

STUDENTS' SELF-EFFICACY: A CASE STUDY ON THE FIRST SEMESTER STUDENT OF ENGLISH EDUCATION AT JAMBI UNIVERSITY

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ABSTRACT

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This study aims to investigate Students' Self-efficacy in Speaking. The participants were a purposive sample of The first Semester of English Student at Jambi University. The study was designed as a qualitative case study, and involved demographic questionnaire and face-to-face interview for data collection. Demographic questionnaire was used to help researcher determine some participant who have been in accordance with the criteria that researcher need, then after which the researchers determine 6 students for the interview. , the researcher took each of 2 Participants (Male and Female) on score A, B, and C +. In which they have been interviewed and asked questions related to Dimension of Self-Efficacy to see their own self efficacy as well as their learning process in order to foster self-efficacy in themselves. The results revealed that level of self efficacy of one student with others is different despite having the same score, so it has nothing to do with gender and what class they come from. If a student has a high level of efficacy, he is always confident in his ability to do something, while a person with low self efficacy will always be hesitant in completing the task, because self efficacy closely related to the extent to which students have competence, better competence of students then higher self efficacy that students have, then it will increase students' confidence in Speaking. Base on finding Students Self-Efficacy is influenced by some factors that is preparation of students and student motivation.

INTRODUCTION

Speaking is one of four important skills in English. Therefore, English Teacher Education Students should have a good speaking skill. Speaking, as one of productive skills, is a complex activity. Accuracy of grammar, use of vocabulary and clear pronunciation are some aspects of speaking for a learner to be considered in speaking class. Moreover, Shumin (1997) said, "speaking a language is especially difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social interaction" (p. 8). Juhana (2012) said that most students often evaluated their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their speaking proficiency. Therefore, when the students speak English well and very often they may think that they have improved another ability which involves within speaking. Considering that this problem may be more important because if the students rarely speak English, their speaking skill may not be improved a lot.

A study which had been conducted by Peloghitis (2006), indicated that English is highly regarded as the gateway to global marketplace and finding ways to improve not only the students' English proficiency but speaking skills is of the utmost importance, it means that every kind of job nowadays need English as one of the requirements. Moreover, for the students of English education department who then become an English teacher, they need more than just comprehension, but they need more like proficiency, especially for speaking skills.

It is important for the English education department students to speak English not only in the class but also outside the class as their real life communication or interactions. According to Bassano and Christison (1987), real-life interactions are a major factor for second language acquisition and the development of communicative competence because the major time the students have everyday is their real-life, it is more important to speak English more outside on their everyday life.

Moreover, students often respond to teacher only when called upon and the learning atmosphere is individualistic. This mostly happens in the class, even in the speaking class (Pawapatcharandom, 2007). The students only speak English when the teachers ask them or talk to them, beyond that circumstances they speak in their mother tongue again. Teachers often ask only to one student, so it feels like an individualistic situation and the other students will not say anything in English because they are not asked by the teachers.

In connection with the issue above, some experts argue that there are diverse factors that influence students to speak English. Dorney (2005) and Riasati (2012) indicate some factors that may encourage students to speak English such as student's motivation, personality, content, and context, as well as learners' beliefs on their communication competence. Hamouda (2012) states some causes that make students feel reluctant to speak English as a foreign language, namely anxiety, lack of interest in English class, incomprehensible input, shyness, comparison with peers, low self-belief on their speaking capability, and lack of confidence.

Students' belief on their capability either positively or negatively influence their willingness to speak. For that reason, this study intentionally highlights students' belief on students' speaking skill in English, since one of the significant factors to control over students to speak English is their self-efficacy or what is so called as belief (Banura, 1977; Mahyudin, Elias, Cheong, Muhamas, Noordin, & Abdulah, 2006).

The concept of self-efficacy firstly is theory of Social Cognitive by Bandura (1977 in Dasmo, 2014) said "self-efficacy proved to be an accurate predictor of performance in the en-active mode of treatment although subjects engaged in no overt behavior" (p.206). Bandura (1977) further proposed that a person's attitude, abilities, and cognitive skills comprise what is known as the self-esteem, then a large number of studies in education have been done to observe its implication particularly in second/foreign language learning where affective factors may influence its process and the performance. In other words, self-efficacy can be seen as the confidence that people have in their ability to do the thing that they try to do.

If students have self efficacy then they will be motivated to succeed in achieving learning goals and can survive when facing difficulties. Schunk (2009) students who have self efficacy on learning, themselves tend to have more regularity (goal setting, use of active learning strategies, monitoring their understanding, evaluating the progress of their goals) and create an environment effective for learning (eliminating or minimizing distractions, finding effective learning partners).

