

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole content of the research that includes research background, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of the key terms.

A. Background of the Study

Globalization has made English communication a crucial skill in academic and professional settings. English is now commonly used in various sectors, including business, technology, and education, serving as a bridge for cross-cultural communication and information exchange. As an international language, fluency in speaking English enhances individuals' access to better education and broader career opportunities. However, despite years of formal instruction, many students continue to face difficulties in using English for oral communication. This challenge often arises not from a lack of grammar or vocabulary, but from deeper internal and external issues. One of the most persistent problems encountered by learners, especially at the intermediate level, is a lack of self-confidence when speaking English. This difficulty reflects a gap between language knowledge and actual language performance in real-world settings, which leads into the need to explore underlying psychological and environmental aspect that may influence students' speaking abilities.

The lack of confidence in speaking English at the intermediate level is often linked to affective aspect influencing students' communication. Various aspect, such as anxiety and motivation, play a role in shaping students' confidence levels when speaking. According to the theory of Horwitz et al. (1986), students with high

levels of anxiety tend to feel uncomfortable in speaking situations, which has an impact on reducing their self-confidence. This finding is in line with the research of Hadi et al. (2021), which shows that 60% of students who experience anxiety when speaking in English tend to avoid speaking situations. This avoidance contributes to the slow development of their speaking skills. This anxiety often arises from fear of mistakes, negative judgments from peers, or unfavorable evaluations from teachers.

Besides anxiety, motivation also plays an important role in building students' confidence in speaking English. Motivation can be a factor that strengthens confidence if students have a strong drive to learn and practice speaking. Conversely, a lack of motivation can further weaken students' confidence, especially if they do not have clear goals or feel pressured by their learning environment, such as intrinsic and extrinsic motivation proposed by Deci and Ryan's (1985) theory. Previous research shows that students with high intrinsic motivation tend to be more confident in speaking English. Muklas et al. (2024) found that good social support can increase students' confidence. Yetti (2023) highlighted that although students have sufficient vocabulary, they still feel less confident in speaking. In addition, Nawi (2019) added that conditions such as time pressure can also affect students' confidence when speaking. These findings suggest that motivation, anxiety, and environmental aspect are interrelated in shaping students' confidence in speaking English.

In addition to anxiety and motivation, the learning environment also plays a critical role in influencing students' confidence. According to Brown (2007), a supportive classroom atmosphere can lower students' anxiety levels and encourage

participation, which are both crucial in building speaking confidence. A positive environment helps students feel emotionally safe to take risks, express ideas, and engage in speaking tasks. This is supported by the findings of Wahyuni et al. (2023), which show that students who learn in interactive and student-centered classrooms tend to feel more confident and motivated to speak. For example, Kampung Inggris Pare in Kediri provides interactive learning methods that help students be more confident in using English. Course institutions such as Inspire English Course offer programs that emphasize speaking practice in a relaxed and supportive atmosphere. These programs demonstrate how a positive learning environment can help students overcome anxiety, increase motivation, and build self-confidence in speaking English.

In addition to these aspect, students' self-regulated learning strategies, such as self-monitoring, goal setting, and independent practice, may also influence the development of their speaking confidence. According to Zimmerman (2000), self-regulated learning refers to learners' ability to actively plan, monitor, and evaluate their own learning process. Students who are able to manage their learning strategies effectively tend to demonstrate higher academic confidence and persistence. Therefore, learners who regulate their own learning process may show higher levels of confidence in expressing their ideas in speaking activities.

Based on the phenomena, this study aims to analyze students' self-confidence in speaking English at the intermediate level and to explore how aspects such as anxiety, motivation, learning environment, and self-regulated learning relate to the development of their confidence. While many studies have addressed these aspect separately, there are fewer studies that explore how they interact with

each other in a more holistic context. Therefore, this study seeks to fill this gap by exploring students' experiences and perspectives on strategies they find effective in reducing anxiety, increasing motivation, and creating a supportive learning environment. By examining these aspect in depth, the results of this study are expected to provide valuable insights for the development of more adaptive and effective learning methods in improving students' speaking ability in the era of globalization.

B. Statement of the Problem

The problem in this research is as follows:

1. What problems do students of Inspire English Course face in speaking English in term of their self-confidence?
2. How do Inspire English Course students' overcome the problems in improving their confidence in speaking English?

C. Purpose of the Study

The objectives of this research are as follows:

1. To identify the problems faced by students of Inspire English Course in speaking English in term of their self-confidence.
2. To explore the strategies used by the students to overcome those problems and improve their self-confidence in speaking English.

D. Significance of the Study

This research is expected to contribute to various parties, both in the academic field and the practice of English language learning. The following are the benefits of this research:

1. For Students

This research may help students to better understand the factors that affect their self-confidence in speaking English. It also offers advice about strategies that can be used to overcome speaking-related challenges and improve their confidence in communication.

2. For English Teachers and Instructors

The findings may serve as a reference to recognize common speaking problems among learners and understand how students deal with them. This will allow teachers to adjust their teaching strategies to create a more supportive and effective speaking environment.

3. For English Language Institutions

This study can be used to evaluate and improve existing speaking programs by addressing students' affective barriers and encouraging learner-centered strategies to build confidence in English communication.

4. For Future Researchers

The study can serve as a source of reference and open further exploration related to self-confidence in language learning, especially in speaking skills. It also encourages further studies that focus on affective and psychological aspects in second language acquisition.

This research is expected to have a positive impact on various parties involved in the English language learning process, especially in building students' confidence in speaking more effectively and comfortably.

E. Scope and Limitations

This study focuses on analyzing students' self-confidence in speaking English at Inspire English Course, Kampung Inggris Pare Kediri. The scope of the research is limited to intermediate-level students who are enrolled in the speaking program. Although the research questions are broadly formulated, the analysis in this study specifically explores several aspect that influence students' confidence in speaking English, including anxiety, motivation, learning environment, self-regulated learning and self-confidence it self.

These aspects are examined to understand how they contribute to or hinder the development of students' speaking confidence during classroom speaking activities. Other language skills such as reading, listening, or writing are not the focus of this research. The study is also limited to the context of one language institution, and therefore, the results may not be generalized to other institutions or different learner levels.

F. Definition of Key Terms

In this study, some key terms are defined to clarify the scope of the study conducted at Inspire English Course. The following definitions are organized based on the theoretical perspective and context of this study.

1. Speaking Skill

Speaking skill is the ability to convey ideas and information orally in a clear and effective way. It involves pronunciation, grammar, vocabulary, and the ability to organize ideas in communication.

2. Self-Confidence

Self-confidence in speaking English refers to students' belief in their ability to speak fluently and effectively without fear or doubt.

3. Anxiety

Anxiety in speaking English is defined as the feeling of nervousness, fear, or worry which can manifest in various ways, such as physical symptoms (e.g., sweating, trembling) and psychological effects (e.g., fear of judgment).

4. Motivation in Learning English

Motivation in English learning is the internal drive that inspires individuals to actively learn, improve language skills and achieve communication success.

5. Learning Environment

Learning environment is a dynamic interaction between physical, social, and psychological conditions that create a space for effective learning process.

6. Self-Regulated Learning Strategies

Self-regulated learning strategies refer to the learners' ability to actively control and manage their own learning process, including planning, monitoring, and evaluating their performance.