed" (see Clouston, 2013). It means that without grammar speaking can still be done. Grammar in spoken language is considered less formal than in the written form that makes them different (Burns *et al.*, 2012: Leech and Svartik, 2002). But ironically, the materials on teaching speaking have traditionally dealt with grammar on written form (Burns *et al.*, 2012:75). As it happens to English Department Faculty of Letters Jember University. This condition can rise burden for students since Bahasa Indonesia grammatical system and English grammatical system are different (see Khee: 2012:19-25)

However grammar in speaking is less firmer, some English Department lecturers require their students to speak with grammatically correct sentence. By this, students have to have a good grammatical control on their performance. This requirement may increase the monitor use in performance. As the result learners become more careful and think a lot to do correction. Unfortunately, spoken communication requires fast, spontaneous and understanding (Leech and Svartik, 2002:11). This gives learners not enough time to think about grammar. Furthermore, the different systems of Bahasa Indonesia and English enforce learner to spend more time to transfer. As the result an over monitor user runs out of time to think about the grammatically correct sentence they want to speak (Krashen, 2002, 2009). By this, learners' performance will be full with pauses or even stutter. This may rise some negative feedbacks such as mockery and laughter that then can decrease learners' self-efficacy. This happens to 41 students who choose the 3rd choice in the Likert scale (see table 4.11)

Table 4.11 Frequency Distribution of Question 9

	Scale	Frequency	Percentage (%)
Q9	1	4	4.35%
	2	46	50.00%
	3	41	44.57%
	4	1	1.09%

Table 4.11 also shows that 41 students judge their efficacy as high. In this case, the characteristics of spoken communication that is understandability takes part. In spoken communication, grammar is more flexible and not always constant such as in writing because it is based on the circumstance of spoken language taking place to make easy in conveying meaning (Leech *et al.*, 2002:11). Whereas, grammar in participants' understanding is grammar in writing. The flexibility of grammar in speaking activity that is different from writing may be understood as the absence of grammar in speaking. This makes grammar seem not very important for learners. Thus, they do not care about grammar when they speak and concern on the meaning to get understandable speech. As the result, they do not spend a lot of time to think about grammar when they speak and it makes their speech fluent without too many pauses or stutters and understandable. This brings up the positive feedback such as applause, good mark and compliment from partner or audience that increase their self-efficacy (see discussion 4.1). The "fluency" of learners' speech does not mean that it is grammatically correct. The differences between Indonesia and English systems allow learners to make a lot grammatical errors in their speech, but the partner's low awareness of grammatical correction decreases negative feedback such as error correction.

c. Discussion of question ten: I can restate/explain again a sentence or speech when I think it is difficult to be understood because of ungrammatical form.

This question is given to know whether participants are able to explain a sentence when it sounds like ungrammatical that makes the hearer misunderstand. To answer this question by the fourth choice, learner must have mastery in

grammar and have sensitivity of partner's understanding. On the contrary, they may choose the first choice when they do not believe that they are able to do so. The table below shows the result of distribution frequency of Q10.

Table 4.12 Frequency Distribution of Question 10

	Scale	Frequency	Percentage (%)
Q10	1	1	1.09%
	2	36	39.13%
	3	52	56.52%
	4	3	3.26%

Table 4.12 shows that the majority of the participants judge that their efficacy on restating sentence with grammatically correct one is high. This is proven by 52 participants (56.52%) who choose the third choice in the Likert scale questionnaire. It seems that 52 participants have a good grammatical knowledge and sensitivity. However, it does not mean so. The position of English as foreign language makes learners difficult to access and practice English. It makes learners' grammatical acquisition and learning ineffective. It can disturb learners' performance that can lead them into a failure. As the result, they may get bad feedback from hearer that further decreases their self-efficacy. As it happens to 36 students that are shown in table 4.12. This study may not describe the reason of each participant in judging their efficacy in detail, but, the view that spoken grammar is less formal and more flexible may help to analyze this phenomenon. The view of spoken grammar leads learner to take more concentration on how they transmit the message by concerning on meaning. Thus, in answering this question they may imagine how to transmit a message if hearer does not understand. For learners who believe that meaning is important, they may not find some difficulty to explain again the message they want to express by restating the sentence without concerning on grammar.

d. Discussion of Question Eleventh: I can use singular and plural, regular and irregular verb, article: a, an, the, suffixes: -ion, -ive, and prefixes: re-, un-, im- when I speak English

This eleventh question is given to know learners' efficacy belief on the use of part of grammar rule that are usually neglected by foreign language learner. They are singular and plural, regular and irregular verb, article and prefix.

In a little informal observation that had been done during the writing of this report, the use of plural and singular are sometimes ignored. Some English department students often miss the suffixes -s after the main noun in the plural form. This is not repeated continually. They are inconsistent in using suffixes -s to form plural and singular verb. This phenomenon shows that there are still native language systems that are mixed together in the target language production. It is different from the use of regular and irregular verb that need little systematic consideration in learning. In Indonesia there is no regular and irregular term of verb (see discussion Q8). This gives some difficulties in applying them on target language system. Moreover, most participants in foreign language context are introduced with grammar especially in writing that is more formal. This may increase learner's self correction that will take more time to do transfer process. Thus, learners' performance may be faulty and they get a bad feedback that can later decrease self-efficacy. It happens to 38 participants shown in table 4.13. below.

Table 4.13 Frequency Distribution of Question 11

	Scale	Frequency	Percentage (%)
Q11	1	3	3.26%
	2	38	41.30%
	3	39	42,39%
	4	12	13.04%

Table 4.13 also shows that dominantly students choose the third choice in questionnaire that means most of them have high self efficacy. It happens to 39

students. To see the thin differences on the frequency of the second and third choice, it is possible that the use of singular and plural noun, regular and irregular verb influence self-efficacy by fifty-fifty. For some participants, 38 students, applying singular and plural noun, regular and irregular verb may be so difficult because they often make mistake. But, for most of the participants in this study, 39 students, the regulation of applying singular and plural noun, regular and irregular verb does not matter because they concern more on meaning. In informal observations in the speaking 04 class during the process of writing up this study, learner often produces inconsistent use of suffixes –s in plural forming. For instance, sometime learners say “three object” rather than “three objects” as if there is no different meaning between them. Both seem to have the same meaning. This proves that those learners concentrate on meaning rather than in form. Thus, they feel free to speak.

- e. Discussion of Question Twelfth: I can apply the correct use of part of speech such as verb, noun, adjective, adverb etc.

Table 4.14 Frequency Distribution of Question 12

	Scale	Frequency	Percentage (%)
Q12	1	1	1.09%
	2	32	34.78%
	3	45	48.91%
	4	14	15.22%

The twelfth question is given to know students' self-efficacy in using part of speech correctly. This question is given in questionnaire because part of speech is the important basic knowledge in grammatical knowledge mastery. Knowing the students' self efficacy of part of speech usage can be used to accumulate student's self-efficacy of grammatical knowledge.

In English Department Faculty of Letters, Jember University, part of speech knowledge is given in the first semester (Lesson Plan: Grammar and

structure 01). This effort is done to equip learners with appropriate basic grammatical knowledge that makes them easy in constructing correct grammatical sentence both in writing or speaking. Furthermore, the knowledge of part of speech is also taught in the fourth semester together with its application in complicated application (Lesson Plan: Grammar and Structure 04). This effort is done to recall part of speech knowledge and application. Those two lesson plans prove that the regulation of English Department, Faculty of Letters, Jember University requires students to master English grammar and structure (focus on form). Besides, grammar is needed to make good sentences in writing study as the final project prior to graduation. However the application of grammar is less distinct in speaking than in writing (Burns *et al.*, 2012:75), in English Department Jember University there are some lecturers who require their students to speak English with grammatically correct sentence. They concentrate more on form rather than in meaning.

The differences between Indonesia grammatical rule and English grammatical rule such as noun phrase formation, the modified part of speech such as the addition of *-s/es* in verb tense, and the changing part of speech itself make the application of grammar becomes difficult. Thus, learners will make some errors and mistakes in its application. For instance, in the case of the wrong application of part of speech usage, when a student wants to say analysis (N) but he says analyze (V), will make him feel that he has failed and got a bad feedback from lecturer correction or become an object of ridicule of his friends. This feedback will make learner think that he is not capable and it will decrease his self-efficacy. This happens to 32 participants who answer this question by second choice in the Likert scale that means their self-efficacy is low. Besides, the objective of some lecturers that require grammar in speaking and lecturers' statements that English Department students must use grammatically correct sentence in speaking give learner a burden in applying the grammar and increase the correction/ monitor over their speech.

On the contrary, the different result comes from the most participants in this research. In answering this question most participants choose the third choice

in the likert scale (45 participants). It means that they are sure that they are able to use the correct and proper part of speech in their speech. In other words, their grammatical efficacy especially part of speech usage of participants is categorized as high. The focus on meaning view in speaking makes learners do not have any burden to control their grammar during speaking. As the result they are able to perform well in speaking to explain or show the meaning however poor their grammar is. As the result, they will get some good feedbacks such as praise from teacher and applause from friends. This good feedback will increase learners' self-efficacy.

