

## CHAPTER I

### INTRODUCTION

This chapter presents an overview of the research explaining the importance of this research and supported by theories relating to this research. This chapter consists of research background, the research questions, the research aims, the significances of the research, the research framework (rationale), and the research methodology.

#### A. BACKGROUND OF RESEARCH

The preliminary of this study is the phenomenon wondered on students' self-efficacy when speaking activity is needed in the classroom. In this era, why cannot students speak confidently in the class when teacher ask them? Why do students always point each other rather than they speak naturally? How is the students' self-efficacy in speaking? This phenomenon is quite common among the students in the classroom.

By self-efficacy, it means the beliefs in one capability to organize and execute the courses of action require producing given attainments (Bandura, 1997). From the statements, it is inferred that self-efficacy comes from inner potential people to make a spontaneous action confidently without any hesitation. Self-efficacy is interesting enough to explore since most of the students are not active in the speaking activities in the classroom. So, is students' speaking ability influenced by their self-efficacy? This is the topical subject in this research.

Self-efficacious students recover quickly from setbacks, and ultimately are likely to achieve their personal goals. Students with low self-efficacy believe that

they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are being avoided (Margolis & McCabe, 2006). Further, they stated that students with poor self-efficacy have low aspirations which may result in disappointing academic performances becoming part of a self-fulfilling feedback cycle.

Numerous studies have shown that high levels of self-efficacy are associated with good performance in language learning tasks in different cases and that is all correlate with speaking ability (Hilmert, Christenfeld, & Kulik, 2002; Keyes et al., 2008; Idrus & Salleh, 2017). Considering the issue that students with higher degrees of self-efficacy using greater effort in order to perform the required tasks (Pajares, 2000).

All of those studies indicate the same conclusion that self-efficacy is related to speaking ability. Thus, there seems to be a limited research on this area particularly in State Islamic University of Sunan Gunung Djati Bandung. This research analyzes the students' self-efficacy has a correlation with speaking ability by title "**Students' Self-Efficacy Related to Their Speaking Ability**".

## **B. RESEARCH QUESTIONS**

The problems in this research are formulated in the following questions:

1. What is the students' self-efficacy at the 2<sup>nd</sup> semester of English Education Department Academic Year 2016?
2. What is their speaking ability?
3. Is there any significant correlation between students' self-efficacy and their speaking ability?

### **C. THE AIMS OF RESEARCH**

The aims of this research are:

1. To find out the students' self-efficacy at the 2<sup>nd</sup> semester of English Education Department Academic Year 2016.
2. To know their speaking ability.
3. To identify the correlation between students' self-efficacy and their speaking ability.

### **D. SIGNIFICANCES OF RESEARCH**

Theoretically, this research is significant in the educational area. The research shows the teacher how the students' self-efficacy is. The readers also could know about the students' self-efficacy and their speaking ability. Latest on, this research can be a reference to other researchers who intend to investigate the correlation between students' self-efficacy and their speaking ability.

Practically, the research is significant not only in habitual life but also in a learning activity. Self-efficacy is actually needed in learning and teaching activity in the classroom. It makes the students know about how is their ability, confident, anxiety and emotional in their speaking.

### **E. RESEARCH FRAMEWORK (RATIONALE)**

#### **1. Self-Efficacy**

Self-efficacy provides the most general significance on the psychological area. Efficacy beliefs affect self-motivation and action through their impact on goals and aspirations. It is partly on the basis of efficacy

beliefs that people choose what goal challenges to undertake, how much effort to invest and how long to persevere in the face of difficulties (Bandura, 1997; Locke & Latham, 1990). When faced with obstacles, setbacks and failures, those who doubt their capabilities are slacken their efforts, give up immediately, or settle for poorer solutions. Those who have a strong belief in their capabilities are double their effort to master the challenges.

The theory introduces the perception of self-efficacy is influenced by four factors: mastery experience, vicarious experience, verbal persuasion, and physiological states (Bandura, 1997; Usher & Pajares, 2009).

