

CHAPTER I

INTRODUCTION

In this chapter the writer explains about the background of the study, the research problem, the objective of the study, the significance of the study, the hypotheses of the study, scope and limitation, the assumption of the study, the operational of key terms and framework of discussion.

A. Background of the Study

English is a communication by human behavior. Also English is an international language that is used in some countries as their international language that is used in some countries as their national language, to communicate among people from other countries. English is one of the foreign language which have been taught in school. Since elementary school still university levels. Learning English is an obligation for the students because English is important function in Indonesia.

English is a very important role in Indonesia. As a developing country, It needs to learn more new things from the developed countries, such as new advanced ideas, research findings, and an experiments. It is undeniable that these things are very important for the national development. English happens to be the native language of the develop countries whose economy, technology, and politics are very influential. The study of English continues to occupy and important place in our educational curriculum. English is regarded as the first foreign language to

be taught at elementary school as local content, at secondary school as a compulsory subject, and the universities as an additional subject.¹

Speaking is used for many different purposes. When we use casual conversation, for instance, our purposes may be to make social contact with people, to establish rapport or to engage in the harmless chitchat that occupies much of the time we spend with friends. When we take part in discussion with someone, on the other hand, the purpose maybe to seek or to express opinion, to persuade some about something or to clarify information. In some situations, we use speaking to give instructions or to get things done. We may use speaking to describe things, to complain about people behavior, to make polite request, or to entertain people with jokes and anecdotes. Because there are many purposes and functions of speaking for some people, speaking is always viewed as the skill that shows the mastery of English language. Speaking is also seen as the central of the language even an expert said language is speech.² So that if the students are able to speak English fluently and properly, actually, it becomes their advantage because their going to be able to engage in many international activities or open the window of the world. Furthermore, a large percentage of the world's language learners study English in order to develop proficiency in speaking.

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making

¹Endang Fauziati, *Teaching English as a Foreign Language*, Surakarta: Muhammadiyah University Press, p.188.

²Jack C Richards and Theodore S Rodgers, *Approches and Methods in Language Teaching, A description and analysis*, (New York : Cambridge University Press, 1986), p.49.

mistakes will generally be more talkative, but with many errors that could become hard to break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It is a matter of quantity vs. quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or uncorrected, and selectively address errors that block communication.³ If the aim of speaking English is to communicate, the students should speak actively in the class without pay attention correct or incorrect in their speaking.

State Islamic Institute of Palangka Raya is an institution that provides English Education Program. English Education Program that gives an education about English. English students should speak English fluently and accurately because they are candidate of English teacher in the future. Speak English fluently and accurately is important being an English teacher, but it is not easy for them. Speaking becomes a grand task when they can not follow the class. We included speaking problems, they had not big motivation, feel of scare, bashful and not self confident in speaking English practice.

Speaking English is very helpful for the students who want to learn English language well, because if they practice, they will improve the lack of their speaking. In English Educational Program of State Islamic Institute of

³*Teaching Speaking Online* (<http://www.teachingenglish.org.uk/think/articles/teaching-speaking-skill-2-overcoming-classroom-problems>), (accessed 26-10-2014).

Palangka Raya, basically, speaking becomes a major language that is always used in their communication anywhere, moreover in college area, because they are students of English program, beside that by speaking English also can show the identity of the English program.⁴

Language learning is a complex process. It is influenced by cognitive and affective factors which constitute the main source of individual differences in foreign language learning. According to Brown and Skehan the affective domain is the emotional side of human behavior and it involves a variety of personality aspects such as emotion, motivation, attitude, anxiety, personality and self-confidence. Among these, self-confidence is one of the most influential variables which affect learning. It is one of the central drives in human beings and can exercise a determining influence on a person's life, for good or bad.

Self-confidence is a personal factor that plays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without it. It may facilitate or debilitate academic achievement. Foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable learners. When there is low self-confidence, on the contrary, learners suffer from uncertainty, insecurity, fear and social distance.⁵

⁴Yusuf Frandy Tabarat. "*The Speaking Problems Faced by The Third Semester Of English Program Students Of State Islamic College Of Palangka Raya*", Thesis of Sarjana Pendidikan, Palangkaraya: STAIN Palangka Raya, 2010, h. 5-6, t.d:

⁵Safaa Mohammad Al-Hebaish, "*The Correlation between General Self-Confidence and academic Achievement in the Oral presentation Course*", Theory and practice in Language Studies, Taibah University, Al-Madinah, Al-Munawarah, Kingdom of Saudi Arabia. Vol:2, No. 1, January 2012, p. 60:t.d:

In language learning, especially speaking, students' confidence is one of the factors to improve their learning. Dornyei suggested the ways to promote students' confidence were through providing experience of success, encouraging the learners and reducing anxiety.

Keller has developed a model that specifies four kinds of strategy. This called the ARSC model (Attention, Relevance, Confidence, and satisfaction). And was summarized and discussed by Small.

“Confidence strategies help students develop positive expectations for successful achievement of learning objects. One confidence strategy is to inform the learner about the learning and performance requirements and assessment criteria. A second confidence strategy is to provide challenging and meaningful opportunities for successful learning. A third strategy is to link learning success to personal responsibility, for example, providing positive feedback to the learner about his or her efforts to learn”.

