

CHAPTER I

INTRODUCTION

This chapter contains an explanation of the context of the study, statement of the research problem, objective of the research, significance of the research, scope and limitation of the research, and definition of key terms

A. Context of the Study

Speaking is one of the basic abilities that a person needs in communicating and interacting with others. Bahadofar and Omidvar (2010) explain that speaking is a communication tool that people need in transmitting their ideas, especially as a social being that allows a person to interact directly with others, and participate in various social situations.¹ In personal life Good speaking skills can help a person to convey ideas, ideas, feelings effectively, and clearly and convincingly so as to build good relationships with others. In addition, speaking skills not only facilitate the exchange of information but also become a bridge of understanding between cultures. However, mastering speaking skills, especially English-speaking skills, is not an easy thing. Because not everybody has the skills to speak English. In fact, many people find it difficult to speak English fluently and confidently, especially in public or in formal situations. The same thing is also experienced by some 7th grade students of MTs Darul Hikmah. In the process of learning to speak English, there are still many 7th grade students who feel difficult and lack confidence

¹ Maryam Bahadorfar and and Reza Omidvar, "Technology in Teaching Speaking Skills.Pdf," *Acme International Journal of Multidisciplinary Research* II, no. IV (2010): 9–13.

so that they are minimal in mastering and habituating speaking English in daily activities. This happened among some students due in part to their low motivation, which created a cycle of disinterest. This demotivation leads to decreased confidence in speaking English, as students who dislike the language tend to avoid practice and consequently fail to develop adequate vocabulary.

In the process of habituation of speaking English, many students experience obstacles and difficulties in its direct application. This is caused by various factors, both internal and external. As one of the internal factors, some of the students lack confidence in delivering sentences orally using English. And assume that speaking skills are more difficult than reading, writing and listening. According to Malihah (2017), speaking is considered a difficult skill compared to other skills that students must master.² Puspitasari et.al in Saharani (2023) found that issues contribute to their low speaking performance, such as the students' reluctance to speak English in front of the class, lack of strong self-confidence, and anxiety when speaking English.³ This also happens to students, where they tend to be silent or participate less when speaking because they have difficulty in pronunciation and have confusion in composing words. The lack of vocabulary makes them feel afraid and wrong in speaking and afraid of getting bad comments, when others look at them while speaking. In line with Zulfitri and Nurlaili (2020), they state that

² Noor Malihah, The Importance Of Understanding Problems In Teaching Speaking To Efl Learners, *Proceedings International Conference on Indonesian Islam, Education and Science (Iciies)*, 2017.

³ Ayu Saharani, "Students'speaking Anxiety In Speaking Performance Class," *JOLE (Journal of Language Education)* 7, no. 1 (2023): 22–29.

the lack of vocabulary makes students not confident to use English for communication because they do not know many English words.⁴ Based on that factor, most students lack confidence and feel uncomfortable when trying to speak.

In addition to internal factors such as lack of confidence, external factors also play an important role in shaping the students' English speaking ability. A less supportive learning environment, or an unsupportive environment, can greatly affect the speaking learning process. The reason why students are not interested in learning English is due to lack of support from the surrounding environment and lack of friends and family to practice English.⁵ Peer pressure, for example, can make students feel afraid or ridiculed when trying to speak English in front of their friends. This kind of unsupportive environment can directly reduce students' confidence, so they are reluctant to actively participate in English speaking activities.

Self-confidence is a key factor in the success of learning English, especially in speaking skills. According to Suliyati & Syahri (2021), self-confidence is a personal characteristic that supports success in learning a foreign language.⁶ Self-confidence is a feeling of confidence that encourages

⁴ Zulfitri and Nurlaili, "An Analysis Of Factors That Affect The Difficulty Of Speaking English In English Education Students UMN AI – Washliyah Medan, Academic Year 2019-2020 (Analysis Of Psycholinguistic Studies)" (2020).

