CHAPTER I INTRODUCTION

This chapter discusses the background of this study. The purpose of the study will be explained in the objective of the study. The usefulness of the result is the content of the significance of the study. The scope and limitation of the study explains where the data will be taken and what the writer focus on. The last part of this chapter will present the definition of key terms to the readers in order to comprehend the content of the study.

A. Background Of Study

In learning English, speaking is very important because speaking is one of the ways to communicate ideas and thoughts. To enable students to communicate better, they need to apply the language in real communication because, according to Gert and Hans speaking is "speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions".¹ These are the following reasons: first, English is an international language which is spoken by people from all over the world. Second, Indonesia has many tourism resorts such as Borobudur temple, tourism resorts in Bali, beautiful beaches, and so on. Many foreigners come to our country to see the beautiful places in Indonesia. So we must be able to communicate with them using English.

¹ Gert and Strohner, Hans.. Handbook of Communication Competence. Germany.2008. P.207

Speaking has been learned from the elementary school up to the higher level in the university. In learning speaking, students will likely to face problems in mastering speaking skill, such as; lack of vocabulary, grammatically error, anxiety of making mistakes and lack of motivation, from the problems faced by the students above, Indonesian students learning English are also facing similar especially in the internal problem. According to Okta some of the student problems are lack of motivation, anxiety in making mistake and lack of participation in learning speaking English.² This is similar to Hanunah who stated that the students have speaking problems in speaking class.³ They have mostly experienced about of making mistakes or afraid of speaking English with his partner in the classroom.

Another students' problem is the inability to speak English using proper vocabulary. Students know little about English vocabulary and also are difficulty to arrange those vocabularies into sentence. When the students want to speak, they cannot arrange the vocabulary into good English sentence.⁴

Brown added another factor which influences the development of second languages learning which intelligence, the ability to acquire and retain

² Prasetyo Okta "An analysis of Students' problems in speaking of English Teacher Education Department UIN Sunan Ampel Surabaya (Library of UIN Sunan Ampel) 2014.p.1

 ³ Hanunah, "Students' Strategies in Overcoming Speaking problems in Speaking Class of second semester at English Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya" Unpublished thesis (Surabaya: library of Islamic State University Sunan Amppel Surabaya, 2009)
⁴ Ibid, P. 41

knowledge.⁵ From this statement, it can be inferred that the students who are able to memorize one vocabulary of English that they were taught or they ever heard, they could be more successful in learning English.⁶

When students study in the class, grammar has also been one of the students' problems in learning English. Almost all of students said that there is too many structure of English which has to be mastered, especially when they are trying to speak English.⁷

Another factor which influences the students' inability to speak English during English lessons is lack of confidence. Confidence is one of influencing factor in learning a second language. Most of the students who struggling in learning speaking were embarrassed, did not feel confidence in participating during the English learning process. They often have less experience with telling stories at parties, giving presentations, and speaking up. They tend to be observers rather than participators; they also tend to be audience than players.⁸ When their teacher asked them to read, translate, or answer the questions, they did not want to do it, although they knew the answer, they only kept silent.

Students feel less of confidence when they speak English in their class. The student said that they feel un-confidence when they speak English, they are

⁵ Douglas H. Brown, *Principle Of Language Learning and Teaching*, (New Jersey: Prentice Hall,Inc, 1987), p.57

⁶ Douglas H. Brown, *Principle Of Language Learning and Teaching*, (New Jersey: Prentice Hall,Inc, 1987), p.24

⁷ Ibid P.44

⁸ Jamilah "Contributing Factor to the Inability in speaking of first and second graders of Ma'arif Senior High School 4 Driyorejo".Library UIN Sunan Ampel 2009.P.22

afraid to make mistakes, since pronouncing a word in English is considered to be difficult.⁹

