
Improving Speaking Skills Through Pro-Voc Method by Students' Self-Efficacy at

Pesantren Mambaus Sholihin

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ABSTRACT

This study aims to increase students' feeling of being able to speak English. So the researcher tries to build students' confidence about their ability in speaking English by forming knowledge of pronunciation and vocabulary. The researcher used classroom action research with three instruments: observation, questionnaire and speaking assignment. The results showed that The PRO-VOC Method can improve students' self-efficacy in terms of speaking. There was a significant improvement in the results of the primary and final tests in the first and second cycles. The students' mean score of the primaty test was 41.36, in the first cycle it was 50.30 and 73.64 in the second cycle. Based on students' improvement in their achievement, it corresponds to their increase in feeling capable. It is proven by the results of the questionnaire that the average percentage of the student self-efficacy scale in the previous study was 46.36%, 64.55% in the first cycle and 73.37% in the second cycle.

Keywords: *The PRO-VOC Method, Self-Efficacy, Speaking*

I. INTRODUCTION

I always feel nervous when speaking English.

I wonder why I can't speak English very well.

I feel that English is so difficult to study.

Both its written and sound is so different.

I feel bad in my mind.

My English appears not good enough; I can't express it very well.

But I know that I need to be able to speak English.

(Quoted from the transcripts of this study)

Such statements usually come from foreign language learners and are too familiar to the foreign language teachers. It indicates an essential problem that the majority of students face in learning a foreign language, especially in

speaking a foreign language. Many learners express their inability to speak a foreign language because they don't know how to face this problem. These learners are good at learning.

People tend to have a different way to be able to speak English. There are not only encouragements but also barriers that make people want to express their ideas in English. Particularly in Indonesia, although English is learned since Elementary school, people do not commonly communicate with English in a community. Some people may feel hesitant to talk English ahead of people who do not use it. On the opposite hand, some others have their encouragement, so that they are willing to speak English (Anggia, 2013). Almost half of the students are in medium to very low self-efficacy in speaking English. Other research explained that the level of self-efficacy is two; they are high self-efficacy and low self-efficacy (Bandura, 1997). Rahil states there is 51.1 per cent of the students have high self-efficacy, and 48.9 per cent were of low self-efficacy in the English language (Mahyuddin et al., 2006).

According to Bandura, efficacy beliefs will vary reckoning on the subsequent seven factors: (a) assessment of subsisting capabilities, (b) perceived difficulty of the task, (c) amount of effort required, (d) amount of external aid required, (e) circumstance in which the tasks are performed, (f) temporal patterns of successes and failures, (g) the way experiences are organized and reconstructed (Bandura, 1925). It is different from Anggia's finding in her research that the

most influential factors are the environment. Both parent and peers are having an essential role in influencing student self-efficacy. "It was found that families and peers became influential factors to improve students' self-efficacy in speaking English (Anggia, 2013). Parents' support such gives the students verbal compliments on their ability in speaking English become more proposed to motivate them in learning a foreign language.

In line with parents, peers also have an essential role in improving students' self-efficacy. Four students with very high and high self-efficacy showed that they were more confident to speak English since they often communicated in English with their friends (Bandura, 1997). It means that student of EFL (English as a foreign language) need a partner or rival to practice their English. Social strategies mainly concern interaction with other people, so these strategies were found more popular with ESL learners, who had much more opportunity to use the language or have access to the native speakers than EFL learners (Li, 2010). As EFL learner, peers become more influence in language learning achievement. In their daily, they spend time to talk with their peers more than others. Their opportunity to practice English is based on how large their environment supports them (Aziz & Dewi, 2019).

As in Mamba'us Sholihin, which is a bilingual environment, students have more opportunity to practice speaking English. In their daily, the role forces them from

communicating with each other in English. The environment supports them to use their English. Properly, all the students are capable of speaking English. Not all students speak English. Some students are hesitant in speaking English. There are some barriers or problems they encounter in speaking English. They are lousy pronunciation and lack of vocabularies. It belongs to internal factors that influence students' self-efficacy. Both pronunciation and vocabulary are sub-skill that constructs students' speaking skill. Gilakjani states in his journal that Pronunciation has a positive effect on language learning and learners can gain the skills for effective communication in English (Gilakjani & Ahmadi, 2011). As children learn, their first language needs to know letter by letter to construct a word and word by name to build a sentence. So do learners of EFL, they need to know how to spell letter by letter to pronounce complete words.

Vocabularies are central to English language teaching because, without sufficient dictionary, students cannot understand and express their ideas (Aziz & Dewi, 2019). It is a reason why students should construct their vocabulary knowledge. Teaching-learning pronunciation in Mambaus Sholihin Course is usually separated from other sub-skill, so does teaching learning vocabulary which is taught separately in out of course time. For teaching-learning pronunciation, it is being shown in about three meetings. It seems that teaching-learning pronunciation is lesson practising. As a result, the students sometimes are challenging to

read these phonetic symbols in a word. While in vocabulary, the students are being drilled every night before going to sleep. There is no requirement or punishment to memorise the vocabulary. This activity makes sure that the student recalls the vocabulary well. It is less on giving an effect on enriching students' vocabulary mastery. This research is purposed to solve the problem faced by the students in MA Mamba'us Sholihin Female Gresik. This research focuses on constructing a working class in overcoming students' difficulty in speaking, which is expected can help the students to get the problem-solving in improving self-efficacy. Therefore, making the right solution by using the Pro-Voc Method to overcome students' low self-efficacy in speaking English will be appropriate with the students need.

II. LITERATURE REVIEW

A. *Understanding of Self-Efficacy*

Self-efficacy refers to the judgments of the personal capability to organise and execute the courses of action that required to attain designated types of performances (Bandura, 1997). Bandura states that self-efficacy is beliefs in one's capacity to perform towards a given goal (Bandura, 1997), namely, the individual's perception plays a crucial role in how they can achieve in certain tasks. To be more specific, self-efficacy saves as influential actions in learning motivation and performance. Besides, learner's self-efficacy

influences their motivation and learning performance. Self-efficacy beliefs the foundation of human motivation, well-being, and personal accomplishment. Unless people believe that their actions can produce the outcomes they desire, they need little incentive to act or to persevere within the face of difficulties (Bandura, 2010).

A strong sense of efficacy increase human accomplishment and well-being in many ways. People with high self-assurance in their capabilities approach the difficult task as challenges to be mastered rather than a threat to be avoided (Bandura, 2010). People who have high self-efficacy face failure with sustained effort. Individuals who feel efficacious are encouraged to work harder when they encounter difficulties than those who doubt their capabilities.

