CHAPTER I
INTRODUCTION

1.1 Background of the Study

In learning English as a foreign language, speaking is the key for language learners to make a good oral interaction and establish good communication. By speaking English, learners can share information, ideas, opinion to each other. Speaking becomes very important in order to make a good conversation and get the meaning of the discussion or information. Ur (1991:120) considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. As the statement of Thornbury (2005:1), speaking is so much a part of daily life that people take it for granted. People cannot communicate with other people if they cannot speak. Therefore, people will be difficult to share ideas or information if people cannot make a good communication.

Speaking is an activity when someone to communicate with other people. It has become part of daily life when somebody talks, interacts and use the language to express the ideas feeling and thought. According to Richard (2008), the mastery of speaking skill in English is a priority for many second language learners. Moreover, to be able to master speaking skill is one of the criteria to get a good score in English lesson at school. However, for students, they have to believe in themselves if they want to learn to speak English. Students' belief on their capability either positively or negatively influence their willingness to speak in English. Therefore, the belief which students hold about their ability in speaking English can either encourage or make them doubt to speak English in front of the

class. When the students have a good belief in themselves, they will try to speak well. However, if they do not have positive belief, it will make them shy to try.

In the process of learning English skill, students tend to have different self-efficacy. Self-efficacy affects students' judgment, performances and efforts when he/she deals with a challenge (Bandura, 1986). Self-efficacy makes a difference in how people think, feel, and act (Schwarzer and Hallum, 2008:153). Therefore, self-efficacy is more consistent predictor of success and achievement than any other related variables. Self-efficacy beliefs have also shown convergent validity in influencing such key indices of academic motivation as choice of activities, level of effort, persistence, and emotional reactions (Zimmerman, 2000). Tilfarlioglu and Cinkara (2009:130) revealed that it mediates the relationship between knowledge and action. In short, a student having knowledge and skill needed in language learning does not always succeed proficiently to perform it. Therefore, Self-efficacy is the belief in one's own ability to successfully accomplish something.

Speaking skills are related to self-efficacy since one of the most important factors to control students in speaking English is their belief on their capability. According to Bandura (1997), self-efficacy is the beliefs in one's capabilities to organize and execute required task to obtain accomplishment. Self-efficacy can be students' belief in their capabilities to accomplish assignment including speaking English. Moreover, the beliefs that students have about their ability to speak can either encourage to speak English in front the classroom. Moreover, According to Bandura (1995), self-efficacy is defined as personal judgments of one's capabilities to organize and execute courses of action to attain designated types of educational performances including speaking performance. Students who have a high level of

self-efficacy will have a high level of confidence. It will motivate them to perform speaking even in the easiest level or most difficult level.

Self-Efficacy is one of the psychological factors of students in speaking. Self-efficacy should be elaborated as student's beliefs on their abilities to do a task in speaking. It has a close connection between the belief of student and their performance in speaking. Kim and Lorshbach (2005) state that students who have high self-efficacy in their performance better than those with low self-efficacy. Students who have high self-efficacy can muster whatever to make their performance better. Moreover, if students have high self-efficacy, they will look and use their friend achievement in speaking English as a comparison in improve their speaking skill. Besides that, teachers' self-efficacy may influence the relation with the students' speaking. Therefore, students should have self-efficacy to produce good communication and better performance with others.

In addition, the students' self-efficacy of speaking can affect their English achievement. A study conduct by Rahil (2006) reports that achievement in English language particularly speaking become better when students have high self-efficacy in speaking. Students' high self-efficacy display greater comparatively performance than those with low self-efficacy. Each of the previous research only focused on one of issue that affect learning English speaking such as motivation, self-efficacy, as affected variable and its impact on the students' achievement of learning English speaking. Moreover, teachers or someone persuasion can be the motivation to increase students' belief to improve their speaking skill. If they have teacher or someone persuasion, it will be easier to students to sustain a sense of

efficacy. None of the research examined the relationship between self-efficacy as students' psychology aspect in learning English and speaking ability.

