

CHAPTER I

INTRODUCTION

A. Research Background

Speaking is one of the four large-scale foundational skills for successful communication in any dialect, especially when speakers are not using their native language. As English around is used as a communication tool, especially in the web world, English skills need to be created alongside other skills so that this unified talent improves communication with English speakers and other members of the world. community. As an important part of conversation activities, Bailey (2005) and Goh (2007) discussed how to improve oral expression progress, involving curriculum plans, teaching standards, types of activities, and speech materials and assessments.

There is a factor that can affect English-speaking students, a student control factor in English speaking their faith and belief in their skills, or what is called self-efficacy. In other words, self-efficacy can be seen as the belief that people can do the thing, they are trying to do such as achieving goals and performing tasks competently.

Self-efficacy is a person's belief in their ability to do something successfully. In other words, self-efficacy can be the assurance that a person accomplishes a task by motivating himself to be successful under explicit circumstances (Bandura, 1997). there is another opinion on the definition of self-efficacy, according to Santrock (2007) self-efficacy is confidence in one's ability to dominate the situation and produce something beneficial.

There are some factors that affect self-efficacy and one of them is Experience masters something, which is past performance. In general, successful performance will increase individual self-

efficacy, while experiences of failure will decrease. It makes strong self-efficacy and evolves through a series of successes; the negative impact of a common failure will be reduced.

Researcher took SMAN 1 Pemangkat as a research site. Researcher made pre-observations at SMAN 1 Pemangkat on the influence of self-efficacy on the speech ability of 11th IPA 2nd graders. Based on pre-observation, researcher found that during an internship at SMAN 1 Pemangkat in a span of approximately 3 months, students there did online learning or study at their respective homes. That makes students more passive in carrying out home learning activities in the cause that students only accept assignments from teachers to work on and less interaction between teachers and students. In the teaching process, students are provided with material by the teacher who's been prepared. At a time when English lessons with Speaking-related materials, students seemed hesitant in delivering ideas that were in the mind of the assemblage, rather students were unsure of their English-speaking skills, indirectly students showing a symptom related to self-efficacy. It's interested in research there. Based on pre-observation results that have been obtained, researcher want to find out whether the influential aspect in student self-efficacy has on speaking ability as well as what influence from self-efficacy has on students' speaking ability in this high school.

A previous study by Melayanti (2019) on “correlation Between Self-Efficacy and Speaking Ability in Grade 10 N 6 Denpasar High School in the 2019/2020 School Year”. There are two variables: self-efficacy (X) and the ability to speak (Y). In the results of this study, H_a was accepted. This means that there is a significant correlation between self-efficacy and the ability to speak in tenth grade N 6 Denpasar High School in the 2019/2020 school

year. Based on the calculation of the correlation between self-efficacy and speaking skills in Grade 10 N 6 Denpasar High School in the 2019/2020 school year, the result is 0.727 from the Pearson Product Moment table. According to the odd correlation table, the result of 0.727 is considered a high correlation (0.6000.800) between the variable X (functionality of operation) and the variable V (management skills).

Another previous study by Allimuddin (2020) on "Exploring Students' Self Efficacy in Speaking Performance in Indonesian EFL Classroom". To know anything the self-efficacy level of students in oral performance, the researcher distributed questionnaires to students using the Likert scale as a shape of the questionnaire. After doing this study, the researcher ranked their self-efficacy levels with the scores they got. In addition, the results of this study showed that there were 9 students (30%) who had a low rate of oral self-efficacy, 17 students (56.7%) who had a moderate rate of oral self-efficacy. oral self-efficacy and 3 students (10%) who had the biggest rate of self-efficacy in oral performance. Therefore, it can be concluded that most of the students have a moderate level of self-efficacy in oral performance.

Previous studies showed little similarity to the current analysis. However, several variations also arise, especially in terms of various populations and samples for analysis, as well as the goals of research and research methodology. In addition, this analysis is critical to do because of the large number of differences that exist within the study and made the research completely different from previous studies.

Based on the above explanation, it can be understood that self-efficacy affects the students' speaking ability. Due to these affecting factors, most hesitate to speak English. In this study,

researcher will conduct research at SMA N 1 Pemangkat. Because there are students interested in English classes, especially speaking. Because speaking English is fun. Teachers also encourage research in such places.

B. Research Questions

This study aims to answer seemingly simple questions, as follow:

1. How is the self-efficacy and speaking ability of eleventh grade students at SMA N 1 Pemangkat in the academic year 2021-2022?
2. How is the correlation of self-efficacy on students' speaking ability?

C. Research Purposes

This study aims to answer seemingly simple questions, as follow:

1. To find out students' self-efficacy and students' speaking ability of eleventh grade students at SMA N 1 Pemangkat.
2. To find out the correlation of self-efficacy on students' speaking ability.

D. Significances of The Research

A good study should provide important benefits and impacts for subject which is researched, environment, information, and further research. In this study, two significances obtain from the point of theory and practice.

1. Theoretical Significances

A literature review can help researcher determine whether a topic is worth researching. Creswell also stated that researcher can limit the scope needed in an investigation (Creswell, 2014). Thus, researcher believe that this study can provide a greater contribution for students to be more aware and increase their abilities and in the end can achieve a better achievement and the

researcher believe that the goals of Indonesian education can be achieved quickly.

2. Practical Significances

- a. For teachers, this study for the teacher is very useful to know what can affect students' speaking ability, and teachers can also help students in improving students' speaking ability by seeing how much influence from self-efficacy students have.
- b. For students, this research can be an evaluation for students of their speaking ability, especially in improving English speaking ability as well as raising their awareness that speaking in English is not a difficult thing.
- c. For the researcher, this research can be a meaningful understanding of the influence of self-efficacy on students' speaking ability.

E. Scope of The Research

The study in this future thesis was quite specific and could not answer all the related questions and the researcher would do it as best he could. the following explaining what was done and not done was done in the study, while recognizing that all of this would be an important field for future investigation.

1. Research Variables

Variables are anything that can be codified and have multiple meanings (e.g. income, gender, age, height, attitude to school, depression score, etc.). Variable types are quantitative (or continuous) and qualitative (or categorical). A quantitative variable is a variable whose number or value is measured in such a way that it represents a quantity (Urdan, 2005: 3). The variables used in this study are independent and dependent variables, in this

study, the variables are written in the form of x and y, where x is intended for self-efficacy as the independent variable, while the variable y is for speaking ability as the dependent variable.

2. Terminology

The following definitions are provided to ensure the uniformity and understanding of these terms throughout the study:

a. Self-Efficacy

Self-efficacy is an individual's belief in their ability to handle situations and produce something profitable. According to Santrock (2007), self-efficacy is an individual's belief in their ability to manage situations and produce something profitable. In other words, self-efficacy may be a belief in an individual's ability to succeed in a particular situation.

b. Speaking Ability

Speaking is the capacity to articulate enunciation of sounds or words for communicating, expressing, and conveying considerations, thoughts, and feelings. According to Brown (1994), speaking is intuitively prepared for building meaning that includes creating and getting and handling data.