

# **CHAPTER I**

## **INTRODUCTION**

This chapter will explain several points, namely background of study, formulation of research question, purpose of the study, significant of the study, scope and limitation of the study, and definition of key terms.

### **A. Context Of the Study**

In the 2013 curriculum English learning, there are four language skills that must be mastered by students, namely reading, listening, speaking, and writing. Furthermore, these skills are interrelated and cannot stand alone. Therefore, students must master these four skills well. This is supported by Uma and Ponnambala (2001) who stated that mastering language skills will determine the students' communicative competence in the target language.

The integration of Information and Communication Technology (ICT) in English language teaching for all level of education becomes the new trend today (Eka, 2018). Every country always having own language to communication. Because English is an international language, it is broad and global, so it is very important to learn this language. The most people in the world using English to bussiness and also in the education. According to Shaik Riyaz Ahmad, Communication is a skill which involves systematic and continuous process of speaking, listening and understanding. Most people are born with the physical ability to talk, but we must learn to speak well and communicate effectively (2016)

In facing the global development, today's workforce is expected to be highly competent to continually improve skills and engage in lifelong learning. Language is a skill, like any other skill until and unless we practice the skill mastery is highly impossible (Riyaz, Shaik. 2016). So, Indonesian people need to study English language in order to make them ready to face the demands of the age. School as a formal institution must be able to produce students who can speak English well because most of parents and

people in general still trust their children to be taught at school besides at English courses. Based on the content standard of teaching English which is issued by Badan Standar Nasional Pendidikan (BSNP), English teaching in Indonesia is aimed to help the students to achieve communicative competence (BNSP, 2013). one of the importance of learning a foreign language is Knowing the language can help us to express our opinions, hopes, and even our dreams (Tavil, 2009)

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. (Fatmawati, Mely. dkk. 2020) The use of English to communication is not easy because we must know how to pronounce, how to grammar, vocabulary, fluency, and comprehension. In fact, achieving fluency in speaking is not easy. Students are not only demanded to use grammar correctly or having good pronunciation and vocabulary, they are also demanded to know the knowledge of how to use the language.

Hinkel (2005) said that, have a good English proficiency is a skill that is needed in today's market. The ability to speak English provides many benefits to life in the present. The reason why English proficiency is needed in the current era is that learning English can make it easier to find work, make it easier to establish social interactions, improve careers, make it easier to seek knowledge or add reading material outside the national scope so that it opens up insights into science and technology, and there are many other benefits.

What's more, English has become a part of daily activities in Indonesia most of them feel very very proud they can speak English well. This indicates that English language skills are a must to master by all levels of Indonesian society. Therefore, the Indonesian government through the Ministry of Education and Culture to make English a language compulsory subjects and are included in the National Examination (UN) at the secondary school. It aims to build human resources which has competitiveness in the global era.

Students feel less confident when speaking English. Self-confidence means an attitude or belief in one's own abilities, so that one does not feel anxious too often, feels free to do things according to one's wishes, and has responsibility for the decisions and actions taken. The real power of language tests is their ability to provide meaningful and important information that can be integrated into the learning system suggested by Shohamy (1992). So for that statement we will conduct observations and interviews about what problems students have when speaking English. Lack of self-confidence can lead students into the threat of believing that they will not become good English speakers (Dea Aries Fitriani, et al).

One of the emotional states that make such process become difficult is lack of self-confidence. Emotional states such as lack of self-confidence can distract students in the language learning process. Feeling of tension, worry, and nervousness will impede students ability to perform successfully in a foreign language classroom (Ulfa Nadila dkk,2020).

In learning a foreign language, especially English, the most important thing we pay attention to is self-confidence. Problems that often occur in the class is when the teacher asks them to speaks in English, they prefer silence. but strangely they can hear and write English. There are many backgrounds that cause a lack of confidence, including worries of making mistakes, insecurity (it usually occurs because of afraid, for example being laughed at by friends or mistakes in pronouncing it can grow insecurity in person and usually worry is difficult for the opponent to understand speaking) This statement is supported by the opinion of Mar'at (2009 : 95). And that "feelings of insecurity appear more often during learning second language, for fear of making mistakes. This feeling is not felt on when learning the first language" (Fatmawati, Mely. dkk. 2020).