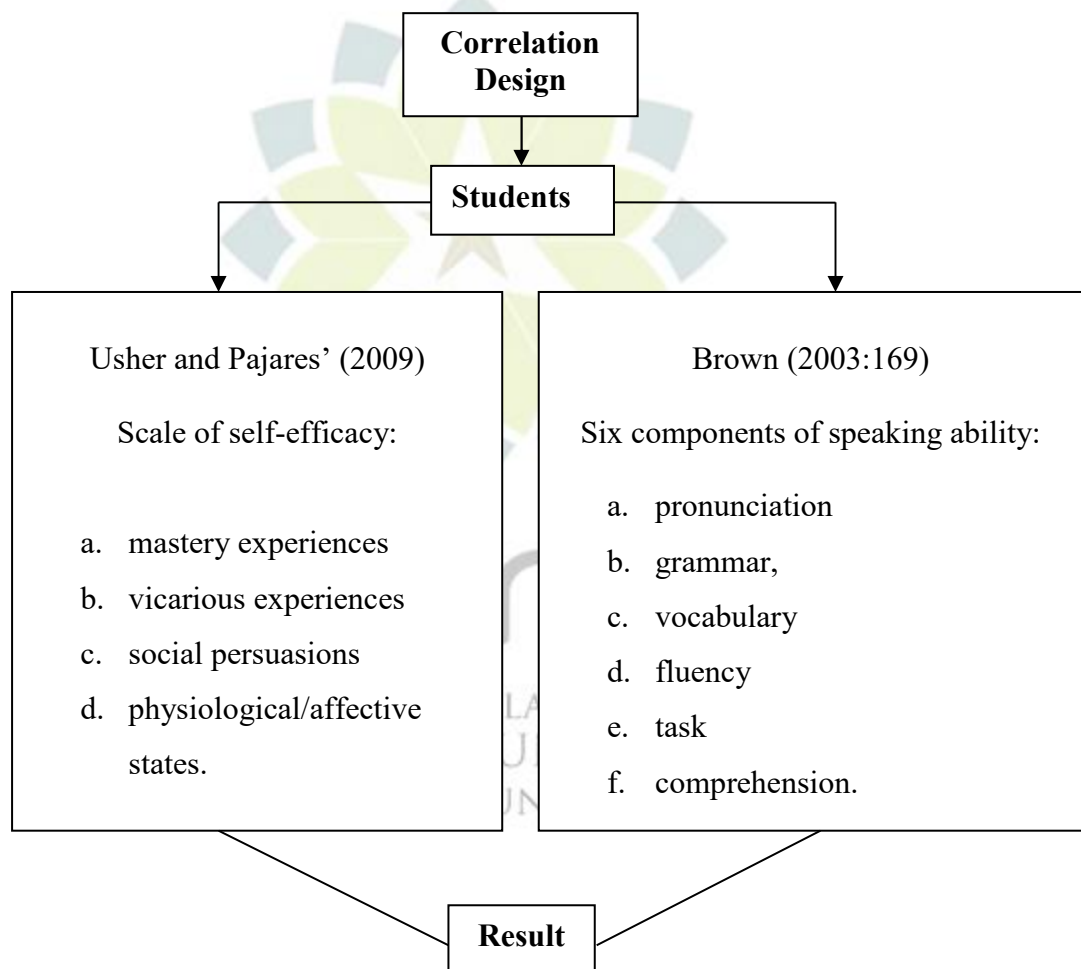
## **2. Speaking Ability**

According to Nunan (2003:64) speaking is the productive oral skill and one of the most difficult skills language learners have to face. Speaking is generally thought to be the most important of the four skills. It supported by Brown (1994) who labels speaking as the most challenging skill for students because of the set of features that characterize oral discourse such as contractions, vowel reductions and elision, the use of slang and idioms, stress, rhythm and intonation, the need to interact with at least one other speaker also.

The most difficult aspect of spoken English is that it is always accomplished via interaction with at least one other speaker and this is one reason why many of us were shocked and disappointed when we used our foreign language for the first time in real interaction: We had not been prepared for spontaneous communication and could not cope with all of its simultaneous demands.

Moreover, Brown (2003:169) said about six components to measuring speaking ability in English are grammar, vocabulary, comprehension, fluency, pronunciation, and task.

