

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is paramount important. This is in line with Widiati and Cahyono (2006) stating that speaking is the most important skill of four language skills (i.e. listening, speaking, reading, and writing). In other words, Lado (1961 cited in Fulcher, 2003) states that the ability to speak a foreign language is without doubt the most highly prized language skill. The reason as to why speaking is treated paramount emerges in some ways.

Many students take an English course in order to be able to speak since English is one of the compulsory subjects taught at schools. In addition to that, the government of Indonesia has released speaking as one of the skills to be taught compulsorily in the School Based Curriculum (KTSP), and strengthened by the existence of the 2013 Curriculum (K13). Moreover, the globalization issues (i.e. Free Trade Agreement, World Trade Organization, Asian Economic Community and others) elicit the willingness to be able to communicate and interact with people around the world. To be able to communicate with such people definitely we need what the so-called lingua franca. Lingua franca is the language that bridges the gap among people. As a language with the most users from various countries, English serves as lingua franca, and is spoken as a tool of communication in the world.

Naturally, speaking involves dynamic interaction of mental, articulatory, and social process (Goh, 2016). With this frame in mind, speaking is a multi-

complex process involving the selection words in mind, using the sociolinguistic knowledge to construct utterances and then producing utterances through vocal cords. In addition to that, speaking is a skill. Goh and Burns (2012 as quoted by Goh, 2016) state that speaking skill falls into four folds, they are pronunciation skills, speech function skills, interaction management skills, and discourse organization skills. In addition, Brown and Abyewickrama (2010) explain there are two kinds of skill in speaking they are micro-skill and macro-skill.

Mastery L2 speaking skill is not easy especially for EFL students. It takes hard working and willingness to practice continuously. Syafradin (2011) explains that speaking English is one of the difficult skills for students since they are lack of vocabularies, do grammatical mistakes in speaking, mispronounce words, get stuck in speaking, pausing, and still shy to speak.

It is in line with the preliminary observation conducted at MAN 1 Medan on November 23, 2016. It was found that the practice of teaching and learning activities at that senior high school ran well. It was indicated by the implementation of various methods in the process of teaching and learning activities. Although the teaching and learning activities run well, some problems occurred. It turns out that some of the students passed the KKM but some others failed. When the researcher interviewed the teacher, she revealed that one of the reasons of this case is due to affective factors in students' mind. The teacher notices that the students are anxious, fear, and lack of confident in speaking English. Moreover, they are shy or not confident enough to speak in English. In other words, their anxiety and self-efficacy are low in expressing ideas when they are asked to speak in English.

Not only is students' speaking skills affected by external factors, but also by internal factors. The teacher is always being attentive to the various techniques, the facilitation and media used in teaching but they are scanty to notice the internal factors underlying the students speaking skill such as cognitive and affective factors. Those factors definitely come out from the students themselves. It is in line with what Goh (2016) postulates that speaking is also influenced by varied cognitive and affective factors.

Cognitive factor refers to the mental development dealing with the linguistic memory. Affective factor refers to emotion or feeling, the aspects of our emotional beings such as what Ni (2012) states that affective factor includes emotion, feeling, mood, manner, and attitude and so forth. In addition to affective factors in speaking, Yuan (2016) suggests that personality, self-esteem, and anxiety are included in affective factors affecting oral proficiency. Anyabadalu (2010) in turn, finds that English language anxiety and self-efficacy are significant predictors of English language learners' performance.

Self-efficacy as one of affective factors becomes the predictor in students speaking skill. Self-efficacy refers to the beliefs' in one's capabilities to organize and execute of action required to produce given attainments (Bandura, 1997:3). With this frame in mind, self-efficacy is one's belief that he/she can succeed in doing something and reach his/her goal. Someone with the high efficacy will be closer to his success. This statement is supported by Anyabadalu (2010) stating that self-efficacy plays important role in students' success in learning.

Self-efficacy is also part of motivation, it can be seen from the four sources of efficacy stated by Bandura (1997) they are mastery experience,

vicarious experience, verbal persuasion, and psychological/affective states. From the four sources, it is lucidly stated that what actually motivates students in having high self-efficacy coming naturally from their inner self, others' experiences, and others' supports. It means that the students and the people around them play a significant role in attaining their self-efficacy.

The teacher can help students in attaining self-efficacy. As stated previously that verbal persuasion affects students' self-efficacy. Therefore, the teacher needs to help the students in enhancing their belief that they can succeed in learning. Drawing on this notion, Bandura (1977) states that people who are socially persuaded that they possess the capabilities to master difficult situations and are provided with provisional aids for effective action are likely to mobilize greater effort than those who receive only the performance aids. Thus, it is suggested that the teacher verbally persuades the students to make them more efficacious.