- f. Discussion of Question Thirteenth: I can express my ideas through kinds of sentence such as simple, compound, and complex sentence.

Table 4.15 Frequency Distribution of Question 13

	Scale	Frequency	Percentage (%)
Q13	1	7	7.61%
	2	64	69.57%
	3	19	20.65%
	4	2	2.17%

The thirteenth question is also given to know students' judgment of their grammatical knowledge. It deals especially with the use of type of sentence in speech. As the function of sentences is to give idea in proper weigh (McMillan, 1984:72), type of sentences is used to make conversation not monotonous or to become interactive as extracted from personal conversation with the teacher of Speaking 04. She further explains that the use of different types of sentences helps to make a smooth and interactive communication. To be able to use type of sentences, learners have to have enough knowledge in grammar because the application of compound and complex sentence is complicated (see McMillan, 1984; Ruday, 2014). By answering the first point in Likert scale, learners believe

that their grammatical efficacy is low, on the contrary the fourth point of the Likert scale shows that learners have high self efficacy on grammar.

In English Department Faculty of Letters, Jember University, the material about type of sentence is taught early from the first until fourth semester on Grammar and Structure 01 to 04 classes (Grammar and Structure lesson plan). Those lesson plans are made to equip learner with complete grammatical knowledge to write or speak in English. Grammar lessons that are given in the first four semesters hopefully become background knowledge of English structure that makes learners easy to use English both in writing and speaking. But, grammatical lesson that is given continually does not always build high self-efficacy perception. The complexity of type of sentence, especially complex sentence, takes more consideration in its construction (see McMillan, 1984; Ruday, 2014). As the result, it takes a lot of time to think of the structure when it is applied on speaking. The participants' view of grammar that refers only to the relevance of grammar in writing that is constantly used make learners' burden increases. As the result, they run out of time to speak when they have to concern with complex sentence structure. This makes learners' performance of speaking full of pauses or even totally insubstantial. The next they will get some negative feedback from audience and it makes low efficacy as happened to 66 participants (see table 4.15).

The judgment of self-efficacy also can be formed when participants have to answer questions. They may actually be able to apply complex structure sentence in their speech unconsciously, but their being conscious about the role of compound and complex sentence in answering this question let them think that they are not able to apply it on speaking. There is even a probability that learner does not know much about types of sentences that make them think that they are unable to use it.

The complication of type of sentence structure does not always promote low efficacious student. This is proven by 20 participants who choose the third choice in the Likert scales that mean that they have a high self-efficacy (see table 4.15). This case may happen because learners are really successful on the process

of learning grammar and are able to apply it on speaking. Thus they get good feedback from the teachers or friends that increases their self-efficacy. The other probability comes from the lack of knowledge of type of sentence supported by over use of the monitor that increases learners' self-efficacy.

From what has been described above, it can be known that students' grammatical efficacy is different in each of the question. Low self-efficacy belief of grammar is dominant in the question eight, nine and thirteen while high-efficacy belief is dominant in the tenth, eleventh, and twelfth questions. Both high and low self-efficacy beliefs have the same power in forming speaking efficacy. But the distribution of the frequency of all grammar question bellow will help to know which efficacy belief that gives more influence.

Table 4.16 Frequency Distribution of Grammar Questions

	Q8	Q9	Q10	Q11	Q12	Q13	Total	Presentase
Score 1	4	4	1	3	1	7	20	3,63%
Score 2	36	46	36	38	32	64	251	45,56%
Score 3	33	42	52	39	45	19	230	41,74%
Score 4	19	1	3	11	14	2	50	9,07%
	92	92	92	92	92	92	551	

As it is shown in table 4.16, the most dominant answer on grammar questions is on the second choice (45.56%). It means that many students judge their self-efficacy on grammar is poor or low. This case happens because of the perspective that grammar is exclusive to written English that has a more formal and firmer form than does in speaking. When they are asked with grammar term they will refer to grammar on writing. As the result, when they are asked about grammar on speaking, they may imagine the rule of grammar on writing into speaking. Thus, the characters of speaking that are spontaneous and fast make the application of grammar of writing difficult. As the result they may bring unsatisfactory result such as failure that then leads to their low self-efficacy.

But, some students may have the effect of the view that sees spoken language less grammatical as they concern more on meaning. As the result they do not care about grammar in speaking and feel free to speak. Consequently, they will feel that they can communicate fluently and the hearers understand. This kind of success then leads learners' self-efficacy to become higher as it happens to 41.74% of the participants.

4.2 Correlation between Learners' Self-efficacy and Learners' Performance Score

In this study, Pearson's Correlation coefficient is used to know the relation between two variables namely learners' self-efficacy score and learners' performance score. Self-efficacy score that is gathered from close ended questionnaire is used as variable one (VAR00001). While learners' speaking performance that is gathered from learner's mid-term examination score by teachers is used as variable two (VAR00002). To calculate the Pearson's correlation, this study use IBM SPSS Statistics 20. The steps are described as follow:

- 1) First, prepare the data including learners' self-efficacy score and learners' performance score
- 2) Second, click menu Analyze → Correlate → Bivariate until the image bellow appears.

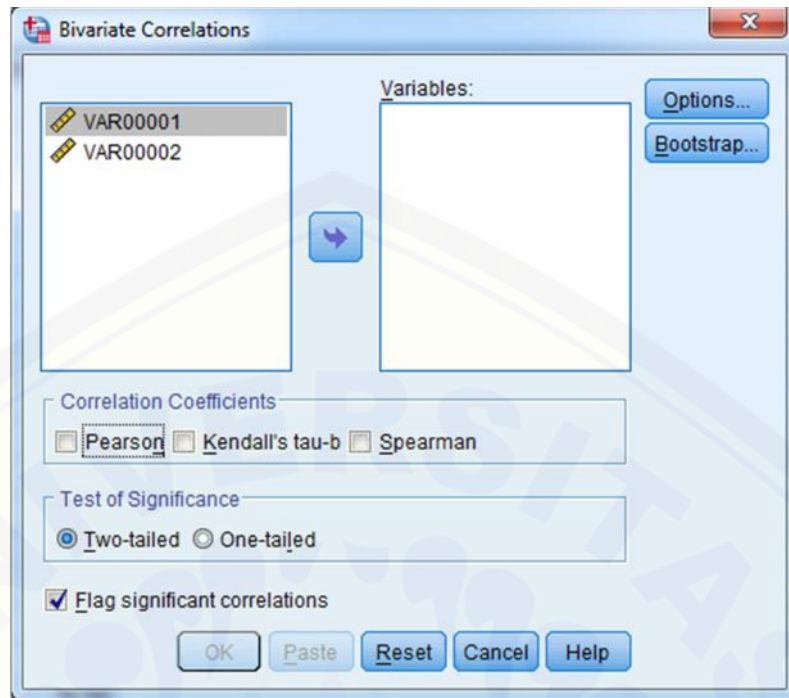
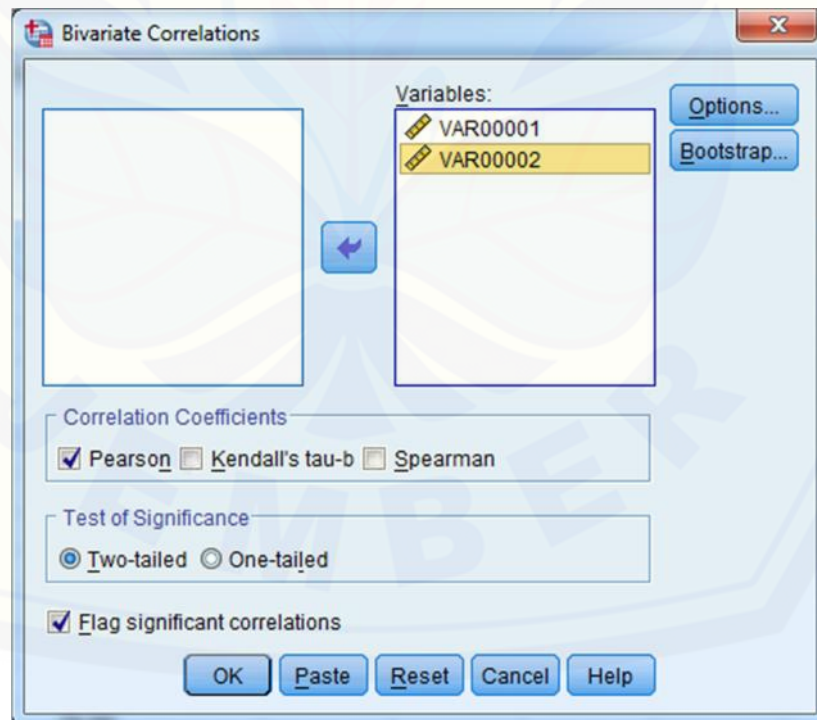


Figure 4.1 SPSS Calculation Process 01

- 3) Move the variables and choose “Pearson” to analyze



Figur 4.2 SPSS Calculation Process 02

- 4) Click OK and the result is shown

As it is stated on chapter one, the purpose of this study is to know whether there is a correlation between self-efficacy belief of speaking and speaking performance or not. This study uses Pearson's correlation coefficient calculator that is applied in IBM SPSS Statistics 20 program.