According to Bandura (2008), efficacy will improve the success of students in two ways first, efficacy will foster an inner interest to activities that are considered interesting. Second, a person will manage to achieve goals and commit strongly. Based on the opinions expressed from the experts, it can be concluded that self-efficacy plays an important role

because its existence will motivate someone to have more regularity as a form of self preparation in facing challenges in order to achieve the planned goals.

Based on the explanation above, the researcher is interested in convert the topic into a research that will be carried out to the students of English study program in the first semester of jambi university, which as english students who require them to speak english in all classes especially speaking classes, while not all of them have a good background in english, or english speaking experience. then it will be possible some of them will get anxiety when having to speak in english. To guide this study, the following research had formulated problem into the following questions: How is students's self – efficacy in speaking activity ?

REVIEW OF LITERATURE

Self-Efficacy

Self-efficacy theory stressed that human action and success depend on how deep the interactions between one's personal thoughts and a given task, Bandura (in muhammed, 2014) Self-efficacy is one of the individual's self-regulating abilities. The concept of self-efficacy was first proposed by Bandura in 1977. Self-efficacy refers to the perception of an individual's ability to organize and implement actions to showcase certain skills (Bandura, 1986) Baron and Byrne (2000) suggest that self-efficacy is an individual's assessment of his or her ability or competence to perform a task, achieve a goal, and produce something. Besides that, Schultz (1994) defines self-efficacy as our feeling towards adequacy, efficiency, and our ability to cope with life. Based on the opinion of experts, it can be concluded that self-efficacy is an individual's beliefs or beliefs about his or her ability to organize, perform a task, achieve a goal, produce something and implement actions to display a certain skill.

Dimension of Self Efficacy

Bandura (1997) suggests that individual self-efficacy can be seen from three dimensions:

1 magnitude

Individual self-efficacy in doing a task differs in the degree of difficulty of the task. Individuals have high self-efficacy on easy and simple tasks, as well as on complex tasks and require high levels of competence. Individuals who have high self-efficacy tend to choose tasks that level difficulty in accordance with their ability.

2 generality

This dimension relates to the individual's mastery of the field or job task. Individuals can claim to have self-efficacy on a wide range of activities, or are limited to certain domain functions only. Individuals with high self-efficacy will be able to master several fields at once to complete a task. Individuals with low self-efficacy master only a few of the areas required to complete a task

3 strength

The third dimension is more emphasis on the level of strength or individual stability of his beliefs. Self-efficacy shows that the actions taken by individuals will produce results that are appropriate to the expected individual. Self-efficacy is the basis for itself to make a tough effort, even when encountering obstacles.

From the above explanation can be concluded that self-efficacy includes dimension level, generality, and strength,

Sources of Self-efficacy

Bandura (1986) explained that individual self-efficacy is based on four things:

1 Mastery Experience

Mastery experience or experience of success is the greatest source of influence on individual self-efficacy as it is based on authentic experience. The experience of success leads to increased individual self-efficacy, while repeated failures result in decreased self-efficacy, especially if failure occurs when the individual's self-efficacy has not really formed strongly. Failure can also decrease the individual's self-efficacy if the failure does not reflect a lack of effort or influence from outside circumstances.

2 Other Individual Experiences

The individual does not depend on his own experience of failure and success as the source of his self-efficacy. Self-efficacy is also influenced by the experience of other individuals. Individual observation of the success of other individuals in a particular field will enhance the individual self-efficacy in the same field. Individuals persuade themselves by saying that if other individuals can do so successfully, then the individual also has the ability to do well. Individual observation of failure experienced by other individuals despite having done many businesses lower the individual's judgment on his or her own ability and reduce the individual's effort to achieve success. There are two circumstances that allow the individual self-efficacy to be easily influenced by the experience of another individual,

namely the lack of individual understanding of the ability of others and the lack of individual understanding of his or her own ability.

3 Verbal persuasion

Verbal persuasion is used to convince individuals that individuals have the ability to enable individuals to achieve what they want.

4 Physiological state

The individual's judgment of his ability to do a task is partly influenced by the physiological state. The emotional upheaval and physiological state experienced by the individual gives a sign of an undesirable event so that a stressful situation tends to be avoided. Information from physical circumstances such as heart palpitations, cold sweat, and trembling become a signal to the individual that the situation he faces is above his ability.

Based on the above explanation, self-efficacy is based on experiences of success, individual experience, verbal persuasion, and individual physiological state.

