CHAPTER I

INTRODUCTION

1.1. Background of Study

Many people use English as a global language when communicating with people from other countries. Aside from that, if people want to require complete and essential information, they can find it on the Internet, where much of the information is written in English. Therefore, it forces Indonesians to learn English to obtain the important and detailed information they are looking for. In addition, English is the language in Indonesia with crucial functions in education.

In the world of education, students are taught the four abilities of English, namely speaking, listening, reading, and listening comprehension. Besides the four abilities, there are also the language components to be learned, such as vocabulary and grammar. However, in this study, the researcher is going to focus on one skill in language learning, namely speaking.

Speaking is the most common method of communicating with others through speech, and effective communication is a fundamental requirement that must be prioritized in English education. Speaking, along with listening, reading, and writing is one of the four fundamental skills in learning a foreign language (Azadi et.al., 2015). Moreover, according to Efrizal (2012), Speaking is essential in people's interactions, and they speak all the time. The process of verbally communicating ideas and messages is known as speaking. Thus, when students would like to speak English, they certainly have high courage and confidence with self-efficacy.

According to Bandura (1997), the belief in one's abilities is referred to as self-efficacy about completing a task and the perception of competence in carrying out the task. It can be explained that self-efficacy is a person's belief in one's own ability to succeed in certain situations, and it influences motivation to engage in certain activities. Besides, self-efficacy is related to perceived abilities and must be expressed in terms of can do rather than will do.

Therefore, the relationship between knowledge and action is mediated by self-efficacy. This is because self-efficacy influences individual behavior in four ways: choosing behavioral choices, determining how much and how long to effort, engaging unique emotional and mental patterns reactions, as well as acknowledging humans as creators rather than predictors. It means that self-efficacy is extremely important for anyone who wants to do something because self-efficacy will give an action for doing something.

However, being good at speaking performance requires more than just self-efficacy; it also requires the use of the speaking elements. According to

Harris (1969), there are five speaking performance elements: pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, it is possible to say to be fluent if they have a significant value between self-efficacy and speaking element in English.

There are three similar studies focusing on self-efficacy and speaking skills that are taken as the guidelines. The first previous study was written by Zhang, Ardasheva, & W (2020). The researcher conducted a study about self-efficacy and English public speaking performance: a mixed-method approach. This study concluded with four major findings that have significant ramifications for English Public Speaking (EPS) syllabus and future studies. First, throughout the semester, students' self-efficacy and performance in English Public Speaking (EPS) improved significantly. Second, at the last speech performance, English Language Proficiency (EPS) has a negligible impact on students' sense of self-efficacy. Third, the students' self-efficacy in English public speaking had no significant influences on their performance or sources of self-efficacy, indicating the necessity of additional research into direct signaling and through dedication and subject interest, as indicated by interviews. Fourth, the impacts of the four hypothetically theorized references of English Public Speaking (EPS), the effect of self-efficacy on self-efficacy varied between the start and the end of the class. This is important to note that students' self-efficacy did not always match the statistical data because some factors affect the result of self-efficacy.

The second previous study was conducted by Risa Aryani (2018). The researcher investigated the connection between students' speaking self-

efficacy, collocational competence, and speaking performances. This study's conclusion has three parts. First, there was a link between a students' collocation competence and speaking performance: the lower the students' collocation score, the lower the students' speaking performance. Second, students' collocational competence had a direct effect on their speaking performance, as they were unable to select appropriate words contextually due to their lack of collocational competence. Third, the students' collocational competence had an indirect effect on her speaking self-efficacy. The students' speaking self-efficacy impacted their collocational competence, which influenced their speaking performances indirectly. That situation could occur because they did not recognize their speaking ability or did not discover English to be significant, confronting, or fascinating, which impacted their carelessness to study and improve their vocabulary proficiency. Finally, their speaking performance was impacted by their belief in English.

The third previous study was conducted by Fetra Della FB (2018). The researcher conducted a study on the effects of self-efficacy on a students' ability to speak in class. According to the findings of the research and data analysis in the preceding chapter, it is possible to conclude that a significant positive relationship exists between second-grade students' self-efficacy and speaking ability in the English class at SMPN 14 Budha Suci Banda Aceh. In summary, the result revealed that students with high self-efficacy outperform those with low self-efficacy on oral performance tests. In other words, a students' level of self-efficacy could also impact their speaking ability or language performance in English class.