In contrast, people who doubt their capabilities back from difficult tasks which they view as personal threats. They have low aspirations and little motivation to pursue the goals they choose. People who have a weak sense of efficacy may avoid for accomplishing a task.

1. The Sources of Self-Efficacy

People's beliefs are about their efficacy which develops by four sources that influence the level of self-efficacy. The case for the contextual and meditational role of self-efficacy beliefs in human behaviour can

be made by mastery experience, vicarious experience, social persuasions, and psychological state and indexes (Pajares, 1996).

a. Mastery Experience

The most important source is the interpreted result of one's past performance. Individuals join in some activities, understand the consequences of their actions. They use their responses to develop self-beliefs about their capability to engage in the next events and act in concert with the views created. Bandura states that the most effective ways of creating a strong sense of efficacy are through mastery experience (Bandura, 1925).

b. Vicarious Experience

Besides, to interpret the results of their actions, people form their self-efficacy beliefs through the vicarious experience provided by social models. Seeing people similar to one succeed by sustained efforts raises observers' self-beliefs that they possess the capabilities to master comparable activities required to achieve (Bandura, 1925).

c. Social Persuasions

Individuals are also creating and develop self-efficacy beliefs as a result of the social persuasions they receive from others. People who persuade verbally that they have capabilities to master given task are likely to have more significant effort than who have

self-doubt about their abilities. Persuaders play an essential role in the development of an individual's self-belief.

d. **Psychological State**

The fourth way of modifying self-beliefs of efficacy is to reduce people stress reactions and alter their negative emotional proclivities and is interpretations of their physical state (Bandura, 1925). People can measure their degree of confidence by the emotional state they experience as they contemplate an action.

2. **Efficacy-Activated Processes**

Much research has been conducted on the four major psychological processes through which self-beliefs of efficacy affect human functioning. Efficacy beliefs produce their effects through four major processes that usually operate in concert: cognitive, motivational, affective, and selection processes (Bandura, 1925).

a. **Cognitive Process**

The most course of action is initially organised in thought. Managing difficult tasks requires considerable effort and analytical thinking. People with high efficacy choose challenging goals for themselves and regulate the necessary energy to reach the goal and overcome impediments or threats. Those who have a high sense of efficacy, visualise success scenarios that provide definite guides and supports for

performance. Those that doubt their efficacy imagine failure scenarios and waver on things which will get it wrong. People's efficacy shapes the types of anticipatory situations they construct and rehearse. Bandura said that a significant function of thought is to enable people to predict events and to develop ways to control those that affect their lives (Bandura, 1925).

It requires a robust sense of efficacy to stay task-oriented within the face of pressing situational demands, failures and setbacks that have significant repercussions. Indeed, when people are faced with the responsibilities of managing severe environmental requirements under taxing circumstances, those that are beset by self-doubts about their efficacy become more and more erratic in their logical thinking, lower their aspirations and therefore the quality of their performance deteriorates. In contrast, those that maintain a resilient sense of efficacy set themselves challenging goals and use good logical thinking which pays off in performance accomplishments.

b. **Motivational Processes**

Self-beliefs of efficacy plays an essential role within the self-regulation of motivation. Most human motivation is cognitively generated. People motivate themselves and guide their actions anticipatorily by the exercise of forethought.

They form beliefs about what they'll do. They anticipate likely outcomes of planned activities. They set goals for themselves and plan courses of action designed to know valued futures.

There are three different kinds of cognitive motivators around which different theories are built. They include causal attributions, outcome expectancies, and cognised goals (Bandura, 1997). Self-efficacy beliefs influence causal attributions. Folks that regard themselves as highly efficacious attribute their failures to insufficient effort, people who consider themselves as inefficacious attribute their failures to low ability. Causal attributions affect motivation, performance and affective reactions mainly through beliefs of self-efficacy. In expectancy-value theory, motivation is regulated by the expectation that a given course of behaviour will produce specific outcomes and also the value of these outcomes (Bandura, 1997). But people act on their beliefs about what they'll do, similarly as on their feelings about the likely results of performance.

A large body of evidence shows that explicit, challenging goals enhance and sustain motivation. Goals operate primarily through self-influence processes instead of regulating motivation and action directly (Bandura, 1997). Motivation

supported goal setting involves a cognitive comparison process. By making self-satisfaction conditional on matching adopted goals, people give direction to their behaviour and establish incentives to continue their efforts until they fulfil their goals

A. The PRO-VOC Method

The PRO-VOC Method is the method that combines the teaching of pronunciation and vocabularies. The technique exploits the principle of categorisation by organising new vocabulary according to some aspect of the phonological form of a word, i.e., a sound (vowel or consonant) or other feature such as stress pattern (des Langues, Malmberg, Nickel, & Heidelberg, n.d.).

In addition to the pronunciation focus, this method incorporates a vocabulary focus in the form of teaching new vocabulary items, collocations, sense relations, and so on. Memory and social strategies are exploited through the use of several activities that promote deep processing and interaction between classroom agents.

At the beginner or elementary level, the vocabulary focus is on frequent lexical items and concrete nouns; pronunciation aims at the teaching of the English vowel categories. At the intermediate level, vocabulary relates to countries, nationalities

and food and is combined with the learning of selected English consonant and the phenomenon of stress shift (des Langues et al., n.d.).

B. Proficiency Level in The PRO-VOC Method

Beginner or Elementary

For the implementation of a new method at the beginner or elementary level, the teaching of vowel categories is based on the use of a coding system. It can involve the use of colours, proper names, animal, and so on.

Colour	Vowel	Colour	Vowel
<i>green</i>	/i:/	<i>scarlet</i>	/u:/
<i>pink</i>	/ɪ/	<i>orange</i>	/o/
<i>red</i>	/e/	<i>fawn</i>	/ɔ:/
<i>purple</i>	/ɜ:/	<i>sooty</i>	/ʊ/
<i>black</i>	/æ/	<i>blue</i>	/ʌ/
<i>rusty</i>	/ʌ/	<i>coloured</i>	/ɑ:/

Table 1.1: The colour-coding system

Once the coding system has been decided upon, any new vocabulary item introduced is categorised according to the colour (or proper name, animal, etc.) which contains the same vowel as the vocabulary item. For example, under *green*, which provides /i:/, common words such as *tree*, *sheep*, *bean*, *cream*, *dream*, *peace* etc. can be categorised. For the teaching of /ɪ/, vocabulary items such

as *pig*, *bin*, *fish*, *ship*, *pin*, etc. can be categorized under the *pink* (des Langues et al., n.d.).

