

**ISLAMIC BOARDING SCHOOL STUDENTS PERCEPTION
L2 SPEAKING SELF-EFFICACY IN ENGLISH CLUB**

A Thesis

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements the Obtain the *Sarjana Pendidikan*
Degree in English Language Education**



By:

M. SYAHAN IRSYAD

20322116

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA**

2024

**ISLAMIC BOARDING SCHOOL STUDENTS PERCEPTION
L2 SPEAKING SELF-EFFICACY IN ENGLISH CLUB**

By:

M. SYAHAN IRSYAD

20322116



Approved on

By:



Dr. Adam Anshori, S.S., M.A.

NIP. 062216004

RATIFICATION SHEET

**ISLAMIC BOARDING SCHOOL STUDENTS PERCEPTION
L2 SPEAKING SELF-EFFICACY IN ENGLISH CLUB**

By:

M. SYAHAN IRSYAD
20322116

Defended before the Board of Examiner on 15 July 2024 and Declare
Acceptable.

Board of Examiners

Chairperson : Dr. Adam Anshori, S.S., M.A.

First Examiner : Dr. Rizki Farani, S.Pd., M.Pd

Second Examiner : Anandayu Suri Ardini, S.S., M.A.

Yogyakarta, 15 July 2024

Department of English Language Education
Faculty of Psychology and Socio-Cultural Sciences

University Islam Indonesia

Head of Department,



Puji Rahayu, S/Pd., MLST., Ph. D.

NIP. 05331040

MOTTO

إِلَّا
صَبْرًا
بِ
صَبْرٍ
يُجَالِ
يَكُونُ
لِ
صَبْرٍ
بِ
لِ

“Patience helps in all works”

STATEMENT OF ORIGINALITY

I declare that the thesis entitled “Islamic Boarding School Perceived Students L2 Speaking Self-efficacy in Their English Club” is my original work, except for the contents referred to and quoted, as benefits an academic document. I affirm that the thesis represent the best of my current scholarly efforts and acknowledge all assistance I received in its completion and all necessary resources.

Yogyakarta Juni, 12 2024

The researcher



M. Syahan Irsyad

20322116

DEDICATION

With great gratitude, I dedicate this dedication to myself. During this journey, I have learned more than I ever expected about perseverance, grit and determination. Starting from the struggle to find a campus accompanied by Uncle Hilmi, and also Mr. Hen to finally struggling on this beloved campus, there were a lot of doubts and dilemmas, but with full support I was finally able to be at the stage I am now in, the ups and downs that I went through with my friends at campus may have passed very quickly, I hope what I get While studying at this beloved campus, I can put it into practice in the future, as is the pearl of wisdom that I always instill. Knowledge without the practice is like a tree without fruit and I will not forget to say a thousand thanks for being a reminder that every challenge is an opportunity to grow and develop. This dedication is also to appreciate the irreplaceable support from the family of papa Abdul Rahman and mama Ainun Nazlah and my younger siblings Farhan and Zahwa, my beloved friends Woa, Vian, Dinda, Icut, Nisa, and those who have provided encouragement and inspiration to I. Hopefully this work will not only be a sign of struggle, but also be the first step towards my bigger dreams in the future. I hope that this work will not only be an extension but will be an inspiration for readers and will also be a field of reward for me in providing useful scientific knowledge. For this reason, I promise to continue fighting and trying to be the best and better. so that my work doesn't just stop here, but gets even better. Thank you for everything.

ACKNOWLEDGEMENT

بِسْمِ هَلَالِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum Warahmatullahi Wabarakatuh

First of all, we would like to express our gratitude to the presence of Allah SWT and the Prophet Muhammad SAW who have bestowed their gifts and energy so that I can complete this thesis, as one of the requirements for obtaining a Bachelor of Education degree. Don't forget the researchers also offered prayers and greetings to the Prophet Muhammad SAW who brought a brighter era.

Second, the researcher would like to thank my parents who have provided support and prayers that never fade. Then the researchers also expressed their deepest gratitude to their supervisor, Mr. Adam Anshori, S.S., M.A. who are patient and dedicated, as well as to all the lecturers at the UII English Language Education Department, for the knowledge and experience they shared while I was studying at my beloved UII campus and also my friends and colleagues who have been my support system while I was working on my thesis. I am aware that as an ordinary human being, I am not free from shortcomings in this thesis and I am very open to receiving suggestions for improvement. Hopefully this thesis is useful for readers.

TABLE OF CONTENT

APPROVAL SHEET	i
RATIFICATION SHEET.....	ii
STATEMENT OF WORK’S ORIGINALITY.....	iii
MOTTO.....	iv
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENT	viii
LIST OF FIGURES	ix
LIST OF TABLES	x
LIST OF APPENDICES	xi
ABSTRACT	xii
CHAPTER 1.....	1
1.1 Background of the study	2
1.2 Identification Problem	5
1.3 Problem Formulation.....	5
1.4 The objectives of study.....	6
1.5 Significance of the study.....	6
CHAPTER II.....	7
2.1. L2 Speaking self-efficacy	7
2.2. English Speaking Club	9
2.3. Previous Studies	11
2.4 Theoretical Framework.....	13
CHAPTER III	15
3.1 Research Design.....	15
3.2 Population and Sample	16
3.3 Data Collection.....	17

3.4 Data Analysis	19
3.5 Validity and Reliability.....	19
CHAPTER IV	22
4.1 Findings	22
4.2 Discussion.....	27
CHAPTER V.....	30
5.1 Conclusion	30
5.2 Suggestion.....	31
REFERENCES.....	32
APPENDICES.....	35

LIST OF FIGURES

Figure 2.1 Theory Visualization	14
Figure 4.1 Domain Graph.....	22

LIST OF TABLES

3.1 Table of Domains	19
3.5.1 Table of Validity Test.....	20
3.5.2 Table of Reliability Test	21
4.1 Table of Aptitude	23
4.2 Table of Attitude	25
4.3 Table of Aspiration.....	26

LIST OF APPENDIX

Appendix 1 self-efficacy questionnaire adapted from Liu, M. (2013).....	35
Appendix 2 Item adapted self-efficacy questionnaire from Liu, M. (2013).....	37
Appendix 3 Consent Form.....	38
Appendix 4 Google Form for Questionnaire	39