⁵ F FITRIYANTI and S Mirizon, "Students' Perspectives of Learning English At Kampung Inggris Tempirai Pali," no. 06011181823003 (2022), https://repository.unsri.ac.id/73431/%0Ahttps://repository.unsri.ac.id/73431/1/RAMA_88203_06011181823003_0014116701_01_front_ref.pdf.

⁶ S Suliyati and I Syahri, "The Correlations among Motivation, Self-Confidence, and Speaking Ability of the Eighth Grade Students. JPGI (Jurnal Penelitian Guru Indonesia), 6 (2), 591–597," 2021.

students to be more enthusiastic and productive. This belief is part of a personality that is not influenced by others, and is based on awareness of one's own abilities and potential. Confident students will feel more comfortable and motivated to actively participate in learning activities, dare to take risks, and are not afraid to make mistakes. In contrast, students who lack confidence tend to feel afraid, shy, and reluctant to speak English, which ultimately hinders the development of their language skills. In addition, lack of confidence in speaking English can hinder students in developing their language skills optimally. This can also have an impact on students' overall academic performance.

Students feel bored with English learning because teaching-learning activities are presented conventionally, so students are more likely to not follow the teaching-learning process. For example, teachers ask students to perform texts that they have memorized without varying strategies. so that it has an impact on the learning process and affects the speaking learning process of students who are still not mastering and when told to speak English students lack confidence. Therefore, teachers must have the competence to provide interesting ways to build students' confidence in speaking English. In addition, students also tend to ignore learning that is mostly teacher-centered, choosing to talk to themselves or sleep. This can decrease students' interest in learning to speak fluently and easily understandable.

Several studies related to the topic that the researcher took, regarding self-confidence and speaking skills. The first research is from Mira Ilya

Maisaroh et.al (2024) with a research entitled “Teachers’ Strategies to Improve Students Self-Confidence in Speaking”.⁷ This research showed that there are many strategies used by teachers in improve students self confidence in speaking, which are group discussion, increasing vocabulary, taking an approach by providing motivation and using technology as a learning media. The second research from Yanyan Aida Rohman (2024) with a research entitled “Teachers Strategies to Improve Students’ Speaking Skills at SMA 3 Bahasa Putera Harapan Purwokerto (Pu Hua School)”.⁸ The researchers found that the strategies used by teachers to improve speaking skills utilised group discussions, brainstorming and interview. The third study came from Tri Ilma Septiana and Sri Rahayuningsih (2022) with a study entitled “Exploring English Teacher's Teaching Strategies to Build Students' Confidence to Practice Speaking English”.⁹ The researcher found that there were three teaching strategies used by the teachers namely partner work, modeled talk, and story reenactment.

Some of the research on supporting students' self-confidence regarding the improvement of English speaking skills but rarely examined discussed specific teacher strategies to enhance students' self-confidence in speaking English, which is the main focus of this study. Previous research has

⁷ Hajriana Arfah Mira Ilya Maisaroh, Ari Prasetyaningrum, “Teachers’ Strategies to Improve Students’ Self -Confidence in Speaking,” *Journal on Education* 07, no. 01 (2024): 4960–4966, <http://jonedu.org/index.php/joe>.

⁸ Yanyan Aida Rohman, “Teacher’s Strategies to Improve Students’ Speaking Skill at Sma 3 Bahasa Putera Harapan Purwokerto (Pu Hua School) an Undergrauate Thesis,” no. 1917404075 (2024).

