I. INTRODUCTION

This chapter discusses certain points: introduction deals with background of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

English is one of compulsory subjects in Indonesia that should be mastered by students from elementary to college level. In English study, there are four language skills that should be mastered; they are listening, speaking, reading, and writing. Considering the purpose of English learning is for communication (Yoosabai, 2009), hence speaking is the most important aspect in English learning. Besides that, Bailey and Savage (1994:7) cited by Lê (2011:1) say that speaking is seen as the center skill and the most demanding of the four skills.

This is basically true because speaking skill has many aspects, such as pronunciation, fluency, vocabulary, and grammar. It is reasonable that there are many reasons that caused people especially student find difficulties in using English when they are trying to interact with others. They still look hesitate to interact with their friends and their teachers by using English. In addition Susilawati (2007) cited that in oral discussion, shyness, nervousness, feeling afraid of making mistakes in grammar, not knowing the way how to pronounce

certain words, and knowing little bit vocabulary are the potential problems that can hinder the students to speak. It is getting worst by the class environment which does not support the students to speak English frequently. Some students give bad respond to their friend if they make a mistake; for example some students are afraid to use English in their communication because they are afraid to be laughing by their friends if they doing mistake. This condition makes them loose their self-confidence to use English. Furthermore, the loose of self confidence directly influent the quality of their engagement in learning process. Finally, the classroom engagement becomes low.

If it is watched closely actually some of students have good competence in using English. They can pronounce the word correctly, use English in correct grammatical structure, and comprehend what they speak. However, there are still some students not actively engaged in speaking English class when they have good competence. It makes the teacher have to push them or her/his students first to make them actively participate or even say one short sentence. This problem also found by the researcher when following teaching training in the two and half month at SMA Negeri 1 Kebun Tebu Lampung Barat, the researcher found the same condition that was the students' engagement in speaking English class was low. They do not actively participate in speaking English activities even asking the teacher to repeat the explanation. They tend to keep silent and avoid using English in the classroom.
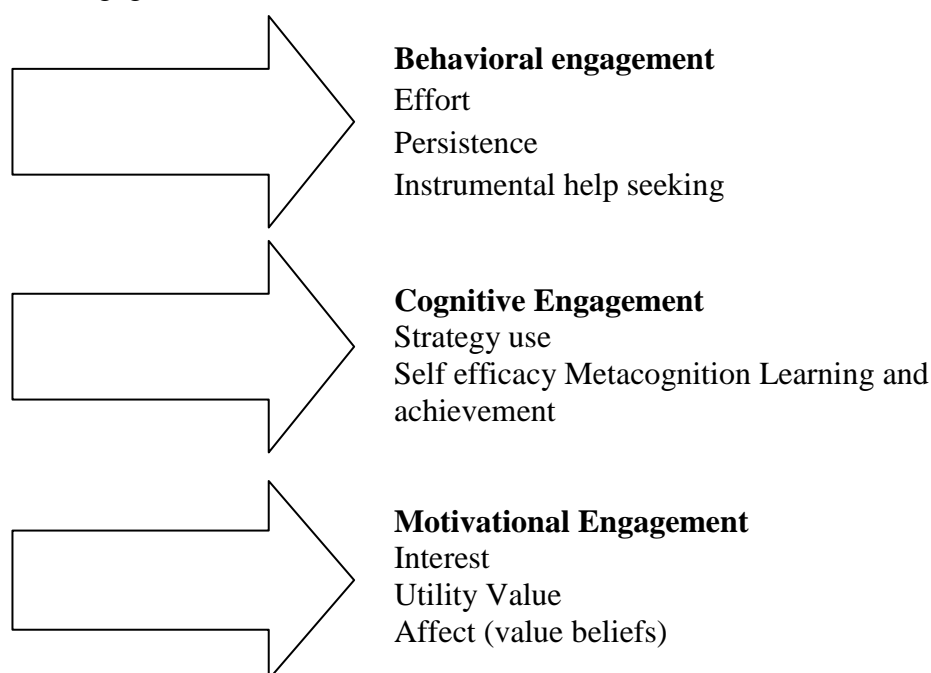
However in the fact, students' engagement or class engagement is a valuable part of learning. In many cases, participating in class is an important criterion that teachers use to assign final grades. Students' engagement is important for the teacher to create active, creative, meaningful, and fun learning, so the aim of teaching learning can be achieved well. Teaching and learning process cannot run well without engagement and activeness of students. Some problems in engagement are still encountered by students of Senior High School in speaking English class, one of them is loosing sense of confidance.

