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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Speaking is one of important skills in English that is challenging for students. It is one of productive skills where people express their idea directly and spontaneously. In Indonesia, English is a subject that develops oral and written communication skill, understand and express idea, information, feeling, and also develop science, technology, and culture (BSNP, 2013). But in fact, many students still feel hesitant, shy even afraid to speak English and express their idea especially in Indonesia where people do not commonly speak English. The same issues are arising in English language learning at non-speaking English school, where most learners often seem passive and reticent in speaking English in the classroom (Hamouda, 2012).

According to Brown (2001), fluency and accuracy are two important speaker goals to pursue in Communicative Language Teaching. Furthermore, he suggests giving more weight to speaking fluency in the teaching of speaking since good fluency represents the main characteristic of natural communication. In addition, Lazaraton in Murcia (2014) also argues that fluency-based merit more attention in EFL setting since out-of-class opportunities to practice English is limited. It means, fluency needs more concern in teaching speaking especially for EFL class.

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Based on National Standard Education Council (BSNP) in Indonesia, one of the competencies that must be achieved by the students in the 2013 curriculum is to be able to produce oral and written text fluently and accurately. Unfortunately, many students in Indonesia are still difficult to speak English fluently. It also happened in Senior High School 3 Pekanbaru that uses the 2013 curriculum. English is taught as a compulsory subject in this school within 90 minutes in a week. However, based on researcher's preliminary research, most of them felt hesitate in speaking, used long pauses, inappropriate volume and there were a lot of words' fillers when speaking. It indicated that they still had problems in speaking English and reaching passing grade in English subject, 75 points. Some of weaknesses mentioned above were caused of some factors.

Furthermore, Brown (2001) proposes that psychological factors are considered as the main causes of students' problem in speaking. Then, Hamouda (2012) highlights some psychological causes that make students feel reluctant to speak English as a foreign language, namely anxiety, lack of interest in English class, incomprehensible input, shyness, comparison with peers, low self-belief on their speaking capability, and lack of confidence. Many students did not want to speak English because they were afraid of making mistakes that they did not believe on their capabilities. Students' belief on their capability either positively or negatively influences their willingness to speak. In addition, students' belief on students' speaking skill in English is one of significant factors to control over students to speak English that is called self-efficacy or self-belief. (Bandura, 1977; Mahyudin & Elias, 2006).

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Moreover, it is believed that self-efficacy can determine how people feel, think, and behave, as well as the choices they make in specific situation (Bandura, 1994). Asakareh and Dehghannezhad (2015) conducted a correlational study on self-efficacy and speaking skill achievement among Iranian EFL students. She found that there was positive significant correlation between English speaking self-efficacy and English speaking skill achievement among the participants. It is stated that the participants who had strong beliefs in their abilities to perform certain speaking task were subsequently able to perform those tasks to a high degree.

However, based on a preliminary observation, the researcher found some phenomena as follows:

1. Some of the students were difficult to speak fluently
2. Some of the students felt hesitate in speaking English.
3. Some of students were sure that they could speak English but they still used long pauses, inappropriate volume and there were a lot of filler words when speaking.
4. Some of the students did not want to raise their hand to speak English in front of the class when the teacher gave a chance, but when the teacher asked and called their name them to speak, they apparently could speak fluently enough.
5. Some of the students were afraid to show their ability in speaking.

Based on the phenomena above, the researcher was interested in conducting a research entitled **“The Correlation between Students’ Self-**

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**Efficacy and Their Speaking Fluency at The Second Year of Senior High School 3 Pekanbaru”**. By examining the correlation between students’ self-efficacy and their speaking fluency in story telling the teachers can realize that self-efficacy has big influence in their students’ speaking performance especially the fluency and know the level of their students’ self-efficacy level. Therefore, the teachers can identify and plan the appropriate strategy to boost the students’ self-efficacy.

## B. Problems

### 1. Identification of the Problem

- a. What were the factors that made students difficult to speak fluently?
- b. What were the factors that made the students hesitate to speak?
- c. What were the factors that made the students used long pauses, inappropriate volume and there were a lot of words’ filler when speaking?
- d. What were the causes that some of the students were shy and afraid to express their idea in English spoken language?
- e. What were the factors that made students did not want to show their ability in speaking English?

### 2. The Limitation of the Problem

The researcher, in this study, only focused to find out the relationship between students’ self-efficacy and students’ speaking

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fluency in story telling at the second year of Senior High School 3 Pekanbaru.

### 3. The Formulation of the Problem

Based on the limitation of the problem above, the writer formulates the problem as follow:

- a. How is the students' self efficacy in speaking at the second year of Senior High School 3 Pekanbaru?
- b. How is the students' speaking fluency at the second year of Senior High School 3 Pekanbaru?
- c. Is there any significant correlation between students' self-efficacy and students' speaking fluency at the second year of Senior High School 3 Pekanbaru?

## C. Objectives and Significances of the Research

### 1. Objectives of the Research

- a. To know the students' self-efficacy in speaking at the second year of Senior High School 3 Pekanbaru.
- b. To know the students' speaking fluency at the second year of Senior High School 3 Pekanbaru.
- c. To find out if there is a correlation between students' self-efficacy and students' speaking fluency or not at the second year of Senior High School 3 Pekanbaru

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**2. Significance of the Research**

- a. To fulfill one of the requirements for the undergraduate degree of English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
- b. These research findings are expected to be very meaningful, especially for the writer as a novice researcher in learning how to conduct a research.
- c. The research findings are also expected to be useful and valuable input especially for students and teachers of English at the second year of Senior High School 3 Pekanbaru for the consideration in their teaching and learning English in the future.
- d. Finally, these research findings are also expected to be meaningful inputs for teaching and learning development of TEFL and TESOL.

**D. Reasons for Choosing the Title**

There are several reasons of why the researcher needs to carry out this research. Those are as follows:

1. The title of this research is relevant with the writer's status as a student of English Education Department.
2. The problem of the research is not yet investigated by the other previous writers in this department.
3. The location of the research facilitates the writer in conducting this research.

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## E. Definition of the Terms

There were some terms which involved in this research. To avoid misunderstanding toward the terms used in this research. The following terms were necessarily defined as follows:

### 1. Correlation

According to Creswell (2012), correlation is statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently. It can be said that correlation is the statistical relationship between two variables in research. It correlates between variables X that is refers to self-efficacy and variable Y that is refers to speaking fluency.

### 2. Self-Efficacy

According to Bandura (1977), self-efficacy is people's beliefs of their performance capabilities to organize and execute particular type of tasks at a particular time and is related with the expectations to produce success performance or outcome. In this research, self-efficacy means students' belief on their capability to speak English well.

### 3. Speaking Fluency

According to British Broadcasting Corporation (2003), speaking fluency is being able to communicate ideas without having too much stop and thinking about what to say. In addition, Hornby (2010) defines fluency as the ability to speak or write a language or performs an action smoothly or expressed in a smooth and fluently in order to make someone easy to

understand what he or she said. In this research, speaking fluency is the students' ability to speak smoothly, with appropriate pause and communicate effectively so that it is easy to be understood by the listeners.



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