

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Speaking is a vital component of human existence, integral to daily activities. It involves two-way communication between two or more individuals. According to Lai-Mei Leong and Seyedeh Masoumeh Ahmadi (2017), speaking is one of the essential linguistic skills used in everyday life. It is a crucial ability that needs to be developed and enhanced for effective communication, frequently shared among individuals. Fifa Lestari and Fitri Andini Sridatun (2020) emphasize that language is our means of communication with others, and without it, we cannot interact with those around us. Furthermore, Sangli Garg and Dr. Archana Gautam (2015) state that there is no difficulty in communicating and collaborating with people worldwide while traveling.

According to Ratna Sari Dewi, Umami Kultsum, and Ari Armadi (2016), speaking English is challenging, especially for EFL students. Many students find it more difficult to speak English in front of a large group than to speak alone. This is common among Indonesian students, who are heavily influenced by their mother tongue and often do not see English as a necessary skill to learn. Moreover, gaining confidence in speaking is a significant concern for many Indonesian students and is a crucial topic for teachers to address. Students often feel embarrassed and anxious about making mistakes when speaking. Nervousness can make it difficult to communicate with unfamiliar words and sounds. Consequently, learning to speak

English remains challenging, as students must master various aspects such as grammar, vocabulary, and pronunciation.

Students also fear being ridiculed by their classmates, lack the confidence to express their ideas, and doubt their abilities due to insufficient skills in these areas. Additionally, they often become disengaged from learning English because the teaching methods fail to capture their interest. Therefore, teachers need to find engaging ways to encourage students' self-confidence in speaking English.

Self-confidence is a positive state of mind that allows individuals to assess themselves and their surroundings. It is defined as a person's belief in their ability to perform tasks. A confident person genuinely believes in their capabilities, and several experts have defined self-confidence in various ways.

Given these challenges, this research proposes to explore strategies to enhance self-confidence in speaking English. The study will detail how to encourage self-confidence to overcome speaking difficulties, including defining speaking, identifying speaking issues, and exploring methods to address these problems. Various approaches can assist students in overcoming language barriers and encourage their confidence in speaking English.

As highlighted, speaking skills are extremely valuable in communication. However, many learners lack the confidence to speak English fluently, and most find speaking skills more challenging than other language skills. According to Dincer and Yesilyurt (2017), speaking skills are among the most difficult of the four language competencies. This challenge has attracted interest from scholars,

who frequently offer techniques to increase students' enthusiasm and improve their speaking skills. Based on pre-observation experiences at SMAN 5 Tanjungpinang in February 2022, the researcher identified a problem with students' confidence in speaking.

Therefore, this study aims to investigate the strategies used by English teachers at SMAN 5 Tanjungpinang to encourage students' self-confidence in speaking. Based on the above explanation, the analyst want to investigate the teacher's Procedures for increasing pupils' self-confidence in speaking English. Following that, the analyst needs to supply the title of this inquiry "*An Analysis of English Teachers' Strategies to Encourage Students' Self-Confidence in Speaking*".

1.2. Identification of the Problem

Based on the context of the problem, the issues at SMAN 5 Tanjungpinang can be identified as follows: "Students found learning English uninteresting because the instructional activities were monotonous and did not engage them. For example, teachers often required students to recite memorized material without incorporating diverse teaching strategies to enhance the learning experience."

1.3. Limitation of the Problem

Based on the identified problem, this research focuses on the strategies employed by English teachers at SMAN 5 Tanjungpinang to encourage students' self-confidence in speaking..

1.4. Research Question

Based on the context of this study, the research question is formulated as follow “What were strategies that used by English teachers in SMAN 5 Tanjungpinang to encourage students’ self-confidence in speaking?”.

1.5. Objective of Research

Concurring to the investigate address over, the significant consider destinations are built up as takes after: “To knew the strategies that has been used by the English teacher to encourage students’ self-confidence in speaking.”

1.6. Significance of the Study

The researcher hopes that this research contribute to the field of education, particularly in theoretical and practical aspects. The researcher anticipate the following benefits from this research.

1.6.1. Theoretical

In terms of theory, the outcomes of this study may aid English teachers and future research. Theoretically, the researcher hopes that this research will be a reference and insight both to increase knowledge for teachers about English teacher strategies in encourage students' self-confidence and as a reference for future research.

1.6.2. Practical

Practically, the findings of this study may assist English teacher in encourage their students’ self-confidence by implementing the strategies of their teachers in the classroom. This study is designed

to provide teachers with various technique for teaching speaking that they may use in their classroom to help students gain self-confidence.

1.7. Definition of Key Term

1.7.1. Students' Speaking Skill

Speaking is a fundamental communication skill that humans use to express thoughts, ideas, feelings, and information through vocal sounds produced by the mouth. Speaking skills are very important in various aspects of life, including education, work and daily social interactions. Speaking is a crucial skill for students, and the researcher aims to analyze the strategies employed by English teachers to encourage students' self-confidence in speaking at SMAN 5 Tanjungpinang..

1.7.2. English Teacher's Strategy

The teacher's strategy may be a arrange or approach utilized by a educator efficiently within the instructing and learning handle and energizes students' self-confidence in talking. In this think about, this term is centered on the techniques utilized by English teachers at SMAN 5 Tanjungpinang to empower students' certainty in talking.

1.7.3. Student's Self-Confidence

Student self-confidence is a good attitude that helps children to be courageous in front of their classmates and teachers. Self-perception is sometimes known as self-confidence. This study will investigate self-

confidence as an attitude demonstrated by certain students while learning to speak.



