

Kode>Nama Rumpun Ilmu : 742/Pendidikan Bahasa Inggris

LAPORAN PENELITIAN



An Analysis of Students' Self Efficacy on Vocabulary Mastery at First Year of English Department UMMY Solok on 2019/2020 Academic Year

Tahun ke 1 dari rencana 1 tahun

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DESEMBER 2019**

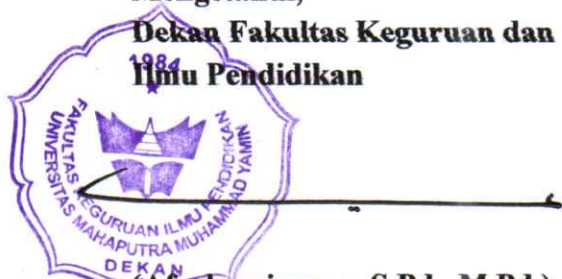
HALAMAN PENGESAHAN

Judul : An Analysis of Students' Self Efficacy on
Vocabulary Mastery at First Year of English
Department UMMY Solok on 2019/2020 Academic
Year

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Tahun Pelaksanaan : 2019
Sumber Dana : DIPA UMMY
Biaya Tahun Berjalan : 2019
Biaya Keseluruhan : Rp 4.500.000,- (UMMY)

Solok, 29 Desember 2019

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Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

Self-efficacy is a person believes of his or her ability and capability to accomplish a task or deal with a problem. Self-efficacy used by students when they study in the class, they will use self-efficacy to measure how far they can learn the subject and how hard the subject is. It is important to know whether there is a relation between self - efficacy and students' vocabulary mastery to support and verify the current theories that used by people. When it is proved that there is a relation between self-efficacy and students' vocabulary mastery, the lecturer will stimulate their students' self-efficacy in order to maximize their achievement in vocabulary mastery.

Kata kunci maksimal 5 kata

Vocabulary Master; Self-efficacy; Vocabulary

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG

A. Background of the problem

Vocabulary is one of important components in learning English. It is used in all skills in English. The contribution given by vocabulary to those skills is in communication processes, in form of oral or written form. This influence made vocabulary becomes something that should be mastered by English language learner.

Vocabulary learned by students from Junior High School until university level. In university level, there is vocabulary subject that they need to learn by first year university student. Vocabulary subject as a subject prove that students should mastered vocabulary before they upgraded their English knowledge level. The materials of vocabulary subject in UMMY consist of adding new vocabulary by memorizing vocabulary according to the material that students learn in the class, familiarize student with new vocabulary.

To make students understand with new kinds of vocabulary, students should be introduced to a high level of vocabulary. The high level of vocabulary means that it does not use in daily life. From teaching class, it can be seen that the purpose of vocabulary subject was to add new knowledge and new vocabulary to student so they can use it in daily life and in learning process.

In fact, after researcher conducted an observation, researcher found many students had a good perception in how they could organize their study in vocabulary class. Students had good perception in the beginning of the class but fail to organize a good planning according to their level of ability and what they can achieve. The fail to recognize their own level of knowledge could influence their way to create a learning plan in the class. There were also students who had good perceptions in the beginning and also had a background skill to support their study in vocabulary subject but did not try hard to study in the class.

During teaching and learning process, many students had a perception of their ability to organize and implement an action to solve a case. Based on their perception they could decided what learning strategy and style helped them to finish the subject. There were also students who had a background knowledge or skill before they learn vocabulary subject, in this situation they got a clear target that they achieved during learning study.

In learning vocabulary subject, students still had difficulties to master the vocabulary, students has limited vocabulary, they did not know how to pronounce correctly, confuse in spelling, and students were failed to make aproprate planning based on their expectation in learning process. It will give negative impact to final result on vocabulary subject. This research conducted in order to see the correlation between self-efficacy students and their vocabulary mastery.

To conclude, researcher believes that the result of learning achievement would be different if their perception and their background ability were followed up by had good passion in learning vocabulary subject. So, students' achievement on their vocabulary mastery can be influenced by their self-efficacy.

