CAPTER I

INTRODUCTION

A. The Background of The Study

Talk about language then there will be end. The same as when talking about knowledge, that the more people discuss about knowledge, the wider the questions that must be given an answer. It's the same with language.

Besides it, language and knowledge are two thing that cannot be separated, because the two are closely related. Knowledge must be conveyed in a good and correct language so that it can be understood by anyone who learns that knowledge.

Related to the above discussion in line with the expression of Banjamin Lee Worf sapir's pupil, *language system not just a tool to voice ideas, but also as a shaper those idea, mental activity programs and determinants of a person's mental structure. In other words, it is language that determine a person's way of thinking, whether in culture or knowledge in life.*[1]

Many people of the world has been known, that language is a means of communicating in life, but more than 53 countries in the world have used English as second language after their local language.

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[1] Nandang Sarip Hidayat, 2014*, Hubungan Berbahasa, Berpikir, dan Berbudaya*, Riau, vol. 11, no 2.

English is international language. As we know Most of countries in the world used English language. According to Jack C Richard and Theodore S. Rodgers, "Latin was most widely studied as foreign language five years ago. However, English has become the most widely studied foreign language today.[2] English is one of the foreign languages taught in Indonesia, it has become more Important then any other foreign language to learn at school.[3]

In Indonesia, English is an important subject in the curriculum. The student must master four skills, namely listening, speaking, writing and reading. Particularly for speaking, as we know, it is being used in many aspects of global literature such as agreements in political and military, advertisement, business transaction, archiving, legal document, newspaper, genre, etc.

Speaking is a language skill that is owned and used by humans as an indirect tool of communication that has stages in the speaking process and makes someone success to be speak. The process of describing symbols that can be understood and give birth to thoughts or ideas with the use of expressive language based on creativity (such as speaking, making letters).

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[2] Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1986), P. 1

[3] Eulis Rahmawati, *Teaching English to Young Learner: principles and strategies*, (Serang, UIN Sultan Maulana Hasanudin Banten, 2012).

In English teaching there are four skill components of language: listening, reading, writing, and speaking. Speaking is one of the important aspect in life, where with good and right speaking can be improve our culture with each other, especially the culture in holding fast to each other on the road with foreign muslim internationally. It is said in the Qur'an surah Ali-Imran verse: 103 as below.[4]

وَٱعۡتَصِمُواْ بِحَبۡلِ ٱللَّهِ جَمِيعًا وَلَا تَفَرَّقُواْ وَٱذۡكُرُواْ نِعۡمَتَ ٱللَّهِ عَلَيۡكُمۡ إِذۡ كُنتُمۡ

أَعۡدَآءَ فَأَلَّفَ بَيۡنَ قُلُوبِكُمۡ فَأَصۡبَحۡتُم بِنِعۡمَتِهِۦ إِخۡوَٰنًا وَكُنتُمۡ عَلَىٰ شَفَا حُفۡرَةٍ مِّنَ ٱلنَّارِ

فَأَنقَذَكُم مِّنۡهَاۗ كَذَٰلِكَ يُبَيِّنُ ٱللَّهُ لَكُمۡ ءَايَٰتِهِۦ لَعَلَّكُمۡ تَهۡتَدُونَ

"And hold fast, all of you together, to the rope of Allah (i.e. this Quran) and be not devided among yourselves, and remember Allah's forever on you, for you were enemies one to another but he joined your heart together, so that, by his grace, you become brethren (in Islamic faith), and He saved you from it. Thus Allah makes His verses (proofs, evidences, verses, lesson, signs, revelation, etc.) clear to you that you may be guided.[5]

In that verse it is clear that a muslim is required to stand together, but how can be hold on to each other if we can't communicate well in speaking, then from that's the importance of speaking in life and culture. Besides unifying the ummah by speaking. We can get to know each other and know other culture, because English is an international language that can unite all human beings.

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[4] *Al-Qur'an Al-Karim.*

[5] Dr. Taj-ud-din Muhammad Al-hilali, Dr. Muhsin Khan Muhammad, *Translation of the Meaning of the Noble Qur'an in the English Language*, Madinah, K.S.A.

As it is know in Indonesia as EFL learners are still lack in English speaking and the biggest problem of not increasing students' speaking is the lack of confidence in students speaking because the ability to speak English is a challenge in Indonesia as EFL learners because English language is a foreign language.[6]

Humans are social creatures who must communicate with each other everyday in the form of conversation. A person's self-confidence will affect the level of conversation in everyday life.[7]

Everyone is an explorer and people can all be scientists. People all like to study and learn about new things and find relationship and patterns between them. Scientists have helped us define and study the nature around us. In fact, people are nature, and also scientists have done much study on the human body and mind. No doubt, one aspect of humans that scientists have studied is our levels of self-confidence.[8]

Conversation can help students increasing their confidence in English speaking because in conversation students are trained to dare to speak English and are also trained to get used to speaking, so the conversation can increasing students' confidence in speaking.[9]

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[6] Anisa Safitri dkk, 2019, *HUbungan Antara Percaya Diri Siswa Terhadap Kemampuan Bahasa Inggris*, STKIP Kusuma Negara, Semnara, PING-052

[7] Normawati and Wa Muna, 2015, *The Correlation Between Self-convidence and The Students Speaking Performance of Amik Global Kendari*, LANGKAWI, Vol. 1, No. 1.

