

CHAPTER I

INTRODUCTION

In this chapter, the researcher focuses on background of the study, statements of the problem, objectives of the study, significance of the study, scope of the study and operational definitions.

A. Background of the study

A significant portion of language learners worldwide pursue English language studies is to improve their speaking abilities. Speaking is used for a wide range of objectives, according to numerous study findings. English is referred to as the global or international language, meaning that people utilize it for communication all the around world. Additionally, according to Mart 2012, Speaking is the ability to communicate, convey, or exchange ideas using language. In a conversation, for example, some people talk to establish social contact, have a discussion, convince someone or something, or foster relationships between two or more people. Speaking is the act of using spoken language to convey ideas and emotions, consider past experiences, and convey a variety of facts. Therefore, one method of oral communication in the world for finding or sharing information is speaking.

A person's entire assessment of themselves, including whether they like or detest them, or they approve or disapprove of them, is known as their self-confidence. Its similar to how someone feels about oneself, or how self-esteem and competition are linked to one's self concept. It indicates that person who is self-assured and competent of handling the world holds the conviction that success or

failure is to be expected. According to Nadiah Ma'mun 2018, self-confidence is the sense of worth or self-worth that one has for one self. It has long been known that raising students' self-confidence is essential to enhancing their academic performance, social interaction, and personal growth.

Self-confidence is a means to improve someone's intelligence potential with a mental drive, and it will favorably modify someone's actions in their surroundings (Baroroh, 2019). As a result, self-confidence combined with strong support contributes to off settings. It can also create a positive atmosphere wherever he stands. Self-confidence does not always arise on its own. However, a specific procedure help a person gain confidence in himself. Futhermore, self-confidence is crucial for foreign language learners (Sara, 2015). When learners have a strong belief in their abilities, they will find it easier to lear and engage in their task whithout any obtacles that could hinder their performance. Self-confidence also manifests in the acceptance of failure and beyond instant disappointment caused.

However, student find speaking challenging when learning a foreign language because it requires them to construct and communicate complex ideas (Handayani, 2012). Their lack of confidence is the reason behind this (Haidar, 2016). The majority of their speaking issues stem from their lack of confidence, shyness, uncertainty when speaking English in front of large groups or people and fear of making mistakes. Lack of proficiency in English is another factor. Futhermore, they seldom ever communicate in English at school in their personal lives (Aeni,2017). Additionally, student who lack confidence feel embrassed when they talk. Students poor English speaking skills are impacted by this outcome (Shabrina,

2008). As a result, students who are confident in themselves will participate more actively in the learning activity than student who are not. This implies that pupils require activities that motivate them to participate fully in speaking.

Since students were not given opportunity to practice speaking, the teaching-learning exercise appeared to have been altered in order to address the students' lack of confidence. As a result, the teaching-learning exercise may be changed to include group discussions as a one of the ideas for sharing and developing. Group discussions are intended to facilitate face-to-face contact where students can openly share their opinions (Argawi, 2014). Furthermore, the student-centered approach improves student-to-student interactions, which makes them feel more confident.

Based on the fact, students at the second semester English department are proficient in the speaking English, while others still require extra help to study it. Self-assured people are frequently described as having the ability to realize their unrealized potential (Hafnidar, 2020). To increase learner skills, a variety of tactics must be used when teaching and studying English. It is anticipated that using the group discussion will boost student' speaking confidence. Students require this method because it allows them to feel comfortable asking questions and responding to lecture material. Put another way, pupils will feel more confident while speaking to each other, and they will be able to manage their own nervousness.

The issues of low confidence in speaking foreign language has become a major concern because it is a significant barrier for student in speaking English. This research is aimed at investigating whether the group discussions can help

develop confidence in speaking English or not. To know more about speaking for daily context strategy, the researcher wants to do a study “The Use of Group Discussion to Build Students’ Speaking Confidence” at the second Semester of PGRI Delta University Sidoarjo.

B. Statements of the Problem

The researcher formulates the following research topic in light of the previously provided background:

1. How group discussion can develop students’ speaking confidence?
2. How do students’ perception on group discussion to build their speaking confidence in the speaking course?

C. Objectives of the Study

Based on the problem statement mentioned above, the objectives of the research are:

1. To explain how group discussion can develop students’ speaking confidence.
2. To describe students’ perceptions of group discussions in developing Speaking Confidence.

D. Significance of the study

researcher believe that this study holds significant value for various stakeholders in the field of education. Its contributions are outlined as follows:

1. Students

The purpose of this study is to assist students in overcoming their speech anxiety and gaining self-assurance when speaking English in both academic and non-academic settings. Students can improve their capacity for clear and effective concept expression, teamwork, and communication skills by participating in group discussions

2. Lecturer

The results of this study offer useful information about how well group discussions work as a teaching method. By using this technique, lecturer may establish a friendly and engaging classroom where students can practice speaking in a relaxed atmosphere. The study also provides advice on how to organize and conduct group conversations to increase student confidence and engagement.

3. Next researcher:

This study lays the groundwork for future research into how group discussions can boost speaking confidence. Future researchers might build on this work to explore other novel tactics and expand the scope of the study to different educational levels and cultural contexts.

E. Scope of the Study and Limitation

This research focuses on the use of group discussion to build students' speaking confidence in speaking at PGRI Delta University specifically targeting second-semester students in the 2024/2025 academic year. The study will explore group discussion to assess their effectiveness in boosting self-confidence and speaking skills. It aims to analyze student perceptions regarding the group discussions in the

Speaking Course. The limitation of this research is another foreign language. The researcher wants to focus on The Use of Group Discussion to Build Students' Speaking confidence in Speaking class at the second semester students precisely in afternoon class. Currently, many students in the evening class have difficulty in speaking, which indicates that their speaking ability is still low. Therefore, the researcher decided to take the afternoon class as the subject of the study. Through this research, it is hoped that group discussion can improve students speaking confidence in class and other academic activities.

F. Operational definition

In this chapter, the researcher will aim to provide a quick description of each major theme uncovered within this study.

1. Group Discussion

Group discussions are a type of instruction where two or more students interact in small groups to discuss particular subjects together. The purpose of this exercise is to provide pupils the chance to talk, share their thoughts, and express themselves orally.

2. Speaking confidence

Speaking confidence refers to a student's capacity to speak confidently in front of others, as demonstrated by composure, fluency, clear pronunciation, and the courage to communicate ideas without fear of making mistakes. The level of confidence will be determined via observations, surveys, or evaluations of students' performance during and

after group discussion activities.is the belief in one's abilities and judgments, reflecting a positive attitude towards oneself.

