CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is the key for language learners to make a good oral interaction and establish good communication. By speaking, learners could share information, ideas, opinion to each other. Speaking become significant in order to make a good conversation and get the meaning of the discussion or information. Ur (2009:120) 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. This indicates that employing a language is more important than simply knowing about it. Besides, speaking English fluently is a must to get a good job or traveller to another country. Moreover, the increasing of the technology demands people to speak language especially English fluency.

As one of the language skills, speaking is a vital ability. Speaking is a component of communication, with the exception of listening and writing. Communication is that the method of receiving data then responding to that by providing new data. additionally, speaking may be a part of way of life and everybody ought to develop in refined and careful language. In any case, it happens in English lessons in Republic of Indonesia, wherever the teacher endlessly permits the scholars hypothesis and rarely follow also as speaking English. afterward, several students can't apply English in talking each day activities.

Leong et al (2017) make a case for that human's area unit programmed to talk 1st instead of reading and writing. That is, folks pay their time interacting orally

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instead of writing. Speaking is a crucial ability as a result of it's a capability needs direct speech. Speaking English not a simple issue as a result of the speaker should recognize the elements like pronunciation, grammar, vocabulary, fluency and comprehension. particularly students, they need to have ample ability to speak simply and effectively with others. Therefore, the teacher ought to use English directly in act with them.

Speaking is an intuitive cycle of developing implying that includes getting, preparing, and conveying information. Bahadorfar, M., & Omidvar, R. (2014) states that Speaking is a crucial part of second language learning and teaching. The mastery of speaking skills in English is a priority for many second language or foreign language learners. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language in English speaking skill, students need to learn new words and phrases. It could be useful for them to improve their knowledge of speaking. Students also need more oral practice like watching English movies by writing down new words or phrases from the movie and then practice it through sounding the dialogues even speak to themselves in front of the mirror or listening to English song by singing along with the words so that the students could be more confident to speak English. This aspect is really important for students to increase their ability to communicate with others. In speaking class, to create a good atmosphere, students should be active and brave to convey their opinion orally. Moreover, more oral practice would train them to diminish their self-efficacy and control their emotion to speak in front of the larger group.

Experience in speaking English is a key learning process that helps students become more expressive in their communication with others. Students with more expertise speaking English may find it simpler to express themselves. Students who speak in front of the class would have an impact. Because they could regulate their self-efficacy via t, the pupils are capable of thinking optimistically. According to Thornbury (2005:1), speaking is so commonplace that people take it for granted. People who are unable to talk cannot communicate with others. It would be difficult to convey ideas or information if people cannot communicate effectively. Furthermore, fluency in English speaking is extremely crucial and required for careers in tourism, teaching, and shortly. Indeed, speech has become one of the skills that must be learned in order to communicate effectively. As a result, because it is employed in daily communication, speaking is a crucial aspect of language learning.

Self-efficacy is a person's belief in his ability to finish one thing with success. That is, once a private has high self-efficacy, he believes he would do one thing. Self-efficacy is a lot of specific and restricted in scope than assurance (i.e. a basic temperament attribute regarding however assured people feel and behave in most situations), or vanity (i.e. the extent to that a private likes themself), it's usually conjointly a lot of without delay developed than self-efficacy or vanity. Self-efficacy is to boot a way stronger predictor of however effectively folks could perform a given task than either their self-efficacy or their vanity (Heslin & Klehe, 2006). Self-efficacy beliefs influence however they feel, think, encourage themselves, and act. Such beliefs turn out these various effects through four major

processes. Cognitive, psychological feature, emotional, and choice processes are among them.

Bandura (2009) stated that a powerful sense of effectiveness enhances human accomplishment and personal well-being in many ways. people that square measure assured in their skills read powerful jobs as challenges to be conquered instead of dangers to be avoided. Such a positive viewpoint promotes intrinsic interest and deep involvement in activities. They produce powerful objectives for themselves and plan to them wholeheartedly. They heighten and sustain their efforts among the face of failure. when failures or losses, they fleetly regain their sense of effectiveness. They blame failure on deficient effort or an absence of learnable data and skills. They approach threatening things with assurance that they'll exercise management over them. Such a positive approach ends up in personal action, relieves stress, and minimizes sensitivity to depression.

