

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

. Students Self- Efficacy in Speaking Class As it has been stated in the previous chapter that the purpose of the study is to describe How is Students Self-Efficacy in Speaking Class at Darul Hijrah Islamic Boarding School and What Category of Self-Efficacy does Darul Hijrah Islamic Boarding School students have with participants 22 students X grader. Therefore the researcher observed the students X grader in Darul Hijrah Islamic Boarding School For Boys Banjarbaru. The techniques used are observation, interview and questionnaire. In this study, the researcher observed the Students Self- Efficacy of X grade. The observation was conducted on November 2019. In the observation, the researcher observed the classes during five/ meetings of 60 minutes, the researcher just sat on the back seat of the class and watched.

#### **Meeting I :**

The first meeting the teacher entered the class and started learning by asking students to open their dictionaries and textbooks. Then the teacher conveyed what he would teach today. The teacher said that today there would be a practice of speaking English. Then the teacher explained a little about the direction of the conversation and the topic of the conversation. After that the teacher then read the contents of the

conversation first after it was followed by the students. After doing this for 2 times, then the teacher asked some students about some of the foreign students' vocabulary. There are those who know the meaning of the vocabulary and some who did not know the meaning of the vocabulary asked by their teacher. Then the teacher explained the meaning of the vocabulary with example sentences, after knowing the meaning of the vocabulary the students finally began to understand the contents of the conversation. After students understand and understand the contents of the conversation, then the teacher appoints 2 students to practice the contents of the conversation in front of the class. It was clear in my eyes as a researcher that some students were very enthusiastic in following the course of this speaking lesson, because they watched their friends come to the front of the class to have conversations that had been instructed by their teacher. As researcher see it, there were some of them who has begun to master the contents of the conversation and demonstrate their bodies according to what they were talking about. Students were so confident to practice in front of the class and so appreciate the contents of the conversation. But there were some students who researcher saw are still shy and afraid to do a conversation in front of the class, but researcher saw this is pretty good for what they show to the teacher and his friends. After this went on as many as 10 people came forward then the teacher gave training to the students in pairs by making a short conversation, then collected the teacher's shirt which would later be practiced at the next

meeting. From this first meeting the researcher saw that the students were so comfortable understanding and understanding the flow of today's conversation, what some of the students showed today was pretty good especially about the confidence to perform in front of the class, although there were some who were still hesitant and ashamed but the class day has shown that they are able to follow the course of the lesson well. As for the first meeting, academic self-efficacy greatly influences the course of learning because in this first meeting students listen more and understand about the lessons they would learn. In this first speaking lesson, academic self-efficacy is more dominant because the flow in this meeting is more understanding, but on the other hand there was a direct practice which then correlates between speaking and academic self-efficacy. At this meeting students were able to speak due to and are influenced by academic self-efficacy that made them understand the lesson and believe that what they understand can produce good speaking.

### **Meeting II :**

This second meeting the researcher made another observation that the researcher had done in the first meeting. In this second meeting the teacher continues the lesson at the first meeting yesterday. Here the teacher then shares conversations that were previously completed by students, only those conversations are randomly shared. Here the teacher wants to find out how big the potential of students was in terms of conversing with different topics. After all students got the conversations

that the teacher has shared, the teacher then randomly points out pairs and asks the student to come to the front of the class and practice the conversation. In this session the researcher saw the students were so happy because the conversations were purely theirs, only the topic of the conversation was carried out randomly. Then what researcher saw students began to be so confident from the previous meeting. Self-Efficacy that is in the body of the students begin to show who they really are. There are some good ones to bring these conversations and some are mediocre because there was still a sense of doubt and shame about his ability. From this second meeting the self-efficacy that is in the 10th grade students of the son's emigration looks very good because they are starting to be brave and confident with the lessons they are taking today. They started conversing well because of the practice they had followed. As for the second meeting, roommate self-efficacy and social self-efficacy are more visible than academic self-efficacy because in this second meeting teachers bring lessons more towards communication with each other but there were some students who are able to fine-tuning because the relationship with the interlocutors has already quite close before this practice was carried out and this included roommate self-efficacy because what he got from speaking practice was influenced by those closest to him, but there were also some students who were well-tuned but because of his personality he was indeed a person who was always loyal about communicating and always scolds greet well or close to normal but he still communicates well

then this student is included in social self-efficacy because of his social spirit he succeeded in speaking.

