

## CHAPTER I INTRODUCTION

### 1.1. Background Of Study

In learning English, there are four basic skills that students must master: listen, speak, read, and write. Speaking is one of the most important and difficult skills to master for a student of English as a foreign language. (EFL). As (Harmer, 2007, p. 38) says, speaking is a way of composing words and phrases with individual sounds, using changes in tone, intonation, and pressure to convey different meanings.

In learning English, speaking is a very important skill. According to Ismiatun (2019), speaking is one of the most difficult skills in learning a foreign language; therefore, speaking learning is very important to use during learning to know the speaking ability of students in the classroom environment. Derakhshan (2016) also stated that speaking is an important aspect of everyone's life; they must constantly be painted in subtle and complicated language. Prastyawan (2021) also suggested that when we talk about acts relating to someone or giving them knowledge in person, speaking is one of the things that should be learned and that needs to be developed by students. The importance of English as an international language can help students prepare themselves to meet the global standard needs of target language use, which may put more emphasis on the practice of communication skills, such as how to plan how to interact with the surrounding population and what is needed when traveling abroad because English is a very general language. (Anwar 2020). Thus, it can be concluded that the mastery of speaking English has influenced many opportunities. Knowing English is a great advantage for our future professions.

Speaking is the most important skill in communicating. Speaking skill is an important part of the language learning curriculum. Speaking skill is also an important assessment object (Anderson & Bachman, 2009). Anyone who wants to improve his/her speaking skill must have self-awareness, self-motivation, and positive behavior patterns, and must make efforts to avoid communication errors (Turk, 2003). Speaking skill is one's important skill to improve English proficiency from the very beginning of language learning. Speaking is one of the most important language skills. This skill

can be developed and enhanced as an effective means of communication (Morozova, 2013). Speaking skill is very important for students in communicating effectively through spoken

language. The inability of students in speaking a foreign language can cause them difficulties in expressing their ideas even in simple conversations. One of the main objectives of a language learning program is to develop speaking skill and integrate spoken and written language. Language learning means using language in both spoken and written communication, and being able to express feelings, thoughts, and experiences in various contexts (Burn & Joyce, 2001)

Speaking performance is generally understood to be the act of expressing ideas verbally. Speaking performances, as defined by Jack Richards (2008), are defined as public talks intended to convey prior knowledge to an audience. Examples of these talks include speeches, public announcements, and classroom presentations.

When a teacher leads a group discussion, when a student is required to give a speech in a competition, when the student presents their work in front of the class, and in other situations, they use speaking. It was referred to as a speaking performance later. One of the most crucial things that educators evaluate is speaking performance. Richard (2008) the success of English language learners is determined by how well they perform in speaking situations and how well their English courses work. The media, techniques, approaches, and instructors who supplied the content all have an impact on how effective learning is. Speaking performance is, in essence, the outcome of speaking skills classes and is evaluated to determine the efficacy of the learning process. It's challenging to think negatively when designing speaking classes and assessing students, especially when speaking skills lessons are still being completed.

However, students frequently struggle with speaking English, which is related to how important it is to develop this ability. In their study, Shen and Chiu (2019) found that students' challenges speaking English were caused by psychological issues (such as anxiety, fear of making mistakes, and lack of confidence), linguistic issues (such as inadequate vocabulary, grammar, expressions, and sentence organization), and environmental issues (such as a lack of context for learning English conversation).

According to (Elsa Ananda 2017) Speaking consists of three components that are taught and learned: comprehensibility, correctness, and fluency. Fluency in speaking is a constant source of difficulty. There are other things that contribute to this, including as motivation, curiosity,

vocabulary, self-confidence, grammar, and so forth. As though accuracy, which deals with vocabulary, pronunciation, and grammar, is more difficult than fluency. Accordingly, comprehension has evolved into a complement since it refers to the extent to which an applicant can convince the examiner that the speech they have prepared is understandable. It is unique to the process of thought. In order to accomplish the specific goal they have set for themselves, the speaker must find the meaning. This is known as good understanding. Achieving those components was a goal when learning to talk.

