

CHAPTER I

INTRODUCTION

A. Background of the Study

According to Educational Testing Service (ETS) Global, English is the third most widely spoken language in the world, out of other 6500 spoken languages in the world today, making English one of the most taught languages, and commonly used around the world as a trade language or diplomatic language. One of the importance of learning English as foreign language is that as foreign language, English can be used as instruction in a particular educational unit to the learning process of foreign language students. Parupalli Srinivas Rao, an English Lecturer in King Faisal University, in his study elucidated the dominant use of English in various of sectors globally, starting from Science and Technology field, International Job Market, Business, including the Education field.¹ English also considered as the most widely used language on the internet. Deciding not to study English means missing out lots of information and opportunities available.

In learning English as foreign language, there are four English language skill which must be possess; listening, speaking, reading, and writing. Speaking is a productive skill which used dominantly in daily life, and as one of English language skills, needs to be learnt all over again as a foreign language.² One of the goals in learning English is to produce the language itself. In this context, speaking skill is as important as other skills in learning English as foreign

¹ Parupalli Srinivas Rao, "The Role of English as a Global Language," *Research Journal of English (RJOE)* 4, no. 1 (2019), 76.

² Scott Thornbury, *How to Teach Speaking* (London: Pearson Education, 2005), 1.

language. Generally, what makes speaking skill important is because an effective speaker can gain the attention of the audience and hold it till the completion of their message.³ Many nations serve English as *lingua franca*, and it's been taught and spoken in many countries, sums up why it is important for each speaker to understand each other's idea. Speaking skill also enhances one's lives, such as in terms of gaining information and ideas, and enhancing one's career path.⁴

Being non-English speaking students, made many students experiencing difficulties in speaking English as foreign language, especially when they are in a public space. Nasim Danesh Tahsildar and Adela Kabiri, experienced EFL teachers in an Afghanistan University, witnessed many students with high grammatical, lexical, and phonological competences, but very low when it comes to speaking.⁵

In the BBC English Training Specialist Serang (BBC-ETS) environment, the experience is almost identical with what Tahsildar and Kabiri experienced in Afghanistan University. Students with high English academic achievements remain to experience difficulties in producing the English language itself, briefly, in speaking English. Most of the students stated that their lack of activeness in speaking English is because their lack of confidence, social anxieties, shyness, nervousness, etc. Physically, the students tend to experience sweating, stuttering, and even shaking while speaking foreign language, but feeling otherwise afterward.

³ Sadullayeva Nilufar Kadamovna, "The Importance of Speaking Skills for EFL Learners," *International Journal of Innovations in Engineering Research and Technology (IJIERT)* 8, no. 1 (2021).

⁴ Kadamovna, "The Importance of Speaking Skills for EFL Learners," 1.

⁵ Nasim Danesh Tahsildar and Adela Kabiri, "The Relationship Between Afghanistan EFL Students' Academic Self-Efficacy and English Language Speaking Anxiety," *Academy Journal of Educational Sciences* 3, no. 2 (2019), 190.

Self-Efficacy is interpreted as any person's reliance in their own capacity in doing a certain task.⁶ Feeling unsure and anxious about one's capability in doing certain things and actually failing in doing it, but succeeding in otherwise is what Self-Efficacy is about. Specifically, Self-Efficacy is the beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations, and it influences how people think, feel, motivate themselves, and act.⁷ These beliefs can be developed by four main forms of influences; mastery experiences (ME), vicarious experiences (VE), social persuasions (SP), and physiological and affective states (PAS).⁸ In Physiological and Affective States, Bandura stated that most of people measure their capability by somatic information which conveyed by their physiological and emotional states.⁹ Meaning the thought where they are vulnerable and dysfunction when they are experiencing such things that are mentioned above (sweating, stuttering, and shaking) in certain situation. On top of that, most of people also feels capable when they are not dominated by aversive arousal rather than when they are under pressure and internally agitated.

Based on the background above, the researcher intended to conduct this study titled: **Physiological and Affective States of Self-Efficacy on English as a Foreign Language Learners' Speaking Activities** by the reason of lack in speaking activities. The researcher aims to find the students' perspective towards their perceived personal Self-Efficacy on the students of Intensive Dynamic Conversation (IDC) program in BBC-ETS Serang.

