CHAPTER I

INTRODUCTION

This chapter presents background of the study that explains the reasons of conducting this research. Besides, it contains the research questions that come up from some cases, objectives of the study that explain the aims of conducting this research, significances of the study containing theoretical and practical benefits. Scope and limitation of the study are also presented in this chapter. Furthermore, hypotheses of research is also presented. The last, definition of key terms defining the variables used in this research is provided in this chapter.

A. Research Background

Nowadays, the focus of education has changed from teacher-centered teaching to students-centered teaching. Therefore, many studies have been conducted to investigate variables which can affect learners in learning process. For instance, Savignon in Rahimi & Abedini argues that affective variables give more contribution to the result of foreign or second language learning than intelligence, teaching method, or time spent learning the language.[1] Affective variables have been considered to be one of the main determining factors of

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[1] Rahimi&Abedini.2009.*The interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency.*14

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success in learning foreign or second languages.[2] This means that affective variables have more significant effect in language learning than intelligence, teaching method, or time spent learning language.

One of those variables in affective issues is self efficacy. Self efficacy is a person's judgment of his/her capabilities to complete a specific task with the skills he/she possesses.[3] In other words, self-efficacy is one's belief about his/her capability to do certain task. Self-efficacy is believed as a factor that can influence one's learning and even affect the result when performing a task. Haworth in Sri Rejeki Murtiningsih argues that teachers' efficacy may influence their relationship with the students.[4] This means that teachers' self-efficacy and their raport with the students are correlated. She suggests that teachers' self-efficacy needs to be improved by involving the teachers in professional development programs.[5] In other words, to build up good raport with the students teacher should participate professional development training. For students, efficacy is essential because it can build confidence to do their task assigned and at the end they can receive the expected results. Many research also indicate that self efficacy influences academic achievement and performance.

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[2] Rahimi&Abedini.2009.*The interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency*.15

[3] Stephen A. Templin.*The Relationship between Self-Efficacy and Language Learners' Grades*. JAIT Journal, Vol. 21, No. 1, May, 1999

[4] Sri Rejeki Murtiningsih. *A study on correlation between self-efficacy and academic achievement in indonesian context.* Leksika Vol.5 No.2 – Aug 2011: 21-26

[5] Sri Rejeki Murtiningsih. *A study on correlation between self-efficacy and academic achievement in indonesian context.*

People who have high self-efficacy are more likely motivated and confident when performing a task.

Related to academic setting, Rahimi and Abedini conducted a study to investigate the relationship between English as Foreign Language (EFL) learners' self-efficacy concerning listening comprehension and listening proficiency. The results of statistical analysis indicated that listening comprehension self- efficacy was significantly related to listening proficiency. This study leads the researcher to investigate the correlation between self-efficacy and speaking skill.[6]

As we may know, speaking as one of basic language skill that has important role rather than other skills due to its significant and its use for communication. Moreover, in this globalization era, being able to communicate in English is very important. By communicating in English, we can understand people around the world and also gain knowledge from new technologies which most use English.

Based on the reason above, the researcher chooses Madrasah Aliyah (MA) Bilingual Krian which applies bilingual program, English and Arabic. This fact indicates that the students of MA Bilingual must speak English in their daily learning process. Thus, through this study, the researcher wants to investigate whether there is a significant correlation between students' self-efficacy and their

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[6] Rahimi&Abedini.2009.*The interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency.15*

English speaking skill or not. In addition, because of the recommendation from the teacher, the participants of this study are tenth grade.

B. Research Questions

Through this research, the researcher wants to investigate:

    a.   What is the level of self-efficacy among tenth grade students of MA Bilingual Krian and what factors influence their self-efficacy?

    b.   What is the English speaking skill level at tenth grade students of MA Bilingual Krian?

    c.   Is there any significant correlation between students' self-efficacy and English speaking skill at tenth grade of MA Bilingual Krian?

C. Objectives of the Study

The objectives of this study are:

    a.   To describe the level and the factors who have influence on self-efficacy among tenth grade students of MA Bilingual Krian.

    b.   To describe the level of English speaking skill among tenth grade students of MA Bilingual Krian.

    c.   To find out whether there is correlation between students' self-efficacy and English speaking skill at tenth grade of MA Bilingual Krian or not.

D. Hypotheses of Research

In hypotheses there are two probability. The first is Ho: r = 0 (having null correlation), this means that the researcher will not find correlation. The second is Ha: r ≠ 0 (having correlation), this means that the researcher will find correlation.

The hypotheses of the study are:

Ho : There is no significant correlation between students' self-efficacy and English speaking skill at tenth grade of MA Bilingual Krian.

Ha : There is significant correlation between students' self-efficacy and English speaking skill at tenth grade of MA Bilingual Krian.

E. Significance of the Study

The researcher hopes that this study has some benefits:

a. Theoretical Benefits

1) The researcher hopes that the result of this study can give description about the level of self-efficacy's students in MA Bilingual Krian and its correlation with speaking skill.

2) The result of this study can be used as the reference for those who want to conduct a study about another case of self-efficacy, or

even implementing an approach to enhance students' self-efficacy in improving their English speaking skill.

b. Practical Benefits

1) For the students, the result of this study can motivate them to enhance their confidence when performing task, especially English speaking skill.

2) For the teachers, the result of this study is hoped to help students believe in their abilities and encourage them to expend greater efforts and time when facing failures rather than to attribute all their failures to their lack of abilities.

3) For curriculum designer, the result of this study can give an input to design a student-centered language curriculum. It may help language learners develop positive beliefs of their ability.

F. Scope and Limitation of the Study

As the researcher has mentioned above, people with high self-efficacy would expect to have higher achievement in performing task. To narrow down the focus of investigation, this study is aimed at exploring the relationship between students' self-efficacy and English speaking skill. Besides, the participants of this study are X grade of MA Bilingual and based on the result of lottery the researcher will choose X IPA1, X IPA 2 and X IPS 2.

G. Definition of Key Term

The key terms of this study are self-efficacy and speaking skill. To avoid misunderstanding, the researcher will give the definition of key terms, they are:

a. Self-efficacy is people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives.[7] In other words, the people themselves who judge their own capabilities to execute a certain action.

b. Speaking skill is an ability to communicate by English with other people

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[7] Rahimi&Abedini.2009.*The interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency.14*