(Wulandari, 2020) State that, Students' self-confidence is one of the many reasons why they rarely speak. A common situation is that most students rarely speak in front of the class or in public. In public, sometimes they don't dare to speak even in their own language. To make them confident, in lectures it is not expected that students have good grammar, vocabulary and writing, but how brave they are to express their ideas in public. However, to achieve the ultimate goal of language teaching, class meetings in formal education are still not enough. Students need to practice and develop their English continuously outside the classroom. Therefore, every English Course and English club meeting is provided to minimize the difficulties Indonesian students face in learning English.

Individuals who have a low level of self-confidence are self-anxious, have negative feelings about themselves, have weak confidence in their abilities, and have inaccurate knowledge of their capacities. Lack of self-confidence is a condition where individuals experience doubts about their beliefs about their own abilities. M. Zein Hidayat stated that individuals who feel insecure are people who do not dare to try something new; they will easily feel that they are not wanted in the surrounding environment; their emotions look stiff; they easily experience frustration; and sometimes they ignore their potential and talents. owned (Hidayat 2010).

Speaking anxiety of communication is referred to as communication anxiety. People who are anxious when communicating will distance themselves from other people, reduce the intensity of communication and only open their mouths when they are in a hurry. Then, if the individual is forced to communicate, the conversation is often irrelevant, because if they speak in a relevant way it will definitely cause a response from the person they are talking to and they will be forced to communicate further (J. Rahmat, 2009)

This anxiety occurs for a variety of reasons during class presentations, including anxiety, embarrassment with classmates, fear of being ridiculed by peers, and feeling like you are not heard. This makes students less active in class. Therefore, students prefer to listen quietly. In addition,

anxiety about speaking in public can make students calmer during class and, depending on their ability to carry out discussions in a group, more afraid when presenting previous class assignments (Mangampang, 2017).

According to research by Fahyuni (2022), it clarifies the relationship between self-confidence and anxiety when speaking in public among students at university. From the results of the analysis, the hypothesis of this study is accepted. This means that there is a negative and significant relationship between the self-confidence variable and the public speaking anxiety variable. When a person's self-confidence is high, they tend to be less anxious and vice versa.

Meanwhile, Tri Wulandari (2020) states that This research was conducted to determine the relationship between self-confidence and public speaking anxiety of students at the University, the purpose of hypothesis testing is to test its truth based on statistical data analysis and a conclusion can be drawn whether the results are accepted or not accepted by the statement. Product Moment is used as a data analysis technique. The results obtained from hypothesis testing show that there is a relationship between self-confidence and public speaking anxiety among students at the University, the results of the explanation above show that there is a significant positive relationship between self-confidence and public speaking anxiety, so the hypothesis is rejected. very. research has weaknesses, where in this research, the weaknesses and shortcomings are: The research was carried out during the Covid-19 virus pandemic, therefore the scale was given via virtual (google form) so that the researchers could not supervise directly when the subjects filled out the research scale.

From the description above, previous researchers found many relationships between these 3 variables; Therefore, to create this gap, researchers are interested in adding one variable, namely Speaking Performance, to find out in more detail whether there is a relationship between speaking anxiety, self-confidence and speaking performance in 3-9 students at Muhammadiyah University of Gresik.

## **1.2. Statement of problem**

- a. The problem to be investigated in this research Is there a correlation between speaking anxiety toward speaking performance at the University Muhammadiyah Gresik?
- b. Is there a correlation between, self confidence toward speaking performance at the University Muhammadiyah Gresik?

- c. Which variable has a major impact on speaking performance in University Muhammadiyah Gresik?

### **1.3. Purpose of study**

This research aims to empirically test and find out about the relationship between self-confidence, speaking anxiety toward speaking performance precisely at the University Muhammadiyah Gresik, in English Department.

### **1.4. Limitation of problem**

This research limits the problem to the relationship between self-confidence, speaking anxiety toward speaking performance at the University Muhammadiyah Gresik in English Department.

### **1.5. Significance of study**

Students are associated with anxiety speaking in public, where they do not think negative, confident toward speaking performance, so that they can develop their potential optimally.

For researchers can pass on information to other researchers so that it can be a reference to supplement genetic researchers.

### **1.6. Hypothesis**

The Research hypothesis that follow:

Ha : The first is alternative hypothesis, which claimed that speaking ability and confidence in oneself are significantly correlated.

H0 : The null hypothesis (H0) asserts that there is no relationship between speaking ability and confidence.