

# CHAPTER I

## INTRODUCTION

### A. The Background of Study

Speaking can be defined as important to communicate in other language which using it in international environment. According to Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, speaking is particularly so at the phonological level where it is essential to develop an ability to recognize a sound before success in producing it is possible. It will make the students' speaking improve with fluency and accuracy in speaking skill.<sup>1</sup> According to Brown, Burns & Joyce, Speaking is an interactive process of constructing meaning which is comprised of producing and receiving information. Among the four languages skills, speaking is viewed to be at the heart of second language learning.<sup>2</sup> In addition, Speaking is considered to be the mostly sought skill for an individual to be accepted competent in a foreign language. Not only that the preparation of the text must also be done and written for the sake of fluency in the speech. Al Hosni said Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium

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<sup>1</sup> Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas. 1978. *Teaching English as Foreign Language* (University of London Institute of Education), p. 76

<sup>2</sup> Bedir ,Hasan&Kosar,Gulten. *Strategies-Based Instruction : A means of Improving Adult EFL Learners' Speaking Skills*. 2014 p. 12/26

through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's classroom acts as the prime source of language learning.<sup>3</sup> Speaking is an important aspect that students need to acquire speaking skills. In order to convey a message to the listener, speaker needs to express what the speaker is trying to say as effectively as possible, but if someone wants to say something, build meaning to understand it. The speaker needs to be careful to avoid misunderstandings between listeners and speakers and listeners.

In short, speaking is the ability to verbally convey factual linguistic knowledge. Speaking skill is important to communicate in other language which using it in international environment. It will make the students' speaking improve with fluency and accuracy in speaking skill. Speaking a foreign language is a skill that is often sought after for a person to be accepted as competent.<sup>4</sup> The researcher concluded that speaking mainly occurs at the phonological level where it is important to develop the ability to recognize sounds before succeeding in producing them. Then the interactive process of constructing meaning consists of producing and receiving information. Among the four

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<sup>3</sup> Hosni , Al. Speaking Difficulties Encountered by Young EFL Learners . 2014. P22

<sup>4</sup> H. Douglas Brown. *Language Assessment Principle and Classroom Practice*. 2001. New York: Longman, p.140

language skills, speaking is seen as the heart of second language learning as well as the active use of language to express meaning, where new languages are encountered, understood, practiced and learned. The ability to understand and comprehend speech is one of the most remarkable evolutionary achievements of the human brain.<sup>5</sup> Speech recognition personality is an ability that is generally permanently lost as a result of a "stroke" (a condition of cerebral circulation) or other forms of speech impairment in a critical area of the brain. This is all interrelated, mental must be formed, how to speak in public must also be trained, as well as in English speech contest.

Even though many people struggle with public speaking, only a select few truly excel at it. Speaking ability to the point where they hardly ever speak in public. The issues discovered included memory loss brought on by anxiety, a lack of confidence, a fear of being incorrect, and other issues. The ability to talk is hence the discussion. When someone had never talked in front of numerous people, they started speaking in front. This fear of being incorrect, of being ridiculed, and of speaking inappropriately in front of an audience arises from speakers' fears of becoming bored when speaking in front of an audience. Speech that has not been carefully planned and practiced

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<sup>5</sup> John C. L. Ingram, John C. L. 2007. *NEUROLINGUISTICS "An Introduction to Spoken Language Processing and its Disorder"* Cambridge: Cambridge University Press

before being delivered is referred to as unprepared speech. It appeared as though the speaker were speaking directly to the audience during the speech. Since the speaker does not read the full speech, they are less unprepared, are better able to respond to audience questions, and avoid the reading trap by using their notes as a guide and a form of memory trigger. Every word on paper should be used in general oral communication to communicate information and speech since it is the most useful and practical style of public speaking.<sup>6</sup>

## **B. The Identification of the Problem**

Based on the problem in the background above, the researcher formulates the problem in research as follow:

1. Anxiety or shyness,
2. lack of confidence,
3. lack of motivation,
4. Fear of mistakes
5. No practice outside English class

## **C. The Focus of the Study**

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<sup>6</sup> Rongie C. Abella and Jezyl C. Cutamora. Approach To Public Speaking Skills Development In An Educational Organization: A Grounded Theory. *European journal of education studies*.p.235

This study aims to describe students' self-confidence in English speech at seventh grade of junior high school in the English speech contest.

