CHAPTER I

INTRODUCTION

This chapter comprises the background of the study, statement of the problem, hypothesis, and purposes of the study, significance of the study, scope and limitation and definition of key terms.

1.1 Background of the Study

English Language is growing into a language of the world due to the fact it becomes (co)-official language in 53 countries worldwide (Sophia, John and Paul 2012: 9). As matter a fact, English in Indonesia stands as EFL or English as Foreign Language. It caused Indonesian Students should learn vocabulary, pronunciation and grammatical structures. Learning using such a way will be indeed more difficult as one get older.

Today, Indonesia is facing AEC (ASEAN Economic Community) that gives many opportunities to enlarge his or her carrier. However, there is one issue that can be an obstacle towards our competiveness in AEC that is communication. Since ASEAN are divided into some countries which have different languages then English considered being lingua franca among ASEAN countries. Regarding as mentioned before, Indonesia as one of the countries of non-native speakers, should have a really big concern to improve teaching and learning English at school.

The ultimate goal of learning English is the students are able to master all of the English macro skills that are listening, speaking, reading, and writing.
However, the most dominant prerequisite in most field demands someone has to be able to speak English well. Moreover, from those four skills, students think that speaking skill is basic skill they need to master. As regarding before, speaking skill appears implicitly the most essential skill to be conquered. According to Harmer (2013:343), the requirements of speaking English fluently are, students should be able to pronounce accurately, utilizing appropriate stress and intonation patterns and speak in connected speech.

Ironically, speaking turned into a difficult one due to various factors, according to Afisa’s findings (2015:3), students have limited vocabulary that make them difficult to understand conversations, hard to pronounce particular words since the difference of writing and pronouncing English words, confuse to arrange words, feeling unconfident to speak English. Hence, students need amount of practices and gradually feeling confident to speak English.

Confidence or self-assurance will emerge when students believe in their own abilities. Theoretically, students’ beliefs about their abilities to create better performance in any particular situation, in another word are named as self-efficacy. According to Bandura (1998:1), “a strong sense of efficacy enhances human accomplishment and personal well-being in many ways”. Bandura claims that people or students who have high assurance or self-efficacy approach obstacles as challenges then they can easily reduce their stresses in order to attain their goals progressively. Furthermore, Gulten, Emine and Savas’s Findings (2016:53), revealed that EFL Turkish students typically exhibited medium scores in English self-efficacy. Thus, self-efficacy is one of the factors that can lead students coping with the speaking learning challenges.
It is a must for teachers to emphasize their method of speaking go along with students’ self-efficacy. Based on Rahimi and Abedin’s findings (2009), self-assurance of language abilities are able to affect students’ language achievement negatively or positively depending on the strength of their efficacy belief (Cited in Gulten, Emine, and Savas, 2016:54). Moreover, Teo and Hetthong’s study (2013) proved students with high self-efficacy attain good scores in writing test meanwhile students with low self-efficacy achieve lower scores as well (Cited in Yesi et. al 2014:51). Hence, self-efficacy has an actual effect toward students ‘speaking achievements.

Based on pre observation in SMAN 02 Batu, it was found that most of eleventh grade students are reluctant to speak English. They would rather be quite or answering using native language when they are questioned by English teacher. It occurred since they believe their speaking is not good. Therefore, the researcher wants to investigate the speaking difficulties arise in eleventh grade at SMAN 02 Batu. Then, it would be interesting if researcher examines the relationship between self-efficacy belief and students’ speaking achievements at eleventh grade of SMAN 02 Batu.

1.2 Statement of The Problem

Following the background of the study, the researcherformulates one research question from the problem exposed in order to shape the focus of this present study. The research question formulated as follow: Is there any relationship between self-efficacy belief and students’ speaking achievements at eleventh grade of SMAN 02 Batu?
1.3 Purpose of The Study

In line with formulated research question, one of purpose of the study is becoming the target of study. The purpose of the study is to investigate the relationship between self-efficacy belief and students’ speaking achievements at eleventh grade of SMAN 02 Batu.

1.4 Hypothesis

The following hypotheses are formulated and test at 0.005 level of significance. Those hypotheses are:

\( H_0 = \) There is no any significant relationship between self-efficacy belief and students’ speaking achievements at eleventh grade of SMAN 02 Batu.

\( H_1 = \) There is significant relationship between self-efficacy belief and students’ speaking achievements at eleventh grade of SMAN 02 Batu.

1.5 Significance of the study

This research has theoretical and practical benefits. Theoretically, after doing the research, the researcher hopes that the result can be a benchmark for students in their speaking achievements for one semester. Students can see how well they are in speaking in order to improve their quality of speaking skills. Students are able to pass the difficulties encountered after they increase their speaking achievement.

Meanwhile, practically, firstly for students, the researcher hopes this research gives positive influences for students and gives them motivation in learning English. The students can improve their speaking better than before, so they will
gradually feel confident speaking English. Secondly for teachers, the researcher hopes, after knowing the result, the teacher will improve their quality of teaching English especially in speaking skill. It will help students in improving their speaking. Also Teachers can provide interesting activity to increase students’ confidence toward learning English, so students can easily practice their speaking skills. Lastly for future researcher, the researcher hopes that this research might be useful for other researchers as eligible reference for those who will carry out in the similar topic.

1.6 Scope and Limitation

The scope of this study will focus on the relationship of self-efficacy belief and students’ speaking achievements at eleventh grade of SMAN 02 Batu. Furthermore, this research is limited only on eleventh grade IPS of SMAN 02 Batu.

1.7 Definition of Key Terms

To avoid misunderstanding, the researcher would like to give some definition of key terms that are correlated in this research. The researcher hopes those definitions will help the readers to understand this research. The definitions are:

1. Self-efficacy: “Peoples beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives”, (Bandura:1998).
2. Speaking Skill: Students’ ability to interact with others orally in a real time. Speaking makes students are able to express ideas, knowledge, information and feelings. (Torky: 2006)