From the three previous studies, they explained the differences in the results in each research that argued that there was a correlation between the students' self-efficacy and their speaking skills and others that argued that there was no correlation between the students' self-efficacy and their speaking skills. From these differences, the researcher wants to prove whether there is a significant correlation or not if the data collection and the data source are different. So, in this study, the researcher wants to know the correlation between the students' self-efficacy and their speaking skills by using a different collection method. The researcher will use a questionnaire about self-efficacy and a speaking test by giving a topic to discuss in pairs with English-speaking students in the second semester at STBA LIA Jakarta.

1.2. Statement of Problem

Based on the preceding context, the following problem that arises in this study is detailed below:

"Is there any significant correlation between the students' self-efficacy and their speaking skills?"

1.3. Research Objective

This study is intended to know the students' self-efficacy in speaking performance class at STBA LIA Jakarta. The research objective is *to know the significant correlation between the students' self-efficacy and their speaking skills.*

1.4. Scope and Limitation

The researcher limits the study by distributing a questionnaire and giving a speaking test to get data. This study is limited to a second-semester student at STBA LIA Jakarta, especially in speaking class. By determining the scope and limitation, the researcher will find out the main focus of this study is to know the significant correlation between the students' self-efficacy and their speaking skills in the second semester at STBA LIA Jakarta.

1.5. Research Methodology

1.5.1. The Method

The researcher used the quantitative method with a correlational study to know the significant correlation between the students' self-efficacy and their speaking skills. The correlational study is a kind of research method used to measure whether or not there is a significant correlation between the investigated variables. According to Creswell (2014), a correlation is a statistical test that determines the tendency or pattern for two (or more) variables or two sets of data to vary consistently.

According to Martono (2011), a variable is a concept that has a variation with more than one value. Other than that, Sugiyono (2010) said that the definition of a research variable is anything that the researcher decides to study for the researcher to gather information and draw conclusions. In this study, two variables are being investigated. They are independent variables (variable X) namely students' self-efficacy and

dependent variable (variable Y) namely students' speaking skills. The researcher used a questionnaire and a test to assess both of them. The questionnaire was used to assess students' self-efficacy, and the oral exam was used to assess students' speaking ability.

1.5.2. Data Source

The researcher took the data from first-year university students majoring in English at STBA LIA Jakarta. The target of data was the first-year students, which means the second semester at STBA LIA Jakarta. The second semester was chosen by the researcher because she wanted to concentrate on giving a speaking test while discussing the topic. This second semester at STBA LIA Jakarta, it turns out, also focuses on studying discussion material in the speaking class. The data were taken from one class with 32 students chosen to be analyzed in this study.

1.5.3. Population, Sample, and Sampling Technique

1.5.3.1. Population

According to Creswell (2014), a population is a group of individuals who have the same characteristic. The population of the research was students in the second semester in speaking class at STBA LIA Jakarta. The total number of students was 34 students.

1.5.3.2. Sample

According to Gay, Mills, & Airasian (2012) the total sample for descriptive research methods, a minimum of 10% of the population, for a relatively small population of at least 20%, while for correlation research a sample minimum of 30 respondents is required. Thus, for the sample used in this study, the researcher was only able to use 32 data from students who completed the questionnaire and took the speaking test in the speaking class. There were two data that could not be used because they only completed the questionnaire without taking the speaking test.

1.5.3.3. Sampling Technique

According to Zuriah (2009), the sampling technique is a method of determining the sample by taking into account the characteristics of the population in order to obtain a representative sample. Besides, Martono (2011) also stated that the sampling technique is the method or method for determining the sample and sample size. According to the definition above, a sampling technique is a method of determining the research sample.

There are several techniques for collecting research samples, including simple random sampling, proportional random sampling, systematic random sampling, stratified

random sampling, and cluster random sampling. In this study, the researcher used proportional random sampling to select the sample.

Proportional random sampling is a sampling technique used by selecting a certain subgroup from a population in the same proportion. According to Nazir (2011), the use of proportional probability allowed each member of a group to have a probability that was proportional to the number of groups in the sample. After calculating the sample's probability, the researcher used the second semester's list of students' names to select data at random and chose the student who completed the questionnaire and took the speaking test.

1.5.4. Instrument

1.5.4.1. Speaking Test

The researcher investigated the students' speaking performance using a speaking test. Students are given a speaking test in which they must discuss (in pairs) a given topic. In this test, the researcher collaborated with an expert judgment or lecturer in the speaking subject to give the student a score using the oral score test by Harris (1969), classified into five speaking performance elements: pronunciation, grammar, vocabulary, fluency, and comprehension. According to an expert judgment, it can be declared that the speaking test by

giving a score using oral test by Harris (1969) was valid and reliable.