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	,437**
	Sig. (2-tailed)		,000
	N	92	92
VAR00002	Pearson Correlation	,437**	1
	Sig. (2-tailed)	,000	
	N	92	92

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

Figure 4.3 The result of Pearson's Correlation Coefficient.

The result of correlation coefficient is 0.437. It means that there is a positive correlation between self-efficacy belief of speaking and speaking performance. This finding supports the existence of the relationship between self-efficacy belief of speaking and speaking performance proposed by Bandura (1977). However, this correlation falls between the range of $r=0$ to ± 0.5 that is regarded as weak correlation (Higgins, 2005; Mackey and Gass, 2005). Furthermore, Asaad (2008:153) explains that the correlation coefficient between 0.31 – 0.50 considered as moderate low. It means that there is a correlation but it is not very strong. By this result it could be known that one variable (self-efficacy) increase when another variable (speaking score) increase such as it happens to students 86 and 76. But it also shows that one variable (self-efficacy) decreases when another (speaking score) increases such as in students 63, 66, 90, and so on.

4.3 Source of Efficacy

According to Social Learning Theory proposed by Bandura (1977), people's belief of self-efficacy can be developed by four main sources of influence. They are performance accomplishment, vicarious experience, verbal persuasion, and emotional states. This study uses open ended questionnaire to assemble participants' opinion, even participant's engagement, toward source of their efficacy. Open ended questionnaire is chosen because it can provide structural information needed related to four main sources of efficacy in this study, and gives participants space to express their individual opinion based on their real condition. The results of source of efficacy questionnaire are discussed below:

1) Performance Accomplishment

Performance accomplishment is believed as the most influential source to build self-efficacy belief and perception (Bandura, 1977:195). It deals with one's actual experience. In performance accomplishment there are two probabilities learner may have. They are success and failure. According to Bandura (1977) success on doing a given task, in this case is speaking practice, increases people's self-efficacy belief. As it happens to student 3, 43, 53, 75 and 86. From those 5 students, three of them answer the question 1a of QW2 (see Appendix F), that deals with learner's failure experience, the less in frequency than answering the question 1b of QW2 (see Appendix F), that deals with learners' success. It suggests that they have much experience of success rather than failure. This lets them to construct high expectation on success in doing the given task that is shown by their answer in responding question 3a in QW2 (see Appendix F) "which experience, success or failure, that takes your mind a lot?". As the result, they have a high self-efficacy. Two students have success and failure in the same frequency who then build high expectation of success. This is caused by effect of failure and success on personal efficacy which partly depends on the time of occurrences (Bandura, 1997). For instance, those three students have the same

frequency of success and failure, but the latest experience they have before observed is success. It increases their success expectation.

In the contrary, failure, according to Bandura, will decrease someone's self-efficacy. It happens to 11 students who has high expectation on failure such as: failure in pronouncing English words (student 10, 16, 91 and 93), failure in using vocabulary and diction (student 38, 73, 84, 87, and 94), failure in applying grammar (student 10, 16 and 93), and have some nervousness that increase their state of being blank (student 39, 41, 42, 45, 51 and 72). This leads participants to have low self-efficacy believe. From those 11 students, 9 students have much experience on failure rather than success that makes them built a strong expectation of failure. Two students have success and failure in the same frequency who then build high expectation of failure. This is caused by effect of failure on personal efficacy which partly depends on the time of occurrences (Bandura, 1997). For instance, those two students have the same frequency of success and failure, but the latest experience they have before observed is failure. It increases their failure expectation.

In a few cases of participants in this study, there are 6 participants who have high self-efficacy belief but their expectations are on failure. This condition is in contrary with what Bandura (1977, 1994) explains about mastery experience as source of efficacy. However, the result of source of efficacy questionnaire shows that most of the students' response to the failure serves as a hint to motivate themselves in increasing their performance. The same case also happens to 4 participants who have high expectation on success, but their self-efficacy is low. This may be caused by two possibilities. First, learners may feel their self-efficacy is high because they (may) recently got success on their performance. Unfortunately, performance accomplishment is not the sole source to build someone's self-efficacy, however it is considered to be the most influential source (Bandura, 1977).

There are still vicarious experience, verbal persuasion and emotional state that influence learners' efficacy. For instance, a learner has more failure than success but he gets success on his latest performance that increases his success

expectation. Someday, he may see a friend fail and get mocked over her failure. To see that, he may think and remember his failure and feel fear to get failure again. As the result, his self-efficacy becomes low. The second, learners may know that they have a high expectation of failure but they do not want to admit it for any reasons. As the result, they use success as the avoidance of failure. This is proven by learner's reason to choose high expectation on success such as

“mengingat pengalaman buruk membuat saya tidak percaya diri”
(Remembering the failure makes me do not feel confident) (student 73),

“pengalaman baik itu bisa menjadi motivasi untuk jadi lebih baik lagi dari sebelumnya” (success can motivate me to be better from the previous)
(student 72)

“jadi tambah semangat” (get more motivation) (student 38)

“bisa belajar dari pengalaman baik untuk kedepannya” (I can learn from my success for the next) (student 16)

This study also provides some kinds of performance accomplishment both positive (success) and negative (failure) which participants usually have. The results of source of efficacy questionnaire show that there are many kinds of participants' failure related to grammar such as the use of incorrect grammar in presentation or speech in front of class or with native speaker; the vocabulary and diction difficulty; pronunciation such as mispronouncing some words in presentation, and emotional states such as nervousness and states of being blank. The dominant failures learners usually face are mostly caused by nervousness that makes them forget the correct structure, correct vocabulary and phonology usage. As it happens to at least student 14, 8, 33, 2, 68, 9, and 81. In addition the most frequent failures of learners happen inside the classroom during examination and learning time such as mispronouncing word in presentation, inability to answer teacher's question because of lack of vocabulary, inability to use the correct grammar in front of the class, and feeling nervous to speak in front of class that then make them lost, forget the material, forget the vocabulary, also forget the grammar and pronunciation. There is little failure happening outside the class such as mispronouncing words when talking to native speaker that leads to misunderstanding between them.

Beside the failures, learners also have many kinds of success in speaking activity. The results of source of efficacy questionnaire show that learners' success also mostly happens inside the classroom during examination and learning time. The success mostly deals with the learners' success in doing presentation and storytelling in front of the class with good performance (student 53 and 62). The other success is success in discussing a topic together in learning time (student 80) and get good mark in the final exam (student 8). While, Outside the classroom, learners also get some success stories with native speaker of English such as success to make their speech understandable to native speaker and friends (student 86 and 77).

2) Vicarious Experience

Vicarious experience is believed to be the most influential source of efficacy after performance accomplishment. It deals with the learners' perception on social model's performance accomplishment. According to Bandura (1977), observing social model's success will increase learner's efficacy, while observing model's failure will decrease it. In assembling participants' opinion and response to their vicarious experience, they are asked to explain what is going on in their mind when they see their friend's success and failure. The result of these questions shows that there are only 8 students whose responses are similar with Bandura's theory about vicarious experience. When they are faced with friend's success achievement, they say that they have enthusiasm because they also believe in their success. It means that they believe in being success with their good ability. While, in responding to friend's failing achievement, they say that they are afraid of making mistake as such what their friends do. It means that their fear of making mistake is the mirror of their lowly perceived self-efficacy.

As a result, in some cases, students' positive vicarious experience (model's success) let them to believe that they will achieve the success, but the negative vicarious experience seems not to bring any effect of efficacy. It happens to 31 participants who admitted that they have enthusiasm because they also can achieve the success. Meanwhile they still believe that they can do the given task

better from their friends. It means that their self-efficacy remains high even though they have seen their friend's failure. This shows that friend's failure has no impact on 31 students' self-efficacy belief. This case may happen because of the lack of clarity of the similarity of model and learner performance. According to Bandura (1994:2) the impact of modeling on perceiving self-efficacy belief is strongly influenced by perceived similarity to the model. Furthermore, he explains that the more assumed similarity, the more persuasive are the models of success and failure. In the case of 31 students above, the assumed similarity of model may be low so their efficacy is not strongly influenced.

This view also happens to 16 students who have conversed effect of vicarious experience. They feel inferior when they see their friend's success. The inferiority in their mind indicates low self-efficacy belief that they perceived. While, on the other side, they still believe that they can do the given task better from their friends. In this case, learner's self-confidence may take part. Learners have high self-efficacy belief and want to prove it by comparing with the model they choose. When they find model's performance is better than theirs, their self-efficacy become low, whereas when they find model's performance is worse, they feel that their ability is much better than the model.