### **Meeting III :**

In this third meeting learning is different as before, where previously the teacher only ordered in pairs and advanced to the front of the class then began to converse. But in this third meeting the teacher makes a new strategy to develop the students' conversation skills by having several groups, one group consisting of 4-5 people. In this third meeting the teacher then shared a number of different topics with each group. After all the topics have been given, then the students start discussing with their classmates to make a conversation with a topic that has been determined by the teacher. Here a researcher saw that the ability and Self-Efficacy were very visible because they were given a challenge that they must achieve. Here their abilities were seen which are really serious and which ones are just hoping for a friend's work, but here the students almost all contribute fully to the assignments given by their teacher, because they realized that the task of this conversation would be easier if he contributes towards making this conversation assignment and it would be difficult if he only relied on one group of his friends. Because this conversation assignment will later be practiced in front of the class. After a few minutes passed, then the teacher finally asked the students about the assignment he had given whether it was completed or not, then the students answered that it was finished. After that, the teacher randomly

designates which group will advance first. Then the practice of conversing took place and the students progressing in groups brought the conversations they had just made here that were more different from the previous meeting. In the previous meeting they practiced by bringing a handbook, but in this meeting they went forward without using the text they made but they advanced and talked directly with the conversation they had composed. Here the researcher see two views of students talking. First there are some students who memorize the conversations they make and some are spontaneous according to the topics they bring. Here it is clear that Self-Efficacy or Self-Ability that exists in students is very good. They do their best for their groups to achieve the target values set by the teacher. They realize that they were not just looking for value, but they realized that Self-Efficacy or ability towards themselves is very important for this conversation practice to get the best achievement. As for the third meeting, the researcher saw that each speaking group has different Self-Efficacy. There was one student who was very influential in the group because of his intelligence and this includes students who have academic Self-Efficacy in their own right and there is also one whose intelligence is ordinary but he was influential in his group because of his good social and communication to anyone making it easier for him to arrange his group to do speaking tasks and this includes the belief in social Self-Efficacy. But there was also a group that is so enthusiastic when working on speaking assignments together with a group-mate and made the group successfully

carry the speaking task forward well, and in this group it was very apparent that roommate Self-Efficacy was more influential in this group, why? Because in this group all students were already familiar with each other and know each other so that makes it easy for them to do this speaking task well.

#### **Meeting IV :**

In the fourth meeting, the teacher used a new strategy that was different from the previous meeting which always provides the practice of conversing. At this meeting the teacher gave motivation or reinforcement to their students especially about conversational lessons so that later students become proficient in conversing. Motivation to learn was very important to develop the conversation skills of students to shape their mentality to become students who are proficient and professional in the future. Here a researcher saw that the motivation conveyed by the teacher to his students was the form or desired of his teacher to make his students become proficient in conversing and easily achieve a wish expected by his teacher to his students. The students pay close attention to the motivation conveyed by the teacher. Students believe that with some of the motivation conveyed by his teacher makes him confident and can become an expert in conversations and make his beliefs so strong to achieve something they want to achieve. After delivering the motivation, the researcher saw students become confident and optimistic about the lessons they would face in the future. With strong student confidence, it would be easier for

them to achieve something they want to achieve. After completing this motivation to learn, the researcher see students' Self-Efficacy getting better, and ready to follow any subject. After the teacher has finished conveying some motivations related to conversation then the teacher explains the lesson to be learned in the next meeting session. And hope that students prepare in advance before the learning day arrives, so that further learning can run better. As for the fourth meeting, the researcher observed that academic Self-Efficacy was very important in the speaking lessons at this meeting, because in this fourth meeting students understood and listened more. So students who have academic Self-Efficacy are more dominant than roommates and social Self-Efficacy, it's just that the way they achieve something is different so that the speaking lessons are good and good.

