

CHAPTER I

INTRODUCTION

A. Background

The purpose of this study is to investigate the English teacher's strategies and students' speaking self-efficacy in English speaking lessons. Teaching is a way of conveying information about a topic that students will learn. The purpose of the teaching-learning process is to provide students with the knowledge and the ability to comprehend that knowledge. Iksan & Dirham (2018) State that to achieve the goal of teaching, the teacher must be creative in selecting materials and teaching strategies that allow students to easily understand the knowledge. Aside from that, the role of the teacher is critical to the success of the learning process. The ability to use various teaching strategies is one of the most important skills that teachers should have in the teaching and learning process. Teachers should be able to use some kinds of teaching strategies that enable students to learn to obtain the expected results. If they cannot use a proper teaching strategy, the teaching and learning process would not run effectively.

However, according to preliminary observation in a junior high school and a senior high school in Bandung Regency, students experienced multiple difficulties when trying to speak English, such as difficulty pronouncing words and understanding the meaning of words. Not only do the students lack self-efficacy, but considering how out-of-date the teachers' interactions with students and teaching methods are, the teacher roles have a significant influence in the classroom. Otherwise, the teacher's strategies can have an impact on students' ability to master English, particularly their speaking skills. According to Anggraeni et al (2020), a teacher's choice of material and creative strategies can help students understand what is being taught. Teachers who are able to manage the class well can assist students in quickly understanding the material.

Focused on the problem above, teachers must be able to deal with students who have less self-efficacy by using appropriate teaching strategies. At least, teachers must be aware of factors that cause students to have low self-efficacy.

According to Hamouda (2012), some of the factors that cause students to be hesitant in their speaking performance are anxiety, lack of motivation, shyness, and low self-efficacy. Low self-efficacy is one of the difficulties faced by students in speaking performance. Bandura (1997) states that there is a significant relationship between each individual's self-efficacy, achievement, and performance. In fact, when confronted with a high level of individual self-efficacy, individuals may be motivated to act more focused. They might work continuously if they are unable to follow the course, and they would develop effective ways to overcome obstacles in achieving their goals. Meanwhile, students with low self-efficacy might drop out, as they are unable to overcome obstacles in their achievement and learning.

According to Margolis & McCabe (2006), self-efficacy is what an individual believes he or she can accomplish using his or her skills under certain conditions. To put it differently, self-efficacy is a judgment that people make about their future potential and ability. In addition, students who have unsuccessful results in their speaking performance might experience feelings of hesitation and anxiety. They believe that the task given is hard and they build strong disagreements about the choice to finish the task. Most of them were anxious about speaking English in front of their classmates. As a result, they had a negative perception of their mind. Such individuals also have low self-efficacy and pessimistic thoughts about their accomplishments and personal development. For this reason, the students must believe in their abilities, because it affects their behaviors in the learning process.

Furthermore, in the teaching-learning process, particularly in language teaching, teachers rarely consider whether what they say in class can encourage students to be active and speak or not. Nunan, (1995) in Razi (2021) proposed that learning to communicate in a second language will be facilitated when students actively participate in the attempt. What is more, there is still a lack of grammatical aspects and pronunciation from students. Something appears to be wrong with their English learning. It could come from students or teachers as participants in the teaching and learning process in the classroom. Teachers of English as a second language must employ a variety of strategies when teaching this course. It is not

only necessary to effectively deliver material to students, but it is also necessary to have strategies in place to encourage students to be talkative during class.

Several studies have been conducted on this topic, including one by Nugroho (2015), who investigated the teacher's strategies in teaching speaking at L.P.K. Padma Widyanata and concluded that encouraging students to speak, giving motivation, and making aware of scripts were the strategies used by the teacher. Then, Putra (2013) discovered that the teacher's strategies for teaching speaking to students at the secondary level included cooperative activities, creative tasks, role play, and drilling. Furthermore, Lelita (2016) investigated the language learning strategies ELESF students applied to improve their speaking ability and the use of those strategies in relation to the students' self-efficacy. The research findings indicated that all students applied various language learning strategies. Those strategies were divided into six groups, namely memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. In speaking self-efficacy term, the higher targets and goals set by students, the higher students' self-efficacy and the more useful strategies they applied to achieve their goals, the higher students' self-efficacy.

Regardless of the relevance, the research participants and focus of this study are different from those of previous studies. First, the participant in the current research are junior high school teacher and students. The teacher's strategies and students' speaking self-efficacy in speaking are chosen as the main focus of this research, while the previous studies only focused on the strategies used by the teacher and also on strategies that were suitable to use in the English-speaking lessons.

