

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It elaborates the research background, statement of the problems, aims of the research, scope of the research, research hypotheses, significance of the research, clarification of terms, and paper organization. In the last section, there is a concluding remark of this chapter.

1.1 Research Background

Since early 1970s, anxiety has been a focus of research in foreign language education (Rachman cited in Liu & Huang, 2010). Foreign language researchers believe that “Anxiety is responsible for students' poor performance during language learning activities” (Horwitz et. al, 1986, p. 131). For example, in a foreign language classroom, according to Liu & Huang (2010), “High-anxious students tend to perform worse than low-anxious students do; they also tend to speak more briefly and sometimes even inaudibly. Besides that, they also choose to remain silent and thus their oral skill just falls down or becomes lower” (p. 1). Regarding this, Tatar (cited in Abebe & Deneke, 2015, p. 75) states that the active classroom participation plays an important role in the success of language learning. It is because when students produce the language that they are learning, they are also testing out the hypotheses that they have formed about the language. Further, he stated, “If the students remain silent in the classroom, how do they learn?” Pica et al. (1995) also believe that, “Participation in verbal interaction offers language learners the opportunity both to follow-up on new words and structures to which they have been exposed during language learning and to practice them in context” (p. 1).

A study has been conducted by Cheng (2001) showed that students who had low self-efficacy reported having a higher level of English class anxiety and vice versa. It was because second/foreign language class anxiety correlated the most with the factor related to self-efficacy rather than actual achievement in second/foreign language class (Gardner, Smythe & Lalonde, 1984). For that

reason, this study trying to enhance the correlation between self-efficacy and students performance in second/foreign language class. Bandura (1977, p. 193) defines self-efficacy as the belief in one's capabilities to organize and execute the courses of action required to accomplish something successfully. Self-efficacy also occupies an important role in social cognitive theory because it affects action, not only directly, but through its impact on other classes of determinants as well. Similarly, self-efficacy also believes that students know their ability about what they can or cannot do in performing English. It can encourage them to perform speaking in the classroom. However, some students may hesitate to speak English because they know certain point that they cannot do while speaking English.

According to Siegle (2000), there is a positive relationship between students' self-efficacy beliefs and their academic performance. Here, academic performance refers to individuals' beliefs that are formed specifically toward academic domains; it is distinct from non-academic such as social, emotional, or physical domains. Additionally, according to Zimmerman (cited in Bandura, 1995, p. 213), self-efficacy beliefs also contribute to academic performance over and above actual ability. He stated that "Students with different level of self-efficacy may perform differently even they have the same ability". It is because self-efficacy beliefs are multidimensional and it is linked to different domains of functioning (Zimmerman cited in Bandura, 1995, p. 203). Bong & Skaalvik (2003, p. 9) explains that students tend to shape different perceptions of capability across various tasks and domains.

Dodds (2011) has conducted a study on the correlation between self-efficacy beliefs and language performance. This study showed that there was a significant positive correlation between English speaking self-efficacy beliefs and English speaking performance among participants (Chinese newcomers to Canada). Participants who had high self-efficacy level performed better than participants who had low or medium self-efficacy level. However, this study did not specify in one language skill. For that reason, she recommended the further research to specify the language skill. Regarding this, Bandura (cited in Bong, 1997, p. 696) states that self-efficacy is most useful when the specificity of efficacy

measurement corresponds to the specificity of target performance. Therefore, this study focuses on the speaking skills.

In 2006, Mahyuddin et al. found the relationship between students' self-efficacy and their English language achievement among students from eight secondary schools in Selangor, Malaysia. The result of this study showed that there was a significant positive correlation between self-efficacy and academic achievement in the English subject. According to Boekaerts (cited in Mahyuddin et al., 2006, p. 68), "If students believe on their capabilities and their expectation of success, they will show improvement in the performance of the English language". In this regard, this present study will seek the students' beliefs on their capabilities, especially in the English subject. Besides that, it also will find out whether their beliefs can affect their performance or not.

From the explanation above, it can be concluded that there are many studies about self-efficacy in second or foreign language achievement. However, only a few of them discuss self-efficacy in speaking performance. For that reason, this present study will highlight students' self-efficacy beliefs on performing speaking in an English classroom. Besides, this study will also investigate the correlation between students' self-efficacy and their English speaking performance.

1.2 Statement of the Problems

This research is conducted to answer the following research questions:

1. At what level of self-efficacy do the students belong to?
2. What is the correlation between the students' self-efficacy and their English speaking performance?

