

# CHAPTER I

## INTRODUCTION

This chapter explains the introduction of the research, the background of the research, objective of the research, research question, hypothesis, scope and limitation of the study, significance of the study and definition of the key terms.

### **1.1 Background of the Study**

Speaking is one of the skills that must be mastered by EFL (Kuning, 2019). In addition Tasmia (2019) speaking is used to communicate with other people around the world for a variety of reasons, including: relationship, business, networking, traveling abroad, and etc. Hotimah (2020) also states that speaking is the act of using words and sounds of articulation to convey ideas, opinions, and feelings to other people in order to educate, persuade, or entertain them. Another study by Akhter et al (2020) speaking is a productive skill in English, it is very important for the EFL because they have to teach the language lessons that they have learned in the oral context. In order to Rao (2019) speaking is an important aspect of the curriculum in language teaching and learning, however speaking skill can help students in the future when they apply for jobs. Although speaking is an important skill, 50 percent of students still feel embarrassed and nervous when speaking (Kanza, 2015). Thus, it can be said that EFL students still experience some difficulties when learning speaking skills (Al-Jamal, 2013).

One of problems is when the teacher asked them to speak in English they typically preferred to remain silent (Nadila, 2020). In a study by Purwanti, Sri, and Yeni (2021) there are several factors that cause students to choose to be silent when asked to speak, first namely psychological factors, linguistics factors, and socio-cultural factors, and shyness is the main factor. In other

hand Astuti (2019) states there are two factors that influence students in speaking English, namely linguistic factors as though pronunciation, vocabulary, and grammar. The second factor is non-linguistic factors such as self-confidence, anxiety, and mastery of the topic. While, Muamar, Asri, and Arid (2019) there are two types of factors that affect students' English speaking ability, namely internal factors such as motivation, interest and self-confidence. External factors consist of the mother tongue and the environment.

Furthermore in study by Nadila (2020) that 86% of respondents in her study agreed that the lack of pronunciation ability affects their self-confidence when speaking English. In other study self-confidence is an essential component of speaking skills because it can inspire students to be brave, enthusiastic, and stimulating, because the best results in speaking fluently will come from students who have high levels of self-confidence (Harun, 2022). Compared to Tridinanti (2018) there is also a positive relationship between self-confidence and student learning achievement, so that the higher the students' self-confidence level, the higher the students' learning achievement. According to Lar (2021) to increase high self-confidence students must be more active in the practice of speaking, even though they still make mistakes in their structure. The study by Lar (2021) also explains that one of the success factors for students learning or speaking English is self-confidence. One of the factors that affect students' self-confidence when speaking is their lack of mastery of the material (Nety, Wahyunui, and Nuraeni, 2020).

According to Lestari (2020) the mastery of the material in students in order to get good things is influenced by their interest in the learning being taught. Similarly, Wahyuni (2019) states students are expected to have interest and attention to study well, so they can get high grades. Students must have the awareness to pay attention to English learners, to get a better understanding (Manurung, 2018). Moreover Wahyuni (2019) also explains that when educators

thought about learning, the idea of interest was a big part of their thinking, when discussing the motivational requirements for teaching and learning or the more or less successful developmental processes of students, educational laypersons and professional educators frequently refer to interest.

The first previous study in this study was the research conducted by Ghiffari (2022). The research discussed the relationship between the students' interest in learning and reading skill. The study explained the relationship between student interest and reading achievement in English. In the study it was found that there was a relationship between students' interest in learning English and the results of their reading ability. The similarity of this research and this research is to know students' interest in English and its correlation with other variables.

The second previous study was a study conducted by Sapril (2017) The similarity between the previous study and this study is that they both use quantitative methods. Because in this study looking for the relationship between pronunciation and students' interest in learning about students' speaking confidence. In the study, it was explained that there was a low relationship between student self-confidence and students' speech ability. In the study it was also explained that students with high self-confidence had higher scores compared to students who had a low level of self-confidence. It explains that there are several factors that affect the ability to speak, self-confidence is one of many factors that influence speaking ability, but it is the most crucial one.

The third previous study was by Lestari (2020) the study explained that there was a correlation between students' interest in learning with their speaking skills. One of the differences between the study and the current study is the instrument used. The study using

observation and interview instruments, while in the current study using a questionnaire instrument. In addition, the difference from this study is the independent variable, which in this study focuses more on the level of students' self-confidence when speaking in addition to their abilities. While in this research is the students' speaking ability.

The fourth previous study conducted by Winataputra (2021). The study aimed to determine the relationship between student anxiety and speaking skills in students. The study explained that one of the most important factors that can influence people's ability to learn more than one language, such as English, is anxiety. The study also explained that there is a relationship between anxiety and students' speaking performance.

The last previous study was a study conducted Wahyuni (2017), which examined students' interest in speaking and their speaking scores. The equation in these study is the independent variable, namely students' interest and the skills used, namely speaking. Whereas the context of the interest is different in the study is the students' interest in speaking while in the current study is the interest in learning English. Another difference is the study try to find out the correlation between interest and speaking score, whereas in the current study try to find out students' interest and their speaking confidence.

Furthermore, this study will find out the relationship between students' interest in learning English and their speaking confidence. Where self-confidence is factors that affect the ability of students' speaking, and students' interest is affect the English achievement. In this study uses students of SMK Negeri 1 Ngasem Kediri as an object.

## **1.2 Problem of Study**

The research question is as follows: Is there any significant correlation between students' interest in learning English and their speaking confidence?

### **1.3 Objective of the Study**

Based on the statement that has been formulated, the objective of the study is trying to find out the significance correlation between students' interest in learning English and students' speaking confidence in grade XI students at SMK Negeri 1 Ngasem Kediri.

### **1.4 Hypothesis**

The hypothesis of the study are:

Ha : There is any significance correlation students' interest in learning English and their speaking confidence

Ho : There is no significance correlation between students' interest in learning English and their speaking confidence

### **1.5 Scope and Limitation of the Study**

The scope in this study is correlation. Meanwhile, the focus in this study is only to find out the correlation between pronunciation and students' interest in learning English on students' speaking confidence. In this study want to limit the problem. Thus, this study can focus on the subject. Researchers want to find out whether there is a correlation between students' interest in learning English and their speaking confidence in grade XI TKJ 1 and 2 SMKN 1 Ngasem the 2022/2023 school year.

### **1.6 Significance of the Study**

The results of this study are useful for every aspect of education in schools. For teachers, this study will help teachers determine the methods that will be used in teaching speaking to increase their confidence. This study will help teachers to determine strategies in teaching English that will improve students' interest. For students, this study will help students determine how to increase students' confidence in speaking and interest in learning English. For researcher by conducting this study, will increase knowledge and be able to get various new experiences when conducting the study.

### **1.7 Definition of the Key Terms**

The definition of key terms is very important to avoid misunderstandings in this study, and can also make it easier for reflectors to understand the content of this study. relating to the topic that might be mentioned in the study some terms need to be defined as follows:

1. Speaking skills

Students' ability to express feelings, thoughts, opinions, and provide information in the form of oral skills and using English.

2. Self-confidence

Self-confidence in speaking is where students can express opinions, thoughts and information in English fluently, interactively and can adjust and control listeners.

3. Students' interest in learning English

Students' interest in learning English is the interest, behavior, and reciprocity of a student in learning English, so as to be able to motivate them in all learning activities.