There are several previous studies with the same topic were done by the reseachers. The first previous study was conducted by Mely Fatmawati (2020) with the tittle "Factors Affecting Efl Learners' Confidence In Speaking English At The Mec English Course Banjarmasin" this study analyzed about the strategy to improving confidence of students. The result

of first previous study is focused on the lack of quality teachers in teaching which causes self-confidence in students. The second previous study is factor of lack confidence student' speaking skills in learning English has been conducted by previous reseachers. The previous study was conducted by Silviani Mareta, HeryYufrizal, Huzairin (2017) (from the university of Lampung) the tittled is "Improving The Self-Confidence In Speaking Practice By Using Self-Directed Dialogue Technique At Second Grade Students' Of Smp Negeri 1 Kalirejo Lampung Tengah". This reseach focused in used self-directed dialogue dialogue techniques, aspects of speaking self-confidence and students' efforts to achieve a target ability to increasing the student speaking skills ability.

From the previous studies that explained by Mely Fatmawati (2020) and Silviana Mareta, dkk) it was appear that the previous researchers researched more about external causes by students in improving confidence in learning English language. Therefore, the researcher focuses on the factors come from internal problem. Based of explanation on the background, the reseacher want to get analyzed in conducting reseach about analyzing confidence students. The researcher carries out the reseach with the tittle "**THE FACTORS OF STUDENT'S LACK OF CONFIDENCE IN SPEAKING ENGLISH AT SMAN 1 KALIDAWIR**". The reseacher observed in the speaking ten grade class students at SMAN 1 KALIDAWIR. It usually contained the beginner students. The number of students is a class is around 30 students.

## **B. Formulation Of Reseach Question**

Based on the background of the study, the reseacher would like to focus on the following problems :

1. What are the factors of student's lack of confidence in speaking English of the ten grade class at SMAN 1 KALIDAWIR?

## **C. Purpose Of Study**

According to the reseacher question, the purpose of the study are follows:

1. To know the causes of students lack of confidence in learning English of the ten class grade at SMAN 1 KALIDAWIR.

#### **D. Significant Of Study**

The result of this study is expected to provide some significances to the following reasons:

##### **1. Theoretically**

According to Nurhayati (2020), reseach contributes some basic knowledge for the development of human science which is manifested in various disciplines. This study is to reassure the teacher and students to be confidence to speak foreign language exactly in learning English and how to solve with that problem. The researcher hopes that the students and the teachers can contribute to research on the factors of student's lack of confidence in speaking English. Hopefully after reading this research, the reader will understand about how the factors cause the lack of confidence students in speaking English and how to improving that.

##### **2. Practically**

- a. For the students, the students know how to cope the lack of confidence when they speaking English in foreign language learning.
- b. For the teacher, the teacher understand and know what is the effectively strategy to avoid the lack of confidence in the learners and how to improving their skills in Speaking English.
- c. For the other reseacher, This study can be useful. The result of the study can be used as the reference for the future research with the similar study. It can be used to show that implementing scientific learning approach by using SMAN 1 KALIDAWIR by give the contribution towards the improvement of students English ability.

## **E. Scope And Limitation Of The Study**

The scope of this study is the speaking of the ten grade class students at SMAN 1 KALIDAWIR. The researcher limit the study on solve about feeling lack of confidence students in the speaking ten grade class students at SMAN 1 KALIDAWIR and the strategy to improve their confidence.

## **F. Definition Of The Key Terms**

The researcher giving the clarification of the key term as the limitation of this study:

### **1. Speaking Learning English**

Tarigan (1990) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. It is clear that language is a way of communication which cannot be separated from daily life. Oral skills have not always figured so centrally in secondand foreign language pedagogy (Lazaraton : 2001). The activity understanding that focussed in English Language. Analyzing this description of speaking skill, it is clear that speaking skill is very significant in language learning. Most EFL learners and perhaps some of the teachers believe that oral communication problems can be solved through more practices in vocabulary and structure, learning and using language in a foreign context is strongly connected to the learner's constructions of self (Arnold, 2000). From this definition, the researcher defines speaking as a way of communicating by expressing ideas through words and it is one of the most important aspects of language learning.

### **2. Student problem (Lack of Self-confidence)**

Self-confidence means an expectation of the achievement that a person is capable of based on an evaluation of his previous abilities and performance. When we believe in our abilities, we tend to be more motivated to achieve goals and have higher motivation. Self-confidence

is knowing that we have the capacity to something good and being positive thinking (Aries, Dea. dkk,2015).