The last case that is found in this research that relates to vicarious experience is the negative response that learners give both in model's success and failure. This case happens to 23 participants who feel inferior if they see model's success; "merasa minder karena dia lebih pintar" (feeling inferior because my friend is smarter) and afraid to get the same failure when they saw model's failure; "takut gagal seperti yang dialami teman saya" (I m afraid to get failure as my friend just got) (student 48, 80, 27, 19, 55, 9, 83, 90, 38, 51). The other answer that has similarity to that answer is found in student 10, 50, 41, 57, 77, 22, 26, 15, 56, 21, 93, 87, and 91. This happens because the assumed similarity of model for them is low. Or even, they have a problem with self confidence, optimism and low spirit that let them believe their ability is under rated.

From the open ended questionnaire it can be found that dominantly high-efficacious students respond both friends' success and failure with positive

responses (student 75, 43, 54, 53, 79, 62, 72, and 11). One high- efficacious students (student 45) feel inferior when they saw friend's success and feel enthusiasm when they saw friends' failure. One high-efficacious student (student 57) respond both friends' success and failure with negative responses, both of them feel inferior when they saw friends' success and feel afraid when they saw friends' failure. And there is not student who responds as the same theory with Bandura (1977, 1984).

On the contrary, dominantly low-efficacious students response both friends' success and failure with negative respond (student 10, 41, 51, 58, 93, 87, and 91). Two low-efficacious students respond friends' success and failure with positive respond (student 16 and 50). Only one student (student 35) respond as Bandura's (1977, 1994) theory, while there are 4 students who answer contrary to Bandura's (1977, 1994) theory (student 94, 39, 42, and 28).

3) Social Persuasion

The third source of efficacy is social persuasion or mostly in the form of verbal persuasion. This kind of self-efficacy source works by giving suggestion to the learners that they can successfully do the given task (Bandura, 1994:2). Bandura further explains that people who are socially persuaded that they can do or possess capability to master difficult situation; they will have strong sense of efficacy. While people who are persuaded that they cannot do or have no capability in doing task, they will quickly give up and perceive low self-efficacy. This study presents two social persuasions namely support, and mockery that are believed as verbal persuasion that usually learners have. The discussion of each social persuasions is spared in the next paragraphs.

Support is one of social persuasions that learners usually get. It usually comes from the closest people they have such as parents, friend, relation and teacher. It belongs to positive social persuasion. The question of support is used to know learners response to the support and to know its effect on learners' self-efficacy belief. The results of the questionnaire show that most participants in this study get some supports from their parents, friend, relation and teacher. The

supports are from verbal persuasions such as “Yes, You can do it” (student 39, 58, and 51), “Your English is good” (student 12, 33, 37 and 66); suggestion such as “Do not give up” (student 91), “Keep spirit, You can do that” (student 51); material aid such as book and money (student 54 and 64); and action such as invitation to practice English together (student 93, 84, 82, 7). From those mentioned supports, verbal persuasion is the most effective way to increase learners’ self-efficacy belief. It is proven by participants’ responses toward verbal persuasion that state that they become more enthusiastic to do the given task and believe that they are able to do that task. It suggests that their self-efficacy belief increases after having positive verbal persuasion. However, there is only one student who does not feel anything when he receives positive verbal persuasion.

On the other side, there is mockery. Mockery is one of verbal persuasions that gives negative impact on participants’ self efficacy. It is predicted to be a source of self-efficacy that reduces participants’ self-efficacy belief. Unfortunately, the result proposes that most participants do not have any experience on getting mockery. The result of the questionnaire shows that only 35 participants have experience on getting mockery. The frequency of mockery they have varies from frequent (always) and seldom, while others never receive any. But the effect of mockery participants get is based on their response to it. Some participants respond the mockery by negative impact such as feeling bad, feeling fool and feeling upset. It happens to seven participants in this study (student 4, 9, 15, 21, 55 and 91). While some others respond it by positive perspective (1, 18, 23, 24, 27, 82, 20, 81, 12, 28, and 39), 14 participants respond neutral responses (student 3, 6, 29, 43, 61, 65, 22, 89, 26, 85, 31, 84, 94, and 51) It seems that mockery does not give any effect on learner’s self-efficacy as happens to 14 participants. However, there is no warranty that participants answer honestly because to admit something bad happening in one’s self is difficult. In conclusion, in this study, participant’s self-efficacy belief is not heavily influenced by negative verbal persuasion because most participants do not have any experience in getting mockery particularly in the classroom.

4) Emotional States

Emotional states or emotional arousal is another source of efficacy that affects perceived self-efficacy toward situation (Bandura, 1977). It deals with how people perceive their efficacy based on situation they face. According to Bandura (1994:3) “people interpret their stress reactions and tension as a sign of vulnerability of poor performance”. It means that people who interpret stress such as nervousness and fear show that their ability to perform a good performance is bad. Bandura (1994) further explains that people who have high level of self-efficacy belief likely to view their state of emotional arousal as energizing facilitator of performance, while those who are beset by self-doubts perceived the emotional state as a deliberator. This study presents anxiety, fear, personality, and relax situation to assemble the influence of emotional state toward self-efficacy. To describe how self-efficacy is influenced by stressful situation, this study presents anxiety and fear.

The results of the questionnaire inform that most high self-efficacious participants have less anxiety and fear rather than optimistic and relax. Anxiety is one of influencing emotional arousal that can decrease learners’ self-efficacy. This is proven by learners’ failure that is dominantly caused by anxiety and nervousness. The result suggests that the stronger anxiety learners have the lower self-efficacy they perceive, as it happens to all low-efficacious participants (student 16, 38, 72, 84, 94, 10, 41, 51, 93, 39, 42, 87, 91, 45, and 73) who have more anxiety and fear rather than optimism. Most learners’ anxiety appears inside the classroom. And most of them are caused by the fear of making mistake as the results of their ability on grammar, vocabulary and pronunciation are bad (see Bandura 1977:199). This proves that learners’ high anxiety will lower their perception of self-efficacy. However there are some highly-efficacious students (student 48, 74, and 75) who have high frequency of anxiety and fear but they still belief that their self-efficacy is good. It is based on the response of each participant toward emotional arousal that is different to each other (see Bandura, 1994). As it happens in this research at all highly-efficacious students in this study also have anxiety and fear that appear in their mind, but they view the emotional

arousal as the energizing facilitator to improve their self-efficacy. It is proven by the existence of optimism that leads them to have positive control over their emotional arousal.



CHAPTER 5. CONCLUSION

Self efficacy is derived from social learning theory that is proposed by Albert Bandura (1997). It deals with belief and judgment of capabilities to successfully perform given tasks that influences one's behavior and performance (Bandura, 1997; Schunk, 1985, 1996; Pajares, 1996). In recent decade, it has gained attention in various fields of knowledge such as educational psychology, health, medicine, business, and social politic change (Teo and Hetthong, 2013; Azrein *et al.*, 2011; Idrus *et al.*, 2011; Doods, 2012).

The study was set out to explore the concept of Bandura's theory about self-efficacy related to 2012/2013 academic year students of English Department Faculty of Letters, Jember University more specifically in their speaking skill. The study has also sought to know whether there is a correlation between students' self-efficacy beliefs of speaking and their speaking performance.

From the discussion in the previous chapter, some information of students' self-efficacy beliefs of speaking is gained. It contains some aspects of speaking skill namely pronunciation, vocabulary and grammar. The information of this aspects is used to answer the first question in this study. The result of discussion suggests that the overall students' self-efficacies are mostly medium. There are only 11 students who have high self-efficacy beliefs of speaking, 65 students who have medium self-efficacy belief of speaking and 16 students with low self-efficacy beliefs of speaking. From those three aspects of speaking skills, students' self-efficacy of grammar and vocabulary have more influence in constructing learner's low self-efficacy belief in speaking. As it is discussed in chapter 4, in English Department Faculty of Letters, Jember University, vocabulary practice is limited on classroom context through the writing activity, reading, and doing vocabulary task. As the result learners have lack frequency on practicing vocabulary especially on speaking. On the other side, effective vocabulary

learning needs continual repetition especially through practicing. This condition makes learners' enrichment of vocabulary becomes low. Thus they find some difficulties in remembering the vocabulary knowledge and fail to speak in appropriate vocabulary. As the result they get some bad feedbacks that then lead them to perceive low self-efficacy belief. The other aspect of speaking skill that brings a low self-efficacy belief is grammar. The learners' perspective of grammar that is exclusive into written English makes learners to find some difficulties in applying English grammar into spoken form. As the result, they apply grammar in writing to construct sentence in their speech. While the character of spoken language that are spontaneous and fast makes the application of grammar of writing difficult, it brings learner to unsatisfactory results and bad feedbacks that then lead them to construct low self-efficacy belief.

