SELF-EFFICACY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF UKI TORAJA IN SPEAKING

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ABSTRACT
The objective of this research is to find out the level of self-efficacy in speaking by the fourth semester students of the English Department at UKI Toraja. This research applied quantitative and qualitative methods. The subjects of this research were the students of the English Department of UKI Toraja. The data was collected by applying distribution questionnaires and voice recording. The obtained data qualitative data was analyzed in four major phases; data collection, data reduction, data display and conclusion. The result of the research showed that the fourth semester students of the English Department have high and moderate self-Efficacy. Based on the data From the questionnaire students have high self-efficacy and the data from the interview students have high and moderate self-efficacy.

Keywords: Self-Efficacy, Speaking, Students.

INTRODUCTION

Speaking is one of the language skills that have to be learned by students. By speaking, students can share ideas, interact with each other and communicate in English. Therefore, to enable the students to communicate in English fluently, they should also acquire language components such as grammar, vocabulary, and pronunciation. Speaking is also considered as one of the most effective and efficient forms of communication compared with other forms of communication since it is less formal and also simple in structure (Suganti, 2015:1). Through speaking, the students can express their ideas and thoughts. People also assume that one can communicate if he can speak in that language well. There are some factors that may influence students to speak English namely anxiety, lack of interest, incomprehensible input, shyness, lack of confidence, and low self-belief on their speaking capability (Hamouda, 2012:32)

Students' beliefs on their capability either positively or negatively influence their willingness to speak. It is believed that self-efficacy can determine how people feel, think, and behave, as well as the choices they make in specific situations. Self-efficacy can be seen as the confidence that people have in their ability to do the things that they try to do, accomplish the goal and perform tasks competently. Self-efficacy refers to individuals' belief in their capabilities to manage something in order to accomplish some task. So, the beliefs which

students hold about their ability in speaking English can either encourage or make them doubt whether to speak English in front of others in the classroom.

Therefore, students tend to have different drives to speak English. There are encouragements and barriers that make them want to express their ideas in English. Particularly in Indonesia where English is learned as a foreign language, students do not commonly communicate with English in the class. Some students may feel hesitant to speak English in front of others. There are many students who are really nervous, lack self- confidence, fear in tough situations, and do not believe in their capability. On the other hand, some others have their own encouragement, so they are willing to speak English.

Based on pre observational research at the English department at UKI Toraja of the fourth semester students, the writer found that there are some students who have interest in English class, particularly speaking, but there are not many students who want to try to speak in English, unless being forced by the teacher. Based on pre observation the researchers, it is found that there are many students who really nerves, lack self- confidence, fear in through situation, not believe to their capability, lack of vocabulary and never practice.

When the researcher asked some students why they do not want to speak English in the classroom, most of their answers are because they feel shy, they do not have the confidence to speak, and there are even some students who said that they cannot speak even before they tried. Therefore, it is clear that the students' level of self-efficacy seems to give lots of effect on their speaking. These are the reasons why the researcher wants to know the level of the students' self-efficacy in their speaking.

There are previous studies about self-efficacy related to learning English, (Hashemnejad, Zoghi, and Amini, 2014), and related to performance (Anyadubalu, 2010). However, speaking as a very important aspect of the English language seems to have little attention from researchers. Based on the description above, the writer is interested in investigating the level of students' self-efficacy in speaking under the title: "Self- Efficacy of the fourth semester students of English Department of UKI Toraja in Speaking".

METHOD

The research, the writer applied quasi experimental design. The design involved two groups namely experimental group and control group. The experimental group used treatment of short stories and the control group used treatment without using short stories. The design can be shown as follows. The subject was selected by using cluster random sampling technique and two classes were selected. From the six classes, the researcher selected two classes randomly to represent the experimental group and control group. So, Class IX A was the experimental group and Class IXB was the control group. In collecting the data, the researcher applied a vocabulary test. It was an instrument based on the variable investigated. The vocabulary test was multiple choice.

FINDING DAN DISCUSSION
Findings

To sum up, the level of students' self-efficacy in speaking by the fourth semester students of English Department UKI Toraja was high and moderate because in the result of the interview the researcher found that the students believe in their capability and their ability to achieve their targets and goals. From the questionnaire the students' level of self-efficacy in speaking was high. Otherwise the data from the interview showed that the students have a high and moderate level of self-efficacy in speaking.

Baron & Byrne (2000) suggested that self-efficacy is an individual's judgment of his or her own ability or competence to perform a task, achieve a goal and produce something. Besides that, Feist & Feist (2002) also stated that self-efficacy is the belief of individuals that they have the ability to hold control over their own work in a particular situation. (In Astrid, 2009:1)

Based on the data finding above, the mean score of all of the students on the data found that the students have high self-efficacy. The students believe in themselves to achieve their task or target. Students who have high targets and never give up are those who have high self-efficacy, otherwise students who give up easily are those who have low self-efficacy. From the interview I found that students have a high and moderate level of self-efficacy in speaking. There are some factors that influence some students really difficult to achieve goal and target, task or preparing something or have a self-efficacy:

1. Afraid of making mistake
2. Nervous, feel down, pessimist, easy to give up
3. Lack of vocabulary
4. Lack of pronunciation
5. Less supportive of environment
6. Less family support
7. Less of preparing
8. Lack of mentality
9. Lazy

Based on the result above, from the data questionnaire the mean score found that the students have high self-efficacy and the data interview found that lot of students feel afraid, afraid of make mistake, less of preparing, lack of vocabulary, less of mental, lack of pronunciation, less supportive of environment, Nervous, feel down, pessimist, easy to give up when they find challenges but there are some students who have high fight to get their goals or target in speaking. It can be concluded that from the questionnaire students have high self-efficacy and from the interview students have high and moderate self-

Discussion

The description of the data collected through REDW strategy conducted after the writer sharing and discussing opinions with English teacher at SMPN 2 Campalgian received this strategy is a new strategy in teaching and learning reading comprehension and it also was good strategy to as a reference to conduct in other class to achieve the students reading comprehension.

The first part, the writer discussed the result of the students' reading

comprehension. The data that have been analyzed above can show that there was a significant difference between pre-test and post-test. It was based on the fact that the average scores of students in the pre-test and post-test were different post-test was greater than pre-test. The pre-test acquired a mean score of 50,8 but the post test increased to 64,14. Then t value was 24.321 While T-table was only 2. 048 and the hypothesis was proved. The treatment that was given was successful. It can be concluded that by using REDW strategy to the third grade at SMPN 2 Campalagian has an effect on the student's reading comprehension. Based on the data in table 1, after applying REDW Strategy there was 1 student categorized as good, 8 students were categorized as fairly good, 10 students categorized as fair.3 students categorized as poor and 7 students categorized as very poor.

CONCLUSIONS

Based on the finding that had been discussed, the writer concluded as the using of REDW strategy has positive effect to the students' reading comprehension by comparing the result of t-test (24,321) and t-table (2.048) it significant effect the third grade stutudents' at SMPN 2 Campalagian.

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