

CHAPTER 1

INTRODUCTION

A. Background of Study

During English language learning, the students are sometimes unconfident in their speaking. Liando (2021), as cited in Kansil et al. (2022), stated that students are not confident in learning English because they are too afraid to make mistakes in their speaking skills. They were afraid of making mistakes during the practice of speaking English. Besides, low confidence influences the students' speaking performance (Kasil et al., 2022). This situation is caused by several factors, such as the ability and assurance factors (Muqorobin et al., 2022). Also, a recent study shows that pronunciation factors cause students to be unconfident (Karminda et al., 2024). This problem could harm students' language learning process. Through the preliminary study, the researcher found that the students had low speaking confidence, indicated by several signs. As Smith et al. (2022) stated, those are ineffective eye contact, ineffective posture, using verbal fillers, ineffective gestures, and ineffective speaking speed.

A phenomenon concerning student lack of confidence occurs at one of the Junior High Schools in Tasikmalaya. The students there are still unconfident while speaking in the classroom, although those students are in international classroom is an International classroom program where the students get more English lessons and also occasionally learn with native speakers classes. where they speak English most of the time. Based on an observation of MBKM Mandiri, the researcher found that the students are still unconfident while speaking in the classroom. However, those students are in an international classroom where they usually speak English. The researcher found out the student lacks eye contact, ineffective gesture, and posture, uses verbal fillers, ineffective gestures, and ineffective speaking speed when students are trying to speak. In addition, researchers also measured student confidence through questionnaires and found

three students with lower speaking confidence than average students. This situation needs to be studied further; since these students are in the international classroom, the students could be hindered when speaking in the classroom.

Regarding the phenomenon related to speaking confidence, previous research has studied this issue; various approaches have been conducted to increase student confidence in Indonesian EFL context, such as previous research has been trying to resolve this issue, various approach had been conducted to increase student confidence in Indonesian EFL contexts, such as group work activity conducted by Retnaningsih (2021), Storytelling by utilizing Webtoon Application conducted by Tifani et al. (2020), Differentiated Instruction (Arianto et al., 2023) and Online Learning by Suseno et al. (2022). On the other hand, the researcher found international research that shows the usage of game-based learning and guided practice conducted by Cariño and Bautista (2021) has tested the effectiveness without explaining the details in what ways this method could improve student speaking confidence. Also, research recommends teaching and learning English that should engage students to increase student confidence (Cadiz-Gabejan, 2021). Based on the previous research results, this research will study how game-based learning and guided practice improve the students' speaking confidence.

However, there is a gap between previous research on speaking Confidence (Cariño & Bautista, 2021.) Previous research tends only to show the effectiveness of the combination and measure the speaking confidence and increase without giving brief details about the process of the students increasing the speaking confidence itself. It lacks empirical studies on the combination of game-based learning and guided practice. It is valuable to study this phenomenon related to the speaking confidence issue toward this combination of approach game-based learning and guided instruction. Therefore, the study will focus on how the game-based learning and guided practice improves students' speaking confidence in the international classroom of junior high school students. This

research is valuable since this research could contribute toward all significant aspects theoretically, practically, and empirically.

B. Formulation of Problem

The formulation of the problem of this study is: In what ways do game-based learning activities and guided practice approaches shape students' speaking confidence in an EFL classroom?

C. Operational Definitions

To avoid misunderstanding the terminologies utilized in this research researcher provided some definitions related to this study.

1. Speaking Confidence

Speaking confidence refers to the positive attitude possessed by individuals toward confidence during speaking English in four aspects those are: Confidence in a given situation (Confidence in interacting, giving information, and asking questions), Communication trust (Confidence in engaging with eye contact, natural gestures, facial expression purposeful movement, professional appearances, dynamic energy, pausing while speaking, voice quality), Potential trust in the language (Optimism) and Language skill trust (Confidence represents through fluency, accuracy, and correct pronunciation).

2. Game-Based Learning

Game-based learning is a teaching approach that utilizes games, both digital and non-digital, to achieve desired learning outcomes. This term explicitly refers to interactive games.

3. Guided Practice

Guided Practice refers to a teaching approach that utilizes the gradual release of a teacher responsibility framework to achieve learning outcomes in four stages: focus lesson, guided instruction, facilitation or productive work, and independent task.

D. Aim of the Research

This research aims to investigate in what ways a combination of game-based learning and guided practice can shape student speaking Confidence in Indonesian EFL students.

Speaking Confidence

E. Significances of the Study

1. Theoretical Significance

Theoretically, his research can help add theories that already exist about the action research related to speaking confidence and also the usage of game-based techniques and guided instruction.

2. Practical Significance

Practically, this research can be useful for the institution and stakeholders to help develop learning strategies for increasing the students' speaking confidence in the classroom.

3. Empirical Significance

Empirically, this research will become additional information for further research related to action research about speaking confidence and the usage of game-based techniques and guided instruction.