

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents seven topics related to this study. Include the background of the study, the focus of the study, the purpose of the study, the hypothesis, the significance of the study, the scope and limitation of the study, and definitions of the key term.

A. Background of The Study

Speaking is one of the basic skills in learning English and is important because it is a complementary tool in communication. Someone can convey his ideas and thoughts through speaking activities. Azadi (2015) stated that in English language education, the ability to communicate effectively is a must that needs serious attention.

Different from the other skills, speaking is an ability in English which is always considered difficult to do (Bashir, 2011). This is because speaking is not just an activity of saying English words, but many aspects that must be considered. According to Utama et al (2013), there are two aspects that make one's speaking skills fairly successful, those are linguistic aspects and non-linguistic aspects. In the linguistic aspect, there are grammar, phrase, pronunciations, speech understanding, vocabulary, and eloquence. Meanwhile, the non-linguistic aspects involves personality dimensions as well as self-esteem, self-confidence, experience, encouragement, and inter-group atmosphere. According to Hasan et al (2020) speaking does not only involve

knowledge but also a psychological actor. It means besides mastering vocabulary, grammar, and pronunciation, students must also have the confidence to develop their speaking ability. With this confidence, students can convey their ideas in detail without any fear.

One of the factors that has an impact on students' speaking ability is their level of confidence. Self-confidence is the dominant factor contributing to the positive impact of speaking a foreign language. Riadil (2020) revealed that psychological problems related to emotional, physical, and self-productivity conditions like as lack of confidence, nervousness, and feeling embarrassed when speaking English are problems that can affect students' speaking ability. Self-confidence is very influential on students' success in improving the quality of their speaking because we can see that high self-confidence can increase students' willingness to practice. Contrasted with students who lack confidence, they were more prone to feeling afraid to practice. So, their speaking ability is also hampered. Many fears attack them, such as fear of being blamed, fear of being humiliated, and fear of other things.

According to Vassile (1993) students who have high self-confidence get higher achievement test scores on basic skills compared to those who are less confident even though they have the same intellectual ability. Self-confidence is a person's personal factor that provides a assisting role in achieving success in learning a foreign language (Huit, 2004 & Khodadad, 2003, cited in Al-Hebaish, 2012).

English Education Department is one of the majors at Islamic University of Sayyid Ali Rahmatullah Tulungagung which is a learning program that will produce decent English teachers in the future. In this case, students can learn about how to be good teachers and improve their language skills. However, not all of them can easily improve their language skills, especially in speaking. The first-semester students who have just experienced the world of education in university may have a little difficulty in adapting to the university sphere. Starting with new people they meet and demands that are heavier than assignments at the previous school level. As stated by Noel and Bryde (in Chemers et al, 2001) that underclassmen frequently get burden and demands in the university's surroundings. Speaking activities which require students to interact directly with each other will be difficult for students who lack self-confidence. They will find it difficult to improve this ability because of the nature of the lack of self-confidence that often forces them to avoid this activity. So, to achieve optimal speaking skills, high self-confidence is needed. Then, those students do not feel afraid to practice.

In addition, presentations in front of the class which are supervised by other students that can increase their confidence. However, just like what researcher has experienced, practicing speaking skills during presentations is not as easy as imagined. A lot of fear will arise because of a lack of confidence ourselves. This lack of confidence causes various kinds of fear, such as fear of being blamed and fear of being corrected by others for mispronunciations or words we have spoken. Students who lack confidence will often close

themselves off. They are more likely to avoid situations that require them to communicate.

A study related to self-confidence and students' speaking ability has been done by Roysmanto (2018) entitled "A Correlation Between Self-confidence and The Students' Speaking Skill". This study showed that students who have high self-confidence, they have the skills to speak clearly and fluently even though they still have problems in pronunciation. The research instrument used in this study differs from previous studies in that it relies on questionnaire and documentation.

The second study by Vriska E. Kansil, et al (2022) is entitled "Analysis Of The Effect Of Students' Self-confidence On Speaking Skill". This study stated that students' speaking ability is influenced by their self-confidence. This study covered the factors that can affect students' speaking ability, factors that can affect students' self-confidence, and the influence of students' self-confidence on speaking ability. The difference between this study was the research design which in this research used correlational research design.

The last study Rizky Al Hidayati (2021) entitled "The Correlation Between Students' Self-Confidence and Their Speaking Performance". This study showed that learning to speak a foreign language requires high self-confidence because good self-confidence will help them practice speaking skills. However, a good learning environment and encouragement stimulated by the teacher are also very necessary to increase students' self-confidence. The

difference lies in the research focus which focused on another level of self-confidence, which was lack of self-confidence.

Depend on the studies above, the researcher focused on the students' lack of confidence in their speaking ability. With the problem of lack of self-confidence that creates fear of being wrong, nervous, and feeling unable to speak English which can be a factor inhibiting the development of students' speaking ability, as a result, the researcher was interested in performing study on this topic **“The Correlation Between Students’ Lack of Confidence and Their Speaking Ability”**.

B. The Focus of The Study

This study focused on the correlation between students' lack of confidence and their speaking ability. The researcher formulates a research question as follow:

“Is there any correlation between students’ lack of confidence and their speaking ability?”

C. The Purpose of The Study

Based on the question for the research above, the purpose of this study was:

“To investigate the correlation between students’ lack of confidence and their speaking ability.”

D. The Hypothesis

The board hypotheses of this study are:

1. H_0 : There is no significant correlation between students' lack of confidence and their speaking ability
2. H_a : There is significant correlation between students' lack of confidence and their speaking ability

E. Significance of The Study

1. Theoretical

Theoretically, this study can serve as a springboard for a broader investigation into the problem of lack of confidence in students' speaking abilities.

2. Practical

a. For The Lecturer

The findings of this study can provide many benefits for the lecturer. It will significantly help the lecturer to have strategies in giving students motivation among the 1st-semester students to create a supportive environment in class to increase the students' self-confidence and support the students to achieve success in English-speaking ability.

b. For The Students

The findings of this study can provide many benefits for the students. It can inspire and motivate the students to be braver and not afraid to try and practice speaking English to reduce their lack of

confidence. So, they can achieve their speaking ability well. In addition, this study will provide an overview to students who lack confidence that lack of confidence is not a big problem that can interfere with their speaking ability.

c. For The Researcher

Indeed, the researcher also hopes that the finding of this study can help other researchers to obtain a lot of information about the correlation between students' lack of confidence and their speaking ability.

F. Scope and Limitation of The Study

The study was conducted at States Islamic University of Sayyid Ali Rahmatullah Tulungagung and the population was 1st semester students' of English Education Department. The focus of this study is to know the correlation between students' lack of confidence and their speaking ability in 1st semester of English Education Department at Islamic University of Sayyid Ali Rahmatullah Tulungagung.

G. Definitions of Key Term

To prevent misinterpretations in this study, the following is how the researcher defined the meaning of the key terms:

1. Lack of Confidence

Lack of confidence is a condition in which a person feels less confident and does not recognize his ability to do or get things done. Someone who lacks confidence will think that he/she is a barrier or obstacle

to doing something. The students' lack confidence are indicated by their gained scores in questionnaire.

2. Speaking Ability

Speaking ability is the ability to convey the contents of the mind in oral form. This ability is one form of effective oral communication that is often used by humans.