

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, objectives of the study, significances of study, and definition of keys terms uses in this research.

A. Background of study

English has become one of international languages used by people from all around the world. It is widely accepted as the primary international language, and it is increasingly defined as a basic skill required of every student in every education system (Akbar & Mukminin, etc 2016.p 23). The ability to communicate in English can be achieved by mastering 4 language skills and one of which is speaking (Kamil & Mukminin,etc 2015.p 30). English speaking is one of the most important skill to developed and enhanced as means of effective communication (Morozova, 2013.p 150). Speaking depends on the complexity of the information to be communicated (Brown & Yule, 2001.p 51). it will help people who come from different countries to be easier when making communication and to avoid misunderstanding among native or non-native English speakers. In the real of education, particulary in the teaching and learning process, speaking plays an important role. White (2004.p 11) argues that language is an integral part of learning and oral language has a key role in classroom teaching and learning. It means that speaking will help teaching and learning more effective for teacher and

students. It shows that English speaking ability is very important, not only in work field but also in teaching and learning in the English class.

Nowadays, speaking has been given priority during English teaching and learning process. However, some problems may occur. Teachers and students of Indonesia still have difficulties in spoken language (Mukmin, Muazza, etc 2015.p 189). Brown and yule (2001.p 200) state that spoken language production, learning to talk in the foreign language, is often considered being one of the most difficult aspects of language learning for the teacher to help the students with. Sometimes, EFL learners do not feel confident in their speaking performance which ends up poorly. According to young (1990.p 80), speaking class tends to make students feel nervous and anxious. Students in foreign language classroom generally report that speaking in the target language is the most anxiety producing experience (ozturk and gurbus,2014.p 20). It is also supported by horwitz who states that anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (as cited in abrar, Mukminin, Habibi, Asyraf, Makmur, & Marzulina,2018, P. 131).

The problem is English is a foreign language so that students rarely practice it in their daily life. Other reason is that students lack of motivation to practice the language in daily conversation that they are too shy in conversation. Actually, there so many reasons that make students difficult in speaking because in Indonesia context, not all of the students during English

speaking activities have the courage to speak (Mukminin, Muazza, Hustarna, & Sari, 2015; Yusuf, Yusuf, Yusuf, & Nadya, 2017, p. 89).

For those reason, the quality of English speaking skill in Indonesia is still not satisfactory. This situation is supported by English first proficiency index (2015, p. 230). That reported the average level of English first English language skill in some countries and the data of English speaking skill in Indonesia is in the rank of 32 from 70 participant countries. Based on EF EPI, Indonesia is in medium level (52.91). it indicates that indonesians' speaking skill are not good enough. To solve those problems, self- efficacy for students must be developed. Bandura (1997, p. 29) mentions that self-efficacy concern with someone's perception about capability to create his/her own achievement. Self-efficacy is “ people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance” (bandura, 1986, p. 49). Self-efficacy describes individuals' beliefs in their capabilities to exercise control over challenging demands and over their own functioning (Iuszczyńska, Gutierrez-dona, & Schwarzer, 2005, p. 78) thus, it can be said that self-efficacy has an important role for students.

Darul Hijrah Islamic Boarding School is a very advanced Islamic school, so I want to do research related to the ability of students in Darul Hijrah to use English in their school environment. The ability of Darul Hijrah Islamic Boarding School students to use English which I know is good but only in learning. However the ability of students to communicate using English is only some students who are able. So I want to do research related to

it so that all students are able to communicate in English in their school environment.

Schools as formal educational institutions are seen as not ideal in conducting English education. Schools have limitations, including limited class hours, so opportunities to practice communicative skills are lacking and also non-communicative teaching methods. Need to know that the motivational factor and the confidence factor of his ability to do speaking properly and correctly are two interrelated factors, where self-efficacy is part of motivation. Bandura (1986) states that self-efficacy is the most important factor for students to display their abilities. This relates to, how someone in assessing their own abilities. In this study the writer wants to see how students self-efficacy in speaking class. Because the capabilities of every students is different.

The researcher took place at the Darul Hijrah Islamic Boarding School in Banjarbaru for research because it had been seen that the process of teaching and learning speaking skills at the school. However, not all students are able to speak English, but there are some students who are unable because they do not have confidence in themselves so that is the obstacle in these students. so researchers think it is worthy to be a place of this research because it has witnessed how the students skills in speaking.

In line with the explanation above, the writer would like to conduct reseach with to enti the title **“STUDENTS’ SELF-EFFICACY IN SPEAKING CLASS”**.

B. Research Questions

According to the background of study and the title decided, there are some Questions which absolutely focus on the problem of this research:

1. How is student Self-Efficacy in speaking class at Darul Hijrah Islamic Boarding School?
2. What's category of students Self-efficacy in speaking class at Darul Hijrah Islam Boarding School?

C. Objective of Study

The purposes of this research are:

1. To know out about students Self-Efficacy in speaking class at Darul Hijrah Islamic Boarding School.
2. To find the category of students Self-efficacy in speaking class at Darul Hijrah Islam Boarding School.

D. Significances of Study

This research intends that the research would give contribution as follows:

1. As to train improving students' self-efficacy in life daily, especially skill in speaking English in the school environment.
2. As an information how students' self-efficacy in speaking class applied in English class.
3. As an input for the teachers about the students' self-efficacy in speaking class, this can enlarge their knowledge on this topic.
4. As a reference for other researchers to conduct other research in the same field.

E. Definition of Key Terms

1. Students: Refers to student English Club of Darul Hijrah Islamic Boarding School For Boys in the speaking class.
2. Self-efficacy: Refers to the personal beliefs and capability of English Club students in the Darul Hijrah Islamic Boarding School For Boys in speaking class.
3. Speaking class: refers to the speaking class of English Club students of Darul Hijrah Islamic Boarding School for Boys.