Self-Efficacy Processes

Bandura (1997) describes the psychological process of self-efficacy in influencing human function. The process can be explained through the following ways:

1 Cognitive Process

In performing its academic tasks, individuals set goals and objectives of behavior so that individuals can formulate appropriate actions to achieve those goals. The setting of personal goals is influenced by the individual's assessment of his cognitive abilities.

Cognitive function enables the individual to predict the occurrences of daily events that will result in the future. The assumption that arises on this cognitive aspect is the more effective the individual's ability in analysis and in practicing expressing personal ideas or ideas, it will support the individual acting appropriately to achieve the expected goal. Individuals will foresee events and develop ways to control events that affect their lives. This expertise requires an effective cognitive process of various kinds of information.

2 Motivation Process

Individual motivation arises through optimistic thinking from within itself to realize the expected goals. Individuals try to motivate themselves by establishing confidence in the actions to be taken, planning the actions to be realized. There are several kinds of cognitive motivation constructed from several theories of causal attribution derived from the theory of attribution and the expectation of the results formed from the theory of value-hope.

Self-efficacy affects attribution of causes, where individuals with high academic self-efficacy assess failure in academic tasks due to lack of effort, whereas individuals with low self-efficacy assess failure due to lack of ability.

The expectation-value theory considers that motivation is governed by the outcome expectation and the outcome value. Outcome expectation is an estimate that certain behaviors or actions will cause specific consequences for the individual. It contains beliefs about the extent to which certain behaviors will cause certain consequences. Outcome value is the value that has the meaning of the consequences that occur when a behavior is done. Individuals should have high outcome value to support outcome expectation.

3 Affection Process

Affection occurs naturally within the individual and plays a role in determining the intensity of the emotional experience. Affection is directed by controlling anxiety and depressive feelings that hinder the right mindset to achieve goals.

The process of affection is related to the ability to cope with emotions that arise in themselves to achieve the expected goals. Individual trust to his ability to influence the level of stress and depression experienced when faced with difficult or threatening tasks. Individuals who believe they are capable of controlling a threat will not arouse an intrusive mindset. Individuals who do not believe in their abilities will experience the anxiety of not being able to manage the threat.

4 Selection Process

The selection process deals with the individual's ability to select appropriate behaviors and environments, so as to achieve the expected objectives. The individual's inability to perform behavioral selection makes the individual unconfident, confused, and easily give up when faced with difficult problems or situations. Self-efficacy can shape the lives of individuals through the selection of activity and environment types. Individuals will be able to carry out challenging activities and choose situations that are believed to be capable of handling. Individuals will maintain the competence, interest, social relationships over the prescribed choice.

METHOD

This research used a qualitative research with a case study approach. The goal of conducting a qualitative study has historically been “to explore, explain, or describe the phenomenon of interest” (Marshall & Rossman, 1999, p. 33). The site for this study was in

English Education Department at Jambi University, which the researcher is registered as one of English study program students in jambi university.

The researchers focused on first semester students who are new as English students and they were required to speak English in all classes. Sampling procedure of this research was “purposive” or “purposeful” sampling. Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). This involves identifying and selecting individuals or groups of individuals that were especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Clark, 2011).

To get the data collection The researcher used two kinds of techniques in collecting the data; demographic questionnaire and interview. The researcher first carried out demographic questionnaire, then continued to conduct the interview to the participants.

There were 6 participants in this research. Participant 1 is a male and he is a current 2nd semester student from Mandiri class, he has got score A for speaking course in 1st Semester, and got GPA 3,66, Participant 2 is a female she has scored B for her speaking course, and got a GPA 3.2 and she is from Mandiri. Participant 3 is also comes from the Mandiri class, he is a male has got a C + score for speaking courses, and got a GPA of 3. The next three participants came from the Regular class, Participant 4 is a male he got B for Speaking course in the first semester and GPA 3.4. participant 5 is a female, she got C+ and also gets a GPA of 3.06. And the last Participant 6 is a female , she got A for speaking score and GPA of 3.61.

FINDING AND DISCUSSION

The data finding of the interview data indicated that there were six major themes with their sub themes as presented in. Table 1. These themes and their sub-themes are presented based on the participant's answer to the questions given by the researcher, in order to answer the research question, the researcher develops several questions related to it. Researchers also developed questions based on reviews of related literature.