⁶ Albert Bandura, *Self-Efficacy: The Exercise of Control* (New York: W. H. Freeman and Company, 1997), 2.

⁷ Albert Bandura, "Exercise of Personal and Collective Efficacy in Changing Societies.," in *Self-Efficacy in Changing Societies.*, ed. Albert Bandura (Cambridge: Cambridge University Press, 1995), 3–5.

⁸ Bandura, *Exercise of Personal and Collective Efficacy in Changing Societies.*, 3–5.

⁹ Bandura, *Self-Efficacy: The Exercise of Control*, 109.

B. Identification of the Problem

Based on the background explanation above, the researcher identifies the problem of the study which will be investigated in this study: students in the conversational program class, and is considered as the highest level of program in the institution, still find difficulty in their English-speaking activities.

C. Formulation of the Problem

Based on the statements above, the formulation of the problem are as follows:

1. How do the students experience physiological and affective state in English speaking activity in class?
2. How do the students perceive their physiological and affective states during English speaking activity in class?

D. Focus of the Study

This study is focusing on one of Self-Efficacy source: Physiological and Affective States, proposed by Bandura. There are many factors which make speaking difficult, but the most prominent is the lack of self-efficacy belief of the students, which almost identical with Bandura's Self-Efficacy theory. Majority of the difficulties that students face in speaking activity often comes from physical and emotional state. Therefore, the researcher is intending to investigate the students' perceptions towards Self-Efficacy in speaking, and the students' physical and emotional states in speaking English. This study is conducted on the Intensive Dynamic Conversation (IDC) class students of BBC-ETS Serang.

E. Objectives of the Study

Based on the statement above, the objective that will be achieved are as followed:

1. To explore the students' circumstances in physiological and affective states during English speaking activities in class.
2. To find how the students perceive their physiological and affective states circumstances during English speaking activities in class.

F. Significance of the Study

There are two elements of the significance of this study; theoretical significances and practical significances:

1. Theoretical Significances

This study enhances the awareness and familiarity of Self-Efficacy in EFL learning environment, the use of Self-Efficacy, and the advantages of Self-Efficacy.

2. Practical Significances

- a. This study augments more perspective in learning to speak in English, particularly in gaining motivation and confidence in speaking English, thus the educators and students may find different ways in learning speaking.
- b. This study can be eligible reference for future researchers with similar topics.

G. Previous Study

The first study is written by Nasim Danesh Tahsildar and Adela Kabiri, published in 2019, titled **“The Relationship between Afghanistan EFL Students’ Academic Self-Efficacy and English Language Speaking Anxiety.”** The objectives of the study are to find, define, and find the

relationship between the general level of perceived academic self-efficacy beliefs and English-speaking anxiety, and to find the significant differences of perceived academic self-efficacy beliefs and English speaking anxiety in each: English Department at College of Education (EDEC) and English Department at College of Literature (EDLC), and based on level and gender differences. This study is a quantitative study. The results showed both the levels of self-efficacy and speaking anxiety of the EFL students in this study were found to be rather high. There is a significant positive relationship between the students' levels of self-efficacy and their speaking anxiety.¹⁰ Findings of this study in terms of both self-efficacy beliefs, speaking anxiety and their association were different from the findings of the most recent related literature. The similarities in this study are studying about Self-Efficacy and its links to English speaking learning, except, this study was looking for the relationship between the students' academic Self-Efficacy and English language speaking anxiety, and was studying self-efficacy in general.

The second study is **“Understanding Vietnamese college students' self-efficacy beliefs in learning English as a foreign language”**, written by Thi Nhu Ngoc Truong, and Chuang Wang. This study is a quantitative study that investigated the relation between the students' Self-Efficacy beliefs to their English language proficiency and prior learning experience. The result revealed that the students had a medium level of Self-Efficacy in speaking English with English language proficiency in the medium level. However, there are no gender differences in the Vietnamese students' Self-Efficacy beliefs. In terms of student learning experience, the result of this study showed that students that invested more time in studying have more high Self-Efficacy level. When it comes to region, the Vietnamese students from the southern region reported

¹⁰ Tahsildar and Kabiri, The Relationship Between Afghanistan EFL Students' Academic Self-Efficacy and English Language Speaking Anxiety, 2.

higher levels of Self-Efficacy belief than the other regions (northern and central region) combined, also students in the city shows higher Self-Efficacy level than students from countryside.¹¹ This study supported previous studies and provide new information regarding the validity of the responses to the questionnaire measuring the self-efficacy beliefs of English language students in Vietnam. The similarities of this study are studying about self-efficacy in English speaking in EFL environment. The differences are this study is a quantitative study, and only studying self-efficacy in general.

