

**THE CORRELATION AMONGSPEAKING SELF-EFFICACY
AND VOCABULARY SIZE TOWARD SPEAKING ABILITY**

THESIS



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2021 M / 1443 H**

**THE CORRELATION AMONGSPEAKING SELF-EFFICACY
AND VOCABULARY SIZE TOWARD SPEAKING ABILITY**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of Sarjana in English Language Education



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2021 M / 1443 H**

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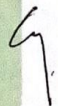
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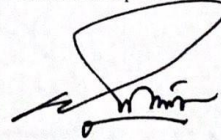
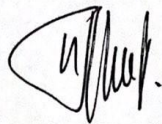
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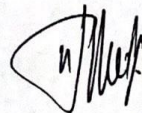
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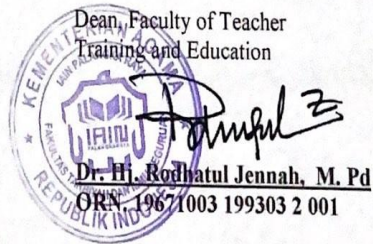
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Assalamu 'alaikum Wr. Wb.

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara

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Demikian atas perhatiannya, diucapkan terima kasih.

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MOTTO AND DEDICATION

**“Dan Bersabarlah. Sesungguhnya Allah beserta
Orang-Orang yang sabar”.**

«Al-Anfal : 46»

This Thesis is dedicated to:

My beloved parents, SatriaMuda and (Alm) Rusmin, for their valuable endless prayer, sacrifice, and always supporting me. For my beloved sisters, MillaSusanti and Nor HikmahS.Pd. for my beloved brothers DendiKusmirat S.E and Muhammad ZainiAditya. And the last specially for all of my beloved friends TBI 16.

DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other territory education institution for any other academic degree.
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Yours Faithfully



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ABSTRACT

Astripto. 2021. *The Correlation Among Speaking Self Efficacy and Vocabulary Size Toward Speaking Ability*. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya : Advisor (I) Sabarun, M.Pd. (II) HestyWidiastuty, M.Pd.

Keyword : Correlation, Vocabulary size, Self Efficacy and Speaking Ability.

The study was aimed at measuring the correlation between self efficacy, vocabulary size and speaking ability at IAIN Palangka Raya. The design of the study was correlational design; the type of the study was quantitative approach to find out “Is there any correlation Between self efficacy, vocabulary size, and speaking ability at IAIN Palangkaraya ? “.

The population of this research was 99 English students of third semester academic in year 2019/2020. To get the data total population sample was used 23 students (class B) as try out group and 76 students as the real sample. The approach of the study used the quantitative approach. This research has three variables that are variable X1 (self efficacy), X2 (vocabulary size) and variable Y (students' speaking ability). The collection the data used test and Questionnaire and to analyzed the data by using product moment correlation.

The Researcher analyzed the data using Pearson Product Moment Correlation with manual calculation and also SPSS 17.0 program to test the hypothesis. The result of the analysis using manual calculation was 0.428 and rtable at 5% and 1% significant level were 0.227 and 0.295 or $0.227 < 0.428 > 0.295$, it meant that the r value $> r_{table}$. The result of calculation using SPSS 17.0 program found that rvalue (0.428) was also moderately than r table at 5% and 1% significant level or $0.227 < 0.428 > 0.295$. It could be concluded that alternative hypothesis (H_a) stating that there was a significant positive correlation between self efficacy, vocabulary size and speaking ability at IAIN Palangka Raya is accepted and null hypothesis (H_o) stating there is no a significant positive correlation between self efficacy, vocabulary size and speaking ability at IAIN Palangka Raya is rejected.

Based on the research findings, it was shown that there is a moderately significant positive correlation between self efficacy, vocabulary size and speaking ability at IAIN Palangka Raya. It meant that students' who had sizeable vocabulary and higher self confidence better than the student who had lack of vocabulary and low self confidence in the performed speaking.

ABSTRAK

Astripto.2021. *Hubungan Antara Tingkat Kepercayaan diri, Ukuran kosa kata dan Kinerja Berbahasa*. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya : Advisor (I) Sabarun, M.Pd. (II) Hesty Widiastuty, M.Pd.

Kata Kunci : korelasi, ukuran kosakata, tingkat kepercayaan diri dan kemampuan berbahasa.

Penelitian ini bertujuan untuk mengukur hubungan antara tingkat kepercayaan diri, ukuran kosa kata dan kemampuan kinerja berbicara di IAIN palangka raya. Model penelitian ini adalah model korelasi; jenis penelitian ini adalah pendekatan kuantitatif untuk menemukan jawaban dari penelitian. Masalah penelitiannya adalah “apakah ada hubungan antara kepercayaan diri, ukuran kosa kata dan kemampuan kinerja berbicara mahasiswa di Palangka Raya?”.

Populasi dalam penelitian ini adalah 99 mahasiswa bahasa inggris semester III angkatan 2019/2020. Pengambilan data menggunakan sample penuh total sample 23 mahasiswa (kelas B) sebagai kelompok try out dan 76 mahasiswa sebagai sample nyata sebab beberapa mahasiswa menghindari mengikuti tes speaking dan tes kepercayaan diri. Metode penelitian yang digunakan adalah kuantitatif. Dalam penelitian ini terdapat 3 variable yaitu variable X1 (kepercayaan diri) X2 (ukuran kosa kata) dan variable Y (kemampuan berbicara). Pengumpulan data menggunakan teknik tes dan angket. Untuk menganalisa data menggunakan korelasi product moment.

Untuk menguji hipotesis, peneliti menganalisis data tersebut menggunakan perhitungan Pearson Product Moment korelasi dengan perhitungan manual dan program SPSS 17. Hasil analisis menggunakan perhitungan manual adalah 0.428 dan rtabel pada tingkat signifikan 5% dan 1% adalah 0.0.227 dan 0.295 atau $0.227 < 0.428 > 0.295$, artinya hitung > rtabel. Hasil perhitungan menggunakan program SPSS 17 ditemukan bahwa hitung (0.428) lebih besar dari rtabel pada tingkat signifikan 5% dan 1% atau $0.227 < 0.428 > 0.295$. Ini dapat disimpulkan bahwa hipotesis alternatif (H_a) yang menyatakan bahwa ada hubungan positif yang signifikan kepercayaan diri, ukuran kosa kata dan kemampuan kinerja berbicara mahasiswa di IAIN Palangka Raya diterima dan hipotesis nol (H_o) yang menyatakan bahwa tidak ada hubungan positif yang signifikan antara kepercayaan diri, ukuran kosa kata dan kemampuan kinerja berbicara mahasiswa di IAIN Palangka Raya ditolak.

Berdasarkan hasil temuan penelitian, menunjukkan bahwa ada hubungan positif yang signifikan kepercayaan diri, ukuran kosa kata dan kemampuan kinerja berbicara mahasiswa di IAIN Palangka Raya. Maksudnya adalah bahwa mahasiswa yang memiliki kosa kata yang cukup besar dan kepercayaan diri yang tinggi berbicara lebih baik dari pada siswa yang memiliki kosa kata yang sedikit dan kurang percaya diri.

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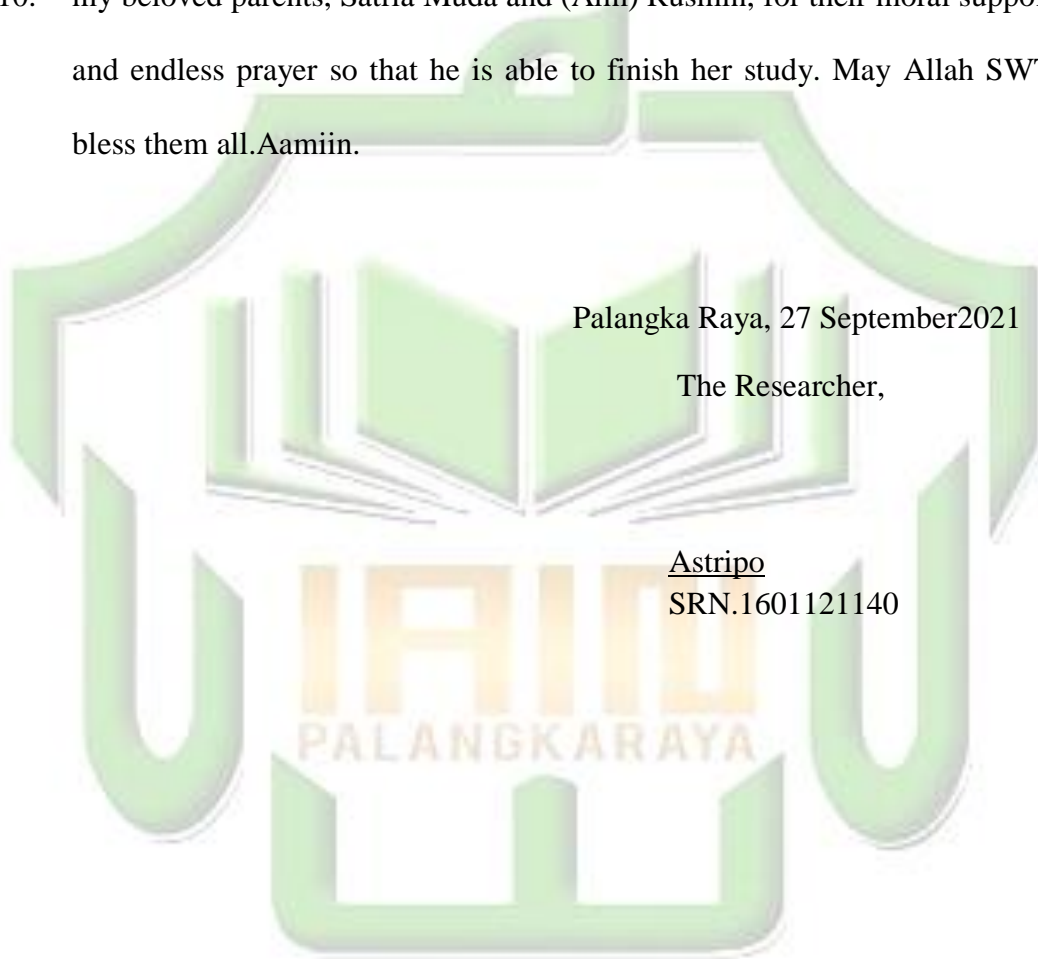


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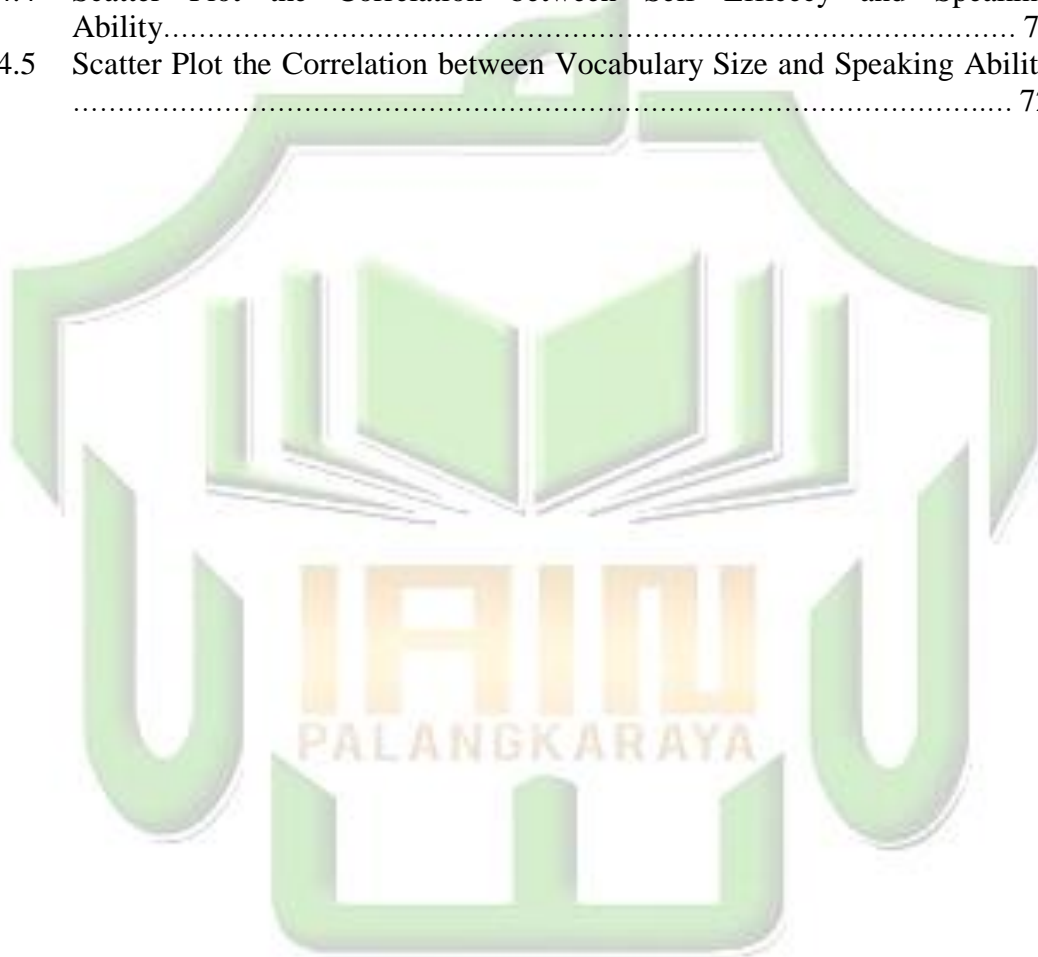
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LIST OF ABBREVIATION

IAIN : Institute Agama Islam Negeri

Df : Degree of freedom

SD : Standard Deviation

H_a : Alternative Hypothesis

H_0 : Null Hypothesis

r : Correlation

SPSS : Statistical Package for The Social Sciences



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Documentation

Curriculum Vitae



IAIN
PALANGKARAYA

The logo of IAIN Palangkaraya is a large, stylized green emblem. It features a central open book with pages fanning out, set within a frame that resembles a traditional Indonesian architectural element, possibly a gate or a decorative archway. The text 'IAIN' is written in large, bold, orange letters above the book, and 'PALANGKARAYA' is written in smaller, orange letters below it. The entire logo is semi-transparent and serves as a background for the list of appendices.

CHAPTER I

INTRODUCTION

A. Background of the Study

This research focuses on student's English speaking problems and the aim of this research is to find out the most dominant problem in speaking ability faced by the third semester students of English Education Study Program of IAIN Palangka Raya in their speaking ability. Speaking problems in talks that speaking clarification may occur on any talks, whatever the level of language proficiency of a person spoken to. In this case the researcher could be students with setting up the strategy and phrase used to expand scientific knowledge about English. That is to encourage students to use the phrase-a phrase to clarify in a class when there is problems in speaking. And this should also be supported by an authentic situation the creation in teaching and learning activities. So it will be thus the confidence to speak English in life outside the classroom in the daily activity.

Speaking is the delivery of the message expressed by voice. it would be nice if the message was expressed without problems, so the listener felt comfortable hearing us speak. but in fact, the problem of speaking often occurs when a student presents it in front of the class. The problem is speaking ability, many students feel nervous or lack self efficacy when appearing to speak in front of the class, so the memorization that they have prepared beforehand will disappear. to overcome this, often practice public

speaking to get used to feeling less confident that he will decrease. And the last is the vocabulary size. no longer denied vocabulary is the main foundation that is very important in speaking, the more vocabulary students have, the more flexible someone speaks. to overcome the vocabulary size, a student must practice memorizing vocabulary that is in everyday life.