Self-efficacy is a person believes of his or her ability and capability to accomplish a task or deal with a problem. Self-efficacy used by students when they study in the class, they will use self-efficacy to measure how far they can learn the subject and how hard the subject is. Process of self-efficacy consists of cognitive process, motivation process, affection process, selection process. Self-efficacy helped students to measure their lack of understanding in that subject. Understand their own limitation would make them know how they can achieve a good grade in vocabulary subject.

It is important to know whether there is a relation between self - efficacy and students' vocabulary mastery to support and verify the current theories that used by people.

When it is proved that there is a relation between self-efficacy and students' vocabulary mastery, the lecturer will stimulate their students' self-efficacy in order to maximize their achievement in vocabulary mastery.

Researcher believes that result of learning achievement will be different if their perception and their background ability are connected. The background knowledge or skill that students have should be followed up by having good passion in learning vocabulary subject. So, students' achievement on their vocabulary mastery can be influenced by their self-efficacy.

Based on the explanation above, researcher would focus to see the correlation of students' self-efficacy and their vocabulary mastery. This research would be conducted at the first year student of English Department of UMMY.

B. Research Questions

In order to be able to answer the question in the formulation of the problem above, it was important to clarify the following research questions:

1. How was the students' self-efficacy at first year student of English Department UMMY Kota Solok 2019/2020 academic year?
2. How was the students' vocabulary mastery at first year students of English Department UMMY Solok at 2019/2020 academic year?
3. How was the correlation between students' self-efficacy and their vocabulary mastery of first year student English department of UMMY Solok in 2019/2020 academic year?

C. Purpose of the Research

Based on the research questions above, the purposes of the research were to know:

1. The students' self-efficacy at first year student of English Department UMMY Solok 2019/2020 academic year.
2. The students' vocabulary mastery at first year students of English Department UMMY Solok at 2019/2020 academic year.
3. The correlation between students' self-efficacy and theirs vocabulary mastery of first year student English department of UMMY Solok in 2019/2020 academic year.

D. Research Outcome

Based on the research, there were two kind significances of this research. They were theoretically and practically significances. First, theoretical significance was for the next research, this result can help the research to continue the next research in the future. Second, practical, the result of this study used for the teacher, this research was expected to provide the teacher with the information about emotional intelligence students and their vocabulary mastery it is correlation, the teacher can help students when have some problems.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA

A. Vocabulary

Vocabulary is a word that use by someone to create a sentence. Vocabulary is also about knowledge of words and meaning of the words itself. Grabs (1982) said that vocabulary is a list of words usually defined and alphabetized as a dictionary or specialized glossary complete word stock of a language.

Meanwhile, Harmer (1999) says that vocabulary is more than merely a list of words. Some words may appear to be simple to refer to one thing and therefore easy to teach, but some words may also difficult to teach because their meaning may change depends on the words they are attached with. The meaning of word is not always same at time to time. Definition of word is change according to people that use the language. Also not all language can be taught to nonnative person by using a simple approach, it need a specific approach or method.

In addition, Richard and Renadya (2002) proposed that vocabulary is an important part of language proficiency and grant much of the basis for how well learners listen, speak, read, and write. He said that learners can achieve less than their potential without an extensive vocabulary and strategies for acquiring new words.

Longman (1987) defines that vocabulary is all the words that someone knows, learns or uses, or the words that are typically uses when talking about particular subject or a list words with explanations of their meanings in a book for learning foreign language. The

definition of word is depend on how people use it for communicate for pointing particular subject or specific thing that either person or more understand.

In conclusion, the definition of vocabulary is a word that use in a language, word also have specific meaning according to who the user of the language itself. So, it's clear that the meaning and how people use word of word is not same from time to time.

B. Self-Efficacy

Self-efficacy is ability to predict self-understanding in solving a problem. The concept of self-efficacy itself firstly comes from Albert Bandura. According to Bandura (1986 and 1997), self-efficacy is theoretical framework of social cognitive theory. Bandura state that there is a clear relation between behaviors, personal factors and environmental condition in Affect the achievement of the individual.