Latest on, this is the research framework to find out the correlation between students' self-efficacy and their speaking ability as follows:



**Figure 1.1**  
**The Correlation between Students' Self-Efficacy and Their Speaking Ability**

## **F. RESEARCH METHODOLOGY**

### **1. Research Design**

This research uses a correlation design to answer the research questions in a correlational study. Creswell (2012:340) said that a correlation design is a quantitative method in which the researcher is interested in two variables or more, that is, where changes in one variable are reflected in changes in the other. The correlational design uses to relate two or more variables to see if they influence each other (Ketner, Smith, & Parnell, 1997).

### **2. Research Site**

When a study is replicated, it is repeated with a new sample and sometimes under new conditions (Fraenkel, 2012:107). The site of research is taken in State Islamic University of Sunan Gunung Djati Bandung.

### **3. Participants**

#### **a. Population**

Population is the number of people or individual that has at least the same characteristics (Hadi, 1984). In this study, based on the data of English Education Department students in State Islamic University of Sunan Gunung Djati Bandung, the population of the research is all the 2<sup>nd</sup> semester academic year 2016 focuses on approximately 120 students.

#### **b. Sample**

Arikunto (2008:116) stated that if the population is less than one hundred it is better to take the entire population as a sample. Furthermore,

if the population is more than one hundred, the sample can be taken between 20%-30% or more, it depends on the researcher's ability.

Waters (2005) stated that this is important to increase the validity of the research. It supported by Creswell (2012:355) that the group needs to be sufficient size to be used in the correlational data analysis, larger sizes contribute to less error variance and better claims of representativeness.

The sample of the research would be selected among the population of 120 English students at the 2<sup>nd</sup> semester. Since  $N=30\%$  of the population (Arikunto, 2008:116), so the participants of the study were  $30\% \text{ of } 120 = 40$  English Education Department students registered in the English class because the course was a mandatory subject for them. Most students were in the second year in the university and have learned English in an academic setting since they were at least in the middle school. During their studying in the university, it is a necessity for the students to take English subjects each semester. The English lessons focused on different skills from semester one to the end such as reading, writing, dictation, extensive reading and speaking (oral presentation), respectively.

### **c. Sampling Technique**

According to Fraenkel (2012:94), a simple random sampling is one in which every member of the population has an equal and independent chance of being selected. If the sample is large, this method is the best way yet devised to obtain a sample representative of the population of interest.

Ideally, the participants are selected randomly to generalize the results to the population. The sample will be taken randomly by using a lottery. Based on the simple random sampling 40 students will be selected for this study.

#### **d. Instruments**

In scientific research, an instrument for collecting data is important. The accuracy of the result of research mostly depends on how accurate the use of instrument is. There are two basic ways to acquire an instrument: (1) find and administer a previously existing instrument of some sort or (2) administer an instrument personally developed or had developed by someone else (Fraenkel, 2012:113). This research uses a personally developed instrument using questionnaires as its instrument to gather the data and the questionnaires were distributed to 40 students.

The instrument type of ability test on self-efficacy test is called general aptitude test, or intelligence test, which assesses intellectual abilities that are not, in most cases, specifically taught in school is used in this research. According to Fraenkel (2012:128), aptitude tests are intended to measure an individual's potential to achieve, in actuality, they measure present skills or abilities.

The sources of self-efficacy were measured using an adapted version of Usher & Pajares' (2009) source of self-efficacy. This type scale includes four sub scales, they are mastery experiences, vicarious experiences, social persuasions, and physiological states.



Therefore, in self-efficacy questionnaire, general aptitude test which consists of Usher & Pajares (2009) type scale is adapted as the instrument (see Appendix II). The score of self-efficacy are: 5 = always, 4 = often, 3 = sometimes, 2 = rarely, 1 = never.

While on speaking ability, the test of spoken English (TSE) will be used as the instrument test. Brown (2003:141) stated that test of spoken English (TSE) is part of a responsive type which is include of question answer, simple request and test comprehension in short time. Further, Thornbury (2005:125-126) said that recording monologues can be used in speaking test.

The speaking test which has been recorded is then scored ranging from 1-5 (see Table 2.1) measure in pronunciation, grammar, vocabulary, fluency, task, and even comprehension (Brown, 2003:172). The recorder can be varied in length depending on the participants' answer. The speaking test context specification can be seen in the appendix II.