The problem when a student performs in front of the class when speaking is that they feel very nervous or lack self efficacy when they appear, they will be nervous so the words they want to say are gone and usually a student takes out the words "uuhm, hmm" or rake ragged his head when the material they memorized before was lost because they were nervous. and they can also have a lack of self efficacy when they appear, because the vocabulary that the students have is very little so they are very difficult to compose a word they want to say. The relationship between self-efficacy, and vocabulary size toward speaking ability is when a student has a lot of vocabulary then he will have a high level of confidence, and the fluency of speaking while in front of the class is very good.

B. Research Problems

1. Is there any significant correlation among speaking self-efficacy and vocabulary size toward speaking ability?
2. Is there any significant correlation between self-efficacy toward speaking ability?
3. Is there any significant correlation between vocabulary size toward speaking ability?

C. Objective of the study

1. To find out if there is or not significant correlation among speaking self-efficacy and vocabulary size toward speaking ability.
2. To find out if there is or not significant correlation between self-efficacy toward speaking ability.
3. To find out if there is or not significant correlation between vocabulary size toward speaking ability.

D. Hypothesis of the study

The hypothesis of this study are :

H_{a1} : There is correlation among self-efficacy and vocabulary size toward speaking ability.

H_{o1} : There is no correlation among self-efficacy and vocabulary size toward speaking ability.

H_{a2} : There is correlation between self-efficacy toward speaking ability.

H_{o2} : There is no correlation between self-efficacy toward speaking ability.

H_{a3} : There is correlation vocabulary size toward speaking ability

H_{o3} : There is no correlation among vocabulary size toward speaking ability.

E. Assumption of the study

The assumption of this study is that self-efficacy and vocabulary size has a positive correlation with the decreasing of the students' speaking ability.

F. Variable of the study

A variable was a construct or a characteristic that can take on different value or score. In this study, there were two continuous variables or quantitative variables, both were students' speaking self-efficacy (as variable X_1) students' vocabulary size (as variable X_2) and speaking ability (as variable Y).

G. Scope and limitation

The study belongs to correlation design. The focus of the study is the correlation between speaking self-efficacy and vocabulary size toward speaking ability. The subject of the study are the students at third semester, especially for Speaking for Group Activities divided into 4 classes, which consist of 99 student's of IAIN Palangka Raya in academic year 2019/2020.

H. Significance of the Study

The use of this study that expect by the researcher as below:

1. Theoritically

The result of this research is expected to support the existing theory on implementation the self-efficacy and vocabulary size to improve students' speaking ability.

2. Practically

Practically the research paper will be useful to facilitate the reader who is interested in developing Speaking self-efficacy and vocabulary size. This study has some significances. First, for the lecturer, it will help to find a way to choose appropriate strategy, method and media in

teaching learning english. Based on the materials and student's need (self-efficacy and vocabulary size toward their speaking ability). Second, for the students, this study will help to improve their self-efficacy and vocabulary size. When they performance in front of the class. The last, for the researcher, it will help as a guidelines or reference in their research, which use different variables.

I. Definition of Key Term

The definition of the key terms which to be used in the study present as the following:

1. Speaking Self-efficacy

Bandura defines that self-efficacy is about individual beliefs his ability to perform the tasks or actions required for achieve certain results. Bandura and Nancy (1977) say that self-efficacy is basically the result of cognitive processes in the form of decisions, beliefs, or expectations about the extent to which individuals estimate the ability of himself in carrying out certain tasks or actions needed to achieve the desired results. In addition, Baron and Byrne (Ghufron and Rinaswita, 2010) also defines self-efficacy as evaluation someone about the ability or competence to do something tasks, achieving goals, and overcoming obstacles.

2. Vocabulary Size

Hornby (1995, p.210), as well as Diamond and Gutlohn (2006, p.182) describe vocabulary as the whole number of words and the list of these words with their meanings. Hereas Ur (1998, p.212) perceives

vocabulary as the words that are taught in a foreign language, talking about vocabulary instead of only “words”. Furthermore from Oxford dictionary vocabulary is the body of the words used in a particular language.

From all of theories and explanation above that vocabulary size is the total number of a word of a language in general, that use to support students in the language learning process and also to know student master in vocabulary and provide some indication of the size of the learning task facing second language learners.

3. Speaking ability

Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned (Tarigan, 2008, p. 3-4). Speaking ability is the ability to communicate orally. It is not only to apply the grammatically correct sentences but also to know when and where to use these sentences and to whom. The ability of communication is related to the rules of language use and the rule of grammar.

4. Correlational Design

Ary, Jacob & Sorensen (2010, p.639) explained that correlation is a technique for determining the covariation between sets of score ; paired

score may very directly (increase or decrease together) of very inversely (as one increase, the other decrease correlational research.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes related studies, speaking fillers, self-efficacy, and vocabulary size.

A. Related Studies

In order to provide a strong foundation of the present study, in this section the researcher presents some previous studies that are concerned with speaking fillers, self-efficacy, and vocabulary size as follows :

The first, the study conduct by Asakereh (2015), entitled“Relating speaking self-efficacy and skills achievement”. The finding revealed quantitative methodology. Demonstrated a significant positive relationship between the variables. That is, a positive relationship between the independent variables (satisfaction with speaking classes, speaking skills self-efficacy beliefs) and the dependent variable (speaking skills 356 Student satisfaction with EFL speaking classes achievement) was found. The findings also revealed a positive relationship between satisfaction with speaking classes and speaking skills self-efficacy beliefs. The results also indicated that speaking skills self-efficacy beliefs were a significantly stronger predictor of Iranian EFL students’ speaking skills achievement than satisfaction with speaking classes.

The second, by Hanna Sundari Dasmu (2014).Entitled “The Effect of Speaking Self-Efficacy and Gender in Speaking Activities”. The finding showed that the level of speaking self-efficacy of both male and female students was moderate. They can moderately perform speaking activities but

they think them quite tough and difficult. Besides, sign for gender scores lower than .05 ($.013 < .05$), gender gave a significant effect on speaking activities. Yet, not only speaking self-efficacy partially ($\text{Sig } .162 > .05$) but also its simultaneous interaction with gender ($\text{Sig } .0677 > .05$) did not affect significantly towards speaking activities.

The third, by Arcadius Benawa (2018). Entitled “The important to growing self-efficacy to improve achievement motivation”. The finding showed that the significant influence of leadership on the lecturer only accounted for 1.4%, while the effect of self-efficacy of the student is very significant on the students’ achievement motivation, which amounted to 84.5%. The conclusions are that the lecturer leadership has no significant effect on the students’ achievement motivation, but self-efficacy has a great effect. The implication of this conclusion is that important to growing self-efficacy’s students to improve the students’ achievement motivation.

The fourth, by Maria (2014). Entitled “ The Relationship Between Self-Efficacy And Academic Achievement In Adults’ Learners”. The finding is a statistically significant relationship between self-efficacy and performance. These results seem to go in the same way as the other studies that usually find out a statistically significant relationship between performance and self-efficacy (Bates & Khasawneh, 2007; Cascio et al, 2013; Taipjutorus, Hansen & Brown, 2012). Regarding to our third goal linked to gender, the results do not indicate statistically significant differences between men and women in self-efficacy in this specific content and in a virtual learning system. These results

do not meet some studies that indicate statistically significant differences between gender when it comes to self-efficacy associated with the use of computers or the internet (Eachus& Cassidy, 2006), reinforcing the stereotype that Internet users are generally perceived as young and males. Other studies found statistically significant differences between men and women when using the virtual space (2013).

The fifth, by Rahman, Yap, & Darmi (2018) about the Association Between Vocabulary Size and Language Dominant of Bilingual Malay-English Undergraduates. The result showed that a positive and statistically significant association was found between the overall language dominance score and English vocabulary size. One of the most striking findings to emerge from this study is that the language dominant score accounts for 30% of the variability size of Malay-English undergraduates.

The sixth, by Takumi Uchihara and Jon Clenton (2018), is entitled “Investigating the Role of Vocabulary Size in Second Language Speaking Ability”.The finding of this study was that vocabulary size was significantly associated with vocabulary rating. However, learners with large vocabulary sizes did not necessarily produce lexically sophisticated L2 words during speech.

The seventh, by Abi Zaim in March (2008), entitled “A Comparative Study Between Male and Female Students Ability of English Speaking Of The First Year Students of Madrasah Aliyah” The result From this research there are significant differences between males and females in their speaking skill.

Due to limited time the previous researcher used questionnaires to get a sample from the population and then do the speaking test.

The eighth, by Silpia Rahayu (2016), is entitled “The Comparison Between Male And Female Students” Speaking Ability”. The purpose of this research is to investigate the male and female students” speaking ability. Particularly, this research has several aims: to know the male and female students” speaking ability at SMAN 1 Bantarujeg and to know the differences between them. This research is presented in a qualitative approach and comparative method to identify the male and the female students” speaking abilities. Based on the analysis, it can be concluded that there was a significant difference between the male and the female students speaking abilities. The subject in this research is still in their High school time where their English subject not focuses on English speaking yet but still focuses on their structure and vocabulary.

The last, by Nor Harisha (2020), is entitled “ The Correlation Among Self-Confidence, Vocabulary Size, and Speaking Performance of EFL Students at IAIN Palangka Raya”. The finding of data analysis revealed that there was a positive correlation among self confidence, Vocabulary size, and students speaking at the fifth semester of IAIN Palangka Raya academic year 2017/2018. The result of correlation “r” product moment using manual calculation and SPSS program showed that the calculated value (correlation coefficient) was greater that rtable at 5% and 1% with the significance level $0.293 < 0.714 > 0.380$. The result of “r” value was 0.714. It meant that the

students who had high confidence , and sizeable vocabulary they would get high score of speaking performance and the students who had low confidence and vocabulary they would get low score of speaking performance.

From the studies above, the topics have similarities and differences from some previous studies, which the researchers try to know the correlation between self-efficacy, and vocabulary size toward speaking ability. And the subject of this study belongs to the Third Semester of IAIN Palangka Raya in the academic year 2020/2021.

Table 2.1
The Similarities and Differences Between Some Previous Study

No	Researcher / Title	Similarities	Differences
1.	Asakareh (2015). “ Relating Speaking self-efficacy and skills achievement”.	the similarity is that both studies focus on speaking self-efficacy, and also use the same instrument by using a questionnaire.	The difference is on the subject of the study. the subject of my study is the second semester in English class at IAIN Palangka Raya. Meanwhile, the subject of Asakareh is 356 students EFL Speaking classes.
2.	Hanna Sundari Dasmu (2014).“ the effect of speaking self-efficacy and gander in speaking activities”.	the similarity is that both studies focus on speaking self-efficacy, using random sampling techniques, and use the same instrument which is a test and questionnaire.	The difference is in the data calculation technique. The data calculation technique of my study only uses ANOVA. Meanwhile, the data calculation technique of Hanna uses two calculations that are ANOVA and T-test.
3.	Arcedius Benawa (2018), “the important to growing self-efficacy to improve achievement motivation”.	the similarity is that both studies focus on speaking self-efficacy, using the quantitative methodology and also use the same instrument questionnaire.	The difference is in the research design. The research design of my study is a correlation. Meanwhile, the research design of Arcadius is a survey.

4.	Maria (2014), “the relationship between self-efficacy and academic achievement in adults learners.	the similarity is that both studies focus on speaking self-efficacy, using instrument questionnaires and tests, and also using correlational design.	The difference is on the subject of the study. The subject of my study is the second semester in English class at IAIN Palangka Raya. Meanwhile, the subject of Maria's average age of ranging from 25 and 60 years old.
5.	Stevani, Sudarsona & Supardi (2018). “ an analysis of fillers usage in the academic presentation”.	the similarity is that both studies focus on speaking fillers, and also discuss fillers in some forms. They are simple words, phrases, and clauses.	The difference is in the research methodology. The methodology of my study is a quantitative methodology to analyze the data. Meanwhile, Stevani is using descriptive to analyze the data.
6.	Rahma, Yap & Darmi (2018). “association between vocabulary size and language dominant of bilingual Malay-English undergraduates”.	the similarity is that both studies focus on speaking vocabulary size, and use quantitative methodology.	The difference is in the research design. The research design of my study is correlational design. Meanwhile, the research design of Rahma is descriptive.
7.	Takumi Uchihara & Jon Clenton (2018). “investigating the role of vocabulary size in second language speaking ability”.	the similarity between my study is may for studies vocabulary size, and use research instrument test and questionnaire.	The difference is on the calculation form. The calculation form of my study is to adopt the form Vocabulary size Level Test (VLT)version 2 by Paul Nation Victoria. Meanwhile, the calculation form of Takumi is usingthe Yes/No form task based on the Eurocentres Vocabulary Size Test (EVST) by Meara and Jones.
8.	Abi Zaim(2008), entitled“A Comparative Study Between Male and Female Students Ability of English	The similarity between my study is may for studies speaking ability, and the instrument is use	The difference between my study is on the sampling technique on my study is usinga purposive sampling technique.

	Speaking Of The First Year Students of Madrasah Aliyah”	questionnaire and speaking test.	Meanwhile, Abi Zaim, using a random sampling technique.
9.	Silpia Rahayu (2016), entitled “The Comparison Between Male And Female Students” Speaking Ability”.	The similarity between my study is may for studies speaking ability.	The difference is in research design. In my study use quantitative research methodology. Meanwhile, Silpia Rahayu using a qualitative approach and comparative method to identify the male and the female students” speaking abilities.
10.	Nor Harisha (2020), is entitled “ The Correlation Among Self-Confidence, Vocabulary Size, and Speaking Performance of EFL Students at IAIN Palangka Raya”.	the similarity between my study is may for studies vocabulary size, Speaking class and use quantitative research method ,correlational design.	The difference is in the finding. In my research the finding correlation is (moderate correlation). Meanwhile, the finding correlation by Nor Harisha is (high correlation).

B. Speaking Self-efficacy

Regarding the relationship between speaking self-efficacy and speaking performance, many studies have been undertaken to investigate those two variables. First, the correlation between self-efficacy belief, language performance, and integration among Chinese Immigrant Newcomers was investigated by Dodds (2011), and it was found that there were significant positive correlations between English-speaking self-efficacy beliefs and English speaking performance along with English listening self-efficacy beliefs and English performance.

Also, Asakereh and Dehghannezhad (2015, p.25) found that there was a relationship between Iranian EFL students’ satisfaction with speaking classes, speaking skills self-efficacy beliefs, and speaking skills

achievement. Hence, it was critically essential to illuminate the correlation between the self-efficacy of the students and their speaking achievement.