This system can facilitate the teaching and learning of pronunciation of new words, can provide opportunities for work on listening discrimination and production and can progressively lead from activities at the word level to events at the phrase level (des Langues et al., n.d.).

Intermediate

The material in the intermediate level is more complicated than at the elementary level. In the elementary level, the student learns pronunciation begins in a vowel sound, but in the medium, they learn consonant sound. So does the vocabulary. It can be related to countries, nationalities, and food.

	/s/	/ʃ/	/z/	/ʒ/	/tʃ/	/dʒ/
countries	Greece	Russia	Zaire	Indonesia	China	Japan
nationalities	Swiss	British	Lebanese	Malaysian	French	Belgian
food	sauce	sugar	zucchini	courgette	cherry	jam

Table 2.3: Categorisation of vocabulary related to other

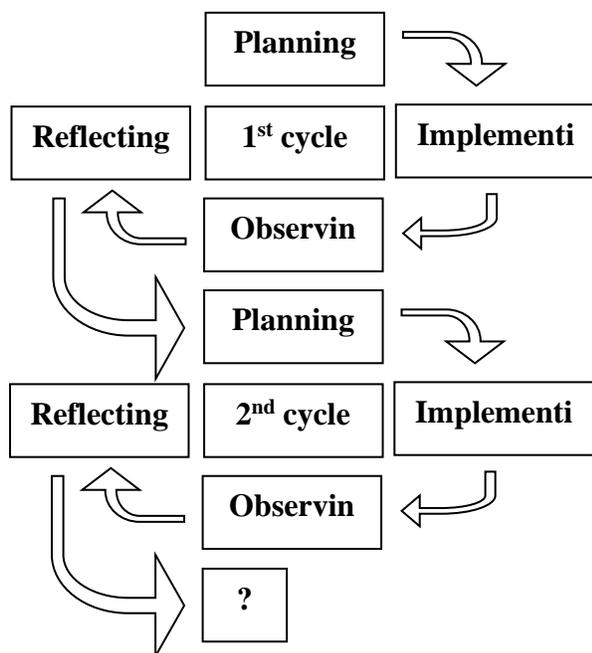
Phrases and collocations can be formed based on familiar and contrasting sounds. Nationalities and food can be combined in phrases and collocations involving similar sounds such as *Chinese chopstick*, *Japanese jam*, *British sugar*, or different tones such as *Belgian chocolate*, *Russian soup*, *Lebanese courgette*.

These formations also raise students' awareness and practice the phenomenon of stress shift, thus including a suprasegmental aspect in pronunciation teaching

III. METHOD

The researcher observes the student of fourth level Mamba'us Sholihin by using classroom action research. Action researchers tent to be working intentionally towards the implementation of ideas that lead to personal development, better professional practice, improvement in an institution, or contributing to the right order of society.

Table 1.2 The scheme of action research



The Setting and Time of the Research

The study was conducted at Mambaus Sholihin in 2018/2019 academic

year as the place of research. As the description, this Muslim boarding school is located on Jln. K.H. Syafi'i No.07 Suci Manyar Gresik. Mambaus Sholihin is one of Pesantren in Gresik which uses bilingual circumstance, both English and Arabic. All of the students have to joint in it. The session is held in the morning for about 30 minutes, conducted for three months, and from Mei to July.

Data and Source of Data

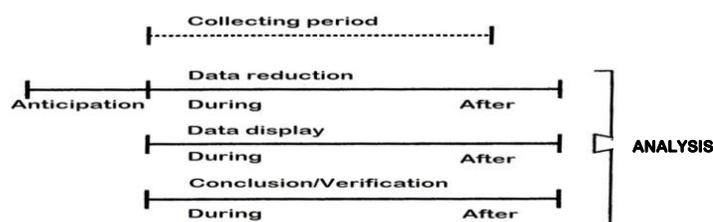
There are two sources of data; they are primary and secondary data. Quoting a primary source means quoting *a writer's ideas directly* precisely as they appear in the original work where they were published. In contrast, citing a secondary reference means quoting a writer who has expressed the opinions of the original writer in his or her own words, and in doing so has interpreted and paraphrased (see below) the original writer. In other words, what *you* end up writing is two steps removed from the source. When you are reading a secondary source, you are not reading the actual words of the original author of those ideas but a 'second-hand' version, which may not necessarily reflect fairly and accurately the original text. As such, wherever possible, it is preferable to quote primary sources. If you do wish to cite a secondary reference, be sure to

read the primary source on which it is based; that way you can be confident you are not misrepresenting the ideas of other scholars.

The technique of Data Analysis

There was two technique in analysing data, quantitative and qualitative. In the quantitative method of analysing data, the researcher uses the students' previous mark (pre-test) and final test at the end of the cycle, the researcher, gave the students final-test to know whether The PRO-VOC method can improve the students' self-efficacy. The result of the tests is analysed using descriptive statistics. It analyses the effect of the teaching and learning process to know the difference before and after the cycle. The procedure of analysed using descriptive statistics is as mean. The qualitative data will be analysed as long as collecting the data and after receiving data in a particular period. During the interview, the researcher will have been analyzed the answer of the interviewee.

Figure 1.3 The component of data analysing (*flow model*)



IV. RESULT AND DISCUSSION

Based on the interview and questionnaire pre-cycle, the researcher realised that the students face some problems in speaking, they face difficulty how to pronoun a word in English. They don't have high self-efficacy to give utterance in English. The lack of vocabularies is also being one of the factors that influence their self-efficacy in speaking. Overall, the condition was identified as the answer to the questionnaire which was gained in preliminary research was mostly unsatisfying. The survey consisted of ten questions which indicate how much confidence they have to acknowledge their capability in speaking, by rating the degree of trust from 10 up to 50. Ten-point suggested that the student was not confident at all, twenty-point to show very little of their belief, thirty points represent some confidence, forty points for much confidence and fifty points for complete confidence.

