

# CHAPTER I

## INTRODUCTION

This chapter consist of background of the research, problem of the research, objective of the research, operational definition of the term, significance of the research, scope of the research.

### 1.1 Background of The Research

Speaking is the important part of curriculum in language learning and important object of assessment as well (Luoma, 2004). In Indonesia, speaking is taught at various levels of education. Teaching speaking is nothing new, especially in foreign language classes at the English department at university. Therefore, every student is allowed to master it. Speaking is most important aspect of learning a second language because to be success in speaking, is measured of the ability to conversation in the language (Nunan, 1991).

Speaking is so much a part of daily life, people produce tens of thousands of words a day even more than that, so natural and integral in speaking is to achieve this ability in a foreign language (Thornbury, 2005). Furthermore, speaking is communication interaction between two people or more talk each other that they think interesting related to the situation (Luoma, 2004). They talk the interesting topic and they do these together relevant in the situation. Otherwise, people who know a language are called speakers.

Speaking will not always run successfully in process of learning. This happens based on the facts in class, in the fact, speaking English is rarely used because students have problems in speaking. According (Ur, 2012) there are some

problems of speaking in class; First, is shyness and inhibition: Students are slow in saying something because they are afraid of making mistakes, afraid of being criticized, shy what they say to attract attention. Second, students complain that they cannot think of anything to say. Third, interested students will tend to talk and while others speak very little or not at all. Fourth, use L1: Using L1 can be very helpful in solving vocabulary problems, but if students spend most of the time they speak their own language, they have very little opportunity to improve their ability in speaking English.

Speaking has another important aspect, that is about what the people thinking and feeling. This includes: our inner voice, our level of self-confidence, our attitude, value, perceptions and prejudices (Rowson, 2005). Rowson mention aspect of speaking include self-confidence that means self-confidence as a psychological aspect in communication. According to (Schwarz, 2015) in (Nijat, 2019) psychological factors that inhibit students from speaking such as anxiety, shyness, self-confidence, lack of mistakes, and lack of motivation. Most of the crisis in education system is due to the low self-confidence and some of students have lack of adequate participation, unsatisfactory progress after spending too much time in class (Akbari, 2020).

According to (Norman & Hyland, 2003) stated confidence is a learning factor that can affect students' attention and progression. (Hasan, 2020), Self-confidence has an influence in student learning process. It is related to the student motivation. There are several aspects that support success in the learning process such as attitude, motivation, diligence and self-confidence. Self-confidence is a feeling and belief in one ability to achieve success by standing on their own and

developing positive judgment for own selves and their environment, in order a person can perform with confidence and able to handle everything calmly (Angelis, 1997). Self-confidence plays an important role in one's success, high self-confidence can increase strong willingness or desire to achieve something. According to (Burton & Platts, 2012) a person's level of self-confidence is different according to the time, place and experience that people have faced. Burton also added, a person's self-confidence grows based on the experiences they have faced. Therefore, self-confidence has a big influence in the learning process.

Number of previous research from, (Roysmanto, 2018) with title "A Correlation between Self-confidence and the Students' Speaking Skill". The researcher studied the level of self-confidence of students with questioners and speaking with interviews to analyse comprehension, fluency and pronunciation. After being analysed, students who have a high level of self-confidence, they have high scores in the interview speaking test. (Hasan, 2020) in the topic "Correlation between EFL Learners Self-Confidence and Speaking Skill", The researchers investigated students' self-confidence by comparing students with high and low self-confidence. Their research a focused on speaking related to the accuracy, fluency and comprehension. The results showed that, confidence has a positive influence on students' speaking ability. Without self-confidence students will be afraid, embarrassed to talk to other people.

The focus of this research is based on the explanation above, when speaking ability and self-confidence are linked, how does it change the speaking ability of the sixth & eighth semester English Language Education Program

Faculty of Teacher Training and Education Universitas Muhammadiyah Jember who have acquired adequate of knowledge and practices? Is the speaking ability of sixth and eighth semester students also significantly correlated with self-confidence? Those are the important point to be discussed in this study.

## **1.2 Problem of the Research**

According to the background above, the question of the research is formulated as follow: Is there any significant correlation between students' self-confidence and speaking ability of the sixth and eighth semester students 2022-2023 academic year English Language Education Program Faculty of Teacher Training and Education Universitas Muhammadiyah Jember?

## **1.3 Objective of the Research**

The objective of the research is to find out whether there is significant correlation or not between students' self-confidence and speaking ability of sixth and eighth semester student of 2022-2023 academic year English Language Education Program Faculty of Teacher Training and Education Universitas Muhammadiyah Jember.

## **1.4 Operational Definition of the Terms**

### **1.4.1 Speaking Ability**

Speaking ability is a person's communication ability in the process of forming meaning which involves production and reception and process information. Factors influence student' Speaking: cognitive factor (accuracy and fluency), linguistic factor (pronunciation, vocabulary, and grammar), affective

factor (anxiety and self-restriction). Accuracy consist of accuracy in pronunciation, vocabulary and grammar). In the previous study explained several things that caused students' difficulties in lessons consisting of difficulties in pronunciation, lack of vocabulary, and difficulties in grammar. This component will be used as a measure of students' speaking, and the writer will also add fluency to determine students' fluency in speaking.

#### **1.4.2 Self-Confident**

Self-Confident is student's belief in his/her ability that his/her is actually able to complete the task, at least a final success factor in the achievement of the task.

### **1.5 Significance of the Research**

The result of this research is expected to be used theoretically and practically:

#### **1.5.1 Theoretically**

1. The results of the research is expected to be used by teachers to develop students' speaking ability and self-confidence.
2. The results of the research is expected to be used as a reference for the other researchers who want to research on the similar topic area

#### **1.5.2 Practically**

This research can give the researcher a new knowledge that speaking ability can be improved through better self-confidence.

### 1.6 Scope of the Research

The scope of this research is on How correlation between students' self-confidence and speaking ability of the sixth & eight semester students of English Language Education Program Faculty of Teacher Training and Education Universitas Muhammadiyah Jember.