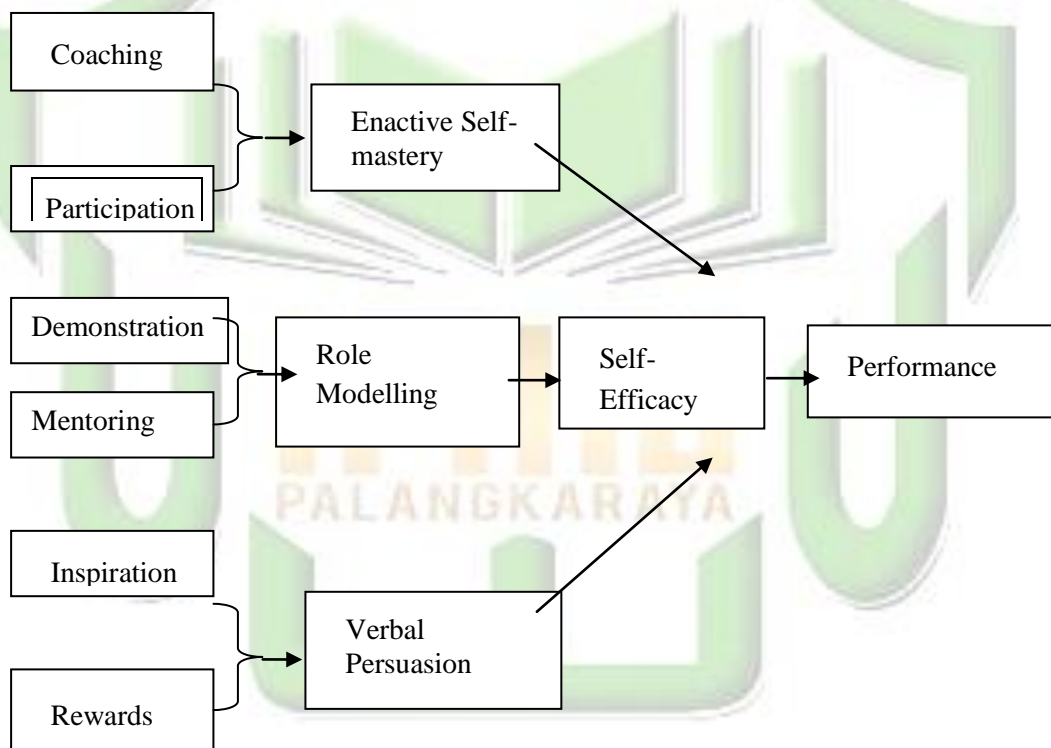
Self-efficacy was derived from (Bandura 2005, p. 1). *Social-cognitive theory* and suggests that individuals' beliefs about their abilities significantly influence their subsequent achievement. It has been examined in various disciplines and settings and has received support from a growing body of findings in various fields. In past decades, self-efficacy has been studied extensively in educational research, primarily in the area of academic performance, motivation, and self-regulation. In EFL contexts, self-efficacy studies pivot around several variables, namely language learning strategies, language anxiety, motivation, and language achievement.

Self-efficacy in an academic setting is a part of Bandura's theory which defines self-efficacy as individuals' belief about their ability to execute something related to their selves. "Self-efficacy is a critical determinant of behavior in school, sports, and social relationship" Bohlin (2012, p.299). In addition, self-efficacy is determined as the trust that someone possesses and the ability to drive the life and to achieve the target (Communiqué Handout, 2010). Students who have high levels of self-efficacy have great curiosity, confidence, and like a challenge. Self-efficacy includes self-control or how to behave. Self-efficacy also affects tenacity and learning achievement without depending on others. Briefly, self-efficacy could generate student's independence. For instance, a student with a high level of self-efficacy

dare to practice their speaking skill about a topic in front of the class. The student will perform confidently and deliver the material perfectly because he has learned it and has mastered the material before presented.

Bohlin, et. Al. (2012) argued that based on Bandura's thought, four factors could influence someone's level of self-efficacy. They are past performance, modeling, verbal persuasion, and physiological states, as presented in Figure 2.1.

Figure 2.1
Factors Affecting Self-efficacy (Adapted from Heslin, 1999, as cited in Heslin and Klee, 2006).



Based on figure 3.1, it can be seen that coaching could play a role as an individual's regulation ability to instruct and drill a skill. Another factor, participation as student's activeness to get involved in every activity also

becomes an important point to have enactive self-mastery and in result could influence self-efficacy which may lead to a good or bad performance. “Enactive self-mastery is achieved when people experience success at performing at least portions of a task” Heslin and Klehe (2006, p. 706). In this case, active self-mastery is not only about the success experience, but also about achievement or the students’ mastery.

The factor which can be a determinant for role modeling is demonstration. It can be defined as an example of doing or using something to go to the purpose they want to achieve. Another factor, mentoring, which part of role modeling has are least some one’s guidance in order to encourage or expand the student’s skill in consequence, by demonstrating and mentoring, there will be a role model for the students for appropriately doing the task as role-modeling time is happening when the students observe and imitate others’ good performance. Inspiration becomes an influential factor for self-efficacy because of its role as a spirit booster. Besides inspiration, reward, in many ways, could be one kind of verbal persuasion. Verbal persuasion can build self-efficacy because verbal persuasion convinces the student that they are able to get the good achievement and it can support them.

Individuals who have been successful in a given domain in the past are likely to have high self-efficacy. However, when they failed in their previous performance, the level tends to go down. In addition, when individuals see others similar to themselves experience success, they are

likely to have high self-efficacy and believe that they can be successful too. In another way, individuals who are told that they can be successful are more likely to believe in their own success and they could develop high self-efficacy. Moreover, physical strength or fatigue can influence the level of self-efficacy Adeyinka (2009, p. 178).

Furthermore, it can be inferred that self-efficacy is the students' belief about their ability to reach a high score in a particular subject. The students who have a high level of self-efficacy will interpret the difficulty in learning as a challenge that must be passed. Yet, students with low levels of self-efficacy will feel stressed, depressed, anxious, feel hopeless, and as a result will avoid the difficult task.

The students who study a foreign language with a high level of self-efficacy will pass some obstacles in acquiring and producing a foreign language and they will regard the failure as a lack of effort, knowledge, and skills. Student's failure in learning a foreign language is caused more by a lack of self-efficacy levels, than by students' mastery itself. This is the same with what Hinton, et al (2006, p. 5) assumption that "if a student's self-efficacy can be increased, his or her resistance to academics may be decreased".

In learning a foreign language the students must believe in their abilities (self-efficacy) because it will affect their behaviors in learning. A hesitancy also can undermine conviction or a person's attempt to achieve the goal. The biggest worries of the students' capabilities felt in learning

English especially in the speaking class it when the exams because the students are scares the exam result will be bad.

In practicing their English speaking skill, Student's belief is very important because it makes the students motivated and more confident in their performance. The students who have high levels of self-efficacy in speaking English will be braver to perform than the students with a low level of self-efficacy. Idrus & Saleh (2015, p. 102) assert that "If lower levels of self-efficacy are identified among students, appropriate action should be carried out to help boost students' self-efficacy levels through verbal persuasion and encouragement". In fact, even though students have a lot of vocabulary, most of them feel that it is very difficult to speak in front of the class. Therefore, teachers need to reassure the students, because it will encourage student's self-efficacy in speaking skills. Besides, the students themselves should have or increasing their self-efficacy in speaking skills.

1. The Function of Self-efficacy

Self-efficacy function according to Bandura (1997) :

- a. Cognitive Function, Bandura states that the effect of self-efficacy on a person's cognitive processes varies greatly. Strong self-efficacy will affect one's efforts to achieve his personal goals.
- b. Motivation function, most of the human motivation is generated cognitive. Individuals motivate themselves and guide actions raise beliefs based on thinking about the future.

- c. Attitude function, self-efficacy increases individual coping skills in deal with the stress and depression experienced in difficult situations and pressing.
- d. Selective function, self-efficacy will influence the selection of activities or goals to be taken by individuals.

Based on the description above it can be concluded that there are four functions of self-efficacy that is cognitive function, motivation function, attitude function, and function selection where the four can be a picture of how self-efficacy can influence individuals in completing the tasks given to be able to achieve the goals and expectations made.

C. Vocabulary Size

Vocabulary is a component of language that has meaningful language in alphabetical order that is used to express our feeling, idea, describing something, and give a statement. In education, vocabulary is an important thing for improving our speaking of English. By learning vocabulary automatically we have to know the meaning of words themselves and can use it in sentences.

According to Hatch & Brown (1995, p. 125) vocabulary is a list or set of the word for a particular language or a list or set of the word that individual speaker of language might use. Vocabulary is one of the most significant components in the discussion of language items besides pronunciation and grammatical construction. Recent vocabulary studies

draw on an understanding of lexis, the Greek for word, which in English “refers to all the words in a language, the teaching vocabulary entire vocabulary of a language” Barcroft, Sunderman & Schmitt (2011, p. 571). Argues that recent vocabulary studies draw on an understanding of lexis, the Greek for word, which in English “refers to all the words in a language, the teaching vocabulary entire of a language size is the quantity of the words that a person knows. It shows how many English words that a person knows so the learners need to know about 3000 or so high-frequency words of the language. There is an immediate high priority and there is little sense in focusing on the other vocabulary until these are well learned.

The vocabulary size of students in the class may affect learning processes. A learning process that is followed by great interaction and good motivation may create students' good understanding. So, vocabulary size is one of the important things to make the learning process more effective. Vocabulary size in learning can create student's motivation and self-confidence in the class these could be observed by the researcher to know the use of measuring instrument itself on student's motivation and self-efficacy that will be appeared from students in the class. Having a large vocabulary keeps your audience interested the whole time you are speaking.

The works of Nation, et all (2002, p. 112) argue that have revolutionized the field. Reid (2000, p. 13), argues that vocabulary knowledge is a multidimensional and complex construct. It involves numerous types of word knowledge, such as meaning, form,

collocation, and register. Meaning is an important dimension of vocabulary knowledge, its increase rises the vocabulary size of the learner. In this context, our paper will deal with Language Learning Strategies that the students of the second year's graduation in English "as a foreign language", declare use and their impact upon their vocabulary size. From what we have said before, we can formulate two hypotheses.

1. The Number Vocabulary Size Needed to Perform the Language

One important thing that we should concern about regarding studying the size of vocabulary needed to perform the language is how large the text coverage is needed to gain adequate comprehension without assisted comprehension tools such as dictionaries and translating software. In the other words, we should know how to estimate the number of unfamiliar vocabulary that can be tolerated in texts before being interfered with comprehension. The text coverage is the percentage of running words that are known by readers in a text. Hu and Nation (2000) studied the connection between text coverage and reading comprehension for native speakers of English by using a fiction text. They found that in a text with 80% coverage, no one got sufficient comprehension. When they use a text with 90% coverage, only a small number of the subjects got adequate comprehension. With 95% coverage or only one unknown word in every 20 running words, more subjects got adequate comprehension, and with 100% coverage of the text, most of the subjects gained enough comprehension. When a regression model was employed to the data of

the study, a reasonable measure was found. The calculation found that 98% text coverage would be needed to get sufficient comprehension from reading the text. It means that there must be only one out of fifty running words that is unknown by readers. On the other hand, Laufer and Ravenhorst Kalovski (2010) suggest two thresholds, an optimal one and a minimal one. The optimal one is the knowledge of 8,000-word families for coverage of 98%, including proper nouns. The minimal one is between 4,000 and 5,000-word families for the coverage of 95%, including the proper nouns. A study by Nation (2006) found that in the level of 98% text coverage, 8,000 to 9,000-word families are needed by readers in order to gain sufficient comprehension of written texts without using any assisting comprehension tools, and 6,000 to 7,000-word families needed for spoken texts. It suggests that readers should master all the high-frequency words consisting of 2,000-word families as well as the mid-frequency words consisting of 7,000-word families. On the other hand, Adolphs and Schmitt (2003) assume that 2,000 to 3,000-word families, which are high-frequency words, are needed in order to participate effectively in basic everyday oral communication.

2. The Vocabulary Levels

According to Laufer and Nation (1999), it is necessary to set the vocabulary of English in a series of levels based on the frequency of occurrence. They then suggest listing a group of 1,000 words for each level starting from the most frequent to less frequent words. One of the

well-known word lists is the one developed by Nation (2006). He develops a word list based on British National Corpus that makes up fourteen-word levels starting from the most frequent words to the less frequent words. The high-frequency words are words from the 1st 1,000 level to the 2nd 1,000 level (Nation, 2008) or from the 1st 1,000 level to the 3rd 1,000 level (Schmitt & Schmitt, 2014). The mid-frequency words are in the list between the 3rd 1,000 level to 9th 1,000 level and low-frequency words are in the list between the 9th 1,000 level to 14th 1,000 level.

The development of the word list is useful in terms of vocabulary instruction and assessment. Teachers can easily set their vocabulary focus for their vocabulary instruction by picking up from the most frequent word list. For instance, a teacher firstly needs to teach the 1st 1,000 level for his students, and once it has been mastered he should pick the 2nd 1,000 level for the next instruction focus. In fact, it is not necessary to really need to start the vocabulary development program from the 1st 1,000-word level. Instead, a teacher needs to set the vocabulary focus based on their students' need. Therefore, teachers must be able to measure their students' vocabulary mastery by administering a test such as Vocabulary Levels Test (Schmitt et al., 2001). The results of the test will inform teachers about their students' present vocabulary levels such as the levels that they have mastered and the levels that they lack. However, teachers should focus firstly on the

high-frequency words and Volume 4, Number 1 June 2018 7 secondly on the academic word lists if learners attempt to pursue their study at universities (Nation, 2008).

D. Speaking Ability

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Many people said that speaking is the activity of paying attention to give information to other people. "Speaking is having a conversation by using specific language" (Helen, 1987, p. 211). In expressing speaking we can see the children use the language. They are able to express emotion, gestures, explore the language, and make fun of it. So they expect to be able to speak in English. They may memorize basic sentences to gain confidence in their ability to speak the second language. They may practice sentences and do an oral drill. These activities are preliminary to actual conversation, in a sense; these activities may be the term.

In speaking ability, many activities can be done as well as a lot of principles to be kept when conducting speaking ability.

1. The Element of Learn Speaking

According to Harris (1969, p. 84), there are four learning elements used in speaking ability such as pronunciation, grammar, vocabulary, and fluency:

a. Pronunciation

Pronunciation here, however, refers to the standard of correctness and regional differences. It means, it will create misunderstanding toward listeners invited to speak and the message will be conveyed, will lose, and difficult to be comprehended. Harmer (1991, p. 11) said that users of the language must know how to say a word that is how to pronounce it. This knowledge is made up of three areas; sounds, stress, and intonation.

b. Grammar

Grammar is one of three English components and also one of the speaking abilities to support and help students to have a good ability in communicating well. Grammar is common in both the written and spoken form of the language, so its existence is strongly needed in learning and speaking skill. Manser (1995, p. 82) stated: "Grammar is a rule for forming words and making the sentence".

c. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role in speaking English skills. That's why, if the students have a lot of vocabulary, their speaking will be fluent and they are not confused in pronouncing or producing a lot of words just because have many vocabularies. Conversely, just a few vocabularies they have, it does not guarantee their speaking will be fluent, and also will face hardship in pronouncing and producing many words that they want to convey.

English speaking ability has a set of qualities that must be rated. Harris (1969, p. 84) states that the qualities are as follow: vocabulary limitation so extreme to make conversation virtually impossible, misuse of words and very limited vocabulary make comprehension quite difficult, frequently uses the wrong words; conversation sometimes limited because of inadequate vocabulary, sometimes using the inappropriate term and or must refresh ideas because of lexical inadequacies, the use of vocabulary and idiom is virtually that of a native speaker.

d. Fluency

The students can be called a master of English or have a good ability in English if they can speak fluently. It means the student's fluency in English is a sign that they are a master of English. To know about fluency, according to Manser (1995, p. 61), fluency is the ability to speak a language smoothly and easily.

According to Harris (1969, p. 48), that five qualities must be rated in the fluency of speaking. They are as follows: speech is co halting and fragmentary as to take the conversation in virtually impossible, usually hesitant, often forced into silence by language limitation, speech and fluency are rather strongly affected by language problems, speech as fluent and errorless as that of a native speaker.

E. The important of speaking

A language is a tool for communication. the communication we use to express our ideas and to know others' ideas as well. Communication takes place, where there is speech. Without speech, we cannot communicate with one another. The importance of speaking skills, therefore, have great for the learners of any language. without speech, a language just like a mere script. The use of language is an activity that takes place in the restrict of our community. We use language in many different situations.