The researcher is curious to find out the correlation between self-efficacy and speaking skill in SMPN 2 Mengwi by observing students' ability to speak English. The researcher conducted the observation through an online class when doing a PLP 2 in SMPN 2 Mengwi. The researcher found phenomenon at school when the students have different level of speaking skill. It was found that one thing that makes the students unable to speak well enough is because they have no confidence and brave to speak in front of the class. The researcher curious about the theory by Bandura (2009) who said that there is correlation between self-efficacy and speaking skill. Those reasons make the researcher conduct the study.

Therefore, a high level of self-efficacy is very important for the students to be active in the class in order to practice speaking yet improving their knowledge

especially in speaking skill. Probably, that student's level of self-efficacy seems to give lots effect on their speaking skill. The researcher was curious to find out whether there is significant correlation between self-efficacy and speaking skill. Considering those notions, the researcher is interested in finding and researching "the correlation of students' self-efficacy and speaking skill of the seventh-grade students of SMPN 2 Mengwi in Academic year 2021/2022".

1.2 Research Problem

Based on the background of the study above, the researcher is interested in finding out more about the significant correlation of self- efficacy and speaking skill. Therefore, the research problem formulated in the form of a question as follows:Is there any significance correlation between self-efficacy and speaking skill of the seventh grade student's of SMPN 2 Mengwi ?

1.3 Objective of the Study

The objective of the study aims to solve and answer the research problem that is formulated for the study. The objective of the study is to discover the significance correlation between self-efficacy and speaking skill of the seventh-grade students of SMPN 2 Mengwi in the academic year 2021/2022.

1.4 Limitation of the Study

In this study the researcher focuses the limitation of the study is crucial to make a discussion about the research problem more specific and avoid a broad discussion. In the research study, the researcher focused on finding out the correlation of students' self-efficacy and speaking skill of the seventh-grade students of SMPN 2 Mengwi in Academic year 2021/2022 by giving them to make

a video about introduce their self and their family with the duration is about one until three minutes.

1.5   Significance of the Study

The result of this study was essentially expected to be advantageous in both theoretical as well as practical issues in the teaching and learning process especially in learning English. Theoretically, this research was expected to contribute further to support the findings of subsequent research, that the speaking skill is an important role in communicating. Practically, the finding of this present study was expected as feedback to English language teachers or as alternative way of teaching speaking of the seventh-grade students of SMPN 2 Mengwi to take the effectiveness of category Self-Efficacy in speaking.

Furthermore, the finding of this research study was predicted to be beneficial to instructors, students, and future scholars. It would be beneficial to instructors since it provides information on the correlation between self-efficacy and their students' speaking skill. Meanwhile, this research was likely to benefit students by raising their awareness of the speaking difficulty and encouraging them to practice more until they master the skill. Furthermore, the result of this research was likely to provide information for future researchers who opt to do study at a different institution.

1.6 Definition of the Key Terms

Key terms are important to be defined in order to give clear understanding of the topic. In the present study, the researcher has several key terms that are related in the research.

1. Self- Efficacy

   Self-efficacy is determined as the trust that someone possesses and the ability to drive the life and to achieve the target.

2. Speaking Skill

   Speaking skill in this research means could be defined as the ability of the seventh- grade students of SMPN 2 Mengwi giving them to make a video about introduce their self and their family with the duration is about one until three minutes by using oral language related to grammar, vocabulary, comprehension, fluency and pronunciation through video.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories relate to the study. The theoretical review was used to support and built the present study to be firmer and more based on the fact. In this review theory for the research study, it was used as references and frameworks to find out the phenomenon of self- efficacy in English speaking skill. Scientific research should be conducted based on some relevant theoretical constructs and hope to give practical significance and empirical evidence. There are two areas that concerns and discusses in this chapter include: students' self- efficacy and speaking skill.

