

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problems, objectives of the study, significance of the study, scope and limitation, hypothesis, and definition of key terms.

A. Background of the Study

English as a foreign language is taught in Indonesia in any level of education. Indonesian students learn English start from they are in the kindergarten until they are in senior high school. Moreover, they can take courses to have an intensive English learning. Then, when they are learning English, they must accomplish four basic skills in English. Those are reading, listening, writing and speaking. One of the English skill that sometimes is difficult is speaking skill. Speaking is one of basic skill in English that can be one way to have broaden networking and connection. Speaking becomes a complex skill as it needs to have much vocabulary mastery before doing this activity. Even though students learn English for many years, but most of them still scary to show their capability in speaking. In fact, they are lack in practicing of speaking skill when they build an interaction each other. Jayanti stated that learning speaking skill is learning about how to speak and how to language itself. ¹

To achieve a successful speaking skill, the students need to practice more, speak more, and do more in every situation where they obligated to speak English.

¹ Winda Eka Sari,. *The Correlation Between Motivation in Learning Speaking and Their Speaking Ability at the Eleventh Grade Students of State Senior High School 1 Kampar*. Thesis. UIN SUSKA RIAU, 2018, 3

It seems like push them to use English briefly in communication. When everyone tries to speak, it means they try to deliver their idea. It can build a good communication among the others. Aning Widayanti et.al stated that students must have an inner desire to speak English. There are many factors influence Indonesian learners feel anxious when they are speaking. ²For example, they do not have motivation, lack of vocabulary mastery, anxiety and lack of self-confident. These psychological factors affect their performance, especially in speaking English. Before they try, they think that it will be wrong or fear to make a mistake. According to Utama, et.al, to get a successful in speaking ability, learners need to consider two aspects. Those are linguistics aspect and non-linguistics. For linguistics aspect involve grammar, pronunciation, vocabulary mastery, understanding the utterance and fluency. Then, for non-linguistics aspect include personality performance, such as self-confident, motivation and extra effort.³

If we see the phenomenon in Indonesia, EFL Indonesian learners just practice English when the teachers ask them to perform in the classroom. It relates with what happened now and still being crucial issue in teaching and learning processes. Before EFL Indonesian learners perform their speaking performance, they don't have motivation and self-confident. So, they just perform what the teachers ask, not perform based on themselves. Having motivation and self-

² Aning Widayanti, et.al. (2019). The Correlation Between Motivation and Their Speaking Ability. *ATLANTIS PRESS (Advances in Social Science, Education and Humanities Research)*. Vol. 434, 154.

³ Utama, I.M. Marhaenu, P., et.al. 2013. The Effect of Teaching Strategy to Students' Self-Confidence and Speaking Competency of the Second Grade Students of SMPN 6 Singaraja. *Journal Program Pascasarjana Universitas Pendidikan Ganesha*. Vol. 1, 1

confident are important in every aspect. It will affect to our readiness in performing some other tasks especially in speaking English. According to Schunk, motivation plays an important role because it can keep learners to perform their task based on goal and on the right path. The students who have a motivation will make them easier to reach a goal. For self-confidence, it also relates with a successful performance in speaking skill. In addition, Addis stated that self-confident is human positive beliefs to take control of their performance to acknowledge their ability and capability. ⁴

Another phenomenon that caused Indonesian learners do not want to speak more or practice more in this era, that nowadays they face pandemic era. Pandemic era is an emergency condition which limits us on exploration. Because of the spread of COVID-19 that danger to human life, so the government suggests that all people must stay at home to press the virus transmission. Of course, it disturbs our normal daily activity which is used to have activity in outdoor. This condition affects to all aspect of life, for example economic aspect, health aspect, and social interaction aspect. People are asked to keep physical distancing and avoid crowded place. People must often wash their hands by using anti-bacteria soap or hand sanitizer and weaingr a mask. They need to keep clean and hygiene to ensure that they are free from virus or bacteria. In education system, it also changes the normal habit to be new normal habit. The transition of offline or traditional education system to online education system make every educator, learners and parents have difficulties in the process of adaptation. According to

⁴ Angraini P., Marzuki, Dahnilsyah.. The Correlation Between Self-Confidence and Speaking Ability of the Second Year, Students of English Study Program of Universitas Riau. *JOM FKIP*. 2019, Vol 6 (1), 3

Basilaia and Kvavedze, the countries worldwide propose various solutions to face pandemic era, especially in education. All education participants need to utilize the technology such as online learning, video streaming, online podcast, webinar and so on.⁵