The second question on this research is answered by calculating Pearson product movement in IBM SPSS 20. The results of Pearson product movement in this study do not support the hypothesized role of self-efficacy in Bandura's self-efficacy theory (1977) which states that learner's self-efficacy belief correlate with learner's performance. The weak positive correlation ($r=0,437$) between English speaking self-efficacy beliefs and English speaking performance indicates that there is inconsistent correlation between two variables. In some cases, participants who indicate strong beliefs in their abilities to perform certain speaking tasks were subsequently able to perform those tasks to a high degree. In contrast, students who expressed low level self-efficacy beliefs, who are pretended to get bad result in performance, perform specified tasks of speaking to a high level performance.

For further discussion in investigating the influential sources of self-efficacy beliefs, this study uses open-ended questionnaire to assemble the information. From what has been discussed in chapter four, this study supports Bandura's (1977, 1994) hypothesis of four main sources of self-efficacy. There are four main sources of self-efficacy that influence learner's self-efficacy beliefs namely performance accomplishment, vicarious experience, social persuasion and emotional state. In performance accomplishment, success brings a positive effect

in increasing learners' self-efficacy while failure brings negative effect. However in some cases failure is used as a hint to construct students' mood booster to have a good self-efficacy. Besides, self-efficacy is also influenced by learner's friends' performance accomplishment. Friends' success brings positive effect in increasing learner's self-efficacy while friend's failure will decrease it. However, in some case, it works differently as the result of individual differences on perceiving those vicarious experiences. Dominantly high self-efficacious students react both friend's success and failure positively as the result of strong optimism existence in themselves. While low self-efficacious students react both of friend's success and failure negatively as the existence high pesimism. Another sources of self-efficacy is verbal persuasion that deals with giving suggestion to the learners that they can successfully do the given task. This study reported that positive verbal persuasion can increase learners, self-efficacy while negative verbal persuasion does not always bring negative effect on self-efficacy. Emotional state is the last sources of self-efficacy. All participants are experienced on emotional states both positive and negative in various quantity. Negative emotional states do not always bring negative effect that can decrease learner's self-efficacy, while positive emotional states always bring positive effect that help learner to increase self-efficacy.

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APPENDICES

Appendix A

FORMULIR PERSETUJUAN PENELITIAN

Level and Sources of Self-Efficacy of Speaking Skills of English Department Students Faculty of Letters, Jember University, Academic Year 2012/2013**Gambaran Umum**

Dengan formulir persetujuan ini, Anda diundang untuk berpartisipasi dalam sebuah penelitian yang dilakukan oleh Yesi Puspita (090110101039). Tujuan dari penelitian ini adalah untuk mengetahui level self-efficacy (penilaian kemampuan diri) dalam melakukan aktifitas speaking baik di dalam maupun di luar kelas. Selain itu, penelitian ini ditujukan untuk mengeratui hubungan dari self-efficacy dengan speaking performance serta mencari tahu faktor-faktor yang mempengaruhi self-efikasi.

Dalam penelitian ini, partisipasi anda adalah terdiri dari : Pengisian kuesioner self-efficacy di minggu ke 6 perkuliahan dan melakukan interview dengan peneliti.

Resiko dan Ketidaknyamanan

Dalam penelitian ini ada beberapa resiko yang akan ditanggung patisipan. Diantaranya adalah: malu jika self efikasinya di lihat orang. Dalam proses pengisian kuisisioner ada data seperti nama, NIM, dan nomor telepon akan diminta, daengan demikian identitas akan terbuka. Akan tetapi hal itu hanya untuk mempermudah pengolahan data. Dalam laporan tesis penelitian ini NAMA partisipan akan DISAMARKAN, NIM dan nomor telepon tidak di cantumkan dalam laporan, sehingga identitas asli partisipan bersifat rahasia.

Keuntungan

Ada beberapa keuntungan yang dapat diambil oleh partisipan. Diantaranya adalah : partisipan dapat mengetahui seberapa besar nilai self-efikasi mereka terhadap kemampuan speakingnya dan hubngan tingkat efficacy dan speaking performancenya. Dengan demkian, partisipan akan lebih mengenal bagaimana karakter penilaian mereka yang kemudian dapat dijadikan background knowledge untuk memperbaiki proses belajar bahasa terutama kemampuan speaking.

Protection of confidentiality

Dalam proses pengisian kuisisioner, data seperti nama, NIM, dan nomor telepon akan diminta. Participan berkewajiban untuk mengisi data tersebut sebenar-benarnya. Informasi ini dibutuhkan untuk mempermudah peneliti untuk mengolah data. Untuk menjaga privasi partisipan, nama partisipan akan di samarkan, sedangkan NIP dan nomor hape tidak di cantumkan dalam laporan.

Informasi Lanjut

Jika anda mempunyai pertanyaan dan kebingungan tentang penelitian ini, hubungi Yesi Puspita (090110101039) di fakultas sastra, universitas jember. Anda bisa menghubungi peneliti di nomor 085746557886

Persetujuan

Saya telah membaca surat partisipasi ini dan telah diberi kesempatan untuk bertanya beberapa pertanyaan. Saya bersedia untuk berpartisipasi dalam penelitian ini.

Tanda tangan partisipan _____

Tanggal: _____

APPENDICES**Appendix B****CONSENT FORM****Level and Sources of Self-Efficacy of Speaking Skills of English Department Students Faculty of Letters, Jember University, Academic Year 2012/2013****Overview**

By this consent form, you are invited to participate in a study conducted by Yesi Puspita (090 110 101 039). The purpose of this study is to determine the level of self-efficacy (self-assessment of capabilities) in doing speaking activities both inside and outside the classroom. In addition, this study aimed to know the relationship between self-efficacy and speaking performance and to find out the factors that affect self-efficacy.

In this study, your participation consists of: completion of self-efficacy questionnaire at the sixth week in this semester and completion of interviews with researchers.

Risks and Discomfort

This research may rise some risks to the participants. One of them is the embracing moment if another person knows their self-efficacy. In the process of filling the questionnaire, the data such as name, student number, and phone number will be required, thus participants' identity will be known. However, that information is needed to make easy in the processing of data. In this research report, participants' name is written by fake name, student number and phone numbers are not set out in the report, so that the original identity of the participants are protected.

Profit

There are several advantages that can be taken by the participants. Among them are: the participants can find out how are their self-efficacies on their speaking ability and its relation to their speaking performance. Thus, participants will be familiar with how the character of their assessment that, then, can be used as background knowledge to improve their process of learning languages, especially the ability of speaking.

Protection of Confidentiality

In the process of filling the questionnaire, the data such as name, student number, and phone number will be required. Participants are obliged to fill in the data truthfully. This information is needed to make easy the researcher in data processing. To keep the privacy of participants' information, participants' name is written by fake name, student number and phone numbers are not set out in the report.

Further information

If you have any questions and confusion about this study, please contact Yesi Puspita (090110101039) in Faculty of Letters, Jember University. You can contact the researcher at number 085746557886

Approval

I have read this concern form and have been given the opportunity to ask some questions. I agree to participate in this study.

Participant's Signature _____

Date: _____

12	Saya dapat menggunakan jenis kata (<i>part of speech</i>) seperti kata kerja (<i>verb</i>), kata benda (<i>noun</i>), kata sifat (<i>adjective</i>) dan kata keterangan (<i>adverb</i>) dengan baik.	
13	Saya bisa mengekspresikan ide-ide melalui penggunaan jenis kalimat yang berbeda seperti <i>simple</i> (kalimat tunggal), <i>compound</i> (kalimat majemuk setara) dan <i>complex sentence</i> (kalimat majemuk bertingkat) dengan grammar yang benar sesuai kebutuhan.	
14	Saya bisa mengekspresikan ide-ide dengan kalimat pendukung yang cukup dan berhubungan ketika berbicara dalam bahasa Inggris.	
15	Saya dapat mendiskusikan isu-isu familiar terkini dengan menggunakan dialog yang tersusun dan berhubungan.	
16	Saya dapat membangun interaksi yang baik dalam percakapan seperti gerak tubuh dan mata yang bagus.	
17	Saya dapat mengekspresikan ide ketika berbicara dalam bahasa Inggris meskipun dalam keadaan stress dan waktu terbatas.	
18	Saya dapat menemukan cara untuk memotivasi diri ketika capek untuk menyelesaikan pembicaraan saya dalam bahasa Inggris.	
19	Saya bisa fokus kembali untuk membuat percakapan yang efektif ketika konsentrasi saya terganggu .	
20	Saya merasa leluasa berpindah topik ketika berbicara bahasa Inggris dari hal pribadi yang sederhana ke topik pribadi yang rumit.	

