

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is the most significant part in communication. It is ultimately important because it is the primary means which humans have the ability to communicate and interact with one another. In other words the language that we use to communicate with other people is human daily routine. This means that the language which is formed by rules and patterns that should not be violated. We agree that it sharpens people's thoughts, guides and controls their entire activity. It is a carrier of civilization and culture. In the case of the mother tongue, the child learns it easily, due to the favorable environment and by the great amount of exposure to the language. Nugroho stated "The nature of communication is an activity carried out by humans to convey the contents of their messages to other humans to achieve certain goals".<sup>1</sup> Explaining the definition of language, Sulistiawati stated that language is an arbitrary sound symbol system, which is used by members of a community to work together, interact and identify themselves..<sup>2</sup>

From the describing above we understand that the ability to communicate with another person is becoming more and more important especially in the increasingly integrated global community. People use language to let others know how they feel, they need, and to ask the questions. In order to communicate

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<sup>1</sup>Nugroho, Arief. *Hubungan Bahasa dan Komunikasi*. (<https://prezi.com>) 2013.

<sup>2</sup>Sulistiyawati, dkk. *Linguistik Umum*, (Jakarta: FKIP UHAMKA, 2017) , 17

effectively, people may send a message with words, gestures, or action. Related to the importance of language and the way of human being to explain the truth, Allah has reminded us as stated in Alqur'an:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿١٤﴾

*And we did not send any messenger except (to teach) in the language of his (own) people in order to make (things) clear to them. Now God leaves straying those whom He pleases and guides whom he pleases: And He is Exalted in power full of Wisdom.(Q.S 14:4)*<sup>3</sup>

The verse above implies two things: First, Allah sent down His message in the language of the people from among whom a Prophet was raised so that they might not have any excuse left that they could not understand the language of the message. Secondly, this ruled out the presumption that a Messenger was ever given the message in a different language merely for the sake of a miracle. For Allah considered it more important to make the people understand the message and guide them rightly than to satisfy their curiosity. Obviously the purpose could best be served only if the message was sent down to them in their own language by their Prophet and not in any other. That is, although the Messenger conveys the message in the mother tongue of the people, which is understood by every one of them, yet all of them are not guided aright. This happens because of the fact that all of those who understand a message do not necessarily accept it. For it is

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<sup>3</sup>Abdullah Yusuf Ali, *The Holy Qur'an (Original text with English Translation)*, (Kuala Lumpur: Saba Islamic Media: 2001), 301

entirely with Allah to show guidance by means of His message to anyone He wills and to let go astray anyone in spite of it.<sup>4</sup>

This means that the way of a person to express what is in mind will determine the goal. In this case the ability of a person to understand language is needed to convey his purpose. Castilo said in Abdul Muin an Aswati “language is nothing but human subjects in as much as they speak, say and know. Languages are a few things coming from the inner of the speaking subject manifest within the significant international purpose of individual speaker.<sup>5</sup> And one of language that should be learned by the people of the world especially students of Indonesia is English. English now become an international language so that average people of the world communicate using this language.

In Indonesia English has been introduced since kindergarten. Imam Fauzi; Dian Hanifah stated” One of the objectives of English curriculum in most non English speaking countries, including Indonesia, is to make students able to communicate in English with people around the world”.<sup>6</sup> And according to 2013<sup>th</sup> curriculum, English has become one of the lessons that must be taught in high school. As foreign language of course English has many difficulties. One part of English skill that still becomes a problem of the students is speaking. In this case Richards and Renandya stated that “we use speaking to give instruction or to get

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<sup>4</sup>Islamicstudies. *Towards Understanding the Quran*,<https://www.islamicstudies.info/taftheem.Php?sura=14&verse=4&to=4>

<sup>5</sup> Abdul Muin And Aswati, *Effects of Socio-Affective Strategies on Students' Self-Confidence in Classroom Speaking Activities*, (Serang, English Studies Journal, 2019), 1

<sup>6</sup> Imam Fauzi; Dian Hanifah, **Developing Students' Speaking Ability Through Powerpoint Presentation**, (Serang, English Studies Journal, 2016), 2

things done. It means, when a student wants to convey his goal, it is necessary to speak in order that the purpose is delivered properly”<sup>7</sup>. Vocabulary, grammar, and pronunciation must be mastered in speaking. It is needed to make students fluent and accurate in speaking. Therefore, speaking is difficult for students.

In learning English, speaking skill is an important aspect to acquire when learning a second or foreign language and the success of learning is measured from the performance of learners to speak the language learned. Speaking is a productive skill that challenges students’ capability to perform a task. The key to communication is the ability to communicate or speak with other people. Speaking is carried out in a real-time which demands learner’s abilities to plan, process and produce the language.