Pandemic era addresses the traditional learning move to online learning. The participants of online classroom learning are asked to adapt with recent phenomenon. Parents must control the students when they are studying at home. This online classroom learning also affects in teaching and learning of English. The students and teachers need to keep focus to achieve the objectives. Especially in speaking ability which need an extra power to perform better. In line with this, motivation and self-confident beliefs are needed to keep everything balance. Motivation and self-confidence play the important factors to our success. It becomes a positive energy from inside or outside encouragement.⁶

This research is about motivation, self-confidence and students speaking ability. Before conducting a research, the researcher did a preliminary research. The researcher observed some senior high school students by asking them via WhatsApp and found their difficulties in learning English. The difficulties that students face can come from the teachers which do not provide a real model and example, then directly give them a task. It also come from the students which do not have a motivation in doing online learning because they do not meet their teachers and friends. They prefer to have direct interaction to get easier

⁵ Giorgi Basilaia, David Kvavadze, 2020, Transition to Online Education in Schools during a SARS-CoV-2

Coronavirus (COVID-19) Pandemic in Georgia, *Pedagogical Research*, 5(4), 2

⁶ H. Douglas Brown, *Language Assessment; Principles and Classroom Practices*. San Fransisco; Logman,, 2003, 36.

comprehension, because they see, they practice and they explore every lesson and material which given by the teacher.

Next, there are some previous study that support this research. Frist is the study conducted by Putra entitled “The Correlation between Motivation and Speaking Ability”, the result of this study is there was a positive correlation between motivation and speaking ability of the students. The score of motivation showed a significant improvement. The increasing of average score of the students speaking skill was 74, 75, and for motivation score was 77,62.⁷ Second, a study from Tridinanti entitled “The Correlation between Speaking Anxiety, Self-Confident and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang. The result drew that self-confident contributed in English speaking skill. Self-confident has a significant correlation with speech achievement of the students ($p=0,1$).⁸ Third, a study from Anggraini, Marzuki and Dahnilyah entitled “The Correlation between Self-Confidence and Speaking Ability of the Second Year Students of English Study Program of Universitas Riau. The result showed that there was a correlation between self-confidence and speaking ability. The correlation coefficient was 0.349. Based on scale of coefficient correlation, this correlation is categorized as low correlation.⁹

Departing from this case, the researcher would like to investigate the relationship between motivation, self-confidence and students speaking ability of

⁷ Aidil Syah Putra, The Correlation between Motivation and Students' Speaking Ability. *Journal of English Language Education and Literature*, 2017, Vol.2 (1), 1

⁸ Gaya Tridinanti, The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang, *International Journal of Education and Literacy Studies (IJELS)*, 2018, Vol. 6 (4), 35

⁹ Anggraini P., Marzuki, Dahnilyah., The Correlation Between Self-Confidence and Speaking Ability of the Second Year, Vol 6 (1), 1

the first grade of SMAN 1 Ngadiluwih Kediri. This research entitled “**A Correlation Study Between Motivation and Self-Confidence Towards Speaking Ability of the First Grade Students of SMAN 1 Ngadiluwih In Pandemic Era/Online Classroom**”

B. Research Problems

Based on the explanation above, the researcher formulates some following research problems are:

1. Is there any significant correlation between motivation and self-confidence of the first grade students of SMAN 1 Ngadiluwih in Pandemic Era?
2. Is there any significant correlation between self-confidence and students' speaking ability of the first grade students of SMAN 1 Ngadiluwih in Pandemic Era?
3. Is there any significant correlation between motivation and students' speaking ability of the first grade students of SMAN 1 Ngadiluwih in Pandemic Era?
4. Is there any significant simultaneous correlation between motivation and self-confidence with students' speaking ability of the first grade students of SMAN 1 Ngadiluwih in Pandemic Era?

C. Objectives of The Study

From the research problems, the researcher sets up the objectives of the study as the following:

1. To find out the significant correlation between motivation and self-confidence of the first grade students of SMAN 1 Ngadiluwih in Pandemic Era.

2. To find out the significant correlation between self-confidence and students' speaking ability of the first grade students of SMAN 1 Ngadiluwih in Pandemic Era.
3. To find out the significant correlation between motivation and students' students' speaking ability of the first grade students of SMAN 1 Ngadiluwih in Pandemic Era.
4. To find out the significant multiple correlation between motivation and self-confidence with students' students' speaking ability of the first grade students of SMAN 1 Ngadiluwih in Pandemic Era.

