CHAPTER I

INTRODUCTION

The purpose of this chapter is to present the discussion of background of the study, statements of the problem, aims of the study, scope of the study, significance of the study, research methodology, operational definition, and organization of the paper. The discussion of the points above is presented in the following parts.

1.1 Background

Nowadays, English becomes more popular among countries in the world. In Indonesia for example, many services are offered; from 'known' institution until 'unknown' institution; in fact a calling English tutor, special English TV program and English news are all available. It is because the government has put English besides Bahasa Indonesia and Mathematic as three top compulsory subjects in National Final Exam (UAN). Another more surprisingly progress is that some kindergartens in some cities use English for their daily conversation. Since English starting to be many people's attention, many Universities in Indonesia competitively offer their best English program in many ways.

Being college students, however, give a different prestige. Society believes that their opinion is reasonable to be heard. Universities graduates are seen as a higher educated person. They are demanded to be an independent human; finish their degree on time with a good GPA; get a good job and be well paid, even people hope that they can create more work fields. To be foreign language students, in addition, the mastery of speaking ability and the competency of showing our thought or ideas is a must. It becomes an important matter that has to be have, especially when they are going abroad.

A research conducted by Batista (Sugiharti, 2006) mentions that speaking places for the highest anxiety level of 48%. It means communicating orally in foreign language has been considered hard or difficult. An interview has been conducted to perform this phenomenon. The interviewees are 5 students, named A, B, C, D, and E. All of them are in the ninth semester of English education program in UPI. Every interviewee is required to score themselves from 1 to 10 for their speaking skill. The interview result is quite surprising. A, for example, with 3,56 of GPA scored himself 7 and E with 3,46 of GPA scored herself 5, while C with 3,06 of GPA scored herself 8. On the other hand, B (GPA = 3,20) and D (GPA = 2,30) scored themselves 6 and 7. When the researcher asked the reason, most of them answered that they felt not good enough compared with other students. They felt scare and nervous at the same time, even if it is just a will to answer or the thought to raise hand first before answer. C added that she often felt unmotivated and bored with the class because the active students are always the same person. B is in line with C, she felt that nobody will listen to her, thus talking or not is really not important for her. All of these students admitted that they sometimes felt unable to deliver what their meant precisely, which made them canceling to participate in the learning process.

A previous study by Sururi (2000) mentioned that there is non-linguistic factor influencing one's performance, for example; self-confidence. Sometimes, students perceive themselves not capable of doing things which is actually not true (Herawati, 2003). Other judgments, like I can't; I don't know; I doubt, can often make a person unable to perform more effectively in their tasks or work which is actually he is able to do (Nurmaulina, 2002). A perception can be factor that prevents people for giving their best effort. In line with this, another research held by Warliah (2004) stated that the

biggest factor related to Self (besides teacher and content) as much as 25% is afraid of making mistakes.

Law Nolte (in Armelia, 2006) said that when teenagers live with pressure they will learn to be stressed. Most of the students feel that they are not happy when learning in the classroom; some of the students feel that they prefer to sit in the back and not listen to the lesson. Dorothy (in Armelia, 2006) added that teenagers cannot live with rejection, because they will feel lost. Some students said that being ignored by your classmates or teacher is a painful moment. One bad experience is enough to make some students believe that they are incompetent. A situation where active students always talk while passive students always not talk is a habit-formation. Lightbown and Spada (in Sururi, 2000) assumed that habit-formation is created from a situation that always happens over and over again.

Researcher sees that non-linguistic factor of self really plays a great role in someone's mind of what he can or cannot do. In psychology concept, one's feeling of mastery or one's belief of an ability to succeed in a given specific subject defined as *self efficacy beliefs,* (Bandura, 1977). Furthermore, self-efficacy influences the choices students make and the courses of action they pursue. Most students engage in task in which they feel competent or confident and avoid those in which they do not. According to Graham & Weiner (1996), self-efficacy has been proven as a consistent predictor of behavioral outcomes, particularly in psychology and education. For this reason, how students behave can often be better predicted by the beliefs they hold about their capabilities, then by what they are actually capable of accomplishing. In this respect, the researcher is interested in questioning "How is the relationship between student's academic self-efficacy and their learning participation in Speaking class?"

1.2 Statements of the Problems

This observation is purposed to answer the following questions:

1. How is the academic self-efficacy of first-year students in UPI?

2. How is the learning participation of first-year students in UPI during the Speaking class?

3. Is there any relationship between students' academic self-efficacy and their learning participation?

1.3 The Aims of the Study

This study is aimed to:

1. To find out how the students' academic self-efficacy is.

2. To find out how the students' learning participation during the Speaking class is.

3. To find out if there is any relationship between students' academic self-efficacy and their learning participation.

1.4 The Scope of the Study

Based on some cases above, the study is limited only to investigate the relationship between academic self-efficacy and learning participation of UPI first-year students in Speaking class.

## 1.5 The Significance of the Study

Hopefully this research:

- Contributes to other researches discussing similar zone about students' self-efficacy or participation.

- Becomes reference for the next researchers who are interested in any other researches that relates to self-efficacy or participation.

- Offers an input for educator, parents or institution to consider the way of treating our children.