2.1.1 Self-efficacy

Self-efficacy as "people's judgment of their skills to organize and execute courses of action necessary to achieve specific forms of performance." Self-efficacy plays an important role for the students in achieving something or finishing tasks. It is a belief that motivate the students that they can achieve a good result when they are doing tasks. According to Bandura (1994: 42), "Efficacy beliefs have an effect on self - motivation and action through their impact on goals and aspirations". People who are boosted and believe that they are able to do tasks given would try harder and never give up on finishing the task. Bandura (2009:184-185) stated that self - efficacy beliefs are developed by four principal sources of information. Those

four factors which effect someone's self-efficacy are Enactive Mastery Experiences, Social Modeling, Social Persuasion and Physical and Emotional States.

Self-efficacy means people who have belief in their ability of the performance and belief that they could success and perform well because it brings positive achievement in their lives. Since one of the most important factors to control students in speaking English is their belief on their capability, or the so-called self-efficacy as defined by Bandura (1995:2) which said that self-efficacy is "the beliefs in one's capabilities to organize and execute the course of action required to manage prospective situations". Thus, the beliefs that students have about their ability to speak could either encourage or make them hesitate to speak English in front of others in the classroom. Self-efficacy could effect the students speaking skill because students who have high level of self-efficacy would have a high level of confidence that could motivate them to perform speaking even in easiest level or most difficult level (Asakereh and Dehghannezhad, 2015).

Self-efficacy is defined in terms of individuals' perceived capabilities to achieve designated sorts of performances and achieve specific results. consistent with social cognitive theory, the events over which personal influence is exercised vary. Depending on what's being managed, it's going to entail regulation of one's own motivation, thought processes, affective states and actions, or changing environmental conditions. Self-efficacy beliefs are sensitive to those contextual factors. As such, they differ from other expectancy beliefs therein self-efficacy judgments are both more task- and situation-specific and therein individuals make use of those judgments in regard to some sort of goal.

Consequently, self-efficacy is usually assessed at a more microanalytic level than are other expectancy constructs, which, although they'll be domain specific, are more global and general self-perceptions (Pajares, F, 1996). Self-efficacy as a person's belief in his or her capability to successfully perform a particular task alongside the goals that folks set, self-efficacy is one on the foremost powerful motivational predictors of how well an individual would perform at almost any endeavor. A person's self-efficacy may be a strong determinant of their effort, persistence, strategizing, also as their subsequent training and job performance. Besides being highly predictive, self-efficacy also can be developed so as to harness its performance enhancing benefits. After outlining the nature of self-efficacy and the way it results in performance and other work-related outcomes, the measurement and sources of self-efficacy are going to be discussed. We conclude by briefly considering whether it's possible to possess an excessive amount of self-efficacy.

Self-efficacy is a person's belief in his ability to complete something successfully. That is, when an individual has high self-efficacy, he believes he can do something. Self-efficacy is more particular and limited in scope than self-confidence (i.e. a basic personality attribute relating to how confident individuals feel and behave in most situations), or self-esteem (i.e. the extent to which an individual likes themself), it's generally also more readily developed than self-efficacy or self-esteem. Self-efficacy is additionally a much stronger predictor of how effectively people would perform a given task than either their self-efficacy or their self-esteem (Heslin & Klehe, 2006). Self-efficacy beliefs influence how they feel, think, motivate themselves, and act. Such beliefs produce these diverse effects

through four major processes. Cognitive, motivational, emotional, and selection processes are among them.

Bandura (2009) stated that a strong sense of efficacy enhances human accomplishment and private well-being in many ways. People who are confident in their talents view tough jobs as challenges to be conquered rather than dangers to be avoided. Such a positive viewpoint promotes intrinsic interest and deep involvement in activities. They create tough objectives for themselves and commit to them wholeheartedly. They heighten and sustain their efforts within the face of failure. After failures or losses, they swiftly regain their sense of efficacy. They blame failure on insufficient effort or a lack of learnable information and abilities. They approach threatening situations with assurance that they would exercise control over them. Such a positive approach leads to personal achievement, relieves stress, and minimizes sensitivity to depression.