Meanwhile, Mahyuddin (2006) says that self-efficacy provides an individual the capacity to alter his environment and influences his subsequent performance. Its mean that someone already predict himself in something that he will do, that individual will try to use his ability to alter environmental to support him this will give influence in his performance.

In additional, Pajares and Valiante (1997) states that students belief develop to their academic capabilities help determine what they do with the knowledge and skills they possess. This may explain the case when student' with same level of skill have different score in a test.

According to Bandura (1997), individual self-efficacy can be seen of three dimensions. Firstly, level. Self-efficacy someone can be seen in how they working in a task with different level of difficulty. Concept of this dimension can be seen from individual ability to see the difficulty of the task to assess whether he is capable of doing it or not. This aspect implies the selection of behaviors that individuals will try out based on their understanding of the difficulty level of the task. If individual assigned tasks are arranged according to the degree of difficulty, the differences of individual self efficacy may be limited to simple, medium or high tasks. Individuals will try to do tasks that they are able to do and avoid situations and behaviors that are beyond their means, Someone with high self-efficacy usually working the task that he predicts is on his level.

Secondly, Generality. This aspect relates to the range of behavior in which the individual feels confident in his / her abilities. The individual's belief in his ability depends on understanding of his ability to a certain activity / situation / limited. This behavior also applies to a wider and varied set of activities / situations. Varied activities require individuals to make their judgments about whether they are capable or not. Individuals usually have a judgment of their ability in many areas or only on certain areas.

Lastly, Strength. This dimension relates to the degree of strength of the individual's beliefs or expectations of his ability. Weak hopes are easily shaken by an unsupported experience of individual. On the contrary, strong expectations encourage individuals to survive individuals with their efforts, although later found some problems in the process. The strength of someone can be seen in how hard he finishes the task.

In conclusion, self-efficacy is provides an individual the capacity to alter his environment and influences his subsequent performance. Influence that given by making a planning in how to solve a case with their ability. By making plan and understand their own level of ability a person will make a person able to utilize the environment around him.

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengurus sesuai tahapan penelitian yang diusulkan.

METODE

A. Design of the Research

This research was conducted under the design of descriptive quantitative research. It described about students' self efficacy on learning English vocabulary at the First Year of English Department UMMY Solok on 2019/2020 Academic Year. According to Gay and Airasian (2000: 275), descriptive research is a design of the research is used to collect the data in order to get information, opinion, answering from the people related to some topics or issues.

Sugiyono (2012:8) explains that quantitative research methods is a research method based on the philosophy of positivism, is used to examine in a particular population or

sample, data collection using research instruments, data analysis is quantitative or statistical, with the aim to test the hypothesis that has been fixed.

In this research, the researcher wanted to know about students' self-efficacy on learning English vocabulary at the First Year of English Department UMMY Solok on 2019/2020 Academic Year.

B. Population and Sample

1. Population

According to Gay (2000), population is group the writer would like the result of a study to be generalized. The population of this research was all of students in first, second and third who were finished studying vocabulary subject at English Department at Mahaputra Muhammad Yamin University Solok registered in 2019/2020 Academic year. In this research, the numbers of population were 17 students.

2. Sample

According to Siregar (2014), sample is a data retrieval procedure, in which only a portion of the population take and use to determine the natural and desire characteristics of a population. The sampling technique in this research was purposive sampling. In this research, a purposively the researcher chose all of students in first year as samples and they were 6 students.

C. Instrumentation

To get the data, the researcher used questionnaire that conducted the data with mix questionnaire. According to Gay (2000), questionnaire is a number of questions. It might be a lot of questions about the content that should be researched. There are some advantages of this instrument such as easy to score, standardized items, easy procedures, can be confidential or anonymous and of course inexpensive.

For designing the questionnaire, the researcher used scale from scoring the result of questionnaire. The researcher used points in the questionnaire to score each item. They were always (5), usually (4), sometimes (3), rarely (2), never (1). The questionnaire had been validated by validator on January 27, 2019.