*** Isilah Kuisisioner ini secara INDIVIDU dan JUJUR.**

(Jika ada kalimat yang membingungkan, Anda bebas bertanya pada PENELITI)

	English.	
12	I can apply the correct use of part of speech such as <i>verb, noun, adjective, adverb</i> .	
13	I can express my ideas through kinds of sentence such as simple, compound, and complex sentence.	
14	I can express my idea supported with appropriate supporting sentence and coherence when I speak English.	
15	I can discuss some familiar new issues with structured and coherence dialog.	
16	I can create/build a good interaction such as eye contact and gesture when I speak English.	
17	I can express my idea with English however I am on stressed full situation and limit time	
18	I can find the way to motivate myself when I am tired and have bad mood in finishing my speech	
19	I can manage my focus to make effective communication when I am not in a good concentration.	
20	I feel free to change the topic of communication from the simple individual topic to complex individual topic such as privacy.	

* **Answer this questionnaire individually and by honest**
(If there is an ambiguous sentence, you are free to ask)

Appendix E

SELF-EFFICACY FACTOR QUESTIONNAIRE

(Open-ended Questionnaire Indonesian Version)

Name : Semester.:
NIM : No. HP :

Arahan: Anda akan diminta untuk menjawab pertanyaan mengenai kejadian dan kondisi yang sudah disediakan. Jawablah angket ini dengan deskripsi singkat mengenai pengalaman atau keadaan yang anda punya. Kuisisioner ini bersifat *open-ended* yang jawaban atas pertanyaan dapat berbeda dari partisipan satu dengan yang lain. Oleh karena itu jawablah sesuai keadaan Anda, pengalaman Anda dan apa yang Anda rasakan.

Catatan pengingat: Identitas Anda dijamin kerahasiaannya. Kalau memang diperlukan dalam pembahasan hasil survey nantinya, identitas Anda akan disamarkan menggunakan nama samara yang tidak akan merujuk pada identitas asli Anda.

1	a	Apakah Anda memiliki pengalaman buruk (gagal) ketika mempraktekkan kemampuan bahasa Inggris? (Centang salah satu jawaban) Jawab: <input type="radio"/> Sangat seikit <input type="radio"/> Sedikit <input type="radio"/> Banyak <input type="radio"/> Sangat banyak
	b	Berikan contoh pengalaman buruk yang Anda ingat! (maksimal 3) Jawab:
	c	Bagaimana Anda menanggapi pengalaman buruk tersebut? (Anda dapat memilih lebih dari satu jawaban) Jawab: <input type="radio"/> Saya <i>down</i> <input type="radio"/> Saya merasa paling bodoh <input type="radio"/> Saya takut mencoba lagi <input type="radio"/> Saya semangat untuk memperbaiki diri <input type="radio"/> Saya tetap percaya diri <input type="radio"/> Biasa saja <input type="radio"/> Jawaban lain: ...
2	a	Apakah anda punya pengalaman baik (sukses) ketika mempraktikkan kemampuan berbicara (<i>speaking</i>) bahasa Inggris? (Centang salah satu jawaban) Jawab: <input type="radio"/> Sangat seikit <input type="radio"/> Sedikit <input type="radio"/> Banyak <input type="radio"/> Sangat banyak
	b	Berikan contoh pengalaman baik yang Anda ingat! (maksimal 3) Jawab:
	c	Bagaimana Anda menanggapi pengalaman baik tersebut? (Anda dapat memilih lebih dari satu jawaban) Jawab: <input type="radio"/> Saya merasa puas dengan kinerja saya <input type="radio"/> Saya merasa kemampuan saya bertambah <input type="radio"/> Saya merasa biasa saja <input type="radio"/> Kesuksesan saya adalah hasil akhir, saya tidak perlu belajar lagi <input type="radio"/> Jawaban lain: ...

3	a	Ketika Anda mempraktekkan kemampuan berbicara (<i>speaking</i>) bahasa Inggris, manakah yang sering Anda ingat? Jawab: <input type="radio"/> Pengalaman buruk (gagal) <input type="radio"/> Pengalaman baik (sukses)
	b	Mengapa demikian? Jawab:
4		Bagaimana tanggapan Anda setelah melihat teman Anda sukses dalam mempraktikkan kemampuan berbicara (<i>speaking</i>) bahasa Inggris, baik di dalam maupun diluar kelas? (centang salah satu jawaban dan anda boleh menambahkan jawaban lain jika perlu) Jawab: <input type="radio"/> Merasa minder karena dia lebih pintar <input type="radio"/> Merasa semangat karena saya juga bisa seperti dia <input type="radio"/> Biasa saja karena dia memang pintar <input type="radio"/> Jawaban lain: ...
5		Bagaimana tanggapan Anda setelah melihat teman Anda gagal dalam mempraktikkan kemampuan berbicara (<i>speaking</i>) bahasa Inggris, baik di dalam maupun diluar kelas? (centang salah satu jawaban dan anda boleh menambahkan jawaban lain jika perlu) Jawab: <input type="radio"/> Takut gagal seperti yang dialami teman saya <input type="radio"/> Merasa semangat dan tertantang karena saya bisa melakukan <i>speaking</i> lebih baik <input type="radio"/> Biasa saja karena dia memang tidak mampu <input type="radio"/> Jawaban lain: ...
6	a	Pengalaman teman seperti apakah yang selalu teringat di ingatan Anda ketika berbicara bahasa Inggris? (centang salah satu jawaban) Jawab: <input type="radio"/> Berhasil <input type="radio"/> Gagal
	b	Mengapa demikian? Jawab:
7	a	Apakah Anda sering menerima <i>support</i> (dukungan) dari orang lain? (centang salah satu jawaban) Jawab: <input type="radio"/> Tidak pernah <input type="radio"/> Jarang <input type="radio"/> Kadang <input type="radio"/> Sering <input type="radio"/> Selalu
	b	Siapakah orang itu? Dan berikan contoh dukungannya! Jawab:
	c	Bagaimana Anda menanggapi dukungan tersebut? Jawab:
8	a	Apakah Anda sering menerima kritik terkait kemampuan bahasa Inggris Anda? (centang salah satu jawaban) Jawab: <input type="radio"/> Tidak pernah <input type="radio"/> Jarang <input type="radio"/> Kadang <input type="radio"/> Sering <input type="radio"/> Selalu
	b	Siapa yang mengkritik? Dan berikan contoh kritiknya! Jawab:
	c	Bagaimana Anda menanggapi kritikan tersebut? Jawab:
9	a	Apakah Anda pernah dihina orang terkait kemampuan berbicara bahasa Inggris Anda? (centang salah satu jawaban) Jawab: <input type="radio"/> Tidak pernah <input type="radio"/> Jarang <input type="radio"/> Kadang <input type="radio"/> Sering <input type="radio"/> Selalu

	b	Siapa yang menghina? Dan berikan contoh hinaannya! Jawab:
	c	Bagaimana Anda menanggapi hinaan tersebut? Jawab:
10	a	Apakah Anda pernah merasa gugup ketika berbicara bahasa Inggris? (centang salah satu jawaban) Jawab: <input type="radio"/> Tidak pernah <input type="radio"/> Jarang <input type="radio"/> Kadang <input type="radio"/> Sering <input type="radio"/> Selalu
	b	Dimanakah kegugupan itu lebih sering muncul, di dalam kelas atau di luar kelas? (centang salah satu jawaban) Jawab: <input type="radio"/> Di dalam kelas <input type="radio"/> Di luar kelas
	c	Apa saja yang membuat anda gugup? Jawab:
11	a	Apakah Anda sering merasa takut ketika berbicara bahasa Inggris? (centang salah satu jawaban) Jawab: <input type="radio"/> Tidak pernah <input type="radio"/> Jarang <input type="radio"/> Kadang <input type="radio"/> Sering <input type="radio"/> Selalu
	b	Dimanakah ketakutan itu lebih sering muncul, di dalam kelas atau di luar kelas? (centang salah satu jawaban) Jawab: <input type="radio"/> Di dalam kelas <input type="radio"/> Di luar kelas
	c	Ketakutan seperti apa yang sering anda pikirkan? Jawab:
12	a	Apakah anda sering optimis ketika berbicara bahasa Inggris? (centang salah satu jawaban) Jawab: <input type="radio"/> Tidak pernah <input type="radio"/> Jarang <input type="radio"/> Kadang <input type="radio"/> Sering <input type="radio"/> Selalu
	b	Mengapa demikian? Jawab:
13	a	Apakah anda pernah merasa santai ketika berbicara bahasa Inggris? (centang salah satu jawaban) Jawab: <input type="radio"/> Tidak pernah <input type="radio"/> Jarang <input type="radio"/> Kadang <input type="radio"/> Sering <input type="radio"/> Selalu
	b	Mengapa demikian? Jawab:
14		Urutkanlah (dari yang paling sering) emosi apa saja yang sering muncul ketika Anda berbicara bahasa Inggris, baik di dalam maupun di luar kelas! Contoh: gugup, takut, optimis, dll Inggrisplease arrange your feeling when you speak English Jawab:
15	a	Dimana kegagalan/keberhasilan <i>speaking</i> Anda yang paling Anda ingat? Jawaban: <input type="radio"/> Di dalam kelas <input type="radio"/> Di luar kelas
	b	Mengapa demikian? Jawab:
16	a	Apakah menurut Anda penguasaan bahasa Inggris itu penting bagi diri Anda sendiri? (centang salah satu jawaban) Jawab: <input type="radio"/> Di dalam kelas <input type="radio"/> Di luar kelas
	b	Mengapa demikian? Jawab:

17	a	Apakah dengan memikirkan betapa pentingnya bahasa Inggris itu bagi diri Anda perasaan takut ketika berbicara bahasa Inggris masih tidak terbandung? (centang salah satu jawaban) Jawab: <input type="radio"/> Di dalam kelas <input type="radio"/> Di luar kelas
	b	Mengapa demikian? Jawab:



Appendix F

SELF-EFFICACY FACTOR QUESTIONNAIRE

(Open-ended Questionnaire English Version)

Name : Semester.:
NIM : Phone :

Directions: You are asked to answer these following questions that deal with event and condition available. Please, answer this questionnaire by short description about your condition and your experience. This questionnaire is an *open-ended* that the answer of each question is different for each participant. Thus, please answer the questions based on your own experiences, conditions and feeling.