In social interaction, the ability to speak effectively supports how far our interaction going and how well a relationship can be achieved. Then, in workplace or career lives communication skill is one of the main keys for career success. For instance, a leader needs communication ability to deliver information, influence, and direct others to take action. We also need communication skills to show our ability and capability. Speaking skills are an important thing not just in success in one field, but certainly not limited to one's professional aspirations. Speaking skills can also enhance our life 30 depending on how we use it since it is one of the demanded skills that are mostly used in communication.

From the description above, In social interaction, the ability to speak effectively supports how far our interaction going and how well a relationship can be achieved. HayriyeKayi (2006, p.242) states that Speaking is an essential tool for communicating, thinking, and learning. Use utterance language is a powerful learning tool, it shapes, modifies, extends,

and organizes thought. It is the foundation of all language development. therefore, the foundation of all learning. The great base for the other language strands. Whereas, Brown (2000, p.30) defines that performance as the overtly observable and concrete manifestation or realization of competence. This term gives us a description that performance can be inspected by the true act. Therefore, speaking is one of the central elements of communication in our activity, so that Bad or good someone's speaking can be measured by his or her real performance.

F. Correlation Study

Correlation study provide an opportunity to predict scores and explaining the relationship among variables. Creswell (2012, p.338) argues that a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two set of data to vary consistently. Anderson & Keith in Creswell (2012, p.338) represent that correlation design allow to predict an outcome, such as the prediction that ability, quality of schooling, student motivation, and academic influence students achievement.

A correlation study is used to measure a relationship between two or more variables, indicates how one variable may predict another. Donal Ary (2010, p. 369) argues that correlation is a technique for determining the covariation between sets of scores; paired scores may vary directly (increase or decrease together) or vary inversely (as one increases, the other decreases, correlational research is research that attempts to determine the extent and the direction of the relationship between two or more variables.

The purpose of correlational studies is to discover the relationship between two or more variables. Relationship means that an individual's status on one variable tends to reflect his or her status on the other. In this study the writer will use Pearson product-moment Correlation. It's used when both the criterion and predictor variable contain continuous interval data such as test scores.

There are three possible results of a correlation study:

a. Positive correlation: both variables increase or decrease at the same time.

A correlation coefficient close to + 1.00 indicates a strong positive correlation.

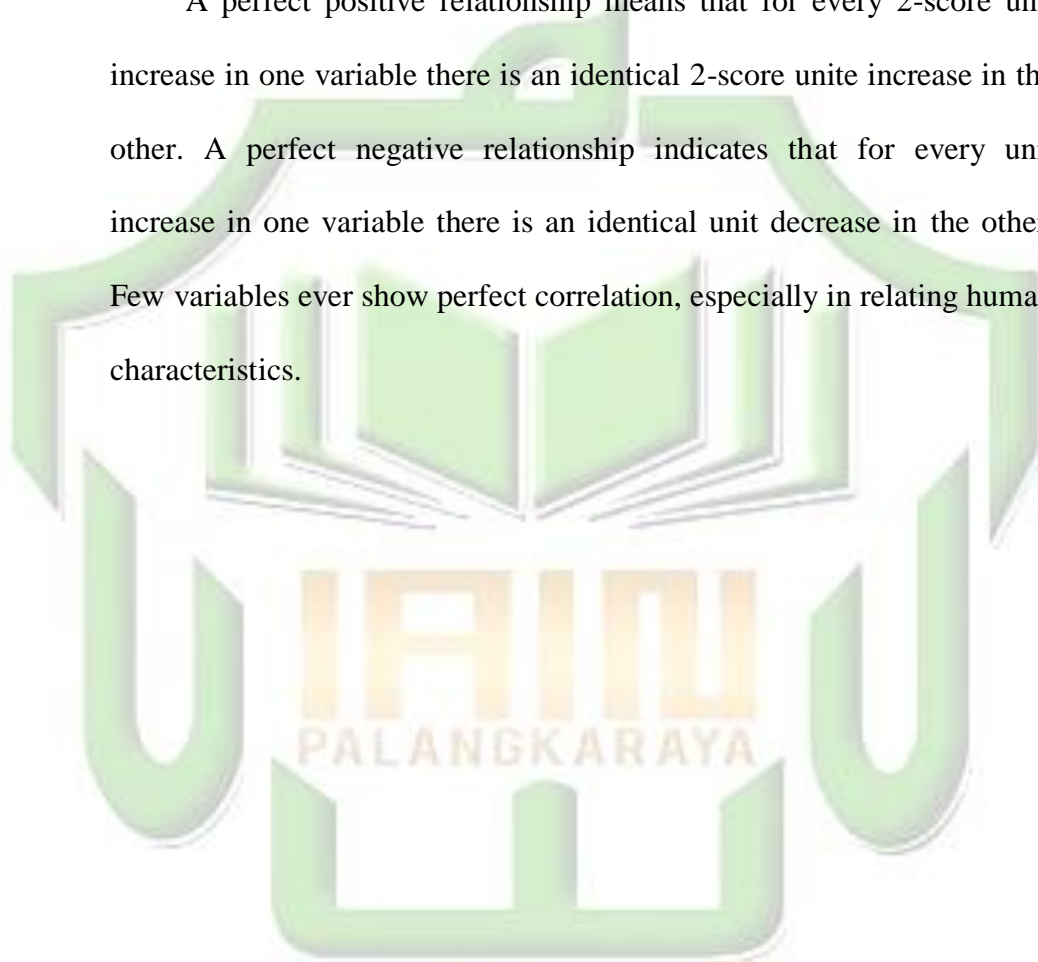
b. Negative correlation: indicates that as the amount of one variables increases, the other decreases (and vice versa). A correlation coefficient close to - 1.00 indicates a strong negative correlation.

c. No correlation: indicate any relationship between two variables. A correlation coefficient indicates no correlation.

Ary, Jacob, Sorensen and Razavieh (2010, p. 350). Argue the sign (+ or -) of the coefficient indicates the direction of the relationship. If the coefficient has a positive sign, this means that as one variable increases, the other also increases. For example, the correlation between height and weight is positive because tall people tend to be heavier and short people lighter. A negative coefficient indicates that as one variables increases, the other decreases. The correlation between outdoor air temperature during the winter months and heating bills is negative, as temperature

decreases, heating bills rise. The size of the correlation coefficient indicates the strength of the relationship between the variable. The coefficients can range in value from +1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to -1.00 (indicating a perfect negative relationship).

A perfect positive relationship means that for every 2-score unit increase in one variable there is an identical 2-score unit increase in the other. A perfect negative relationship indicates that for every unit increase in one variable there is an identical unit decrease in the other. Few variables ever show perfect correlation, especially in relating human characteristics.



CHAPTER III

RESEARCH METHOD

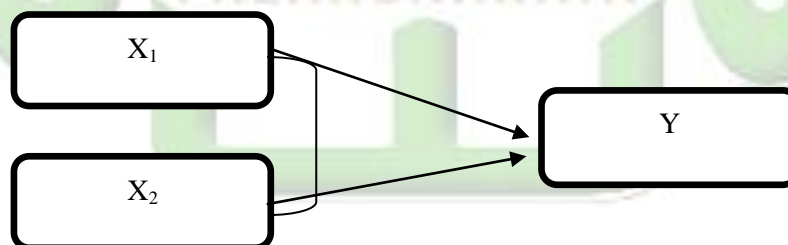
This chapter divided into Research Design, Population and Sample, Research Instrument, Data Collection Procedure, and Data Analysis Procedure.

A. Research Design

This research discussed the Correlation between Self-Efficacy and Vocabulary Size toward Speaking Ability. This study used correlation research that to measure the data two or more variables and to identify whether the variables were related (correlated) or not. The variables were Speaking Ability as the dependent variable (Y), Self-efficacy s (X1) and Vocabulary Size (X2) as the independent variables.

In this study, the researcher used quantitative method, while the design was correlation. Correlational study described that the scale of two or more quantitative variables are related (Hyun 2015, p. 16).

Figure 3.1 Variable of the study



Where:

X₁= Self-efficacy

X₂= Vocabulary Size

Y = Speaking Ability

The data was analyzed by using correlational statistics to measure the correlation coefficient among the variables.

According to Latief (2014, p. 113), The correlation coefficient described the variables with the r symbol that interpreted a number correlation between -1 and $+1$. -1 was negative correlation, $+1$ was positive correlation, and 0 was no correlation.

According to Ary (2010, p. 132), the scatterplot explained the relationship between the variables. A scatterplot point that was from lower to upper right indicated a positive correlation. Besides, the scatterplot point that was from upper to lower right indicated a negative correlation.

Figure 3.2 The Scatterplots

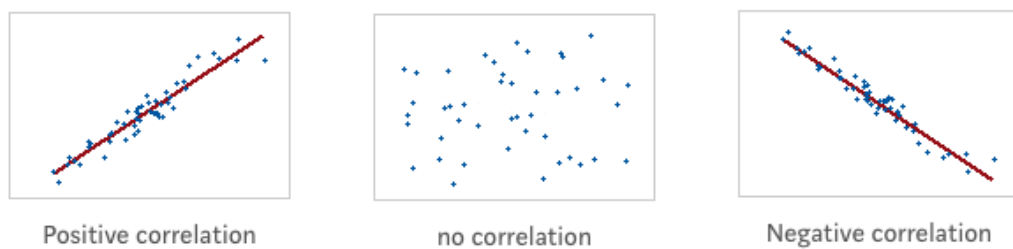


Figure 3.3 showed the interpretation of correlation by Sudijono (2007, p.193):

**Table 3.3
Interpretation Correlation**

The Amount of "r"Product Moment	Interpretation
0.00 – 0.20	No correlation

0.20 – 0.40	Low correlation
0.40 – 0.70	Moderate correlation
0.70 – 0.90	Strong correlation
0.90 – 1.00	Very strong correlation

B. Place and Time

The study conducted at IAIN Palangka Raya, which was located Jl. G. Obos, Islamic Center, Palangka Raya for two months. The participants were third Semester students of English Education Study Program at IAIN Palangka Raya that had already passed Speaking for Group Activities subject.

C. Population and Sample

1. Population

According to Arikunto (2002, p.108), population is the entire of subject of the study that also called by population research on census study.

In this research, the Third Semester students at IAIN Palangka Raya in Academic Year 2019/2020 as the population. The total number of population are 99 students.

Table 3.2
The Population of the study

Class	Female	Male
A	17	8
B	17	6
C	21	6
D	20	4
Total	75	24

2. Sample

According to Ary (2010, p.649), the sample is also called by the selected part of population for observation in a study. If the sample of this study less than 100, it was better to take a whole of population. So, it will regarded as a population research. But if the research subject more than 100, the research could take 10-15% or 20-25% from the population.

In this study, the researcher chose the three classes, they were A Class (25 students), C Class (27 students) and D Class (24 students). The total number of all participants were 76 students. So that, the researcher used the purposive sampling technique to get sample because total population sampling is a type of purposive sampling technique, where you choose to examine the entire population that has a particular set of characteristics.

Here were the specific characteristics of the population that make the researcher interest appropriate to use it by their experience. students who were in speaking for public speaking have begun to form their character and courage in carrying out their responsibilities, moreover, they have passed speaking class also in the previous semester.

so that it made the researcher easier to understood and improved their performance in speaking English. The Researcher hopes this research is going to be finished earlier.

Table 3.3
The number of students at Third Semester

No	Class	Number of Students
1	A	25
2	C	27
3	D	24
	Total	76

D. Research Instruments

The collecting data process was gathered by Test and Questionnaire.

1. Test

In this research, the researcher gave the two kinds of test, they were vocabulary and speaking tests.

a. Vocabulary size test

The vocabulary test was 30 number of multiple choices that implied at google form with limited time. The vocabulary test in this research used to assess the students' vocabulary size. The vocabulary test adopted from Nor Harisha (2020). The table of items specification of vocabulary test showed in the table below.

Table 3.4
Table of Items Specification of Vocabulary Test

No	Indicators	Total	Number of Items Specification
1	Verb	12	1,3,4,6,9,13,15,16,17,22,26,29
2	Noun	9	2,7,8,12,19,20,25,28,30
3	Adjective	8	5,10,11,18,21,23,24,27
4	Adverb	1	14

According to Nugraha et. Al. (p.5), vocabulary size have a different interpretation that showed in table below:

Table 3.5
The Interpretation of Vocabulary Size Score

Score	Interpretation
76-100	High
60-75	Moderate
40-59	Low

b. Speaking Test

The speaking test consisted of investigation that included of how to describe something or someone either with planning or not. The test of type was oral test by video. The students assigned to choose one of two topic that interest them, then they had 2-5 minutes to explain the topic of their choice and send the video by email.

1. Inter – Rater Students Speaking performances

The students' speaking were scoring by two raters, the first rater was one of English teacher, Nor Harisha, S.Pd as the Inter- rater for A, C and D Class. The second was the researcher self that calculated the data to get the mean of the two raters' scores.

2. Qualification Final scores

According to Daryanto (2005, p.211), The final score was the scale classification which used to deliver students had. The qualification showed in the table below.

Table 3.6
Qualification scores for English Subject

Scores	Criteria
80-85	Very Good
70-75	Good
60-65	Fair

Criteria of assessment from vocabulary size test used the win-lose system that they should choose A, B, C, or D. The researcher conducted the test by Google Form, so that after the students finished, they should submitted to the researcher.

The score calculation of students' vocabulary test by using the formula :

$$S = n \times 100 N$$

Where :

S = The Score of Students

n = The Number of a correct answer

N = The Number of all items

The researcher used the formula as below to know the average of students' score:

$$M = \frac{X}{Y}$$

Where :

M = Mean

X = The Sum of score

N = The Total Number of students

2. Questionnaire

Zoltan Dornyei (2003, p.26) stated that questionnaire is written instruments to know the reaction of participants based on questions or statements of the study. In this study, the self-efficacy questionnaire (Appendix 2) were adopted by Ahmad Asakereh and Maliheh Dehghannezhad (2015).

To determine the score, there were 5 categories. They were **strongly agree** which was scored by 5, **agree** was scored by 4, **neutral** was scored by 3, **disagree** was scored by 2, and **strongly disagree** was scored by 1.

The questionnaire attempted to get the information on how learners saw their self-efficacy. Then, a higher score implied higher self efficacy and lower score implied lower self efficacy which interpreted the criteria of score below:

Table 3.7
interpretation Questionnaire

Score	Interpretation
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Moderately
61% - 80%	Strong
81% - 100%	Very strong

The total score measured the individual's attitude toward the topic, so by the questionnaire the writer assessed the students' self efficacy and correlated the result.

According to Azwar in research journal of (Eva Utami, 2017: 38), the score category would be accorded by the standard deviation and mean with the following formula:

Table 3.8
Self Efficacy Questionnaire Scoring Rubrics

Category Formats	Interpretation
$X > \text{mean} - \text{SD}$	High
$\text{Mean} - \text{SD} \leq X \leq \text{mean} + \text{SD}$	Moderate
$X < \text{mean} - \text{SD}$	Low

Means:

X = The Score of subject

Mean = The Average

SD = The Standard Deviation

3. Instrument Try Out

Try out used to measure the validity and reliability of instruments which were test and questionnaire. The try out did to the sample class first before it applied to the real sample of this study. In this study, the researcher did the try out of Self-efficacy questionnaire and Vocabulary test Instrument because it adopted from the previous researcher. The Researcher chose the students of Speaking for Group Activities B classes as a participants of try out test. Then, the researcher collected and analyzed the score to certain the instrument's reliability and validity of the test.

a. Try Out of Vocabulary Test

Table 3.9
Table of Items Specification of Vocabulary Test

No	Indicators	Total	Number of Items Specification
1	Verb	12	1,3,4,6,9,13,15,16,17,22,26,29
2	Noun	9	2,7,8,12,19,20,25,28,30
3	Adjective	8	5,10,11,18,21,23,24,27
4	Adverb	1	14

After gave the try out test, the researcher measured the result by using SPSS to find the validity of the try out of vocabulary. The results showed 21 items valid that saw in the table below.