#### **Meeting V :**

The fifth meeting was the last observation for me to collect the data that the researcher wanted to find and wanted to discuss in my final project. In this fifth meeting the teacher prefers to see and witness students in the classroom. Here students are required to be more active in managing learning to be learned. They began to interact with each other using English because the lesson at this fifth meeting was about the English area, therefore students were also required to do everything related to learning to use English conversation. In this fifth meeting I see that the abilities of these students are divided into three categories including academic self-



efficacy where students who are more inclined in academic Self-Efficacy tend to expose their abilities and confidence supported by existing knowledge or intellectuals, so when learning conversation takes place they prioritize the correct wording and are supported by the vocabulary they memorize, which is why they believe in themselves that they are able to achieve what they want to achieve. Then the second category is social Self-Efficacy where students who are inclined in social Self-Efficacy tend to issue their abilities and confidence supported by a sense of easy to get along and interact with anyone, causing high confidence in him to be able to achieve something they want achieved. Then the third category is roommate Self-Efficacy where students who are in this category find it easier to express their abilities when dealing with classmates or the scope of their learning. Students in this category tend to emphasize their abilities more and they become very confident of achieving something they want to achieve if there is support from people they know, especially in the scope of their students' learning. After what the researcher saw with these three categories of Self-Efficacy, the researcher learned that these three categories are very important for students to achieve something they want to achieve.

Based on observations made by researchers from the first meeting to the last meeting, it can be seen that students are very enthusiastic about the learning courses held by the school. So that it is very helpful for students in conversing using English. As taught in the Course, in the first

meeting the teacher taught the conversation to students so that it was able to show their confidence ability to appear in front of the class, although there were some people who were still hesitant but students had shown their confidence to be able to follow the lesson well.

Related to observations made by researchers at the second meeting, it can be seen about the confidence raised by students that they have begun to increase they are able to conduct class discussions with friends determined by their teacher randomly, in this activity students are purely from their own results so they are very successful and done with confidence in front of the class.

Based on the observations made by researchers at the third meeting, it can be seen that their teaching teacher implemented a new strategy to develop students' conversation skills by having several groups. Here their teacher no longer allows students to carry handbooks when conducting conversations in front of the class as previously done. This strategy is used to increase students' awareness that what they are looking for is not just value but they must realize that their ability towards themselves is very important for this conversation to get the best victory.

From the results of observations of the fourth meeting conducted by researchers, it can be seen that the teacher conveys motivations to students so that students are more confident with their own abilities. After listening to the motivation the students were even more optimistic about

the lessons they would face in the future. With strong student confidence, they are able to achieve anything they want.

As the results of observations at the last meeting can be seen that their teachers only see or supervise what is being done by students, how do they implement a strategy or learning that was given to them at the previous meeting. Their teacher wants to see the ability of students' confidence in implementing the strategies that have been taught. Therefore students are asked to do all activities using English. In this fifth meeting students' abilities were also divided into three categories including academic Self-Efficacy, Social Self-Efficacy and Roommate Self Efficacy. Researchers learn that these three categories are very important for students to achieve something they want.

Based on observations made by researchers, it can be seen that students' confidence has increased with the holding of this course. They can also do all activities using English, students' abilities are also divided into three categories where students have confidence each has a level of ability in each category of Self-Efficacy. There are students who are more likely to be friends with only one scope in speaking English, there are also students who are more inclined to the academic part, but there are also students who are able to socialize using English, each of which has a different level of belief. in achieving their desired goals.

In presenting this data the researcher not only made observations but the researchers also conducted interviews with five students with the following descriptive:

### **Participant I**

This students state that his speech ability is influential like other people, the student also state about his confidence about speaking because it can makes the student understand the lessons he has learned. if he didn't have confidence in himself maybe that was one of his biggest obstacles in understanding the lessons he was learning. So in the first participant the students include to Academic Self-Efficacy because the category of this students related to learning

### **Participant II**

This second student stated that he had a good performance towards him self, because he thought that he was able to appear in front of the class and felt that he was better than his classmates. this student also states that he has a roommate who helps him practice in his speaking skills that his friends have much better speaking skills than him so it makes it easier to practice speaking skills. In the second participant the students include to Roommate Self-Efficacy because this students speaking skill develop from roommate and their friends.

### **Participant III**

This student stated that he had an English master's brother so he only practiced with his brother when he came to boarding school. with his

brother he must be able to use it to learn and practice in order to further improve the English language skills possessed by this student.

This student also said that there are several influential factors in this speaking skill. The first must have a lot of memorized vocabulary so that it can make it easier for students to talk with anyone because he has mastered a lot of vocabulary and the second factor is to have confidence in yourself students themselves, because it makes students confident and able to do the things they want. In the third participant this students include to Academic Self-Efficacy because this students develop speaking skill from their academic and intellectual their have.