Saetan identified self-confident learners as likely to rely on selective monitoring or none whereas others tend to rely on use of the monitor. It means students who are self-confident learners tend to choose ways to self-check their learning whereas others require someone to check their understanding of language learning.

Sjoberg 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.⁶

⁶MonthaSongsiri. “*An Action Research Study of Promoting Students' Confidence in Speaking English*”, Dissertation of Doctorate, Faculty of Arts, Education and Human Development : Victoria University, 2007, p. 27-28, t.d:

Based on the statement above the writer conducted the study entitled:
“The Relationship Between Self-Confidence Level And Students’ Speaking Ability At The Fourth Semester of English Study Program Of IAIN Palangka Raya Academic Year 2013/2014?”

There are number of reasons to choose the topic. *First*, Self Confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. *Second*, oral presentation is one of the courses introduced to English majors in order to enhance their speaking abilities. Possessing general self-confidence is thought to be helpful to learners. Self-confidence plays an essential role in affecting learners’ readiness to communicate. *Third*, students’ lack confidence usually occurs when students realize that their conversation partner have not understood them or when they do not understand other speakers. In the situation, they would rather keep silent while others talking showing that the students are lack of confidence to communicate. The last, there is no research about self-confidence at IAIN Palangkaraya.

B. Research Problem

Is there relationship between self-confidence level and student’s speaking ability at the fourth semester of English study program of IAIN Palangka Raya academic year 2013/2014?

C. Objective of the Study

To measure the relationship between self-confidence level and students’ speaking ability at the fourth semester of English study program of IAIN Palangka Raya academic year 2013/2014.

D. Significance of the Study

The study has theoretical and practical significance. Theoretically, this study Gives contributions to the development of psychological theories about the relationship between the level of confidence on the students' language ability.

Practically, this study as additional consideration or literature for colleagues or others who wish to investigate further on the same variables or problems with this study.

E. Hypothesis of the Study

1. Alternative Hypothesis (Ha)

There isrelationship between self-confidence level and students' speaking ability.

2. Null Hypothesis (Ho)

There isnorelationship between self-confidence and students' speaking ability.

F. Scope and Limitation

The study belongs to correlation design. The focus of the study is The Relationship BetweenSelf-Confidence Level AndStudents' Speaking Ability. The subject of the study all ofstudents at the fourth semester of IAIN Palangka Raya academic year 2013/2014, the number of the subject are 76 students.

G. Assumption of the study

The assumption of this study is that self-confidence has a significance relationship toward the improvement of the students' speaking ability.

H. Operational of Key Terms

To avoid misunderstanding and misinterpretation of this research, the writer would like explain one by one:

1. Self-Confidence

Self-confidence is one of the most important factors studied by psychological researchers to express “*a powerful mediating process in multi-ethnic settings that affects a person’s motivation to learn and use the language of the other speech community*”. A straightforward definition of self-confidence is the amount of reliance one has about himself, such as, one’s knowledge and one’s abilities.⁷

2. Speaking

According to Chaney, Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.⁸

3. Ability

The executive branch of competence, so to speak, and enables us to achieve meaning by putting our knowledge to work.⁹

4. Correlation

Correlation is a technique for determining the covariation between sets of score; paired scores may vary directly (increase or decrease

⁷Ms. Zakia Djebbari. “*Self Confidence and Pronunciation Training to Enhance the EFL Speaking Competence*”, Dissertation of Doctorate, Tlemcen: Abu Bekr Belkaid University, 2014, p.. 44-45, t.d:

⁸A. L. Chaney and T. L. Burke, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13

⁹H.G. Widdowson, *Linguistics*, Oxford University, 1996, p.28

together) or vary inversely (as one increase, the other decreases correlational research). Research that attempts to determine the extent and the direction of the relationship between two or more variables.¹⁰

I. Framework of Discussion

The frameworks of the discussion of this study are:

- Chapter I : Introduction which consist of background of study, research problem, objectives of the study, significance of the study, hypotheses, scope and limitation, assumption of the study, definition of key terms, and framework of discussion.
- Chapter II : Review of the related literature which consists of previous study, self-confidence in psychology, self-confidence and language learning, the importance of students' confidence in language learning, speaking, correlation study, normal distribution test and linear regression.
- Chapter III : Research method which consists of research design, population and sample, data collecting procedures, instrumentation of the study, instruments try out, instrumentation validity, instrumentation reliability, and data analysis procedures.

¹⁰DonalAry, Lucy Chesar Jacob, Chris Sorensen, AsgharRazavieh. *Introduction to Research in Education, (Eighth Edition)*, (Canada: Wadsworth Cengage Learning, 2010).p.639.

- Chapter IV : Result of the study which consists of the result of students' speaking score, the result of students' confidence test, comparison between speaking scores and self-confidence scores, the result of normality and homogeneity, linear regression, testing hypothesis using manual calculation, testing hypothesis using SPSS program, interpretation of the result, discussion.
- Chapter V : Closing which consists conclusion and Suggestion.