

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international language and second of foreign language that should learned by students and all people over the world. Speaking English is one of the important things that students need to master in this global era although it is difficult to get it. The students use speaking skill for express feelings, ideas, communicates and socializing. In the future students should be fluent in speaking English and it is really needed for the career in tourism, also education and many more. Although speaking English is a bit difficult because the needs to ponder several important things and aspects, such as inelegancy, vocabulary mastery, grammar and one of the important things is self-efficacy, but speaking English can be learned and practiced.

According to Turk (2003:9), definition of speaking is the direct convey from one mind to another, and that is the way to communicate among the other ways that can be used to communicate, such as encourage social relationships, promote emotional intelligence, and fulfil an important purpose in conveying ideas or opinion to others. Based on what has been stated above, that speaking is an ability that should be mastered that can make it easy for the students to communicate. Although speaking skill is bit complicated, because there should be several things that should be considered such as the understanding of the listener and also self-efficacy to express the ability in speaking especially English. However, students could not communicate fluently with other students or people

if they do not master the speaking skill especially in speak English. Moreover, speaking English can help students to improve their competitiveness in the future.

The way to master English speaking and to be a great speaker for the tenth grade students of SMAN 1 Abiansema in academic year 2021/2021, students have to prepare several things such as; need intelligence or know a lot of vocab. However, there is also a crucial aspect that students have to prepare. It is the self-efficacy; this skill helps students to build self-confidence and try to get higher goals and build more effort towards to achieve their achievement that needs more than words. Self-efficacy can improve the student memory, confidence, focus and speaking ability. It can be concluded that to improve speaking skills, students need to have self-efficacy.

According to Hamouda (2012:32), there are some factors that can influence students speaking ability such as; anxiety, lack of interest, incomprehensible input, shyness, lack of confidence, and low self-belief. However, the researcher found the big problem, the fact was that the students still have low self-efficacy. The students' low- self efficacy could have seen from their ability that shown they feel shy when they spoke English and their speaking were still far from being fluent. So, students should believe in themselves and they should be able to increase the self-efficacy to bring them to be a great speaker.

There are some researches discussing about correlation between self-efficacy and speaking ability. First research was conducted by Sari (2016). It researched the relationship between students' self-efficacy and their performance in speaking skill at SMPN 18 Mataram. The result showed that there was significant correlation between students' self-efficacy and their performance in

speaking skill. The second research was from Kartini (2020) which studied about the correlation between self-efficacy and speaking ability at SMPN 3 Mengwi. The same result was found that there was significant correlation between students' self-efficacy and their performance in speaking skill. The last was from Melayanti (2019) which aimed at seeing the relationship between self-efficacy and speaking skill at SMAN 6 Denpasar. The result was that there was significant correlation between students' self-efficacy and their speaking skill.

Based on the situation stated above it is crucial to know if there is any correlation between self-efficacy and speaking ability. Moreover, in facing the future they are expected to be able speak well in English. The researcher is eager to conduct a study entitled "The Correlation between Self-Efficacy and Speaking Ability of the Tenth Grade Students of SMAN 1 Abiansemal Academic Year 2021/2022."

1.2 Research Problem

According on the background of the study above, the research question of this study can be identified as follows: Is there any significant correlation between self-efficacy and speaking ability of the tenth grade students of SMAN 1 Abiansemal in academic year 2021/2022?

1.3 Objective of the Study

Based on the research problem as stated above, the primary objective of this study is to find out whether or not there is significant correlation between

self-efficacy and speaking ability of the tenth grade students at SMAN 1 Abiansema in academic year 2021/2022.

1.4 Limitation of the Study

To ponder that self-efficacy and speaking ability are complex in correlation study, the researcher limited the self-efficacy in the comprehension the level or magnitude, strength, and generality. The limitation of the speaking ability is using the basic competency 4.4 in practicing descriptive monologue about tourist attraction and historical building. In this research, the researcher focused on investigating the correlation between self-efficacy and speaking ability of the tenth grade students of SMAN 1 Abiansema in academic year 2021/2022.