TABLE 1.5

Students' percentage of self-efficacy scale in speaking

Name Code	1	2	3	4	5	6	7	8	9	10	Total	Percentage
A-1	30	30	10	30	30	10	30	30	30	10	190	38
A-2	30	30	30	30	10	30	10	30	30	30	190	38
A-3	30	10	10	10	10	30	10	30	30	30	150	30
A-4	30	30	30	30	10	10	10	10	30	10	160	32
A-5	30	10	10	30	30	10	40	10	10	30	190	38
A-6	10	10	30	30	30	30	30	30	30	30	210	42
A-7	30	30	30	30	30	30	40	30	30	30	290	58
A-8	30	10	30	30	40	30	30	30	30	30	300	60
A-9	30	10	30	30	30	10	10	30	40	30	290	58
A-10	30	30	30	30	10	30	30	10	30	30	290	58
A-11	30	30	30	30	30	30	30	30	40	30	390	78
A-12	10	10	10	30	30	30	30	10	30	30	160	32
A-13	10	30	10	30	10	10	30	30	40	30	290	58
A-14	30	30	30	30	30	30	30	40	40	40	390	78
A-15	10	30	10	30	30	10	10	10	30	30	170	34
A-16	30	30	40	30	30	30	30	30	10	30	310	62
A-17	30	30	30	40	30	30	30	40	40	30	310	62
A-18	30	30	30	30	30	30	30	30	30	40	390	78
A-19	40	40	30	30	40	30	30	30	40	30	350	70
A-20	10	40	10	10	10	10	10	30	30	30	160	32
A-21	30	10	30	30	10	10	10	10	10	30	140	28
A-22	30	30	30	40	30	10	30	30	30	30	340	68
Total of Percentage											1030	
Average of Percentage											46.36	

Based on the percentage of their questionnaire answer, ten students got the upper 50%, and twelve students got under 50%. The highest point was 66% while the lowest score was 28% and the average of their point was 46.36%.

According to the average of their point, the researcher concludes that most of the student set on low self-efficacy, only some student that is on high self-efficacy. It also supported with the data of their pronunciation and vocabulary score in the preliminary test. The researcher gave a test to the students by asking them to pronounce

some word and mention the meaning of the word. There are five questions for both the pronunciation aspect or vocabulary. The correct answer is one point and zeroes for the wrong one. So, the total score of pronunciation and vocabulary is ten.

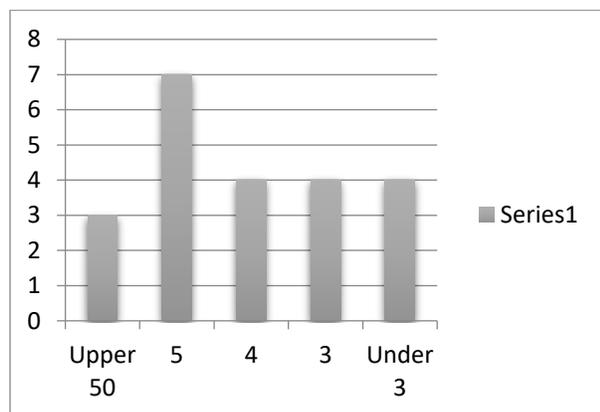
Table 1.6 Students' score for pronunciation and vocabulary test

No	Student Code	Pronunciation					Vocabulary					Total
		1	2	3	4	5	1	2	3	4	5	
1	A-1	10	10	10	10	10	0	0	10	10	0	70
2	A-2	10	0	0	0	0	10	0	0	0	0	20
3	A-3	10	0	0	0	0	10	10	10	0	10	50
4	A-4	0	0	0	0	10	0	0	0	0	10	20
5	A-5	0	10	0	0	0	10	10	0	0	10	40
6	A-6	10	0	0	0	0	0	10	0	0	10	30
7	A-7	10	0	10	0	10	10	0	0	0	0	40
8	A-8	10	0	0	0	10	10	10	0	10	0	50
9	A-9	10	10	0	10	10	10	0	0	0	10	60
10	A-10	10	10	10	0	10	0	0	0	0	10	50
11	A-11	10	0	10	10	10	0	0	0	0	10	50
12	A-12	10	0	0	0	0	0	10	0	0	10	30
13	A-13	0	0	0	10	0	0	0	0	0	10	20
14	A-14	10	0	10	10	10	0	0	0	0	10	50
15	A-15	10	0	10	0	10	0	0	0	0	0	30
16	A-16	0	0	0	0	10	10	0	0	10	0	30
17	A-17	10	10	10	0	10	10	10	10	0	10	80
18	A-18	0	0	0	10	0	10	10	10	10	0	50
19	A-19	10	0	10	0	10	0	10	0	0	0	40
20	A-20	10	10	0	0	0	0	10	0	10	0	40
21	A-21	10	0	0	0	0	0	0	0	0	0	10
22	A-22	0	10	10	10	10	0	0	0	0	10	50
Total											910	
Average											41.36	

Almost all the students are under 50, and only a few students are upper 50. The detail is that one student got 80, one student got 70, and one student got 60. There are seven students got 50, four students got 40, four students got 30, three students got 20

and one got 10. The average of their score is 41.36.

Table 1.7 The percentage of student score



Based on the result of questionnaire and students' rating in the preliminary test, most of the students had difficulties in speaking. It can be seen from their average the score (4.1) and their average percentage of the questionnaire (46.3%). From the problem found in preliminary research, the researcher planned to apply The PRO-VOC Method in English course to help the students to overcome the difficulties in speaking.

Analysis of First-Cycle

This cycle consists of four steps; they are planning, acting, observing, and reflecting. The measures will be itemized as follow:

Planning

The first cycle was conducted on Wednesday, 25 Mei 2016. After identifying students' difficulty in speaking lesson, the researcher had to prepare and design the lesson plan as guiding to teach students in the first cycle. The lesson plan was designed for three meetings. In the first meeting, the theme was about short and long vowel combined with Daily vocabularies. For the second meeting, it was about Diphthong and Daily vocabulary. The last meeting was being taught Consonants and Daily Vocabulary.

The researcher made an observation guide to observe the students during the teaching-LEARNING process. The items to be observed are teacher preparation, class management, media, feedback, and students' attention, student active or enthusiastic.

The next step is preparing the materials and choosing the media of instruction. The article of every meeting which has been mentioned before gave to the student in the form of blueprint. The teacher also used the whiteboard to help in drilling the students all the related vocabularies.

Acting

The researcher greeted the students and checked students' attendance. She gave stimulant to the students related to The PRO-VOC Method. The teacher taught the

students used memory strategy, asking the students to repeat after her reading the phonetic symbol and the vocabulary more than once. Then, she asked the students to mention vocabulary and its meaning, according to the phonetic symbol she had.

The next step was production or feedback, asking the students to look for another vocabulary related to the phonetic symbol as much as possible. After having some minutes to search for dictionary, the students were divided into four groups. All the groups had to make a small circle and each group had 37 pieces of phonetic symbol cards. Then, all the cards had to be divided into the member with the same number, and the last card had to be in the middle of the circle. The rule is that who finish the map for the first time is the winner, the score based on the rating of the winner. To complete the card, the student had to mention three vocabularies related to the last card in the middle of a circle and one vocabulary related to the dictionary which she put on the centre. The purpose of using this card is to persuade the students to remind or recall the vocabularies they had learned.