Studies on self-efficacy aforementioned above vary year by year. In 2015, Asakereh and Dehghannezhad conducted a multiple regression and the results showed that self-efficacy belief was a significant predictor of Iranian students' achievement in speaking. Another study is also conducted (Dodds, 2011) to seek the relationship between self-efficacy of Chinese immigrants in Canada and their speaking and listening performance. It turned out that there was a positive relationship between self-efficacy and their listening and speaking performance.

Another factor affecting students' speaking performance is anxiety. Anxiety is a feeling of unease, discomfort, and apprehension or fearful to meet the upcoming event. McIntyre and Gardner (1994, cited in Haley, 2015) define

foreign language anxiety as a feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning. People who experience second language anxiety often undergo feelings of self-consciousness and fear. In such instances, fear pertains to dreading a negative evaluation, making language errors, or not being able to express oneself clearly and effectively in the second language (Jones, 2004 as quoted by Haley, 2015).

Studies on anxiety and second language acquisition are abundant. However, it only reviews anxiety and speaking. First, a piece of evidence has been pointed from a research conducted by Anyabadalu (2010) who investigates students' perception of self-efficacy and anxiety in acquiring English language. The research employs 318 respondents out of 400 students at Satri Suriyothai School in Bangkok. The results obtained reveals that there was a significant moderate negative relationship between English language anxiety and performance in English language.

In another study, Phillips (1992, cited in Horwitz, 2001) conducted a study to seek the relationship between foreign language anxiety and speaking performance in the third semester college French students. It is found that there is a significant negative correlation between FLCAS scores and performance of an oral interview examination even when ability in the form of students written examination averages was statistically controlled.

In relation to language anxiety, Zhipping and Paramasivam (2013) carried out a meaningful study as well. They found that Iranian and Algerian students suffer from anxiety mainly in relation to communication apprehension and fear of

negative evaluation. They share similar reasons for anxiety such as fear of being in public, shyness, and inaccuracy when speaking. They have common coping strategies as well such as keeping silent and avoiding eye contact.

From aforementioned explanations, we can spot the gap in the realm. In spite of all of the research studies mentioned above conducted in various countries such as Iran, Thailand, and French, it is important to conduct further research on the contributions of self-efficacy and anxiety to the students' oral language in the Indonesian context, particularly senior high school students.

1.2 Problems of the Study

Referring to the background of the study, the research problems in this study are exemplified in the following.

1. Does anxiety significantly contribute to the students' English monologue speaking skill?
2. Does self-efficacy significantly contribute to the students' English monologue speaking skill?
3. Does anxiety with self-efficacy significantly contribute to the students' English monologue speaking skill?

1.3 Significances of the Study

The results of this study are expected to be useful for both teachers and researchers theoretically and practically. Practically, the results will be a map for the teacher in giving particular attention to the students with different

characteristic or different affective factors inside themselves, so the teacher treats the students appropriately in order to improve their speaking skill.

Theoretically, the present study can be used as basic data and information to develop and conduct other studies. Furthermore, a study similar to the present one can be carried-out in order to lead us to a better understanding of many factors concerning teaching and learning English in Indonesian context.

1.4 Scope of the Study

The scope of the study aims to delimit the definition of each variable in this study operationally. Since this study consists of several variables such as anxiety, self-efficacy, and L2 speaking skill, each of which is described in the following.

Anxiety in this study refers to MAN 1 students' feeling of unease, discomfort, and apprehension or fearful to meet the English subject particularly speaking. **Self-efficacy** in this study refers to the belief the students of MAN 1 Medan have about their ability to speak in English and deal with challenging speaking tasks. **EFL students** in this study refer to the all-eleventh graders of IPA at Madrasah Aliyah Negeri (MAN) 1 Medan. **Speaking skill** refers to the MAN 1 students' ability in expressing idea in the form of monologue speaking through the instruments of articulation. The topics of the English monologue speaking are travelling, my idol man, hobbies, and my parents. It is taken from the syllabus for eleventh graders of senior high school.

1.5 Objectives of the Study

The objective of study is stated in order to match it with the problems posed previously. The following is the objectives of the study.

1. It is to investigate whether there is any contribution of anxiety to the students' English monologue speaking skill.
2. It is to investigate whether there is any contribution of self-efficacy to the students' English monologue speaking skill.
3. It is to investigate whether there is any contribution of anxiety with self-efficacy to the students' English monologue speaking skill.