

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Speaking is important for language learning to make a good oral interaction and establish good communication. Everyone can speak, but not everyone can speak well and communicatively. Speaking is the way a person communicates with each other's. By speaking, people can share information, ideas, feelings, and thoughts. Communication also determines the quality of human life, and having effective communication skills is necessary to share ideas and information. Moreover, of four English skills (listening, reading, writing, and speaking) speaking is very important because we can communicate and express our ideas through speaking. To teach speaking, the teacher must pay attention to some aspects including producing sentences, intonation, rhythm, and stress.

However, it is not easy to be good at English speaking skills, as well as using them to communicate. Students usually find difficulties in English when they are trying to interact with others. They were still nervous to interact with their friends and their teachers by using English. For people especially students to be able to speak English, they must first want to learn and believe that they can learn. Thus, they must have confidence in performing those practices and tasks. According to Hamouda (in Suganti, 2011:1), some factors may influence students to speak English namely anxiety, lack of interest, incomprehensible input, shyness, lack of confidence, and low self-belief on their speaking capability. Students' beliefs on their capability either positively or negatively influence their willingness to speak.

According to Ur (2009:120), speaking is the most important skill among the four skills because people who know a language are referred to as speakers of that language. This means that using a language is more important than just knowing about it. Thornbury (2005:1) stated that speaking is so much a part of daily life that people take it for granted. People can not communicate with each other if they can not speak. People will difficult to share ideas and information if they can not build good communication. Therefore, speaking is an important part of language learning because it is used in daily life.

In educational life, speaking skills must be supported by good self-efficacy. Self-efficacy is characterized by self-confidence in dealing with uncertain situations, confidence in achieving targets, growing motivation, and overcoming challenges. Self-efficacy plays a role in determining how a person approaches various goals, tasks, and challenges. Bandura (1997) states that self-efficacy is an individual's belief that he can do something in a certain situation successfully. This is how individuals feel about thinking and behaving towards the chosen decision, efforts, and determination. Confidence in all abilities including self-confidence, adaptability, cognitive capacity, and intelligence.

Self-efficacy according to Warsito (2004) is specified in the task and situation at hand. A person can have high confidence in a certain task or situation, but not in other situations and tasks. Self-efficacy is also conceptual meaning that it depends on the context. When someone feels afraid and anxious, usually they have low self-efficacy. Meanwhile, someone who has high-level self-efficacy feels capable and confident of success in overcoming obstacles and perceive sats as challenges. The inability to express ideas, opinions, and feelings becomes a new

problem, so individuals need experience, abilities and, skills that have an impact on academic abilities, namely communication skills.

In this research, speaking skills meant the students' ability to communicate with each other and to express their ideas concern with pronunciation, accuracy, and fluency. While Riska Ananda (2017) has done similar research with the title "The Correlation Between Students' Self-esteem and Students' Speaking Skill of The Second Year Students at SMA Negeri 2 Bantaeng". The objectives of her research are to find out whether there is or not any correlation between self-esteem and students' speaking skill in the second-year students of SMA Negeri 2 Bantaeng. According to the result of her research, the correlation was very low. It means that there is no correlation between self-esteem and students' speaking skill of second-year students of SMA Negeri 2 Bantaeng.

Meanwhile, the second research was conducted by Paradewari (2017). She examined the students' self-efficacy in public speaking. The participants were 43 students in the Public Speaking Class in English Language Education at Sanata Dharma University. The sampling used was purposive sampling. The result of this research showed that the students are aware of their self-efficacy while doing public speaking and the students have a higher self-efficacy in public speaking.

Based on the explanation above, a high level of self-efficacy is important for students to be active in class to practice their speaking skills. Probably, students' level of self-efficacy seems to give a lot of effect on their speaking skills. The researcher wants to find out whether there is a significant correlation between self-efficacy and speaking ability of the eighth-grade students of SMP Negeri 4 Denpasar in the academic year 2022/2023.

## **1.2 Research Problem**

Based on the background study above, the researcher is interested in finding out more the significant correlation between self-efficacy and speaking ability. Therefore, the research problem can be formulated as follows : is there any significant correlation between self-efficacy and speaking ability of the eighth grade students of SMP Negeri 4 Denpasar in the academic year 2022/2023?

## **1.3 Objective of the Study**

A research should have an objective of the study to make this research being more useful and directed. In addition, the purpose of the study was to find out the significant correlation between self-efficacy and speaking ability of the eighth grade students of SMP Negeri 4 Denpasar in academic year 2022/2023.

## **1.4 Limitation of the Study**

In this present research, the researcher limited the present study on finding out the correlation between self-efficacy and speaking ability of the eighth grade students of SMP Negeri 4 Denpasar in academic year 2022/2023. The problem of speaking ability is complex so that the reseacher limits in monologue descriptive text. It should be a limitation to limit the discussion of the study to avoid the misleading and abroad materials.

