CHAPTER I

INTRODUCTION

This chapter provides an overview of the research, covering essential components that set the stage for the study. It includes the research background, which establishes the context; research questions, which define the inquiry; research purposes, which outline the objectives; research significances, which highlight the importance; research scope and limitation, which define the boundaries; conceptual framework, which outlines the theoretical structure; hypothesis, which specifies the predicted relationship; and previous studies, which summarize relevant findings.

A. Background

Speaking skills are important in communicating opinions, ideas, and thoughts, especially in academic and professional settings. Donesch-Jezo (2012) states that speaking for academic and professional purposes are two main areas in English for specific purposes (ESP). In addition, English for Specific Purposes (ESP) is a linguistic discipline that focuses on meeting the unique needs of learners who require English for academic or professional purposes. This field of study aims to equip learners with the language skills necessary for success in their specific contexts (Hossain 2013). Hossain (2013) also states that organizations/employers at present of time require employees with better speaking and writing proficiency in English.

Unfortunately, in various cases, speaking skills is considered as a difficult skill to learn (Al-Roud, 2016; Mumary Songbatumis, 2017). According to Celce-Murcia and Olshtain (Al-Roud, 2016:2), the difficulties are hard to verbilize data and to speak spontenously and it is influenced by several factors like vocabulary retrieval, choice of grammatical patterns, and sociocultural competence. In addition, Efendy, Salija, and Sahril (2022) stated EFL learners especially in Indonesia tend to fear of making mistakes during speaking task. In addition the survey was conducted in the research site to find and confirm the problem encounter by the students, it reveals

that the students found that they weren't willing to verbally answer question using formal and neutral English language. What happened to their self-efficacy? Does self-efficacy related to the academic and professional speaking skills?. This problems intrigues the researcher to find if there is a conection between both variables.

Self – efficacy refers to a person's judgment of their capabilities in executing, performing, and achieving goals (Bandura, 1997). Furthermore, it is important because he also states that, students who have a high level of self-efficacy will see challenges/difficulties as an opportunities or something to be mastered. On the other hand, people who have a low level of self-efficacy consider challenges as threats that should be avoided.

Moreover, several studies proved that a high level of self-efficacy has a positive role in students' achievement and performance (Ghonsooly and Elahi, 2010; Jabbarifar, 2011; Rahimi. A., & Abedini, 2009). Concerning speaking performance, a study was conducted by Musyarrafah, Sahril, and Korompot (2022) entitled "Self-efficacy and Speaking Skill: A Correlation Study of Undergraduate Students at Walisongo State Islamic University". The study exposed a significant correlation between variables with a coefficient value is 0.620.

Desmaliza and Septiani (2018) conducted a research entitled "Student's Self-Efficacy And Their Speaking Skill At Lower Secondary School". The study intended to find out the relationship between the student's self-efficacy and speaking skills at a lower level. The analysis of the correlation revealed that there is a significant correlation between the student's self-efficacy and the student's speaking skills at seventh-grade students.

The third study entitled "Students' Self-Efficacy in Learning English: A Case Study at a Vocational High School", was Conducted by (Lestari et al. 2020). This study aimed at the level of second-grade senior high school students' self-efficacy. The results revealed the students' self-efficacy levels vary encompassing low, moderate, and high levels. This study also revealed that the students' perception

towards their capability to complete the English assignment also varies encompassing sufficient confidence, unable, and a few were confident they could achieve the goals set.

Previous research had shown that both variables have a significant relationship. The study further showed that students' self-efficacy is a factor in the process of language learning. This research paper specifically focused on the course designed for academic and professional purposes. The State Islamic University Sunan Gunung Djati was selected as the venue for this research. This study examined the relationship between students' self-efficacy and their speaking skills for academic and professional objectives. The research was titled "The Correlation Between Students' Self-Efficacy and their Speaking Skills in Speaking for Academic and Professional Purposes Course.

B. Research Question

This research paper has three research questions. The research question was formulated based on the background of this study. The research questions are listed below:

1. What is the self-efficacy level of fourth-semester students in the English education department?

2. What is the students' acadmic and professional speaking skills?

3. What is the correlation between students' self-efficacy and their speaking skills in speaking for academic and professional purposes courses?

A. Research Purposes

Based on the research question above, this research aimed to achieve the following purposes:

1. The objective is to find out the level of self-efficacy among fourth-semester students in the English Education Department.