Table 3.10
Table of Items Specification of Vocabulary Test after Validity

No	Indicators	Total	Number of Items Specification
1	Verb	10	1,4,6,9,13,15,16,17,22,26
2	Noun	7	2,7,8,12,20,25
3	Adjective	4	10,11,24,27
4	Adverb	1	14

b. Try Out of Self-efficacy Questionnaire

The speaking skills self-efficacy questionnaire were 28 items (Appendix 2), that was adopted by Ahmad Asakereh and Maliheh Dehghannezhad (2015).

No	Items	SD	D	N	A	SA
1	I have enough ability to improve my speaking skills.					

After the tryout test, the Researcher analyzed and calculated the result by using SPSS to assess the validity of tryout test. The results were 26 items valid.

E. Instrument Validity

The validity test defined the instrument that could be measured what to measure.

Instrument validity discussed about content validity and construct validity of the test which use in the research. Also, validity defined as assessment which demonstrated the scale of instrument number. The validity instrument should reach high validity. Beside, the invalid instrument got lacking of grade of number. In this validity of the study, the researcher used content and validity that explained below.

1. Content validity

This kind of validity depends on a careful analysis of the language being tested of the course objective. The research tested the content validity by asking the experts' suggestion whether the instrument needed to try out or not.

2. Construct Validity

Construct validity defined the way of concept construction that related to the ability of measuring the object of the study. The test that was called by construct validity if the capability of assessing a specific characteristic followed the knowledge of learning. There was the product-moment formulation to assess the validity of test that explained in table below.

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{\sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

where :

r_{xy} = numeral of index correlation “r”

N = Total sample

$\sum XY$ = amount X score and Y score

$\sum x$ = amount X score

$\sum Y$ = amount Y score

The criteria coefficient correlation aims to comprehend deeply the level validity of instrument (Riduwan, 2007, p. 110):

Table 3.11
The Criteria of Validity

Validity	Interpretation
0.800 - 1.000	Very High Validity
0.600 - 0.799	High Validity
0.400 - 0.599	Fair Validity
0.200 - 0.399	Poor Validity
0.000 - 0.199	Very Poor Validity

F. Instrument Reliability

Ary (1974, p. 273) argued that reliability is focused with the effect of the mistake of score consistent. Reliability is a stability in assessing what the assessing is. In a study by Heaton (1974, p. 155), reliability is an important part of any good test, and validation, so that the test might be reliable as measuring instrument. To assess the reliability of the questionnaire and speaking score, the researcher used SPSS Program KR-21 formulas to get the interpretation of coefficient correlation. The category could be high, moderate, positive, weak or negative to have the easier and

validate one. According to Arikunto (2010, p. 100) the formula of KR-21 as follow :

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Explanation :

r1 : reliability of the test as a whole

p : the distribution of the subject that answer the item correctly

q : the distribution of the subject that answer the item incorrectly

\sum : the amount of multiplication between p and q

P : the total number of item

S : standard deviation

a. Reliability of the Speaking test

The Researcher used an inter-rater procedure that it was necessary while conducting the speaking test at MA Muslimat NU of Palangka Raya, she was Nor Harisha S.Pd as the Inter-rater. Then the Researcher calculated the mean of the two raters' scores by using Pearson Product Moment formula to reach the result of speaking test reliability. The qualification of reliability as followed:

0.800 – 1.000 : Very High Reliability

0.600 – 0.799 : High Reliability

0.400 – 0.599 : Fair Reliability

0.200 – 0.399 : Poor Reliability

0.000 – 0.199 : Very Poor Reliability

b. Reliability of the Vocabulary test

The Researcher adopted a test-retest procedure to investigate the reliability of the vocabulary test. In this study, the Pearson Product Moment calculation had used to assess the reliability of vocabulary test instrument. The result data showed that the vocabulary try out test was 0.428 which meant moderate category.

c. Reliability of students Self-Efficacy questionnaire

The Self-Efficacy questionnaire was counted by SPSS 17.0 to assess the reliability of it. The result data showed that all test items were reliable which meant the researcher could be used the instrument.

G. Data Collecting Procedure

To get the data that is need in the research, there are few of ways to do it, they are :

1. Speaking test

The Researcher did some procedures in collecting the data, they were:

- 1) Determine the place and the population of the study.
- 2) Ask permission to carry out the study.
- 3) Created research instrument (speaking test).
- 4) Giving the test .
- 5) Giving score to the students by using the following qualification based on KKM For English subject at IAIN Palangka Raya.
- 6) Analyzing the data by using SPSS 17.0 Program and Pearson Product Moment.

7) Interpreting the results of analyzing data.

8) Concluding the data.

2. Vocabulary Test

The Researcher was doing some ways in the data collection procedures, they are as follows :

- 1) Determine the place and the population of the study.
- 2) Asked permission to carry out the study.
- 3) Created research instrument (multiple choice test) by using google form.
- 4) Try out the Instrument
- 5) Giving 21 items of multiple choice test by google form.
- 6) Giving a score to the students.
- 7) Analyzed the data obtain into the calculation, with manual and using SPSS 17.0
- 8) Interpreting the result.
- 9) Concluding the data.

3. Self Efficacy Questionnaire

- 1) Determine the place and population of the study.
- 2) Ask permission to carry out the study.
- 3) Created research instrument (questionnaire) by using google form.
- 4) Try out the instrument.
- 5) giving 26 item of questionnaire by using google form.

- 6) The score obtains from this instrument by using a scale Likert scale.
- 7) Testing normality, honogeneity, and linearity.
- 8) Calculating the data by using *the correlation “r” product moment* to test the hypotheses of the study.
- 9) In addition, the writer uses SPSS 17.0 program to compare the data.
- 10) Interpreting result.
- 11) Concluding the data.

H. Data Analysis Procedure

The researcher analyzed the data with a following procedures:

The researcher used correlational design to analyze the data. A correlation defined as a statistical test to find the data between two or more variables.

To complete the data analysis, there were some tests before testing the hypotheses: normality, homogeneity and linearity test.

1. Normality Test

The normality test aimed to analyze whether the groups have a normal distribution or not. In this study, the researcher used SPSS 16 program which used Kolmogorov Smirnov with the level of significance $\alpha=5\%$.if the asymptotic significance was higher than $\alpha(5\%)$, it stated that the distribution data was normal. On the contrary, if the result of asymptotic significance was lower than $\alpha (5\%)$, it stated the the data was not a normal distribution.

2. Homogeneity Test

Homogeneity aimed to know whether the sample had same variant or not. The researcher used SPSS 17.0 to test the homogeneity by using Levene's test with a level of significance α (5%). If the calculation result was higher than 5% degree of significance, it meant that both groups have the same variant and homogeneous.

a. Linearity Test

Linearity aimed to decided whether the variables are correlated linearly or not. The researcher used SPSS 17.0 with the level of significance 0.05 to test the linearity of variables. The linearity test is usually used for correlational analysis. It is tested by using SPSS 17.0 program (test for linearity) with the level of significance is 0,05. if the results was higher than 0.05, it meant that the variables were linear.

b. Testing Hypotheses

The researcher analyzed the data to find the correlation between self efficacy and vocabulary size toward speaking ability by applying the formula of Karl Pearson.

The researcher determined the score with the formula :

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(\sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Where:

n = the number of x and y data pairs

x = The Total number of variables X

y = Total number of variable Y

x^2 = Total number square of variables X

y^2 = Total number square of variables Y

xy = The total number of variable X and Y

The researcher interpreted, discussed and concluded the result of the data analysis.

1. Testing Hypotheses

In this study, the researcher tested the hypothesis to find out the correlation between self efficacy and vocabulary size toward speaking ability by using Karl Pearson formula that explained below.

$$R_{y.x_1x_2} = \sqrt{\frac{r^2_{yx_1} + r^2_{yx_2} - 2r_{yx_1} \cdot r_{yx_2} \cdot r_{x_1x_2}}{1 - r^2_{x_1x_2}}}$$

Notes :

r_{yx_1} = The correlation coefficient between variable x_1 and variable y

r_{yx_2} = The correlation coefficient between x_2 variables and y variable.

CHAPTER IV

RESULT OF THE STUDY

In this chapter, the Researcher presented the data which had been collected from the research in the field of study. The data were the result of students' speaking score, the result of students' Self Efficacy score, the result of students' Vocabulary, comparison between speaking scores, Self Efficacy scores and Vocabulary scores, the result of normality and homogeneity, testing of normality, testing of homogeneity, linear regression, testing hypothesis using manual calculation, testing hypothesis using SPSS program, interpretation of the result, and discussion.

A. Data Presentation

1. Distribution of Speaking test scores

In this study, the Researcher conducted a speaking test in a speaking class that was held on Friday, 11th September 2020 consisted of 76 students. The speaking test consisted of the instruction and statement the subjects addressed in their speaking and the alternative topics to be chosen. In this sense, the students were assigned to choose one interesting topic. The first topic was their daily activity, and the second is a description of something or someone. They were asked to develop the topic in form of spoken (monologue) in 3-5 minutes long and present it used video. The students' speaking scores of the sample class of the study were presented in the following table.

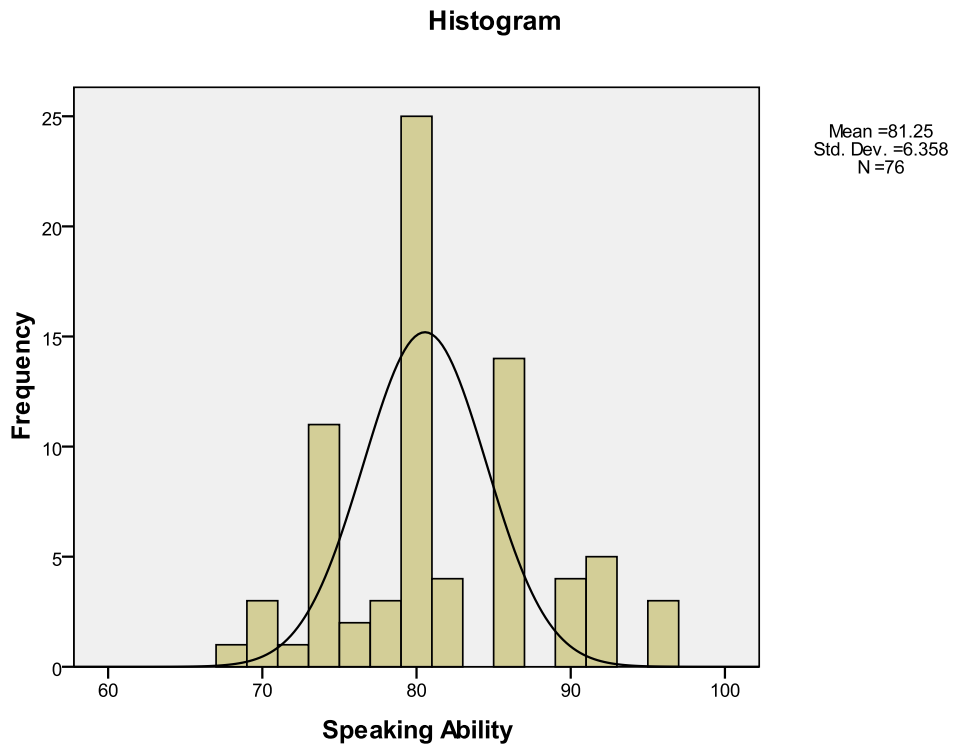
Table 4.1
The Description of Speaking test scores
by the students of the sample class

No	Initial	Score 1	Score 2	Score Accepted	Grade
1.	AK	80	80	80	Good
2.	AA	75	85	80	Good
3.	ARN	92	92	92	Very Good
4.	CO	80	80	80	Good
5.	AD	86	84	85	Very Good
6.	FAW	82	78	80	Good
7.	FI	84	80	82	Very Good
8.	H	80	80	80	Good
9.	KA	82	88	85	Very Good
10.	LRA	84	86	85	Very Good
11.	M	85	85	85	Very Good
12.	M	75	85	80	Good
13.	MQW	90	90	90	Very Good
14.	NE	80	80	80	Good
15.	NS	85	75	80	Good
16.	N	82	78	80	Good
17.	NH	84	76	80	Good
18.	RH	86	74	80	Good
19.	RF	80	80	80	Good
20.	SDS	84	80	82	Very Good
21.	SM	84	76	80	Good
22.	SNS	88	84	86	Very Good
23.	TW	94	96	95	Very Good
24.	VR	82	78	80	Good
25.	WT	88	82	85	Very Good
26.	AJ	83	77	80	Good
27.	A	80	80	80	Good
28.	AF	92	92	92	Very Good
29.	DPP	92	88	90	Very Good
30.	E	72	72	72	Good
31.	FFNS	72	76	74	Good
32.	FDR	76	72	74	Good
33.	IF	88	76	82	Very Good
34.	KO	84	76	80	Good
35.	L	92	88	90	Very Good
36.	M	90	90	90	Good
37.	MS	76	72	74	Good
38.	M	85	85	85	Very Good
39.	NS	86	84	85	Very Good
40.	NFRH	75	73	74	Good
41.	NPR	72	76	74	Good
42.	NK	68	72	70	Good

43.	RA	77	72	74	Good
44.	RK	92	92	92	Very Good
45.	SM	76	72	74	Good
46.	SS	84	86	85	Very Good
47.	SZ	76	72	74	Good
48.	SV	83	87	85	Very Good
49.	UM	76	72	74	Good
50.	VHT	68	72	70	Good
51.	WL	80	76	78	Good
52.	HR	76	76	76	Good
53.	ANF	82	88	85	Very Good
54.	BFD	68	72	70	Good
55.	DAMP	84	80	82	Very Good
56.	FN	80	80	80	Good
57.	HS	84	86	85	Very Good
58.	IH	87	83	85	Good
59.	KNHL	86	74	80	Good
60.	MIA	84	76	80	Good
61.	MFA	80	76	78	Good
62.	MA	96	96	96	Very Good
63.	MKA	92	92	92	Very Good
64.	NAA	88	72	80	Good
65.	NPR	88	82	85	Very Good
66.	NS	82	78	80	Good
67.	NYS	92	92	92	Very Good
68.	RMR	80	76	78	Good
69.	SW	88	72	80	Good
70.	SM	76	76	76	Good
71.	S	76	72	74	Good
72.	UK	76	72	74	Good
73.	WAL	88	72	80	Good
74.	Y	68	68	68	Good
75.	IL	95	95	95	Very Good
76.	NH	80	80	80	Good
Highest Score					96
Lowest Score					68
Mean					81.25
Standard Deviation					6.358

To know the level of proficiency the Researcher calculated the frequency distribution as follow :

Figure 4.1
The Frequency distribution of speaking test



According to Daryanto (2005, p.211) The final score the made rating classification which used to give students obtained. The following was rating scale classification.

Table 4.2
Qualification scores for English subject

Score	Scale	Criteria
81 – 100	5	Very Good
61 – 80	4	Good
41 – 60	3	fairly Good
21 – 40	2	Poor
0 – 20	1	Very poor

It can be seen from the figure, three were 28 students got a score of 81 – 100 it indicated as very good, three were 48 students got a score of 68 – 80 it indicated as good.

