

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, research problems, research objectives, hypotheses, scope and limitation, significance of the research, and definition of key terms.

A. Background of the Study

It is known that speaking is important for students. This skill helps them to use and transmit messages clearly.¹ It is commonly used for exchanging information, knowledge, and experiences in or out of the classroom. It obviously happens in direct situation which takes place in real-time language production.² It is basically an ability of pronouncing words with meanings and turning ideas in sentences form.³ By having the skill, students are able to convey their thoughts or feelings to others well.

A fact shows that speaking is the most significant skill in language. It can be seen by as the most frequency skill used than others such as listening, reading, and writing.⁴ Therefore, it must be practiced continuously by students to have an ability on speaking performance in real-life situations.⁵ By doing it consistently,

¹ Torky, S. A. E. "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students." *Online Submission, Cairo: Ain Shams University*, (2006): 68.

² Deli, M., Girik, A.M., & Priawan, A. "Students' Self-Confidence in Speaking Skill." *Jurnal Studi Guru dan Pembelajaran* 2, no. 1 (2019): 1-4. <https://doi.org/10.30605/JSGP.2.1.2019.1263>.

³ Suharja. "The Correlation of Self-Efficacy to the Students' Speaking Performance in EFL Contextat University of Dayanu Ikhsanuddin Baubau." *English Education Journal (E2J) Research Journal*, (2020): 17-25. <https://doi.org/10.55340/e2j.v6i1.285>.

⁴ Sanavi, R.V., & Tarighat, S. "Critical Thinking and Speaking Proficiency: A Mixed method Study." *Theory and Practice in Language Studies* 4, no. 1 (2014): 79-87. <https://doi.org/10.4304/tpls.4.1.79-87>.

⁵ Rao, P. S. "The Importance of Speaking Skills in English Classrooms." *Alford Council of International English & Literature Journal (ACIELJ)* 2, no. 2 (2019): 1-12.

they can get used to think fast, deliver something on their mind spontaneously, and have more bravery to give responses and feedbacks directly on their communication.

In this digital era, several social media platforms can be utilized to help students' speaking improvement. They provide a lot of English contents and give much opportunity to the users to interact each other. Social media gives them chance to create their public profiles in a system and connected them all through online.⁶ This online communication tool is very beneficial for the users to share and obtain a lot of information widely. The users can use it positively for getting many good things for their life.

Nowadays, social media has glued into our daily life as an impact of the technology development and internet usage. It comes in several forms like wikis (Wikipedia), blogs (Wordpress, Tumblr, Blogger), social bookmarking (Digg), social network sites (Facebook, LinkedIn), status-update services (Twitter), virtual world contents, and media-sharing websites (WhatsApp, TikTok, YouTube, Instagram).⁷ Users who use social media positively can learn many things and improve their speaking.

Someone's oral skill might be influenced not only by social media used, but also by his or her self-efficacy. It is a psychological factor that takes part in

⁶ Boyd, D. M., & Ellison, N.B. "Social network sites: Definition, history, and scholarship". *Journal of Computer-Mediated Communication* 13, no. 1 (2007): 210-230. <https://doi.org/10.1111/j.1083-6101.2007.00393.x>.

⁷ Sari, R.T., Hayati, R., & Suganda, L.A. "The Correlation between the Use of Social Media and Academic Writing Mastery of the English Education Students." *Jurnal Pendidikan dan Pengajaran* 6, no. 2 (2019): 320-323. <https://doi.org/10.19109/ejpp.v6i2.3699>.

affecting someone's speaking performance.⁸ It helps the language learners build their self-confidence to reach certain goals and effort more in getting their achievements. It can increase their memory, confidence, and focus. In other word, it is an individual's capacity belief for achieving particular tasks to have a strong level of persistence regarding the pursue activities.

Self-efficacy plays a big role on someone's oral performance. Students with high self-efficacy level believe can finish their challenging task with strong confidence, while students with low self-efficacy level believe will struggle to finish it, which makes them feel anxious and depressed.⁹ Self-efficacy has an impact on someone's thoughts and actions in particular circumstances. Thus, students' self-assurance in their communication skill may encourage or inhibit them from using English in front of other speakers.

Mastering speaking is not simple and easy thing because both social media used and self-efficacy might affect someone's speaking ability. Some previous studies on social media-used perception and self-efficacy toward students' speaking skill were done. Khofifah, Ningrum, and Saharani aimed to know social networking sites used for learning speaking. Questionnaire, observation, and interview were applied. The subject was the eleventh graders of Senior High School 3 Kediri. The sample was 80 students and the result showed 59% students agree and 24% really agree that social media improve their speaking.¹⁰

⁸ Ariyanti. "Psychological Factors Affecting EFL Students' Speaking Performance." *ASIAN TEFL: Journal of Language Teaching and Applied Linguistics* 1, no. 1 (2016). <https://doi.org/10.21462/asiantefl.v1i1.14>.

⁹ Pajares, F., & Valiante, G. "Self-Efficacy Beliefs and Motivation in Writing Development." In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research*, (2006): 158– 170.