## **1.5 Significance of the Study**

The researcher hopes that by conducting this study, the results would be able to add to the several educational fields. The research has two significant theoretical and practical implications in relation to the study's goal.

Theoretically, the study's findings are expected to improve understanding of English speaking ability and confirm previous research findings on the correlation between self-efficacy and speaking ability.

Practically, the study's findings are designed to provide useful feedback to English teachers, students, and other researchers. The results of this study will provide further information to teachers about the relationship between self-efficacy and speaking ability. For students, through understanding the aspects that influence their English speaking abilities. This study can be used by other researchers to learn and collect information about the correlation between self-efficacy and speaking ability.

### **1.6 Definition of Key Term**

The researcher uses two operational definitions of the important term in order to avoid misunderstandings. Self-efficacy and speaking ability were two significant terms used. Those term were defined as follows :

#### **1. Self-efficacy**

The belief that eighth-grade students at SMP N 4 Denpasar are capable of doing and finishing tasks in order to execute oral skills is known as self-efficacy. In this study, the researcher focused on the students' belief in their ability to speak English in front of the class.

#### **2. Speaking Ability**

Speaking, in this study focused on eighth-grade students of SMP N 4 Denpasar's abilities to deliver monologues descriptive text related to its grammar, fluency, pronunciation, and vocabulary.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

To ensure that the research is well-founded, the researcher will require some supporting theory. The theory refers to the theoretical review that will be included in this research. This chapter will include a review of certain theoretical studies from many experts. This research was carried out using certain important theoretical reviews that are useful and required for the research. As a result, the current study was founded on the following theoretical review, they were (1) Speaking ability and (2) Self-efficacy.

##### **2.1.1 Speaking Ability**

There are many definitions of speaking according to experts. Harmer (2007:284) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot' while Luoma (2004:10) states that as a 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. When the speakers are not able to express the correct sound, which will be a misinterpretation among the listeners.

In addition, Thornbury (2005:1) states that speaking is a part of daily life that people take for granted. It means that everyone should be able to communicate effectively. It is significant because we use it in our daily life to communicate ideas, opinions, and feelings. According to Harmer (2001), speaking skill is the interactive



process of constructing meaning that involves producing, receiving, and processing information. When someone speaks, he or she interacts and uses the language to express his or her idea, feeling, and thought. He or she also shares the information with other through communication.

Additionally, knowing how to communicate properly with the meaning they wish to deliver is essential for students who want to easily share ideas with others. According to Richards (2008:19), in speaking, the students tend to get something done, explore ideas, work out some aspects of the world, or simply be together. Speaking fluently will improve students' communication when they want to easily express their thoughts and communicate with others. It will be much easier to find a better job in this global world if you speak English ebullience because English is the international language, and knowing it will help you have better interactions in terms of social life, knowledge, and technology.

Turk (2003:35) defined speaking as a heightened version of familiar day-to-day interaction. The students' professionalism must include certain largeness, ebullience, gasp, and confidence in themselves to hold the audience's interest. It indicates that speaking has become the most crucial ability in language learning that students must learn and develop to communicate effectively in everyday situations and express ideas, thoughts, opinions, and information without confusion. Furthermore, the speaker's ideas will be given directly to the listener. Speakers usually speak spontaneously to convey their views because conversations in everyday life cannot be prepared. It requires good speaking skills to present our speeches, especially while speaking at a certain event.

In conclusion, in this present study the researcher focused on the theory of Harmer (2007:284) who states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Speaking seems the most important in learning a foreign language, the focus target is to able to use that language in the real communication.

### **2.1.2 Self-Efficacy**

Genc, Kulusakli, & Aydin (2016) state that self-efficacy is a belief about individual capabilities of performing a certain task rather than the real capabilities the individual have. Self-efficacy is predictive for subsequent performance as the beliefs of individuals' capabilities for performing certain tasks, which were formed from the previous performance outcomes, influence individuals' behaviors. Self-efficacy consist of two words; self and efficacy. Self is the identify 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. Self-efficacy refers to individuals' beliefs in their capabilities to manage something and do some actions in order to achieve certain accomplishment (Pajares, 1996). Self-efficacy can be defined as an individual's belief and confidence in his or her own skills to perform



or finish tasks and overcome challenges in order to overcome obstacles and reach expected goals. Despite the fact that, as we will see in the following sections, self-efficacy beliefs can directly influence an individual's efforts and activities and thus serve as an excellent predictor of one's future performance and ability, it is not expected to measure one's actual capabilities but rather the confidence that an individual holds in regards to particular abilities.