In accordance with the explanations above, the previous theorist about self-efficacy and speaking skill have convinced the researcher that self-efficacy is important when the students speak English. The researcher was interested in choosing self-efficacy and speaking skill in this present study. The researcher needed to know how self-efficacy affects the students' speaking skill of seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024. Therefore, the researcher wanted to prove the theories above by conducting research entitled "The Correlation between Self-efficacy and Speaking Skill of Seventh-grade Students of SMPN 4 Denpasar in the Academic Year 2023/2024"

1.2 Research Problem

The most important aspect in conducting research was formulating the research problem. Concerning the description in the background of the study above, the researcher held research on the correlation between self-efficacy and speaking skill of the seventh-grade students of SMPN 4 Denpasar. The researcher should decide on a specific and correct question to be answered. Moreover, the researcher was interested in finding out the significant correlation between self-efficacy and speaking skill of junior high school students. Therefore, the research problem of the present study can be formulated in the form of a question as follows: is there any significant correlation between self-efficacy and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024?

1.3 Objective of the Study

The important aspect in conducting research was the research objective. The objective needed when conducting the research. The objective of the study was important because it describes what the research achieved. It also provided a scientific solution for solving and answering the research problem that formulated for the study. Moreover, the objective of the study should be in line with the background and the research problem that has already been formulated for this present study. Based on the explanation above, the objective of the study intended to figure out whether there is any significant correlation between self-efficacy and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024.

1.4 Limitation of the Study

To avoid overlapping and confusion, the limitation of the study was made more specific. Considering the complexity and broadness of the problem that has been discussed above, formulating the limitation of the study was important. In the present study, the researcher focused on investigating the correlation between self-efficacy and speaking skill of the of the seventh-grade students of SMPN 4 Denpasar. Self-efficacy in this study limited to four aspects which effect students' self- efficacy such as enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states. Furthermore, speaking skill in this study limited to the skill of the students in performing a descriptive monolog with a particular topic namely famous person by choosing the available 30 picture using oral language related to fluency, comprehension, and grammar.

1.5 Significance of the Study

One of the practical reflections which taken into account in undertaking the present investigation was the significance of the expected research findings. In the present study, the researcher focused on the correlation between self-efficacy and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024. The researcher hope that the present study could benefit the study of English. This study's results were highly expected and recommended to provide significant research findings related to self-efficacy and their correlation with speaking skill. Both theoretical and practical significance of the present research could be briefly and concisely elaborated as follows.

Theoretically, the result of this study was expected to contribute further to support and help other researchers for future research related to the correlation between self-efficacy and speaking skill as a source or information. Furthermore, to conduct a related study, the procedures of conducting this research will be a good guidance to be used. Moreover, the findings are expected to be used as evidence that there is a significant correlation between self-efficacy and speaking skill. This study also can be used to believe the accomplishment of the students' achievement in speaking skill based on their self-efficacy.

Practically, the findings of this study can be used by English teachers, students, and other researchers. For English teacher, the finding of this research provided more information about the correlation between self-efficacy and speaking skill. Therefore, this study would help teachers in improving students' self-efficacy and students' speaking performance. For the students, this study can

provide information for students by knowing the factors which effect the level of their English speaking skill. For other researchers, this study can be used to learn, collect information and become a reference that can help future researchers improve and develop their research related to the correlation between the research variables: self-esteem and speaking skill.

1.6 Definition of Key Term

The title of the present study is "The Correlation Between Self-Efficacy and Speaking Skill of The Seventh-Grade Students of SMPN 4 Denpasar in The Academic Year 2023/2024" It was necessary to define the key term was used in the present study to avoid misunderstanding and confusion on the part of the readers concerning the key terms used in the context of the present study. Thus, the researcher needed to give clear information and an operational definition of the key terms was used in the present study. It could lead to the definition that the researcher needed to focus on the research. These operational definitions can be used as reference in confining the complexity of the present study related to the key terms. There are several important key terms that need to be operationally defined as the following.

1. Self-efficacy

Self-efficacy in the present study is operationally defined as the student's beliefs that developed by four aspects. Those four aspects which affect students' self-efficacy are Enactive Mastery Experience, Vicarious Experience, Verbal Persuasion, and Physiological and Affective States.

