

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is one of the English language skills that students must master. Speaking in English is important as a communication support tool between students, as this speaking activity can convey ideas, or information well, as stated by Beiley in Laksana speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information¹

Speaking English can be hampered if students experience difficulties in learning English, especially in the aspect of speaking, which can have an impact on students' ability to speak English and cannot receive learning properly, which then results in learning objectives not being achieved. There are several things that must be considered to achieve good speaking activity. As According Thornbury, in Putri and Syamsul., explains that speaking is a multisensory activity because it includes paralinguistic elements such as eye contact, facial emotions, body language, pace, pause, changes in voice quality, and pitch fluctuations, all of which impact the flow of conversation. Meanwhile, According to Burns and Joyce in Putri et al.², explains that speaking is an active process of negotiating meaning and using social knowledge of situation. This means that the speaker and the interlocutor

¹ Anita Jati Laksana, "The Effectiveness of Using Chain Story Game in Teaching Speaking (an Experimental Research at The Eighth Grade Students of SMP Negeri 1 Jatilawang in The Academic Year 2015/2016)," 2016, 5–17, [http://repository.ump.ac.id/2221/3/CHAPTER_II_ANITA_JATI_LAKSANA_PBI % 2716.pdf](http://repository.ump.ac.id/2221/3/CHAPTER_II_ANITA_JATI_LAKSANA_PBI%20716.pdf).

² Putri Rahmadani and Syamsul Bahri, "E-ISSN 2528-746X Teachers' Problems in Teaching Speaking To Young Learners," *Research in English and Education No.1* 2, no. February (2017): 27–36, [http:// www. jim. unsyiah. ac. id/ READ/article/view/2596/1431](http://www.jim.unsyiah.ac.id/READ/article/view/2596/1431).

must understand each other about the issue they are discussing or discussing in order for the conversation to flow smoothly.

There are many factors that affect student learning English difficulties, one of which is often encountered is students' lack of confidence in speaking, as mentioned in previous research in Nety et al mentioned students who had low self-confidence to speak with the others especially in foreign languages They seldom spoke English, this self-confidence arises because of many things such as embarrassment according to Nety et al. also mentioned they worry if their performance would be laughed by their friends and made mistake in front of their class. fear of making mistakes and their unfamiliarity with foreign languages because of foreign languages. or English is not their mother tongue so this is one of the difficulties students experience and makes them not confident.³

Lack confidence is among the psychological problems and mindset that make it difficult for student to speak in foreign language and even in mother tongue McIntrye in gurler Suggest that self-confidence significantly contributes to students willingness to communicate in foreign language. Speaking requires a high level of confidence, which mean being sure to do something and not to be shy and aggressive in social situations ⁴

There are several characteristics that characterize the decrease in self-confidence found from observation of students and some theories in students when speaking, namely, first, Speaking becomes nervous, resulting in "uh, e". second, tend to glance at friends when they lack

³ Nety, Asti Wahyuni B, and Nurhaeni, "Students ' Self Confidence in," *English Education Journal (E2J)* 6, no. 1 (2020): 8–16.

⁴ Ismail gurler, "Correlation between Self-confidence and Speaking Skill of English Language Teaching and English Language and Lite", *Research Article : Curr Res Soc Sc*, vol. 1(2), (2015), 14-19.

