CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is an oral skill that allows you to create sentences or utterances. According to Marriam, B (2011:38), because it involves more than merely pronouncing words, it is more challenging than the other talents. Speaking is a productive skill, according to Baker (2003:34), since speaking requires students to actively produce language. Learners must spend the majority of their time practicing because they cannot be productive without a system for identifying and correcting faults and inconsistencies.

Meanwhile, the one skill that must be mastered is speaking. "Of all the four skills (hearing, speaking, reading, and writing), speaking seems intuitively the most significant," writes Ur (1991:120). "People who know a language are referred to as speakers of that language, as if speaking contained all other kinds of knowing." As a result, speaking is a crucial ability that enables students to effectively use and transfer information. Students studying English as a foreign language must develop speaking skills in order to successfully and confidently explain their ideas.

Self-confidence is one of basic psychological items that is needed for learning a language. Self-confidence is one of the main characteristics that it determines a learner's readiness to express their speaking ability. It is also important component or speaking ability since it can provide learners with enthusiasm, bravery, and stimulation. According to Benabou, R (2002:871), if the students have a strong level of self-confidence, they will perform at their best in terms of speaking ability. Self-confidence, namely in the learners' readiness to speak, plays a significant role in communication play because their abilities are influenced by their level of self-confidence and oral communication is linked to high level of self-confidence. According to Lee and Park (2004: 206) a student with a higher level of self-assurance than the others can communicate effectively. Thesituational self-

confidence in communication is a key in influencing learners' readiness to communicate back this up.

Ryan believes in self-assurance (2000:27) Self-confidence refers to one's personal judgment, ability, and power, among other things. It suggests that self-confidence is necessary, even if it is often exaggerated. We can't learn if we don't have self-assurance. People that are self-assured will have a broader knowledge base, since they will gain so much information from the things they read. To put it another way, we might deduce that self-assurance is critical in our lives. As a result, this is a skill that everyone should have.

Students frequently encounter difficulties when learning to speak. The problem is that their native language makes it harder for them to use the foreign language. Another issue is a lack of motivation to practice the skill. In everyday speech, a second language is used. They are shy and fearful to take risks and take part in the conversation. In addition, the students still had a lot of problems in their speaking abilities. First, they lack the confidence to speak English in front of the class due to a lack of student confidence in their ability to communicate in English. Second, they were still fearful of making mistakes while trying to speak English orally, which made them reluctant to do so. Third, they had difficulty pronouncing some words. Fourth, the students' vocabulary is limited.

In my observation, the problem speaking here can be caused by many factors, internal and external factors. The internal factors include self-confidence, the students' English speaking is not good yet. According to the teacher that the factor affecting the students in learning speaking English is self-confidence. They are less confidence when they speak in front of class and with their friend. The teacher said that the students who are good grammar are less confidence in speaking English. And those students who are afraid when they want to answer the teacher's question because they still answered the question in Indonesia. When the students spoke in front of class that they would be nervous and afraid becausethey did not have

courage to speak, they also worried if their performance would be laughed by their friend and made mistake in speaking in front of the class.

The goal of teaching speaking has not yet been fulfilled in the classroom since students struggle with speaking English, particularly how to begin a discussion or conversation when their teacher asks them to talk. Despite the fact that the students have mastered English vocabularies, they also make grammatical errors when pronouncing words. For example, "*think*" was pronounced "*thing*" rather than "*thinkg*" and "*breakfast*" was pronounced "*brikfas*" rather than "*brekfst*". We can deduce from this that they have a limited ability to communicate. As a result, we should improve the learners' ability to communicate.

Speaking is one of four skills in English language that is learnt by the students. It can be thought in school, while the self-confidence is supporting components. As a result, the writer attempted to link the two of them. The writer also wants to know how confident the pupils are in speaking English.

Based on the explanation above, the researcher would do the factors affecting students entitled **"Factors Affecting the Students' Self-Confidence in Learning Speaking English".**

B. The Identification of the Problem

Based on the background of the problem above, there are many factors affecting the students' self-confidence in learning speaking English, the factors come from external and internal factor: self-confidence, lack of vocabulary, anxiety, knowledge, teacher, motivation, environment. We can identify the factors affecting the students' self-confidence in learning speaking English: (1) The students are lack of vocabularies; (2) The students have less confidence in learning speaking English; (3) The students who are learning speaking English still have low skill in speaking; (4) The students have less motivation in learning speaking English. (5) There are many problems that can be researched. Therefore the researcher would

like to research the factor affecting the students' self-confidence in learning speaking English.

C. The Limitation of the Problem

In line with the formulation of study, the focus of this research is in finding the factors affecting the students' self-confidence in learning speaking English. The discussion was taken because the gap is found in the school and there are some previous researchers supported that gap. The research assumes that learning speaking English in school, there are factor affecting to influence the students' self-confidence in learning speaking English.

D. The Research Question

Based on the limitation of study above, the formulation of the problem in this study as follow: (1) What factors can affect the students' self-confidence in learning speaking English? (2) How are the factors realized in affecting the students' self-confidence in learning speaking English? (3) Why are the factors realized in affecting the students' self-confidence in learning speaking English the way they are?

E. The Objective of the Study

Based on the research Question above, the objective of this study are: (1) To know factors affecting the Students' Self-Confidence in Learning Speaking English are. (2) To identify what the factors affecting the Students' Self-Confidence in Learning Speaking English.

F. The Significance of the Study

The result of this study is expected to give some significance not only theoretical significance but also practical significance both significances go to:

1. Theoretical Significance

Theoretically, the researcher expects that the result of this research can enrich the theories learning English speaking.

2. Practical Significance

Practically, the researcher expects this research can be useful for many people, such as students, teachers, and further researchers.

1) For the Students

The researcher expects that the result of the study will provide students, particularly the students in following English club. The students will more confidence when they speak English language.

2) For the English Teachers

The researcher expects that this study will be useful for English teachers, especially in English class club, a reflection of their achievement of the teaching and learning process of speaking ability and it will prompt the English teachers the alternative instruction that will be able to increase and improve the students' self-confidence in speaking English.

3) For the Other Researcher

The researcher expects that the result of this study will be useful as a recommendation researcher who will conduct any further studies in the same field.