## **G. HYPOTHESIS**

A hypothesis is simply put, a prediction of the possible outcomes of a study (Fraenkel, 2012). A simple hypothesis of this study has been put. The research question is: What is the relation between students' self-efficacy and their speaking ability?

Hypothesis:

H<sub>0</sub> : Students' self-efficacy is not related to their speaking ability.

H<sub>a</sub> : Students' self-efficacy is related to their speaking ability.

According to Kariadinata and Abdurahman (2012:262), the hypothesis of this research can be formulated as follows:

1.  $H_0$  is accepted, if  $r_{\text{count}} < r_{\text{table}}$

It means there is no correlation between students' self-efficacy and their speaking ability.

2.  $H_a$  is accepted, if  $r_{\text{count}} > r_{\text{table}}$

It means there is a correlation between students' self-efficacy and their speaking ability.

## H. DATA ANALYSIS

The data analysis of this research is calculated computerize using SPSS (Statistical Product and Service Solutions) for Windows program statistic version 24 copyright IBM corporation (2016) and calculated base on quantitative data:

1. Determining validity and reliability test using Pearson Correlation (Kranzler, G. & Moursund, J., 1999): SPSS > Analyze > Correlate > Bivariate.

Here are the criteria of validity and reliability (Cronbach, 1951):

- a. If  $r_{\text{count}} > r_{\text{table}}$ , then the item is valid.
- b. Reliability result is appropriate with table 1.1 below:

**Table 1.1**  
**The Interpreting Alpha for Likert Scale**

| <b>Cronbach's Alpha</b>    | <b>Internal Consistency</b> |
|----------------------------|-----------------------------|
| $\alpha \geq 0.9$          | Excellent                   |
| $0.9 > \alpha \geq 0.8$    | Good                        |
| $0.8 > \alpha \geq 0.7$    | Acceptable                  |
| $0.7 \geq \alpha \geq 0.6$ | Questionable                |
| $0.6 \geq \alpha \geq 0.5$ | Poor                        |
| $0.5 > \alpha$             | Unacceptable                |

2. Testing the Hypothesis (Kranzler, G. & Moursund, J., 1999):

a. Analyzing the frequency of distribution:

SPSS > Analyze > Descriptive Statistics > Frequencies.

- 1) Determining the range.
- 2) Determining the central tendency: mean, median, mode.
- 3) Determining the Standard Deviation.

b. Analyzing the normality of data using the Shapiro-Wilk test:

SPSS > Analyze > Descriptive Statistics > Explore > Plots > Normality.

Here are the criteria of normality test (Joanes and Gill, 1998):

- 1) If the significance < 1, then the distribution of data is normal.
- 2) If  $-1 \geq \text{skewness} \leq 1$ , then the distribution of data is normal.
- 3) If  $-2 \geq \text{kurtosis} \leq 2$ , then the distribution of data is normal.

3. Assessing two variables (students' self-efficacy and their speaking ability)

(Kranzler, G. & Moursund, J., 1999):

SPSS > Analyze > Correlate > Bivariate.

The correlation product moment Pearson is known by using the formula:

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

r = coefficient of correlation between X variable and Y variable

N = number of class

$\sum X$  = sum of score in X distribution

$\sum Y$  = sum of score in Y

$\sum XY$  = sum of multiplication of X and Y

$X^2$  = sum of X quadrate

$Y^2$  = sum of Y quadrate

According to Suryabrata (1989), here is the interpretation of the coefficient correlation result:

**Table 1.2**  
**The Criteria Interpretation of Coefficient Correlation**

| <b>Coefficient interval</b> | <b>Level of relationship</b> |
|-----------------------------|------------------------------|
| 0.81 – 1.00                 | Very strong                  |
| 0.61 – 0.80                 | Strong                       |
| 0.41 – 0.60                 | Adequate                     |
| 0.21 – 0.40                 | Low                          |
| 0.00 – 0.20                 | Very low                     |

Significant critical value is 5% (0.05) in criteria:

- a. If  $r_{\text{count}} > r_{\text{table}}$  means there is a correlation,  $H_a$  is accepted and  $H_0$  is rejected.
- b. If  $r_{\text{count}} < r_{\text{table}}$  means there is no correlation,  $H_a$  is rejected and  $H_0$  is accepted.