Note: Your secret of identity is guaranteed. If it is needed in the discussion of the survey result your identity will be disguised by pseudonym

1	a	Do you have any bad experience (failure) when you speak English? <i>(Check one of the answers)</i> Answer: <input type="radio"/> Very little <input type="radio"/> A little <input type="radio"/> Much <input type="radio"/> Very much
	b	Please, give some failures in speaking that you have. <i>(max. 3)</i> Answer:
	c	How do you respond that failure? <i>(you are allowed to choose more than one answer)</i> Answer: <input type="radio"/> I am down <input type="radio"/> I feel stupid <input type="radio"/> I am afraid to try again <input type="radio"/> I feel enthusiasm to improve myself <input type="radio"/> I still feel confidence <input type="radio"/> Nothing happen <input type="radio"/> Another answer: ...
2	a	Do you have any good experience (success) when you speak English? <i>(Check one of the answers)</i>
	b	Please, give some successes in speaking that you have. <i>(max. 3)</i> Answer:
	c	How do you respond that success? <i>(you are allowed to choose more than one answer)</i> Answer: <input type="radio"/> I am satisfied by my job <input type="radio"/> I feel my ability is improved <input type="radio"/> I feel nothing <input type="radio"/> My success is the final result, I didn't need to study more <input type="radio"/> Another answer: ...
3	a	Which experience, success or failure, that takes your mind a lot? <i>(Check one of the answers)</i> Answer: <input type="radio"/> Failure <input type="radio"/> Success

	b	Why? Answer:
4		How do you respond your friend's success in speaking English? <i>(you are allowed to choose more than one answer)</i> Answer: <input type="radio"/> I feel inferior because they are smarter <input type="radio"/> Feel enthusiasm because I can do just like them <input type="radio"/> Nothing, they are smart <input type="radio"/> Another answer: ...
5		How do you respond your friend's failure in speaking English? <i>(you are allowed to choose more than one answer)</i> Answer: <input type="radio"/> Afraid of having failure like what my friend got <input type="radio"/> Feel enthusiasm and want to deviate because I can do better than them. <input type="radio"/> Nothing, they are incapable <input type="radio"/> Another answer: ...
6	a	Which friend's experience, success or failure, that takes your mind a lot? <i>(Check one of the answers)</i> Answer: <input type="radio"/> success <input type="radio"/> failure
	b	Why? Answer:
7	a	Have you ever got some supports from your relations? <i>(Check one of the answers)</i> Answer: <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Seldom <input type="radio"/> Often <input type="radio"/> Always
	b	Who are they and what are their support? Answer:
	c	How do you respond those supports? Answer:
8	a	Have you ever got some criticisms from people around you? <i>(Check one of the answers)</i> Answer: <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Seldom <input type="radio"/> Often <input type="radio"/> Always
	b	Who are they and what are their criticism? Answer:
	c	How do you respond those criticism? Answer:
9	a	Have you ever got some mockeries from people around you? <i>(Check one of the answers)</i> Answer: <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Seldom <input type="radio"/> Often <input type="radio"/> Always
	b	who are they and what does their mockeries? Answer:
	c	How do you respond those mockery? Answer:
10	a	Have you ever felt nervous when you speak English? <i>(Check one of the answers)</i> Answer: <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Seldom <input type="radio"/> Often <input type="radio"/> Always

	b	Where does it mostly happen? Answer:
	c	What makes your nervousness? Answer:
11	a	Have you ever felt affraid when you speak English? <i>(Check one of the answers)</i> Answer: <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Seldom <input type="radio"/> Often <input type="radio"/> Always
	b	Where does it mostly happen? Answer:
	c	What makes your fear? Answer:
12	a	Do yo have any optiimism in speaking English? <i>(Check one of the answers)</i> Answer: <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Seldom <input type="radio"/> Often <input type="radio"/> Always
	b	Why? Answer:
13	a	Have you ever felt relax when speak English? <i>(Check one of the answers)</i> Answer: <input type="radio"/> Never <input type="radio"/> Rarely <input type="radio"/> Seldom <input type="radio"/> Often <input type="radio"/> Always
	b	Why? Answer:
14		Please arrange your feeling when you speak English Answer:
15	a	Where does your remenbered experience (success/failure) mostly take place? <i>(Check one of the answers)</i> Anwer: <input type="radio"/> Inside the classroom <input type="radio"/> Outside the classroom
	b	Why? Answer:
16	a	Do you think that English mastery is important to yourself? <i>(Check one of the answers)</i> Answer: <input type="radio"/> Yes <input type="radio"/> No
	B	Why? Answer:
17	a	Do you think by remembering the importance of English for your self makes your fear to speak English still become higher? <i>(Check one of the answers)</i> Answer: <input type="radio"/> Yes <input type="radio"/> No
	b	Why? Answer:

Appendix G

STUDENTS' SPEAKING SELF-EFFICACY SCORE

STUDENT	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	SE Score
STUDENT 1	3	3	4	2	2	2	3	4	2	3	2	3	3	36
STUDENT 2	2	3	3	2	3	2	3	2	2	3	3	3	2	33
STUDENT 3	3	4	4	3	3	3	3	4	3	2	3	3	3	41
STUDENT 4	3	3	3	3	3	2	3	2	3	3	3	3	2	36
STUDENT 5	3	3	3	3	2	2	2	2	3	2	3	3	2	33
STUDENT 6	3	3	3	2	2	2	3	4	2	3	2	2	2	33
STUDENT 7	3	2	3	3	2	4	3	3	3	2	3	3	2	36
STUDENT 8	3	3	3	2	2	3	2	4	3	3	3	4	2	37
STUDENT 9	3	3	4	3	2	2	3	2	2	2	2	2	2	32
STUDENT 10	2	2	3	1	2	1	2	2	3	3	2	2	2	27
STUDENT 11	3	3	4	4	3	3	2	4	3	3	3	3	3	41
STUDENT 12	2	3	3	2	2	2	2	2	2	2	3	3	2	30
STUDENT 13	3	3	3	2	2	3	3	2	3	3	2	3	2	34
STUDENT 14	2	3	4	2	2	3	2	4	3	2	4	4	3	38
STUDENT 15	2	3	3	3	2	1	2	4	1	3	3	3	2	32
STUDENT 16	3	3	2	2	2	2	2	2	2	2	2	2	2	28
STUDENT 17	3	2	3	2	2	2	3	2	2	2	3	3	2	31
STUDENT 18	2	2	3	3	2	3	4	4	3	2	3	4	3	38
STUDENT 19	2	2	3	2	2	2	3	3	3	3	3	3	2	33
STUDENT 20	2	3	3	2	3	3	2	3	2	3	2	3	3	34
STUDENT 21	2	3	3	2	1	1	2	2	3	3	3	2	2	29
STUDENT 22	3	3	3	2	3	2	2	3	3	3	3	3	2	35
STUDENT 23	3	3	2	4	2	2	2	3	3	2	2	2	2	32
STUDENT 24	2	3	4	3	2	2	3	2	2	3	2	3	1	32
STUDENT 25	2	2	3	2	3	2	3	2	2	2	3	2	2	30
STUDENT 26	2	3	3	2	2	2	3	4	2	2	3	3	2	33
STUDENT 27	3	3	3	3	3	2	2	3	2	3	3	3	3	36
STUDENT 28	2	2	2	3	2	2	2	3	2	3	2	2	2	29
STUDENT 29	3	3	3	2	2	2	3	2	3	3	3	2	3	34
STUDENT 30	3	4	2	2	2	3	3	2	3	3	2	3	2	34
STUDENT 31	3	3	3	2	2	2	2	2	2	3	2	3	2	31
STUDENT 32	3	4	3	3	3	3	3	3	3	3	2	2	2	37
STUDENT 33	4	3	3	3	2	3	2	3	2	3	2	3	2	35
STUDENT 34	3	3	3	2	2	2	3	3	2	3	2	3	2	33
STUDENT 35	2	3	2	2	1	2	3	3	2	3	2	3	3	31
STUDENT 36	3	2	4	4	3	2	2	2	3	2	4	4	2	37
STUDENT 37	3	4	2	3	2	2	3	3	3	2	1	2	1	31
STUDENT 38	2	2	3	2	2	2	2	3	2	2	2	2	2	28
STUDENT 39	2	2	2	2	2	2	2	2	2	2	2	2	2	26
STUDENT 40	2	3	2	4	2	2	2	3	2	2	3	3	2	32