ISLAMIC BOARDING SCHOOL STUDENTS PERCEPTION L2 SPEAKING SELF-EFFICACY IN ENGLISH CLUB

By

M. Syahan Irsyad

20322116

ABSTRACT

This research aims to identify boarding school students' self efficacy in L2 Speaking. The setting of the study is speaking activities in English Club from their participation in English club activities at a private Islamic boarding school in Jambi, Sumatra. This study adopted a quantitative approach in a form of survey study to investigate students' perceptions of their English speaking self-efficacy. The data was collected with questionnaire adapted from Liu, M. (2013). This research using non-probability convenience sampling technique. This research was attended by approximately 80 students who are joining an English Club in a private boarding school. The data was analyzed using Descriptive Statistic of SPSS. The result of this research from 3 domain: aptitude, attitude, aspiration. In the aptitude domain it has the highest item with Mean score 4.00 "*I think my oral English has improved a lot since I started to visit the English Club*" and standard deviation 1.10. Meanwhile, the lowest item has a mean score of 3.26 "*Foreigners who speak English can understand my speech/words/conversations in English*" and standard deviation 1.01. Base on result the English Club at the Islamic Boarding School in Jambi has a significant impact on students' self-confidence and English-speaking abilities. The implication for this research reveals that students who participate in the club show notable improvements in their English skills, gain confidence in making presentations in English, and are motivated by peers who are proficient in the language. To further enhance students' English skills and confidence at the Islamic Boarding School, the English Club program should be improved. This includes using appropriate English book guides, creating engaging learning systems, organizing varied English competitions, and increasing teaching resources, such as adding native speakers. These efforts will help students' abilities and confidence grow each year.

Keywords: *Islamic Boarding School, L2 Speaking Self-Efficacy, English Club, Language Learning, Student perception.*

CHAPTER I

INTRODUCTION

1.1 Background of the study

Teaching and learning activities in schools are also supported by several extracurricular activities. The extracurricular activities may include English club, soccer club, scouts, choir, dancing, etc. The English club is an extracurricular that helps improve English language skills outside of teaching and learning activities in the classroom. The English club has many benefits, many countries have English clubs at schools or universities. Among them; The English club helps Saudi students to be free from language anxiety and traditional monotone routine classroom activities, it helps them practice speaking English joyfully and the English club fosters critical thinking, persuasive and argumentative skills among students (Hamadameen, & Najim, 2020). In other words, the English club can help students practice and reduce anxiety when speaking the English language. In Vietnam, English Clubs also help students increase their ability to socialize with their friends and teachers who can help the members participate in the learning process well. The English club encourages students' willingness to practice speaking, and most of the English club students perceive that they prefer practicing speaking in an English club than regular class (Quỳnh 2021). This study mentioned that students felt more fun to learn English in English Club than in regular class. Moreover, students become more sociable when studying with students and teachers. In Indonesia, The English Club environment is designed to be

comfortable and stress-free, encouraging an enthusiasm for learning and providing opportunities for practical language practice. In addition, English Club can focus on correcting common mistakes in spoken English, improving pronunciation, expanding vocabulary, and promoting effective communication in English Octaberlina & Muslimin, (2022).

The English club has several advantages or benefits for students who take part in their activities the many benefits are found usually; improving speaking ability, speaking confidence, and speaking performance. According to the findings of a research, it can be inferred that participating in English club exercises positively influences students' speaking proficiency. The majority of respondents agreed that students tend to use English more naturally during English club activities as opposed to the traditional classroom setting. Additionally, the study identified that English club activities play a beneficial role in enhancing students' speaking skills (Hamadameen & Najim, 2020). Thus, when students become members of the English club, they have the opportunity to engage in various activities that enhance their English-speaking abilities. Based on other researchers mention, there are various advantages of English clubs in Saudi colleges for students. These clubs aid learners in acquiring authentic English skills by practicing in real-life situations, reducing language anxiety, and creating a more enjoyable learning experience. Additionally, English clubs have been shown to enhance student engagement and boost self-confidence, foster social connections, improve speaking abilities, and promote critical thinking and persuasive skills (Elnadeef & Abdala, 2019). Therefore, this research reported about English club

that utilized genuine materials, enabled students to grasp the content more effortlessly, ultimately instilling self-assurance in their English language proficiency. Moreover, the learners' attitudes were favorable towards the English Club Activities environment, with many expressing that their English proficiency significantly improved after joining the club. They also reported feeling more confident when presenting in front of the regular class (Hamadameen, & Najim, 2020). Thus, this study shows that by joining students in this English club, they greatly improve their English language skills, moreover, students also feel an increase in their self-confidence.

The difference between this research and other research lies in the novelty of the setting, among previous studies, most of them examined students' perceived L2 speaking self-efficacy in English Clubs in formal schools, namely in junior and senior high schools. Specifically, this research focuses on one private Islamic boarding school in Jambi. The advantage of private boarding schools in foreign languages is that they have more time to communicate with each other and have a more organized language program. This research examines the perception of L2 speaking self-efficacy felt by students in the English Club at Islamic boarding schools, so that the self-efficacy they gain from practicing speaking English in everyday life, not only at school but also in the dormitory, namely when doing assignments and activities such as taking shower, read the newspaper, study together, eat together and go to school.

Due to all of the above, this study aims to investigate EFL student perception of English speaking clubs toward L2 speaking self-efficacy in a private boarding school.

1.2 Identification of Problem

The English Club at the Islamic Boarding School in Jambi does not yet have a proper guide, namely books that are suitable for learning English for the English Club. Also, the English Club program has only just been held at the Islamic Boarding School in Jambi, which only started one year ago, so it is not yet known how measurable the students' progress in their English language skills will be. Meanwhile, the opportunities for development are very large, namely that students have more time to practice language at the Islamic Boarding School. With the existence of school and dormitory activities, it makes it more varied for students to implement their language, when doing assignments and dormitory activities such as bathing, reciting the Qur'an and memorizing the Qur'an, studying together, eating together and going to school. Thus, this study aims to investigate EFL student perception of English speaking clubs toward L2 speaking self-efficacy in a private boarding school.

1.3 Problem Formulation

Given the contextual background provided, the researcher formulates the research inquiries as follows:

" How do students perceive their L2 speaking self-efficacy from their participation in the English club?"

1.4 The objectives of study

The objective of this research is to find out what students gain from participating in the extracurricular English Club, especially in terms of L2 speaking self-efficacy from their participation in English club activities.

1.5 Significance of the study

This research offers readers valuable insight and understanding regarding English clubs as extracurricular activities that influence L2 speaking self-efficacy from students' participation in English club activities. In addition, this research serves as a reliable reference for other researchers exploring methodological approaches related to English language club extracurricular activities. For educators, this research sheds light on students' perceptions of extracurricular English clubs and provides an alternative approach to enhancing their language learning experience. Similarly, students can gain awareness about alternative methods to improve their speaking proficiency by participating in English clubs. Lastly, schools can consider implementing this extracurricular initiative as an effective way to improve students' English learning abilities, especially speaking skills.

