

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is an essential skill to develop when learning a language. Brown stated that successful oral communication in the target language with other speakers serves as a display of successful language acquisition, emphasizing the importance of developing speaking skill.¹ Moreover, the urgency of developing speaking skill is currently crucial for students' career success in this globalization era, as mentioned by McLean and Ransom in ElNaggar.² Along with Leong and Ahmadi, the role of speaking is to demonstrate the combination of other language skills that can improve learners' vocabulary, grammar, writing, and speaking is also important both within and outside of the classroom, such as having a higher chance of finding employment in various fields of businesses.³ Overall, these definitions highlight that speaking is important skill in effective communication and the importance of speaking skills is improving other language abilities such as

¹ H. Douglas Brown and Heekyong Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th ed. (New York: Pearson Education, 2015).

² Ahmed Ibrahim Mohammed ElNaggar, "Investigating Problems of Speaking Skill: A Case Study at Al-Baha University," *International Journal of Linguistics, Literature and Translation (IJLLT)* 2, no. 7 (2019): 20–29, www.ijllt.org.

³ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (2017): 34–42.

vocabulary, grammar, and writing. Moreover, speaking also affects the aspects of life such as having a greater chance of success career, finding employment, business and education field.

Self-confidence is an important element of speaking skills because it inspires students to be courageous, enthusiastic and excited when speaking. Students who are capable and have a strong feeling of self-confidence are students to handle any circumstance that arises in the classroom. In contrast, students who lack self-confidence struggle to control their performance in class, because they refrain from making any mistakes that are necessary in the learning process, and when a language student shows fluency in the target language, their competence naturally increases. On the other hand, language learners' skills and self-confidence would deteriorate if they feel insufficient and unconfident in the target language.⁴ Similarly, Leong and Ahmadi mentioned unconfidence and discomfort in students' speaking classes is a factor that affects their ability to speak and develop their skills.⁵ In conclusion, a student who has a high level of confidence will perform best in terms of speaking. Consequently, students should possess self-confidence well first in mastering speaking skills.

⁴ Satrio Binusa Suryadi, "Exploring Speaking Anxiety of Non-English Department Students," *Loquen: English Studies Journal* 15, no. 2 (2022): 87–98.

⁵ Leong and Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill."

However, speaking at SMPN 1 Kresek is having struggles in aspects of students' ability and psychological. It has found from the English teacher in the interview, said that sometimes students struggle with speaking. They have problems with speaking ability such as not speaking English well because their mother tongue's influence, limited vocabulary and lack of fluency. Some students have psychological speaking problems such as worried about making mistakes in speaking, feeling afraid of getting laughs from others and feeling shy while speaking English. This situation shows that students experienced a lack of confidence in speaking. Al-Hebaish in Abdullah supported that among some factors that caused English speaking difficulties, the most powerful personal component that influences a student's speaking performance is self-confidence. Coupled with Abdullah et al, underlined that being unconfident is one of the main causes of English speaking difficulty.⁶

In this students' speaking self-confidence case, the teachers' strategies play a crucial role in their performance in speaking skills. The teachers' contribution to motivate and encourage them to speak English bravely and confidently. Brown in Diniah states that teachers must be capable of setting up an exciting and pleasurable atmosphere so students are more motivated to

⁶ Mohamad Yahya Abdullah et al., "Exploring the Effects of Flipped Classroom Model Implementation on EFL Learners' Self-Confidence in English Speaking Performance," *Studies in Systems, Decision and Control* 295 (2021): 223–241.

speaking.⁷ It implies that teachers have to select and implement appropriate strategies to encourage students to become lively in speaking English. Teachers also should create a classroom atmosphere more pleasant to reduce students' anxiety and build students' self-confidence in speaking English.

There are various strategies which can be selected and applied by the teachers to improve student's speaking performance and build student's confidence in speaking English. In terms of activity, Brown pointed out nine language teaching activities for interactive competence, which are simulations, interviews, discussions, jigsaws, games to guess, assessing, appreciating, problem-solving, and role-playing.⁸ Besides, Mr Nadiem Makarim as a Minister of education, culture, research and technology launched the latest curriculum called *Kurikulum Merdeka* in 2022, where teachers as a facilitators to help students achieve learning objectives which use various strategies, methods, and techniques appropriately. The English teachers in SMPN 1 Kresek are motivated to implement strategies to provide their students with more meaningful and relevant learning experiences. In order to enhance students' speaking confidence, Setiawan discussed PBL,⁹ Jaya et al. researched

⁷ Lutfi Muthiatu Diniah, "Teacher's Techniques in Building Self-Confidence in Speaking Classroom," *RETAIN* 7, no. 2 (2019): 105–113.

⁸ Brown and Lee, *Teaching by Principles: An Interactive Approach to Language Pedagogy*.

⁹ Roni Setiawan, "The Effect of Problem Based Learning Strategy on Increasing the 11th Grade Students' Speaking Ability at MA Islam Al-Azhar NW Kayangan Batulayar in Academic Year 2020/2021" (UIN Mataram, 2021).

