CHAPTER I
INTRODUCTION

This chapter presents the introduction of the study. It elaborates the background of the study, research questions, aims of the study, scope of the study, significance of the study, clarification of the terms, and organization of the paper.

1.1. Background of the Study

People tend to have different drives to speak English. There are encouragements and barriers that make people want to express their ideas in English. Particularly in Indonesia where English is learned as a foreign language, people do not commonly communicate with English in the community. Some people may feel hesitant to speak English in front of other people who do not use it. On the other hand, some others have their own encouragement, so they are willing to speak English. The same issues are arising in English language learning at non-speaking English schools, where most learners often seem passive and reticent in speaking English in the classroom (Hamouda, 2012).

In connection with the issue above, some experts argue that there are diverse factors that influence students to speak English. Dörnyei (2005) and Riasati (2012) indicate some factors that might encourage learners to speak English such as students' motivation, personality, content and context, as well as learners' beliefs on their communication competence. On the other hand, Hamouda (2012) highlights some causes that make students feel reluctant to speak English as a foreign language, namely anxiety, lack of interest in English class, incomprehensible input, shyness, comparison with peers, low self-belief on their speaking capability, and lack of confidence.

Students' beliefs on their capability either positively or negatively influence their willingness to speak. For that reason, this study intentionally highlights students' beliefs on students' speaking skill in English, since one of the significant factors to control over students to speak English is their self-efficacy or what so called as self-belief (Bandura, 1977; Mahyuddin, Elias, Cheong, Muhamas, Noordin, & Abdullah, 2006).

Self-efficacy is referred to individual's beliefs in his capabilities, and it gives effect to the efforts he puts to achieve desirable performance. As defined by Bandura (1997), self-efficacy is "the belief in one's capabilities to organize and execute the courses of actions to attain designated type of performance". In other words, self-efficacy can be seen as the confidence that people have in their ability to do the things that they try to do, accomplish the goal and perform task competently (Dörnyei, 2005). It is believed that self-efficacy can determine how people feel, think, and behave, as well as the choices they make in specific situation (Bandura, 1994). 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 others in the classroom.

Dodds (2011) conducted a correlation study on self-efficacy and language performance among Chinese immigrant newcomers in Canada. She found that there was significant positive correlation between English-speaking self-efficacy beliefs and English speaking performance among the participants. It is stated that the participants who had strong beliefs in their abilities to perform certain speaking tasks were subsequently able to perform those tasks to a high degree.

However, Idrus and Salleh (2007) state that study relates to students' self-efficacy with regard to speaking English skill remains under-discussed, especially in Asia. Many studies that have been done on self-efficacy in second and foreign language learning settings are focused only on reading and writing skill (Schunk

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& Swartz, 1993). Hence, it is interesting to see the application of self-efficacy concept in speaking English in Indonesian context. Moreover, this study is essential in order to provide students and English teachers with an alternative idea on how to enhance students' beliefs on their speaking ability, and boost their speaking performance in the classroom.

Based on the explanation above, this study is purposed to find out students' self-efficacy level in speaking English and to figure out the factors influencing their self-efficacy level. The participants of this study were 61 students of eleventh grade from a senior high school in Bandung.

1.2. Research Questions

This study is designed to answer the following questions.

1.   To what level of self-efficacy do the students belong?
2.   What are the factors influencing the students' self-efficacy in speaking English?

1.3. Aims of the Study

This study is aimed to:

1.   Find out the level of self-efficacy that the students belong to
2.   Figure out the factors influencing students' self-efficacy in speaking English.

1.4. Scope of the Study

The scope of the study is narrowed down into two limitations, since the topic about self-efficacy is too wide. First, categorizing self-efficacy level that the students possessed in speaking English, and second, figuring out the factors affecting students' self-efficacy in speaking English. On the other hand, the theories of self-efficacy by Bandura (1982) and theory of factors affecting students' self-efficacy by Schunk and Meece (2005) is mostly used as the main logical frames in seeking students' self-efficacy level in English speaking skill and factors affecting students' self-efficacy level.

1.5. Significance of the Study

This present study tries to analyze the issue of students' self-efficacy in speaking English based on the theory of self-efficacy by Bandura (1982) and factors influencing adolescents' self-efficacy by Schunk and Meece (2005). This study is hopefully able to give new insights on filling the gaps in theories giving reasonable arguments that students' self-efficacy level can be very various. Furthermore, the factors that influence students' self-efficacy can be very difference to each student. The result of this study is expected to give knowledge, example, and reflections for further research to be carried out and for any educational practices related to students' self-efficacy in speaking English. Since self-efficacy studies are rarely carried out in speaking skill area of English subject,

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this study becomes interesting to conduct, especially in Indonesian context where English is learned as a foreign language. It is hoped to enrich the literature studies on students' self-efficacy in English subject.

1.6. Clarification of Terms

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

Students' Self-Efficacy

According to Bandura (1982), 'Students' self-efficacy refers to students' beliefs of their performance capabilities to organize and execute particular type of tasks at a particular time and closely linked to expectations to produce success outcome'. He argues that students who believe they are learning a useful strategy experience have greater control over learning achievement and self-efficacy for their skill improvement. This term will be elaborated in chapter two.

EFL (English as a Foreign Language)

According to Troike (2006:4), English as a foreign language is not widely used by learners for immediate social context, for instance, people learn and use the English language for future travel or other cross-cultural communication situations.

Speaking

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Brown (2001) defines speaking as a productive skill in communicative competence besides writing, listening and reading skills. He further says that it is 'an interactive process of constructing meaning that involves producing and receiving and processing information'. Besides, Harmer (2007) notes down that from the communicative point of view, speaking has many different aspects and categories such as; accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be 'the ability to keep going when speaking spontaneously'.

1.7 Organization of the paper

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

Chapter I is the introduction of the paper. It contains the background of the study, reasons for choosing the topic, the research question, aim of the study, the significance of the study, and the organization of the paper.

Chapter II is the theoretical foundation covering the conceptualizing of speaking and self-efficacy, the definition of self-efficacy, self-efficacy in academic context, the sources of self-efficacy, the factors influencing the level of self-efficacy, and the Influence of Self-Efficacy in Speaking English.

Chapter III is the research methodology. In this chapter, research design, research setting, research participants, data collection, and data analysis will be clearly presented.

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Chapter IV will talk about the findings and the discussion of the study. Here, the findings and the discussion of data obtained from the research will be comprehensively investigated and elaborated.

Chapter V is the conclusion and suggestions of the research where the research conclusion is delivered along with the appropriate suggestions needed for future studies.