CHAPTER II

LITERATURE REVIEW

2. 1. L2 Speaking self-efficacy

Bandura (1982) states that perceived self-efficacy is characterized by a person's belief in his ability to create a certain level of performance that produces an impact on events that affect his life. Self-efficacy beliefs determine how individuals feel, think, motivate themselves, and act. Apart from that, it is very important for students to have good self-efficacy in speaking a second language, without self-efficacy in students it will have an impact on students' performance and ability to motivate themselves to speak a second language. Desmaliza and Septiani (2018) found that students who have a high level of self-efficacy have extraordinary, definite interests and like challenges. Self-efficacy includes self-control or how to act. Self-efficacy also influences students' determination and learning achievement without depending on others. In short, self-efficacy appears to result in student independence. For example, a student with a high level of self-efficacy has the ability to practice his speaking skills around a theme in front of the class. Therefore, self-efficacy really influences students' ability and motivation in practicing speaking skills, so that students who have high self-efficacy will find it very easy to speak in front of many people. Not only that, calmness and confidence in speaking are very influential in speaking a second language. Wijaya & Mbato, (2020) stated that students who have high self-efficacy always set goals, take part effectively in learning, and maintain their commitment because they are active in facing danger even though there is near disappointment. On the other hand, students

who have low self-efficacy tend to be reluctant to do more challenging tasks because they already have an established attitude towards recognizing them. These students accept that they will not be able to master certain skills to complete their assignments no matter how hard they try, they accept that disappointment is an indistinguishable companion in their learning. .In addition, self-efficacy beliefs influence how much effort, persistence, and resilience a person invests in an activity, thereby shaping their thought processes and emotional responses. Considering the supporting effects of self-efficacy beliefs, strong beliefs in speaking ability can improve students' speaking proficiency, because individuals with high self-efficacy tend to have high self-confidence and are motivated to handle speaking tasks with different levels of difficulty- different. (Asakereh & Dehghannezhad, 2015) therefore, the importance of self-efficacy for students greatly influences students' ability to complete the assignments given, as (Khotimah et al., 2023) states that students who have a strong sense of self-efficacy can improve their ability to speak in front of students. public by using visual aids in front of their friends. Individuals with high self-efficacy do not feel nervous, afraid, or hesitant when speaking in front of classmates or friends. There is a positive correlation between a person's self-efficacy and their performance in public speaking. Students with strong self-efficacy can communicate effectively with their peers because they are confident in their ability to present and explain images, even in situations where they have to do so in front of the entire class or friends. therefore, students who have high self-efficacy tend to have more mastery of public speaking skills, and also each student certainly has very different self-efficacy and cannot be

equalized. (Darmawan et al., 2021) found that even though they got the same score , different students have different levels of self-efficacy, regardless of gender. The research revealed that students' self-efficacy is derived from positive experiences in completing assignments, observing role models, receiving verbal encouragement, exerting effort, perseverance, resilience in overcoming obstacles, and their emotional state. This also shows that students with high self-efficacy achieve higher GPAs than students with moderate self-efficacy, confirming this finding. Therefore, it is very important for students to recognize what self-efficacy is because it will be a solution to the student's weaknesses and shortcomings in mastering L2 speaking. as found (Maryam et al., 2019) states that EFL learners need to understand the concept of speaking self-efficacy so that they can recognize and assess it. This awareness will help students become more confident and develop self-efficacy, so they are able to improve and overcome their shortcomings. Additionally, increasing self-efficacy can result in significant gains, not only in public speaking courses but also in other subjects.

2.2. English Speaking Club

English club is one example of the extracurricular activities held by the school to improve their students ability in English. Speaking Club is a media that facilitates students to practice speaking and increases and strengthens students' motivation to learn and practice speaking. Students are able to interact with friends, share knowledge, and acquire new vocabulary and information. Wahyuniati, et al., (2020) In other words, the English Club is a forum for students who like English. With the English Club movement, it is hoped that students will appreciate how they handle learning so that

they can produce individuals who are good at speaking English. An English Club is an organization of individuals with a common cause or intrigue, who meet regularly and participate in activities together. The English Language Club extracurricular meetings of the step-up club are non-formal learning activities carried out by students, mostly outside the standard educational modules that are counted in working (Elnadeef & Abdala, 2019). So, an English club is a group of individuals who really love English. The English Club is expected to become an organization where individuals can share information about English and use English to communicate with each other. The English Language Club extracurricular meetings of the step-up club are non-formal learning activities carried out by students, generally outside the standard educational modules which take many hours. The English Club is not mandatory, so students have the right to join or not (Quỳnh, 2021)

There are several characteristics from the English club. English Club activities include speeches, stories, group discussions, and read-aloud. After performing this activity, the student's speaking abilities, including grammatical accuracy, vocabulary mastery, pronunciation, fluency, and ability to organize concepts verbally improved. In addition, students feel less worried and more interested in learning English (Octaberlina & Muslimin, 2022). In other words, The English Club has talk exercises centered on scholarly subjects in different areas of ponder. Individuals share their information and encounters in English, improving their understanding of significant issues within the setting of instruction and science. English clubs give students a chance to practice English in a relaxed, informal environment and to meet new people.

(Hamadameen & Najim, 2020). Meanwhile, the English Club also organizes presentation and debate sessions which give members the opportunity to improve their public speaking skills in English. By joining the English club, the students could share their own knowledge among their friends. It also might be a better place to share students' difficulties in practicing speaking and to look forward to how to solve their problems (Melviza, et al., 2017). (Cholifah, et al., 2019) State English club especially at Islamic boarding school students. They spend almost all their 24 hours at their boarding school with its own rules, not to mention one rule about using foreign languages like speaking English all day. Thus, the advantage of private boarding schools in foreign languages is that they have more time to communicate with each other and have a more organized language program.