In terms of thinking, self-efficacy relates to the quality of decision making and academic achievement whatever the underlying skills might be. It shows that self-efficacy helps individuals to reach their achievement in all English skill including speaking skill. Self-efficacy really works out when one deal with difficult academic tasks, such as mathematics. Therefore, self-efficacy also works out when people deal with English which is a difficult subject as mathematics (Pajares & Graham,1999). Furthermore, self-efficacy is related to motivation, which influences one's choice of action, efforts, persistence, and control. It signifies that one's self-efficacy affects their activity choices, effort, and how long they will stick to their ambitions and goals. These factors will decide whether an individual's self-efficacy is high or poor.

In this present study, the researcher follows the theory by Bandura (1997) who said that there are four major sources of self-efficacy as follows:

a. Mastery Experience

Four key sources of influence can shape people's perceptions of their own efficacy. Mastery experience is the most effective technique to acquire a strong sense of efficacy. Our sense of self-efficacy is boosted when we complete a task successfully. Successes instill a strong belief in one's own

ability. Failures undermine it, especially if failures take place before a strong sense of efficacy has developed.

b. Verbal Persuasion

The second strategy is to boost people's confidence in their ability to succeed. Consider a time when someone said something encouraging and nice to you that helped you reach your objective. Receiving vocal support from others assists people in overcoming self-doubt and focusing instead on giving their all to the task at hand. Persuasive boosts in perceived self-efficacy foster the development of abilities and a sense of personal efficacy to the extent that they lead people to work hard enough to succeed.

c. Social Modeling

Vicarious experiences supplied by social models help to build and strengthen self-belief in efficacy. Another major element of self-efficacy is seeing other people do a task effectively. Similarly, seeing others fail while putting in a lot of effort lowers viewers' confidence in their own abilities and weakens their efforts. Perceived similarity to the models has a significant impact on the impact of modeling on perceived self-efficacy.

d. Physiological and Emotional States

Self-efficacy is influenced by our own responses and emotional reactions to the issue. People also judge their talents based on their bodily and emotional conditions. They misinterpret their stress reactions and tension as warning indications of impending failure. Moods, emotional states, physical reactions, and stress levels can all have an impact on how a person perceives their own talents in a given scenario. In these settings, a

person who becomes excessively frightened before speaking in public may have a low feeling of self-efficacy.

## **2.2 Empirical Review**

The empirical review examines prior studies that are relevant to the current study. The goal of the empirical review is to develop a thorough understanding of the preceding hypotheses. It means that an empirical review examines the findings of previous studies conducted by other researchers. Many researchers have looked into self-efficacy in language acquisition, given the importance of speaking abilities in the language teaching process. Furthermore, understanding empirical evidence aids the researcher in interpreting a meaningful result. However, in this section, the researcher focused on addressing the reviews of two researchers, Ananda and Paradewari, who were conducted by the researchers.

The first research was conducted by Ananda (2017) which is titled "the correlation between students' self-esteem and students' speaking ability of second-year students at SMA Negeri 2 Bantaeng." The goal of this study is to see if there is a correlation between students' self-esteem and their speaking abilities. Quantitative research is the method used in this research. The information was gathered through interviews and self-esteem questionnaires. The coefficient correlation ( $r_{xy}$ ) was 0.146 as a result of this study's findings. It meant that there was no correlation between students' self-esteem and their speaking abilities among SMA Negeri 2 Bantaeng second-year students.

The second research was conducted by Paradewari (2017). She examined the students' self-efficacy of public speaking. The participants were 43 students of Public Speaking Class in English Language Education of Sanata Dharma

University. The sampling used was purposive sampling. The result of this research showed that the students are aware of their self-efficacy while doing public speaking and the students have a higher self-efficacy in public speaking. However, Paradewari investigated how far students were aware of their own self-efficacy and how was the level of students' self-efficacy in speaking. The research that was conducted by Paradewari (2017) was very good based on her aspects of self-efficacy instrument. The score and the material were clear.

### 2.3 Hypothesis

Hypothesis is a temporary prediction that can be proved. It can also give some direction in conducting research and how to solve the problems. In this research the writer assumes that there is a significant the correlation between self-efficacy and speaking ability of eighth grade students of SMPN 4 Denpasar in academic year 2022/2023. Based on the research question above, the writer proposes two hypotheses as follows:

1. Null hypothesis ( $H_0$ )

Null hypothesis is a statement which shows a negative correlation (no correlation) among variables. There is no correlation between self-efficacy and speaking ability of eighth grade students of SMPN 4 Denpasar in academic year 2022/2023.

2. Alternative hypothesis ( $H_a$ )

Alternative hypothesis is a statement which shows a positive correlation among variables. There is a significant correlation between self-efficacy and speaking ability of eighth grade students of SMPN 4 Denpasar in academic year 2022/2023.