B. Research Questions

There are two research questions, as follows:

1. What strategies does the English teacher use to teach speaking at a junior high school in Bandung Regency to enhance students' speaking self-efficacy?

2. How are students' self-efficacy in the speaking activities conducted in the English-speaking lessons?

Research Purposes

Based on the problem above, this paper presents an inquiry:

1. To describe the strategies the English teacher uses in teaching speaking at a junior high school in Bandung Regency to enhance students' speaking self-efficacy.
2. To determine the students' speaking self-efficacies in the speaking activities conducted in the English-speaking lessons.

The Significances of the Research

This research investigates the English teacher's strategies and students' speaking self-efficacy in English speaking lessons at a junior high school in Bandung Regency. It is expected that this study will contribute to the field of education, particularly in theoretical and practical aspects. Theoretically, the result of this study could provide some references that can be used to support teachers in selecting appropriate strategies to foster students speaking self-efficacy. Practically, this study is expected to raise their awareness that as a teacher, when teaching-speaking they have to also consider the students self-efficacy.

C. Research Scope

This present study limits its investigation and focuses on strategies used by the English teacher in teaching speaking at a junior high school in Bandung Regency in regards with the speaking self-efficacy. The study participants' limitations are addressed in Junior High School. This study also seek to find out the students' speaking self-efficacy when performing the English lessons.

D. Theoretical Framework

The teaching and learning strategies are designed to achieve a specific goal. It means that the goal of developing strategies is to achieve the goal. Brown (2007)

implies that strategies are the specific attacks that we can make on a given problem, and they differ greatly between individuals. Furthermore, Oxford (2003: 8) assumes that a strategy will be useful if the following conditions are met: (a) the strategy is relevant to the L2 task at hand, (b) the strategy fits the specific student's learning style preferences to some extent, and (c) the student employs the strategy effectively and links it with other relevant strategies. Speaking, according to Harmer (2007), is the ability to speak fluently and requires not only knowledge of language features, but also the ability to process information and language "on the spot". For foreign language learners, speaking is difficult because effective oral communication necessitates the ability to use the language appropriately in social interactions.

In addition, it is difficult to teach students to speak English. To teach speaking, a teacher must select a strategy based on the needs of the students. According to Saragih et al. (2019), teachers can use various strategies to achieve goals in the teaching and learning process. Teachers can use a variety of strategies to teach students how to speak English. According to Thornburry (2005), several strategies for teaching speaking can be used, others are:

1. Recordings and transcript
2. Live listening
3. Information-gap activities
4. Drilling
5. Task based learning
6. Dialogue practicing
7. Classroom presentation
8. Story telling
9. Drama/Role-play
10. Discussion

Furthermore, according to Ananda (2017), students rarely speak English in the classroom because speaking requires a lot of awareness and other communicative considerations. For example, being aware of making a mistake in pronunciation, fluency, or grammar. Thus, according to Ali (2015), there was a

positive relationship between speaking skill achievement, satisfaction with speaking classes, and self-efficacy beliefs in speaking skills. Learners with higher speaking skill self-efficacy were said to perform better in speaking skills.

However, according to Harmer (2007), there are three primary reasons for encouraging students to speak in class. The first reason is that speaking activities can provide opportunities for students to practice real-life speaking in the safety of the classroom. Second, speaking tasks in which students attempt to use any or all of the languages they are familiar with provide feedback for both the teacher and the students. Everyone can see how well he or she is doing, how successful he or she is, and what language difficulties they are having. Third, speaking allows students to be active in the various elements of language that they have stored in their brains. Nevertheless, self-efficacy beliefs have the potential to alter an individual's thinking prototypes and mental feedback. According to Bandura (1997), a person will naturally avoid actions he or she feels he is not able to perform but will take on activities he or she feels capable of handling. Learners with high self-efficacy tended to be more confident and optimistic about completing speaking activities of varying complexity levels. Those with high self-efficacy beliefs were more likely to complete complex assignments, whereas those with low self-efficacy may perceive tasks to be more difficult than they were. This type of belief can lead to feelings of anxiety and hopelessness.

People believe they can perform better in certain tasks, so they motivate themselves and work hard to achieve a good result. Their beliefs are referred to as self-efficacy beliefs. Bandura (1997) defines self-efficacy as a person's belief that he can control a situation and achieve positive outcomes. Self-efficacy in oneself provides the motivation to overcome anxiety and negative thoughts. Individual self-efficacy may motivate individuals cognitively to act more focused, especially if the goal to be achieved is clear.