2.3. Previous Studies

There are several benefits from the English club. Based on the findings of the previous studies, it can be concluded that English club exercises have a positive effect on students' speaking accomplishment. The larger part of respondents concurred that students utilize English in a more normal way in English club activities compared to the classroom. Also, English club activities were found to be accommodating in progressing students' speaking ability (Hamadameen & Najim, 2020). In other words, by joining the English club students can take part in several processes that improve students' speaking skills in English. (Elnadeef & Abdala, 2019) found that English clubs in Saudi colleges have a few benefits for students. They assist students who learn authentic English in real-life settings, lighten dialect uneasiness, and make learning

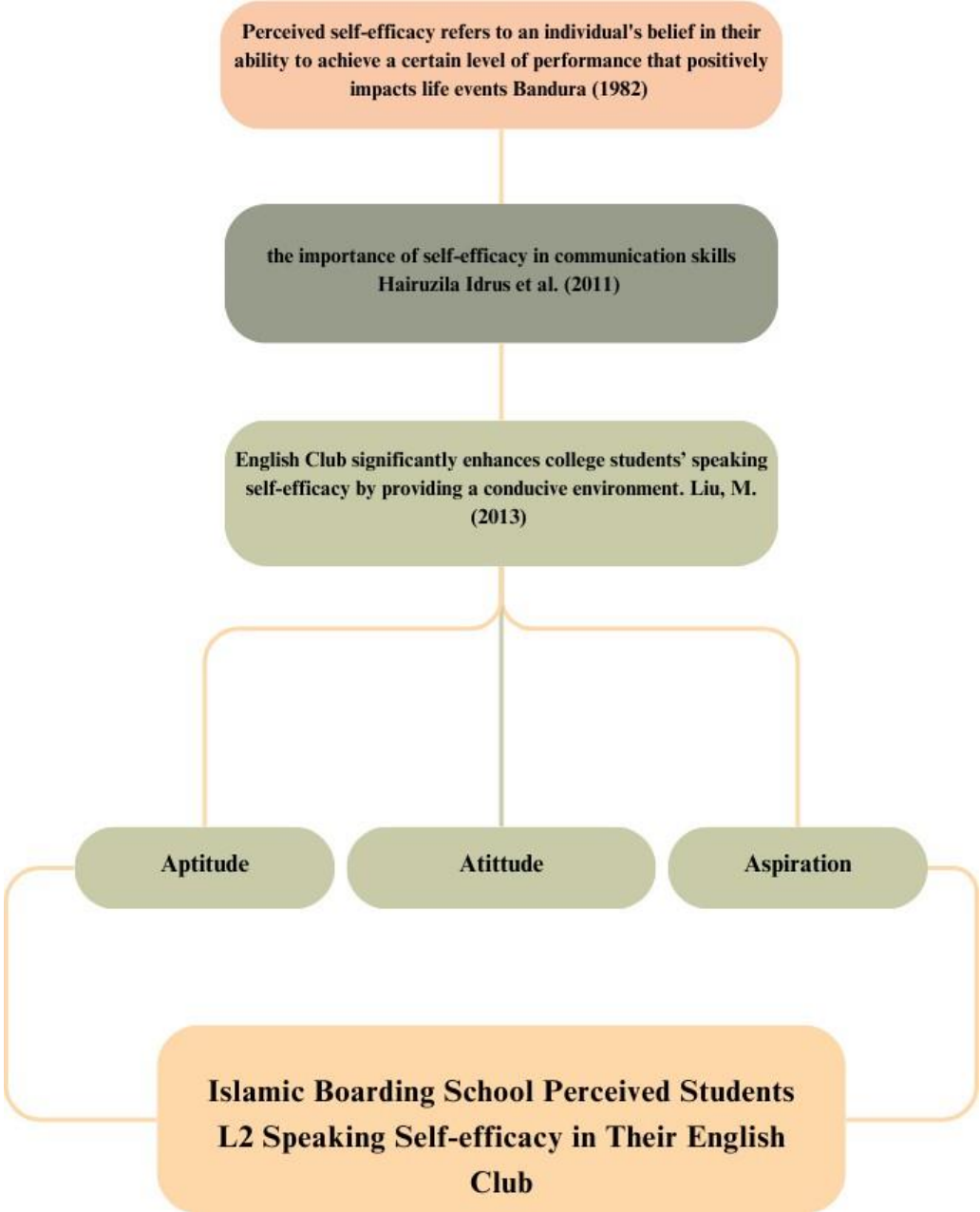
more fun. English clubs moreover improve students' engagement and self-confidence, cultivate social associations, make strides in talking aptitudes, and advance essential thinking and influential capacities. Thus, in this research the English Club applies an authentic material setting that makes it easier for students to understand the material so that they are confident in using English. Liu, M. (2013) found that the English Bar in China made a difference for students to improve their verbal competence and the relationship between bar participation and students' verbal English self-efficacy so as to better serve students in a culture like China where many people speak English as in the classroom, as the English Bar provides a supportive environment for students where they can practice speaking English, interact with native English speakers, and observe proficient English speakers, thereby increasing their self-efficacy in speaking English. Therefore, we can conclude that English can grow and increase students' self-efficacy, where students who have speaking self-efficacy have motivation and perseverance in learning a second language, so that students will be more confident in doing their assignments. Gan, et al., (2022) mention the concept of Self-Efficacy relates to how confident students are in their ability to use the correct pronunciation, grammar, vocabulary, and structures necessary to complete a particular English speaking task with an appropriate level of accuracy and fluency. For example, statements such as "I can use various appropriate structures to describe my university in English to others", "I can speak with appropriate pronunciation and intonation when asking my teacher questions in English", and "I can discuss topics that interest me in English with my classmates without appearing to have difficulty speaking." Therefore, this research

shows the importance of a high level of self-efficacy in the context of students' language development. Hairuzila Idrus et al. (2011) found that students had high self-efficacy in their verbal communication capacity in all three proposed developments: aptitude, attitude and aspiration. High assessment of student self-efficacy is based on the overall normality and personal normality scales. The creators accept that students' self-efficacy regarding their talents, attitudes and aspirations must be high, because all development is interdependent.

2.4 Theoretical Framework

The researcher use theory from Liu, M. (2013) Attending the English Club significantly enhances college students' speaking self-efficacy by providing a conducive environment. Firstly, the relaxed setting allows students to freely select conversation partners and topics, comfortably and reducing anxiety. Secondly, both foreign teachers and peers encourage those less proficient in English. Thirdly, observing proficient speakers boosts the confidence of shy students. Finally, as students notice their progress, they're motivated to put in more effort, fostering their English communication skill.

Figure 2.1 Theory Visualization



CHAPTER III

RESEARCH DESIGN

In this section, the researcher provides an explanation of the research design, setting and respondent, data collection, data analysis.