2. Speaking Skill

Speaking skill in the present study is operationally defined as the skill of the seventh-grade students of SMPN 4 Denpasar in describing famous person monologue fluently, comprehensively, and grammatically by choosing the available 30 picture using oral language.

CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a risky component in scientific research and it brought a vital contribution to the research itself. Theoretical review discussed both knowledge and its concept of theories. The purpose was to provide information on knowledge towards variables. Scientific research should be conducted on the basis of some relevant theoretical constructs and hope to give practical significance and empirical evidence. Theoretical review contained of theoretical framework to strengthen the discussion from the present study as it is summary of the literature. These theoretical reviews were very important to support the present research. They are elaborated as follows: self-efficacy and speaking skill.

2.1.1 Self-efficacy

Self-efficacy consists of two words; self and efficacy. Self is the identity of a person while efficacy is defined as a power to produce an effect. Synonyms for efficacy include effectiveness, efficaciousness, and productiveness (Zulkosky, 2009:95). Self-efficacy is one of affective element in the language teaching and learning. The concept of self-efficacy is firstly argued by Albert Bandura. According to Bandura (1997:3), "perceived self-efficacy refers to belief in one's capabilities to organize and execute the courses of action requires to produce given attainments". People who are boosted and believe that they are able to do tasks given will try harder and never give up on finishing the task. Maddux (2002)

mentioned that self-efficacy is the belief that says "I can perform the behavior that produces the outcome"

According to Holli (2003-144) self-efficacy is judgements concerning whether or not one can respond effectively in a situation. It means that people's self-efficacy is not only of a general nature, but also related to specific situation, individuals can judge themselves to be very competent in a specific field and less competent in another field. One of the affective factors in language learning and teaching is the self- efficacy. According to Bandura (1995:2), self-efficacy also crucial factors which play the important role in determining the learners' belief in one's capabilities to communicate and action to produce achievements. Self-efficacy is students' need in recognizing and preparing the believe in learning foreign language especially English. When students can believe their self to learn and practice speaking English, it can improve students' speaking ability to speak up without any hesitation.

Self-efficacy is belief in people's capabilities to organize and carry out required task to obtain accomplishment. According to Bandura (1997:79), people's beliefs about their personal efficacy constitute a major aspect of their self-knowledge. Self-efficacy beliefs are constructed from four principal sources of information. Firstly, enactive mastery experiences that serve as indicators of capability. Secondly, vicarious experiences that alter efficacy beliefs through transmission of competencies and comparison with the attainments of others. Thirdly, verbal persuasion is types of social influences that one possesses certain capabilities. Lastly, physiological and affective states from which people partly judge their capable- ness, strength, and vulnerability to dysfunction. Any given

influence, depending on its form, may operate through one or more of these sources of efficacy information.

Self-efficacy also can increase students' speaking ability to brave in expressing their self by the actions that individual has observed in others in order to make them more excited and happier in learning foreign language. Self-efficacy as the degree to which the student thinks he or she has the capacity to cope with learning challenge. Learning tasks may be challenging for several students which can make them give up. But for other students challenging activities and tasks of the learning can motivate them to work harder.

In this present study, the researcher follows the theory by Bandura (1997:79), who stated that self-efficacy beliefs are developed by four aspects. Those four aspects which effect someone's self- efficacy are discussed as follows:

1. Enactive Mastery Experience

Enactive mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed. Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established. A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort. Some difficulties and setbacks in human pursuits serve a beneficial purpose in teaching that success usually requires sustained effort. Difficulties provide opportunities to learn how to turn failure into success by honing one's capabilities to exercise better control over events. After people become convinced that they have what it takes to succeed, they persevere in the face of adversity and quickly rebound from setbacks.

2. Vicarious Experience

People do not rely on enactive experience as the sole source of information about their capabilities. Efficacy appraisals are partly influenced by vicarious experiences mediated through modeled attainments. So modeling serves as another effective tool for promoting a sense of personal efficacy. Personal capabilities are easier to judge for activities that produce independent objective indicants of adequacy. There is little ambiguity about whether one can swim, fly an aircraft, or balance a checkbook. High jumpers can assess their proficiency and rate of improvement from the heights they clear. For most activities, however, there are no absolute measures of adequacy. Therefore, people must appraise their capabilities in relation to the attainments of others.

