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CHAPTER 1

INTRODUCTION

A. Background of The Problem

Speaking is one of the important skills that should be mastered by students. It has always occupied place in the most English language course. Speaking is also a way to communicate with other people in a verbal way. There is no limitation for speaking, speaker can speak anything that they want to say. Speaking is also one of the productive skills that is needed by the students to express their ideas and to share some information to the other people directly. According to Lynne Cameron (2001), speaking is the active use of language to express meaning, so that other people can make sense of them. Speaking is also one of the crucial parts in teaching language. It is considered as one of the more difficult skills in learning language than other skills.

Dealing with the idea, David Nunan (2003) says that speaking is harder than reading, writing or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you are speaking, you cannot edit and revise what you want to say, as you can do when you are writing. It means that speaking is not an easy skill. It will measure students'



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success in learning a language rather than other skills such as, listening, reading and writing.

Speaking is seen as a fairly complicated skill. It involves the learner's cognitive and affective aspect. There are many problems in EFL learning caused by effective aspect. In speaking process, speaking could not be separated from the cognitive and affective involvement.

Kalayo Hasibuan and Muhammad Fauzan Ansyari (2007) state that speaking is something essential in language instruction and much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progressing terms of their accomplishments in spoken communication.

In addition, according to Marriam Bashir (2011) in British Journal of Arts and Social Sciences, many language learners regard speaking ability as the measure of knowing a language. Commonly, people think that a person with good speaking ability also has good English at all.

In Indonesia, English is studied at every level of education. It is sure that one of the levels of education is senior high school, includes in State senior high school 1 Kampar Kiri Tengah. Senior high school 1 Kampar Kiri Tengah is one of educational institutions that uses School-Based Curriculum (SBC) in the process of teaching and learning English as the current curriculum. There are some indicators that should be mastered by students such as Pronunciation Grammar , Vocabulary, Fluency, and Comprehension. Based on School-



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Based Curriculum for Senior High School, the standard competences of speaking are as follows :

1. Expressing the meaning of transactional conversation interpersonal in daily context.
2. Expressing the meaning of short functional text and monolog such as recount, narrative, and simple procedure in daily context.

In speaking, students can show and directly explain their ideas that they cannot show in reading or written form. Based on the curriculum, the purpose of studying speaking is that the students are able to comprehend all of speaking skill when they are speaking. Speaking has been taught since the junior high school of English teaching period. Speaking is taught twice a week with time duration about 45 minutes and the passing grade of this school subject is 75.

Based on the preliminary observation, some efforts have been done by the teachers of the tenth grade of State Senior High School 1 Kampar Kiri Tengah, such as the teacher picks on the students directly. So that, the students cannot speak well. Furthermore, the English teacher also always makes students practice speaking before starting the course. It is hoped that the students get the high score. Thus, based on the teachers' and students' effort above, the students ought to get a good speaking of English. But in fact, the students' speaking was still low. The teacher said that students were not really

confident to speak in speaking subject, they worried about making mistake and got trouble in speaking subject. It means that the students were not able to comprehend all of speaking skill.

Based on the preliminary observation, the writer found some problems which can be seen as follows:

1. Some of students were difficult to share the ideas when they were learning speaking English
2. Some of the students did not participate when learning speaking English
3. Some of the students did not like speaking activity
4. Some of the students felt speaking English is difficult
5. Some of the students did not have confidence to share their ideas when speaking English
6. Some of the students were shy to speak in front of the class
7. Some of the students were fear of making mistake when speaking English

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difficulty; generality pertains to the transferability of self-efficacy beliefs across activities, such as from algebra to statistics; strength of perceived efficacy is measured by the amount of one's certainty about performing a given task. Thus, the beliefs that students hold about their ability in speaking English can either encourage or make them hesitate to speak English in front of the classroom.

