

## **Chapter One**

### **Introduction**

This chapter presents several points. First, the research background contains the reason for selecting the topic. Second, the identification of the problem shows the problems related to the research topic. Third, the delimitation of the problem consists of the research focus which has been limited by the researcher. Fourth, the research questions contain structured questions to answer the problems in the research. Fifth, the research objective presents purposes which are related to the research questions. Sixth, the significance of research contains the benefits of the research for development of specific scientific theory and some practitioners. Last, the organization of the chapter describes the overall flow of the arrangement of each chapter in the study.

### **Background of the Research**

Each person or individual has a sense of self-confidence in different levels. The different self-confidence levels might affect the individual's speaking ability that makes every individual has different communication skills. Speaking or oral communication was not just vocally expressing thoughts or information, but also making sure the listeners comprehend what is being said, and the best method for producing meaningful sentences in speaking. Learners in an EFL speaking classroom have long struggled with incorrect pronunciation and grammar, a limited vocabulary, anxiety, lack of ambition, and poor self-confidence. Shyness is another aspect that has an impact on the speaking process. Oflaz (2019) said that shyness

can function as a roadblock for students trying to learn a language. Shy students frequently dislike crowds and find it challenging to make new friends. They worry because they occasionally think that everyone is staring at them in public places. Shy students hesitate to speak, try to give short answers to questions asked in the target language and prefer generally to be alone. Condon & Sahd (2013) said that shy students have difficulty with small talk, are slow to share their feelings and typically do not respond when their feelings are exposed.

Students sometimes have low self-confidence inside the classroom. According to Maftuna (2020), despite having strong language acquisition skills, most students lacked self-confidence. Due to their shyness, they usually felt ashamed when it was time for them to participate in class. Furthermore, while talking to the teacher during the lesson, every participant experienced some level of fear and panic. Every student who is exceedingly shy and lacks confidence should receive special attention from the teacher because even though they may not participate in class, they may be capable students. Students who are less active during class should be encouraged to participate by paying more attention.

In general, self-confidence was defined as a belief and trust in someone's skill, as well as an understanding of someone's strengths and limitations and the ability to deal with a particular circumstance. Self-confidence was also described as the belief that one can easily do anything based on one's own abilities. They believe in their own abilities to achieve the goal. Learners who have confidence in themselves will be able to recognize their own strengths and flaws. As a result, they can transform their weakness into a strength. Students with low self-

confidence, on the other hand, discover speaking to an audience crowd was difficult. Heriansyah (2012) stated that lack of self-confidence causes students' anxiety when speaking and fear of making errors. On the other hand, when students have strong self-confidence, they are fearless to attempt a new chance to improve their abilities, and they tend to be more engaged in class. As a result, it will benefit on their improvement in speaking performance.

Learners with high self-confidence are more motivated and optimistic about learning new things. Students who are confident in their ability to learn a foreign language and who are certain can accomplish their aim without worrying about the result. Moreover, self-confidence encourages learners to take risks and attempt new things. They do not fear failure because they think that they can finish what they already start with the skills they possess. Salari and Jenabadi (2015) argued that a confident student shows a good attitude by assisting them in realizing their potential. Thus, a confident students can handle the situation they are in. They can finally succeed in their mission.

There are several reasons why this study was conducted. First, when it is related to achievement or performance, self-confidence is vital as it affects the capacity to perform on a subject. It is a personal quality in one's abilities with optimism, objectivity, responsibility, rationality, and realism. It is a personality trait that brings belief in one's ability to act according to one's wishes and is unaffected by others. It is associated with being joyful, optimistic, tolerant, and responsible. Therefore, students need high self-confidence to get maximum results in learning English skills, especially in speaking performance. With this study, the researcher

hopes to identify how the correlation between students' self-confidence and their speaking performance is.

