

## ABSTRACT

Kinanti, Nelsa Nathalia (2023). *Speaking Self-efficacy among First-year Students of ELESP at Sanata Dharma University*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Speaking skills have been considered to be the most challenging language skill for students to acquire. Reasons for students' failure to develop their speaking skills vary. However, it appears that many freshmen are usually afraid of making mistakes in pronunciation, vocabulary, and grammar. To succeed, they need to develop their own self-belief system so as to allow them to take necessary risks to develop their speaking skills. In other words, they should have self-efficacy so they can train their speaking skills well and accomplish their goals.

In this research, the researcher intended to answer two research questions. The first research question is "How was the students' speaking self-efficacy among the first-year ELESP students best described based on Bandura's Dimension of Self-efficacy?". The second is "To what extent did the learning experiences nurture their self-efficacy?". This research is aimed to know the first-year students' speaking self-efficacy and how their self-efficacy is nurtured.

The research used a mixed method. In answering those two research questions, the researcher used a survey and interview to collect the quantitative and qualitative data. The participants of this research were 38 first-year students of the English Language Education Study Program in the academic year 2022/2023 in Sanata Dharma University.

The findings of this research showed that most students were conscious about their low self-efficacy in speaking ability. The researcher discovered that the students' self-efficacy was not that high due to their very first experience as first-year students in the English Study Program. It also found that most students nurtured their self-efficacy by their learning experiences. Generally, the stronger their willingness to learn from their experiences and believe in their ability, they will succeed at speaking English.

**Keywords:** learning experiences, perception, self- efficacy, speaking

## ABSTRAK

Kinanti, Nelsa Nathalia (2023). *Speaking Self-efficacy among First-year Students of ELESP at Sanata Dharma University*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Keterampilan berbicara telah dianggap sebagai keterampilan bahasa yang paling menantang untuk diperoleh siswa. Alasan kegagalan siswa untuk mengembangkan keterampilan berbicara mereka bervariasi. Namun, tampaknya banyak mahasiswa baru biasanya takut membuat kesalahan dalam pengucapan, kosa kata, dan tata bahasa. Agar berhasil, mereka perlu mengembangkan sistem kepercayaan diri mereka sendiri sehingga memungkinkan mereka mengambil risiko yang diperlukan untuk mengembangkan keterampilan berbicara mereka. Dengan kata lain, mereka harus memiliki *self-efficacy* sehingga mereka dapat melatih keterampilan berbicara mereka dengan baik dan mencapai tujuan mereka.

Dalam penelitian ini, peneliti bermaksud menjawab dua pertanyaan penelitian. Pertanyaan penelitian pertama adalah "Bagaimana *self-efficacy* berbicara siswa diantara siswa tahun pertama ELESP dijelaskan dengan baik berdasarkan *Dimension of Self-efficacy* Bandura?". Yang kedua adalah "Sejauh mana pengalaman belajar memupuk *self-efficacy* mereka?". Penelitian ini ditujukan untuk mengetahui *self-efficacy* berbicara siswa tahun pertama dan bagaimana *self-efficacy* mereka dipupuk.

Penelitian ini menggunakan metode campuran. Dalam menjawab kedua pertanyaan penelitian tersebut, peneliti menggunakan survei dan wawancara untuk mengumpulkan data kuantitatif dan kualitatif. Partisipan penelitian ini adalah 38 mahasiswa tahun pertama Program Studi Pendidikan Bahasa Inggris tahun akademik 2022/2023 di Universitas Sanata Dharma.

Temuan dari penelitian ini menunjukkan bahwa sebagian besar siswa sadar akan *self-efficacy* mereka yang rendah dalam kemampuan berbicara. Peneliti menemukan bahwa *self-efficacy* siswa tidak terlalu tinggi karena pengalaman pertama mereka sebagai tahun pertama siswa di Program Studi Bahasa Inggris. Hal ini juga menemukan bahwa sebagian besar siswa memupuk *self-efficacy* mereka dengan pengalaman belajar mereka. Umumnya, semakin kuat kemauan mereka untuk belajar dari pengalaman dan percaya pada kemampuan mereka, mereka akan berhasil dalam berbicara bahasa Inggris.

**Kata kunci:** learning experiences, perception, self- efficacy, speaking