Finally, the limitation is based on basic competences 4.4 taken from syllabus of general English language for senior high school tenth grade about capturing contextual meaning related to the function, structure of the text, and linguistic elements of descriptive, oral and written, short and simple texts related to tourist attractions and famous historical buildings. Therefore, to test speaking ability, students made a video with minimum time one until two minutes' maximum about what their monologue related to tourist attractions and historical buildings and the researcher provided five pictures that the students should describe. The aim is to find out student's confidence in using English. To assessed the students' speaking skill, the researcher just focused on assessing grammar, pronunciation, fluency, comprehension, and vocabulary.

1.5 Significance of the Study

By conducting this research, the researcher hopes that the result of this research may give some contribution and useful information for all subjects. Firstly, the students get knowledge on how important self-efficacy is and it may give serious impact on student's ability in speaking English. Secondly, for English teacher or coach, it is expected that the teacher can deal and understand more about the student's level of self-efficacy and how it can influence student's ability in speaking English. Lastly, other researchers are highly expected to use the result of this study as a reference in conducting researches related to self-efficacy and speaking ability.

1.6 Definition of the Key Term

Here are some terms of information and definition which are defined by the researcher to avoid the readers' misunderstanding related to the study and also the researcher wanted to give clear output about this research. The key terms of this research are: self-efficacy and speaking ability.

1. Self-Efficacy

Self-efficacy is operationally defined as the skill of the tenth grade students to believe in oneself and in one's power abilities to do something related to the concepts of speaking ability of the tenth grade students at SMAN 1 Abiansema in academic year 2021/2022.

2. Speaking Ability

Speaking ability is operationally defined as the ability of the tenth grade students at SMAN 1 Abiansema in describing monologue using

a descriptive monologue with their own words based on the five pictures about tourist attractions and historical buildings which are provided by the researcher, and then perform it by recording using video.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The present study was conducted based on the following theoretical frame works that were taken from the experts. The theoretical reviews included are self-efficacy and speaking ability.

2.1.1 Self-Efficacy

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.

Students' self-efficacy shows the power of self-confidence, and then stimulates students to be able to deliver or communicate easily and fluently in front of people. However, if they have less self-efficacy, they will get a problem and trouble in the future in learning foreign language. 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.

According to Bandura (1975:203), the function of the academic terms, in self-efficacy level is point to several different levels of tasks. It is like the problem that increase in math and it is quite complex; generally related with how the transfer of self-efficacy beliefs in whole activities, like different academic subject matters; the achievement of the strength efficacy is measured by degrees of certainty that it can perform given tasks. In hence, there are three aspects to rate the student's self-efficacy. They are the level of magnitude, the strength and the generality.

Here the researcher follows the theory of Bandura (1997:3). It is defined that self-efficacy is believing in people's competence to manage to reach an achievement. More over self-efficacy can directly influence student's efforts and activities that serve as an excellent predictor of future performance and ability in speaking. Based on the explanation above, it can be concluded that self-efficacy is students believe and confidence in their own ability to complete task or perform to achieve the expected goals which is speaking.

2.1.2 Speaking Ability

Speaking is vividly here described by some experts' definition. Ur (2009:120) states that there are four skills such as reading, listening, writing, speaking, and for information in English language learning that as the most important skill of all of four skills is speaking. Speaking is a productive skill of the four kind skills in language teaching learning. Productive skill of the speaking is also one of crucial parts of foreign language in the learning and

teaching process and it is important to be learned by the students although it is a bit complicated.

Speaking is not only about how to speak; moreover, speaking can show the students' special ability and give the right information. Turk (2003:9) states that speaking is the direct way from one mind to another, and it is a way people to communicate. Hence, speaking skill is needed and must be mastered by the students to make it easier to transfer the ideas, knowledge, and information and communicate to others. Therefore, students must have self-efficacy to master the speaking ability for basic daily conversation.

Speaking skill is more expected in student's activities than the other skills, because the speaking skill, requires a well discussion in interaction to obtain the goals and avoid misunderstanding, therefore students need to have a self-efficacy in believing themselves to be able to become fluent in the oral performance. The researcher uses the theory by Thornbury (2005: iv) that speaking needs the ability to manage in the speaking responsiveness, which is in the real time and little time for planning.

