

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is essential in many aspects of our lives in this modern day. English is used in practically every sphere of human life, including politics, social interactions, international relations, and education. Students must learn six language skills, namely writing, speaking, listening, reading, viewing and presenting in order to be able to communicate in English and stay up with modernization. Speaking is one of the primary English language abilities.

According to Morozova in Sumardi et al. (2022), Speaking is a fundamental language skill essential for understanding object syntax. Students will start talking more and more when they learn to speak appropriately and this helps them to improve their communication skills. Speaking is the ability to create sounds or words in order to communicate, express, and convey feelings, ideas, and thoughts. It is an important language skill to gain because it allows people to communicate and express themselves to others in an effective way (Tarigan in Shelemo (2023). To summarize, speaking is an essential part of learning a language, particularly for people intending to learn English as a second language.

This research is very important as it looks at the connection between a students' self-confidence and their speaking skill in English. Many people are unable to participate properly in class or advance their studies because of this, and the results will help teachers plan lessons to increase a student's self-confidence and speaking skill while also promoting a more positive learning environment.

This research evaluates the correlation between self-confidence and English-speaking skill in eleventh grade Kurikulum Merdeka students. The research focuses on the interactions between speaking skill and self-confidence as compared to other earlier studies which focuses only on one variable. Despite curriculum goals, it fills in the gaps in students' vocabulary, grammar, pronunciation, comprehension and fluency.

However, there is a significant gap between the expectations outlined in the Learning Objective (LO) of the Kurikulum Merdeka and the speaking skill of the students at SMA Negeri 1 Alasa eleventh graders, according to the researcher's findings from internship 1. Even while the LO places a strong emphasis on helping grade eleven students improve their vocabulary, grammar, pronunciation, fluency, and comprehension, many still struggled to meet these objectives. Several challenges contribute to this gap, namely students found it difficult to pronounce words accurately, which affects the overall clarity of their speech; constructing grammatically correct sentences were still a difficulty for many students; limited vocabulary further complicates their skill to express themselves clearly in English; and students had difficulty speaking fluently and naturally. These issues collectively created barriers in improving English skill and are the focus of this research.

Therefore, the main problem is the lack of self-confidence among students and directly affects performance. According to Lauster in Fadhilah (2023), Self-confidence is characterized as an individual's positive outlook that enables him to form a positive opinion of himself and the circumstances or surroundings his encounters. Students who lack self-confidence, however, will experience anxiety, insecurity, and doubt. A pupil must therefore be very confident in themselves, especially while speaking English. The researcher thinks that self-confidence is crucial for assisting students in developing their English speaking abilities, based on the concept of self-confidence given above.

Regarding the above phenomenon, this research was conducted entitled "**The Relationship between English Speaking Skills and Self-Confidence at Senior High School Eleventh Graders.**"

1.2 Identification of the Problem

There are several problems that researcher has found in the classroom, namely:

1.2.1 The students found it hard to pronounce words accurately

- 1.2.2 The students faced challenges in constructing grammatically correct sentences
- 1.2.3 The students had an insufficient vocabulary to communicate clearly
- 1.2.4 The students struggled with speaking smoothly and naturally
- 1.2.5 The students had difficulty understanding and engaging in conversations.

1.3 Limitation of the Problem

Based on the identification of the problems above, this researcher has limited the problem by “The relationship between English-speaking skill and self-confidence at Senior High School Eleventh Graders.”

1.4 Formulation of the Problem

The formulations of the problem of the research are:

- 1.4.1 Is there any correlation between English-speaking skills and the self-confidence of eleventh-grade students at SMA Negeri 1 Alasa?
- 1.4.2 What is the correlation between English-speaking skills and the self-confidence of eleventh-grade students at SMA Negeri 1 Alasa?

1.5 Objective of the Research

The objectives of this research are:

- 1.5.1 To find the correlation between English-speaking skills and the self-confidence of eleventh-grade students at SMA Negeri 1 Alasa.
- 1.5.2 To find what the correlation between English-speaking skills and the self-confidence of eleventh-grade students at SMA Negeri 1 Alasa?

1.6 Significance of the Research

The significance of the present research can be delineated in the following aspects:

- 1.6.1 Theoretically:
This study explains how self-confidence affects English speaking skills and adds to language learning knowledge.

1.6.2 Practically:

- a. For researcher: Provide a reference for future studies on speaking skills and confidence.
- b. For students: Show the role of confidence in improving speaking skills.
- c. For English teachers: Help develop strategies to improve speaking skills and confidence.