#### **Participant IV**

The fourth student stated that speaking skills can help them talk with strangers, because these speaking skills can help students understand their conversation, understand what they are talking about. This student also revealed how he mastered the speaking skills he had by always practicing vocabulary because it was very helpful in speaking skills and greatly increased Self-Confidence in students.

#### **Participant V**

The last student revealed that his ability to speak was quite good, because this student thought that he was able to understand others normally. This student also stated that there is a need for motivational encouragement to help and convince himself that he is capable of becoming an expert speaking skill. With the motivation provided can also

foster a strong sense of optimism towards students that they are able to achieve everything they want because in him there is strong self-confidence.

Based on the results of interviews with five of these students, it can be seen that the results of observations are in line with the results of interviews conducted by researchers that students' self-efficacy is important in improving students' self-ability in speaking.

### **1. Student Self-Efficacy in speaking at Darul Hijrah Islamic Boarding School.**

Based on the questionnaire given to students, out of 22 students 15 of them state that they agree with statement of the items in the questionnaire. Most of them believed that they had high self-efficacy of their ability to improve English speaking skill, and though the harder speaking task, the more interesting it would be. It was easy for them to answer the tasks given by the teacher. It was also supported by the data from interview, 2 students said that they very confident with their speaking, as explained by S4.

*” I very confident because every time training public speak is one of way for hold the reins my confident because I perform in front of my friends”.*

*and S6” i very confident with my ability because every time, every day at school always speaking English then at home I always speaking English especially with my brother”.*

Most of students can handled their emotion and did not feel anxious when they speak English in classroom and around school with their friends. As explained by S1.

*"It is enough to help my emotion and one of setting my anxious and mistake"*

S5 also agreed *"yes for me English filled with emotion therefore set the nervous and scared one of the is with the way we often get memorizing vocabulary"*

Example of how they can easily spoke English was when students used English in everyday use and when they were in the classroom, they can asked and answered to their teacher using English. They stated that they can used English in any condition such as had discussion about their hobby, telling a story or any topic.

Students claimed that in this class, they can improve their English because after they learn about the topic they would practice, which would help their English better. Some students said that:

*"I feel happy when I learn English, for me English is very interesting and fun subject"* *"English is important to help us to understand many things in this world, because, things like education, support, games and so on use English"*

Students also state that the teacher use many activities in teaching English, such as after they finished with the topic they practice with dialogue, doing performance and sometimes they would had games.

### **Dimension of Self-Efficacy**

#### **a. Level**

Level of English in ten grade of Darul Hijrah still is basic but some students had intermediate ability because students not only able to do an introduction etc, but also students can also to have some active discuss using English in the in or outside classroom. Some students also feel the more difficult the task it will be more interesting to them.

#### **b. Strength**

Students' Strength in doing the task given by the teacher was quite good, it can be seen from how students feel confidence to tell message in English. Students also able to tell about their activity, tell their experience and hobby in English. Students also able to make sentences and answer teacher questions well.

#### **c. General**

In general, students feel their self-efficacy in English was good enough because they can communicate using English in the classroom or even outside when they speak with their friends or their roommate back in dormitory. In their shared room in the dormitory students put together with other grades such as eight and nine grades, they have to talk English for 2 week each month.



After the data is processed and presented in the description above, the next step the researcher analyzes the data is so that conclusions are easily drawn. To more systematically the researcher analyzes this data, the researcher explains based on the order of the formulation of the problem, as follows:

## **2. The Self-Efficacy Categories owned by Darul Hijrah Islamic Boarding School students**

Based on observations, interviews and questionnaires conducted by the researchers, it is known that Darul Hijrah Islamic Boarding School students have three categories in their speaking abilities which are presented in the following description:

### **a. Roommate Self-Efficacy**

Students have the Efficacy to talk with their roommates or classmates which can be said in the scope of their friendship only, which here can be known by researchers that the student is capable and confident of himself in having a conversation with classmates or classmates their room using English which can be said to be quite good coupled with the existence of this speaking skills course makes the level of abilities possessed by these students increases. It is related to statement by Zajacova et al (2005. 54) he said roommate Self-Efficacy is an interactions with roommates or people with whom one resides.

b. Academic Self-Efficacy

Students have the ability to Self-Efficacy in their academic fields. as is well known by researchers here students are able to handle an academic that they are facing. These students are confident in their abilities in the academic field they are studying, students believe in the ability to organize and carry out actions to achieve the type of education desired by these students.

c. Social Self-Efficacy

Students have the ability in social self-efficacy where students have the ability and confidence in themselves in developing or maintaining social interaction with fellow students and with staff members in the Darul Hijrah school and with anyone they are able to make adaptations that can be said to be very good.