Table 3.1. Indicator of questionnaire

Indicator of Self- efficacy	Number of Items for students	Time given
Performance	1,2,3	8 minutes
	4,5,6	
Vicarious Experience	7,8,9	8 minutes
	10,11,12	
Verbal Persuasion	13,14,15	8 minutes
	16,17,18	
Physiological information	19,20,21	8 Minutes
	22,23,24	
Total	24	32 minutes

The total numbers of questionnaire are 24 items. The questionnaire was already validated by expert. The questionnaire score were arranged by using likert scale. According to Suparyanto (2011) the positive statement was if the statement is suitable with researcher expectation: the score was from 5 to 1.

Table 3.2. Score Value of questionnaire

Response	Score Value
Always	5
Usually	4
Sometimes	3
Rarely	2
Never	1

D. Data Collection

In collecting the data, first the researcher gave questionnaire to the informant. The questionnaire was analyzed by the researcher. After that, the researcher collected the data from vocabulary test. The researcher analyzed the data from the vocabulary test. Finally, the researcher compiled the data from both questionnaire and vocabulary test. After analyzing the data researcher made the conclusion of the research.

E. Data Analysis

After collecting the data, the researcher analyzed data. Then, the researcher calculated the percentage of the students' self-efficacy in vocabulary learning by using formula suggest by Sudjana and Ibrahim (1989) as follows:

$$P = \frac{F}{N} \times 100\%$$

Where: P = percentage of the answer
 F = frequency
 N = total respondents

After measuring the total percentage of the students' self-efficacy scores, researcher classified the percentage base on the classification suggest by Arikunto (2007) to get quantitative description for each students self- efficacy after the percentage, the result of questionnaire were classified into following interval :

Table 3.3. Interval Students' Self-Efficacy

Interval of frequency of the students' self-efficacy	Classification level of the students' self-efficacy
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Average
21% - 40%	Poor
0% - 20%	Very poor

HASIL PENELITIAN

A. Data Description

Based on research that has been conducted by the researcher, the data of this research were the experiences of students' vocabulary mastery. It was collected through giving questionnaire and giving test. The researcher had investigated the students' self-efficacy on their vocabulary mastery related t English Department of UMMY Solok registered in 2019/2020 academic year The analysis of percentage of students' self efficacy can be seen on the following tables:

Table 4.1. Percentage of Students' Self-Efficacy in General

Response	Always	Usually	Sometimes	Rarely	Never	Total
Score	155	248	75	6	-	484
Percentage	32,02%	51,2%	15,5%	1,23%	-	100%

Based on the table above, it can be described that total score of students chose always was 32,02% (155). Then, the total score of students chose usually was 51,2% (248). After

that, the total score of students chose sometimes was 15,5% (75). Then, the total score of students chose rarely was 1,23% (6), lastly, the total score of students chose never was 0%.

B. Data Analysis

In order to see the correlation between students' self-efficacy and their vocabulary mastery, the researcher looked for the value of r based on table calculation. After get the value of r , the correlation coefficient drawn into the following category:

Tabel 12. Correlation Coefficient

Variables	Coefficient	Qualification
X \longrightarrow Y	0,54	Moderate

Note : X = Self-efficacy

Y = Vocabulary mastery

C. Discussion

Based on the research questions, this research was conducted to find how students' self-efficacy, how students' vocabulary mastery, and how the correlation between students' self-efficacy and their vocabulary mastery. The data was collected from first year students of UMMY Solok registered in 2017/2018 academic year.

Related to research findings, researcher could answer the research questions. First, how was students' self-efficacy. It could be seen how students' self-efficacy used in vocabulary class by giving questionnaire. After analyzed the data, the result was good. It was

mean that most of the students chose always as respons. The respons showed that most students expectation and prediction about their ability in learning was good.

Moreover the result supported by Bandura (1986), said that the implications of the research that students with higher level of self-efficacy believed that they can get high score in english and perform well in the classroom. Students will try to use his ability to alter the environment around them to support students. The support they get will give influence to their performance.