Speaking ability is one of the skills in learning English that must be mastered by students. For this reason, every student who wants to have good ability in speaking skills must have several components; one of it is self-efficacy. Self-efficacy is the basic thing of a human in fulfilling various needs of himself.

A student has a different environment and background, so that it affects the personality and the formation of self-efficacy and interacts with the environment. With the self-efficacy they have, individual students will be very easily interacted in their learning environment. Researchers believe that if a student has high self-self-efficacy, believing in the ability he has, can help to see him positively and realistically so that he is able to socialize. .

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<sup>7</sup> Richards, Jack C., & Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*. (USA: Cambridge University Press:2002), 201.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides. This need self-efficacy so that speaking skill is easy to learn.

Based on pre observational research at MTsN 5 Tangerang, the writer found that there were some students who were interested in English class, especially speaking, but unfortunately many of them who try to speak in English because of teacher forced. According to the teacher, the students' level of speaking skill is relatively average, but some of them seem like afraid to express their idea in using English. When the researcher asked some students on why they do not want to speak English in the classroom, most of their answers are because they feel shy, they do not have confidence to speak, and there are even some students who said that they cannot speak even before they tried. Therefore, it is clear that the students' level of self-efficacy seems to give lots effect on their speaking ability. These are the reasons why the researcher wants to examine the relationship between the students' self-efficacy and their speaking ability.

Actually, there are previous studies about self-efficacy related to learning English, such as "The influence of Self Efficacy on student achievement (a study at class five student at Sekolah Dasar Daerah Binaan Cilacap Year 2015), the results showed that: there is a significant effect of self-efficacy on student learning outcomes, (4) coefficient of determination ( $R^2$ ) 0,296 shows that the percentage of contribution of the influence of independent variables is 29,6%. This shows that 29.6% of student learning outcomes are influenced by self-efficacy, while

70.4% are influenced by other factors not discussed in the study. Referring to the results of the study, teachers and parents of students should always encourage students to do so sure of the ability that is owned in order to be able to face the tasks given.

And again research entitled the impact of self-efficacy, achievement motivation, and self-regulated learning strategies on students' academic achievement by Muhammed Yusuf 2011, indicate that there was a direct and indirect effect between research components and respondents' academic achievement. Specifically, the analysis has shown the direct effect of self-efficacy and indirect influence of achievement motivation and self-learning strategies on participants' academic accomplishment.

Based on the description above, the writer is interested in investigating whether there is any significant relationship between self-efficacy and speaking ability under the title: *“Correlation between Students' Self Efficacy and Their Speaking Ability of the Second Year Students of MTsN 5 Tangerang.”*

## **B. Identification of the Problem**

Actually there are many factors that influence the success of the students in mastering English especially speaking skill and one of them is self-efficacy. Refers to the background stated earlier the writer identified some problems related this issue as follows:

1. There is no more preparation in facing the test.
2. There is no attempt to fix the score after failing.

3. There is a belief that after many failures, at the next test will definitely fail again.
4. There is a tendency to decrease students' beliefs and motivations towards their abilities if they get bad scores in speaking.
5. Many Students feel difficult to face speaking practice of the final exam.
6. Some students less motivation in speaking
7. There are some students who get good score in speaking

### **C. Statement of the Problem**

Concerning the background of the study, the writer formulated the problem of the study:

1. How is the ability of the second grade students of MTsN 5 Tangerang in speaking?
2. How is the self-efficacy of the second grade students of MTsN 5 Tangerang in speaking?
3. Is there any significant correlation between self-efficacy and speaking ability of second Grade of MTsN 5 Tangerang students?

### **D. The Aim of Study**

Based on the questions above, the writer formulates the aim of this study as follows:

1. To find out the ability of the second grade students of MTsN 5 Tangerang in speaking.
2. To find out the self-efficacy of the second grade students of MTsN 5 Tangerang in speaking.

3. To find out whether any significant Correlation between self-efficacy and speaking ability in second Grade of MTsN 5 Tangerang students?

#### **E. Significances of the Research**

The field of this research is intensely expected to carry out some significance of teaching and learning speaking as follows.

1. Theoretically

The findings of this research can enrich the knowledge of English speaking skill regarding to the correlation between self-efficacy towards the speaking skill of the students.

2. Practically

- a. For the teachers

The findings of this research can give more information to the teachers about the correlation between self-efficacy towards the students' speaking skill. Therefore, the teachers can look for the appropriate method or media that can foster the students' self-efficacy to gain a better English-speaking skill.

- b. For the learners/students

This observes was expected give advantages to the learner about the usually problem that faced in speaking and they became aware to practice more.

