

CHAPTER I

INTRODUCTION

This chapter will talk about reason of conducting the research about building students self-confidence in speaking using group discussion, scope of the study, question of the study, purpose of the study, significance of the study, definition of key term. The contents of the chapter are provided briefly below.

1.1 Background of the Study

Learning language is the way for mastering English. It's helpful because it is not only about learning the language skill but also achieving of interest. Speaking is one of the language skills in learning English. It helps everyone to build a relation and interact with others. In addition, (Kurniawati, 2013) stated that speaking skill is the main skill in communication. Furthermore, (Mangunsong et al., 2017) also said that speaking is regarded as being difficult by some student in learning a foreign language since learned since to build and sharing thoughts are often very complicated. It is because Speaking involves interaction with one or more participant actively. (Christie, 2018) state that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

The learner has their own difficulties in learning the language. Particularly in improving speaking ability is not easy for student, there are various problem that faced by student in speaking ability such as fear of losing face (being laughed), they are also afraid of making mistake in speaking. It is also one of the reasons that felt by student, usually they learn the English language but they did not learn how to

speak. Furthermore, students felt nervous in speaking English, this aspect could influence them to be silent without talking something and make them uncomfortable as well as confuse in speaking the English language. All of this problem cause of student still lack of their self-confidence.

It is believed that problem in speaking are not only effected by the intensity of language use of the speaker but also their own personality (Tridinanti, 2018) the personality factor also pay important role in effecting foreign language acquisition, (Morozova, 2003) stated that there are some effect of self-confidence such as anxiety, motivation, introvert and extrovert. And the impact is makes negative impact to student. Language learning especially speaking, self-confidence is the essential thing in speaking activity. Student confidence is one of the factors to improve their learning, (Deswarni, 2017)According to (Songsiri, 2007)said that self-confidence is attitude that allow student to move forward and achieve the goals as accomplishing the task.

From the explanation above which is related in speaking problem, teacher have to find a suitable method in solving the problem that faced by student. One of the alternative methods is group discussion. It is one of communicative teaching strategy that used in controlling the class. (Riyanto, 2016)stated group discussion enhances the development of interpretative strategies because students can share their ideas and get new perspective than individual learners by enhancing active learning and peer correction as well as interaction and avoiding correction each other.

1.2 Scope of the Study

This research focused on student in building their self-confidence in speaking through group discussion and to find weather there is any improvement of student speaking achievement after doing group discussion in learning activity. The sample of the research was conducted on the senior school student of MAN 1Kendari.

1.3 Research Questions

Based on the background of the problem above the question formulated by researchers as flow:

- To what extent group discussion can build students self-confidences in doing speaking activity?

1.4 Purpose of the Study

Generally the purpose of this research is to build self-confidence of students in speaking as well as this research is hopefully useful both theoretically and practically.

Theoretically:

- a. The result of the research is expected to support group discussion implementation can build student self-confidence in speaking
- b. The result of the research is expected to support the theory of self-confidence plays an important role in student speaking achievements.
- c. The result of this research is expected to support the theory that speaking exposure improves student speaking achievement

Practically:

- a. The result of this research can be used as references for teacher or student in teaching or learning speaking
- b. The result of the research can be used as references for those who want to analyze student problem in speaking or the self-confidences of foreign language learners
- c. The result of this research is expected to provide specific procedures of how to build the student self-confidences in speaking using group discussion

1.5 Significance of the Study

The focus of the research will give more explanation needed by English learner especially how to build the students 'self-confidence in speaking skill through group discussion. This means that group discussion can make the student's feel confidence in speaking. Students get more ways to enhance their speaking skill. They can enjoy and are more interested in teaching learning process in their formal school after they get more knowledge from this research.

1.6 Definition of Key Terms

To avoid misunderstanding, the researchers give definition of some key term will be used in this research such as:

1. Speaking skill

Speaking is an interactive process of constructing meaning that involves of producing, receiving and processing information (Riyanto 2016)

2. Self-confidences

Self-confidence is an innovative unitary construct conceptually related to language anxiety as an affective aspect and perceived communicative competence as a cognitive component in learning an second language. In the other word words, student are using, emotion, feeling and gesture fluently and clearly to deliver a speech in front of audiences. Specifically, confidence refers to ability to speak in front of audiences fluently without being afraid and having anxiety.

3. Group discussion

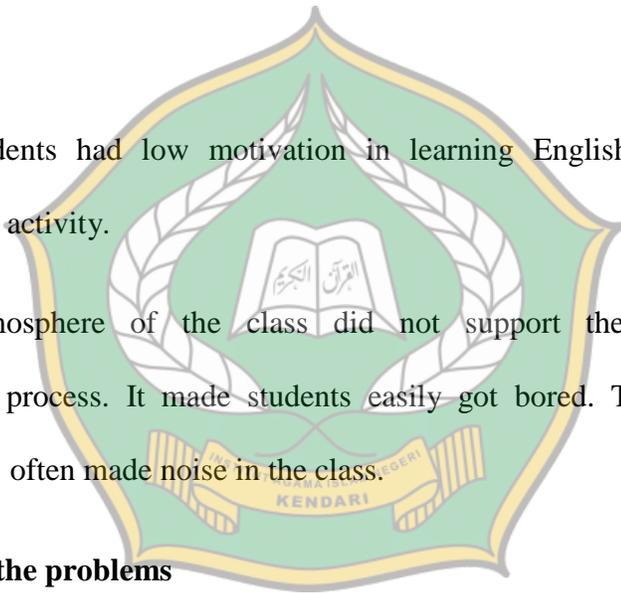
(James Ayodele, 2013) as quoted by Fisher (1981) finds most acceptable group is defined as two or more persons who are interacting with one another in such a manner that each person influences and is influenced by each other person. (Although not everyone agrees, this book uses interaction and communication interchangeably. The two terms are considered to be synonymous).group discussions can help learners develop a range of speech function and interaction management skills.

1.7 Identification of the problems

Based on the observations of Madrasah Aliyah Negeri 1 Kendari and the interviews with the English teacher and the students, the researcher obtained some problems in the speaking and classified them into several groups based on some factors.

1. The students seemed lack of self confidence and felt shy when the teacher asked them to speak English in front of the class.

2. The students lacked vocabulary.
3. The students were poor of pronunciat
4. The students looked passive during the English teaching and learning process.They were also reluctant to bring a dictionary.
5. The students did not involve themselves actively in the class activities. They did not want to speak up when the teacher asked them to ask any difficulties. They were confused to make a question because they were afraid
6. The students had low motivation in learning English, especially in speaking activity.
7. The atmosphere of the class did not support the teaching and learning process. It made students easily got bored. Therefore, some students' often made noise in the class.



1.8 Limitation of the problems

It is necessary that the researcher puts attention on certain aspects in this research study. Thus, he focused on the problems and attained the research objective accurately. Based on the urgency of the problems in the teaching and learning process, the present study limits the scope of the research to matters related to the media in the teaching and learning speaking process, the technique used in the teaching and learning speaking process, students' motivation,

students' self confidence, classroom management, students' interaction during the learning of speaking.

The research focused on implementing Group discussion to improve the self confidence that influences their speaking practice for the eight grade students of Madrasah Aliyah Negeri 1 Kendari.