3. Verbal Persuasion

Social persuasion serves as a further means of strengthening people's beliefs that they possess the capabilities to achieve what they seek. It is easier to sustain a sense of efficacy, especially when struggling with difficulties, if significant others express faith in one's capabilities than if they convey doubts. Verbal persuasion alone may be limited in its power to create enduring increases in perceived efficacy, but it can bolster self-change if the positive appraisal is within realistic bounds. People who are persuaded verbally that they possess the capabilities to master given tasks are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when difficulties arise.

4. Physiological and Affective State

In judging their capabilities, people rely partly on somatic information conveyed by physiological and emotional states. Somatic indicators of personal efficacy are

especially relevant in domains that involve physical accomplishments, health functioning, and coping with stressor. People often read their physiological activation in stressful or taxing situations as signs of vulnerability to dysfunction. Because high arousal can debilitate performance, people are more inclined to expect success when they are not beset by aversive arousal than if they are tense and viscerally agitated. Stress reactions to inefficacious control generate further stress through anticipatory self-arousal By conjuring up aversive thoughts about their ineptitude and stress reactions, people can rouse themselves to elevated levels of distress that produce the very dysfunctions they fear.

2.1.2 Speaking Skill

There are a lot of definitions of speaking. Regarding to the definition of speaking, experts give the different definitions or arguments. Ur (1991:120) defined speaking as the most important skill of all of four skills (speaking, reading, writing and listening) in English language learning. Speaking seems the most important in learning a foreign language, the focus target is to able to use that language in the real communication. However, it is become a problem for students to practice their speaking skill after learning. Most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. They often cannot use it for daily communication. It seems that the teacher rarely exposed students to the target language.

Speaking is one of the most important skills that should be mastered by students. Not only for students, should everyone be able to speak and know how to speak well. It is important because we use it for daily life in order to deliver ideas, opinion and so on. It is essential in speakers' daily life since it can be regarded as

the first device chosen by people in expressing thoughts and information. Thornbury (2005:1) states that speaking is a part of daily life that people take it for granted. It means that people especially students often think that speaking well is not really important because they already do it even not in a correct form and structure. Until the students have to learn how to do it all over again in a foreign language.

According to Turk (2003:35), speaking is a heightened version of familiar day-to-day interaction. The student's professionalism must include certain largeness, ebullience, gasp and confidence of themselves in order to hold the audience's interest. It means that speaking become the most important skill in language learning that students need to learn and mastered to preserved in daily communication and deliver the ideas, thought, opinion and information very well to avoid misunderstanding. In addition, the ideas from the speaker to the listener will be directly delivered. To deliver their ideas, speaker moist implicate spontaneously due to the conversation in daily life cannot be planned. We need a good skill in speaking to deliver our speech especially in speaking in particular event such for workshop, meeting and conference.

Additionally, when students want to easily share ideas to others, it is important to know how to speak well with the meaning they want to deliver. According to Richards (2008), in speaking, the students tend to get something done, explore ideas, work out some aspects of the world, or simply to be together. When the students want to easily express their ideas and communicate with others, speaking fluently will help them in communication. By speaking English well, it will be easily to get a better job in this global life. Since English is the global

language, then to be able to speak English will very useful to make better conversation in term of social life, knowledge and technology.

Luoma (2004:10) states that as speaker, consciously or unconsciously. People use their speech to create an image of themselves to other. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying. The intonation, pause and the volume of the speech influence the purpose of the speakers' speech. When the speakers are not able to express the correct sound which will be a misinterpretation between the listeners. The listener will catch the different meaning as what the speaker say. It could also cause misunderstanding. Therefore, speaking can be said successful if the students had fulfilled some elements which influence speaking ability.