Second, how was students' vocabulary mastery. The students' vocabulary mastery could be seen from the score in vocabulary test. After analyzed the data, most of the students had high scores in vocabulary test. It was mean that the result of vocabulary test was classified into good category on the interval of frequency and classification table. The result supported by Harmer (1999), said that words may appear to be simple to refer to one thing and easy to learn. It means that most of students had good ability in learning vocabulary.

The last research question, how the correlation between students' self-efficacy and their vocabulary mastery. After finding the result of the test and questionnaire, researcher found that the correlation was moderate. It means that students score has been influence by their self-efficacy. The influence can be seen from how students respons in questionnaire about how they make a plan in how they perform in the class.

Moreover, the same result also found by Haidar (2012), said that there is clear influence of students self-efficacy and how they develop their own strategy in learning vocabulary. When students have positive prediction and choose the right strategy they will accomplish the task with good result. Students with high self-efficacy often display greater performance comperatively to those with low self-efficacy.

In conclusion, the result of vocabulary test was classified into good category. Then, the result of students' self-efficacy was good. Finally, the researcher also found there was very strong correlation between students' self-efficacy and their vocabulary mastery.

SIMPULAN DAN SARAN

A. Conclusion

Based on the finding of the research this research was focused students' self efficacy on their vocabulary mastery at the first year of English Department of UMMY Solok registered in 2019/2020 Academic Year. Finally, the main findings of this research were concluded that students' self-efficacy at the first year of English department at UMMY Solok registered in 2019/2020 academic years was 51,2% which could be classified as average level. It was mean that, the students' self-efficacy in vocabulary class was average.

B. Suggestions

Based on the result of this research the researcher suggested to: 1) the lecture should know about the positive relations between students' self-efficacy and their vocabulary mastery. Hopefully the lecturer know the students' difficulties in learning vocabulary subject, and push the students to use their self-efficacy as a tool for helping the students' to learn in vocabulary subject, 2) it is hoped that the students have more efforts to improve their vocabulary mastery. The students can create their own plan in how they learn in vocabulary subject and still strong and keep fighting in mastering their vocabulary ability, and 3) the next researcher can continue this research in the future. It was suggested to other researcher to carry out further studies about the correlation between students' self-efficacy and their vocabulary master.

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasi awal ke lokasi penelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksanaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasi hasil penelitian											√	
9	Pelaporan hasil penelitian												√

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor				
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	100,000	1	3	300,000
Pengumpul Data	65,000	2	1	130,000
Analisis Data	140,000	3	1	420,000
Sub Total (Rp.)				850,000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	8	125,000	1,000,000
Fotocopy	Perbanyak instrument penelitian	5	35,000	175,000
Dokumentasi selama penelitian	Penelitian	4	50,000	200,000
Jumlah				1,375,000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	2	55,000	110,000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	1	315,000	315,000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385,000	385,000
penggaris	instrument	2	5,000	10,000
Note book	Print laporan	1	27,000	27,000
Penghapus	instrument penelitian	1	5,000	5,000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65,000	340,000

Buku folio	Catatan lapangan penelitian	2	20,000	40,000
Pen Correction (Tipe X)	Catatan lapangan penelitian	1	5,000	5,000
Bulpoint	Catatan lapangan penelitian	4	3,000	12,000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	6	6,000	36,000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	6	20,000	120,000
Materai 10000	Kontrak Penelitian	12	10,000	120,000
Jumlah				1,525,000
4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp)	Biaya/tahun/12 bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	75,000	150,000
Biaya Transportasi Penelitian	Perjalanan Penelitian	4	50,000	200,000
Jumlah				350,000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)
Publikasi di Jurnal	Luaran	1	400,000	400,000
Sub Total (Rp)				400,000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				4,500,000

Lampiran 2. Instrumen Penelitian

INSTRUMENT OF THE RESEARCH (QUESTIONNAIRE)

This is the questionnaire of the research about students **self-efficacy** on **vocabulary mastery** at English Department of UMMY Solok registered in 2019/2020 Academic Year

A. General Instruction

This questionnaire was designed to collect the information about **self-efficacy** that used by students in learning **vocabulary**. You would get the questions related to **self-efficacy** that you experienced in learning **vocabulary**. There are five alternatif answers, they are:

- Selalu = Always
- Biasanya = Usualy
- Kadang-Kadang = Sometimes
- Jarang = Rarely
- Tidak Pernah = Never

The result of the research would not influence your mark, so that you were hoped to answer the questions based on what you had experienced in your learning **vocabulary** subject. So, the result of this research could be orientation for better in the future.

