CHAPTER I
INTRODUCTION

A. Background of the Research

Every people need communication skill to understand each other. So that speaking skill is very important to learn and develop by the students. According to Cameron, speaking is one of the skills to produce good oral communication so the listener will understand what the speaker said.[1] Speaking is a verbal activity to share people's feelings or ideas so the interlocutor or listener can understand the topic. Sayuri argues that speaking is required for communication, conveying information, and building relationships among people worldwide because it is one of the skills needed for conversation.[2] Speaking activities are intended so that someone can share their feelings, experiences, and opinions with the other person.

Students need to master the skill of speaking. Yet, communicating in English is difficult, especially for EFL students, since English is not their mother language. Some problems often occur in speaking activities that make it sometimes difficult for students to express what they want to say,

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[1] Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001), 41.

[2] Sayuri, "Problems in Speaking Faced By EFL Students of Mulawarman University," *Indonesian Journal of EFL and Linguistics*, Vol. I, No. 1 (2016): 49.

such as fear of making mistakes in grammar or lack of vocabulary. It makes them anxious when facing pretty challenging events. Anxiety in foreign language learning often occurs among students. According to Brown, foreign language anxiety is a sense of intimidation and incapability to learn a foreign language.[3]

Anxiety problems in learning foreign language activities often occur when students face challenges that they think are difficult. English speaking barriers makes students feel uneasy in learning to speak. As an EFL student, most of them have English speaking barriers because it is not their mother language and they have difficulty pronouncing it. Moreover, Riadil states that students' English speaking barriers are because lack of vocabularies, grammar, and pronunciation for linguistics problem. And there are speaking problem that affects student' emotional and physical condition such as lack of confidence, nervousness, and feeling shy.[4]

English speaking problems and the self-efficacy problem in students' learning also happened at Al-Mizan Islamic High School. Based on the researcher's preliminary observation, new students will go through the introduction stage of learning English for a year. As their education level moves to a higher grade, students struggle to learn foreign languages,

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[3] H. Douglas Brown, *Principles of Language Learning and Teaching*, *Pearson Education*, 5th ed. (San Francisco: Pearson Education, 2007), 162.

[4] Ikrar Genidal Riadil, "A Study of Students' Perception: Identifying EFL Learners' Problems in Speaking Skill," *International Journal of Education, Language, and Religion,* Vol. II, No. 1 (2020), 32.

especially English. Students must communicate in foreign languages, including English, in their daily. The material that needs to be studied is getting deeper and more complex. This challenging material makes students doubt their abilities. They tend to think negatively about things that will happen if they don't make it. However, it is not uncommon for students to find it challenging to learn English more deeply because the level of complexity increases along with the level of English they learn at school. In this case, students are having anxiety about foreign language learning and it affects their self-efficacy because of the complexity of the English lesson, which is getting more difficult, especially if they are assigned to do speaking practice in front of the class.

Self-efficacy is the belief in individual's ability to plan and carry out the actions necessary to achieve specific goals.[5] To reach the goal, students need motivation and a plan so that they can do the task required. Self-efficacy is often defined as beliefs in individual behavior in their ability to perform a specific action to master a problem situation.[6] Self-efficacy will make students believe in themselves when faced with something difficult and not perceive it as a threat so that they do not have many reasons to avoid it and will face it.

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[5] Albert Bandura, *Self-Efficacy: The Exercise of Control* (New York: W. H. Freeman and Company, 1997), 3.

[6] James E Maddux, *Self-Efficacy, Adaptation, and Adjustment : Theory, Research, and Application* (New York: Plenum Press, 1995).

Self-efficacy is essential in developing English-speaking skills. Students may have negative thoughts when the teacher asks them to speak in English. They feel afraid of making mistakes and having barriers to face the speaking task. So, self-efficacy has its levels depending on the students themselves. Students with high self-efficacy will prepare their best to face it, while students with low self-efficacy tend to consider the challenge a threat.

However, to carry out the task, students must have a strategy to deal with it so that they can pass the task. Students must have their strategy for doing English-speaking tasks. According to the current curriculum that is applied in Indonesia, learning strategies put a lot of students' roles in a more active roles than the teacher's. To actualize successful learning outcomes, every student has a different learning strategy. Effective learning strategies for students will also produce good learning outcomes.

According to Camot, learning strategies are the deliberate actions and feelings we use to understand, archive, and remember new information and skills.[7] This also correlated to Schmek in Jamaluddin et al., that learning strategy is a component of the process to ensure the learning objective is

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[7] Anna Uhl Chamot, *Learning Strategy Instruction in the Foreign Language Classroom : Speaking* (Washington: ERIC Clearinghouse, 1990), 1.

fulfilled.[8] Students have strategies that are applied in their learning to achieve meaningful learning so they can clearly understand what they are learning. The strategies that students use will be varied. Learning strategies are carried out so that students are able to undergo learning activities easily according to their abilities.

From the discussion above, the researcher wants to examine how students' learning strategies towards their self-efficacy so they can do the speaking activities in class well. The researcher will conduct research entitled "EFL Students' Learning Strategies Towards Their Self-Efficacy in Speaking Skill." This research conducted at Al-Mizan Islamic Boarding School with the consideration that this school is a high school level with an environment supported with full 24-hour bilingual implementation in daily activities, which is unique from previous research.

B. Identification of the Problem

Based on the explanation of the background study above, the identifications of the problem are below:

1. EFL students lack of self-efficacy in facing speaking skills.

2. EFL students lack of English skills, especially in speaking.

3. EFL students are afraid of making mistakes in speaking English.

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[8] Nor Sa'adah Jamaluddin et al., "A Review of Learning Strategies towards Learning Outcome," *International Journal of Social Science and Human Research*, Vol. IV, No. 12 (2021), 3467.