2. The objective is to find out the students' academic and professional speaking skills.

3. The objective is to find out the significant correlation between fourth-semester students' self–efficacy and their speaking skills in speaking for academic and professional purposes course.

C. The Significances of the Research

Self-efficacy plays a significant role in language learning especially, speaking skills. Theoretically, the results of this study give a contribution to the theory of self-efficacy and speaking for academic and professional purposes. Furthermore, the results are expected to be a reference for other researchers in the related variable.

Practically, this research is expected to fill the gap and provide insights for the researcher, teacher, and student in determining better strategies and making the classroom environment more effective to improve students' ability to speak for academic and professional purposes skills.

D. Research Scope and limitation

This research has scopes within, the scopes are listed below.

1. The students' self – efficacy and it's correlation with speaking skills in speaking for academic and professional purposes course.
2. The participants are 4th semester students of the English Education Department and the research site is State Islamic University Sunan Gunung Djati Bandung.

The research limitation and scope that were listed above by this research were focusing on the correlation between students' self - efficacy and their speaking skills in speaking for academic and professional purposes course.

E. Theoretical Framework

This study examines the relationship between students' self-efficacy and their speaking abilities in a course focused on academic and professional speaking. This study examines the relationship between self-efficacy, which is the independent

variable, and speaking skills in speaking for academic and professional purposes courses, which is the dependent variable.

Self-efficacy refers to a person's judgment of his capability in executing, performing, and achieving the goals set. In addition, he states that the person who has a high level of self-efficacy will see obstacles as an opportunity or something to be mastered. Yet, a person with a low level of self-efficacy will see challenges as threats or something that should be avoided.

Self-efficacy is an important aspect of language learning. Self-efficacy can determine whether students succeed or fail in learning a language. Pramerta (2023) has conclusion that students have a high potential to enhance their speaking skills, and their self-efficacy (SE) has a substantial impact on their speaking performance. This conclusion demonstrates the importance of self-efficacy in learning spoken language.

Speaking for academic and professional purposes is defined by Jordan (1997) as an overall term used to describe spoken language in various academic/professional settings. In addition, he states that the language is used normally formal or neutral, and obeys the conventions associated with the genre or activity. The research scheme can be seen as follows:
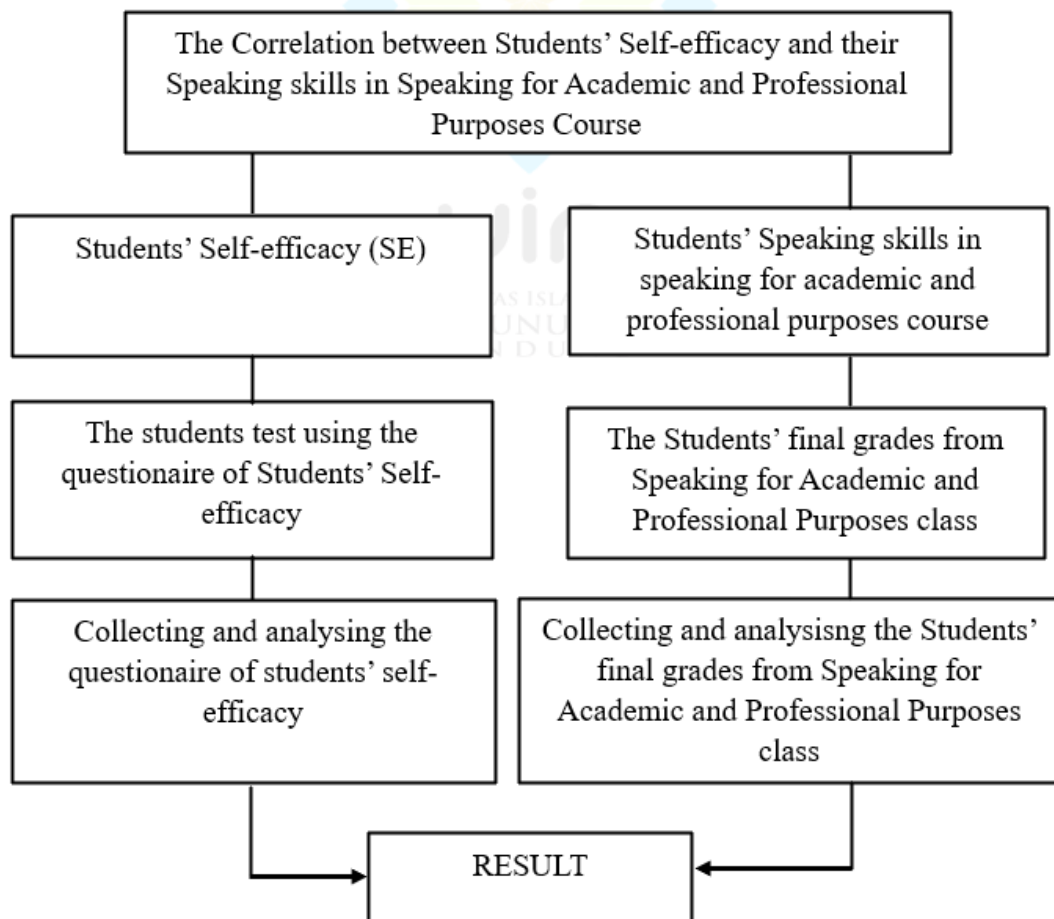
Figure 1.1 Research Scheme

