CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problem, purpose of the study, hypothesis of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

1.1 Background of the Study

English consists of four skills: speaking, listening, reading and writing. Among these four skills, speaking is considered as one of the most important skills that need to be mastered. Kazemi, Bahrami & Zarei (2014) stated that speaking is a very important skill because it is used for direct communication and it requires a quick process of word finding when communicating with interlocutors. Without speaking, there will be no effective communication. In line with previous statement, Richard and Willy (2002) stated that speaking is the central element of communication.

In order to improve the speaking ability, English Department of University of Muhammadiyah Malang (UMM) has provided some programs for their students. Speaking English well leads you to a bright future is the slogan of English department of UMM. By applying the slogan, English department students are expected to be able to use English as their daily language. Furthermore, English day that is held every Wednesday is one of the English department programs that is expected to be able to develop their students’
speaking ability. English department students are also asked to wear a pin *Feel free to speak English with me* in order to habituate themselves with English as their daily language. Moreover, English is used as a medium of communication during the teaching and learning activities in the classroom. The use of Bahasa Indonesia and mother tongue is minimized in the class. With the programs, the students are expected to be able to develop their English speaking ability and use it as a daily language, not only inside the classroom, but also outside the classroom when they communicate with their classmates or native speakers.

In fact, however, not all of the English Department students are able to master speaking skills. Based on the interviews with some students (about 40 students) started from 19 until 24 March 2016, it was found that there were some problems experienced by English Department students in learning speaking such as : 1) They felt nervous when they were faced with a condition that forced them to communicate in English; 2) They were not sure with their language skills; 3) They chose to run away when they were forced to use their English skills (especially speaking); 4) When they were asked to teach English to their friends from another faculty or their junior, they lacked confidence and were confuse about what they had to teach to their friends. However there were also several students who had high self-confidence.

Based on the result of the preliminary study, it was found that only few students were able to communicate well in English even though most of them got good and excellent scores in Speaking subject. Yet, the result of preliminary study showed a different fact. They lacked confidence to practice their speaking ability.
Some previous studies about self-confidence in speaking English have been done so far. One of them was conducted by Jamila (2014). In her study, lack of confidence had been found as one of the greatest barriers that affected the oral performance of university learners mostly. She said that this could be an obstacle for the learners to speak English both in classroom and outside the classroom. Another study by Mcintyre (2012) showed that confidence was fundamental to communication and an important catalyst to the whole process and the enjoyment at every step. As human being, it transcends and includes the way we communicate, perceive others, and are perceived by them. Confidence is the most tangible expression of who we are.

There are various factors that affect students’ self-confidence; one of many studies about students’ self-confidence was conducted by Park and Lee (2005). They analyzed four factors related to students’ self-confidence as follows: 1) **Situational confidence**; it is related to students’ self-confidence in English educational situation; 2) **Communication confidence**; it is related to students’ self-confidence when communicating in English. 3) **Language potential confidence**; it is related to students’ self-confidence in their English ability in the future. 4) **language ability confidence**; it is related to students’ self-confidence in their present English ability and English learning ability.

One of many factors that affects self-confidence is the motivation given by lecturers. Morris and Maisto (in Inasri, 2008) stated that the motivation given by lecturers is the part of external motivation, it is an impulse that comes out because there is stimulus from outside such as awards, grades, privileges, or praises. In
line with this, Woolfolk (2004) stated that extrinsic motivation is an effort to develop students’ behavior by giving reinforcement and punishments.

In short, teachers have two ways to motivate their students. The first way is by giving them reward such as grades, privileges, or praises. The second way is by giving them punishment such as extinction, response cost or time out. As the reaction of motivation given by the lecturers, students will try their best in order to gain reward and avoid punishment.

In English class, motivating students involves not only leading them to English, but also making them thirsty for knowledge and understanding of English. English learning has its own characteristics that need the learners to remember more, practice more and communicate more than other subjects (Kong, 2014). There are six characteristics of English as language learning:

1) Receptiveness. It means that English has accepted and adopted word from Asian, African, Indian and other languages.

2) Heterogeneity. English contains word from many languages. It makes English becomes the most mixed language.

3) Simplicity of inflexion. It is a process of word formation in which items are added to the base form of a word to express grammatical meanings.

4) Fixed word order. It means the place of each word in a sentence decides its relationship to others. This arrangement becomes necessary for proper relationship of the words in a sentence, and to avoid ambiguity.
5) Use of periphrases. In English language there is a very significant use of periphrases. Periphrases mean round about ways of expressing ideas or feelings in other words it is possible to say the something in many different ways in English

6) Growth of intonation. As we know that intonation can easily change the meaning of a sentence completely.

Students’ motivation is critical for English learning. English teachers have responsibility to increase their students’ motivation to perform willingly and actively on English learning.

The explanation above is the reason why this study is conducted. This study will find out the correlation between the motivation given by the lecturers and students’ self-confidence in speaking English. It is expected to give new knowledge about how the motivation given by lecturers and students’ self-confidence in speaking English correlate.

1.2 Statement of the Problems

Based on the background of the study, the research problem is stated as follows: “What is the correlation between motivation given by lecturers and the students’ self-confidence to speak English?”
1.3 Purpose of the Study

In line with the research problem, the purpose of this study is to find the correlation between motivation given by lecturers and students’ self-confidence to speak English.

1.4 Hypothesis of the Study

The followings are the hypothesis of this study:

\( H_0 \) : There is a correlation between motivation given by lecturers and students’ self-confidence to speak English.

\( H_1 \) : There is no correlation between motivation given by lecturers and students’ self-confidence to speak English.

1.5 Significance of the Study

Based on the purpose of the study that has been described, the result of the study is expected to give some contribution. For researchers who conduct similar study, the findings of this study could be used as a reference. For English department students, they will get a clear description about how significant motivation given by lecturers affect their confidence in speaking English. For lecturers, they are expected to be able to build a teaching strategy that can motivate and increase students’ self-confidence after knowing the correlation between motivation and students’ self-confidence.
1.6 Scope and Limitation

The scope of study is focused on the correlation between motivation given by lecturers and the students’ self-confidence in speaking English. This study is limited to the sixth semester students of English department of UMM who have passed Speaking skill subjects.

1.7 Definition of the Key Terms

In order to avoid misunderstanding of the key terms used in this study, the following is the explanation about some terms used in this study.

Motivation given by lecturers is extrinsic motivation given in form of reward and punishment by the lecturers. The intensity of motivation given will be measured using a questionnaire.

Self-confidence in speaking English is the students’ confidence level in practicing their English speaking ability. The concept of confidence in this study covers four factors of confidence adapted from Park and Lee (2005). These four factors are situational confidence, communication confidence, language potential confidence, and language ability confidence.