- c. For the readers

For the readers, the results of this research can boost their insight about the correlation between self-efficacy towards the students' speaking skill.

- d. For other researchers

The results of this research can be used for other researchers in the future as a reference for a further research.



## **F. Assumption and Hypothesis**

### 1. Assumption

The writer assumes there is a relationship between students Self efficacy and their speaking ability.

### 2. Hypothesis

The writer assumes there is there is a relationship between students Self efficacy and their speaking ability. But before that she wants to explain the procedure to the interpretation of  $t_o$  ( $t$  observation)

- a. Formulating the null hypothesis ( $H_o$ ) there is no relationship between variable X and variable Y. This means there is no relationship between students Self-efficacy and their speaking ability
- b. Formulating the alternative hypothesis ( $H_a$ ): there is significant mean relationship between variable X and Y. This means there is a relationship between students self-efficacy and their speaking ability.

For further information the writer followed some assumption below:

1. If the result of calculation  $t_o$  ( $t$  observation) is higher than  $t_t$  ( $t$  table)'  $t_o > t_t$  the null hypothesis ( $H_o$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. it means that the experiment technique is accepted.
2. If the result of calculation  $t_o$  ( $t$  Observation) is lower than  $t_t$  ( $t$  table),  $t_o < t_t$  : the null hypothesis ( $H_o$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected. It means that the experiment technique is rejected.

## **G. Clarification of the term**

The title of the research is Correlation between Students' Self Efficacy and Their Speaking Ability (An Experimental Research at the Second Year Students of MTsN 5 Tangerang).

To avoid any possible misunderstanding the term are clarified as follows:

1. Self-efficacy is an individual's belief in his ability to perform tasks or actions needed to achieve certain results. It is a belief about what one is capable of doing; it is not the same as knowing what to do<sup>8</sup>

This research focused on eight grade students speaking self-efficacy of MTsN 5 Tangerang; what they feel toward their speaking capabilities and their belief or confidence in learning and perform English speaking tasks.

2. Speaking is the skill of conveying messages through spoken language. The link between message and spoken language as a medium of delivery is very heavy. The message received by the listener is not in its original form, but in another form, namely the sound of language. The listener then tries to divert the message in the form of the language's sound into its original form.<sup>9</sup>

## H. Previous Study

We have known that the success of learning process is influenced by student personality especially in teaching speaking. So that many researches have been done in order to overcome student's failure in learning speaking on of them was done by Ni PutuYanti Cahya Sari (2016) Entitled *The Correlation Between Students' Self-Efficacy And Their Performance In Speaking Skill*. The study was

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<sup>8</sup> Dale H. Schunk, *Learning Theories*, (Pearson Education, Inc., publishing as Allyn& Bacon, 1991),147

<sup>9</sup>Djago Tarigan, *Materi Pokok Pendidikan Bahasa Indonesia*. (Jakarta: Depdikbud,1995) 149

conducted in SMP Negeri 18 Mataram, NTB Based on the result of the study, there was correlation between self-efficacy and their performance in speaking skill in which  $r\text{-test} (0,80) > r\text{-table} (0,268)$ , its means the value of  $r\text{-test}$  was higher than  $r\text{-table}$ . From the research data it was found out that there was significant correlation between students' self-efficacy and their performance in speaking skill. This was proved by the  $t\text{-test}$  score (7,957) was higher than  $t\text{-table}$  (1,675) the degree of freedom (df) was used 50. It can be concluded that self-efficacy and their performance in speaking skill has significant correlation at the second grade students of SMPN 18 Mataram.

Another research has been done by Anggraini, Setiyadi & Sudirman (2014a) This research is aimed at finding out the correlation between students' academic self-efficacy and their engagement in speaking class and finding out how far students' academic self-efficacy contribute their engagement in speaking English class. Sixty one students of SMA Sugar Group Lampung Tengah were selected as sample of this research by using purposive sample. To collect the data, the researcher used two kinds of questionnaire; students' academic self-efficacy questionnaire by Pintrich and De Groot (1990) and Engaged Learning Index by Schreiner and Louis (2006). The result showed that the coefficient correlation of two variables was 0.384 and it was significant where  $R\text{-value} (0.384) > r\text{-table} (0.254)$ . It was also found that students' academic self-efficacy contributed 14.8% to their engagement in speaking English class. So, it can be concluded that self-efficacy is a factor in determining quality of student's engagement in learning process.

Furthermore, Sunaryo, Susan (2017) *Correlation Between Self-Efficacy Belief And Students' Speaking Achievement At Eleventh Grade Of Sman 02 Batu*.