PjBL,¹⁰ and Octaviani done DL,¹¹ based on their previous research found that these strategies can enhance students' self-confidence in speaking.

Based on the reasoning above, this research tries to come up with a description of possible solutions for teachers building students' speaking confidence. The researcher is curious to analyze teachers' strategies in building up students' self-confidence in speaking activities, particularly in SMPN 1 Kresek. The research aims to figure out an in-depth way of the good strategies used by teachers in SMPN 1 Kresek for building students' speaking English confidence by research entitled: ***“An Analysis of Teachers’ Strategies in Building Up Students’ Self-Confidence in Speaking Activities”***. This research also identifies students' responses toward teachers' strategies in building up students' self-confidence in speaking activities through interviews and CSEFL questionnaires to know in-depth students' confidence speaking level as a result teachers implemented the strategies. The research used a descriptive qualitative paired with a phenomenological approach because the results of this research are a description of each personal experience of English

¹⁰ Aswadi Jaya, Hermansyah, and Evi Rosmiyati, “The Implementation of Project-Based Learning in Increasing Speaking Achievement and Self-Confidence,” *Indonesian Educational Administration and Leadership Journal (IDEAL)* 1, no. 1 (2019): 4–14.

¹¹ Tri Nur Indah Octaviani, Taufiqulloh, and Anin Eka Sulistyawati, “The Use of Discovery Learning Model and Its Implications to Students' Speaking Ability,” *PISELT*, no. July (2022): 171–182.

teachers and students during the practice in speaking activities at SMPN 1 Kresek, which is a new thing that current research has from previous studies.

B. Focus of the Study

The research focuses on the teachers' strategies in building up students' self-confidence in speaking activities at SMPN 1 Kresek.

C. Research Questions

1. What are the teachers' strategies in building up student's self-confidence in speaking activities?
2. How are students' responses toward teachers' strategies in building up students' self-confidence in speaking activities?
3. What are students' confidence level in speaking?

D. Objective of the Study

Relating to the focus of the study, the researcher states two objectives in this research, as follows:

1. To find out teachers' strategies in building up student's self-confidence in speaking activities.
2. To know students' responses toward teachers' strategies in building up students' self-confidence in speaking activities.
3. To know students' self-confidence level in speaking.

E. Significance of the Study

By conducting this research, the researcher expects this will be given contribute some benefits for people in the educational field specifically in teaching and learning to speak English, the significance of the study as follows:

a. Theoretically

1. In particular, this research about teachers' strategies in building up students' self-confidence in speaking skills is anticipated to increase understanding and offer new knowledge.
2. This research can be consulted for more research or used as scientific knowledge.

b. Practically

1. Teachers

This study will probably serve as an indicator for teachers in applying more interesting strategies of teaching speaking to reduce students' anxiety in speaking English and build up students' self-confidence to speak English.

2. Learners

Able to carry out students' confidence in speaking English and to motivate them to not feel afraid anymore to speak English.

3. Researchers

It can be useful information to other researchers in conducting related topics in further study, especially in analyzing teachers' strategies in building up students' self-confidence in speaking activities.

F. Previous Study

The following information discusses about some earlier research that was related to the present research.

Firstly, a study entitled: *“The Implementation of Project Based Learning in Increasing Speaking Achievement and Self-Confidence”*, accomplished by Aswadi Jaya, Hermansyah, and Evi Rosmiyati (2019). This study aimed to determine the potential of PBL in improving and the contribution in student's speaking achievement and self-confidence at One University in Palembang, Indonesia, during the second-semester. A quantitative method and quasi-experimental design were used, with 72 students randomly selected from a sample of 40 average-achieving students and divided into experimental and control groups. The study found that speaking test and questionnaire revealed a significant difference in speaking achievement and self-confidence between the experimental and control groups. PBL contributed 99.7% to the students' speaking achievement and 92.7% to their self-confidence. This indicates that PBL is an effective strategy for teaching of speaking and boosting student's

self-confidence.¹² The similarities are examining the same problem on the variable of ‘speaking students’ self-confidence’. While, the differences are related to the topic, focus, and objectives of the present research which is to analyse teachers’ strategies in building up students’ self-confidence in speaking activities, and the methodology using qualitative phenomenology approach, and the participants are English teachers and students in SMPN 1 Kresek.