#### **D. Research Question of Study**

Based on the problem in the background above, the researcher formulates the problem in research as follow:

1. What challenges that students face when giving an English speech?
2. How the students cope the challenges faced in English Speech Contest?

#### **E. The Objective of Study**

Based on the research question of the study above, the objectives of the research are:

1. To Identify the students' challenges when giving an English speech.
2. To investigate how the students cope the challenges faced in English Speech Contest.

#### **F. The Significant of the Study**

The significance of this research for people who will give a speech on stage contributes to their self-confidence in the speech contest is easy and very proud. Must be focus on what is being discussed, do not

listen to the ridicule of others while giving a speech, but make it an evaluation material for the future. And the teachers who become judges are expected to be able to foster and appreciate speech participants so as not to make them not confident in front of others. Continuing to support what they say it has become the key in building confidence in the speech competition. Therefore, the researcher must be a reliable person in those who have problems in this speech, which will produce new innovations based on old innovations.

### **G. Previous Study**

The act of giving a speech in which an individual address a group of people directly is known as public speaking. Speech production plays an active role in speech perception by language processing.<sup>7</sup> The delivery strategy is set up in such a way that it can educate, persuade, or entertain the intended audience.<sup>8</sup> Language processing is what happens every time we understand or transmit speech.

When it comes to making a speech convincing an audience to side with an idea is the purpose of public speaking. Explaining of Shyam and Joy that there is a great deal of situations in real life in public

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<sup>7</sup> John C. L. Ingram, John C. L. 2007. *NEUROLINGUISTICS “An Introduction to Spoken Language Processing and its Disorder”*. Cambridge: Cambridge University Press. p.155

<sup>8</sup>S. S. Shyam, & Irene Elizabeth Joy, I, *Public Speaking Skills*, In: Training Manual on Theeranaipunya - Equipping Fisherwomen Youth for Future. *ICAR-Central Marine Fisheries Research Institute*, (2016), Kochi, p. 129

speaking skills, and this is good for an individual in a career and to get a wide range of work opportunities. It cannot be denied that the benefits of good communication skills outweigh the fear or anxiety of public speaking.

Emphasizing the strategies to become a better speaker, namely proper planning, practice, engaging with the audience, overcoming nerves means relaxing and not being tense, always thinking positively and the last one is watching the recorded speech again to evaluate what is lacking. The more speakers speak in public, the better speakers will gain confidence.<sup>9</sup>

Speakers must apply the feedback they get from their previous speech to their future speech, so the development can be very fast. The evaluation that must be completed by all members is about evaluation and feedback.<sup>10</sup> A student needs to deliver a speech then the evaluation will be given. He then needs to re-deliver the same speech with the evaluation obtained.

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<sup>9</sup> Minghe, G., & Yuan, W. (2013). Affective Factors in oral English Teaching and Learning. *Higher Education of Social Science*, 5 (3), 59. Retrieved from: <http://www.cscanada.net/index.php/hess/article/view/j.hess.1927024020130503.2956> DOI: <http://dx.doi.org/10.3968/j.hess.1927024020130503.2956>

<sup>10</sup> M. Chollet, T. Wörtwein, L. P. Morency, A. Shapiro, & S. Scherer, "Exploring feedback strategies to improve public speaking: an interactive virtual audience framework", In *Proceedings of the 2015 ACM International Joint Conference on Pervasive and Ubiquitous Computing*, (September: 2015), 1143-1154.