1.6 Research Method

1.6.1 Research Design

This research is aimed to know the relationship between students' academic self-efficacy and their learning participation. Therefore, corelational design is the most properly used in this research (Borg, 1983). The advantage of corelational method is that it provides information about the relationship degree between investigated variables. The degree is presented in form of correlation coefficient. Zechmeister, J. S., *et al* (2003) stated that correlation coefficient statistic calculates two variables or sets of data representing positive correlation (+1) or negative correlation (-1) and symbolized by *r*. Moreover, the relationship can be pictured as the following:

| Students' academic self-efficacy | r | Students' learning participation |
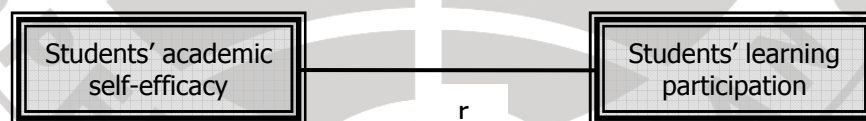
English first-year students

1.6.2 Population and Sample

The population is first-year students of English in UPI. Whereas the samples are students in education B program enrolled in Speaking in Professional Contexts subject. Singarimbun (1989) suggested that if the analysis being used is corelational technique, then the minimal sample that should be taken is 30 cases.

In line with this, Fraenkel & Wallen (1993: 294) added that "samples larger than 30 is much more likely to provide meaningful result." Thus, 40 students are going to be randomly selected for samples.

Based on generality dimension which is related with previous experience, the researcher takes second-semester students as appropriate samples. The second reason is that education students are to be a teacher. Therefore, it is important to see how their self-efficacy and their learning participation in the class are.

1.6.3 Research Location

The research is conducted in UPI located at Setiabudhi street no.229 Bandung.

1.6.4 Data Collection

There are two variables on this research. They are students' academic self-efficacy as independent variable (X) and students' learning participation as dependent variable (Y). Whereas the techniques and instrument used to obtain the data are:

1. Observation

   The idea of observation is to note how the participation tendency of education-2007 in speaking class is. The researcher uses 5 criteria adapted from Porto's (ctd in Knox, 2004) to asses the students' participation during the lesson. The time of observation is one month.

2. Questionnaire

   There are 3 questionnaires that are going to be given to the samples. The first questionnaire is given to measure the students' self-efficacy, the second is to measure their learning participation in the class, and the third is to know the

powerful sources of their self-efficacy level. The self-efficacy instruments are developed from Fatimah's (2008) and the learning participation questionnaire is adapted from Prof. Kathleen Tunney's (Dept. of Social Work). The Likert 4-point scale model of questionnaire is used in this research. For the self-efficacy questionnaire, the students are free to choose one of four choices: *S* (Agree), *CS* (More to Agree), *KS* (Less Agree), *TS* (Not Agree), while for the learning participation questionnaire, the choices are: *HS* (Almost Always), *SR* (Frequently), *KD* (Occasionally), *JR* (Seldom), *HT* (Almost Never). The students are asked to answer the questionnaire within the time given.

1.6.5   Data Analysis

Firstly, the students' contribution is classified into five criteria based on Porto's, they are significance, relevance, intensity, frequency, and collaborative. Every type of contributions that a student shows, (s)he gets a tick (V) on the column of which represent his/her participation in the meeting during the observation time.

Secondly, the questionnaires are tried out to the students who are not included as samples. The goal is to see its validity and reliability of each item, so that the researcher can fix or change the unclear statements. Then, the fixed questionnaire is given to the samples in order to know the score of the tested variables.

Thirdly, after the researcher gets the final data from the instruments as a result, the data is computed statistically. Since the questionnaire is in ordinal scale, the Spearman Rank formula is used to analyze the correlation between X (students' academic self-efficacy) variable and Y (students' learning participation)

variable (Sugiyono, 2001; Siegel, 1997). Spearman correlation formula (taken from Kranzler & Moursund, 1999: 131) is cited in the following:

$$\mathbf{r_s} = 1 - \left(\frac{6\Sigma D_i^2}{N^3 - N} \right)$$

Where:

D_i = the difference between X rank and Y rank

N = the number of samples

1.7 Operational Definition

Here are some key words or terms that should be defined clearly so that both researcher and readers have the same perception about them:

1. Self-efficacy is one's belief in his/ her capability or one's judgment of their capabilities to reach a certain goals. For example: "I can usually handle whatever comes my way," "If I am in trouble, I can usually think of a solution."

2. Learning Participation in this research refers to students' participation during the lesson. For instance, asking or answering question, sharing opinion or ideas.

3. Speaking class is one of the subjects in English program. Speaking subject is divided into three levels. In this study, the researcher takes the second level, that is Speaking in Professional Context because in this class students are required to use full English. For example, presenting some materials, practicing teaching.

1.8 Organization of the Paper

This paper is organized into five chapters as follows:

CHAPTER I INTRODUCTION

This chapter provides an issue of the research in which reflects the subject covered by the writer.

CHAPTER II THEORETICAL FOUNDATION

This chapter consists of related theories and literature from experts and their researches, which serve as the basis for investigating the research problems.

CHAPTER III RESEARCH METHODOLOGY

This chapter will discuss the methodology and the procedure in conducting the research. It includes the preparation stages, procedures, instruments, method, and the result of the try-out instrument.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

This chapter reports the findings and writer's interpretation about them.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

This chapter contains the conclusions in accordance with the study findings and suggestions to other parties or researchers who want to continue the study.