The second reason is there are several ways or strategies that can be used to increase students' self-confidence, especially in speaking. For example, when the topic of students' speaking task is about speech, the students must have a clear understanding of their topic when delivering a speech. They must also understand the aim of their speech. However, the majority of the students' low score in their speaking performances was possibly caused by not having enough preparation. As a result, in addition to possessing strong self-confidence, preparation is required to complement their speaking performance, which are considered to contribute the students' self-confidence.

English is taught as a foreign language at schools from elementary schools to university levels in Indonesia. The English language instruction including spoken English has long been valued. According to Maftuna (2020) the value of oral language as a subject for instruction has a long history. Students studying English now focus mostly on improving their speaking abilities in order to succeed in communicating clearly and effectively. Speaking ability, which is one of the four language skills the others consist of listening, reading, and writing, was thought to be significantly connected with people's self-confidence. Without a certain level of confidence, English language learners could not be able to speak the language or be articulated freely and effectively as claimed by Maftuna (2020).

Based on the research done by the worldwide education business English First (EF), the score of Indonesia's English Proficiency Index (EF EPI) is 52.91 placed it in the 32nd rank out of 72 in the globe (Valentina, 2016). Meanwhile, in 2017, Indonesia came in 39th place out of 80 nations with a score of 52.15 (Valentina, 2017, as cited by Tridinanti, 2018). The ranks in 2016 and 2017 show that the Indonesian level of English proficiency was still in low level. With this low-level English proficiency, Indonesia has not been capable of lobbying, mediate, or negotiate with other nations. This can be interpreted that as a part of English proficiency skills, speaking skill of most Indonesians are considered as low. In order to encourage students to speak English, especially in the classroom, educators and teachers must support it.

Additionally, learning a speaking skill in English might be correlated with the students' speaking self- confidence towards their competence in speaking. There might be a lot of challenging tasks as well as other factors in learning speaking that make them feel incapable to speak. Maftuna (2020) mentioned that the criticism they got from their classmates during their learning English may have an impact on how students perceive themselves. Students' self-confidence was usually enhanced via interaction and question-asking among themselves.

Based on the background above, the researcher intended to conduct the research on the students' self-confidence at an Islamic private university in Yogyakarta. In addition, the researcher aimed to find out students' speaking performance. Also, the researcher intended to determine the correlation between students' self-confidence and the students' speaking performance.

## **Identification of the Problems**

Based on the researcher's observation at an English Language Education Department, there were some problems that can affect the students' speaking performance. The problems in speaking can be identified as follows. The first problem is related to grammatical error. It is a common problem in speaking. This kind of obstacle might come to the students who have lack of grammar proficiency. Rullu and Daburan (2020) found that when students spoke English, they were sometimes confused by grammatical restrictions. Their difficulty is appropriately organizing sentences and employing linguistic patterns (p. 14). Low knowledge and experience in learning grammar could cause errors while speaking. Hence, students can create wrong sentences that cause incompatibility of uttering the sentences.

The second obstacle that students encounter is related to pronunciation. Based on Rullu and Daburan (2020), one of the problems is students' concern about pronouncing words incorrectly which make students ashamed. Thus, they became worried about making mistakes in speaking. Incorrect pronunciation could make listeners misunderstand the meaning. Students made error pronunciation because they practiced speaking less. It could impact fluency in speaking.

The third is lack of vocabulary mastery. Students who have lack of vocabulary mastery could trap while speaking with interlocutors. According to Bousbai and Hamdini (2019), students usually struggle to articulate themselves and can be at a loss for words. They frequently remained quiet and were unable to communicate in the classroom. Vocabulary was needed in speaking because

without knowing many vocabularies, students cannot speak freely and fluently. The more vocabulary the students master, the better speaking skills improves.

The next problem is low speaking self-confidence. Students who have low speaking self-confidence feel that other people are better than them. For instance, they feel unconfident and lost motivation while speaking. According to Salamah (2020), without self-confidence learners are unable to produce language because when learners doubt in their abilities to speak, they are not motivated to speak at all or they do not participate in classroom activities that need more spoken language.

