CHAPTER 1

INTRODUCTION

A. Background of the Study

The tool for communication among people is called language. According to Hutabarat (2006), no human without language. Or, no language without human. Unless language is within us and we do not act using language, our identity as homo sapiens is nothing. It is one of the properties human differed from other creatures (p.7).

In relation to that, Hutabarat (2007) writes that language allows people to interact with others through communication. Language is the cement of society, allowing people to live, work, and play together, to tell the truth but also to tell a lie, or lies. Sometimes it is used merely to keep communication channels open so that is any need arises to say something of importance a suitable channel is available (p.9). Using a language, people can communicate, cooperate and interact. Especially, English as a language has a lots of benefits for people.

English as foreign language (EFL) is learned by people whose mother tongue is not English and already use at least one other language (Tomlinson, 2005). Normally everybody can speak one language as their mother tongue. We know that English is necessary for us as a bridge to interact with people as a globalization.

English is the language of globalization for International communication and interaction. Carrigan (2009) indicated that by the end of the 1970s, the need to communicate across language barriers had become critical in this globalizing world. For this reason, the focus of EFL teachers should be developing a communicative atmosphere to learners whereby they can express themselves in target language.

According to Wu, Yen & Marek (2011), the result is that instruction of English as a Foreign Language (EFL) is now a global priority for economic development, science, and interaction among governments. But in spite of the emphasis in many countries on producing college graduates with English skills, instructional methodologies have not always kept pace with the requirements of the marketplace. In countries where there is not a surrounding population using English actively, the language is still often taught as a traditional classroom subject, with students rarely interacting with anyone except their teachers and classmates – far from an authentic learning environment.

There are huge amounts of world knowledge that we can learn by learning the English because we can access the international information about education, international trade, technology, politic, business, etc. Su (2006) stated that Immediacy of communication is one of the hallmarks of the global society of the 21st century. Business, politics, and the media all demand and expect seamless international exchange of information and ideas, and English is often the language of international interaction.

In Indonesia, the government has decided English for students in elementary schools, junior high schools, high schools, vocational schools and universities. English helps students to understand the vast amounts of information available on the Internet, books and television. In school, they are learning how to speak English properly. We know that speaking skill has purpose for students such as to give the students an opportunity to communicate with each other in realistic communication situation with primary attention to what is said rather than how it is said. However, Indonesian students have been facing the problem of speaking in English because they lack self-confidence in English speaking. According to British Broadcasting Corporation (2003), confidence is a very important element in learning to speak a language. Many learners worry that they are going to make a mistake, or that the people listening will not understand them.

Bahrani (2012) points out that those language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such

responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response (para.1).

Self-confidence is an important skill because it is the first step to progress, development, achievement and success; most important asset would be; the natural tendency to make people trust someone. Raghunthan (2011) stated that:

"Self-confidence is the first step to progress, development, achievement and success. Even if you have a lot of abilities and a lot of knowledge, if you do not have self-confidence you cannot be a success. But, on the contrary, even if you have only average abilities and knowledge, if you have an unfailingly true self-confidence, chances are that you achieve what you want to".

Self-confidence is also the foundation of all personal successes; the fundamental basis from which leadership grows; useful to accomplish life goals. For the leadership, self-confidence is a fundamental basis as Dao (2008, para. 1) asserts that "self-confidence is the fundamental basis from which leadership grows" and "without self-confidence, many people find themselves unable to accomplish life goals. They may be unsuccessful in relationships, academic endeavors, and job situations" (Densky, 2008, para. 2).

However, the result of a study by Nazara (2011) on students' perception on English as a foreign language (EFL) speaking skill development to 40 students randomly selected from the fifth and the seventh semester students of the English Teaching Study Program of FKIP-UKI, revealed that 60% of them were shy to speak English because of their classmates laughing, and almost one-third (32,

5%) did not speak in English because they were afraid of their lecturers. It is indicated that more than a half of the participants are shy and lack of confidence.

The purpose of this research is to find out why students lack of self-confidence in speaking English and what strategy or method do the students expect to develop their confidence, and how can students raise their self-confidence in the lecturers' perspective. So, this research is helpful as references for students, lecturers and scholars to enhance their teaching and learning strategies and materials.

B. Research Questions

1. Why do students lack of self-confidence in speaking English?
2. What strategy or method do the students expect to develop their confidence?
3. How can students raise their self-confidence in the lecturers' perspective?

C. Objectives of the Study

The purpose of this research is to find out why students lack of self-confidence in speaking English and what strategy or method do the students expect to develop their confidence, and how can students raise their self-confidence in the lecturers' perspective.

D. Significance of the study

1. For researcher: this research can be useful as a reference, for the researcher knows why students lack of confidence in speaking English and how to improve it based on the students' and lecturers' perspectives.

2. For students: it can be a resource to know why they lack confidence, being aware of the situation would enable them to understand and reflect on their own which would lead to further improvement.

3. For lecturers: this research hopefully becomes a reference to why students lack confidence in speaking English and how to improve it by preparing the proper learning strategies and materials.

4. For other researchers: this research has advantages to be their references in the same field.

E. Scope of the study

This study is set to students (80 students from the 2th, 4th, 6th and 8th semester) and lecturers (10 lecturers) perception of student's self-confidence in English speaking at the English Teaching Study Program Faculty of Education and Teachers Training Christian University of Indonesia. Due to the researcher time and budget constraints, the participants in this study will be limited to students of the English Education Study Program of UKI only. The data to be collected are limited to attitudinal information only. In addition, the data will be

collected through a survey and interview at one point in time (cross-sectional study). Therefore, the findings may be valid only to students in the single study program. It cannot be generalized to other students in other institutions.

F. Operational Definitions

1. Self-confidence has a positive effect on people's motivation in foreign language learning especially in English.

2. One of the ways for lecturers to raise the student's self-confidence in English speaking beside lecturers should give encouraged to develop student's self-confidence.