⁹ Tri Ilma Septiana, Sri Rahayuningsih, “Exploring English Teacher’s Teaching Strategies to Build Students’ Confidence to Practice Speaking English,” *JADEs Journal of Academia in English Education* 3, no. 1 (2022): 51–70.

emphasized more on techniques for teaching speaking skills in general, rather than on how teachers specifically build students' confidence in the context of English speaking. In addition, previous studies were conducted in public schools. Based on these issues, this study aims to examine in-depth the teachers' strategies in building students' confidence in speaking English, especially in the context of modern Islamic boarding schools which are still rarely researched. The majority of the curriculum in boarding schools emphasizes religious lessons and practices, where English, as one of the non-religious subjects, is an exception because students in boarding schools, especially modern ones, are also strongly encouraged to master English, especially speaking skills with daily conversation activities. To achieve this goal, researcher chose Pondok Modern Darul Hikmah Tawangsari Tulungagung as the research location, which will focus on the MTs level. So the researcher took the research entitled "Teachers' Strategies to Enhance Students' Self- Confidence in Speaking English at MTs Darul Hikmah Tawangsari Tulungagung".

B. Statement of the Research Problem

Based on the background of the research above, statement of research problem are as follows:

1. What strategies do teachers' use to enhance students' self- confidence in speaking English at MTs Darul Hikmah Tawangsari Tulungagung?

2. What is the benefits of the strategies used by teachers to enhance students' self-confidence MTs Darul Hikmah Tawangsari Tulungagung?
3. What are the factors that influence teachers decisions in using strategies to enhance students' self-confidence in speaking English at MTs Darul Hikmah Tawangsari Tulungagung?

C. Objective of the Research

According to the statement of the research problem above, the obective of the study are:

1. To investigated teachers' strategies to enhancing students' self-confidence in speaking English at MTs Darul Hikmah Tawangsari Tulungagung.
2. To find out the benefits that students' get after teacher's implement the strategies in enhancing students self-confidence in speaking English at MTs Darul Hikmah Tawangsari Tulungagung.
3. To find out the factors that influence the strategies used by teacher to enhance students' self-confidence in speaking English at MTs Darul Hikmah Tawangsari Tulungagung?

D. Significance of the Research

The Researcher hopes that the results of this research gives contributions for:

1. The English teacher

The results of this research is expected that the teachers can be creative and implement various strategies in enhancing students'

confidence, and can also choose strategies that are more appropriate to make students become confident to speak English.

2. The students

The researcher hopes that the results of this research can make students more confident when speaking English.

3. The Researcher

It is hoped that researcher can add new knowledge and understand more deeply about the strategies that teachers use to make students more confident when speaking English.

E. Scope and Limitation of the Research

Based on the research problem that was formulated, the scope of the research is limited to the analysis teachers' strategies to enhance students' self- confidence in speaking English. In this research, the researcher focuses on analyzing teachers' strategies to enhance students' self- confidence in speaking English at Darul Hikmah Modern Islamic Boarding School Tawangsari Tulungagung. The subjects of this research were English teachers' at at Darul Hikmah Modern Islamic Boarding School Tawangsari Tulungagung.

This research has limitations in its research, researcher only focus on the strategies used by teachers in enhancing students' self-confidence at MTs level, especially in seventh grade.

F. Definition of Key Terms

The definitions of key terms are as follows:

1. Teacher's strategies

Strategy is a method or series of actions that are formulated carefully and systematically to achieve certain goals, both in education and other fields, in the hope of getting maximum results.¹⁰

2. Enhance

Something that has been improved or made better, and in the context of this research refers to the teacher's work on students' self confidence in speaking English.

3. Self-Confidence

Self-confidence is an individual's belief in their own qualities, abilities and judgment, including confidence in overcoming challenges, achieving goals, accepting themselves and behaving in ways that affect social interactions and decision-making.

4. Speaking

Speaking is an oral communication process that involves the production of sounds and language to convey messages, allowing humans to interact, share information, ideas, feelings, and speaking serves as a tool for learners to communicate and express their wishes, opinions, and information.

¹⁰ Barlian, "Begitu Pentingkah Strategi Belajar Mengajar Bagi Guru?," *Jurusan Pendidikan Ilmu Pengetahuan Sosial Fakultas Keguruan Dan Ilmu Pendidikan Universitas Sriwijaya*. 6, no. 1 (2013): 241–246.

5. Speaking English

Students' ability to use English orally by saying words, phrases, or sentences in English to communicate effectively with other people in various situations.