¹⁰ Khofifah, S, N., Ningrum, A, S, B., & Saharani, A.A. "Exploring the Use of Social Media for

Anwas, Sugiarti, Permatasari, and Warsihna investigated on students' social media used on English contents for their language improvement. Survey method was done among High School students in Jakarta. The result shows that social media-used perception is highly correlated with the students' English proficiency skills at the 0.01 (99%) significance level. The students' language proficiency was really improved by the using social media platforms.¹¹

Givency did a study to know the correlation between students' speaking ability and self-efficacy. 40 students of Senior High School 1 Palangka Raya participated in the study. The outcome revealed that the two variables have a low correlation significant value 0.333. Although the students' speaking ability was high, yet their self-efficacy level was on moderate. The conclusion is students' speaking performance is not significantly impacted by the level of their self-efficacy.¹²

Rafiq and Fitriani wanted to know was there any correlation between students' communication skill and self-efficacy. 74 of the fourth semester students in speaking for academic purposes of Sulawesi Barat University were involved as the subject of this study. The total sampling technique was used. Based on the results, the majority of the students had high self-efficacy level, with sig value of 0.81. It was greater than 0.05. It proved that there was no significant

Learning Speaking by The Eleven Grade Students of SMAN 3 Kediri.” *Magister Scientiae Journal* 51, no. 1 (2023): 18 <https://doi.org/10.33508/mgs.v51i1.4414>.

¹¹ Anwas, E. O. M., Sugiarti, Y., Permatasari, A. D., & Warsihna, J. “Social Media Used for Enhancing English Language Skill.” *International Journal of Interactive Mobile Technologies (iJIM)* 14, no. 7 (2020): 41-57. <https://doi.org/10.3991/ijim.v14i07.11552>.

¹² Givency, C. “The Correlation Between Self-Efficacy and Speaking Performance of the Eleventh-Grade Students at SMAN 1 Palangka Raya.” *Ebony - Journal of English Language Teaching, Linguistics, and Literature* 3, no. 2 (2023): 139-150. <https://doi.org/10.37304/ebony.v3i2.8599>.

correlation between students' speaking skill and self-efficacy.¹³

McNallie, Timmermans, Hall, Bulck, Wilson researched the relationship of social media-used perception and self-efficacy of first-year college students at different sizable, study-intensive universities in USA (N = 431) and Flanders (N = 513). The findings show that in USA, self-efficacy and Twitter were positively and negatively correlated. While in Flanders, Facebook and Twitter both significantly impacted self-efficacy. The outcome showed opposite directionality, which indicates that although social media platforms function differently, they are correlated with students' self-efficacy.

It is needed to see the students' perceptions on the use of social media and their self-efficacy level because teachers need to know their preferences regarding students' learning style with areas of interest, and factor that may affect the learning outcomes. The aim of this study is to find out whether any significant correlation among social media-used perception, self-efficacy and speaking skill of senior high school students. The variables were not investigated together in a complete study previously. Hence, the writer is eager to conduct a study entitled ***The Correlation among Social Media-Used Perception, Self-Efficacy, and Speaking Skill of Senior High School Students.***

B. Research Problems

Based on the background of the study, the research problems of this study are:

1. Is there any significant correlation between social media-used perception

¹³ Rafiqa & Fitriani. "Students' Self-Efficacy and Students' Speaking Skill: Correlational Analysis." *Eduvelop Journal of English Education and Development* 6, no. 2 (2023): 151-158. <https://doi.org/10.31605/eduvelop.v6i2.2277>.

and speaking skill of Senior High School Students?

2. Is there any significant correlation between self-efficacy and speaking skill of Senior High School Students?
3. Is there any significant simultaneous correlation between social media-used perception and self-efficacy with speaking skill of Senior High School Students?

C. Objectives of the Study

Based on the research problems above, the objectives of this study are:

1. To identify whether there is significant correlation between social media-used perception and speaking skill of Senior High School Students.
2. To identify whether there is significant correlation between self-efficacy and speaking skill of Senior High School Students.
3. To identify whether there is significant simultaneous correlation between social media-used perception and self-efficacy with speaking skill of Senior High School Students.

D. Hypotheses of the Study

There are two types of hypotheses stated in this research: Null Hypothesis (Ho) and Alternative Hypothesis (Ha). The descriptions of the hypothesis are:

1. **Ho1:** There is no significant correlation between social media-used perception and speaking skill of Senior High School Students.
Ha1: There is significant correlation between social media-used perception and speaking skill of Senior High School Students.
2. **Ho2:** There is no significant correlation between self-efficacy and speaking

skill of Senior High School Students.

Ha2: There is significant correlation between self-efficacy and speaking skill of Senior High School Students.

3. **Ho3:** There is no significant simultaneous correlation between social media-used perception and self-efficacy with speaking skill of Senior High School Students.

Ha3: There is significant simultaneous correlation between social media-used perception and self-efficacy with speaking skill of Senior High School Students.

E. The Scope and Limitation of the Study

As stated, this study is done to investigate the correlation among social media-used perception, self-efficacy, and speaking skill. To limit this research, tenth-grade students of SMAN 7 Kediri became the participants in this research. They are categorized as adult learners or gen-z who glued to digital platforms which capable and familiar with the variables that are the current phenomena in educational field.

F. The Significance of the Study

This study is hoped to have contributions to speaking learning and be useful for the followings:

1. For students

Students may use this information to discover their issues on social media-used perception and self-efficacy to improve their speaking skill.

2. For teachers

Teachers may get insight on social media-used perception and self-efficacy to assist their students as beginning point for improving their speaking.

3. For other researchers

Future researchers can be guided based on this study's findings into the link among social media-used perception, self-efficacy, and speaking skill in different setting, level, and participant.

G. The Definition of Key Terms

1. Social Media-Used Perception

Social media is a collection of internet-based programs that allow for sharing of user-generated contents while building on technological underpinnings. It focuses on English contents on YouTube, WhatsApp, Instagram, Facebook, TikTok. The users' perception toward its usage shows the fact on its impact which might affect their communication skill.

2. Self-Efficacy

Self-efficacy is a belief in oneself in doing necessary actions to fulfil certain performance objectives. In other word, it is someone's conviction in applying skill at certain condition for certain goals.

3. Speaking Skill

Speaking is an oral language that involves thoughts and feelings. Speaking is producing sound of words with meaning that is aimed to convey thought or feelings to others orally.