The third study is **“Self-efficacy effect on basic level learners in speaking activities”** written by Dewa Ayu Ari Wiryadi Joni and I Gusti Agung Putri Wirastuti. The objective of this study is how strong the influence of Self-Efficacy is in the English-speaking activities of the VIII grader students in SMPN 3 Gianyar. This study is a correlation study with self-efficacy as its independent variable and the student’s speaking ability as dependent variable. The result shown a strong correlation between Self-Efficacy factors and the ability of speaking English. Self-Efficacy gives a significant influence on the ability to speak English class VIII SMPN 3 Gianyar 91%.¹² This strong influence contributes to student achievement. Each student must have self-efficiency in doing any activity at any level. This is a straight comparison between student achievement and self-efficacy level. Thus, the higher the level of self-efficacy, the better the student's performance in learning. The similarities of this study are studying Self-Efficacy. This also highlighted on the Physiological and Affective States source of Self-Efficacy (which in this study, they address as “Phychic and Emotional States”). The differences are

¹¹ Thi Nhu Ngoc Truong, and Chuang Wang, “Understanding Vietnamese college students’ Self-Efficacy beliefs in learning English as a foreign language,” *Elsevier Science Ltd*, 84 (2019), 123-132.

¹² Dewa Ayu et al., “Self-Efficacy Effect on Basic Level Learners in Speaking Activities,” *Journal of Applied Studies in Language* 2, no. 1 (2018), 1–9.

this is a correlation study, and conducted in basic level, which on the VIII grader in SMPN 3 Gianyar.

The fourth study is **“EFL Learners’ Perceptions towards their Self-Efficacy in Learning Public Speaking”** written by Ima Siti Maryam, R. Bunga Febriani, and Asep Dudi Kurnia. The objectives of this study are the EFL students’ perception of their Self-Efficacy in learning public speaking, and the effect of low to high Self-Efficacy level in learning public speaking course. This study is a small-scale study, using survey study as the research design. The result shown communicate with the other in public speaking course after learning public speaking course.¹³ Public speaking helped the students to improved self-efficacy. The same as stated by Truong and Wang, self-efficacy as an individual’s belief or confidence in their ability to use the English language to communicate with others, understand English conversations, read materials, and write in English.¹⁴ Furthermore, speaking in front of peers provokes anxiety in foreign language students as they are afraid of making mistakes and being laughed at. However, the result of this study revealed that mostly the students be able to kept their communication in front of the class such as discussion, speech and so on, even though there was disturbance from their peers or the other disturbance that could break the focus. The similarities in this study, just like most of all the study, is studying about Self-Efficacy in speaking part of the language. The differences are this study is focusing on one particular course, and not focusing on one self-efficacy sources.

¹³ Ima Siti Maryam, R Bunga Febriani, and Asep Dudi Kurnia, “EFL Learners’ Perceptions towards Their Self-Efficacy in Learning Public Speaking Course,” *Journal of English Education and Teaching* 3, no. 3 (2019), 377–391.

¹⁴ Thi Nhu Ngoc Truong, and Chuang Wang, “Understanding Vietnamese college students’ Self-Efficacy beliefs in learning English as a foreign language.”

H. Organization of the Writing

This study is consisting of five chapters. The organization of this final project are as follows:

Chapter I, Introduction. The background of the study, identification of the problem, formulation of the problem, focus of the study, objectives of the study, significance of the study, previous studies, and the organization of writing are containing in this chapter.

Chapter II, Theoretical Review. Where the supporting theory are being elucidated. The theories are including the definition of Self-Efficacy, sources of Self-Efficacy, in-depth explanation about Physiological and Affective States, definition of speaking, and aspects of speaking.

Chapter III, Methodology of Study. Including of the description of the study method, population and sample, technique of collecting data and technique of analyzing data.

Chapter IV, Finding and Discussion. Containing the description of data analysis, finding and discussion.

Chapter V, Conclusion and suggestion. Consisting of conclusion and suggestion.