

CHAPTER I

INTRODUCTION

This chapter consist of background of the study, problem of the study, the objective of the study, hypotheses, scope and limitation of the study, the significance of the study, and the definition of key terms.

1.1 Background of the Study

Speaking is one of the important language skills that must be mastered by students. Al Roud (2016) stated that one of the most important skills of language learning that leads to effective communication between people is speaking skill. Then, Tridinanti (2018) said that speaking skills are one of the important skills to improve English skills since the beginning of language learning. In addition, Morozova (2013) defines speaking skills can be developed and improved as an effective means of communication. As Bygate (2001) argues that speaking skills are the ability to use language orally to develop ideas, intentions, thoughts, and feelings to others, in addition to being a means of delivering messages clearly, which are easily understood by listeners. White (2004) stated that language is the most important part of the learning process, and the delivery of language orally has a major role in teaching and learning in the classroom. Thus, this means that speaking can help the teaching and learning process be more effective for teachers and students especially in learning English. Therefore, it can be seen that speaking skills are very important, not only in the world of work but also in the process of teaching and learning in English classes.

However, speaking is a very complex activity, where the speaker must produce sentences suddenly according to the existing situation (Rao, 2019). Thus, it makes EFL students' face difficulties in learning English. Mastur (2016) stated that some people, especially students, still have difficulty in using English when communicating, and they tend to hesitate in interacting with their friends or with their teachers. As Hamouda (2012) in his research showed, these problems are often found during the English learning process, in which many students are passive and reluctant to speak in class. Astuti (2018) define that there are some problems in speaking skills, such as students feeling bored in speaking English, students rarely using English to interact in the classroom or outside the classroom, and students only remembering sentences or words when they are asked to practice it. Therefore, speaking in English is a very challenging for students.

Moreover, Heriansyah (2012) argues that there are two types of problems faced by students in speaking, namely linguistics problems, and non-linguistic problems. Linguistics problems such as students' lack of vocabulary, lack of grammar, and they were poor pronunciation. Then, non-linguistics problems such as being afraid of making errors in speaking, not being confident to speak, being nervous, etc. In addition, Hamouda (2012) shows several factors that influence students' reluctance to speak in English, namely feeling ashamed, feeling afraid, lack of curiosity about English, and lack of self-confidence in themselves regarding their ability to speak English. Additionally, Hosni (2015) stated that students' have lack mastery of English vocabulary, where this occurs due to a lack of introduction to English to

them. Thus, it makes students have difficulty in expressing themselves and ashamed of their speaking ability. Therefore, it can be concluded that aspects of make students difficult to speak English are their belief and confidence in their capability to speak English.

Since Bandura (1997) defines "self-efficacy is a person's belief in their capabilities, to do and coordinate something in accordance with actions to achieve an existing achievement, and can indirectly affect the way they respond to events in life". This shows that self-efficacy affects students in the way they act, think, and understand how to motivate themselves. Furthermore, Bandura (1997) argues that when students have high self-efficacy, they will perceive a challenge or difficulty as an opportunity to make themselves even better. In contrast to students who have low self-efficacy, hesitating their abilities, they perceive that a challenge or difficulty has to be avoided. Moreover, Alawiyah (2018) defines that self-efficacy beliefs drive behaviors that can affect one's life and are an important part of human motivation and behavior. Then, more simply Snyder and Lopez (2007) argue that self-efficacy beliefs are what a person believes can be achieved by using his or her skills under particular conditions. In addition, Lunenburg (2011) argues that self-efficacy has impacts on the level of effort and persistence of an individual in learning difficult tasks. Moreover, Lunenburg (2010) stated that self-efficacy will affect an individual's ability to learn, motivation, and performance. This happens because someone will try to learn, and do their task when they believe they will succeed.

Some previous studies that related to the topics of self-efficacy and speaking ability. The first previous study was carried out by Alawiyah (2018). This study was to find out the significant correlation between students' speaking self-efficacy and their speaking achievement and to know the significant influence of speaking self-efficacy on their speaking achievement. Then, the result shows that there was a statistically significant positive correlation between self-efficacy and speaking achievement in p-output was 0.00 which was smaller than 0.05 ($0.00 < 0.05$). In addition, the correlational coefficient of the test was .349. Thus, the level of correlation was weak. This study also indicated that students' speaking self-efficacy influenced their speaking achievement with a contribution of 12.2%.

The second previous study was conducted by Liu (2013). This study aims to investigate the effects of an English Bar, on students' self-efficacy enhancement, which is "English Bar" is a self-access center for students' to practice their English Speaking skills. The result of the study showed that students' who frequently visited the "English Bar" had high self-efficacy levels, in contrast to students who rarely attended the "English Bar". Thus, students' have a high level of self-efficacy, tend to be able to respond to questions quickly, and have more confidence in their speaking skills. Furthermore, these students show they are more frequently communicating than other students'.