1.3 Aims of the Research

Based on the research questions formulated above, this research aims to:

1. Discover at which level of self-efficacy that the students belong to.
2. Determine the correlation between students' self-efficacy and their English speaking performance.

1.4 Scope of the Research

This research is concentrated on finding out students' self-efficacy level. Meanwhile, the analysis will focus on the correlation between students' self-efficacy and English speaking performance among 8th grade students of Junior High School in Bekasi.

1.5 Hypothesis

According to Malik & Hamied (2016, p. 58), a hypothesis is a guess at the solution to a research problem where an investigation makes a prediction about the outcome of a relationship among attributes or characteristics. It represents a declarative statement and the cause-effect relationship between two or more variables. Furthermore, when there is a correlation between students' self-efficacy and their English speaking performance, the alternative hypothesis is accepted and null alternative is rejected.

H_0 = There is no statistically significant correlation between students' self-efficacy level and their speaking performance for 8th grade students of junior high school in Bekasi.

H_1 = There is a statistically significant correlation between students' self-efficacy level and their speaking performance for 8th grade students of junior high school in Bekasi.

If H_1 is accepted, the correlation could be positive or negative. According to Gravetter & Forzano (2012, p. 346) in a positive correlation, there is a tendency for two variables in the same direction; when one variable increases, the other tends to increase. Meanwhile, in a negative correlation, there is a tendency for two variables to change in opposite directions; increases in one variable tend to be accompanied by decreases in the other.

1.6 Significance of the Research

The research findings are intended to give contribution on several aspects: theoretically, practically, and professionally (Emilia, 2009).

1.6.1 Theoretical Benefit

Theoretically, the research findings can be used as the contribution toward the research about the correlation between self-efficacy and English speaking performance.

1.6.2 Practical Benefit

Practically, the result of the study is expected to give knowledge on how to deal with students who have different level of self-efficacy.

1.6.3 Professional Benefit

Professionally, this study might add the understanding about how self-efficacy can predict students' speaking performance.

1.7 Clarification of Terms

In order to avoid misunderstanding, the following terms are defined as follows.

Self-Efficacy

Self-efficacy is the beliefs in one's capabilities to organize and execute the courses of action required to accomplish something successfully. Moreover, self-efficacy reflects confidence in the ability to control one's motivation, behavior, and social environment (Bandura, 1977, p. 193). This term will be elaborated in Chapter II.

Students' Self-Efficacy

Students' self-efficacy refers to students' capabilities to explain and predict their thought, emotion, and action (Bong and Skaalvik, 2003, p. 5). There are five self-efficacy level that is used to determine students' self-efficacy; very high self-efficacy level, high self-efficacy level, medium self-efficacy level, low self-efficacy level and very low self-efficacy level.

Speaking

Speaking is categorized as a productive skill that needs a good comprehension in receptive skill too. Nunan (2003) defines speaking as the productive of "oral skill" that consists of producing a systematic verbal utterance to convey meaning.

1.8 Paper Organization

This paper consists of five chapters. Each chapter is subdivided into subtopics that will give a further elaboration of the investigated issues.

CHAPTER I : Introduction

This chapter provides information on the background of the research, statement of the problems, aims of the research, scope of the research, research hypotheses, significance of the research, clarification of terms and organization of the paper.

CHAPTER II : Literature Review

This chapter elaborates in detail theories that are relevant to this research. It provides depth definition of self-efficacy, students' self-efficacy level, self-efficacy in academic setting and speaking.

CHAPTER III : Research Methodology

This chapter explains the methodology that is used in conducting this research. It contains research design, participants, research instruments, research procedure and data analysis.

CHAPTER IV : Findings and Discussions

This chapter provides the data obtained from the tests to answer research questions regarding the correlation between students' self-efficacy and their speaking performance.

CHAPTER V : Conclusions, Implications and Recommendations

This chapter provides the conclusion that describes the result of the research. Besides, it also provides the implications for education and recommendations for future research.

1.9 Concluding Remarks

This chapter has presented the introduction of the research that involves research background, statement of problems, aims of the research, scope of the research, research hypotheses, significance of the research and clarification of terms that are used in this research. This research attempts to find out the correlation between students' self-efficacy level and their English speaking performance. This research involves the 8th grade students of Junior High School in Bekasi. The next chapter elaborates the theories that are used for this research.