3.1 Research Design

This study uses quantitative as research design and survey as research methodology. In quantitative research, the researcher identifies a research problem based on trends in the field or the need to explain why something happened. Describing a trend means that the research problem can best be solved by a study in which the researcher seeks to establish general trends in individuals' responses and note how This tendency varies from person to person. Creswell, J.W. (2012). This research uses surveys as research methodology. Survey research designs are quantitative research procedures in which investigators administer a survey to a sample or the entire population of people in order to describe the attitudes, opinions, behaviors, or characteristics of the population, Creswell, J.W. (2012). This study uses this method because this study is an activity that tests an activity or material to identify trends in attitudes, perceptions, behavior or characteristics of a large group of people or what is called a population Creswell, J. W (2012). This study identify students' perceptions of English speaking self-efficacy. Thus, the methodology of the study is very appropriate to this study.

3.2 Population and Sample

This participant in this study involved approximately 80 students (between senior and junior high school) at a private Boarding School in Jambi, Sumatra. The respondents are students who are joining an English Club in a private boarding school. All the respondents were male and female, they became respondents in this study because they joined the English Club and they followed activities in the English Club, such as taking part in learning activities and trying to communicate with each other in the English Club. For respondents, the researcher chose a non-probability convenience sampling technique. Convenience sampling is often used in non-probability research because this method allows researchers to select participants who are easy to reach and willing to participate, making the data collection process simpler. This method is very useful when researchers need quick access to samples without having to go through a random selection process.

The English Club at the boarding school in Jambi is one of the extracurricular activities that is very positive and has a good impact on improving students' abilities in English. The characteristics of this English Club itself are BAIC (Brave Active Innovative and Creative), namely improving speaking, writing, reading and listening are packaged nicely and in fun so that students are enthusiastic about joining the English Club. The nature of the English Club is that it is chosen by the active members of around 80 members of the English Club are as follows:

1. Students are required to maintain their politeness and authority when participating in the English Club.

2. Every English club participant is required to respect each other English club member.
3. Students must arrive on time
4. Students are required to submit a minimum of 5 new vocabulary words with the aim of increasing vocabulary
5. After depositing vocabulary, education participants are required to participate in English Club activities properly
6. For the rules of the game, each meeting will have different skills taught, skills taught such as speech, debate, poetry, reading news, telling stories, singing, and all the skills taught are able to improve students' speaking skills, and each student must have a target achieved in each of these skills, English Club is carried out once every 2 weeks. 1 month 2x. 1 semester 12x. 1 year 24x duration 120 minutes per meeting.

3.3 Data Collection

To collect data from respondents this study will use a questionnaire. A questionnaire is a form used in survey design that study respondents fill out and return to the researcher. The participant selects answers to questions and provides basic personal or demographic data Creswell (2019). Using a questionnaire will make this research easier, and this questionnaire is an appropriate and effective step to determine students' self-efficacy towards the English speaking club. An 18-item survey questionnaire adapted from Liu, M. (2013) was given to a sample of students

undergoing an assessment to measure their perception of self-efficacy. The researcher contacted the school, then collaborated with the teacher who handled the English club, and the teacher gathered all the students who took part in the English club, then the researcher distributed a Google form, then the respondents stated whether they agreed or disagreed respectively. statements using a 5 point Likert scale, starting from strongly disagree (1) to strongly agree (5). The 18 items were classified into three groups by Liu, M. (2013). In accordance with the categorization carried out by Hairuzila Idrus et al (2011), the primary group consists of 12 items that focus on students' actual ability to speak English which is called Aptitude. Liu, M. (2013) added a second group consisting of four items regarding students' involvement in English language exercises, before being labeled Attitude and measuring students' poses for exercises such as verbal dialogue and introduction in class. The third group consists of two statements related to characteristics such as students' desire to communicate with English speakers, called Aspirations.

3.1 Table of Domains

NO	Domains	Number of Item	Item Number
1	Aptitude	12	1,2,3,4,6,7,8,9,10,11,12
2	Attitude	4	13.14.15,16
3	Aspiration	2	17,18

3.4 Data Analysis

To ensure the data the author uses descriptive analysis. Descriptive statistics help you summarize general trends and trends in your data, understand differences in results, and provide insight into how one result compares to another Creswell (2019). In this study the author will display students` perceptions in joining an English speaking club regarding their L2 speaking self-efficacy by respondents using IBM SPSS Statistics 25. Results are based on the mean score and standard deviation presented in a table and sorted from the highest mean score to the lowest mean score .

3.5 Validity and Reliability

Validity is often defined as the degree to which an instrument measures what it is intended to measure, Validity requires that an instrument be reliable. (Kimberlin & Winterstein, 2008). Therefore, this research also carried out a validity test using SPSS with the results of all items being valid. The 18 items are valid because they have been used by analysts on English Bar students in relation to participants' self-efficacy and

spoken English proficiency, the study authors administered the survey to an additional 100 students. Members were randomly sampled from all departments and levels in major universities in southern China Liu, M. (2013).

Table of 3.5.1 Validity Test

Item	R-Count	R- Table	Criteria
1	.693	.000	Valid
2	.600	.000	Valid
3	.504	.000	Valid
4	.649	.000	Valid
5	.658	.000	Valid
6	.754	.000	Valid
7	.676	.000	Valid
8	.697	.000	Valid
9	.751	.000	Valid
10	.691	.000	Valid
11	.723	.000	Valid
12	.725	.000	Valid
13	.763	.000	Valid
14	.810	.000	Valid
15	.740	.000	Valid
16	.725	.000	Valid
17	.533	.000	Valid
18	.431	.000	Valid

Once the data was gathered, the researcher used SPSS v.25 to analyze it. With 80 respondents, the r-table value at a 5% significance level was determined to be .000. If the r-count is greater than the r-table value, the items are deemed valid.

Table of 3.5.2 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.931	8

The result it can be seen that the questionnaire has 18 items (N) in total with Cronbach's Alpha .931. According to Taber (2018), when Cronbach's Alpha shows result higher than .93, then the questionnaire can be considered as excellent. Then, we can conclude that the questionnaire use to measure students perceived L2 speaking self-efficacy in their English club is reliable and consistent

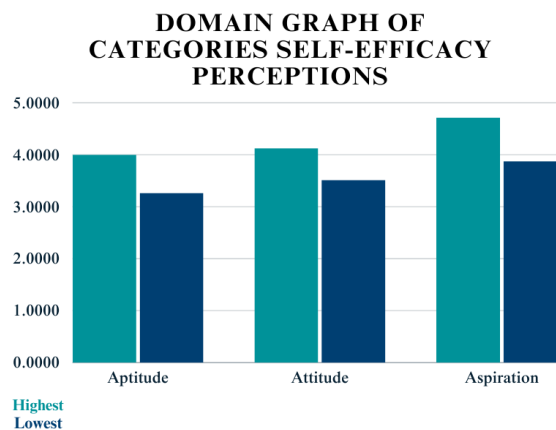
CHAPTER IV FINDINGS AND DISCUSSIONS

To examine students' perceived regarding L2 Speaking Self-efficacy in their English club, descriptive statistics was used to draw the data from the students' perceived L2 Speaking Self-efficacy in their English club.

