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## A. Background of the Problem

English is a language that is widely used in the world, where English itself is included in the Lingua Franca language. The term English as a lingua franca (ELF) describes the use of English as a shared language for speakers of different native languages. This is why English is an important language to learn at a time like this with English we can communicate or interact with people who are around the world. According to Abimanto, et al. (2024), said "English as a global lingua franca or communication tool, plays an important role in facilitating communication between individuals who have different language and cultural backgrounds."

In teaching and learning English, there are four skills that should be mastered, they are; listening, reading, writing and speaking. One of the skills that must be learned or mastered in English is speaking, because speaking is one of the ways we naturally convey the information and ideas we have to others. According to Fatimah et al. (2021), states that speaking is a language skill that students need to master, because it can help us express expressions to other people, how to convey ideas, and how to spell words well.

The problem in speaking is how students can speak fluently and confidently, it is necessary to train students to be able to communicate in everyday life using English as a second language. However, speaking is something that is not easy to do and master. When speaking students practice



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How to compose vocabulary, think about how to pronounce the vocabulary correctly and finally think about grammar in constructing sentences. While studying in class, when students are asked to speak in front of the class, some students can do it fluently and confidently, but not all can. This happens because students are afraid of making mistakes in speaking English, these problems make students feel less confident in speaking English which makes them unable to practice their speaking skills optimally. This makes students become passive speakers, where students will talk only when they are really sure about what they want to convey. And then make students lack speaking practice. So, to improve speaking skills students need effort and confidence in themselves to be able to speak fluently.

This can happen due to psychological factors that make them afraid to speak in class. This factor actually influences students' success and failure in speaking fluently. Self-efficacy is one of the psychological factors that influence students' success and failure in speaking fluently. Self-efficacy is a student's belief in his ability to carry out speaking tasks. This is also related to students' self-confidence with speaking skills. According to Bandura as cited in Lianto (2019), said "This theory refers to an individual's belief in his ability to perform the tasks entrusted to him."

Researchers' observations on October 14 2024, there were several problems faced by 2<sup>nd</sup> semester students English Study Program at Islamic University of Indragiri, namely first problem students are lack of English vocabulary. Even though basically vocabulary can help them to compose



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sentences and use these sentences to speak English. Second problem is that students cannot build sentences, to compose a sentence, students must first have a lot of vocabulary, which is the vocabulary that will be arranged into a sentence and of course it must comply with grammatical rules in English. Third problem is students are not good pronunciation yet. This happens when students are afraid of making mistakes when speaking English, so they do not practice their speaking skills enough which causes them to have difficulty pronouncing vocabulary in English.

From these problems, it can be seen that students are still lacking in building a basic foundation in learning English. The basic potential here means that students must first know English vocabulary, they can memorize some of the vocabulary used in everyday life. Apart from memorizing vocabulary, students can also balance this by trying to arrange the vocabulary into complete sentences according to grammar rules and practice their pronunciation.

The importance of this research is that conducting this research can help students understand their inner conditions and overcome feelings of fear of making mistakes when practicing English speaking skills by understanding and increasing self-efficacy. By understanding self-efficacy, a person can improve their speaking ability, reduce nervousness and can control negative thoughts by changing them into more positive thoughts. Thus, it can help students improve their speaking performance and self-confidence.



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The aim of this research is to determine the correlation between students' self-efficacy and their speaking skill. From the background of the problems above, therefore the researcher interested in conducting the thesis titled *“The Correlation between students’ self-efficacy and their speaking skill at English Study Program Islamic University of Indragiri”*.

## B. Identification of the Problem

Based on the background above, there are some problems that are identified by researcher. The problem as follow:

1. Students are lack of vocabulary.
2. Students can not build a sentence.
3. Students are not good at pronunciation yet.
4. Students are afraid of making mistakes in speaking English.
5. Students feel less confident in speaking English.
6. Students avoid speaking situation, which cause students to become passive speakers.

## C. Limitation of the problem

Based on the identification problems of the above, the researcher will limit this study only on The Correlation between Students’ Self - Efficacy and Their Speaking Skill at English Study Program Islamic University of Indragiri.

## D. Research Question

Based on the limitation of the Problem above, the researcher can formulate the questions of research as a follow : Is there any significant



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Correlation between students' self-efficacy and their speaking skill at English Study Program Islamic University of Indragiri?

## E. Objective of the Research

The research objective was to find out the correlation between students' self-efficacy and their speaking skill at English Study Program Islamic University of Indragiri.

## F. Significances of the Research

Based on the purpose of the research, the significances of the research can be stated as follow:

### 1. Students

The results of this research can increase vocabulary, improve pronunciation and build students' grammar in constructing sentences. So, it can motivate students to be more confident in practicing their speaking skills in using English.

### 2. Lecturers

The results of this research will make lecturer pay more attention to students when practicing their speaking skills by providing reinforcement. So that students are motivated to continue practicing speaking English. Apart from that, lecturers can also help students to memorize some vocabulary, practice how to pronounce these words correctly and finally learn how to arrange vocabulary into sentences based on grammatical rules.





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### 3. Researchers

The results of this research can be used as a reference for those who want to conduct research on self-efficacy cases. Even looking for solutions that can help students increase students' self-efficacy in improving their English speaking skills. And then helps students to increase vocabulary, practice word pronunciation and build sentences in English.

## G. Definition of the Key Terms

### 1. Self-efficacy

Self-Efficacy is self-confidence in one's own abilities which can be seen from the process of achieving success in something (Alimaskus, et al. 2023). In this research self-efficacy is an independent variable, where self-efficacy is a variable that influences other variables, namely speaking.

### 2. Speaking

Speaking is an important skill that students have to master because it can help us to express an expression to other people, convey ideas and convince others to believe what we are talking about, and speaking is also useful for showing our abilities (Fatimah, et al. 2021). In this research, speaking is the dependent variable, where speaking is a variable that is influenced by another variable, namely self-efficacy.