Secondly, a study entitled: *“The Use of Discovery Learning Model and Its Implications to Students’ Speaking Ability”* by Tri Nur Indah Octaviani, Taufiqulloh, and Anin Eka Sulistyawati (2022). These goals were to determine the application of the Discovery Learning Model on students’ speaking ability in seven-grade SMPN 1 Tegal, and the impact of the Discovery Learning Model on students’ speaking ability in seven-grade SMPN 1 Tegal. A quantitative methodology was used. A True Experimental with Pretest-Posttest Control Groups was a research design, with 63 seventh-grade students from two classrooms. This study used a speaking test and a questionnaire to assess the results. The findings confirmed that the experimental group outperformed the control group, with a significantly statistic gap in post-test scores. The questionnaire analysis also indicated that the deployment of the DL Model for

¹² Jaya, Hermansyah, and Rosmiyati, “The Implementation of Project-Based Learning in Increasing Speaking Achievement and Self-Confidence.”

speaking was successful, suggesting that the model can enhance students' descriptive text speaking skills. Discovery learning activity encourages students to speak English, fostering curiosity and confidence, and allowing them to develop their ideas and knowledge. This activity helps students better understand and comprehend the learning material.¹³ The similarity related to the discussion of the research was to know discovery learning as a teaching strategy in implicating students' speaking skills. Meanwhile, the differences related to the topic, focus, and objectives of the present research are to analyse teachers' strategies in building up students' self-confidence in speaking activities. Moreover, the present research employs a different methodology that uses a qualitative-phenomenology approach, and also different subjects and places.

Thirdly, a study entitled: *“The Effect of Problem Based Learning Strategy on Increasing the 11th Grade Students Speaking Ability at MA Al-Azhar Nw Kayangan at Batulayar in Academic Year 2020/2021”*, is Roni Setiawan's (2021) study. This research was to determine whether PBL could improve students' speaking abilities in the 11th grade. The quantitative approach and quasi-experimental design were used in this study. The samples included 30 students from two groups: XI A (the experimental group) and XI

¹³ Octaviani, Taufiqulloh, and Sulistyawati, “The Use of Discovery Learning Model and Its Implications to Students' Speaking Ability.”

B (the control group). The result is there is a comparison of pre-test and post-test scores demonstrated a statistically significant difference. The experiment group had a score of 78, whereas the control group received a score of 67,33. As a result, the PBL technique also gave students real-life speaking opportunities, which increased their confidence, activity, and willingness to communicate ideas and solve difficulties in the classroom.¹⁴ The similarity related to the discussion of research was to know about implementing PBL as a teaching strategy in increasing students' speaking ability. The differences are the present research specifically focuses on teachers' strategies in building up students' self-confidence in speaking activities and also employs students' responses to their teachers' strategies in teaching speaking. Besides, this research used qualitative with a phenomenology approach to know in-depth information about teachers' experiences on teaching strategies in building up students' self-confidence in speaking skills, also implemented in Junior high school of SMPN 1 Kresek.

Fourthly, a study entitled: *"Teacher's Techniques In Building Self-Confidence In Speaking Classroom"* by Lutfi Muthiatu Diniah (2019). The study examines the techniques employed by a teacher in an Omah.Ingggris Course to boost students' self-confidence in speaking classrooms. To answer

¹⁴ Setiawan, "The Effect of Problem Based Learning Strategy on Increasing the 11th Grade Students' Speaking Ability at MA Islam Al-Azhar NW Kayangan Batulayar in Academic Year 2020/2021."

research questions, the study used descriptive qualitative research methods such as field notes, audio recorders, video recorders, and interview procedures. Transcribing, organising, coding, and representing data are all aspects of data analysis. According to the findings, the teacher employs five approaches to increase students' confidence in speaking English, they are outdoor learning, contextual study, discussions, presentations, and mini-debate. Through positive reinforcement and engaging techniques, these techniques increase students' confidence in speaking English and inspire them to learn English more. The techniques can be used with students in Junior and Senior high school, but teachers must understand their student's personalities and skills in order to employ acceptable techniques in the classroom. This method can benefit students.¹⁵ The researcher found the similarities in this study they are the same focus and objectives to describe the techniques used by the teacher in building self-confidence in speaking, and also using qualitative method even this present research used phenomenological qualitative method. Meanwhile, the differences are this research was conducted in a formal school specifically at Junior High school (SMPN 1 Kresek), this present research also employed five English teacher of SMPN 1 Kresek and also involved students' responses toward teachers' strategies in building their confidence in speaking activities.

¹⁵ Diniah, "Teacher's Techniques in Building Self-Confidence in Speaking Classroom."

In conclusion, the aspect of distinguishes this research from previous research is this research refers to highlighting teachers' strategies used when teaching English in order to build students' confidence in speaking based on their experiences for in-depth information. After that, the researcher will conclude students' responses toward teachers' strategies in order to build their self-confidence in speaking activities in the classroom. This research also will employ the result of the students' self-confidence level whether students have strong or weak self-confidence in speaking through the CSEFL (confidence in speaking English as a foreign language) questionnaire as teachers-students' outcome on teaching and learning.

G. Organization of Writing

This paper is divided into five chapters, as follows:

Chapter I is introduction-introduces the background of the study, focus of the study, research questions, objectives of the study, significance of the study, previous study, and organization of writing.

Chapter II is theoretical foundation outlines an initial review about speaking skill, self-confidence, and strategies in teaching speaking.

Chapter III is methodology explains the research method, place and time of the research, research participants, data collection techniques, and data analysis techniques.

Chapter IV is findings and discussion presents the findings of the research and the discussion of findings.

Chapter V is conclusion and suggestions explains some conclusions and suggests beneficial information related to the topic.