

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, and research objectives, significance of the study, scope and limitation of the study, hypothesis, and definition of key terms.

A. Background of study

The English language has been commonly accepted as an active universal language in the world. People who study English language consider it as their personal proficiency. Therefore, nowadays many people, particularly students, ought to master English language. According to the Law on the National Education System No. 20/2003, foreign languages can be used as language of instruction in certain education units to support students' foreign language skills.

There are at least four basics English language skills that should be mastered by the students. Those are speaking, writing, listening, and reading. Nunan (1999) stated that the indicator of success in learning a language is measured in the terms of the ability to carry out a conversation in the target language. Since the goal of learning language is to be able to use the language for communication, speaking becomes the most required one among the other four English language skills that should be mastered (Boonkit, 2010).

Speaking skill is important in daily life. Arham, et al., in 2016 stated that English speaking skill is one of the language skills that is required in global interaction or communication. Darcy et al., (2001) stated that speaking, among the

four basic language skills is of an exclusive importance in daily life and it is a vital complementary tool in communication. Bailey and Savage (1994, p.7) stated that speaking is seen as the center skill and the most demanding of the four skills.

Speaking is an activity of delivering message, it occurs between speaker and listener orally. In other words, the main point of speaking activity is that speakers deliver the message to the listeners. According to Nunan (2006) speaking is defined as the use of language quickly and confidently with few unnatural pauses. Communication is impossible without shared knowledge and assumptions between speakers and hearers (Stubbs in Nurhayati & Yuwartatik, 2016a). Therefore, as the EFL learners, students are expected to speak confidently using English, can express their ideas to others orally, and they are also involved actively in the classroom speaking activities. While the speaking activities in the classroom can be seen when the teacher commands students to discuss tasks or ideas and question one another, negotiate meaning, clarify their own understanding, and make their ideas comprehensible to their partners.

However, it is not easy to master English speaking skills, as well as using it to communicate. In the teaching and learning process, students often face difficulties in using English when the teacher tries to interact with them. They still look hesitant, afraid or ashamed to interact with their friends and their teachers by using English. They prefer to be silent rather than speak up, and this situation can make the teaching and learning process doesn't proceed to the target. Nurhayati (2016) Problems of speaking include inhibition, nothing to say, low confident or uneven participation, and mother-tongue use. Lack of confidence is one of the

most important reasons for failure. Although different people use various techniques to try to minimize the impact of culture shock, it seems that a high degree of self-confidence and optimism may be among the most effective (Nurhayati, 2019).

There are some factors that inhibit students in mastering English speaking. Hamouda (2012) highlights some factors namely anxiety, lack of interest in English class, shyness, low self-belief and confidence on their speaking capability as the factors that make students feel reluctant to speak English. In addition, the students do not want to speak English because they are too shy to talk in English, they are afraid of making mistakes or their friends will laugh at them, and they are also anxious because they had not many chances to speak or because the teacher always gave critics and correction on their mistakes right away (Fauzan, 2014; Fauzan, 2016; Karsono, 2014; Ningsih, 2015; Nurhayati, 2016). Therefore, in order to be able to speak English, students must first have a motivation in learning and also the confidence in performing all the tasks and practices of speaking activities.

Students' motivation in learning English is most influenced by their language awareness. According to Chomsky (1986), humans are blessed with a language acquisition device that allows them to be able to learn any language presented. Language is internal and created in human's mind, it becomes the basis of the presence of communicative approach used in teaching foreign language (Yulianto & Sunahrowi, 2016). Language awareness itself is defined as the consciousness and sensitivity of learners to various formulas and language

functions (Carter, 2003). Furthermore, Bilash (2011) stated that becoming aware of the nuances and meanings of a language is part of language learning. By increasing students' language awareness the students are better able to understand, appreciate and use the language. Therefore, when students are aware of the importance of mastering a certain language, they will be motivated in learning that language.

The confidence in performing all the tasks and practices of speaking activities is also an important factor which makes an impact on students speaking achievement. Students' belief and confidence in their capability in doing tasks is called self-efficacy. Self-efficacy can be seen as the confidence that people have in their ability to do the things they try to do, accomplish the goal and perform tasks competently (Dornyei, 2005). It is believed that self-efficacy can determine what people think, behave, as well as the choices they make in a particular situation (Bandura, 1994). Thus, the belief that students have about their ability to speak can either encourage or make them hesitate to speak English in front of others in the classroom.

There were some previous studies that indicated a positive relationship between self-efficacy and students' English achievement. First, Mahyuddin, Elias, Cheong, Muhamad, Noordin and Abdullah (2006) that have conducted research about the relationship between students' self-efficacy and their English language achievement in Malaysia. They found that 51 percent of students had high self-efficacy while 48 percent showed low self-efficacy. Then, the result of the correlational analysis showed that positive correlations between self-efficacy and

academic performance in the English language. They conclude that achievement in the English language will improve when students have high self-efficacy in the language.

In addition, Mastur (2016) also conducted research about the relationship between self-efficacy and the speaking skill. The result showed that there was a positive relationship between self-efficacy and speaking ability of English class of eight grade students of Al-Manar. It also showed that students who have high self-efficacy tend to get higher scores in oral tests than those who have low self-efficacy.

Furthermore, there were also previous studies about language awareness which indicated the improvement of students' English achievement through language awareness. Jessy Lostaunau Gavidia (2012) has conducted an investigation about the use of language awareness to improve students' language achievement in a Private University. She proposed that it helped adult students to learn another language. The result from her investigation showed that the application of the language awareness techniques favored the level of achievement in the English skills of the students taking a Master's Program in Education in a Private University.

