

CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is a crucial part in second of foreign language. Despite it is importance and crucial, many students still find any obstacle to speak alot and more in class or in dailly communication. However, today's word requires that every student should brave to speak a lot, because students can involve in global competition and development. The student should learn about the first factors that affect English speaking skills.

According to Jeremy Harmer, there are three main reasons for getting students to speak in the classroom. Firtsly, speaking activities provide rehearsal opportunities chances to practise real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements becomes. As a resultt, students gradually becomes

autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.¹

Students can practice language with speaking, because speaking is an activity which follows almost all parts of the body. Speaking or Oral communication activity is an individual activity in trying to convey the message orally to others or community, which is called an audience. It means that without speaking in communication, someone will not get anything.

Students use language by speaking for serving many processes and it helps their progress in the learning process. The spoken language has great importance in the field of teaching foreign language. In fact the main aim of many English as foreign language students is to master the speaking skill in order to succeed in communicating with language fluently, accurately, and effectively. Teachers also have a great important role in helping students to develop their speaking skill. Some affective factors have a great impact on the development of the speaking skill such as self-confidence.

According to Genctan and Ozbey quoted in an article correlation between self-confidence and speaking skill of English language Teaching and English Language and Literature Preparatory Students stated that, "self-

¹ Jeremy Harmer, *How To Teach English : Teaching Speaking* (England : ocelot publishing, 2010), 123.

confidence is defined as an individual's recognition of his own abilities, loving his self and aware of his own emotions".²

Self confidence is the learners belief that they are capable to achieve the assigned tasks, this capability is the indicating factor of their succes in accomplishing the task. Brown, (2000) also lists the application of self cionfidence in instruction using these following steps; first, ample verbal and nonverbal assurances are given to students. It would help student to hear a teacher to affirm a belief in the students abbility. Second, a series of techniques from easier to more difficult are prepared by teachers who are called on to sustain self confidence where it already exists an to build it up where it does not. To conclude, students self confidence involves judgements and evaluation about one's own value and worth and it is highly correlated with feelings of anxiety, that although is not necessarily a bad thing since a certain amount of anxiety can drive students in the quest to learn a language, it is also consider a negative affective variable which prevent learners from succesfully leraning a foreign language, because learners become nervous and afraid, which contribute to poor aural or oral perfomance in the

² Gencan and Ozbey, "Correlation between self- confidence and speaking skill of English Language Teaching and English Language and Literature Preparatory Students", *Research article*, 2015. 15.

classroom. On the other hand, high self confidence can be positively correlated with oral performance (Heyde, 1979).³

When teaching practices not a few writer find students who do not have the confidence to speak English. Based on the problem above, the researcher would like to conduct research about *Exploring students self confidence on their speaking skill* (A Qualitative Research at the first year students in Al-Hidayah islamic boarding school Rangkasbitung in 2019/2020).

B. Identification of problem

Based on the background above, the research identifies the problem as follows:

1. Students don't enjoy in learning English Language
2. Students are lack of English Vocabularies.
3. Students feel less confidence to speak English.
4. Students are lack of motivation from the teacher.

C. Research Question

1. How is students' self-confidence in speaking ?
2. What efforts are made by the teacher to improve students' self-confidence?

³ Hernando Prada Arango , “Student Self- confidence as away to improve english oral production in tenth graduate students at ricaurte school”, (The degree of master of education with Emphasis on Didactics of foreign language, University Libre Faculty of Education, Bogota, 2015), p. 35-36.

D. Objective of The Study

The aim of this research are as follow:

1. To explore students' self confidence in students speaking skill
2. To find out a teacher solutions in improving students' self-confidence

E. Significant of The Study

This research is significant to the teachers and students because this research will help the teachers knowing the problem of students' self-confidence. The result of this research also will be useful for teachers who are going to exploring students self-confidence . This result of this research will give the new knowledge about students self-confidence in their speaking skill. And the last is for the other researchers who would like to conduct the same issue of this research can find out the additional information and references through reading this study.

For the researcher,the result of the research will give new knowledge about students problem in speaking skill. And the last for researchers who would like conduct the same issue of this research can find out the additional information and references through reading this research.

F. Previous of Study

There are some previous study related with this research. The first study conducted by Boulgroune Adel (2015), with the title "The Importance

of Self-confidence in Enhancing Students' Speaking Skill". This research aims at examining the importance of self confidence on enhancing students' speaking skill. In other to achieve this aim, this study work on the basis of the descriptive method for discrubing the relation between two variables : self-confidence as a dipendent variable and its importance on enhancing the speaking skill as the dependent variable.⁴

The second previous study conducted by Eka Sustri Harida and Hamka (2013), with the title " Improving Students Self Confidence in Speaking ability Through Simulatio Technique". This research iams to determine wheter students are confident increase in speaking using simulation techniques. This research done by calssroom action research method. From the results of the study its was found that students' confidence in speaking after using simulation tecnique turns out to incerese from the first cycle so the researchers concluded that the simulation was good enough increase students' confidence in speaking. So that the researcher advise the teacher to use this technique if students' aare confidents quite low in seaking.⁵

Based on the previous study abouve , there are differences and simmilarities with this research and the previuos studies. The similarities

⁴ Boulgroune Adel, "The Importance of Self-confidence in Enhancing Students' Speaking Skill", (Ph.D. Dissertation, First Year LMD Students at Mohammad Kheider University of Biskra, 2015/2016).

⁵ Eka Sustri Harida and Hamka, "Improving Students Self Confidence in Speaking ability Through Simulatio Technique", from Journal English Education, vol . 1 No.2, (July, 2013). 200.

from the previous study are both of them students self confidence in speaking skill. Then the differences of previous study the first research about students self confidence is importance in speaking skill, and the second research determine students are self confidence using some technique, but in this research are want to Exploring students self confidence on their speaking skill and getting data from closed-ended questionnaire

G. Organization of Writing

To make this research easy to comprehend, the researcher divides this research into five chapters:

CHAPTER I : INTRODUCTION In this chapter the researcher puts some points: introduction, background of the study, Identification of problem, Statements of Problem, objective of The Study, Significant of The Study, Previous of Study, Organization of Writing.

CHAPTER II : THEORETICAL FRAMEWORK In this chapter the researcher puts some points : definition of speaking, problem on speaking skill, definition of speaking skill, Aspects of speaking skills, self-confidence, The definitions of self-confidence, The Principles of Self-Confidence, The Role of The Teacher in Developing Students' Self-confidence.

CHAPTER III : METHODOLOGY OF THE RESEARCH, this chapter contains Research Design, Research Method, The Site and Time of The Research, Participant of The Research, The Technique of Data Collecting, The Technique of Data Analyzing.

CHAPTER IV :RESEARCH FINDING AND DISCUSSION The witer describes. The Description of Data, The Characteristics of students' with low self-confidence, The Characteristics of studetns' with high self-confidence, The effort are made by the teacher to improve students' self-confidence.

CHAPTER V : CLOSSING the writer gives the conclusion and suggestion for the next research, Teacher, Students' and The school.