CHAPTER 1

INTRODUCTION

In this chapter, the writer presents about the background of study, formulation of the research problem, research objective, research hypothesis, significance of research, scope and limitation of research, and definition of key term.

A. Background of the Study

As a foreign language, to study English learner must master four skills of English. They are listening, speaking, reading, and writing. Besides the four skills (listening, speaking, reading and writing), we must master the four English's components they are vocabulary, grammar, pronunciation, and spelling. This subject perceived as a difficult subject for the students because English is not spoken language that we do in daily communication.

From those skills and components, speaking activities is the crucial things in learning. Because speaking is one of the tool of communication as the product of language from our speech. Speaking in a foreign language in front of the class for the learners is quite difficult. Most of the students are afraid or shy if they make mistakes, afraid of being laugh by their friends. So, they prefer to be quite to speak in the classroom. Someone who speaks fluently in public will have good perception about English learning. It is like as open our mind that speaking has more contribution especially in EFL learners. But everybody have their own

intelligence. There are many learner who have good criteria in writing, but some of them can not make a good description in speaking skill. Some students feel not comfort when they speak something in public. So, there are many student do not able to speak more in class. Nonetheless, some learners who good in speaking skill but have some obstacle in writing context. On the other hand, in speaking learner need to practice. Practicing what they have learned in the classroom.

Speaking is one of aspects to contribute learner's ability in English skill. The ability of speaking skill can show the students' proficiency in English learning. Because the quality of self will stand out in speaking skill. Even as students' said show more potencies in their life. It contributes to the success of the learner in school and success later in every phase of life. In fact, we can also know the background knowledge from the speaker said.

In addition, Rababa'h (2005) pointed out many factors that cause difficulties in speaking English among EFL learners. Some of these factors are relate to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the motivation to speak English. They do not see a real need to learn or speak English. Actually, motivation is the crucial force that determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers‖ (Littlewood, 1984, p.53). Motivation is one aspect of self-confidence. Learner who have self-confidence will build her motivation conduct the process of learning.

Self-confidence is like improving self with self-motivation in psychological aspect. So, the learner will try to manage their mind to make better life. Because of ourselves as a key to determining the direction of our goals and also set up any form of emotion. Try to be confident in every single day and make life more happy with confidently.

According to Agus Salim (2015), he yielded that pupil's willingness to oral interaction in the classroom differs and in order to develop their proficiency in English, pupils ought to take every possibility to practice this skill. It can be assumed that more interaction leads to further language development and learning. Hans-Kristian Kiil Molberg (2010) found that he believes that motivation and linguistic self-confidence has a huge consequence for the oral interaction that goes on in the classroom. Therefore, self-confidence can emerge student's perception in the confidence level, especially in speaking.

The power of self-confidence is more productive to improve students' potency in learning. Self-confidence can identify some weakness and try to build our self-better than before. The act of self-confidence is show in our speech. Thus, the goal of oral communication proficiency is to achieving satisfying and effective communication in both personal and professional context.

Self-confidence is the strong tool to explore anything that learner wants to build their potency especially in communication. Because learner whom have self-confidence will try to know anything in detail. Self-confidence motivatesstudents' act. The learner will try to do their best act. The act of learner was led by

communication. The good communication is begun from self-confidence. Self-confidence plays an essential role in affecting learners' readiness to communicate. Furthermore, the students who are able to communicate fluently and confidently, as a good impact of the high self-confidence, is that the students can increase their academic achievement in the speaking course because the criteria of the assessment on speaking skill is fulfilled by the students.

The writer was interested to conduct this study based on writer's experience in study. The researcher found learner who felt afraid to do mistake on grammar and pronunciation were the problem of pupil's confidence. Sjoberg cited in Songsiri (2007 : 27) saw that less confident learners, or shy members may initially be gently encourage to participate by the facilitator and introduced to a few of the other more confident members. The researcher found that the lack of self-confidence made the learner difficult to communicate and active in learning process. So learner must build their self-confidence to improve their potency in general learning especially in language learning. Based on opinion above the writer is interesting to investigate the correlation between self-confidence and oral communication proficiency in EFL learning.

B. Formulation of the Research Problem

Based on the background of the research above, the formulated research problem is "Is there any Correlation between EFL Learners' Self-Confidence and Oral Communication Proficiency at IAIN Tulungagung"

C. Objective of the Research

Based on the research problem above, the formulated research objective is as follow: "To know the Correlation between EFL Learners' Self-Confidence and Oral Communication Proficiency at IAIN Tulungagung"

D. Research Hypothesis

Based on the research problem above, the hypothesis of the study can be mastered Alternative and Null Hypothesis. The hypothesis is as follows:

1. H_0 (Null Hypothesis): There is no significant statistical correlation between EFL learners' self-confidence and oral communication proficiency at IAIN Tulungagung

2. H_a (Alternative Hypothesis): There is a significant statistical correlation between EFL learners' self-confidence and oral communication proficiency at IAIN Tulungagung.

E. Significance of the Research

This study hopefully can give some positive contributions to the English language learning context and will be beneficial for many sides such as for; institution of IAIN Tulungagung, English lecturer, students and future researchers.

For the institution, the researcher hopes this research give any contribution for some of literature as research report in this university.

For the English lecturer, the result of this study will help the teacher in choosing technique that can motivate students for speaking English. It will help to fix their strategy in teaching English to motivate the English lecturer to create effective technique in teaching English.

For the students, they will get motivation to learn more about English. Thus, they will able to speak English fluency with confidently. And the students will more confidence to speak a lot during in class or in their environment.

For future researcher, the researcher hopes this study give motivation for the future researchers to conduct the other research especially deals with self-confidence level.

F. Definition of Key Terms

In this part, there is some explanation from the title mentioned in the previous items. The title is "Correlation between EFL learners of high self-confidence and oral communication proficiency of fourth Term at IAIN Tulungagung. The definitions of key terms are as follows:

1. Correlation

   The research design in quantitative approaches that predict there is any relationship between two variables.

2. Self Confidence

Self-confidence is the way to improve learners potency in knowledge with motivation from their mind and it will change someone behavior more positively in their environment. Therefore, self-confidence has any contribution of setting self with powerful motivation.

3. Oral Communication Proficiency

As the researcher, finding, oral communication proficiency is the good delivery of speech in language's product as communication. It also called by communication competence. It is the way of speaker to make understanding communication in positive interaction. The speaker will turn over in mind about the product of language as well.