4. EFL students are having difficulty with their English speaking skills.

C. Scopes and Limitation of the Research

The researcher set the limitation of the discussion in the study so that the discussion is not too broad and does not get out of its true meaning. In this study, the researcher will find out the students' learning strategies towards their self-efficacy in speaking skill activities. The scope of this research is this research will only focus on EFL students' learning strategies in grade 11th A towards their self-efficacy in speaking skills in public speaking or muhadharah activity.

D. Formulation of Problems

Based on the background of the research, the researcher has formulated the problems:

1. What are the EFL students' learning strategies in speaking skills?
2. What are the EFL students' self-efficacy in speaking skills?
3. What are the difficulties faced by EFL students in speaking skills?

E. Objectives of The Research

Based on the formulation of the problems, the objectives of this research are as follows:

1. To find out the detail about EFL students' learning strategies in speaking skills.

2. To find out about the EFL students' self-efficacy in speaking skills.

3. To find out about the EFL students' difficulties in speaking skills.

F. Significance of The Research

This research is expected to provide new insights regarding the EFL students' side in applying their language learning strategies and their self-efficacy in speaking skill, for readers, students, teachers, and future researcher both in theory and practice.

1. Theoretically, this research is expected to provide more about self-efficacy and EFL students' language learning strategies towards their self-efficacy that can be applied in students' language learning activities. In addition, students, teachers, readers, and future researcher can also know and understand well the discussion of self-efficacy in English learning activities.

2. Practically, this research is expected to provide new insights for teachers to find methods of teaching speaking skills that are in accordance with student circumstances and student language learning strategies so that learning objectives can be fulfilled. Also for the students, this research is expected to know various

strategies in language learning language so that they can be applied in their learning activities.

G. Previous Research

Self-efficacy has a relation with the learning of the English language. The researcher has found some of the previous studies for this research.

The first study was carried out by Jenny Montano-Gonzales and Marco Cancino in 2020 under the title *Exploring the Relationship Between Language Learning Strategies and Self-Efficacy of Chilean University EFL Students*. It investigates about the relationship between language learning strategies and self-efficacy and the use of students' language learning strategies in learning a foreign language. This study was conducted with mixed-methods research and used questionnaires and interviews to collect the data. It showed that the students are medium strategy users and need to increase their language learning strategies to be more effective in learning English. A significant positive relationship was found between language learning strategies and self-efficacy. The similarity with this study is that both examined self-efficacy and learning strategies applied by students in English language skills. However, this study only discusses the relationship between self-efficacy and learning strategies and does not focus to the detail of EFL students' language learning strategies and self-efficacy in

speaking. Differences were also found that in this present study carried out using qualitative methods and with high school students.

The second study was conducted by Mohd Iqbal Ahamad and Nabilah Abdullah in 2019 titled *Self-Efficacy and Language Learning Strategies as Determinants of Students' English Language Proficiency*. This study was carried out with quantitative design and using questionnaire as the instruments of the research. This research investigates the relationships between self-efficacy belief and language learning strategies, with English language proficiency. The result shows that the UNITEN students are having a high self-efficacy in speaking, reading, and listening. And moderate self-efficacy in writing. Memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, and social strategy reported have a slight relationship with students' English language proficiency. The difference between Ahmad and Abdullah research and present research the research objective is to look for the relationship between self-efficacy and language learning strategy only and not in detail. Meanwhile, in the present study, the objective is to obtain details information regarding the language learning strategies and self-efficacy used by students. And the similarity is that the both of the research are discussed and explore about the student's language learning strategies and self-efficacy in English learning.

The third study was conducted by Efrika Siboro, Antonius Setyawan Sugeng NA, and Charito A Quinones in 2022 with the title *Exploring the Level of Students' Self-Efficacy in Speaking Class*. This study was carried out with mixed-method research with the questionnaire and in-depth interview as the instruments of this research. This research investigating about the level of students' self-efficacy toward their speaking ability. It shows that students are identified to have a slightly high level of self-efficacy in the magnitude and generality dimensions but a very high level of self-efficacy in the strength dimension. This study concludes that the participants have fairly high self-efficacy, as shown by their magnitude and strength. The similarity between Efrika's research and this study is that both studies discuss the topic of student self-efficacy in English language skills. However, this research does not discuss how students' strategies can be at a high self-efficacy level, so that it becomes a gap with this research.

The gap between present research and previous research is that present research was carried out at high school level, specifically at Al-Mizan Islamic Boarding School, with an environment that supported the implementation of 24-hour bilingualism in students' daily activities. Previous research did not examine details related to student learning strategies. Also, in previous research in Ahmet and Abdullah's research,

they recommended conducting research on similar topics using qualitative methods. So, different methods and subject are the gap in this research.

H. Organization of Writing

In this study, the researcher organized the research into several chapters as follows.

Chapter I is about the introduction of this research. It is explained how the background of this research, identification of the problem in the research, research problem formulation that are arranged according to the background of the research, objectives of the research, significance of the research, and previous study.

Chapter II is about the theoritical of this research. This chapter explains the definitions and explanation about speaking, language learning strategies, and sef-efficacy.

Chapter III is about the methodology used in this research. This chapter explains about the research design that will be used in this study. Mentioned methods, location and subject, technique of data collection, and data analysis.

Chapter IV is about the findings of the research and discussion. This chapter describes about the data found and the explanation of the finding.

Chapter V is about the conclusion and suggestion. This chapter presents the research conclusion and suggestion for the future researcher.