Observing

The next phase is observation. In this phase, the researcher observed the class

during the teaching-learning process. The view was done to know teaching-learning activity, teacher performance, and students' participation.

Table 1.8 Teacher's Score of Observation in the First Cycle

NO	ASPECT	SCORE					GRADE
		1	2	3	4	5	
1	Teacher's lesson plan				✓		4
2	Apperception or Motivation				✓		4
3	Teacher's explanation				✓		4
4	Teacher's management of class					✓	5
5	Media instruction			✓			3
6	Giving feedback			✓			3
7	Teacher's closure			✓			3
Total Score							26

The score of teacher's observation in the first cycle as follows:

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\
 &= \frac{26}{35} \times 100\% \\
 &= 74.2\%
 \end{aligned}$$

According to the result of observation, it shows the teacher activity when implementing The PRO-VOC Method is fair with 74.2%. The teacher read the material clearly and the students repeated after her loudly. The teacher divided the students into some group to work effectively and asked the students to play the phonetic

symbol card to persuade the students to be active in the learning process.

Table 1.9 Students' Score of Observation in the first cycle

No	Name code	1st Day	2nd Day	3rd Day
1	A-1	10	9	9
2	A-2	5	5	6
3	A-3	10	9	10
4	A-4	5	5	7
5	A-5	8	9	7
6	A-6	7	7	5
7	A-7	8	10	7
8	A-8	9	8	9
9	A-9	10	8	9
10	A-10	9	10	8
11	A-11	9	10	10
12	A-12	7	7	7
13	A-13	5	7	10
14	A-14	9	8	9
15	A-15	6	6	5
16	A-16	6	5	6
17	A-17	10	10	10
18	A-18	8	8	8
19	A-19	7	7	8
20	A-20	7	5	5
21	A-21	5	6	5
22	A-22	8	9	8

The game, which was played by the students was designed to have the students participated actively. The entire student finished the card they had. The highest point was for who finished the map for the first time and so on up to the last one with 5

points as the score. The game helped the students to remind the vocabulary and practice more in reading the phonetic symbol.

To measure the students' achievement in speaking, the researcher did the speaking test. The students were ordered to speak in front of the class with a particular theme. The measurement of the speaking test score was based on Hughes's speaking measurement. According to Hughes's speaking measurement, there are our aspects of assessment to measure student speaking skill, and they are pronunciation aspect, grammar aspect, vocabulary and fluency aspect. In this research, the researcher used only three dimensions to measure student speaking skill; they are pronunciation, vocabulary and fluency element.

Table 1.10 Students' score of the final test in the first cycle

No	Name Code	Pronunciation			Vocabulary			Fluency			Total	Percentage
1	A-1			✓			✓		✓		10	67
2	A-2		✓				✓		✓		7	47
3	A-3			✓			✓		✓		10	67
4	A-4		✓				✓		✓		6	40
5	A-5		✓				✓		✓		8	53
6	A-6		✓				✓		✓		8	53
7	A-7		✓				✓		✓		7	47
8	A-8		✓				✓		✓		9	60
9	A-9		✓				✓		✓		9	60
10	A-10		✓				✓		✓		8	53
11	A-11		✓				✓		✓		8	53
12	A-12		✓				✓		✓		6	40
13	A-13		✓				✓		✓		5	33
14	A-14		✓				✓		✓		8	53
15	A-15		✓				✓		✓		7	47
16	A-16		✓				✓		✓		7	47
17	A-17			✓			✓		✓		10	67
18	A-18			✓			✓		✓		8	53
19	A-19		✓				✓		✓		7	47
20	A-20		✓				✓		✓		6	40
21	A-21		✓				✓		✓		5	33
22	A-22		✓				✓		✓		7	47
Total Percentage											1107	
Average of Percentage											50,30	

After calculating the students' score, the researcher calculated the average score to measure the improvement of students' score in every cycle. The average of students' rating in the first cycle as follow:

$$M = \frac{\sum -x}{n}$$

$$= \frac{1107}{22}$$

$$= 50.30$$

According to the data above, the researcher observed that the entire student participated on playing the game; it was easy for the researcher to monitor the students' ability in reading phonetic symbol and recalling the vocabularies that had been learned.

To measure students' level of self-efficacy, the researcher gave the students' questionnaire. There are seventeen elements which indicate how many confident students have. The students' answer the survey by rating 10 - 50 to mean their confidence.

Table 1.11 Students' result of questionnaire

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total	%
1	30	30	30	20	30	30	30	30	40	20	40	30	30	30	30	30	30	510	60
2	30	30	30	20	30	30	30	30	30	30	30	30	30	30	30	30	30	500	59
3	30	30	30	20	30	30	30	30	30	30	20	30	20	20	30	30	20	460	54
4	30	30	30	20	30	30	30	20	30	20	30	30	20	30	30	30	30	470	55
5	30	30	30	20	30	30	30	30	30	30	40	30	30	30	30	30	30	510	60
6	30	30	30	30	30	30	40	30	30	30	30	30	30	30	30	30	30	520	61
7	40	40	30	30	40	40	30	40	40	40	30	40	40	40	40	40	40	640	75
8	40	40	40	40	40	40	30	40	30	40	30	40	40	40	30	40	40	660	78
9	30	40	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	520	61
10	30	40	30	30	30	40	30	30	30	30	40	30	20	30	40	30	40	550	65
11	40	30	30	30	40	40	40	30	30	30	30	30	30	30	40	30	40	570	67
12	30	30	20	20	30	30	30	30	30	30	30	20	20	20	30	30	20	450	53
13	30	40	30	30	30	30	30	30	40	40	30	30	30	30	30	30	30	540	64
14	40	40	30	30	30	40	40	40	30	40	30	40	40	40	40	30	40	620	73
15	30	30	30	20	30	30	30	30	30	30	30	20	30	30	30	30	30	490	58
16	40	40	40	40	40	40	30	40	30	40	40	40	40	30	30	40	40	700	82
17	40	40	40	40	40	50	50	40	40	40	30	40	40	50	50	40	50	720	85
18	30	40	30	30	30	40	30	30	30	40	30	30	30	30	40	30	40	560	66
19	40	40	30	40	40	30	30	40	40	40	40	40	40	30	30	40	40	710	84
20	30	30	20	20	20	30	30	20	30	30	20	20	30	20	30	30	30	440	52
21	30	30	20	20	20	30	30	20	30	20	20	20	20	20	30	30	20	410	48
22	30	30	30	30	40	30	30	30	30	30	30	30	30	30	30	30	30	520	61
Total Score																		12070	
Student Average																		549	65