Speaking is used by people to communicative with the other to share information in some different forms. According to Veronika (2021), speaking is a key to communicate as an interactive process of developing meaning that involves producing, receiving, and processing information. Moreover, speaking is a speech production that becomes a part of the student's daily activities. Teaching speaking is sometimes considered as a simple process, but some difficulties occurred among teacher and students in the implementation. Speaking skill is the productive skill in the oral mode that more complicated than implicate more than just pronouncing the words. Therefore, one of the productive skills that students must master as a measuring tool for success in learning English is speaking.

According to Brown (2004:140), Speaking is an interactive process of contrasting meaning, involving the generation, reception and processing of

information. Speaking play a role in the ability to communicate everyday by humans to convey thoughts, opinions and explanations or ideas on a topic. In learning, speaking skills are not only done when communicating with friends or teacher. However, this skill can be developed and improved as an effective means of communication. In the world of education speaking are a crucial part that must be mastered by students. Students who want to master it must be understand all aspects of speaking. According to Brown (2004), there are six types of classrooms speaking performance:

1) Imitative

Students spent their time to imitate speech, for example, they are practicing the intonation contour, trying to pinpoint a certain vowel, sound, gesture, etc. At this level, it is probably clear and easy enough for the students because they just need to repeat what is being said to them with some adherence to pronunciation.

2) Intensive

Intensive speaking goes one beyond imitative to include any speaking performance that designed to practice some phonological or grammatical aspect of language. At this level, students need to understand the context of what is being said. An example of this speaking type is a simple question and answer session with the teacher where the students need to give direct response to teacher's question.

3) Responsive

The speaker has to be responsive to the material and the comment or the question so the dialogue will not meaningless. This speaking type is a bit complex than the intensive one but there is no significant difference. Some examples of this speaking types are a limited level of very short conversations, standard greetings and small

talk, and etc.

4) Transactional (dialogue)

Transactional is extended form of responsive language. It not just limited to give the short respond but it can convey or exchange specific information such as debates, information-gathering interviews, or simply interactions between a customer and a seller.

5) Interpersonal (dialogue)

The purpose of this type is designed for maintaining social relationship than for transmission of fact or information. Some examples of interpersonal dialogues are self-introduction, greeting and leave-taking, complimenting and congratulating, expressing gratitude, etc.

6) Extensive (monologue)

Extensive speaking involves preparation and is typically improvisational. Some examples of monologue are most frequently found in the form of oral reports, summaries, or perhaps short speeches. Some examples of this speaking type include speeches, oral presentations, and story-telling.

Based on the theories that have been explained, the researcher used the theory of Brown (2004) which states that imitative, intensive, responsive, transactional, interpersonal, extensive are six types of classrooms speaking performance. In this present study, this research used the types of speaking that is Extensive in descriptive monolog. The researcher used a scoring rubric which adapted from Brown (2004:172). Brown's scoring rubric consists of six categories which are grammar, vocabulary, comprehension, fluency, pronunciation, and task. However, in this present study the researcher adapted Brown's scoring rubric. The

scoring rubric that adapted only consist of three categories. There are three categories of speaking scoring rubric:

1. Fluency

Fluency is spoken fluently and accurately. In the context of language and communication, fluency refers to the ability to speak or communicate smoothly, effortlessly, and accurately. Fluency also includes the smoothness of the flowing voice, the intonation of words and phrases which are a quality of the speaker. If the teacher wants to focus on fluency, the teacher gives students the freedom to express themselves without interruption. By allowing students the freedom to express themselves without interruptions, the teacher creates a supportive and non-threatening environment for students to practice speaking. It will help students speak fluency in concerned with aspects of temporal speech, such as speech rate, speech -pause relationship and the frequency of fluency markers such as situation, relationship and self –correction.

2. Comprehension

Comprehension is one element that has an important role in speaking. When students comprehend the material to be delivered, they must master it. Comprehension is a skill to know or understand an idea using the mind .in addition understanding is aimed at knowing something that someone else saying. Comprehension also relies on background knowledge, context, and the ability to infer meaning from implicit information. Skilled comprehension enables learners to extract essential information, make connections, draw conclusions, and respond appropriately to what they have heard or read. In summary, comprehension is a

crucial skill in language learning and communication as it allows learners to understand and make sense of the ideas and information presented by others.