Table 1. Major Themes and Sub-themes

Theme	Subtheme
Students' perceptions of Speaking Activity	<ol style="list-style-type: none"> 1. Speaking is fun 2. Speaking is quite difficult

	3. Speaking is difficult
Students efforts in improving their speaking skills	
Student's self-confidence in the speaking class	
Students attitude towards speaking class	1. Make a target 2. Praparation
Student self-assessment	1. students' beliefs on specific themes / topics in the Speaking class 2. students' belief when speaking in another class
Comparison between the speaking classes and other classes by students	
Student Motivation	1. Motivation from student experince 2. Motivation from Others
Student Emosion	

Self efficacy is a construct proposed by Bandura based on cognitive social theory. Bandura (1997) states that self efficacy is one of the potential that exist in human cognitive factors, self efficacy is a big influence on human behavior. According to him, "Self efficacy refers to beliefs in one's capability to organize and execute the courses of action required to produce given attainments"(1997: 3). Based on the above theory, researcher connect the findings with the theory derived from bandura. to find out how students' self efficacy on their speaking abilities.

Dimension of Self efficacy

Magnitude

The magnitude dimension refers to the student's perception of the task, which is perceived as difficult by the individual, the perception of the difficult task is influenced by the competence of the individual. The better competencies possessed by students, the more positive the perception of the task will be given, so that the magnitude / level of individual Self efficacy becomes higher.

Based on the findings, participant 1 is the only student who has a unique perception that is to think talking is fun.

mm.. I think the most important thing about learning English is speaking, so I do not want to burden my mind that speaking is difficult, I even think it's fun, and it affects my speaking ability, so I become unafraid or unashamed to speak .

From the statement above Participant 1 has a positive perception of the task of speaking, it's must be caused by his competence that is good enough. so it can be indicated that participants have a high level of self efficacy that triggers their belief in speaking tasks that are given so he deserves to get an A. So it can be categorized that student 1 has high self efficacy level.

While participant 1 who also get an A, actually still has problems in speaking as in grammar and pronunciation,

I think speaking it is one skill that is quite difficult because, in speaking we must have a lot of vocabulary, correct grammar, and good pronunciation.

Although She often gets some difficulty in speaking he always tries to be a confident person despite speaking in the wrong grammar.

confident, though sometimes my mood is not good, emm.. but if confident or not I always try to be confident.....

I always try to speak in the correct grammar but maybe sometimes I forget or not realize, and sometimes I know if my grammar is wrong, or my pronounce is wrong but I try to keep talking, because for me what I mean, the point can be delivered to the listener. So... the important thing is believe that "we can" and that makes me to be confident.

From the participant 6 statement above it can be said that she does not have a good self efficacy because it can overcome the nervous that comes up. but still the nervousness that appears indicates that there is still lack of self-awareness when speaking, it is because student 6 is still constrained in grammar and limited vocabulary. So that the level of self efficacy is not as high as participant 1 even though they have the same score that is A.

While there are 2 participants who get B that is the participants 2 and 4 they both have the same problem that is grammar and vocabulary, besides that there are 2 that participant 3 and participant 5 get C +. Participant 5 is actually very interested in grammar subjects but basically he is a quiet person and often nervous when in order to speak so as rarely seen in class.

Generality

Generality dimension refers to the level of belief and ability of students in generalizing previous tasks and experiences. One can judge himself to have Self efficacy on many activities or on certain activities. Someone who can apply Self efficacy in various conditions, the higher Self efficacy he has.

based on the findings, participants 1 and 6 participants are those who can categorize having self efficacy in every Speaking activity. they are always interested in all the topics or themes that lecturers give to speaking classes and they are also active in other classes. whereas participants 2 and 4 do not always have self efficacy because sometimes they are not ready on some topics so they are a little unsure of themselves and they are not always active in other classes if they do not really understand the material presented by the lecturer. whereas participants 3 and 5 were not ready in some circumstances, thus making their self-efficacy weak

Strength

Dimension strength is related to the level of strength or stability of a person to his beliefs. Lower Self efficacy levels are easily shaken by certain experiences or situations that weaken them. While people who have strong beliefs, they will survive with their efforts despite many difficulties and obstacles.

If associated with the findings, the participant 5 sometimes has difficulty convincing herself when speaking so that what he has prepared well, becomes not maximal, it can be indicated that she does not have a strong belief that he can do the task well. Compare with the participant2 who sometimes talks to the class and gets nervous because he is seen by his friend but he can convince himself that she can. so it turns out to be true when beliefs influence good or bad when speaking.

The Process of Self-efficacy Establishment

Self efficacy affects human actions. Bandura explains that "A substantial body of literature shows that the efficacy of beliefs regulates human functioning through four major processes. They include cognitive, motivational, affective and selective processes. "(1997: 116)

Cognitive

Cognitive process is a process of thinking, including the acquisition, organizing, and the use of information. Most human actions begin with the first thing to think about. Individuals who have high Self Efficacy prefer to imagine success. Conversely individuals with low Self-efficacy are more likely to imagine the failures and things that can hinder the achievement of success (Bandura, 1997: 202). The form of personal goals is also influenced by self-assessment. The more people perceive themselves capable of the individual will increasingly form efforts in achieving its goals and the stronger individual commitment to the goal (Bandura, 1997: 202).

based on the above explanation if in connection with the findings it can be seen that true if participants think that he can then actually they will be able but if otherwise it will also affect the ability. can be sampled in participants 1 and 6 who from the beginning have set targets for scores on speaking courses and always motivated themselves to do the task. then in the end they become successful.