vocabulary. Third, the pronunciation is not clear like the mention in English "but = /bʌt/" changes to "but [but]" or "island = /'aɪlənd/'" to "/Islan/". Fourth, the student felt nervous to make eye contact with the audience According to Dunar, in Nadiah, he stated that the aim to looking at the audience is to attract the audience and make the audience interested in the speakers. Fifth, Students are not focused, display confused faces, are not relaxed, are anxious, and they don't even stand properly, they put their hands in their pants or on their waists, play with their hair, and move their legs a lot, and according to Mandal in Nadiah stated that worried people repeat actions repeatedly, such as pacing, fidgeting, rubbing their faces, and running their hands through their hair, and do not focus. Sixth, some students usually show an expressionless face when they speak English, and often display nervous expressions. Nadiah Also adds to the problem of student confidence in public speaking at advanced level speaking class is a negative mindset, less practice, less vocabulary, less ability, lack motivation, lack of preparation.⁵ In order to accomplish this goal and prevent the issues outlined before, setting up a speaking class is crucial and this is in accordance with this. Therefore, using the previously indicated issues, the researcher tried to determine how students' speech was affected by their level of confidence. which should be appropriately implemented in class, which is the reverse of what has been discussed that is the issue of student speaking confidence, and to be aware that speaking confidence and other factors are interconnected, it must be applied, namely a positive mindset, more practice, more vocabulary, more ability, had motivation, and had the necessary preparation to enable speaking practice and boost confidence, which is the opposite of the problem of

⁵ Nadiah, Arina, Ikrom, "The Student's Self Confidence In Public Speaking", *Elite Jurnal : Journal Of English Education , Literature, And Education*, Vol. 1 No. 1, (June -2019), 6 – 8.

student confidence in speaking. which students are expected to be better and more comfortable to achieve the intended learning, especially in speaking English.

Speaking skills include the capacity for clear cognition and idea expression. The ability to articulate ideas or expositions in the early phases of speaking in detail, more clearly, and without embarrassment is known as speaking with confidence. Speaking is an skill. It is a requirement for all students and is used for everyday communication. Fluency in a language becomes a goal in language learning.

Therefore, to achieve learning English as a foreign language, our confidence in speaking cannot be underestimated. Developing fluency in either spelling or grammar is necessary for this skill, but confidence is also crucial. Students must be confident speaking in front of others since comfort can help someone not feel anxious concerning what they are do. Thus, researchers have an interest want to know The Influence of Students' Self – Confidence On Their Speaking Performance In ninth grade at SMP Negeri 1 Patia for the 2023/2024 academic year.

B. The identification problem

Based on the explanation of the background study above, the identification of problem are follow:

1. Students are shyness and anxious when speaking English in front of the class
2. Students speak haltingly and nervously, resulting in slurred speech and pronunciation errors.
3. Students are not focused, display confused faces, are not relaxed, and they don't even stand properly when speaking English.

C. Limitation of The Study

Based on problem identification above, the researcher limits the problem, namely students cannot speak English well because of their lack of confidence when speaking. This research was focused to self-confidence students' speaking of the ninth grade of SMP N 1 Patia 2023/2024.

D. Formulation of Problem

Based on the background above the researcher has a problem that became the main study and the researcher wanted to know Is there an influence of student self-confidence on their speaking performance in SMPN 1 Patia?

E. The Objective of The Study

In accordance with the problem of formulation, the objective of this research is to know influence of student self-confidence on their speaking performance.

F. Significance of Research

Researchers hope that the results of this study can provide benefits for teachers and further researchers. Namely, with the results of this research, teachers can provide a process of learning activities that are built with a comfortable atmosphere that can increase the confidence of students so that students are accustomed to speaking freely without feeling anxious or afraid of making mistakes.

G. Hypothesis of Research

1. Null hypothesis (Ho) there is no Influence of Student's Self - Confidence in Their Speaking Performance

2. Alternatives hypothesis (Ha) There is Influence of Student's Self-Confidence in Their Speaking Performance

H. Previous Study

Self – confidence and speaking has several relations with learning English, as researchers have found from previous researchers:

1. The first previous study was carried out by Nadiah, Arina, and Ikhrom The Students' Self-Confidence in Public Speaking⁶, This study aims to describe and analyze the students' self-confidence in public speaking at Advanced Speaking Class of English Education Department at Walisongo State Islamic University in the Academic year of 2018/2019.in the previous stude use The Lauster theory, which describes how self-confidence is convincing in one's abilities and self-assessment of the task, is the subject of this study. The descriptive qualitative methodology was used in this study The result shows that the students' confidence level at an advanced speaking class was at the adequate level. From the result of a questionnaire, it shows that students did several lacks of performances, such as no eye contact, speaking with vibration, making repetition, giving many movements, and also giving many pauses. Data reduction, data visualization, and conclusion drawing/verification using Creswell were the strategies used for data analysis. Based on the fact that the causes of self-confidence that previous researchers have mentioned, the researcher tries to take the same topic, namely about student self-confidence by connecting the influence of student self-confidence on student speaking, using quantitative descriptive methods. However, it is different from previous research, which is looking for / finding some characteristics that occur in students when they are not

⁶ Nadiah, Arina, Ikhrom, "The Student's Self Confidence In Public Speaking", 1-9

confident when speaking, while the current research tries to find by measuring the influence of how much confidence students have when speaking.

2. The second research was previously conducted by Nety, Asti Wahyuni and Nurhaeni.⁷ The purpose of this study was to examine the factors that contribute to students' low English speaking confidence. In addition, this study also seeks to provide potential methods to overcome students' lack of confidence in their English speaking ability. The research of this study is qualitative. In addition, there are also factors that are known to contribute to students' low confidence, such as anxiety, shyness, fear of making mistakes, and lack of vocabulary. Meanwhile, strategies to help students overcome their lack of confidence in speaking English include reducing students' nervousness when speaking English, increasing students' vocabulary, increasing students' confidence, and forming group discussions. The previous researcher discussed the same about students' confidence in speaking English then therefore made the researcher want to test the influence of each individual student on confidence in speaking. Unlike the previous researcher who focused on examining factors in confidence speaking, while the researcher aims to find the influence on speaking confidence.
3. The Third Research Was Previously Conducted By Pramesthi Khairunnisa Aulia⁸ The Relationship Between The Self-Confidence And The Speaking Skill Of The Eighth Grade Students Of SMP Negeri 263 Jakarta In The Second Semester Of The 2019/2020

⁷ Nety, Asti Wahyuni B, and Nurhaeni, "Students' Self Confidence in," *English Education Journal (E2J)* 6, no. 1 (2020): 8–16.

⁸ Pramesthi Khairunnisa Aulia, "The Relationship Between The Self-Confidence And The Speaking Skill Of The Eighth Grade Students Of SMP Negeri 263 Jakarta In The Second Semester Of The 2019/2020 Academic Year", (Sarjana Degree, The Study Programme Of English Education The School Of Teacher Training And Education The University Of Muhammadiyah Prof. Dr. Hamka, 2020)

Academic Year By This previous research was intended to determine whether or not there was a relationship between self-confidence and speaking skills of 8th grade students of SMP Negeri 263 Jakarta Second Semester 2019/2020 academic year. This previous research uses quantitative methods with the term correlational study method. To obtain data on variable X (Self-Confidence), the author used a questionnaire to find out the extent of students' self-confidence. Previous authors used speaking tests or interviews, to get Y data (speaking skills). Based the result that there is a relationship between Self-Confidence and Speaking Skills of Class VIII Students of SMP Negeri 263 Jakarta Second Semester 2019/2020 Academic Year. The research equation with this previous research is both looking for the relationship between student confidence and speaking in junior high school, but in data collection and analysis, to the population to be sampled data has differences with the current research.

Based on previous research, it can be concluded that the novelty of this goal is to focus on problems that often occur in speaking problems but specifically, researchers focus on the influence of how much student self-confidence influences speaking performance.

I. Organization of Writing

Chapter I, it is explained about background of problem this research, The identification problem in this research, Formulation of Problem and the objective of research.

Chapter II, it is explained of definitions, and discussion related to the problem being researched.

Chapter III, it is explained about the research design that will be used in this study. And mentioned methods, Technique of Data Collection, instrument, data source, and population that will be carried out to obtained accurate result of this study.

Chapter IV, it is explained about Research Findings and Discussion

Chapter V, Conclusion and Suggestion.