

CHAPTER I

INTRODUCTION

A. Background of the Study

Self-confidence is one of the most important aspects of a person's personality. A person can be said to be confident if she or he is able to actualize all her / his potential. It is one of the central drives in human beings and can exercise a determining influence on a person's life, for good or bad. Albert Bandura (1986) defines self-confidence as people's belief in their ability to exert control over their functioning and events in their lives. A Student who has self-confidence will be able to overcome fears or negative thoughts, so they will be easy to communicate, especially when speaking in front of the class. Students must be able to easily convey messages, which is a benefit of self-confidence. Students must have confidence because it can help them to achieve their objectives in the learning process. According to Al-Hebaish (2012), one of the most influential variables influencing learning is self-confidence. The learning objectives must be considered because they are first step in orienting students to easily complete all activities.

According to mcIntyre and Gurler (2015), self-confidence has a big influence on students' language skills, especially in speaking skill. In other words, self-confidence is a key characteristic for beginning any action, particularly speaking, that is why speaking is so important. Speaking is an essential part of daily life that everyone should practice in subtle and detailed language Gan (2013). Speaking is the most important skill that students will be judged on in real life situations. It is an important part of daily interaction, and most people's first

impressions are based on their ability to speak fluently and accurately. Students can communicate information, ideas, and maintain social relationships with others by speaking. According to Tahir (2015) someone is considered successful in learning a foreign language when he or she can speak it. Speaking serves a purpose for students by allowing them to communicate with one another in real communication situations, focusing on what they have to say. Students who can communicate fluently is one of the results of their high self-confidence can increase their academic achievement in speaking ability Salim (2015).

Speaking is one elements of communication. Humans use speaking English as a means of communication with other people, as a tool to express their ideas. Communication is the process of exchanging and comprehending information among people, implying communication as a tool for information exchange. Pujiyanti and Zuliani (2014) said that communication is important for humans because it can use to express a feeling, idea, mind, etc. Communication always has an important role in social life which involves the sender and receiver of information because with communication people can have a good relationship in society. Thus, the students need to have a good speaking ability in order to achieve the objectives of English teaching and learning.

The English teaching is intended to develop students' communicative competence which emphasizes listening, writing, reading, and speaking skills. Considering the importance of mastering the speaking skills in language teaching, it's important for students need to have a good speaking ability the students are expected to master speaking skills based on curriculum 13. According to Curriculum 13, students in junior high school must be familiar with a variety of

text genres, including descriptive text, procedure text, narrative text, recount text, and report text. Each types of text have specific generic structure and language features that help the reader understand and comprehend the text's purpose. The seventh grade students will learn about descriptive text based on the revised English syllabus 2017. Meanwhile, eighth grade students will learn about recount text. And then especially for students in ninth grade, the genre of texts students learn is narrative text. Based on curriculum 13 for junior high school level, the ninth-grade students are demanded to master and to be able to storytelling about fairy tales narrative text. The narrative text is an imaginative story intended to entertain people with the goal of amusing or entertaining the reader with a story.

According to some real-life facts, it demonstrates some speaking phenomena that can affect students' low self-confidence. They are generally having difficulty effectively expressing themselves in a foreign language. Students do not have developing ideas when they spoke English. They know what they want to say, but they do not know how to say it. This is due to lack of confidence within students, so do not dare to express them. Based on the data that has been obtained by the researcher is the score of English Competence in SMP Negeri 1 Barumun. It was found that the students have above-average scores and also have the highest scores from their achievement of rankings 1 to 10 consists of 20 students in ninth graders. The students expected should have been able to speaking confidently. It showed that there are 5 percent (out of 20) of the students got to 95 scores. Then a number of 60 percent of the students got a 90 score. Further, a number of 5 percent of the students got an 85 score, and a number of 5 percent of the students got an 80 score. So, it can be stated that the majority of the

students have high average scores in English lessons. (See appendix 1: the preliminary data score of English competence). Based on the preliminary observation conducted in ninth-grade students of SMP Negeri 1 Barumun which consists of 20 students, The researcher found that due to many factors why the students have low self-confidence. Students low confidence when delivering stories in class because they are afraid to speak in front of their peers. When they come forward they speak hesitantly, have a low voice, and always bow down as if they don't want to speak. The students do not ever rehearse the stories because many students are afraid of making a mistake when presenting in a storytelling performance; it is also discovered that they do not have a space to increase their self-confidence. This is a significant disadvantage because one of the most important aspects of speaking skills is self-confidence. Students should participate in speaking activities so that they can practice using the target language.

Based on the characteristics of these problems, the students require an appropriate technique on student's self-confidence through storytelling performance. This research is important to do because these activities are very beneficial about speaking students' ability so it makes the students feel active while learning English. Inten (2016) in the paper titled the effectiveness of using storytelling technique on students' speaking skill that storytelling technique increase more effectively. Based on the students' situations, the researcher believes it is necessary to discover an alternative way to use a suitable and interesting technique. As a result, the researcher proposes on technique for enhancing students' self-confidence through storytelling performance. Storytelling is essential in English instruction because it allows students to practice their self-

confidence. Storytelling performances have also become a way of encouraging English students in Junior high School to actively participate in the process of learning a foreign language. Students can be inspired to speak up about everyday events in their lives by telling the stories.

From the background above, the storytelling performance allows students to practice their self-confidence in front of an audience. It has the potential to increase students' willingness to communicate their thoughts and feelings with this activity. Storytelling performance can also encourage students' active participation as well as the use of their imagination and creativity. Samantary (2014) stated that when the students complete the storytelling, their self-confidence in speaking English will gradually improve.

B. Problem of the Study

Based on the background of the study, the problems of this study are formulated as the following:

1. How is the implementation of storytelling performance on students' self-confidence in speaking narrative text for ninth grade students of junior high school?
2. Why the storytelling performance being used on students' self-confidence in speaking narrative text?

C. Objective of the Study

Concerning the problem, the objectives of the study are:

1. To describe the use of storytelling performance on students' self-confidence in speaking narrative text for ninth grade students of junior high school.

2. To find out the reason of using storytelling performance on students' self-confidence in speaking narrative text.

D. Scope of the Study

There are many factors related to this study, but it is focused to analysis the use of storytelling performance on students' self-confidence for the ninth-grade students at SMP Negeri 1 Barumun. This study consists of 20 students from classes' IX-¹ and IX-² who participated as subjects. This study was carried out outside the classroom or during extracurricular activities. This research was conducted for 1 month with two meetings scheduled each week. The researcher was used storytelling about fairy tales that comes from our country, Indonesia (local wisdom) specifically for narrative text.

E. Significances of the Study

Theoretically, the findings of this study are expected to give practical contributions and to be useful for the researcher to increase knowledge about the students' self-confidence in speaking through storytelling performance. Hopefully, this study can be informed to the readers which are the teachers, the students, and the next researcher become an input of English teaching and learning process.

Practically, the results of this study are expected to be used for findings the students' self-confidence through storytelling performance which will be found by the researcher.

1. For the English Teacher

In practice, the result of this research is expected to be valuable for the English teacher in guiding the students to use storytelling performance on students' self-confidence and is one of the techniques that teachers can use in the teaching and learning process.

2. For the Students

Hopefully, it can give some positive influences on the students' and can motivate them to increase their self-confidence through storytelling performance.

3. For the Next Researcher

This research gives some benefits for the next researcher about the students' self-confidence through storytelling performance. This research brings the next researcher to find the way of the using storytelling performance on students' self-confidence of junior high school.