Additionally, there are three dimensions of self-efficacy according to Bandura (1997). These three dimensions are called level, generality, and strength.

1. Magnitude

The term magnitude refers to the number of difficulties related to a particular task that one believes he or she is able to complete. According to Bandura (1997), the difficulty of a task can range from simple to moderate to difficult. Self-efficacy is measured against a variety of tasks with varying degrees of difficulty or challenge (Gahungu, 2007). For example, while some students may be able to understand a basic narrative text and the others may struggle to understand an academic text depending on students' self-efficacy.

2. Generality

Generality refers to how one's self-efficacy in a similar setting or situation is affected by both successful and unsuccessful experiences. For example, a student who can communicate in English with his or her friends may be able to extend that ability to a similar situation, such as interacting in English with a lecturer or native speaker. On the other hand, a student who struggles with speaking English may avoid an English conversation activity. According to Gahungu (2007), generality can vary depending on the degree of similarity of activities, the ways in which capabilities are expressed, the characteristics of the situations, and the personal characteristics of the person judging his efficacy.

3. Strength

The term strength refers to an individual's persistence in the face of challenges or obstacles in completing a task. Those with low self-efficacy will be devastated by challenges or obstacles. People with a high sense of self-efficacy, on the other hand, will stand strong in their efforts in the face of adversity. For example, two English language learners may both believe that they can write an essay in English, but one may believe more strongly than the other. When faced with a challenge, those with low self-efficacy believe they are incompetent to complete the task and refrain from attempting to complete it.

E. Previous Study

The following information discusses some previous studies that are relevant to this research. Anjaniputra (2013) conducted a study on teachers' strategies titled teacher's strategies in teaching speaking to students at the secondary level. By involving an English teacher and a class of 22 students, this study aims to portray teacher strategies in teaching speaking to secondary students and recognize students' responses to the strategies. To collect data, classroom observation and interviews were conducted to identify the strategies of teaching speaking, and a set of questionnaires was administered to the students to gain data about their responses to the strategies under the umbrella of descriptive research. The findings revealed that the teacher's strategies included cooperative activities, role-playing, creative tasks, and drilling.

The second study was carried out by Faisal Razi (2021) about teachers' strategies in teaching speaking skills to junior high school students. This study's subjects were two English teachers who taught junior high school students at SMP Inshafuddin in Banda Aceh. The data were gathered by the researcher through observation and interviews. This research can be divided into two parts. First, among many strategies, five are used by teachers to teach students speaking skills: role play, drilling, games, picture describing, and storytelling. It is because implementing those strategies in English teaching could help students improve their speaking skills, particularly in areas such as vocabulary, grammatical structure, pronunciation, and fluency. The second point is about the challenges that teachers face when implementing the strategies. According to the observations and interviews, students are bored with their studies. As a result, the solution is for teachers to be creative in devising a learning strategy. The teachers should then be able to teach students to collaborate so that in class, students can participate actively and competitively in the class activity using those strategies. Furthermore, teachers face challenges in asking students to be exposed to the target language.

The third, this study is conducted by Asakereh and Dehghannezhad (2015) they investigated the relationship between student satisfaction with speaking

classes, speaking skills self-efficacy beliefs, and speaking skills achievement. To this end, one hundred Iranian EFL undergraduate students filled out two questionnaires; a research-made and pilot-tested questionnaire for student satisfaction with speaking classes, and a questionnaire for speaking skills self-efficacy beliefs, adapted from Rahimi and Abedini (2009), Gahungu (2007), Wang et al. (2013), and Saeidi and Farshchi (2012). Participants' final scores in speaking skills were collected from their instructors and regarded as a measure of their speaking skills achievement. The results of Pearson correlation analyses showed that both student satisfaction with speaking classes and speaking skills self-efficacy beliefs had significant positive correlations with speaking skills achievement. Moreover, the results of Pearson correlation analyses also indicated the existence of a significant positive correlation between student satisfaction with speaking classes and speaking skills self-efficacy beliefs. Multiple regression analyses showed that between the independent variables of the study, speaking self-efficacy beliefs were a significantly stronger predictor of Iranian EFL students' speaking skills achievement.

In terms of novelty, this research has two focus variables: the teacher's strategies for teaching English speaking and students' speaking self-efficacy in the teacher's speaking activities. Other studies, on the other hand, only look at one variable. The researcher employs a qualitative method and a case study design to describe this research. The current research looks into English teachers' strategies for teaching speaking as well as EFL learners' speaking self-efficacy in English classes.