D. Significance of the Study

This research is expected to give contribution to foreign language learner, especially in speaking classroom. In addition, this research is expected to be useful for the following parties:

1. For the students

This research is useful for the students, especially for those who learn English as Foreign Language. The point that will be presented in this research is about the correlation between motivation, self-confidence and students' speaking ability. This will be useful for the students because they will know their motivation level, self-confidence level and their speaking ability level. Moreover, this research also discusses the multiple correlation among three variables that will be explained in this research.

2. For the teachers or lecturers

Speaking ability is one of skill that taught at school or university. Then, studies about speaking skill and other variables that affect students' achievement in reading will be useful to the teacher or lecturer. This research is about to know the correlation between motivation, self-confidence and students' speaking ability. Because of that, this study presents the representation of the correlation of the three variables. The results of this research are expected to be a guideline to the teachers or lecturers to determine strategies to avoid anxious feeling and lack during teaching and learning processes, especially in speaking classroom

3. For the further researchers

This research will be useful to the further researchers who want to conduct the research in the same field. Moreover, this research may give some information needed about the correlation between motivation, self-confidence and students' speaking ability.

E. Scope and Limitation

This research focusses on the correlation between motivation, self-confidence and students' speaking ability of the senior high school students' in Kediri. In order to limit the problem of the study, the researcher focuses in the tenth grade students of SMAN 1 Ngadiluwih Kediri who learn English as their course

The other limitations of this research are this research only discuss motivation belief, self-confidence beliefs and do not discuss the other kinds of

motivation and self-confidence strategy and autonomy that are used by the students. Moreover, this research does not investigate the effect of the motivation, self-confidence and motivation.

F. Hypothesis

The researcher sets up the hypothesis for this research. There are two kinds of hypothesis, they are Ho (Null Hypothesis) and Ha (Alternative Hypothesis). Below are the descriptions of the hypothesis:

1. The correlation between motivation and self-confidence of the first grade students of SMAN 1 Ngadiluwih.

Ho : There is no significant correlation between motivation and self-confidence of the first grade students of SMAN 1 Ngadiluwih.

Ha : There is significant correlation between motivation and self-confidence of the first grade students of SMAN 1 Ngadiluwih.

2. The correlation between self-confidence and students' speaking ability of the first grade students of SMAN 1 Ngadiluwih.

Ho : There is no significant correlation between self-confidence and students' speaking ability of the first grade students of SMAN 1 Ngadiluwih.

Ha : There is significant correlation between self-confidence and students' speaking ability of the first grade students of SMAN 1 Ngadiluwih.

3. The correlation between motivation and students' speaking ability of the first grade students of SMAN 1 Ngadiluwih.

Ho : There is no significant correlation between motivation and students' speaking ability of the first grade students of SMAN 1 Ngadiluwih.

Ha : There is significant correlation between motivation and students' speaking ability of the first grade students of SMAN 1 Ngadiluwih.

4. The multiple correlation of motivation and self-confidence with students speaking ability of the first grade of students of SMAN 1 Ngadiluwih.

Ho : There is no significant simultaneous correlation between motivation and self-confidence with students' speaking ability of the first grade students of SMAN 1 Ngadiluwih.

Ha : There is significant simultaneous correlation between motivation and self-confidence with students' speaking ability of the first grade students of SMAN 1 Ngadiluwih.

G. Definition of Key Terms

1. Motivation

Students, motivation is an inner desire inside of themselves. Motivation pushes the students to do more to achieve the goal and objective. It stimulates positive energy and desire to perform better. The students have a reason for performing a task successfully.

2. Self-confidence

Self-confidence is students' beliefs about their ability and capability in performing the tasks. They are sure that they can perform the task successfully. So, before they perform a task, they have believed that it will run well.

3. Students' speaking ability

Speaking ability or speaking skill is a productive skill in language learning. It is an interactive process of people to construct a meaning and build an interaction each other. The students' speaking ability is the ability to perform English speaking accurately and fluently based on linguistics and non-linguistics aspect.

4. Pandemic era/Online classroom

Pandemic era is a crisis era which people are asked to limit their activities outside of the room. People need to prevent themselves by wearing a mask, washing their hands with soap or hand sanitizer, and keeping social distancing. Because of the rapidly spread of COVID-19, the countries worldwide face the similar problem which affect in all aspect of life like education aspect, economic aspect, health aspect and many more. In education aspect, the solution that the government offers to us is having an online learning or online classroom which utilize technology to assist teaching and learning processes.