[8] Giuduce Gerrard, 2015, *Improve Your Self-confidence in Your English-speaking, MA (counselling psycology)*, English expressions. Hal. 16

[9] Angelin Cristin Dkk, 2021, *Percakapan Sederhana Sebuah Pendekatan Inovatif Meningkatkan Keterampilan Berbicara Bahasa Inggris*, jurnal Unisap, Vol. 2, No 1.

Previously the writer had conducted research on MA Ashhabul Maimanah Ciokobak related to the speaking skills possesses by students and it turned out that 80% of students understood and knew a lot about English vocabulary, only when asked to speak English 90% of the students felt insecure. The writer has also conducted interviews with teachers at the school regarding students speaking. The writer was found the problem that most students were not confident in English speaking. Therefore after doing this research, the writer will apply a research strategy to students at *MA Ashhabul Maimanah Cikobak* with the title: **"The Implementation of Conversation Strategies on Students Self-confidence to Speak English"**

B. The Research Question

Some problems that mentioned above, the writer will formulate in the specific questions as follows:

1. How is the teacher implementing conversation strategies on students' self-confidence to speak English?

2. How is to triggering students' intrinsic and extrinsic self-confidence to speak English?

C. The Objective of The Study

Based on the research statement of problem above, the writer has several objectives of the research as following:

1. To identify the teacher implementing conversation strategies on students' self-confidence to speak English.

2. To triggering students' intrinsic and extrinsic self-confidence to speak English.

D. The Significant of The Study

There are some significance of this study which can contribute the following:

1. For The Teacher

    This research contribution to English teacher in teaching speaking. It can be used as a reference for the teacher about teaching speaking and adding the knowledge in teaching learning

2. For The Student

    It assists them to solve their problem in speaking skill and help them to help their self-confidence in speaking.

3. For Researcher

    The writer knowing the influence of conversation strategy of student's self-confidence in speaking. also to find out how the conversation strategies is applied in the real class.

E. The Previous Study

There are many researchers who conduct the title which closed to the title above. But the researcher only take two researcher else as comparison in doing the research.

The first research is by **Fransiskus Xaverius Ivan Rahas** *(the implementation of conversation improvement of fishbowl method to improve the speaking ability of students: a case study of teaching EFL at SMAN 2 Kupang).* The researcher said, this study aims to determine the improvement of students' English speaking skills by applying the fishbowl method based on conversational improvement. This type of research is qualitative with a descriptive design. Data collection techniques used in this study were tests, observations, and speaking assessment sheets. The researcher observed what the students did during the conversation in class. Researchers used 4 strategies to increase conversation. The results showed that there was an increase in the minimum completeness criteria of 88%. There were also significant improvements in linguistic aspects such as stress, speech, tone and rhythm and non-linguistic aspects such as fluency and mastery of topics.[10]

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[10] Fransiskus Xaverius Ivan Rahas, 2019, *The Implementation of Conversation Improvement of Fishbowl Method to Improve the Speaking Ability of Students: a Case Study of Teaching EFL at SMAN 2 Kupang,* Rahas, Undana.

Silviani Mareta *(improving the self-confidence in speaking practice by using self-directed dialogue technique at second grade students' of SMP Negri 1 Kalirejo Lampung Tengah).* The researcher said, the purpose of this study was to see the improvement of students' speaking aspects and the significant relationship between students' self-confidence and their achievement in speaking. The researcher used a t-test and questionnaire design in collecting student data. The results of this study indicate that there is an increase in student achievement after being taught using the self-directed dialogue technique and there is a significant relationship between students' self-confidence and their achievement in speaking. This study shows that the self-directed dialogue technique helps in improving students' speaking skills.[11]

Suparman *(The effectiveness of the English conversation to improve students' speaking skill).* The researcher said, this study aims to test the effectiveness of English conversation to improve students' speaking skills by focusing on whether English conversation is effective in speaking and how effective English conversation is to improve students' speaking skills. This study was designed in a pre-experimental pre-test and post-test study, where this study only applied English conversation to the experimental group

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[11] Silviani Mareta, *Improving the Self-confidence in Speaking Practice by Using Self-directed Dialogue Technique at Second Grade Students' of SMP Negri 1 Kalirejo Lampung Tengah, Lampung.*

consisting of 28 students. After collecting and calculating data using descriptive statistics, this researcher found that the results of descriptive statistics showed the average pre-test score was 7.21 while the post-test average was 9.25. The result of hypothesis testing using Paired-Sample t-test is te = 11.68 at p = .000. Smaller than 0.05, it means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In other words, English conversation is significantly effective in speaking skills.[12]

The differences between their researches with my research are the first researched used CAR method and the fishbowl as a method. And the second researcher more focus to ability in improving speaking and using self-directed dialogue technique to improve students' self-confidence in speaking. And the third researcher there are used test pre-test and post-test in the data collection use the quantitative approach. Then the research more prioritizing the effectiveness of conversation to improve students' speaking skill.

F. The Organization of Writing

To make this research easy to comprehend, the writer divides this research into three chapters:

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[12] Suparman, 2017, *The Effectiveness of The EnglishCconversation to Improve Students' Speaking Skill,* Lombok, PALPA.

Chapter 1 is introduction. In this chapter the researcher puts some points: background of the study, the statement of the problem, the objective of the study, the significant of the study, and the writing organization.

Chapter 2 is theoretical frameworks. This chapter consists of the theories from some experts who have conducted the research related to this research.

Chapter 3 is research methodology which consists of the methodology that researcher going to use in conducting this research.

Chapter 4 is research finding and discussion which consists of the description of the data analyzing and analysis the data.

Chapter 5 is closing which consists of conclusion and suggestion.