Self-efficacy is significant for the students to attain achievement and better learning out comes. When faced with a seemingly difficult task, students with high self-efficacy would not give up, but would continue to work hard to solve it because they believe they could complete the task well and get better scores. Students' beliefs about their abilities to create better performance in any particular situation, in another word are named as self-efficacy. According to Zimmerman (2000), self-efficacy beliefs are conceptually and psychologically different from closely related structures such as outcome expectations, self-concepts, and perceptual control. It very important for teachers to emphasize their method of speaking go along with students' self-efficacy an old paradigm, teacher does not teach speaking while just sit in the corner of the class and only give an explanation of the material.

Aspect of Self-efficacy there are three indicators such as Be confidence to share their ideas in target language, motivated to improve performances, produce diverse effects through four major processes. Cognitive, motivational, emotional, and selection processes (Heslin & Klehe, 2006). The researcher used three indicators of self-efficacy in students speaking skill questionnaire such as level of magnitude, the strength, and generality. The first is level of magnitude. Level or magnitude measures the difficulty level (easy, moderate, and hard) an individual feel is required to perform a certain task. It means having the ability to perform the speaking tasks. The second is strength it means Having the strength to perform successfully at diverse level of difficulties. the strength is the certainty of successfully performing a particular level of the task difficulty. The strength that means the amount of conviction an individual has about performing successfully at diverse levels of difficulty. The last is generality of self-efficacy refers to the degree to which the expectations are generalized across situations. It means Having the strength and beliefs and ability to generalize across tasks and situations.

2.1.2 Speaking skill

Students' speaking skill is ability that should be mastered by the students in term of communicatively when the students perform in front of the class and make audiences understand about the topics that would be deliver using English. Thornbury, S. (2005) Speaking is such a lot a part of lifestyle that we take it without any consideration. during this sense, speaking is like all other skill, like driving of playing a musical instrument: the more practice you get, the more likely it's you'll be ready to chunk small units into larger ones.

Speaking is the most effective way for communication because it deals with oral communication that is simpler than written communication. Many languages learners regard speaking skill because the measure of knowing a language. These learners define fluency because the ability to converse with others, far more than the power to read, write, or comprehend oral language. They regard speaking because the most vital skill they can acquire, and that they assess their progress in terms of their accomplishments in spoken communication (Boonkit, K, 2010).

Since one of the most important factors to control students in speaking English is their belief on their capability, or the so-called self- efficacy as defined by Bandura (1995:2) which said that self-efficacy is "the beliefs in one's capabilities to organize and execute the course of action required to manage prospective situations". Thus, the beliefs that students have about their ability to speak could either encourage or make them hesitate to speak English in front of others in the classroom. Self-efficacy could affect 23 the students speaking skill because students who have high level of self-efficacy would have a high level of confidence that could motivate them to perform speaking even in easiest level or most difficult level (Asakereh and Dehghannezhad, 2015).

Speaking is one among the four macro skills to be developed as a way of effective communication in both first and second learning contexts. within the English as a far-off Language (EFL) pedagogy environment, the way to increase speaking competence and confidence for undergraduate students tends to be an important question among instructors. This concern led to a qualitative research design as an action study during a regular course employing a task-based approach.

Speaking is productive skill within the oral mode. it's just liked the other skills, is more complicated than it seems initially and involves quite just pronouncing words.

Speaking skill is that crucial skill to accumulate foreign or second language learning. Among the four key language skills, speaking is deemed to be the foremost important skill in learning a far off or second language. Rao (2019) stated that speaking is that the most vital skill among all the four language skills so as to speak well during this global world. As English is widely used everywhere the planet, there's a requirement for learners to accumulate the communication skills of it to get success in their respective fields. Thus, the classroom is that the ideal platform to accumulate good communication skills, especially, speaking skills.