The researcher found several problems as mentioned above in the Department of English Language Education at a private university in Yogyakarta. The most common speaking problem in students with low performance was the students' low speaking self-confidence which affected their speaking. The students conveyed they often felt afraid and unable to speak in front of the class. Therefore, students' speaking performance and speaking self-confidence in front of the class could be correlated. This research aimed to find out the correlation of students' speaking self-confidence and students' performance.

### **Delimitation of the Study**

This research focused on correlation between the students' speaking self-confidence and their speaking performance. The speaking self-confidence refers to the self-confidence in speaking during the Listening and Speaking for Daily Conversation course. The speaking performance refers the students' ability in speaking in daily conversation situation showed by the students' scores of Listening and Speaking for Daily Conversation course.

The researcher measured one by one of the two variables to find out whether the two variables have a relationship. This research was delimited to be conducted only at an Islamic private university in Yogyakarta. The researcher used quantitative research using the correlational design. For collecting the data, the researcher used two tools namely questionnaire and document score. The EFL learners in this research refers to the students of English Language Education Department (ELED) at a Private Islamic University in Yogyakarta.

### **Research Questions**

Based on the delimitation above, the research questions are stated as follows:

1. How is the level of speaking self-confidence of ELED students at a Private Islamic University in Yogyakarta?
2. How is the level of the speaking performance of ELED students at a Private Islamic University in Yogyakarta?
3. How is the correlation between speaking self-confidence and speaking performance at an ELED of a Private Islamic University in Yogyakarta?

### **The Objectives of the Research**

Based on the research question above, there are three purposes of this research.

These are:

1. To find out the level of students' speaking self-confidence at an ELED of a Private Islamic University in Yogyakarta.
2. To find out the level of students' speaking performance at a Private Islamic University in Yogyakarta.



3. To determine the correlation between speaking self-confidence and speaking performance of ELED students at a Private Islamic University in Yogyakarta.

### **The Significance of the Research**

This research is expected to provide some benefits for some parties, namely students, teachers, and other researchers.

**For students.** Students can learn from this research about the correlation between self-confidence and speaking performance as well as the level of speaking self-confidence and speaking proficiency among EFL students. Students are expected to pay attention to their speaking self-confidence as it correlates to their speaking performance.

**For teachers.** This research provides information to the teachers that can help teachers increase their knowledge about the correlation between speaking self-confidence and speaking performance of EFL students. To support students' self-confidence and develop students' speaking skills, teachers can use the information in this research.

**For other researchers.** This research can be a basis for other researchers in conducting similar research. This research can be used as a useful reference when other researchers are looking for the same topic of discussion regarding the level of students' speaking self-confidence, their speaking performance, and the correlation between these two variables.

## **Organization of the Chapters**

There are five chapters in this study. The first chapter is about the introduction. This chapter discusses the background of the study, identification of the problem, delimitation of the problem, research questions, research objectives, significance of the problems and organization of the chapters.

Chapter two consists of literature review. This chapter discusses the definition of speaking, types of speaking, importance and elements of speaking, definition of self-confidence, the importance of self-confidence in speaking, indicators of self-confidence, and factors influencing speaking self-confidence.

Chapter three deals with methodology, which explains how the researcher would conduct the research. Methods, instruments, participants, setting, and data collection strategies are all covered in this chapter. The researcher also discusses how to analyze data in this chapter.

The fourth chapter presents the research results and discussion. This chapter presents the level of students' speaking self-confidence, the level of students' speaking performance, and the correlation between students' speaking self-confidence and students' speaking performance. The results are discussed with the relevant references.

The fifth chapter covers the conclusion and recommendations. This chapter contains a summary of the research. This research also offers some recommendations. The recommendations are provided for teachers, students, and other researchers.