4.1. FINDINGS

The first part of quantitative data was analysed to answer this research question: *How do students perceive their L2 speaking self-efficacy from their participation in the English club?* The total respondents of this study is 80 students (N). The researcher presents the descriptive statistics and presented respondents' self-efficacy in their English Club from the 18 item of self-efficacy questionnaire adapted from Liu, M. (2013).

Figure 4.1 Domain Graph



From the table above, we can see there are 3 domain aptitude, attitude, aspiration. In the aptitude domain it has the highest item with Mean score 4.00 “*I think my oral English has improved a lot since I started to visit the English Club*” and standard deviation 1.10. Meanwhile, the lowest item has a mean score of 3.26 “*Foreigners who speak English can understand my speech/words/conversations in English*” and standard deviation 1.01.

4.1 Table of Aptitude

Domain	Item	Mean	Std. Deviation
Aptitude	1. I think my oral English has improved a lot since I started to visit the English Club.	4.00	1.10
	9. I can learn and use new English words in my conversation easily.	3.95	1.01
	2. I do a good job in class discussions in English.	3.88	.899
	6. I can motivate myself to speak in English.	3.87	1.09
	11. When I decide to say something in English, I go ahead and do it	3.81	.969
	4. I actively answer my English teacher’s questions in class	3.72	1.10
	10. I am able to keep speaking in English even when my friends tease me.	3.62	1.04
	7. I can communicate in English with my native teachers of English.	3.57	1.01
	5. I feel confident about my ability to express my ideas in English	3.43	1.06

3. I am now less nervous when I am talking to people in English	3.41	.937
12. It is not difficult for me to concentrate while speaking in English with others.	3.37	.998
8. foreigners who speak English can understand my speech/words/conversations in English	3.26	1.01
Total	12	

Based on the data above, there are 12 items in the aptitude domain. The first item students think that their oral English has improved is the item with the highest mean score of 4.00. This means that the positive impact is that students who have participated in the English club feel that their self-efficacy in speaking has increased compared to before. Item number 8, where foreigners who speak English can understand their speech/words/conversations in English, is the item with the lowest mean score of 3.26. This shows that some students still lack confidence in foreigners who speak English in understanding their speech. The items above tell us that students who join English clubs have a great influence on their speaking self-efficacy with the first item having the highest standard deviation 1.10, even though there are a few students who still lack confidence that foreigners who speak English can understand their speech which is marked with item number 8 having the lowest standard deviation 1.01. Overall, it shows that the English club has a positive impact on the speaking self-efficacy of those who feel that their oral English has improved.

4.2. Table of Attitude

Domain	Item	Mean	Std. Deviation
Attitude	16. Doing oral presentations in class is enjoyable.	4.12	1.01
	13. I enjoy having group discussions in class in English.	3.96	1.23
	15. I enjoy speaking in English with native English speakers.	3.57	1.14
	14. I do not find oral presentations in English hard to do.	3.51	1.12
Total	4		

The data shows there are 4 items in the attitude domain. Item number 16, making oral presentations in class is fun, is the item with the highest mean score of 4.12 and standard deviation of 1.01. We can see that students are very enthusiastic in presenting in front of the class and very confident in speaking in front of their friends. However, in item number 14, students found it not difficult to make an oral presentation in English, being the item with the lowest mean score of 3.51 and standard deviation of 1.12. This means that some students find it not difficult in oral presentations in English, but there are some students who still have difficulty in oral presentations in English. Of course, this is an interesting finding because there are some students who still have difficulty in oral presentations in English, however overall the English club

has become a place where some students feel enthusiastic about oral presentations in English.

4.3 Table of Aspiration

Domain	Item	Mean	Std. Deviation
Aspiration	18. I want to speak good English just like other students who are good speakers.	4.71	.715
	17. Speaking fluently in English is one of my main goals in life.	3.87	1.08
Total	2		

According to the data above, there are 2 items in the aspiration domain. Item number 18 I want to speak English well like other students who are good at speaking is the item with the highest mean score of 4.71 and standard deviation of .715. Of course we can see that students are very motivated by other students who join the English club, so that it can boost their enthusiasm in practicing their speaking. Meanwhile item number 17 Speaking English fluently is one of my main goals in life is the item with the lowest mean score of 3.87 and standard deviation of 1.08. This data shows that some students have high motivation in speaking English so that it becomes their main goal in life. Overall, we can see that students who take part in the English club are very motivated, of course, in their speaking self-efficacy, because of

encouragement from other students who are proficient in speaking English who join in the English club.

4.2 Discussion

According to the findings, based on each item which is divided into 3 domains, namely aptitude, attitude and aspiration. This research found that in the aptitude domain with the highest item mean score of 4.00 and standard deviation of 1.10, most students after joining the English club felt that their oral English had improved, although there were some students who still lacked confidence in foreigners who spoke English in understanding their speech. This has proven that most students feel their L2 Speaking Self-efficacy has increased when joining the English club. This is different from the findings of Liu, M. (2013) that the highest mean score item in this domain was item number 11. When students decide to say something in English, students will continue and do it. This means that when they want to speak English they will continue and do so. We can see that this finding is still in line because students feel enjoy speaking English in the English club so that indirectly students feel an increase in their L2 speaking self-efficacy.

Apart from that, in the realm of attitudes, this research shows that students stated that making oral presentations in class was fun. Of course, this shows that students are very confident and enjoy making oral presentations in front of the class as shown by item number 16 with the highest mean value of 4.12 and standard deviation

of 1.01. The results are the same as the findings of Hairuzila Idrus et al. (2011) based on the highest item with a mean value of 2.54 and a standard deviation of 1.02 in the student attitude domain stated that making oral presentations in class is indeed fun. Apart from the fact that activities can increase a person's self-efficacy, it also shows that the importance of activities for students can also increase self-efficacy. This finding is also the same as previous research of Gan, et al., (2022) with the highest mean score of 3.57 and standard deviation of 0.81, students also said that they could speak English fluently when giving a presentation in front of the class. This means that students may realize that group discussions and oral presentations are important skills that they must master in preparation for the world of work later. We can see that overall students really enjoy and are confident in making oral presentations in front of the class, but there are some students who still experience difficulties in making oral presentations in English as shown in item no 14. In my opinion, oral presentations in English are not difficult . relationship with the lowest average score of 3.51 and standard deviation of 1.12. Then in the aspiration domain, this research shows that item number 18 students want to speak English well like other students who are good at speaking, indicated by the highest mean score of 4.71 and standard deviation of .715. Meanwhile, the lowest mean score is in item number 17, namely speaking fluently. in English is one of my main goals in life, characterized by a mean score of 3.87 and a standard deviation of 1.08.