Brown (2007) states that the criteria used to evaluate students' performance. In English speaking skill, Brown (2007) suggests that there are six criteria to assess it. There are; pronunciation, fluency, grammar, vocabulary, discourse feature and task accomplishment. In this research study, the researcher uses two kinds for assessing English speaking skill; scoring rubric and questionnaire. The researcher uses oral speaking test for the activity of assessing English speaking skill.

2.2   Empirical Review

The empirical review is the review of relevant researches that conducted in which it reviews the previous researches that would relevant to the research. Empirical evidence could help the researcher avoid unintentional replication of the previous findings of the studies, and to clarify as well as define the concepts of the study. In conducting this study, the researcher investigates a correlation between self-efficacy and speaking skill. Several researches have been done related to this

research study which discussed about correlation between self-efficacy and speaking skill.

The researcher has found similar previous study. It was done by Desmaliza (2017). The purpose of this study was to find out the fact that learning English for a long time, most understudies couldn't have the option to rehearse and talk in the class or out of class. One of the variables is self-adequacy (SE). However, there has not yet extensive examination on the connection between self-efficacy and talking capacity particularly in lower optional level of the understudies. Accordingly, this exploration plans to discover the connection between the understudy's self-efficacy and talking ability at lower level, at 7th grade understudies at SMPN 2 Curug, Tangerang. A quantitative strategy was utilized. The investigation of relationship uncovered that there is a critical connection between simply the understudy's adequacy and the understudy's talking expertise at 7th grade understudies. In this way, the English educators should assist the understudy with expanding the understudy's self-efficacy in talking ability as it could encourage the understudy's energy in learning. The result showed there was a significant correlation between the student's self-efficacy and the student's speaking skill at seventh grade students in SMPN 2 Curug Tangerang.

In the research, it was found that it is crucial for teacher to help students to increase their students' self-efficacy and keep maintaining it to enhance students' English-speaking skill in the future. There was also found limitation. This research has several limitations since the research was conducted only in one school. Besides, the respondents were only the seventh-grade students, and therefore, it is quite

difficult to define surely if self-efficacy can influence the student's achievement in learning speaking widely.

The researcher has found similar previous study. It was done by Melayanti (2020) The analysis aims at sorting out the correlation between self-efficacy and speaking talent of the tenth-grade students of SMAN 6 Denpasar in school year 2019/2020. there have been 2 variables: self-efficacy (X) and speaking skill(Y). In taking the analysis, cluster sampling was applied. the themes were the tenth-grade students of SMA N 6 Denpasar in school year 2019/2020. there have been seventy subjects that carries with it thirty-six males and thirty-four females. style the planning the look} was reciprocally analysis design. In grouping the information, the researcher used 2 instruments that were self-efficacy form consisted of twenty-seven things and monologue speaking take a look at. the information was analyzed by victimization Pearson Product Moment Correlation in IBM SPSS Statistics twenty-six.0. in step with the results of the analysis and applied mathematics calculation, it's found that r was zero.727. It shows that there's important correlation between self-efficacy and speaking talent of the tenth-grade students of SMAN 6 Denpasar in school year 2019/2020, it lies between zero.600 – 0.800 that is in high level. The result of this study showed that Ha was accepted. It means there is a significant correlation between self-efficacy and speaking skill of the tenth-grade students of SMAN 6 Denpasar in academic year 2019/2020.

The researcher found similar strength and weakness the research has lack of theory, but the strength of the research was strong at instruments that were used.

2.3   Hypothesis

Hypothesis is presumptions or assumptions that must be tested through data or facts obtained through research. According to Singh (2006:54) hypothesis is defined as a tentative solution of the problem. Thus, the hypothesis is a guide for the researcher in exploring the desired data. The hypothesis proposed by the researcher is a directional hypothesis. A directional hypothesis is a prediction 14 made by a researcher regarding a positive or negative change, relationship, or difference between two variables of a population. This prediction is typically based on past research, accepted theory, extensive experience, or literature on the topic. Therefore, the researcher has formulated that the independent variable is predicted to affect the dependent variable. The researcher assumes there is a positive correlation between self-efficacy and English-speaking skill.