This research aimed to investigate whether any significant relationship between self-efficacy and students' speaking achievement at eleventh grade of SMAN 02 Batu. This research was conducted in correlational research to investigate the relationship between self-efficacy and students' speaking achievement at eleventh grade of SMAN 02 Batu. This research involved 34 of eleventh grade E students at SMAN 02 Batu. A questionnaire was used to obtain students' self-efficacy in speaking skill in three aspects (level, generality and strength) and document analysis was employed to collect scores in students' speaking skill. Both data were calculated using Pearson Product Moment SPSS version 18.0. The result of this study showed that value of  $r = 0.631$ . It indicated that there was significant relationship between self-efficacy and students' speaking achievement at eleventh grade of SMAN 02 Batu. The alternative hypothesis ( $H_a$ ) was accepted and null ( $H_o$ ) was rejected. In brief, it could be drawn that students' self-efficacy belief was correlated with their speaking achievement.

Based on the result of the research above it can be described that learning process especially teaching speaking is really influenced by the personality of learners. In this case self-efficacy was a thing important to get good achievement in speaking. The result of the research showed that there is correlation between self- efficacy and speaking achievement. The first researcher explained that the object of the research is the second grade students of SMPN 8 Mataram and focused on performance of speaking. The second researcher explained that the

object the research is Students of students of SMA Sugar Group Lampung. The research focused in academic self- efficacy and their engagement in speaking class. And the third research done by Sunaryo, susan. The object of the research is students of SMAN 2 Malang. The research focused on speaking achievement.

In this study will be discussed about the extent of the role of self-efficacy in students' speaking abilities. The object of the research is eight grade student of MTsN 5 Tangerang. The research focused on eight grade student's ability of MTsN5 Tangerang in performing oral tasks in English language class, for example; conversation with their partners, recounting personal experiences, oral examination, etc.

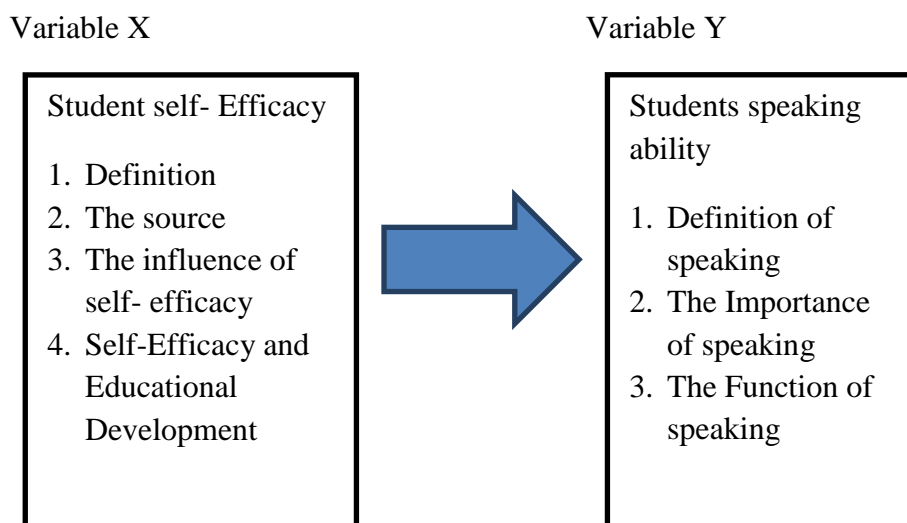
The researcher used Kolmogorov-Smirnov normality testing because it is appropriate for research with samples more than 50. This research is a correlational quantitative research. Thus, to know the correlation between two variables, the researcher used Correlation Product Moment technique which was developed by Carl Pearson.

## **I. Conceptual Frame Work**

In order to avoid misunderstanding, the following are brief explanation of the paper. As described before that the researcher will study about self–efficacy and its correlation with the students speaking ability. Therefore there are two variables here that will be discussed and research methodology that will help to find out the correlation between both variables, they are:

The following scheme will explain conceptual frame work:

### SCHEME



## J. Writing Organization

### 1. Chapter I - introduction

This chapter presents background on the research, identification of problem, research questions, aims of the research, significance of the research, assumption and hypothesis. In the end of this chapter, the researcher informs clarification of main terms and writing organization.

### 2. Chapter II – Theoretical And Conceptual Frame Work

This chapter presents the result of the researcher's search on theories or related research studies on similar field. It provides the readers theories which they need to comprehend this present study.

### 3. Chapter III – Research Methodology

In this session, there would be research design, place and time of research, population and sample, research instruments, test of the research instruments and technique of the data analysis.

#### **4. Chapter IV – Findings And Discussion**

Chapter Four describes Research findings which consist of the data gathering, data classification and data analysis

#### **5. Chapter V – Conclusion and Suggestions**

Chapter five describes the Conclusion, Suggestion, Bibliography and Appendices.