In the aspiration domain, most students feel like they want to speak English as well as other students who are good at speaking, so they are motivated by other students by imitating their friends who can speak English well. While speaking fluently in English is one of my main goals in life, it is a low item, meaning there are a small number who feel that English is the main goal in life. However, most of them do not feel that English is their main goal in life. This is in contrast to the findings of Hairuzila Idrus et al. (2011) the highest item is item number 2, namely students say that speaking well in English is one of the main goals in life which is characterized by a mean score of 1.99 and a standard deviation of 1.07 and the lowest item is 3 I would like to speak good English just like other students who are good speakers with a mean score of 1.53 and a standard deviation of 0.79. We can see that the results from previous research show that students make speaking English well one of their main goals in life and there are some of them who are motivated by friends who speak English more fluentl

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

The objective of this study is to identify board school students' self efficiency in L2 Speaking self-efficacy from their respondents in English club activities. 80 students who joined the English Club in a private boarding school were respondents in this study. This research was divided into 3 domains from previous research, namely aptitude, attitude, and aspiration. With a total of 18 items, all items are divided into 3 domains. Included in the aptitude domain are items number 1,9,2,6,11,4,10,7,5,3,12,8. Included in the attitude domain are items number 16,13,15,14. Included in the aspiration domain are items number 18 and 17.

In the aptitude domain, the highest item is *“I think my oral English has improved a lot since I started to visit the English Club”* moreover, the lowest item is *“foreigners who speak English can understand my speech/words/conversations in English”* in the attitude domain the highest item is *“Doing oral presentations in class is enjoyable”* furthermore, the lowest *“I do not find oral presentations in English hard to do.”* and in the last domain, namely aspiration, the highest item is *“I want to speak good English just like other students who are good speakers”* the lowest item is *“Speaking fluently in English is one of my main goals in life.”*

The implication for the English Club at the Islamic Boarding School is that students' self-confidence can be measured as well as the development of students who take part in the English club at the Islamic Boarding School in Jambi. With this research, it was revealed that students who took part in the English Club had an increase in their ability to speak English, became more confident and enjoyed making presentations using English in class and became motivated by their friends who were already good at speaking English, namely being motivated to want to become even better at speaking like his friend's ability.

5.2 Suggestion

This research focuses on students' perception of L2 speaking self-efficacy in English clubs. Therefore, with the development and confidence of students in speaking English in the school and dormitory environment, there must be an increase in the English Club program. Such as developing a learning system that uses appropriate English book guides and supports student development, and building a learning system that is more fun and interesting by, for example, holding more varied competition activities in English. Also improving or adding teaching resources, maybe even adding native speakers directly to the Islamic Boarding School location. Thus, with plans and efforts that continue to be developed, students' abilities and self-confidence will also develop more and more, every year.

References:

- Asakereh, A., & Dehghannezhad, M. (2015). Student Satisfaction with EFL Speaking Classes: Relating Speaking Self-Efficacy and Skills Achievement. *Issues in Educational Research*, 25, 345-363.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122–147. <https://doi.org/10.1037/0003-066X.37.2.122>
- Cholifah, Y. W., Setiawan, E., Satriani, A., & P S, D. W. (2019). English club usage by Santri of Baitul Hidayah Islamic Boarding School as an act to prevent disruption era (A case study of Pesantren Baitul Hidayah, Cimencyan, Bandung). *Proceedings of the Social and Humaniora Research Symposium (SoRes 2018)*. <http://dx.doi.org/10.2991/sores-18.2019.39>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson.
- Creswell, J. W., & Guetterman, T. C. (2019). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson.
- Darmawan, Alam, S. P., & Nirma, O. N. (2021). Speaking self-efficacy of EFL students of pre-service teaching program in EFL classroom setting. *JET (Journal of English Teaching)*, 7(2), 150–162. <https://doi.org/10.33541/jet.v7i2.2582>
- Desmaliza, D., & Septiani, T. (2018). Students self- efficacy and their speaking skill at lower secondary school. *Proceedings of the International Conference on Education in Muslim Society (ICEMS 2017)*. <http://dx.doi.org/10.2991/icems-17.2018.24>
- Elnadeef, Dr. E. A. E., & Abdala , Dr. A. H. E. H. (2019). The Effectiveness of English Club as Free Voluntary Speaking Activity Strategy in Fostering Speaking Skill in Saudi Arabia Context. *International Journal of Linguistics, Literature and Translation*, 2(1). <https://doi.org/DOI10.32996/ijllt.2019.2.1.28>
- fitriany, s., Yuliani, S., Sulaiman, M., & Rositasari, T. (2021). THE IMPORTANCE OF ENGLISH CLUB: A CASE AT ENGLISH EDUCATION STUDY

PROGRAM UNIVERSITAS MUHAMMADIYAH PALEMBANG. *English Community Journal*, 5(2). <https://doi.org/10.32502/ecj.v5i2.3845>