As a matter of fact, some studies about factors that hinder the participation of univeristy students in English speaking lessons have been carried out. Lê Thị Mai (2011:9) study investigation into factors that hinder the participation of univeristy students in English speaking lessons found that students' personalities factors; like felt worried, hesitant and not self-confident enough in front of the classmates and teachers make the student avoid taking part in speaking English activity. One of aspect might give impact to someone's self confidence is self efficacy.

Self efficacy itself refers people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances (Bandura, 1997:3). Bandura said that self efficacy can bring many influences. They are influences pursued courses of action and decision, influnces the degree of expended effort, influences the level of perseverance and resiliene to adversity in the face of obstacles, influnces affective states, and influences the degree of success realize. He adds that self efficacy beliefs are quite vital in deciding human

activity especially in the area of one's control over one's self, actions and environment. It can be said that by having self efficacy in range of level people might obtain same level of confidence in line with level of self efficacy.

Therefore it sound logic that people with high self efficacy or can be said to have high level of confidence will give much effort on what they want to achieve. Because it has been said before that self efficacy gives influences in the degree of expended effort. As the previous research done by Linnenbrik and Pintrich (2003:119-137), claim that self efficacy is believed to be related to student engagement and learning. This figure displays how self efficacy is related to each component of engagement.

Behavioral engagement
Effort
Persistence
Instrumental help seeking

Cognitive Engagement
Strategy use
Self efficacy Metacognition Learning and achievement

Motivational Engagement
Interest
Utility Value
Affect (value beliefs)

Considering the explanation above, this research wants to find out the correlation between students' academic self efficacy and their engagement in speaking English class and find out how far students' academic self-efficacy contributes their engagement in speaking English class. As the subject of the research, the

reseacher choose SMA Sugar Group Central Lampung as the population of this research.

1.2. Formulation of the Problems

Based on background of the problem mentioned previously, the researcher formulates the research problems as follow:

1. Is there any significant correlation between students' academic self efficacy and their engagement in speaking English class?

2. How far does students' academic self-efficacy contributes their engagement in English speaking English class in terms of pronunciation, grammar, vocabulary, and fluency?

3. Which subscale of engagement does among three subscales get the highest percentage?

1.3. Objective of Research

In general, this study is designed to figure out the correlation between students' academic self efficacy and their engagement in speaking English class. Particularly, the study has some aims as follow:

1. To find out whether there is significant correlation between students' academic self efficacy and their engagement in speaking English class.

2. To analyze how far students' academic self efficacy contributes their engagement in speaking English class.

3. To find out which subscale of engagement among three subscales get the highest percentage is.

1.4. Uses of the Research

The uses of this research are:

1. Theoretically, the result of this research is expected to verify the previous theory and to give contribution to the theory of teaching as a reference for the next researcher who will concentrate in increasing students' engagement in speaking English based on self afficacy theory.

2. Practically, the result of this research can give information to the English teacher to make the classroom a positive learning environment and make maximum effort to motivite the student not to just passively participate in speaking English class.

1.5. Scope of the Research

This research is a quantitative research which is conducted by administrating two kinds of questionnaire, they are students' self efficacy questionnaire and students' engagement questionnaire. These was used to find out how far self efficacy affects students' engagement in speaking English activity.

The data were collected from the students of SMA Sugar Group Lampung Tengah as population. SMA Sugar Group is the school which uses English as language for their daily communication. Theoretically, these classes have already studied vocabulary, grammar, and pronunciation; for example using target language or English for asking, answering, giving comment, and stating opinion. It can be said that the students of this school have good competence of speaking because they had passed the curriculum. However, in the school which uses English in daily

communication still have problem in engagement during learning activity in classroom. Therefore, the researcher chose three classes which have the best competence in English from different grade. The researcher wanted to describe the condition of the academic self-efficacy and the engagement of students who already have good competence in speaking English class at SMA Sugar Group Lampung Tengah.

1.6. Definition of Terms

Some related terms need to be clarified to avoid misinterpretation and misunderstanding in this study. The terms are self efficacy and students' engagement.

Self efficacy is people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances (Bandura,1997:3).

Students' engagement is the quality of effort students themselves devote to educationally purposeful activities that contributes directly to desired outcomes (Hu and Kuh, 2001:3).

Correlation is statical description for determining relationship between two variables.

Speaking is an interactive process of constructing meaning between listener and speaker that involves producing the utterance that bring message, receiving the message from the speaker, and processing information in order to get the meaning or information by employing correct pronunciation, grammar, and vocabulary.

As can be clearly seen that this chapter has discussed certain points: (1) introduction deals with background of the problem, (2) formulation of the problem , (3) objective of the research, (4) uses of the research, (5) scope of the research, and (6) definition of terms.