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**USULAN PROPOSAL
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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LAMPIRAN	

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.

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 is important to clarify the following research questions:

1. How is the students' self-efficacy at first year student of English Department UMMY Kota Solok 2019/2020 academic year?
2. How is the students' vocabulary mastery at first year students of English Department UMMY Solok at 2019/2020 academic year?
3. How is 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 is 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 are two kind significances of this research. They are theoretically and practically significances. First, theoretical significance is 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 is 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 pengusul sesuai tahapan penelitian yang diusulkan.

METODE

A. Design of the Research

This research is 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 is 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.

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 is purposive sampling.

C. Instrumentation

To get the data, the researcher will use 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

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