- Gan, Z., Yan, Z., & An, Z. (2022). Development and validation of an EFL speaking self-efficacy scale in the self-regulated learning context. *The Journal of AsiaTEFL*, 19(1), 35–49. <https://doi.org/10.18823/asiatefl.2022.19.1.3.35>
- Hamadameen, S. A., & Najim, Q. N. (2020). The impact of English club activities on EFL students' communicative skills. *ZANCO Journal of Humanity Sciences*, 24(4). <https://doi.org/10.21271/zjhs.24.4.18>
- Idrus, H., Salleh, R., & Abdullah, M. R. T. L. (2011). Oral communication ability in English: An essential skill for engineering graduates. *Asian Pacific Journal of Educators and Education*, 26(1), 107-123
- Kimberlin, C. L., & Winterstein, A. G. (2008). Validity and reliability of measurement instruments used in research. *American Journal of Health-System Pharmacy*, 65(23), 2276–2284. <https://doi.org/10.2146/ajhp070364>
- Liu, M. (2013). *English Bar as a Venue to Boost Students' Speaking Self-Efficacy at the Tertiary Level*. *English Language Teaching*, 6(12). doi:10.5539/elt.v6n12p27
- Maryam, I. S., Febriani, R. B., & Kurnia, A. D. (2019). EFL Learners' Perceptions towards their Self-Efficacy in Learning Public Speaking Course. *Journal of English Education and Teaching*, 3(3), 377–391. <https://doi.org/10.33369/jeet.3.3.377-391>
- Melviza, Z., Bahri, S., & Erdiana, N. (2017). Students' Perception Toward English Club Activities. *Research in English and Education*, 2(2).
- Mikulecky, L., Lloyd, P., & Huang, S. C. (1996). Adult and ESL literacy learning selfefficacy questionnaire. (*ERIC Document Reproduction Service No. ED394022*).
- Octaberlina, L. R., & Muslimin, A. I. (2022). Fostering Students' Speaking Ability through English Club Activities. *Arab World English Journal*, 13 (3) 414-428. DOI: <https://dx.doi.org/10.24093/awej/vol13no3.27>
- Quỳnh, N. T. N. (2021). Students' Perception of Speaking Practice In Step Up English Club at Ho Chi Minh City University Of Technology and Education. *Indonesian Journal of Educational Research and Technology*, 1(3), 123–124.

Sardegna, Veronica. (2012). Learner differences in strategy use, self-efficacy beliefs, and pronunciation improvement.

Wahyuniati, Maulidiyah, N., & Qolbia, M. (2020). Improving speaking skill through speaking club viewed from students' perception. *Proceedings of the International Conference on English Language Teaching (ICONELT 2019)*.
<http://dx.doi.org/10.2991/assehr.k.200427.026>

Wijaya, K. F., & Mbato, C. L. (2020). English language education students perceptions of self efficacy in public speaking class. *Journal of English Language Teaching and Linguistics*, 5(1), 29.
<https://doi.org/10.21462/jeltl.v5i1.379>

APPENDICES

Appendix 1 self-efficacy questionnaire adapted from Liu, M. (2013).

Questions	Strongly desegree	desegree	neutral	agree	Strongly agree
1. I think my oral English has improved a lot since I started to visit the English Club.	1	2	3	4	5
2. I do a good job in class discussion in English.	1	2	3	4	5
3. I am now less nervous when I am talking to people in English	1	2	3	4	5
4. I actively answer my English teacher's questions in class	1	2	3	4	5
5. I feel confident about my ability to express my ideas in English	1	2	3	4	5
6. I can motivate myself to speak in English.2. I do a good job in class discussion in English.	1	2	3	4	5
7. I can communicate in English with my native teachers of English.	1	2	3	4	5
8. foreigners who speak English can understand my speech/words/conversations in English.	1	2	3	4	5

9. I can learn and use new English words in my conversation easily.	1	2	3	4	5
10. I am able to keep speaking in English even when my friends tease me.	1	2	3	4	5
11. When I decide to say something in English, I go ahead and do it	1	2	3	4	5
12. It is not difficult for me to concentrate while speaking in English with others.	1	2	3	4	5
13. I enjoy having group discussions in class in English.	1	2	3	4	5
14. I do not find oral presentations in English hard to do.	1	2	3	4	5
15. I enjoy speaking in English with native English speakers.	1	2	3	4	5
16. Doing oral presentations in class is enjoyable	1	2	3	4	5
17. Speaking fluently in English is one of my main goals in life.	1	2	3	4	5
18. I want to speak good English just like other students who are good speakers.	1	2	3	4	5
Total	18				

Appendix 2 Item adapted self-efficacy questionnaire from Liu, M. (2013).

Item

1. I think my oral English has improved a lot since I started to visit the English Club.
2. I do a good job in class discussion in English.
3. I am now less nervous when I am talking to people in English.
4. I actively answer my English teacher's questions in class.
5. I feel confident about my ability to express my ideas in English.
6. I can motivate myself to speak in English.
7. I can communicate in English with my native teachers of English.
8. foreigners who speak English can understand my speech/words/conversations in English.
9. I can learn and use new English words in my conversation easily.
10. I am able to keep speaking in English even when my friends tease me.
11. When I decide to say something in English, I go ahead and do it
12. It is not difficult for me to concentrate while speaking in English with others.
13. I enjoy having group discussions in class in English.
14. I do not find oral presentations in English hard to do.
15. I enjoy speaking in English with native English speakers.
16. Doing oral presentations in class is enjoyable.
17. Speaking fluently in English is one of my main goals in life.
18. I want to speak good English just like other students who are good speakers.

Total	18
--------------	-----------

Appendix 3 Consent Form



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wijosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kaliurang km 14,5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
F. (0274) 898444 ext. 2106
E. fpsi@iui.ac.id
W. fpsi.iui.ac.id

Tanggal : 29 Januari 2024
Nomor : 403/DEK/70/DAA/II/2024
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Kepala sekolah Pondok Pesantren Ar-rahman Litahfidzil Qur'an,
Muara bulian

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

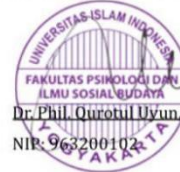
Nama Mahasiswa : M. SYAHAN IRSYAD
Nomor Induk Mahasiswa : 20322116
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Irma Windy Astuti, S.S., M.Hum.
Judul Skripsi :

"Islamic Boarding School Students' Perceived L2 Speaking Efficacy in Their English Club Program"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia



Dr. Phil. Qur'oni Hiyun, S.Psi., M.Si., Psikolog

NIP. 963200102

Appendix 4 Google Form for Questionnaire

A Survey of Islamic Boarding School Students' Perceived L2 Speaking Self-Efficacy in Their English club program

B *I* U  

Assalamualaikum Warahmatullahi Wabarakatuh.

Perkenalkan nama saya M. Syahan Irsyad, mahasiswa S1 Program Studi Pendidikan Bahasa Inggris angkatan 2020, Universitas Islam Indonesia. Saat ini, saya sedang melakukan penelitian yang berjudul " Islamic Boarding School Students' Perceived L2 Speaking Self-Efficacy in Their English club program " Tidak ada jawaban benar dan salah, Anda hanya diminta untuk menjawab sesuai dengan apa yang telah Anda dapatkan di dalam kelas.Oleh karena itu, saya mengharapkan kesediaan Anda untuk meluangkan waktu dan berpartisipasi sebagai responden dalam penelitian saya. Adapun kriteria responden dari penelitian ini adalah:

1. siswa/siswi yang mengikuti kegiatan ekstrakurikuler English Club