Motivational Process

Most human motivations are raised through cognition. Individuals provide motivation / encouragement for themselves and direct action through the stages of previous thoughts. The belief in self-efficacy can affect motivation in some ways, namely determining the goals that individuals have determined, how much effort they are doing, how resistant they are to dealing with their difficulties and resilience in the face of failure (Bandura, 1997).

based on the explanation above it can be seen that whether or not the participants speak influenced by motivating themselves if they can motivate themselves well then affects their belief that they can but if they are less motivated or not able to motivate well then the result they will not talk to well and maximally.

Affection

The process of affection is the process of regulating emotional states and emotional reactions. According to Bandura (1997: 206), individual beliefs in their coping will also

affect a person's stress and depression levels as they face difficult situations. Perception Self efficacy about its ability to control the source of stress has an important role in the emergence of anxiety.

Individuals who believe in their ability to control situations tend not to think about negative things. Individuals who feel incapable of controlling situations tend to experience high levels of anxiety, always thinking of their shortcomings, viewing the environment around with threats, exaggerating small problems, and overly worrying about the rare little things (Bandura 1997: 207).

Selection Procces

The ability of individuals to choose certain activities and situations also influences the effects of an event. Individuals tend to avoid activities and situations that are beyond their means. When individuals feel confident that they are capable of handling a situation, they are less likely to avoid the situation. With the choices made, individuals can then improve their abilities, interests, and social relationships (Bandura, 1997: 210).

CONCLUSION

This study aims to investigate Students' Self-efficacy in Speaking. The participants were a purposive sample of The first Semester of English Student at Jambi University. The study was designed as a qualitative case study, and involved demographic questionnaire and face-to-face interview for data collection. Demographic questionnaire was used to help researcher determine some participant who have been in accordance with the criteria that researcher need, then after which the researchers determine 6 students for the interview.

There were 6 participants taken based on the score of speaking they have achieved in the first semester, the researcher took each of 2 (Male and Female) on score A, B, and C +. in which they have been interviewed and asked questions related to Dimension of Self-Efficacy to see their own self efficacy as well as their learning process in order to foster self-efficacy in themselves.

After finalizing the reseach. The resercher concluded that level of self efficacy of one student with anothers is different despite having the same score, so it has nothing to do with gender and what class they come from. If a student has a high level of efficacy, he is always confident in his ability to do something, while a person with low self efficacy will always be hesitant in completing the task, because self efficacy closely related to the extent to which

students have competence, better competence of students then higher self efficacy that students have, then it will increase students' confidence in Speaking. Base on finding Students Self-Efficacy is influenced by some factors that is preparation of students and student motivation.

From 6 participants there was only one participant indicated to have high Self-efficacy, That is participant 1 which he also got A in the speaking class. This is because he has possessed a good competence in speaking skills. Somewhat different from one other participant who also got A but sometimes he still often do not believe in himself when speaking on several occasions in because of grammar and vocabulary. so this indicates that he has a lower self-efficacy level than participants 1 even though they have the same Score.

While there are 2 participants who get B that is 2 and 4 participants they both have the same problem that is grammar and vocabulary, so that makes them sometimes feel unsure to talk in some situations. beside that there are 2 other participant that is participant 3 and participant 5 get C +. Participant 5 is actually very interested in grammar subjects but basically he is a quiet person and often nervous when talking so rarely seen in class. Whereas the 3 participants did seem to avoid speaking in the classroom because he were still unsure of his skills.

There are several factors that affect the of students speaking self efficacy, the factors that most influence is the preparation of students in facing the task of speaking or how often students practice to make their speaking skills to be better. the more students practice their competence the better and influence the self efficacy to speak.

Other factor is student motivation, how students build motivation to be able to speak will be very influential with their self-efficacy, motivation can come from student's own experience and from others or student's strong desire to become better because what has been constructed mind. This thought then provides direction for the actions taken. Student self-assurance of self-efficacy affects how they interpret the environmental situation, the anticipation to be taken and the planning to be constructed. Students who judge them as disadvantaged will interpret the situation as risky and inconvenient in planning. While students who have good self efficacy will have confidence that he can master the situation and produce positive results.

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