2. Distribution of Vocabulary test scores

The vocabulary test had been conducted on Thursday, 18th September 2020 with the number of students was 76 students by using google form. The vocabulary test consisted of 21 items in form of multiple choices questions. The students' vocabulary scores of the sample class of the study were presented in the following table.

Table 4.3
The description of vocabulary test scores of the data achieved by the students of the sample class

No	Initial	Score	Grade
1.	AK	76	Good
2.	AA	71	Good
3.	ARN	90	Very Good
4.	CO	71	Good
5.	AD	76	Good
6.	FAW	80	Good
7.	FI	71	Good
8.	H	76	Good
9.	KA	71	Good
10.	LRA	76	Good
11.	M	71	Good
12.	M	71	Good
13.	MQW	85	Good
14.	NE	85	Good
15.	NS	76	Good
16.	N	80	Good
17.	NH	80	Good
18.	RH	76	Good
19.	RF	71	Good
20.	SDS	76	Very Good
21.	SM	71	Good
22.	SNS	76	Very Good
23.	TW	80	Good
24.	VR	71	Good

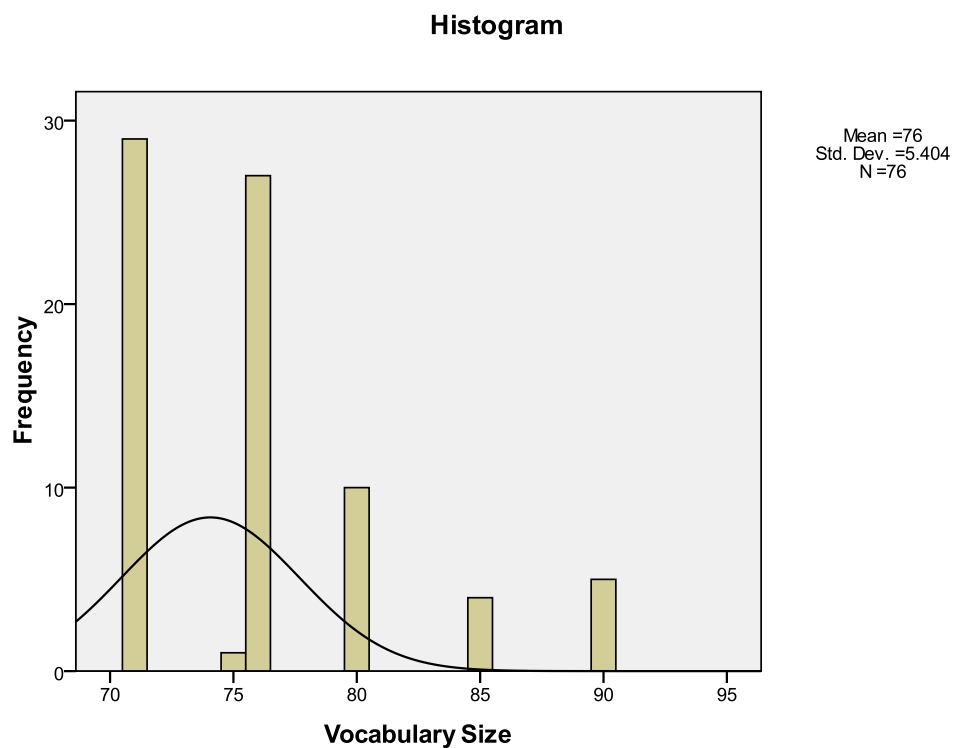
25.	WT	76	Good
26.	AJ	71	Good
27.	A	76	Good
28.	AF	90	Very Good
29.	DPP	80	Very Good
30.	E	76	Good
31.	FFNS	71	Good
32.	FDR	71	Good
33.	IF	76	Good
34.	KO	71	Good
35.	L	71	Fairly Good
36.	M	76	Good
37.	MS	71	Good
38.	M	76	Good
39.	NS	71	Good
40.	NFRH	76	Good
41.	NPR	71	Good
42.	NK	80	Good
43.	RA	76	Good
44.	RK	90	Very Good
45.	SM	80	Good
46.	SS	76	Good
47.	SZ	85	Good
48.	SV	85	Good
49.	UM	76	Good
50.	VHT	71	Good
51.	WL	71	Good
52.	HR	71	Good
53.	ANF	76	Good
54.	BFD	71	Good
55.	DAMP	80	Very Good
56.	FN	76	Good
57.	HS	71	Good
58.	IH	71	Good
59.	KNHL	76	Good
60.	MIA	71	Very Good
61.	MFA	71	Good
62.	MA	90	Very Good
63.	MKA	90	Very Good
64.	NAA	80	Good
65.	NPR	76	Good
66.	NS	76	Good
67.	NYS	71	Very Good
68.	RMR	71	Good
69.	SW	76	Good
70.	SM	80	Good
71.	S	71	Good
72.	UK	71	Good

73.	WAL	71	Good
74.	Y	76	Good
75.	IL	76	Good
76.	NH	76	Good
Highest Score			90
Lowest Score			71
Mean			76
Standard Deviation			5,404

To know the level of proficiency the Researcher calculated the frequency distribution as follow :

Figure 4.2

The Frequency distribution of Vocabulary test



3. Distribution of Self Efficacy Questionnaire

The next step was the writer for self-efficacy test on Friday 25th September 2020 with the number of students was 76 students by using google form. The self-efficacy test consisted of 26 items in form of a questionnaire. The students' self-efficacy scores of the sample class of the study were presented in the following table. it can be seen as follows :

Table 4.4
The Description of Self Efficacy test score
by the students of the sample class

No	Initial	Score (%)	Interpretation
1.	AK	88	Very Strong
2.	AA	97	Very Strong
3.	ARN	94	Very Strong
4.	CO	91	Very Strong
5.	AD	93	Very Strong
6.	FAW	96	Very Strong
7.	FI	85	Very Strong
8.	H	76	Strong
9.	KA	82	Very Strong
10.	LRA	99	Very Strong
11.	M	83	Very Strong
12.	M	75	Strong
13.	MQW	99	Very Strong
14.	NE	76	Strong
15.	NS	83	Very Strong
16.	N	84	Very Strong
17.	NH	74	Strong
18.	RH	96	Very Strong
19.	RF	80	Strong
20.	SDS	96	Very Strong
21.	SM	94	Very Strong
22.	SNS	94	Very Strong
23.	TW	98	Very Strong
24.	VR	89	Very Strong
25.	WT	96	Very Strong
26.	AJ	75	Strong
27.	A	98	Very Strong
28.	AF	95	Very Strong
29.	DPP	96	Very Strong

30.	E	76	Strong
31.	FFNS	79	Strong
32.	FDR	97	Very Strong
33.	IF	86	Very Strong
34.	KO	98	Very Strong
35.	L	96	Very Strong
36.	M	88	Very Strong
37.	MS	96	Very Strong
38.	M	78	Strong
39.	NS	97	Very Strong
40.	NFRH	98	Very Strong
41.	NPR	87	Very Strong
42.	NK	87	Very Strong
43.	RA	84	Very Strong
44.	RK	96	Very Strong
45.	SM	97	Very Strong
46.	SS	80	Strong
47.	SZ	97	Very Strong
48.	SV	92	Very Strong
49.	UM	85	Very Strong
50.	VHT	95	Very Strong
51.	WL	78	Strong
52.	HR	97	Very Strong
53.	ANF	83	Very Strong
54.	BFD	98	Very Strong
55.	DAMP	83	Very Strong
56.	FN	77	Strong
57.	HS	88	Very Strong
58.	IH	75	Strong
59.	KNHL	78	Strong
60.	MIA	95	Very Strong
61.	MFA	86	Very Strong
62.	MA	97	Very Strong
63.	MKA	95	Very Strong
64.	NAA	91	Very Strong
65.	NPR	87	Very Strong
66.	NS	79	Strong
67.	NYS	91	Very Strong
68.	RMR	95	Very Strong
69.	SW	87	Very Strong
70.	SM	80	Strong
71.	S	77	Strong
72.	UK	96	Very Strong
73.	WAL	83	Very Strong
74.	Y	90	Very Strong
75.	IL	78	Strong
76.	NH	78	Strong
Highest Score			99

Lowest Score	74
Mean	88,33
Standard Deviation	7,964

The interpretation score was rated as follow :

0% - 20% = very low

21% - 40% = low

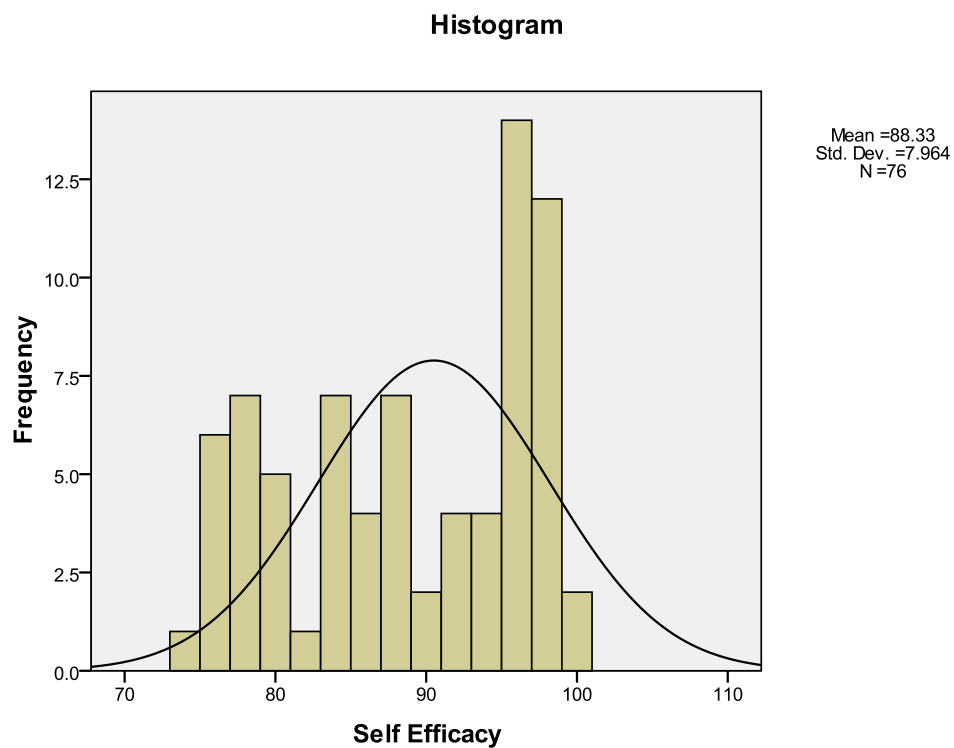
41% - 60% = moderately

61% - 80% = strong

81% - 100% = very strong

Figure 4.4

The Frequency distribution of Self Efficacy test



It can be seen from the figure above, the student's score of self-efficacy, 57 students indicated as very strong self-efficacy, 19 students indicated as strong self-efficacy.

B. Comparison Between Self Efficacy, Vocabulary Size and Speaking Ability.

Having described from the specification table on the previous page it can be known the comparison between self-efficacy score, vocabulary, and speaking score. Based on the test have been constructed, the comparison between vocabulary score, self-efficacy score, and speaking score following ways:

Table 4.5

The Description comparison between Self-Efficacy, Vocabulary Size, and Speaking Ability by the students of the sample class.

No	Initial	Self Efficacy (x1)	Vocabulary Size (x2)	Speaking Ability (y)
1	AK	88	76	80
2	AA	97	71	80
3	ARN	94	90	92
4	CO	91	71	80
5	AD	93	76	85
6	FAW	96	80	80
7	FI	85	71	82
8	H	76	76	80
9	KA	82	71	85
10	LRA	99	76	85
11	M	83	71	85
12	M	75	71	80
13	MQW	99	85	90
14	NE	76	85	80
15	NS	83	76	80
16	N	84	80	80
17	NH	74	80	80
18	RH	96	76	80
19	RF	80	71	80
20	SDS	96	76	82
21	SM	94	71	80
22	SNS	94	76	86
23	TW	98	80	95
24	VR	89	71	80
25	WT	96	76	85
26	AJ	75	75	80
27	A	98	76	80

28	AF	95	90	92
29	DPP	96	80	90
30	E	76	76	72
31	FFNS	79	71	74
32	FDR	97	71	74
33	IF	86	76	82
34	KO	98	71	80
35	L	96	71	90
36	M	88	76	90
37	MS	96	71	74
38	M	78	76	85
39	NS	97	71	85
40	NFRH	98	76	74
41	NPR	87	71	74
42	NK	87	80	70
43	RA	84	76	74
44	RK	96	90	92
45	SM	97	80	74
46	SS	80	76	85
47	SZ	97	85	74
48	SV	92	85	85
49	UM	85	76	74
50	VHT	95	71	70
51	WL	78	71	78
52	HR	97	71	76
53	ANF	83	76	85
54	BFD	98	71	70
55	DAMP	83	80	82
56	FN	77	76	80
57	HS	88	71	85
58	IH	75	71	85
59	KNHL	78	76	80
60	MIA	95	71	80
61	MFA	86	71	78
62	MA	97	90	96
63	MKA	95	90	92
64	NAA	91	80	80
65	NPR	87	76	85
66	NS	79	76	80
67	NYS	91	71	92
68	RMR	95	71	78
69	SW	87	76	80
70	SM	80	80	76
71	S	77	71	74
72	UK	96	71	74
73	WAL	83	71	80
74	Y	90	76	68
75	IL	78	76	95

76	NH	78	76	80
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C. Result of Data Analysis

1. Testing of Normality

The first step was testing the normality. It was used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. the writer also applied SPSS Statistic 17.0 program to analyze.

Table 4.6
The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		76
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	5.74730147
Most Extreme Differences	Absolute	.086
	Positive	.061
	Negative	-.086
Kolmogorov-Smirnov Z		.751
Asymp. Sig. (2-tailed)		.626

a. Test distribution is Normal.

b. Calculated from data.

Based on the table above, it could be seen that the P-value (Sig.) the test scores of Self-efficacy, Vocabulary size, and Speaking Ability is 0.626. thus, it could be concluded that it indicates the data was in normally distributed.

2. Testing of Homogeneity

The next step was testing the homogeneity. It was used to know whether the sample class, that is decided, came from a population that had relatively the same variant or not.

Table 4.7
The Result of Homogeneity Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Self Efficacy	,395	2	73	,675
Vocabulary Size	,169	2	73	,845
Speaking Ability	,941	2	73	,395

Based on the result of the homogeneity test, it could be seen that the P-value (Sig.) of the test scores of Self-efficacy 0,675, Vocabulary Size 0,845, and Speaking Ability is 0,395. Since the significant value was higher than the significant level $\alpha = 0.05$, it could be concluded that the data were homogeneous. It meant that both classes were in the same variants.

3. Testing of Linearity

The last step was Researcher used testing linearity to know whether the variables were correlated linearly or not.

Table 4.8
The Result of Linearity Test for students Self Efficacy
and speaking ability.

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Speaking ability * Vocabulary size	773.159	4	193.290	6.075	.000
Between Groups	541.617	1	541.617	17.022	.000
Linearity	231.543	3	77.181	2.426	.073
Deviation from Linearity					
Within Groups	2259.091	71	31.818		
Total	3032.250	75			

Table 4.9
The Result of Linearity Test for students Vocabulary Size and
Speaking Ability.