1.5.4.2. Self-Efficacy Questionnaire

This instrument was adopted from Sadighi, Alavi, & Samani (2004) which stated that the SEQ is a useful measurement for evaluating students, language learning, and self-efficacy and that it could be used in foreign language contexts to forecast learners' performance on-language test performance. The questionnaire contains 20 questions in which the student is asked to express their opinion about their speaking performance. This questionnaire is displayed by circling the numbers (1, 2, 3, 4, or 5). The parameters will be scored on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

In order to test validity, the result showed that the Kaiser-Meyer-Olkin (KMO) coefficient, which demonstrates the sampling adequacy of the contents of the SEQ, was 94, which was a highly remarkable estimation of sampling adequacy. In addition, the Bartlett test of sphericity was estimated to be 616.1, significant at the $p<0,0001$ level.

For the reliability, the computed alpha of the SEQ was 97, which indicates the internal consistency of the questionnaire shows the alpha coefficient of the questions as related to the

general factor. Thus, this instrument has been tested and declared valid and reliable.

1.5.5. Data Collection

In collecting the data, for the first, the researcher proposed a research request to the lecturer who teaches the speaking class. After that, the researcher gave the questionnaire of self-efficacy links to students by providing a deadline for collection. While waiting for the results of the self-efficacy questionnaire, the researcher collaborated with the lecturer to arrange what topics to use when the speaking performance test. After dealing with the topic, the researcher came to the class to explain the speaking test and gave a topic that the students must record with their friends (in pairs). For the last, the researcher got the score results from the speaking performance test from the lecturer concerned.

1.5.6. Data Analysis

The researcher analyzes the data from the speaking class of English language based on the steps listed as follows:

1) Speaking Test

In analyzing the test data, the researcher calculated the data by taking into account the pointers listed below:

(a) The range (R) of the score in the experimental class was determined by using the theory of Sudjana (2002):

R= H-L

Where

R   = The range of the score

H   = Highest score

L   = Lowest score

(b) The number of interval class

It can be determined by using the following formula from Sudjana (2002). The formula is:

I= 1+ (3, 3) log n

Where

I   = The amount of interval class

n   = The amount of sample

3, 3 = Constant value

(c) The space of interval class was found by using the following pattern from Sudjana (2002):

$$P = \frac{R}{I}$$

Where

P   = Interval space

R   = The range of score

I   = The amount of interval class

(d) The frequency distribution theory by Sudjana (2002), the mean of the score was:

$$X = \frac{\sum X_i F_i}{\sum F_i}$$

Where

X	= Mean of variable x
$\sum X_i F_i$	= Total number of score
$\sum F_i$	= Number of sample

2) Questionnaire

The questionnaire analyzed the distribution of frequency in each questionnaire item. It is computed using the formula as follows:

$$p = \frac{f_i}{n} \times 100\%$$

Where

p	= Percentage
f_i	= Total frequency
n	= Number of samples

The questionnaires are analyzed by using the Likert scale, in which the questionnaire's answers are divided into five gradations of answers. The highest possible score is 5, followed by 4 (Agree), 3 (Moderate), 2 (Disagree), and 1 (Strongly disagree) (Strongly

disagree). This Likert scale was indeed extremely useful for the researcher when analyzing student questionnaires.

The scale below is based on a standard of self-efficacy in the classroom developed by Bandura (2006):

0	10	20	30	40	50	60	70	80	90	100

Cannot do at all   Moderately can do   Highly can do
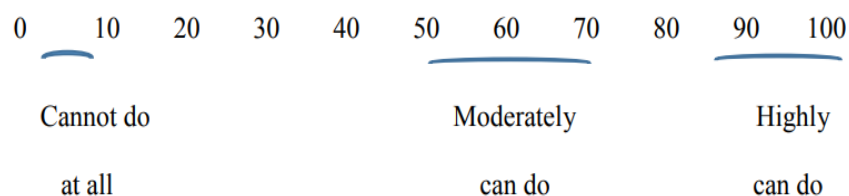
The scale above serves as the guideline for students' answers of self-efficacy:

1-39 = Cannot do at all (Low self-efficacy)

40-79 = Moderately sure can do (Moderate self-efficacy)

80-100 = Highly confidence can do (High self-efficacy)

3) Prerequisite Test

    a) Normality Test

According to Sujianto (2009), the normality distribution test determines whether our data has a normal distribution or not. The researcher used the One-Sample Kolmogorov-Smirnov test with SPSS to determine normality. The hypotheses for testing normality are:

Sig. > 0,05: Data is in normal distribution.