Based on the table above, it can be concluded that the highest percentage of speaking self-efficacy scale was 85% and the lowest was 48%. The average student percentage in talking self-efficacy scale was 65%. Refer to the data above, seven students were on low self-efficacy, nine students were on medium self-efficacy, and six students were on high self-efficacy

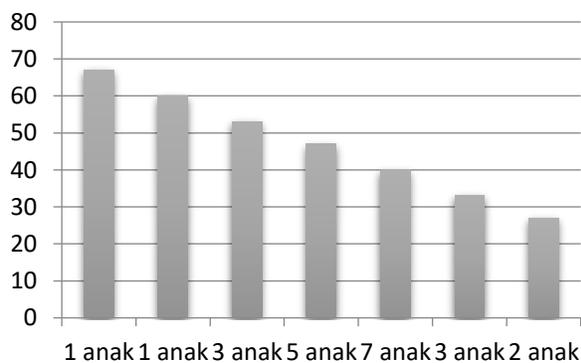
1. REFLECTING

In this cycle, several notes could be taken as consideration. From the observation result, it was observed that the implementation of the research cycle one succeeded in changing the classroom and

learning atmosphere. The formerly passive students were improving to become active learners. They could participate and give feedback to each other in their group. The students appeared quite happy with most of the language-activated activities. By using The PRO-VOC Method, the students could read the phonetic symbol well and recalling more vocabularies. This two of speaking aspects were hopefully able to support students' speaking ability.

On the other hand, there were also undesirable results in implementing The PRO-VOC Method. Based on the effect of the final test, the students' score was unsatisfying. There were five students got upper 50, and seventeen students got under 50. Almost the students still could not do the speaking test based on three of speaking measurement aspect.

Table 1.12
Rating of Students' score



Based on students' average (43.4), there were some aspects or component of speaking which need to be improved. The Students' improvement of speaking skill in the first cycle was far from expectation and unsatisfying. It is caused by the lack of practising putting words into sentences. So, the students are confused about how to speak with the vocabularies they had.

Refer to the student questionnaire result; the average of student speaking self-efficacy scale was 65%. It improved 19% from the effect of preliminary research which the result was 46.3%.

Therefore, in cycle two, the researcher proposed using a subset of memory and social strategy to facilitate and enhance students' score. In the first cycle, the researcher was applied memory strategy. It focused on the in-depth process to be better recalling the form and meaning of each vocabulary. So, in the second cycle, the researcher combined both memory and social strategy to promote students interaction with the teacher or researcher and classmate and aim to support the learning of form and meaning of vocabulary further.

A. ANALYSIS OF SECOND-CYCLE

1. PLANNING

The first cycle created a lively atmosphere for the students to learn English.

It had encouraged the students who formerly were passive learners to start becoming more active performers in the classroom. It was shown by the data from the students' observation sheet which recorded that students were enthusiastic and enjoyed most of the arranged research activities.

The learning activities in the first cycle, however, still had been implemented in the second cycle by mixing the memory and social strategy to overcome the problems raised in the first cycle. The second cycle was conducted on Saturday, 04 June 2016. After identifying the issue raised in the first cycle, the researcher redesigned the lesson plan according to the strategy chosen before. The activity in the second cycle was designed to give the students more opportunity to communicate with both the teacher and classmate.

There were some differences between the first and second cycle lesson plan. It was in the theme which being taught. In the second cycle, long and short vowel combined with education vocabulary was being taught in the first meeting. The second meeting, the researcher showed diphthong and social instruction vocabulary. In the third meeting, the students learned consonant combined with food and hobby vocabulary.

2. Acting

In this cycle, the researcher did the teaching and learning process according to the procedures that had been made before. All the activities in the second cycle were almost the same as the first cycle; the difference is in giving feedback to the students. In the second cycle, the researcher gave feedback using social strategy.

The first time entering the class, the researcher opened the course by greeting and checking the students' attendance. After opening, the researcher gave an ice breaker or stimulant to make the students more focus on the teaching-learning process.

The next step, the researcher began the lesson by asking the students how to read these phonetic symbols. After the researcher showing the way to understand the phonetic symbol, she ordered the students to repeat after her, such in the first cycle. Then, the researcher asked the students to mention the vocabulary she appointed after wiping off the dictionaries on the whiteboard one by one.

The last step of the main activity was giving feedback. In the first meeting, the researcher asked the student to debate in pairs. Each student got minimally one minute to share their ideas before the opportunity was given to their rivals. The students discussed under the title "*pesantren*: between the best or the out of date education

system in Indonesia”. The theme was matching with the subject being learned. This activity aimed to allow the students to practice the vocabularies had been learned.

In the second meeting, the researcher divided the student into two groups. Each group consisted of eleven students. Then, the researcher contributed a question card to all the students, and each student had only one card. The questions on the maps were matching with the vocabulary being learned. It was about a social problem. The first question was given by the researcher, who answered the question right to provide an item to other students. When all the cards had been finished, the student had to make a question by their selves and so on.

In the last meeting, the researcher divided the students into four groups which consisted of 5-6 students. She asked the students to present their hobbies and favourite food in front of their group. Each student had to pay attention to the presenter to give a question, and the issue was counted as their contribution. Almost the students spent time for about 3-4 minutes in presenting their hobbies and favourite food. They only had two minutes to arrange their presentation.

3. Observation

In the second cycle, the researcher observed the teaching-learning process and the improvement of students’ performance. In the second cycle, the students were more alive than the first cycle because they had been allowed to practice the vocabulary they had put it into sentences.