The third previous study was by Salekha (2021). This study was to find out the significant correlation between students' self-efficacy and speaking achievement in the eighth grade of SMP Negeri 1 Mesuji in the academic

year 2021/2022. Then, the result of the study shows that there is a correlation between students' self-efficacy and speaking achievement in the eighth grade of SMP Negeri 1 Mesuji in the academic year 2021/2022. It can be seen from the data analysis, was obtained Sig (P-value is $0.029 \leq \alpha = 0.05$), which means (Ho) was rejected and (Ha) was accepted.

The fourth previous study was carried out by Mastur (2016). This study aims to find out whether there is a relationship between self-efficacy and speaking achievement in English language courses of the eight grade students of MTsS Al-Manar. The result explained that there is a significant relationship between self-efficacy and the speaking ability of the eight grade students of MTsS Al-Manar. It can be seen from the table interpretation of r-value, the result of r-calculated (.536) is between 0.400 and 0.600. From the significance (2-tailed), get the score .002. It means Sig<0.05 so the null hypothesis (Ho) is rejected and (Ha) is accepted. Therefore, this value shows that there is a positive correlation between the two variables.

The fifth previous study was conducted by Muttaqin (2020). This study aims to investigate the correlation between students' self-efficacy and language awareness through their speaking achievement of 11th-grade students' of MA At-Thohiriyah, Ngantru. The result of the correlation coefficient shows 0.602 for self-efficacy and correlation coefficient 0.467 for language awareness, which means that there is a positive correlation value between the two variables. Moreover, a significant value was 0,000 for self-efficacy and 0.002 for language awareness. This means there is a significant relationship between self-efficacy and language awareness of students'

speaking achievement. Then, Sig. $F = 0,002 < 0,05$ which means (H_0) is rejected and (H_a) is accepted.

Based on the statement above, in general, the previous studies examined the relationship between self-efficacy and several variables such as motivation, language awareness, speaking achievement and etc. This means that the previous studies have similarities with the research that will be carried out by the current study, regarding the research design and research methods used, namely correlational research designs and quantitative research methods. However, with different subjects or variables, and different objects, where in previous studies the objects studied were students at the university level and junior high school level. Furthermore, in this study, the researchers used senior high school level, namely SMAN 4 Kota Kediri as the subject.

This study chooses the senior high school level, namely SMAN 4 Kota Kediri as the research object because there were several problems that occurred at SMAN 4 Kota Kediri while doing teaching and learning process. In the learning process, students were very interested and enthusiastic participating in English lessons, but they tend to be silent and lack confidence, when asked to do speaking activities, such as answering questions from the teacher, practicing dialog tasks that have been made with friends or peers, and others. Then, they will only speak when under coercion and encouragement from the teacher.

Moreover, when the researcher asked why they did not want to speak English, most of the students answered, they were ashamed, were lack of vocabulary and grammar, were not good in English courses, and were afraid

if they do mispronounce. Therefore, based on the explanation above, self-efficacy influences students' performances, especially speaking skills. The researcher wants to examine the relationship between self-efficacy and speaking ability at the senior high school level which is SMAN 4 Kota Kediri. Thus, the researcher would like to investigate by the title: *“The Correlation Between Students' Self-efficacy and Speaking Ability at SMAN 4 Kota Kediri”*

1.2 Problem of the Study

Based on the background of the study above, this study aims to find out the following:

“Is there any significant correlation between students' self-efficacy and speaking ability at SMAN 4 Kota Kediri?”

1.3 The Objective of the Study

Based on the research problem, the objective of the study is to find out the correlation between students' self-efficacy and speaking ability at SMAN 4 Kota Kediri especially tenth grade students.

1.4 Hypothesis

Based on the assumption above, the researcher formulates two hypotheses as follows:

Ha: There is a significant correlation between students' self-efficacy and their speaking ability

Ho: There is no significant correlation between students' self-efficacy and their speaking ability

1.5 The Scope and the Limitation

The scope of this study is a correlation. Then, the focus of this research is to find out the correlation between students' self-efficacy and their speaking ability. The subject of the study is the students' of tenth grade at SMAN 4 Kota Kediri in the academic year 2022/2023.

1.6 The Significance of the Study

The result of this research is expected to be used as a reference in every aspect of education that is developing students' self-efficacy and their speaking ability. It also provides significance not only in theory but also in practice, namely on the:

1.6.1 Teacher

The result of this research is to provide information related to students' self-efficacy and speaking abilities. Thus, researchers hope that this research can provide input to teachers to further build students' self-efficacy so that teachers can determine what methods are suitable for students.

1.6.2 Students

To motivate them to increase their self-efficacy to achieve the goals and objectives of learning, especially their speaking ability.

1.6.3 Further Researcher

This research is expected to be used as reference material for research on the same topic so that researchers can use this research as an overview related

to Psychology which is applied in the world of education. Then, further researchers can do better research from this research.

1.7 The Definition of Keyterms

The definition of key terms includes important clues in this research.

This research proposes two relevant words.

1.7.1 Students' Self efficacy

Students' Self-efficacy is students' belief in their capabilities to do the task in order to achieve an existing achievement, which can affect a person in the way they are speaks, acts, and responds to all events in their life.

1.7.2 Speaking ability

Speaking ability is the ability to express feelings, thoughts, and ideas orally as an act of responding to other people.