Sig. < 0,05: Data is not in normal distribution.

b) Homogeneity Test

According to Sujianto (2009), the purpose of homogeneity testing is to ensure that the data collected for analysis is truly drawn from a population that is too dissimilar to one another. The model used, especially in a predictive study, must be appropriate with the composition and distribution. The researcher used One Way Anova with SPSS to determine homogeneity. There are two hypotheses for the homogeneity test below:

Sig. > 0,05: Data is homogeneous.

Sig. < 0,05: Data is not not homogeneous.

4) The Correlation measurement

The researcher used a statistic to calculate a correlation. The researcher explained the close relationship between the students' level of self-efficacy and the speaking test by using Pearson's product-moment coefficient of correlation. The following formula was used:

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

Where

rxy = The correlation coefficient between X and Y

N = Number of Participants

X = Students' Self-efficacy Scores

Y = Students' Speaking Skill Scores

$\sum X$ = The result Scores of Self-efficacy

$\sum Y$ = The result Scores of Speaking Skill

$\sum X^2$ = The result of the Squared Scores of Self-efficacy

$\sum Y^2$ = The result of the Squared Scores of Speaking

$\sum XY$ = The result of Multiplied Score between X and Y

This equation was used to calculate the "r" product moment of indicator correlation between the X and Y variables (rxy). X variable is used to show the students' self-efficacy and Y variable to show student speaking skill score. However, in order to make data calculation easier and more efficient, the researcher used SPSS (Statistical Product and Service Solution) to process the data to correlate the two variables. The researcher could see how close the relationship between the two variables was by looking at the table below:

Table 1. 1 The interpretation of correlation

Correlation value (r)	Interpretation
0,000 – 0,200	Very low correlation
0,200 – 0,400	Low
0,400 – 0,600	Moderate
0,600 – 0,800	High correlation
0,800 – 1,000	Very high correlation

The researcher calculated the percentage of correlation after determining the interpretation of the correlation. To determine the percentage, the researcher employed a formula based on the coefficient of determination. The formula is shown below:
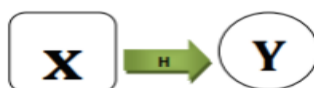
KP   = r^2 x 100%

Where

KP   = Coefficient of determination

r   = The correlation coefficient between X and Y

1.6. Hypothesis Testing

The research must determine whether or not the hypothesis was rejected between two variables. Lane (2013) theory was formulated by the researcher and is depicted below:

Figure 1. 1 Illustrated two variables

Where

X   = Students' self-efficacy

Y   = Students' speaking skill

H   = Hypothesis

The explanation of the hypothesis testing was followed:

1. Null hypothesis (H_0)

   There is no significant correlation between the students' self-efficacy and their speaking skills.

2. Alternative Hypothesis (H_a)

   There is a significant correlation between the students' self-efficacy and their speaking skills.

The researcher used a 5% level of significance in this study. The 5% significance level means that the chance of being wrong is 5%, and the researcher should try to get the research's level of correctness to 95%. The researcher took 5% because this research is about education research and not statistical research.

The statistical hypothesis stated by looking for the distribution of r-table values:

1. H_0 accepted if r-table (0,05 (α=5%)) > r-count (rxy) , which means H_a rejected.

2. H_0 rejected if r-table (0,05 (α=5%)) < r-count (rxy), which means H_a accepted.

1.7. The Organization of Writing

This study is divided into four chapters. The first chapter is the introduction, which includes a background of the study, a statement of the problem, the purpose of the study, the scope and limitations, the methodology,

and the writing organization. The second chapter is a theoretical framework that presents some theories supporting the analysis. The third chapter is the analysis of the data. The last chapter is the conclusion of the study.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter describes several theories that are used in this study. It presents some crucial terms with their definition and explanation to comprehend detailed information in the study. This chapter explains self-efficacy, self-efficacy questionnaire (SEQ), and speaking skill.

2.1. Self-Efficacy

According to Bandura (1997), every individual's self-efficacy differs from one individual to another based on three dimensions. Each dimension has unique characteristics and a detailed explanation. Here are the three dimensions:

2.1.1. Dimension Level (magnitude/level)

Individuals' perceived personal efficacy can be categorized as basic task desires, moderately complex requirements, or the most burdensome currently defined in a specific functional domain.