Based on the phenomena above, it is clear that some of the students at State Senior High School 1 Kampar Kiri Tengah still have problems on their level of self-efficacy and their speaking ability. The aim of the research is to investigate whether there is a significant correlation between students' self-efficacy and their speaking ability. Therefore, the writer is interested in conducting a research entitled **“The Relationship Between Students' Self Efficacy and their Speaking Ability at State Senior High School 1 Kampar Kiri Tengah.”**

B. The problems of the research

1. The Identification of the problem

Based on the phenomena above, the writer identifies the problems of this research are as follows:

- a. Why could some of the students have less self efficacy in learning speaking English?
- b. Why were some of the students shy to speak in front of the class?

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- c. Why were some of the students not able to develop their ideas and fear of making a mistake when speaking English?
- d. Why could some of the students not like speaking English activity and some of them feel that speaking is difficult?
- e. Why were the students not able to speak English naturally?
- f. Why were the students not able to speak English fluently?

2. The Limitation of the problem

Based on the definitions depicted above, the writer limits the problems in order to pay more attention to specific problem. This research merely focuses on the correlation between students' self efficacy and their speaking ability in learning process.

3. Formulation of the problem

From those phenomena, the writer would like to formulate the problems as follows:

- a. How is the students' self efficacy of the tenth grade at state Senior High School 1 Kampar Kiri Tengah?
- b. How is the students' speaking ability of the tenth grade at state Senior High School 1 Kampar Kiri Tengah?
- c. Is there any significant relationship between self efficacy and their speaking ability of the tenth grade students at state Senior High School 1 Kampar Kiri Tengah?



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C. Objective and Significance of the research

1. The Objective of the research

From the formulation of the problem, the writer has some objectives of the research as follows:

- a. To find out students' self efficacy of the tenth grade at State Senior High School 1 Kampar Kiri Tengah.
- b. To find out students' speaking ability of the tenth grade at State Senior High School 1 Kampar Kiri Tengah.
- c. To find out whether there is or not significant relationship between students' self efficacy and their speaking ability of the tenth grade at State Senior High School 1 Kampar Kiri Tengah.

2. The significance of the research

1. To fulfill one of the requirements for the writer to complete her undergraduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
2. To help students, especially for students of the tenth grade at State Senior High School 1 Kampar Kiri Tengah to solve their problem in speaking.
3. To increase the experience and knowledge of the writer about the problem.



D. The Definition Of The Term

The terms defined below should be used to clarify their meaning to avoid misunderstanding.

1. According to Creswell (2012 : p. 338), the correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. Jack and friends (2010 : p. 139) also mention that correlation is a measure of the strength of the relationship between two sets of data. In this research, correlation is defined as the relationship between students' self efficacy and students' speaking ability.
2. Speaking ability means the active use of language to express meanings so that other people can make sense of them (Cameron in Dedy Wahyudi, 2013: p. 3). However, today's world requires the goal of teaching speaking ability that should improve students' communicative skills because students can express themselves and learn how to use a language. In this research, speaking ability is the students' ability to speak. It refers to ability to speak of the tenth grade students at State Senior High School 1 Kampar Kiri Tengah.
3. Bandura stated in Mahdieh (2012) that Self-efficacy is people judgments of their capabilities to organize and execute course of action required to attain designated types of performances. Furthermore, he viewed self-efficacy as people's belief about their abilities to exercise control over events that are likely to affect their lives, and their beliefs in their

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capabilities to put together the motivation, cognitive resources, and other action needed to control task demands. Self efficacy is the students' expectation that he can master a situation and produce positive outcomes (Halonen and Jhon, 1999 : p. 180). However, in this research, self efficacy is the students' belief on their capabilities in speaking at state Senior High School 1 Kampar Kiri Tengah.

E. Reason For Choosing the title

There are some reasons, why the writer is interested in carrying out this research based on several reasons:

1. The writer is interested in carrying out this research to know the correlation between Self Efficacy and their speaking ability.
2. This research is relevant to writer's status as an English student of English Education Department in State Islamic University of Sultan Syarif Kasim Riau.
3. This title has not been researched yet by the other researchers.
4. The location of the research facilitates the writer to conduct the research.

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