Based on observations and interviews it can be seen that the categories owned by each student are different. However, they include students who have a high level of confidence in themselves each of them is able to apply what has been given by their teacher in order to increase their confidence.

Based on the results of the questionnaire that has been filled out by students, this is a table of results from the categories most dominated by students as follows:

NO	Identitas	Roommate	Academic	Social
1.	Siswa A	✓		
2.	Siswa B			✓
3.	Siswa C			✓
4.	Siswa D		✓	
5.	Siswa E		✓	
6.	Siswa F		✓	
7.	Siswa G	✓		
8.	Siswa H	✓		
9.	Siswa I			✓
10.	Siswa J			✓
11.	Siswa K		✓	
12.	Siswa M		✓	
13.	Siswa N		✓	

14.	Siswa O			✓
15.	Siswa P			✓
16.	Siswa Q		✓	
17.	Siswa R		✓	
18.	Siswa S		✓	
19.	Siswa T			✓
20.	Siswa V			✓
21.	Siswa W		✓	
22.	Siswa X	✓		

Based on the results of the questionnaire that was filled out by the students, where the contents of the questionnaire were three categories namely, academic and social roommates, and according to the results of the questionnaire content the students were more dominant in the academic categories that were preferred by them and more controlled by the students. These students, the second is the social category they like and the last is the roommate category. In roommate categories there were 4

students choose this, in academic categories there were 10 students choose this and the last social categories there were 8 students choose this.

## **B. Discussion**

### **1. Student Self-Efficacy in speaking at Darul Hijrah Islamic Boarding School.**

Based on the explanation in finding, students in speaking class at Darul Hijrah Islamic Boarding School. Bandura (1986) describes self-efficacy as a determinant of how people think, behaves, and feel. Thus, Student Students that have high self-efficacy. Students have high self-efficacy in speaking class. They have goals or targets that they should achieve and see that as challenges not as a burdens and do not easily give up when they facing obstacles. They can do the task given by the teacher. It is also indication of high self-efficacy because every student is have different level of skill and the task also have different level of difficulty. According to Badura (1947:43) the level of self-efficacy of a person differs from one another. The level of difficulty of a task, whether difficult or easy, will determine self-efficacy. The example of the task were easy is introduction, about direction etc, and the example of the task were difficult is the students are able to tell about their activity, tell their experience and hobby in

English and students are able make sentence and answer teacher question well.

Students that known have high self-efficacy usually can decide what strategy they should use when they learn. The most importantly students that have high self-efficacy have a strong confidence and can handle their stress and anxiety when do task, in this case performing their speaking skill. Whether it in a group discussion, role playing or having casual conversation with their friend and asking/giving respond to the teacher. It is related to strength dimension that mentioned by Bandura (1994) he describe this dimension is related to the strength of one's self efficacy when dealing with task demands or problems. Strength includes the degree of stability of the individual against his beliefs. It is this stability that determines durability and tenacity.

## **2. The Self-Efficacy Categories owned by Darul Hijrah Islamic Boarding School students**

The categories of students in speaking class at Darul Hijrah in is academic self-efficacy, because it show that students involve a lot to speaking activity in classroom between teacher and students. As Zajacova et al. (2005.p 150) defines academic Self-Efficacy is students' trust and confidence in their capabilities and skills to plan, coordinate, and perform academic related activities successfully at the required level. From interview it reveal that students have a strong

trust and confidence for their speaking skill and can perform it well even though it is one of the hardest subject for students because it is not their own language and have grammar structure that different with their mother tongue language. In line with that Pajares (1996) mention self-efficacy really work out when one deals with difficult academic tasks, such as math. Therefore, self-efficacy also work out when people deal with English which is a difficult subject as math.