In addition, Putri (2017) also conducted research entitled "The Correlation between Students' Language Awareness and Learning Styles towards Their TOEFL Listening Skill". This research was applied on students of English Education Study Program at University of Riau Kepulauan (UNRIKA). The result

showed that there was a very low correlation between language awareness and learning styles to the dependent variable of students' TOEFL listening skill.

Based on pre observational research at MA At-Thohiriyah Ngantru, the researcher found there are some students who doesn't want to try speaking English, unless being forced by the teacher itself and most of them feel shy, they do not have the confidence to speak, and there are even some students who said that they cannot speak even before they tried. Those conditions are the barriers of the students in speaking English which are influenced by students' self-efficacy and their language awareness in learning English. However, speaking as a very important aspect of English language seems to have little attention from researchers. Based on the description above, the researcher interested in investigating whether there is any significant relationship between the students' self-efficacy and language awareness on their speaking achievement.

B. Research Question

Concerning the background of the study, the researcher can formulate the research problem, as follows:

1. Is there any positive correlation between self-efficacy and speaking achievement of 11th grade students' at MA At-Thohiriyah Ngantru?
2. Is there any positive correlation between language-awareness and speaking achievement of 11th grade students' at MA At-Thohiriyah Ngantru?

3. Is there any positive correlation between self-efficacy and language-awareness on speaking achievement of 11th grade students' at MA At-Thohiriyah Ngantru?

C. Research Objectives

Based on the formulation of research question, this study has an objective as follows:

1. To find out the positive correlation between self-efficacy and speaking achievement of 11th grade students' at MA At-Thohiriyah Ngantru.
2. To find out the positive correlation between language awareness and speaking achievement of 11th grade students' at MA At-Thohiriyah Ngantru.
3. To find out the positive correlation between self-efficacy, language awareness and speaking achievement of 11th grade students' at MA At-Thohiriyah Ngantru.

D. Significance of the Research

1. The institution

The researcher hopes this research may give positive input for the institution by paying attention in managing students' self-efficacy and students' language awareness factors that potentially increase it. These factors are modeling, goal setting, information processing, encouragement and feedback and rewards. Hopefully, it encourage students' spirit in teaching and learning process.

2. English teacher

The researcher hopes that the result of this study can be useful for the teacher as one of the resources in teaching English which can be applied in the future. The researcher hopes that the teacher can treat the students in the appropriate way in order to increase students' self-efficacy. In this case the role of teachers to encourage and persuade students is important, that they have to build students' self-efficacy and language awareness when students are involved in the teaching and learning process, in speaking particularly.

3. The students

The researcher hopes that this research may be useful for English students to develop their self-efficacy in order they have confidence when they try to speak English. So that they lose their feeling of hesitance or shame when they have to speak English and they believe that they have capability to do some tasks in the future. And also, being realized that they have to be masters of English in the future.

4. The further researcher

The researcher hopes that the result of this research can become useful information and references for the next researcher who wants to conduct the similar research.

E. Scope and Delimitation

Based on the formulation of the problem, the scope in this research is students' self-efficacy and language awareness level on speaking achievement of students at MA At-Thohiriyah Ngantru. The delimitation is focused on the correlation between students' self-efficacy level and language awareness level

toward their speaking achievement. The researchers prefer to take the eleven grade students because they have appropriate preference than other levels. They tend to be higher level of confidence than ten grade who are still in transition. The researcher does not use the third grade because they are in the highest level which means that they have to face a lot of things such as the final exam, their study after and many others. So, it influenced by their psychological stress which is influenced by their self-efficacy as well. Then, the researcher preferred 11th grade students of MA At-Thohiriyah Ngantru which was expected to be more effective to be studied.

F. Hypothesis

1. **(H_a)** There is a positive correlation between students' self-efficacy and speaking achievement of 11th grade students' at MA At-Thohiriyah Ngantru.
(H₀) There is no positive correlation between students' self-efficacy and speaking achievement of 11th grade students' at MA At-Thohiriyah Ngantru.
2. **(H_a)** There is a positive correlation between students' language awareness and speaking achievement of 11th grade students' at MA At-Thohiriyah Ngantru. **(H₀)** There is no positive correlation between students' language awareness and speaking achievement of 11th grade students' at MA At-Thohiriyah Ngantru.
3. **(H_a)** There is a positive correlation between students' self-efficacy and language awareness on speaking achievement of 11th grade students at MA At-Thohiriyah Ngantru. **(H₀)** There is no positive correlation between

students' self-efficacy and language awareness on speaking achievement of 11th grade students at MA At-Thohiriyah Ngantru.

G. Definition of Key Term

To avoid misunderstanding and misinterpretation, there are some key terms defined as follow:

1. Self-efficacy

Bandura (1995) defined self-efficacy as “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations”. Self-efficacy refers to an individual's belief in his or her ability to succeed in a particular situation. To know the students’ self-efficacy level, the researcher distributed questionnaires to the students containing their belief on their capability to do the tasks in speaking class.

2. Language awareness

Language awareness is defined as the consciousness and sensitivity of learners to various formulas and language functions (Carter, 2003). It refers to students' awareness level about the importance of learning English in speaking particularly. Then, to know the students’ language awareness level, the researcher distributed questionnaires to the students containing their consciousness and their knowledge of the importance of learning English.

3. Speaking achievement

Chaney and Burk (1998, p.13) said that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Achievement is knowledge gained or skill developed in the

school subject, it is designed by test score or mark assigned. Then, to know the students' English speaking achievement, the researcher conduct a speaking test to know the students' scores.

4. Correlation

Ary (1979) explained that statistical techniques for determining relationship between pairs of scores are known as correlation procedures. Through correlational procedures, the researcher relates the result of data analysis including students' self efficacy, language awareness and students' speaking achievement in a statistical data. Then, determine whether there is any positive correlation or not