

CHAPTER I

INTRODUCTION

This chapter includes background of the study, formulation of research problem, purpose of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

Speaking skill is considered as one of the most important skills in oral communication by the majority of language learners. The reason is that speaking skill sometimes becomes the fundamental measurement to evaluate learners' success in learning a language (Leong & Ahmadi, 2017). Moreover, since one of the main objectives of language teaching is to make the learners able to use the language in communication (Cook, 2008), speaking skill has a crucial role in achieving that objective. Therefore, promoting language learners' speaking skill should be one of the main priorities in English language teaching, and thus allowing them to use English properly in oral communication.

However, apart from speaking skill being the most important, it is also the most difficult to learn (Leong &

Ahmadi, 2017). As a result, there are many language learners who struggle to acquire high speaking proficiency. Moreover, most of them are still unable to use English appropriately in communication even though they have spent many years learning English.

The difficulty of speaking English is a common challenge faced by many students. Several factors contribute to these difficulties including linguistic, psychological, and environmental factors. The difficulty of speaking English caused from linguistic factor such as lack of vocabulary, grammar and pronunciation. The difficulty of speaking English caused from psychological factor such as anxiety, lack of self-confidence and lack of motivation. The difficulty of speaking English caused from environmental factor such as family, friend and surrounding society. In this study, the researcher explores more about the difficulty of speaking English that occurs from psychological factor especially from students's self confidence.

The term 'self-confidence' itself has been used by many experts to define the attitude of trusting one self. Pierce and Gardner (2004) defined self-confidence as a degree to which an individual believes him/herself to be capable, significant, and worthy. According to Shrauger and Schohn (1995) self-

confidence is one's belief in his/her competence, skill, and perceived capability to deal effectively with various situations. Those definitions create an overview that self-confidence is generally a state of being confident in taking the course of actions that leads someone to achieve successful outcomes. Each individual has a different extent of self-confidence from one another and the accumulation of one's experiences with him/herself and the external world around him/her determines the extent of one's self confidence. Selfconfidence plays a significant role in the way someone perceives what they are capable of performing. Having self-confidence allows someone to have positive attitudes and realistic perceptions towards him/herself, thus enabling him/her to do or achieve something successfully. Therefore, a person with high selfconfidence will more likely initiate actions to accomplish his/her goals and strive to achieve positive and successful outcomes.

There are several previous studies with the same topic were done by the reseachers. Based on previous study by (Nadila, 2020) untitled "Self Confidence Factors Of Students In Speaking English In Banjarmasin". This study indicates

that Self-confidence is a factor that can greatly affect student performance in speaking English in classroom.

Other previous study by (Annike, 2018) untitled “An Analysis of Self-Confidence in Speaking Skill of The Second Semester Students of English Department of Islamic University of Riau” “An Analysis of Self-Confidence in Speaking Skill of The Second Semester Students of English Department of Islamic University of Riau”. This result of study indicates that the majority of the English Study Program students at Islamic University of Riau experienced lack of self-confidence in the class room.

The other previous study by (Nety et al., 2020) untitled “Student’ Self Confidence In Speaking English”. The result of this study showed many factors which cause students’ lack of self confidence were anxiety, shyness, fear of making mistakes, and lack of vocabulary. From those previous studies, there is a need to take the issue regarding the students’ lack of self-confidence in speaking English into a study since it is related to students’ speaking skill development.

Based on the researcher experienced when had intership in MTsN 3 Tulungagung and several meetings with students in the English learning activities in the class, found that in MTsN 3 Tulungagung some students looked very confused when they wanted to speak English. They are also often silent during learning activities. According to Lauster this condition showed that not included in the aspect of self-confidence. So, This is important to be researched because the problems faced by students make learning outcomes in English lessons evaluated not good. So, this is an important to be researched because the problems faced by students make learning outcomes in English lessons evaluated not good.

In line on the background that have been put forward, the researcher interested in conducting research entitled **“Factors Contributing to Students’ Lack of Self-Confidence in Speaking English of The 8th Grade at MtsN 3 Tulngagung”**. In this study, the researcher only focused on observing and interviewing students’ speaking performance of self-confidence in their English speaking habit at MTsN 3 Tulungagung.

B. Formulation of Research Problem

1. What are the factors that contribute to the students' lack of selfconfidence in speaking English?
2. What are the solutions to minimize students' lack of selfconfidence in speaking English?

C. Purpose of the Study

1. To find out the factors that contributes to the students' lack of self-confidence in speaking English
2. To find out the solutions to minimize students' lack of selfconfidence in speaking English

D. Significant of the Research

The researcher hopes that the finding of this research will give benefit to:

1. The English teacher

The results of this research are expected to innovate Englishs teacher of junior high school especially in teaching speaking skill aspect, the research can help the English teacher to know the students' lack of self confidence in speaking English After knowing it, the English teacher can review how he/she teach the students.

2. The students

The results of this research are expected to stimulate students desire to speak English and increase their knowledge of oral practice confidently.

3. The further researcher

The results of this research can be useful as a reference for further research on the same subject as this research.

E. Scope and Limitation of the Research

The scope of this study the factors contributing to students' lack of self-confidence in speaking English and solutions to minimize lack of self-confidence in speaking English. The focus of this study is limited to the 8th grade students of MTsN 3 Tulungagung in the academic year 2023/2024 whom lack of selfconfidence in speaking English and how the students minimize their lack of self-confidence in speaking English.

F. Definition of Key Terms

For more understanding about this study and to avoid misinterpretation or misunderstanding, the researcher provides some explanations of the important terms frequently used in this study as follows:

1. Speaking Skill

Speaking Skill is the ability to pronounce articulation sounds or words to express, say and convey thoughts, ideas, and feelings.

2. Self Confidence

Self-confidence is a belief that someone has that can be seen from behavior, emotions and even from beliefs simply defining self-confidence means having confidence in own self.

3. Lack of Self-Confidence

Lack of self-confidence is a feeling of insecurity, which is usually characterised by a sense of inadequacy and perceiving others as better than oneself.