However in the class there are a lot of problems in learning speaking, but the most crucial problem that most student face is lack of confidence. It is because confidence affects the student learning. By having confidence, the student can successfully execute a desired behavior. However, Rutledge states that students who have low confidence have difficulty in making up their minds, taking responsibilities and communicating with other people.¹⁰

This study focuses on the student lacks of confidence in the fourth semesters in the English Education Department because in most research conducted confidence has always been one of the problems. A research done by Okta under the title "*An analysis of Students' problems in speaking of English Teacher Education Department UIN Sunan Ampel Surabaya*¹¹ found out that some problems that the students of English department are facing is lack of confidences, lack of interesting topic, large class size, anxiety of making mistakes, peer response, lack of motivation, teacher's talk and students talk, students participation, lack of opportunity to use the target language and grammar item which was taught in a deductive manner.¹² Aida stated in his research that there are some problems that occur in speaking learning process

⁹ Ibid, P 41

¹⁰ Rutledge, T. *Earning Your Own Respect : A Handbook of Personal Responsibility* (A. Çakirolu, Trans. Istanbul kuraldisi. (2000). P.166

¹¹ Prasetyo Okta "An analysis of Students' problems in speaking of English Teacher Education Department UIN Sunan Ampel Surabaya (Library of UIN Sunan Ampel) 2014.p.1 ¹²Ibid. p.3

are less vocabulary, less participation and little motivation to speak English. Speaking subject is focused on students'activities.¹³ So, the students have to be active when in the learning process. It has correlation with the students'self-confidence.

The participant of research is English Education Department because it specifically has speaking classes. Regarding to the problem, the researcher wants to do a research entitled "Study on Students' Lack of Confidence in Speaking Class at the fourth grade of English Teacher Education Department UIN Sunan Ampel Surabaya Academic Year 2014/2015".

B. Research Questions

- 1. What is percentage the students' lack of confidence in speaking class of English Teacher Education Department?
- 2. What are the causes of students' lack of confidence in speaking class of English Teacher Education Department?

C. Objectives of the Study

Referring to the above research questions, the objectives of this proposed research are:

- 1. To know the percentage of students' score in speaking class
- 2. To know the reasons they have lack confidence in speaking class

¹⁶ Aida, Y.. Examination, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal ((1994), p. 78, 155-168.*

D. Significance of the Study

This study is significant:

- 1. For teachers: the result can be used by teachers to as the to give information of students' lack confidence
- 2. For students: the results provide information to solve their problem and improve their confidence.
- 3. For readers: the result of this study can give further information about students' reason the influence lack of confidence in speaking class.

E. Scope and Limit of the Study

This research focuses on analyzing students' lack confidence in speaking class, fourth semester of English Teacher Education Department UIN Sunan Ampel Surabaya in the academic year 2014-2015. This study also aimed to know the causes why they have lack of confidence in speaking English.

F. Definitions of the Key Terms

To avoid misunderstanding in the study, there needs to give definition of terms that are often found in the study:

1. Speaking class

Speaking class is one of the courses in English Education Department which taught student's speaking ability. There are some levels from 1-4, this research focuses on the fourth levels, it is to get information about the material and students' ability during learning speaking English. In learning speaking students have to actively communicate in the class, but in reality, the student still have problem in the learning language process. The student's problem is the things that are difficult to understand.¹⁴ In his research, problem means obstructions self confidence in speaking for the students of English education department UIN Sunan Ampel Surabaya. Problem in this research refers to lack confidence of the students in learning speaking.

2. Lack of Confidence

Lack of Confidence is characterized as anxiety in the face of a variety of situations, shy, did not dare to be responsible for the actions, often cheating during the replay, not sure of his ability and always so negative about him. Therefore, Lack confidence in this research means the individually attitude which do not show or develop their-self to achieve their aim.

3. Lack Confidence in Speaking Class

The phenomena students who have problem are less able to speak English, it's like feel shy when they communicate, and they have just silent in the classroom. The students feel difficult to express themselves in the class, they appear do not participate in the class and less contribute in the classroom.

14 Ibid.p.341