3. Grammar

Grammar is important is speaking because it can help students convey information with the right grammatical structure so that the audience understand. Grammar is part of the study of what form (or structure) are possible in a language traditionally, grammar has been almost executively concerned with analysis at the sentences level. However, it's important to note that language is not solely limited to sentence-level. Modern approaches to grammar also consider larger units of language, such as discourse and conversation, and how grammar operates at various levels to facilitate effective communication. Overall, grammar plays a crucial role in language learning and communication.

2.2 Empirical Review

The empirical review is the review of the previous study that has been conducted in which it reviews the previous relevant researches to the present study. Empirical evidence can help the researcher avoid unintentionally repeating the previous study and clarify as well as define the research concept. In this present study, the researcher wants to find out the correlation between self-efficacy and speaking skill. There were some researches that had been done previously in terms of finding out the correlation between self-efficacy and speaking skill. The researcher used the previous studies as basic considerations for conducting the present study by looking at the strength and weaknesses of the previous study. The empirical reviews were presented as follows:

The first research was done by Devi (2021) with the title "The Correlation between Self-Efficacy and Speaking Ability of the Tenth Grade Students of SMAN 1 Abiansemal in Academic Year 2021/2022. The aim of her study was to find out the correlation between students' self-efficacy toward speaking skill of the tenth grade students of SMAN 1 Abiansemal in the academic year of 2021/2022. The participants were 49 students from class X of SMAN 1 Abiansemal in Academic Year 2021/2022. The sampling technique was cluster random sampling. The result showed that there is a significant correlation between the self-efficacy and speaking skills of the Tenth Grade Students of SMAN 1 Abiansemal in Academic Year 2021/2022.

Moreover, the strength of the previous study was in its research finding. The findings of the previous research showed that there was a significant correlation between the students' self-efficacy and their skill in speaking. However, the weakness of the previous study was in its content validity. This research has suboptimal content validity. It can be seen from the items in the questionnaire that are not in accordance with the indicator in the blueprint. In the items state I can speak English better that my classmates; however, in the indicator explain the student can recheck their own task and obtained. In the present study, the researcher optimized the content validity by provide the appropriate questioner items based on the indicator of the aspects from Bandura (1997) which is described in the blueprint of self-efficacy questionnaire. The content validity also validated by expert judgement that is the advisors.

The second research was conducted by Melayanti (2020) entitled "The Correlation between Self-Efficacy and Speaking Ability of the Tenth Grade

Students of SMAN 6 Denpasar in Academic Year 2019/2020". The goal of the research was to find out the correlation between students' self-efficacy and their ability in speaking. In this research, the researcher uses two instruments they are questionnaire for students' self-efficacy and description test for speaking ability. The data were analyzed by using Pearson Product Moment. The result of the research showed that there is a significant correlation between the students' self-efficacy and speaking ability of the tenth grade students of SMAN 6 Denpasar.

In addition, the strength of the previous study was in its research finding. The findings of the previous research showed that there was a positive significant correlation between the students' self-efficacy and their ability in speaking. The researcher in the previous study using a questionnaire to measure the students' self-efficacy. However, the main theory of self-efficacy that was used to underline the blueprint of the questionnaire did not define clearly. In the present study, the researcher provided clear instructions either on the questionnaire or descriptive monolog test to make the students easy to understand what should be done by the students. Besides, the researcher provided clear aspects of self-efficacy to underline the blueprint of the questionnaire based on the statement stated by Bandura (1997:79).

2.3 Hypothesis

The hypothesis is a prediction of the outcome of a study. According to Singh (2006:54), hypothesis is defined as a tentative solution of the problem. The hypothesis needed to predict the existence or non-existence of a relationship. Moreover, the hypothesis focused on the relationship between two variables that studied in this present study. To answer the research problem, as the directional

hypothesis of the researcher, it assumed that there a significant correlation between the two variables. It indicated that the result will not due to change and be significant in terms of supporting the theory under study. In this present study, the hypothesis stated as follows: there is a significant correlation between self-efficacy and speaking skill of the seventh-grade students of SMPN 4 Denpasar in the academic year 2023/2024.