F. Hypothesis

In quantitative research, hypotheses are statements that predict the relationship between multiple variables, as described by Creswell (2018). These hypotheses assume or forecast the outcome of a correlation between various characteristics or qualities, providing a framework for the researcher to test and validate their predictions.

Grounded in the theoretical framework outlined earlier, the researcher proposes a hypothesis to investigate the relationship between students' self-efficacy (variable "X") and their speaking skills in the speaking for academic and professional purposes course (variable "Y"). The hypothesis will be tested as follows.

a. The alternative hypothesis H_a: There is a significant correlation between students' self-efficacy and their speaking skills in speaking for academic and professional purposes course.

b. Null hypothesis H_0: There is no significant correlation between students' Self-efficacy and their speaking skills in speaking for academic and professional purposes course.

Based on the proposed hypothesis, this study assumes that there is a statistically significant relationship between students' self-efficacy and their speaking skills in the speaking for academic and professional purposes course. This study aims to validate Has' statement by demonstrating a significant correlation between the two variables. Therefore, it is the study's assumption to prove that students' self-efficacy is positively correlated with their speaking skills in the course.

G. Previous Studies

There have been various prior studies on this topic. The first earlier study was carried out by Agnes Odelia, and Bambang Setiyadi (2021). The purpose of this study was to determine the link between students' self-confidence and their speaking skills, as well as which part of speaking was most strongly related to students' self-confidence. This study used a quantitative method and consisted of a questionnaire and a speaking test. The self-confidence questionnaire was collected using a Google form, while the data for the speaking test was collected using Google Drive. This research included 30 students from SMA Negeri 3, Bandar Lampung. According to the study, the most closely related element to self-confidence is fluency. The study found a correlation between the variables.

The present research has several differences from the previous study. The previous study examined self-confidence, while the current research examined self-efficacy. Furthermore, the speaking variable in the prior study was speaking in general, but the current study focused on speaking abilities in speaking for academic and professional purposes course. moreover, students at SMA Negeri 3 Bandar Lampung were chosen to be the participants, while the current research focuses on

the university context which is State Islamic University Sunan Gunung Djati, Bandung.

Devi, Widhiasih, and Astawa (2022) performed the second research, titled "Correlation Between Self-Efficacy And Speaking Ability". The study sought to determine whether there was a significant association between the variables of the tenth-grade students at the school understudy. The findings of the investigation demonstrated a significant association between variables. The current research aims on students' self-efficacy and speaking skills in speaking for academic and professional purposes course.

The third prior study, conducted by Mahjub and Mahjoob (2015), looked at the relationship between Iranian EFL learners' self-regulation and speaking competency. The study involved sixty advanced-level students from ILI in Shiraz, Iran. To analyze the link between variables, a correlational analysis was performed. The study discovered a weak correlation between self-regulation and speaking skills among Iranian EFL learners. The current study intends to determine students' self-efficacy and its relationship to their speaking skills in the Speaking for Academic and Professional Purposes course.

To summarize, the present study work exhibited both similarities and contrasts when compared to earlier investigations. Both the prior and current studies investigated factors related to speaking. Nevertheless, the past investigations diverged from the current research report. Prior studies had a broad focus on speaking, whereas the present study paper narrowed its scope to specific speaking abilities, namely those in academic and professional contexts. Furthermore, the study sites of the prior studies varied. The prior investigation was conducted in Bandar Lampung and Iran. The present research paper was located in Bandung.