Table 1.13 Teacher’s score of second cycle observation

No	Aspects Being Observed	Score			
		1	2	3	4
Preparing					
1	Teacher physical preparing before teaching			✓	
2	Preparing for the lesson plan and course outline			✓	
3	Preparing media of instruction			✓	
Opening Activity					
1	Giving apperception by ice breaker				✓
2	Giving stimulant related to the previous lesson			✓	
3	Teacher opening class using English				✓
4	Teacher convey the aim of teaching			✓	
Main Activity					
1	Asking students about language learning	✓			
2	Giving material				✓
3	Inviting students to repeat the vocabulary after teacher				✓
4	Giving worksheet				✓
5	Explain to students what to do			✓	
6	Dividing students into some group				✓
7	Asking the student to debate with the determined topic				✓
8	Teacher listening and observing student activity			✓	
Closure Activity					
1	Giving evaluation		✓		
2	Giving motivation to study more			✓	
3	Concluding the lesson	✓			
4	Closing the class			✓	
Management of Time					
1	Accuracy of learning			✓	
2	Accuracy on opening the lesson			✓	
3	Accuracy on closing the lesson			✓	
4	Compatibility of the lesson plan			✓	
5	Effectiveness of time			✓	
Class Condition					
1	Class control			✓	
2	Class alive				✓

Explanation:

1 = Not so good (unfulfilled, inappropriate for aspect, ineffective, not punctually)

2 = Not good (fulfilled, inadequate for issue, unproductive, not punctually)

3 = Good ((fulfilled, appropriate for issue, practical, not punctually)

4 = Very good ((fulfilled, appropriate for issue, effective, punctually)

The percentage of result score

$$= \frac{\text{Total result score}}{\text{Total maximal score}} \times 100 \%$$

$$= \frac{81}{104} \times 100 \%$$

$$= 77,8 \%$$

Table 1.14 Students' Score of Second Cycle Observation

No	Aspects Being Observed	Score			
		1	2	3	4
Preparing					
1	Students physical preparing in joining the lesson				✓
2	Preparing instrument of learning			✓	
Action					
Opening Activity					
1	Student following teacher instruction in doing ice breaker				✓
2	Student answering teacher question using English			✓	
Main Activity					
1	Students receiving teacher instruction			✓	
2	Student debating			✓	
Closure Activity					
1	Student performance			✓	
2	Giving a response			✓	
3	Answer the teacher' greeting			✓	

Explanation:

1 = Not so good (unfulfilled, inappropriate for aspect, ineffective, not punctually)

2 = Not good (fulfilled, inappropriate for aspect, ineffective, not punctually)

3 = Good ((fulfilled, appropriate for aspect, effective, not punctually)

4 = Very good ((fulfilled, appropriate for aspect, effective, punctually)

The percentage of result score

$$= \frac{\text{Total result score}}{\text{Total maximal score}} \times 100 \%$$

$$= \frac{29}{36} \times 100 \%$$

$$= 80,5 \%$$

In the first meeting, the students debated with a particular theme. Their rivals gave the students the score. The score was gotten according to how long they speech by giving plus or minus in every statement.

Table 1.15 Students' score in debate season

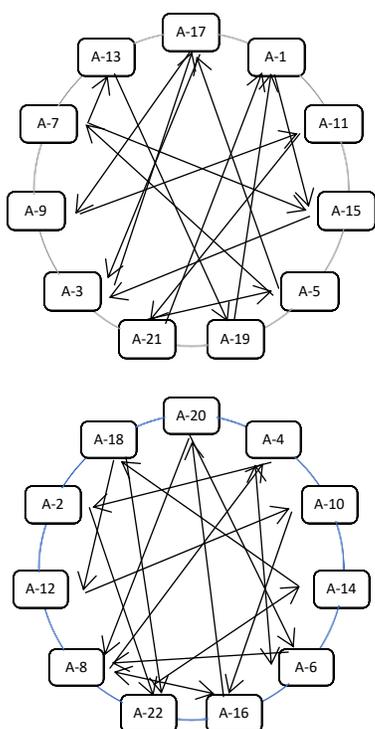
NO	NAME CODE	A Group			NAME CODE	B Group		
		Plus	Minus	Total		Plus	Minus	Total
1	A-1	7	2	9	A-22	6	4	10
2	A-2	6	4	10	A-21	7	2	9
3	A-3	6	4	10	A-20	6	4	10
4	A-4	6	3	9	A-19	6	3	9
5	A-5	7	2	9	A-18	7	2	9
6	A-6	6	3	9	A-17	9	0	9
7	A-7	6	4	10	A-16	5	4	9
8	A-8	7	2	9	A-15	7	2	9
9	A-9	7	2	9	A-14	8	1	9
10	A-10	6	4	10	A-13	6	4	10
11	A-11	5	5	10	A-12	6	3	9

Every student got the opportunity to speak 9-10 times. The lowest of the minus point was 0 and the highest was 5. For plus

point, the highest was nine, and the lowest was 5.

In the second meeting, the students discussed the social problem. Each student had to answer one of question card available. Not only answers, but they also had to make questions to make the discussion alive.

Figure I.16 Interactions Charting between Students in “A Group” and “B Group”



According to the interaction charting above that indicated what was going on, the arrows showed who spoke to whom. In “A Group”, the student who spoke most was by name code “A-17” and in “B Group” was “A-8”. Few students who only answered and gave a question according to the card they had.

In the third meeting, the students presented their hobbies and favourite food. The researcher observed how long their presentation and how much they contributed to other performance by giving question.

Table I.17 Students Participation in Other Presentation

No	Student Code	Number of Contribution	Length of Time Presentation
1	A-1	4	00:04:09
2	A-2	1	00:03:33
3	A-3	4	00:03:52
4	A-4	1	00:03:23
5	A-5	2	00:03:32
6	A-6	1	00:03:42
7	A-7	2	00:03:35
8	A-8	4	00:03:32
9	A-9	4	00:03:26
10	A-10	4	00:03:41
11	A-11	3	00:03:36
12	A-12	1	00:03:12
13	A-13	1	00:03:10
14	A-14	3	00:03:54
15	A-15	1	00:03:38
16	A-16	1	00:03:42
17	A-17	5	00:03:47
18	A-18	3	00:03:52
19	A-19	1	00:03:38
20	A-20	1	00:03:26
21	A-21	1	00:03:10
22	A-22	2	00:03:25

The highest number of contribution was 5, and the lowest was 1. For the most extended presentation was a student with the length of presentation time 00:04:09. The shortest was by the period 00:03:10.

Table 1.18 Students' Final Score of Cycle Two

No	Student Code	Pronunciation				Vocabulary				Fluency				Total	Percentage
		1	2	3	4	5	1	2	3	4	5	1	2		
1	A-1			✓				✓					✓	12	80
2	A-2		✓					✓				✓		10	67
3	A-3			✓				✓				✓	12	80	
4	A-4		✓					✓				✓	10	67	
5	A-5			✓				✓				✓	12	80	
6	A-6			✓				✓				✓	12	80	
7	A-7			✓				✓				✓	12	80	
8	A-8			✓				✓				✓	12	80	
9	A-9			✓				✓				✓	12	80	
10	A-10			✓				✓				✓	12	80	
11	A-11			✓				✓				✓	12	80	
12	A-12		✓					✓				✓	11	73	
13	A-13		✓					✓				✓	10	67	
14	A-14			✓				✓				✓	12	80	
15	A-15		✓					✓				✓	11	73	
16	A-16		✓					✓				✓	10	67	
17	A-17			✓				✓				✓	12	80	
18	A-18			✓				✓				✓	12	80	
19	A-19		✓					✓				✓	11	73	
20	A-20		✓					✓				✓	11	73	
21	A-21		✓					✓				✓	10	67	
22	A-22			✓				✓				✓	12	80	
Total Percentage														1667	

The average student percentage in cycle two as follow:

$$M = \frac{\sum -x}{n}$$

$$= \frac{1667}{22}$$

$$= 75.7$$

To measure students' scale of self-efficacy, they answered the questionnaire given by the researcher. There are seventeen elements which indicate how many confident students have. The students'

answer the survey by rating 10 - 50 to show their confidence.