Brown (2004:104) says that the oral or written stimulus in productive performance should be really specific to obtain result within an expected length of performance such as scoring or rating procedures adjustment properly. According to the statement above, productive performance can be assessed by five aspects or criteria: (grammar, pronunciation, fluency, vocabulary and comprehension) that can measure the speaking ability of the students.

2.2 Empirical Review

In empirical review, it is about reviewing studies that have been conducted by other researcher which may be similar with the present study. There are many previous researches about self-efficacy and speaking ability. The present study refers some researches such as Sari (2016), Kartini (2020) and Melayanti (2019) as consideration for the present study.

The first research was conducted by Sari (2016). Her research examined the relationship between students' self-efficacy and their performance in speaking skill. The participants were 52 students of three classes of SMPN 18 Mataram. The sample technique used was simple random sampling by using solving formula. The result of her research shows that there is significant correlation between students' self-efficacy and their performance in speaking skill.

The different between Sari (2016) and this present research is that this research used cluster sampling technique to decide the sample. However, Sari (2016) used simple random sampling technique (solving formula) to choose their sample. The research that was conducted by Sari (2016) was good based on her aspects of the speaking instrument. The source and instrument are clear. However, the items of the questionnaire in that research are 25, while in this research, the items of the questionnaire are 30. It means this research is more comprehensive. It was constructed according on the aspect of self –efficacy that is stated by Bandura (1995). Also, for the time in the speaking performance is too long: three minutes that might incriminate the students, whereas this research only takes two minutes for the speaking performance time and it could make students more enjoyable and excited during their speaking.

The second research is done by Kartini (2020). Her research was intended to inspect out the correlation between self-efficacy and speaking ability. The participants were 34 students of eighth grade students of SMPN 3 Mengwi. The sampling technique used was cluster random sampling. The result of her research showed that there is significant correlation between students' self-efficacy and their performance in speaking skill that when the students had high self-efficacy, their speaking was good.

The difference between Kartini (2020) and this present research used cluster random technique in choosing the sample. However, Kartini (2020) used cluster random sampling technique by applying lottery system to get her sample. The research that was conducted by Kartini (2020) was very good based on her aspects of the self-efficacy instrument. The source and material were clear. However, the items of the aspects in her scoring are three aspects. While in this research, the items of the aspects of the speaking scoring rubric are five aspects, which means that the researcher could assess the students in detail and the result of the speaking ability test can reflect the real ability of the students' speaking ability. The scoring rubric used was proposed by Brown (2004:406).

The third research is conducted by Melayanti (2019). This research aimed at seeing whether there is relationship between self-efficacy and speaking skill or not. The participants were 70 students of tenth grade class in SMAN 6 Denpasar in academic year 2019/2020. To decide the sample, she used cluster random sampling. The result of her research shows that self-efficacy has high level effected students speaking skill. So, it could be concluded that there is significant correlation between students' self-efficacy and their speaking skill.

The difference between Melayanti's research (2019) with this present research is that it applied (SPSS) 26 to analyse the data. However, Melayanti (2019) uses (SPSS) 23.0 to analyse the data. The research conducted by Melayanti (2019) was very good based on her aspects of the speaking test. The source and instrument were clear enough. However, in her questionnaire the items consist of 27 items which are a little bit not complete, while in this research, the items of the questionnaire are 30 items it means that this research is more comprehensive viewed from the aspect of self-efficacy as stated by Bandura (1995:203).

2.3 Hypothesis

According to Arikunto (2016) as cited in Kartini (2020:9) hypothesis is aims to find out of the truth that concerning to the correlation between two or more variables. Because the research which is conducted by the writer is correlational quantitative research, the hypotheses are going to be statements about whether or not there is correlation between self-efficacy and speaking ability. The statistical hypothesis can be formulated as follows:

1. Alternative Hypothesis (H_a): there is a significant correlation between self-efficacy and speaking ability
2. Null Hypothesis (H_0): there is no significant correlation between self-efficacy and speaking ability