STUDENT 41	2	2	3	2	2	2	2	2	2	2	2	2	2	27
STUDENT 42	1	2	2	2	1	2	2	3	2	2	2	2	2	25
STUDENT 43	3	3	4	3	3	3	4	4	3	3	4	3	3	43
STUDENT 44	2	3	3	3	1	3	2	3	1	3	4	4	3	35
STUDENT 45	3	2	3	1	1	1	2	2	2	2	2	1	1	23
STUDENT 46	3	3	3	2	2	3	4	3	3	3	4	3	2	38
STUDENT 47	2	3	3	2	2	2	2	2	2	2	2	3	2	29
STUDENT 48	4	3	4	3	2	2	3	3	3	3	3	4	3	40
STUDENT 49	3	3	2	2	2	2	2	2	2	2	2	3	2	29
STUDENT 50	2	2	3	2	2	2	3	2	2	2	3	2	2	29
STUDENT 51	1	2	2	1	2	3	3	1	2	3	2	3	2	27
STUDENT 52	3	4	3	2	3	3	1	4	3	3	3	3	2	37
STUDENT 53	3	3	3	3	3	3	3	4	3	3	3	4	3	41
STUDENT 54	3	4	4	4	2	2	2	4	3	3	4	4	3	42
STUDENT 55	2	2	3	2	3	2	2	3	3	3	3	3	2	33
STUDENT 56	3	3	3	2	2	2	3	3	2	2	2	2	2	31
STUDENT 57	3	4	4	3	2	2	3	3	3	3	3	3	2	38
STUDENT 58	2	3	3	2	1	2	2	4	3	2	2	3	2	31
STUDENT 59	2	3	3	3	2	3	2	4	3	3	3	4	3	38
STUDENT 60	2	3	4	2	3	2	2	4	2	3	3	3	3	36
STUDENT 61	3	3	3	3	2	3	3	3	4	3	3	3	2	38
STUDENT 62	3	4	3	4	3	3	3	3	3	3	4	2	2	40
STUDENT 63	3	2	3	2	3	2	3	1	3	3	1	2	2	30
STUDENT 64	3	2	3	2	2	2	2	2	2	3	2	3	2	30
STUDENT 65	2	3	4	3	2	2	4	2	2	4	3	3	2	36
STUDENT 66	2	3	4	3	2	1	2	2	3	1	2	3	2	30
STUDENT 68	2	2	3	3	2	3	2	3	3	2	3	3	2	33
STUDENT 69	2	2	2	2	2	2	2	1	2	2	1	2	2	24
STUDENT 70	2	3	3	2	2	3	3	2	2	2	3	2	2	31
STUDENT 71	3	3	2	3	2	2	3	2	2	3	2	2	1	30
STUDENT 72	3	3	2	3	2	2	2	2	2	2	2	2	1	28
STUDENT 73	2	2	2	2	1	2	2	2	1	2	2	2	1	23
STUDENT 74	3	4	3	2	4	2	3	3	2	3	3	4	3	39
STUDENT 75	3	3	4	3	2	4	4	4	3	3	4	4	4	45
STUDENT 76	2	4	4	3	3	3	3	2	3	3	3	2	2	37
STUDENT 77	2	4	4	3	2	2	3	3	2	3	3	3	2	36
STUDENT 78	3	3	3	2	2	2	2	3	2	2	3	3	2	32
STUDENT 79	2	3	3	3	3	3	2	4	3	3	4	4	4	41
STUDENT 80	2	4	4	4	3	2	2	2	3	3	3	3	2	37
STUDENT 81	2	2	2	3	4	1	3	2	2	3	2	3	2	31
STUDENT 82	3	3	3	3	3	2	2	2	3	3	4	3	2	36
STUDENT 83	3	3	2	2	2	3	2	3	2	3	3	2	2	32
STUDENT 84	2	2	2	3	2	2	3	2	2	2	2	2	2	28
STUDENT 85	3	2	2	2	3	2	3	3	2	2	4	3	1	32
STUDENT 86	4	4	4	3	3	4	4	3	3	4	3	4	3	46

STUDENT 87	1	3	2	2	2	2	2	1	1	3	2	2	2	25
STUDENT 88	2	3	2	2	2	2	3	4	3	4	4	4	3	38
STUDENT 89	2	3	3	2	3	3	3	3	3	3	2	3	2	35
STUDENT 90	2	3	2	2	2	2	3	3	2	2	3	2	2	30
STUDENT 91	1	2	2	2	2	2	2	2	2	2	2	2	2	25
STUDENT 93	2	2	2	1	2	2	2	3	2	3	2	2	2	27
STUDENT 94	2	3	3	2	2	2	2	2	2	2	2	2	2	28



Appendix H

Students' Speaking Performance Score

Student	Score
Student 1	90
Student 2	80
Student 3	85
Student 4	85
Student 5	80
Student 6	80
Student 7	80
Student 8	80
Student 9	70
Student 10	80
Student 11	85
Student 12	80
Student 13	80
Student 14	75
Student 15	85
Student 16	70
Student 17	70
Student 18	75
Student 19	80
Student 20	80
Student 21	85
Student 22	70
Student 23	85
Student 24	75
Student 25	70

Student	Score
Student 26	75
Student 27	80
Student 28	75
Student 29	70
Student 30	75
Student 31	70
Student 32	80
Student 33	85
Student 34	80
Student 35	65
Student 36	85
Student 37	80
Student 38	70
Student 39	70
Student 40	80
Student 41	70
Student 42	70
Student 43	75
Student 44	75
Student 45	80
Student 46	80
Student 47	85
Student 48	85
Student 49	70
Student 50	70

Student	Score
Student 51	70
Student 52	80
Student 53	75
Student 54	78
Student 55	85
Student 56	75
Student 57	85
Student 58	75
Student 59	70
Student 60	80
Student 61	80
Student 62	80
Student 63	85
Student 64	75
Student 65	86
Student 66	85
Student 67	xxx
Student 68	80
Student 69	70
Student 70	75
Student 71	75
Student 72	75
Student 73	80
Student 74	75
Student 75	87

Student	Score
Student 76	82
Student 77	80
Student 78	78
Student 79	87
Student 80	85
Student 81	67
Student 82	78
Student 83	85
Student 84	80
Student 85	78
Student 86	85
Student 87	65
Student 88	83
Student 89	82
Student 90	85
Student 91	65
Student 92	Xxx
Student 93	85
Student 94	67



Appendix I

ASSESSMENT CRITERIA FOR LINGUISTIC ASPECTS OF SPEAKING 04

BANDS	TASK ACHIVEMENT	ACCURACY OF LANGUAGE	INTERACTIVE COMMUNICATION
80 - 100 (A)	Deals with tasks fully and effectively.	<ul style="list-style-type: none"> • Some errors, but basic structures generally sound • More than adequate range of vocabulary • Pronunciation can be understood without difficulty 	<ul style="list-style-type: none"> • Able to maintain flow of speech, despite occasional hesitations. • Contributions are appropriate and effective • Takes in developing/repairing
70 - 79.9 (B)	Deals with tasks adequately.	<ul style="list-style-type: none"> • Several basic errors, but usually not obscuring meaning • Vocabulary adequate, but nothing more • Pronunciation is generally intelligible, with only occasional strain on listener 	<ul style="list-style-type: none"> • Some obvious searching for words, but not straining listener's patience • More contributions are appropriate and adequate • Able to develop interaction, but only to a limited extent
50 - 69.9 (C)	Limited, ineffective handling of tasks.	<ul style="list-style-type: none"> • Frequent basic errors, sometimes making meaning unclear • Obvious limitation in vocabulary • Mispronunciations and/or heavy accent lead to occasional difficulties in comprehension 	<ul style="list-style-type: none"> • Slow speech and frequent hesitation require patience of listener • Contributions sometimes noticeably inappropriate or inadequate
1 - 49.9 (D)	Very inadequate attempt at tasks.	<ul style="list-style-type: none"> • Serious distortion of basic structure • Lack of even basic vocabulary • Poor pronunciation make speech generally difficult to follow 	<ul style="list-style-type: none"> • Disconnected