Table 1.19 Students' scale of self-efficacy in speaking

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Total	Percentage
1	40	40	30	30	40	30	40	30	40	30	40	30	30	30	40	30	40	590	69
2	40	30	30	30	30	30	40	30	40	30	30	30	30	30	40	30	30	550	65
3	30	30	30	30	30	30	40	30	30	30	30	30	30	30	30	30	30	520	61
4	30	30	30	30	30	30	40	30	30	20	40	30	30	30	30	30	30	520	61
5	30	30	30	30	30	30	40	30	30	30	40	30	30	30	40	40	30	550	65
6	40	40	30	30	30	30	40	30	30	30	30	30	40	30	30	40	40	570	67
7	40	40	40	40	40	40	40	40	40	40	40	40	40	50	50	40	50	710	84
8	50	50	40	50	40	40	50	40	30	40	40	50	40	50	50	40	50	750	88
9	40	40	30	30	40	40	40	40	40	30	40	40	50	40	40	30	40	650	76
10	40	40	40	40	30	40	40	40	40	40	40	40	30	40	40	40	40	660	78
11	40	40	40	30	40	40	40	40	30	40	40	40	40	50	40	40	40	670	79
12	30	30	30	30	30	30	40	30	30	30	40	30	30	30	30	30	30	530	62
13	40	50	30	40	30	40	40	40	40	40	40	40	40	40	40	30	40	660	78
14	40	40	40	40	40	40	40	40	40	40	30	40	40	50	40	40	50	690	81
15	30	30	30	30	30	30	40	30	30	30	30	30	30	40	40	30	30	540	64
16	50	40	40	40	40	40	50	40	30	50	40	40	40	50	50	40	50	730	86
17	50	50	40	40	40	50	50	50	40	50	40	50	40	50	50	40	50	780	92
18	40	40	40	40	40	40	40	30	40	40	30	40	40	40	40	40	40	660	78
19	50	50	40	40	50	50	50	50	40	50	40	50	40	50	50	40	50	790	93
20	30	30	20	30	30	30	40	30	30	30	30	20	30	30	30	30	30	500	59
21	30	30	20	30	30	30	30	30	30	30	20	20	30	30	30	30	30	480	56
22	40	40	40	30	40	30	40	30	30	40	30	40	30	40	40	40	40	620	73
Total Score																		13720	
Student Average																		624	73

Based on the table above, it can be concluded that the highest percentage of speaking self-efficacy scale was 93% and the lowest was 56%. The average student percentage in talking self-efficacy scale was

73%. Refer to the data above, two students were on low self-efficacy, eight students were on medium self-efficacy, and twelve students were on high self-efficacy.

4. Reflecting

For the reflection in the second cycle, the researcher found that the students' score in period two was improved than the first cycle. The students were more active and dared to speak in public. The researcher assumed that using memory and social strategy could enhance students' achievement. It was appropriate for student speaking score achievement. With the average 75.7, it showed that the students could reach the standard score for speaking. It was necessary with the result of the questionnaire; that the average student percentage in self-efficacy scale for speaking was 73%. This result of this cycle was higher than in the previous period. According to the result, the researcher concluded that the second cycle was successful. The researcher's target was better, and she could stop this cycle. The research findings show some important points as follows:

1. The PRO-VOC Method can improve student's self-efficacy in speaking

The researcher found several things that could be written down from the result of observation during the teaching-learning

process. The result showed the improvement of students' score in each cycle. The researcher stopped the research because the expected result has been reached.

Table 1.20

Comparison of Students' Score

	Pre cycle	First Cycle	Second Cycle
Average	41,36	50,30	73,64
Highest	80	67	80
Lowest	20	33	60

Table 1.21

Comparison of Students' Percentage Scale

	Pre cycle	First Cycle	Second Cycle
Average	46,36	64,55	73,37
Highest	66	85	93
Lowest	28	48	56

2. The PRO-VOC Method Contribution toward Students' Self-Efficacy in Speaking English

In implementing The PRO-VOC Method, the researcher tries to construct student pronunciation and vocabulary knowledge. According to some aspects which compose speaking skill, they are grammar, pronunciation, vocabulary, etc. This research overcomes two of speaking sub-skill, they are pronunciation and vocabulary.

By using memory and social strategy, this method provides an opportunity to

practice speaking English more. It also supports the researcher in improving student self-efficacy because one of the sources of self-efficacy is mastery experience

V. CONCLUSION

The research conclusion is presented according to the data. From all the data analysis about the implementation of *the PRO-VOC Method* to improve students' self-efficacy in speaking skill, it can be concluded that:

1. The application of The PRO-VOC Method can be applied in some variation. In the first cycle, the researcher uses memory strategy in the teaching-learning process to be better in retaining and recalling the form and meaning of vocabularies. In the second cycle, memory and social policy are applied not only to maintain the structure and sense but also as further support in learning form and meaning of vocabularies.
2. In the preliminary research, the students were not interested in the teaching-learning process. The students' achievement is only 41.36%. It rises to 50.30% in the first cycle and 73.64% in the second cycle after the researcher implementing The PRO-VOC Method. Majority of the students were

enthusiastic in the teaching-learning process.

3. The students' responses when The PRO-VOC Method applied were good. The students' speaking competence can improve when The PRO-VOC Method used. The students' speaking competence can increase in every meeting. The students result of the questionnaire also improved, from 46.36% in primary research, reach 64.55% in the first cycle and 73.37% in the second cycle. It means that The PRO-VOC Method can help the students to improve their self-efficacy in speaking English.

The weakness of The PRO-VOC Method in the teaching-learning process is: that this method does not facilitate the students in grammar learning while the lack of grammatical knowledge being the obstacle in improving students' self-efficacy. The strength of The PRO-VOC Method is: in providing the opportunity for the students to learn both pronunciation and vocabulary. By applying the memory and social strategy, this method persuade the students in recalling and practising the vocabularies more than another method

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