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Speaking ability * Self efficacy	769.743	24	32.073	.723	.805
Between Groups	52.504	1	52.504	1.184	.282
Linearity	717.239	23	31.184	.703	.820
Deviation from Linearity					
Within Groups	2262.507	51	44.363		
Total	3032.250	75			

From the two tables above (table 4.9 and 4.10) the F value was of the linearity for students' Vocabulary size is 2.426 and students' self-efficacy is 0.703 Since the significant value (0. 820) was higher than the significant level $\alpha= 0.05$, it could be concluded that the variables were correlated linearly.

4. Testing Hypothesis

To respond to the hypothesis H_a there is a correlation among self-efficacy, vocabulary size toward students' speaking ability of EFL students at IAIN Palangka Raya accepted when observed $>$ t_{table} , and H_o there is no correlation among self-efficacy, vocabulary size toward students' speaking ability of EFL students at IAIN Palangka Raya was rejected when observed $<$ t_{table} . The Researcher used Pearson product-moment Correlation calculation with the significant level of the refusal of null hypothesis $\alpha = 0.05$. The writer calculated by using manual calculation and also SPSS 17.0 Program to test the hypothesis using Pearson Product Moment Correlation.

$$R_{y.x_1x_2} = \sqrt{\frac{r^2_{yx_1} + r^2_{yx_2} - 2r_{yx_1}r_{yx_2}r_{x_1x_2}}{1 - r^2_{x_1x_2}}}$$

Notes :

r_{yx_1} = Correlation coefficient between variable x_1 with variable y

r_{yx_2} = Correlation coefficient between x_2 variables with y variables

Table 4.10
Testing Hypothesis

No	X1	X2	Y	$\sum x^2_1$	$\sum x^2_2$	$\sum y^2$	$\sum x_1y$	$\sum x_2y$	$x_1.x_2$
1	88	76	80	7744	5776	6400	7040	6080	6688
2	97	71	80	9409	5041	6400	7760	5680	6887
3	94	90	92	8836	8100	8464	8648	8280	8460
4	91	71	80	8281	5041	6400	7280	5680	6461
5	93	76	85	8649	5776	7225	7905	6460	7068
6	96	80	80	9216	6400	6400	7680	6400	7680
7	85	71	82	7225	5041	6724	6970	5822	6035
8	76	76	80	5776	5776	6400	6080	6080	5776
9	82	71	85	6724	5041	7225	6970	6035	5822
10	99	76	85	9801	5776	7225	8415	6460	7524
11	83	71	85	6889	5041	7225	7055	6035	5893
12	75	71	80	5625	5041	6400	6000	5680	5325
13	99	85	90	9801	7225	8100	8910	7650	8415
14	76	85	80	5776	7225	6400	6080	6800	6460
15	83	76	80	6889	5776	6400	6640	6080	6308
16	84	80	80	7056	6400	6400	6720	6400	6720
17	74	80	80	5476	6400	6400	5920	6400	5920
18	96	76	80	9216	5776	6400	7680	6080	7296
19	80	71	80	6400	5041	6400	6400	5680	5680
20	96	76	82	9216	5776	6724	7872	6232	7296
21	94	71	80	8836	5041	6400	7520	5680	6674
22	94	76	86	8836	5776	7396	8084	6536	7144
23	98	80	95	9604	6400	9025	9310	7600	7840
24	89	71	80	7921	5041	6400	7120	5680	6319
25	96	76	85	9216	5776	7225	8160	6460	7296
26	75	71	80	5625	5625	6400	6000	6000	5625
27	98	76	80	9604	5776	6400	7840	6080	7448
28	95	90	92	9025	8100	8464	8740	8280	8550
29	96	80	90	9216	6400	8100	8640	7200	7680
30	76	76	72	5776	5776	5184	5472	5472	5776
31	79	71	74	6241	5041	5476	5846	5254	5609
32	97	71	74	9409	5041	5476	7178	5254	6887
33	86	76	82	7396	5776	6724	7052	6232	6536
34	98	71	80	9604	5041	6400	7840	5680	6958
35	96	71	90	9216	5041	8100	8640	6390	6816
36	88	76	90	7744	5776	8100	7920	6840	6688
37	96	71	74	9216	5041	5476	7104	5254	6816
38	78	76	85	6084	5776	7225	6630	6460	5928
39	97	71	85	9409	5041	7225	8245	6035	6887
40	98	76	74	9604	5776	5476	7252	5624	7448
41	87	71	74	7569	5041	5476	6438	5254	6177
42	87	80	70	7569	6400	4900	6090	5600	6960
43	84	76	74	7056	5776	5476	6216	5624	6384

44	96	90	92	9216	8100	8464	8832	8280	8640
45	97	80	74	9409	6400	5476	7178	5920	7760
46	80	76	85	6400	5776	7225	6800	6460	6080
47	97	85	74	9409	7225	5476	7178	6290	8245
48	92	85	85	8464	7225	7225	7820	7225	7820
49	85	76	74	7225	5776	5476	6290	5624	6460
50	95	71	70	9025	5041	4900	6650	4970	6745
51	78	71	78	6084	5041	6084	6084	5538	5538
52	97	71	76	9409	5041	5776	7372	5396	6887
53	83	76	85	6889	5776	7225	7055	6460	6308
54	98	71	70	9604	5041	4900	6860	4970	6958
55	83	80	82	6889	6400	6724	6806	6560	6640
56	77	76	80	5929	5776	6400	6160	6080	5852
57	88	71	85	7744	5041	7225	7480	6035	6248
58	75	71	85	5625	5041	7225	6375	6035	5325
59	78	76	80	6084	5776	6400	6240	6080	5928
60	95	71	80	9025	5041	6400	7600	5680	6745
61	86	71	78	7396	5041	6084	6708	5538	6106
62	97	90	96	9409	8100	9216	9312	8640	8730
63	95	90	92	9025	8100	8464	8740	8280	8550
64	91	80	80	8281	6400	6400	7280	6400	7280
65	87	76	85	7569	5776	7225	7395	6460	6612
66	79	76	80	6241	5776	6400	6320	6080	6004
67	91	71	92	8281	5041	8464	8372	6532	6461
68	95	71	78	9025	5041	6084	7410	5538	6745
69	87	76	80	7569	5776	6400	6960	6080	6612
70	80	80	76	6400	6400	5776	6080	6080	6400
71	77	71	74	5929	5041	5476	5698	5254	5467
72	96	71	74	9216	5041	5476	7104	5254	6816
73	83	71	80	6889	5041	6400	6640	5680	5893
74	90	76	68	8100	5776	4624	6120	5168	6840
75	78	76	95	6084	5776	9025	7410	7220	5928
76	78	76	80	6084	5776	6400	6240	6080	5928
Jumlah	6713	5776	6175	597709	441166	504751	545931	470390	510711

a. Testing hypothesis using Manual Calculation

1) Correlation of Students' Vocabulary Size on Speaking Performance.

Based on the product-moment was be found the product of r_{x1y} was as follow:

$$r_{x1y} = \frac{N(\Sigma X_1 Y) - (\Sigma X_1)(\Sigma Y)}{\sqrt{\{N \Sigma X_1^2 - (\Sigma X_1)^2\} - \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{x1y} = \frac{76 \times 545931 - (6713 \times 6175)}{\sqrt{[76 \times 597709 - (6713)^2][76 \times 504751 - 6175^2]}}$$

$$r_{x1y} = \frac{41490756 - 41452775}{\sqrt{[45425884 - 45064369] - [38361076 - 38130624]}}$$

$$r_{x1y} = \frac{37981}{\sqrt{361515 \times 230452}}$$

$$r_{x1y} = \frac{37981}{\sqrt{83311854780}}$$

$$r_{x1y} = \frac{37981}{28863}$$

$$r_{x1y} = 0.132$$

2) Correlation of students' Vocabulary Size on Speaking Ability

$$r_{x2y} = \frac{N(\Sigma X_2 y) - (\Sigma X_2 \cdot \Sigma Y)}{\sqrt{\{N \Sigma X_2^2 - (\Sigma X_2)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{x2y} = \frac{(76 \times 470390) - 5776 \times 6175}{\sqrt{[76 \times 441166 - (5776)^2][76 \times 504751 - (6175)^2]}}$$

$$r_{x2y} = \frac{35749640 - 35666800}{\sqrt{\{33528616 - 33362176\}[38361076 - 38130625]}}$$

$$r_{x2y} = \frac{82840}{\sqrt{16644 \times 23045}}$$

$$r_{x2y} = \frac{82840}{\sqrt{383560980}}$$

$$r_{x2y} = \frac{82840}{19548}$$

$$r_{x2y} = 0.432$$

3) Correlation of students Self-Efficacy and Vocabulary Size.

$$r_{x1.x2} = \frac{n(\Sigma x_{1.x2}) - (\Sigma x_{1.x2})}{\sqrt{[n \Sigma x_1^2 - (\Sigma x_1)^2][n \Sigma x_2^2 - (\Sigma x_2)^2]}}$$

$$r_{x1.x2} = \frac{76x510711 - (6713 \times 5776)}{\sqrt{[76x597709 - (6713)^2][76x441166 - (5776)^2]}}$$

$$r_{x1.x2} = \frac{38814036 - 38774288}{\sqrt{[45425884 - 45064369][33528616 - 33362176]}}$$

$$r_{x1.x2} = \frac{39748}{\sqrt{36151 \times 16644}}$$

$$r_{x1.x2} = \frac{39748}{\sqrt{24529}}$$

$$r_{x1.x2} = 0.162$$

4) Correlation of students' Self-efficacy, Vocabulary Size on students' Speaking Ability.

$$r_{y_{x1.x2}} = \sqrt{\frac{r^2_{yx1} + r^2_{yx2} - 2r_{yx1} \cdot r_{yx2} \cdot r_{x1x2}}{1 - r^2_{x1x2}}}$$

$$r_{y_{x1.x2}} = \sqrt{\frac{0.132^2 + 0.423^2 - 2 \times 0.132 \cdot 0.423 \cdot 0.162}{1 - 0.162^2}}$$

$$r_{y_{x1.x2}} = \sqrt{\frac{0.196353 - 0.018090864}{0.973756}}$$

$$r_{y_{x1.x2}} = \sqrt{0.1830}$$

$$r_{y_{x1.x2}} = 0.428$$

Based on the calculation above it was found that :

$r_{y.x1} = 0.132$ (Correlation between X1 and Y)

$r_{y.x2} = 0.423$ (Correlation between X2 and Y)

$r_{x1x2} = 0.162$ (Correlation between X1 and X2)

$r_{yx1x2} = 0.428$ (correlation among X2, X2 and Y)

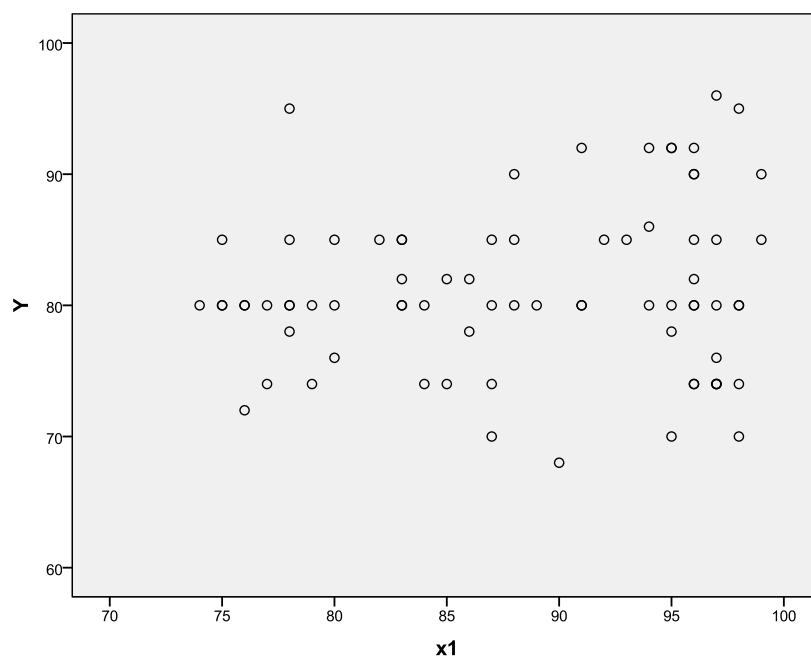
The result was looked at from interpretation orientation as follow :

Table 4.11
Interpretation Orientation

Score of "r" Product Moment	Interpretation
0.00 – 0.200	Very low Correlation
0.200 – 0.400	Low Correlation
0.400 – 0.700	Moderately Correlation
0.700 – 0.900	High Correlation
0.900 – 1000	Very High Correlation

Figure 4.4

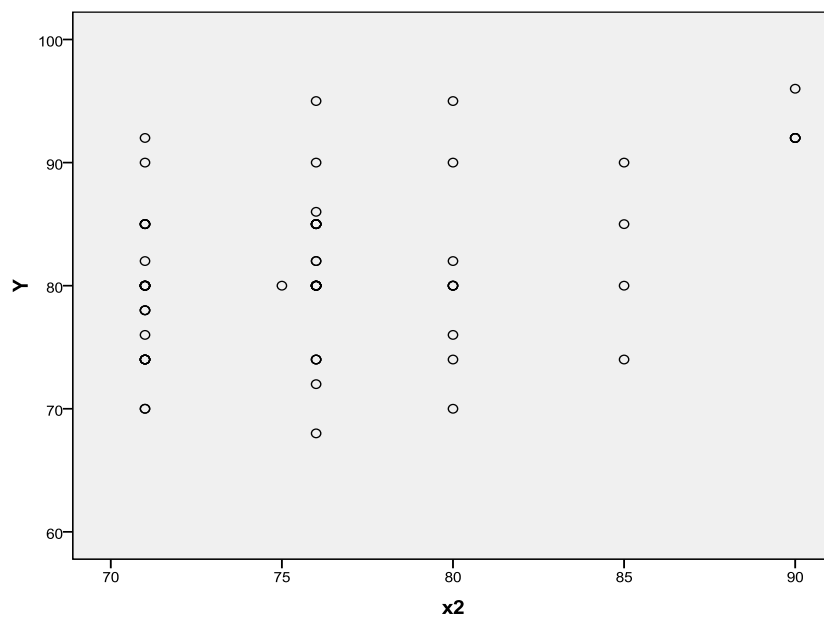
Scatter Plot the Correlation Between Self Efficacy and Speaking Ability



The hypothesis stating that H_a was accepted and the hypothesis stating that H_o was ignored. Where Among vocabulary size, self-confidence, and students' speaking Performance there was **0.428** with Moderately correlation. It meant that there was a Moderately

correlation among the self-efficacy, vocabulary size and students' speaking ability.

Figure 4.5
Scatter Plot the Correlation Between Vocabulary Size and Speaking Ability



Based on the interpretation that Anas sugiono (1978, p.393) explained if the value of r_{xy} was on 0.400 – 0.700, it indicated Among variables X1, X2, and variable Y there was a Moderately correlation. The result of the calculation that was counted by the product-moment showed that the result was 0.428 so that H_a accepted and H_o was ignored.

And to know the contribution of the variable X1, X2, and variable Y has used the formula as below :

$$KP = r^2 \times 100\%$$

where :

KP = Determinant coefficient score

r = correlation coefficient score

1) Contribution Variable X₁ (Self Efficacy) and Variable Y (Speaking Ability)

$$KP = 0.132^2 \times 100\%$$

$$KP = 01.74 \%$$

2) Contribution Variable X₂ (Vocabulary Size) and Variable Y (Speaking Ability)

$$KP = 0.423^2 \times 100\%$$

$$KP = 17.89 \%$$

The result of the Variable X₁ (Self Efficacy) gives the contribution 01.74% and X₂ (Vocabulary Size) gives the contribution of 17.89% to the student's Speaking Ability at EFL students at IAIN Palangka Raya Academic Year 2019/2020 and 81.37 % was influenced by another aspect.

b. Testing Hypothesis using SPSS program

The Researcher also applied SPSS 17.0 program to calculate the Pearson Product Moment Correlation in the testing hypothesis of the study which the result also supported the result of manual calculation. The result of the test using the SPSS 17.0 program can be seen as follows.