B. Direction

1. Answer the questions based on the real what you have experienced in your learning **vocabulary** subject.
2. Read each of the questions and make check list (\surd) in the colum that provided for responses.
3. Do it as fast as you can carefully. You will give 40 minutes to answer the questions of this questionnaire.

No	Questions	Always	Usually	Sometimes	Rarely	Never
1	Saya bisa mengucapkan dan menulis kata-kata sederhana yang saya pelajari sebelumnya.					
2	saya bisa menguraikan ide dalam kalimat sederhana dengan baik.					
3	Saya bisa menulis dan mengucapkan sebuah kalimat dengan struktur generik yang lengkap.					
4.	Saya bisa menulis dan mengucapkan kalimat yang dipelajari di dalam kelas.					

5	Saya bisa mengeja kata-kata yang saya ingat.					
6	Saya bisa membantu mereview tulisan dan pengejaan teman saya.					
7	Saya bisa merancang sebuah kalimat dan menggunakannya secara lisan.					
8	Saya mengharapkan nilai yang bagus dari tugas yang saya kerjakan.					
9	Saya membaca untuk memperbaharui kosa kata yg saya miliki.					
10	Saya mempertimbangkan pendengar ketika saya mengucapkan kata-kata.					
11	Jika saya tidak bisa mengingat cara pengucapan kata-kata yang saya ketahui sebelumnya, saya akan terus mengucapkannya sampai saya bisa.					
12	Ketika saya menemukan sesuatu yang sulit dalam test, saya tetap berusaha mengerjakannya.					
13	Mendapatkan nilai rendah dalam pelajaran vocabulary, saya tetapberusaha keras dalam belajar vocabulary di kelas.					
14	Saya bisa mengerjakan pekerjaan rumah saya tanpa mencontek.					
15	Saya bisa menyelesaikan tugas menulis di menit menit terakhir dan tetap mendapatkan nilai yang memuaskan.					
16	Saya bisa membantu teman saya membuat sebuah kalimat yang benar dalam belajar bahasa inggris.					
17	Saya mampu mengucapkan kata-kata dalam bahasa inggris yang saya ingat.					
18	Saya bisa menulis kalimat sederhana dalam bentuk tata bahasa dasar dengan benar.					
19	Saya bisa mereview kalimat yang saya ucapkan.					
20	Saya mendengar dan membaca materi yang berhubungan dengan pelajaran vocabulary untuk mengembangkan kemampuan say.					
21	Saya mengharapkan penampilan yang bagus ketika saya berbicara didepan kelas ketika saya menggunakan bahasa inggris.					
22	Katika saya menemukan kata-kata baru dan saya tidak tau cara pengucapannya, saya akan mencari bantuan untuk mengetahui pengucapan yang benar.					
23	Saya bisa memanfaatkan kata-kata yang saya tahu dalam percakapan sederhana menggunakan bahasa inggris.					
24	Saya bisa berpidato dalam bahasa inggris tanpa bantuan text dalam berbicara.					



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Surat Tugas

No. **10-14**/ST-P/LP3M-UMMY/X-2019

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

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Untuk melaksanakan kegiatan Penelitian dengan judul **“An Analysis of Students’ Self Efficacy on Vocabulary Mastery at First Year of English Department UMMY Solok on 2019/2020 Academic Year”**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 14 Oktober 2019
Kepala LP3M UMMY

DR. Wahyu Indah Mursalini, SE. MM.
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