Need to provide students with time to practice oral skills, so students can acquire to reveal feelings, emotions, thoughts and goals through practice.<sup>11</sup>

The importance of self-confidence for participants is an important part in learning to speak English. This can achieve teaching materials and activities that can provide enthusiasm, courage and stimulation to participants, asking prospective students to carry out the idea of their do not become monotonous and boring in the learning process. The way to build student self-confidence is to have successful experiences, give students a support, and bring anxiety down.<sup>12</sup> Confidence is people's assessment of their own abilities and how they feel "proper" confidence in success.<sup>13</sup> "Self-confidence" means having faith in themselves. Self-esteem is how the speakers feel about themselves, and self-efficacy is how capable speakers feel, there two kind of self is combining to make self-confidence.<sup>14</sup>

Mental/social processing includes three features of language processing, Interact with others people and process information on the

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<sup>11</sup>U Widiawati & Cahyono, "The Teaching of EFL Speaking in the Indonesian Context: The State of Art", *Language Journal*, V. 32, No. 2, (2006), retrieved at <http://languagejournal.speaking efl> on November 14th, 2012.

<sup>12</sup>Judith e. Liskin-Gasparro. *Teaching and Research Motivation by Dörnyei, Zoltán, & Ema Ushioda.*

<sup>13</sup> Tomas Chamorro-Premuzic. *Overcoming low self – esteem, insecurity, and self – doubt.* New York: Hudson Street Press. 2013. p. 9

<sup>14</sup> Tomas Chamorro-Premuzic. *Overcoming low self – esteem, insecurity, and self – doubt.* New York: Hudson Street Press. 2013. p. 4



website. Processing of language; Process language in them head and bring it into an obvious sequence which requires the need to understand and convey meanings (Recover words and memory from mind, organizing them into appropriate syntax and proportions, and arranging them in a sentence. Interact to other people; Listening, including understanding the feelings of other participants, knowing how to verbally change turns or have others do it. On-site processing of information; For example, the processing of information passed to a listener when the listener receives it.<sup>15</sup> Nervous when they have less preparation for their performance. Second, they feel anxious because they lack knowledge about the topic. Third, fear of grammatical errors. Then, suddenly forgetting their vocabulary due to nervousness and fear of making mistakes are the next two challenges which have the same percentage of challenges for English public speaking programs. In addition, they have problems in fluency, pronunciation.<sup>16</sup>

Based on the research background, However, in this study, the on the obstacles in learning speaking, the causes of the difficulties are less of studying and less of trying to do the exercise to speaking.<sup>17</sup>

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<sup>15</sup> Jeremy Harmer, *The practice of English language teaching* (London: longman, 2001). p. 224

<sup>16</sup> Irfan Moulida, Skripsi: "Students' Challenges in English Public Speaking Program at Dayah Darul Ihsan" (Aceh: UIN Ar-Raniry Darussalam, 2019), p. 50-51

<sup>17</sup> Y. Nadia Cyndi Regina, Thesis: "An Anlysis of Students Speaking Learning Constraint at the Eleventh Grade in Senior High School Katikatama Metro" (Metro: IAIN Metro, 2019), p.55

Here, it can be seen that there was a gap between students who deliver structured speeches and other students who deliver shaky speeches. And the researcher also took the thesis as a previous study that examined the problem of public speaking. The equation that the researcher takes here is that the researcher examines the difficulty of public speaking which the researcher will encourage with emotional intelligence so that there is no doubt that will result in a good English speech. The difference is that researcher researched by paying attention to their desire to put forth effort in improving their communication skills.

#### **H. The Organization of Writing**

The researcher arranged with five chapter and every chapter has some points to explain. The points are:

**Chapter I Introduction.** This chapter consist of: The Background of Study, The Statement of the Problem, The Objective of Study, The Significant of Study, Previous Study, and The Organization of Writing.

**Chapter II Theritical Framework.** This chapter consist of the theories sourced from several experts.

**Chapter III Research Methodology.** This chapter consist of the methodology that researcher has done for this research.

**Chapter IV Finding and Discussion.** This chapter consist of description of data finding, analysis and discussion.

**Chapter V Conclusion and Suggestion.** This chapter consist of conclusion and suggestion