Table 4.12
The Calculation of Pearson Product Moment Correlation
Using SPSS 17 Program

Correlations				
		Self efficacy	Vocabulary Size	Speaking Ability
Self efficacy	Pearson Correlation	1	.162	.132
	Sig. (2-tailed)		.162	.257
	N	76	76	76
Vocabulary Size	Pearson Correlation	.162	1	.423**
	Sig. (2-tailed)	.162		.000
	N	76	76	76
Speaking Ability	Pearson Correlation	.132	.423**	1
	Sig. (2-tailed)	.257	.000	
	N	76	76	76

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

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.428 ^a	.183	.161	5.825	.183	8.175	2	73	.001

a. Predictors: (Constant), X2, X1

It could be interpreted based on the result of calculating that H_a there was a significant positive correlation Among the Vocabulary size, students' self-confidence, and their speaking ability was rejected. It was found that the result of $r_{value} = 0.428$ was higher than $r_{table} = 0.227$ at $df = 23$ at the significant level of 5% and 0.295 at $df = 23$ at the significant level of 1% as explained in the table below:

Table 4.13
The result of Pearson Product Moment Correlation Test observed Variable

Variable	r value	r Table		Df/db
X1 } X2 } Y	0.428	5%	1%	23
		0.227	0.295	

It meant that vocabulary size (X1), and self-efficacy (X2) gave significant contributions to the speaking ability (Y) of the sample class. So, there was a moderately positive correlation among self-efficacy, vocabulary size, and speaking ability at IAIN Palangka Raya academic year 2019/2020.

5. Interpretation of the result

The hypothesis testing was measured by using Pearson Product Moment Correlation to measure the significant correlation Among self-efficacy, vocabulary size, and students speaking ability. Based on the result of manual calculation, it can be concluded that the rvalue was higher than the rtable at 5% and 1% significant level or $0.227 < 0.428 > 0.295$. It meant H_a stating was accepted and H_o stating was rejected. Furthermore, the result of the calculation using the SPSS 17.0 Program found that there was a Moderately positive correlation between students' vocabulary size and speaking ability. It proved by the value of rvalue was higher than the rtable at 5% and 1% significant level or $0.227 < 0.428 > 0.295$.

Based on the result of the manual calculation and the result of calculation using SPSS 17.0 found that there was a moderately positive correlation Among self-efficacy, vocabulary size, and their

speaking ability. It can be interpreted based on the result of that the alternative hypothesis stating that there H_a was moderately positive correlation Among the students' self-efficacy and their speaking ability was accepted and the null hypotheses stating that there H_o was no significance correlation among vocabulary size, students' self-confidence and their speaking performances was rejected.

Based on the result of the manual calculation and the result of calculation using SPSS 17.0 found that there was a positive correlation Among Vocabulary size, students' self-confidence, and their speaking Performance. It can be interpreted based on the result of that the alternative hypothesis stating that there was a positive correlation Among the students' self-efficacy and their speaking ability was accepted and the null hypotheses stating that there was a correlation among vocabulary size, students' self-efficacy, and their speaking ability was rejected.

6. Discussion

The result of data analysis revealed that there was a positive correlation among self-efficacy, vocabulary size, and students speaking in the third semester of IAIN Palangka Raya academic year 2019/2020.

These results were supported by the theories as stated in Chapter II. The first, Asakereh (2015), finding revealed quantitative methodology. Demonstrated a significant positive relationship between the variables.

That is, a positive relationship between the independent variables (satisfaction with speaking classes, speaking skills self-efficacy beliefs) and the dependent variable (speaking skills 356 Student satisfaction with EFL speaking classes achievement) was found. The findings also revealed a positive relationship between satisfaction with speaking classes and speaking skills self-efficacy beliefs.

The result was also in line with, Hanna Sundari Dasmo (2014). The finding showed that the level of speaking self-efficacy of both male and female students was moderate. They can moderately perform speaking activities but they think them quite tough and difficult. Besides, sig for gender scores lower than .05 ($.013 < .05$), gender gave significant effect towards speaking activities. Yet, not only speaking self-efficacy partially ($\text{Sig}.162 > .05$) but also its simultaneous interaction with gender ($\text{Sig} .0677 > .05$) did not affect significantly towards speaking activities.

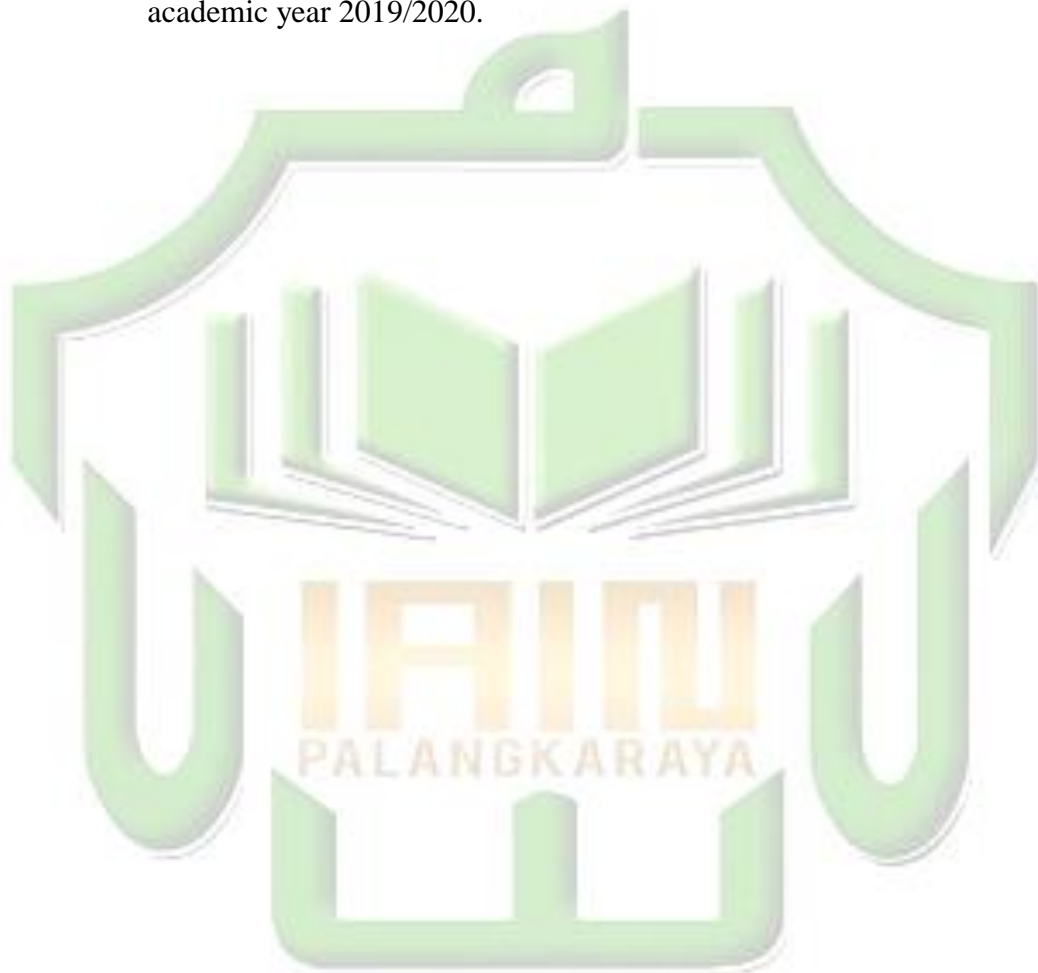
Where in accordance with, Gorman (2013) who found that vocabulary accounted for 11% of the variance in Spanish PA gains, and memory accounted for 13%. For English gains, vocabulary accounted for 21% of the variance and memory 11%. Based on these results, memory accounted for slightly more variance in Spanish than English gains. In contrast, vocabulary accounted for much more variance in English than Spanish gain.

And it was supported by Rahman, Yap & Darmi (2018) found that A positive and statistically significant association was found between the overall language dominance score and English vocabulary size. One of the most striking findings to emerge from this study is that the language dominance score accounts for 30% of the variability in the vocabulary size of Malay-English undergraduates.

The last, takumi uchiyama & jon clinton (2018) found that vocabulary size was significantly associated with rank students vocabulary. However, students with large vocabulary sizes did not necessarily produce lexically sophisticated L2 words during speech. A closer examination of the data give up complexities to the relationship between vocabulary knowledge and speaking.

Because the reason above, it could be concluded that vocabulary made them became more proficient in choosing and expressing the words and self-efficacy also important which profoundly could influence the learners' language performance because the student who had high confidence they will more spirit especially in speaking. Besides that, the lecturer or teacher hasan important role, they should be created a supportive classroom environment that encourages them to speak and take part in oral activities without fear. The speaking lecturer should create situations that persuade students to produce oral language. They may help students identify their fears and help them learn to regulate and deal with them.

Depended on the result data interpreted that the student who have the sizeable vocabulary and strong self-efficacy, they would get a high score of speaking ability, on the contrary, the student who has low vocabulary and self-efficacy they would get a poor score of speaking test at EFL Students on the third semester of IAIN of Palangka Raya academic year 2019/2020.



CHAPTER V

CONCLUSION & SUGGESTION

In this chapter, the researcher would like to give a conclusion and some suggestions based on the result of the study, like the following:

A. Conclusion

Based on the data analysis, it can be concluded as follows :

1. The result of speaking self-efficacy and vocabulary size toward speaking ability has significant difference with the score. A score of Speaking test three was 28 students got to score 81 – 100 it indicated as very good, three were 48 students got to score 68 – 80 it indicated as good and 6.328 standard deviations. Vocabulary test with 5.404 standard deviations, the student's score of self-efficacy, 57 students indicated as very strong self-efficacy, 19 students indicated as strong self-efficacy, and 7.694 standard deviations.
2. The result of the correlation coefficient was 0.428 and the value of sig. (2-tailed) was 0,000. It meant that the correlation between the students' self-efficacy and their speaking ability was in positive and Moderately correlation. It was on a scale of 0.400-0.700. So if the vocabulary size, students' self-efficacy increased will increase their speaking ability, and if the students' self-efficacy decreased will decrease their speaking ability. This study showed that H_a was accepted. This indicated that the alternative hypothesis (H_a) stating that there was a significant moderate correlation among vocabulary size, students' self-efficacy, and their

speaking ability was accepted. Meanwhile, the null hypothesis (Ho) stating that there was no correlation among vocabulary size, students' self-efficacy, and their speaking ability were rejected. It implied that the student who has a sizeable vocabulary and strong self-efficacy, they would get a high score of speaking ability, on the contrary, the student who has low vocabulary and self-efficacy they would get a poor score of speaking test at EFL Students on the fifth semester of IAIN of Palangka Raya academic year 2018/2019.

B. Suggestion

In line with the conclusion, the Researcher would like to propose some suggestions for the students, teachers, and other researchers.

1. For the students

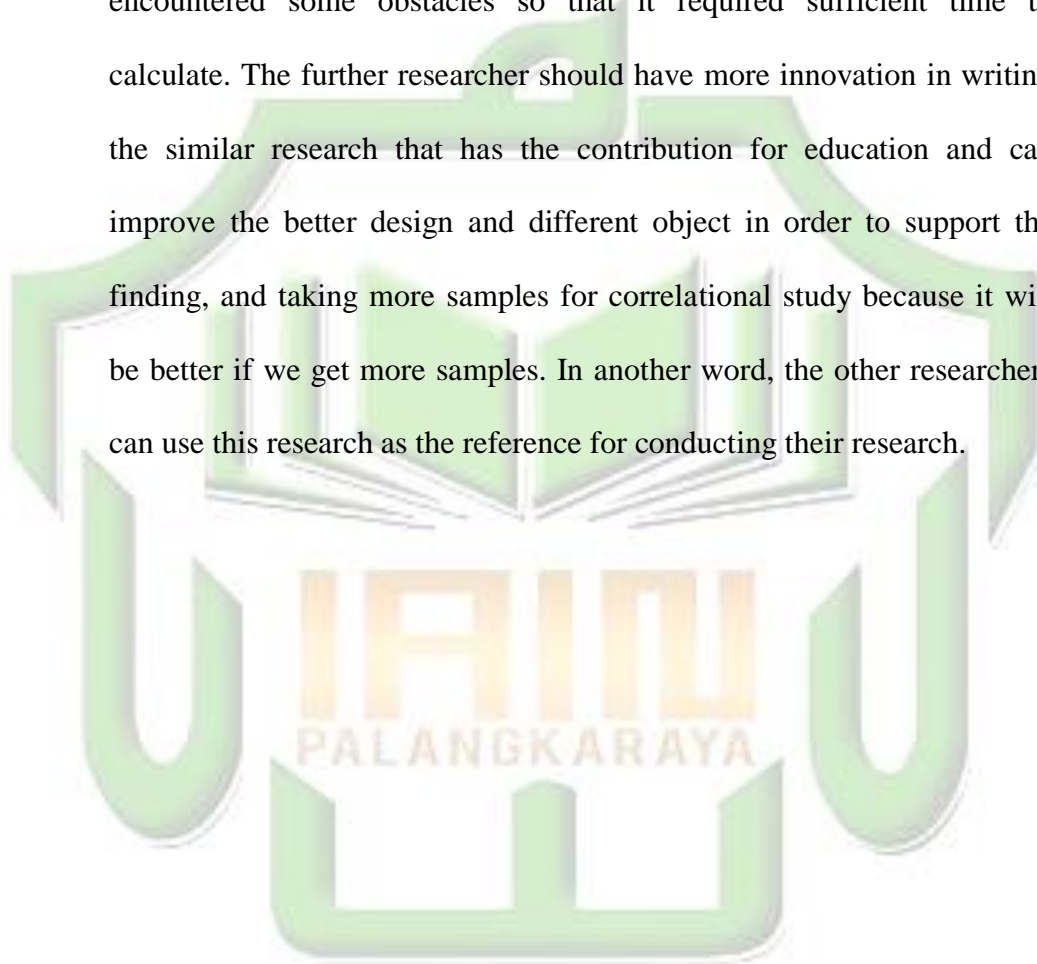
Based on research findings, The students should motivate themselves to speak English more and begin to build vocabulary and self-efficacy as they communicate more often in English to get better in speaking ability. In sum, the Researcher suggested the students to practice more. Improving speaking can be done by watching English movies, listening to English songs or podcasts, and read English books.

2. For the lecturers

Based on research findings, important for the lecture to know the contribution of vocabulary size and self-efficacy toward speaking ability, so the lecturer should create a comfortable and enjoyable speaking class and make the students be more active in class.

3. For further researchers

In this thesis, the Researcher realized that the design of the study was very simple. There are still many weaknesses that could be seen, in data collection there are several obstacles, and in the calculating the data between the result of the SPSS and the manual calculating the researcher encountered some obstacles so that it required sufficient time to calculate. The further researcher should have more innovation in writing the similar research that has the contribution for education and can improve the better design and different object in order to support the finding, and taking more samples for correlational study because it will be better if we get more samples. In another word, the other researchers can use this research as the reference for conducting their research.



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