

CHAPTER I

INTRODUCTION

In this first chapter, the researcher explains about the background of this research, beginning with the point of what, why and how the researcher conducted the research.

1.1 Research Background

Speaking as a productive skill is very essential. According to Leong and Ahmadi (2016), Speaking is one of the most important skills to be developed and enhanced as means of effective communication. The function of speaking also can be varied, not only as the product of learning a language but also as a tool of interaction. This has caused speaking skills to become more demanding than listening, writing, and reading skills. It is also widely believed that people spend more time getting along with each other orally rather than using language in the written form. Therefore, it is crucial to help the EFL learners in developing their speaking skills, otherwise, they turn into passive learners.

As English is learned as a foreign language in Indonesia, there were many passive English learners who cannot communicate in English. As a result, it was found that speaking anxiety had become one of the problems while students were learning speaking. Gebi (2017) stated that anxiety was one of the factors which influenced speaking performance. Indeed, with feelings of discomfort and insecurity, English learners found it difficult to share their opinions and participate in class discussions. Maulana et.al (2016) stated that the most problems that they faced in learning speaking skills are a lack of vocabulary, lack of pronunciation, lack of confidence to speak, and afraid of making errors while speaking. It was also believed

that learners' less confidence to speak and judgment of English as a difficult subject make speaking a difficult language skill. Self-confidence here takes a core part in communicating with others as Doqaruni (2013) states that the students who participate actively in class seem to have higher self-confidence than those who are passive in class.

Many strategies in AIESEC or International Association of Students in Economics programs can develop students' self-confidence in speaking. Joining a student's organization. Students' organization has become essential in developing student's leadership skills, self-confidence, public speaking, and critical power (Claiborne et al., 2020; Horace et al., 2021). In Universitas Tanjungpura, AIESEC is students' organization that has local and international programs to develop leadership potential and self-development. Besides that, AIESEC also is a forum for young people to practice speaking skills and build students' self-confidence in speaking, as well as self-management. It is further explained by Velez (2015) that AIESEC is currently recognized as a global platform for young people to explore and develop their leadership potential. They consider themselves as a non-political, independent, not-for-profit organization run. Its members are interested in world issues, leadership and management.

AIESEC recruits members from universities like students volunteer and become part of AIESEC's global membership. The students that join this organization are not only English students, but also all the study programs from other faculty. Facilitators for each program can be from other countries so that students are trained in real-life situations to speak English every time. The main goal of AIESEC is to develop leadership potential as well as self-development. This organization requires students to be able to communicate in English with foreigners. The students are expected to be

more confident to speak in English and share their ideas about world issues and undertake many projects with the 17 Sustainable Development Goals.

One of the programs in AIESEC which is well known in Universitas Tanjungpura is global volunteer program. AIESEC associates with non-governmental organizations to provide them with young foreigners volunteers. AIESEC members become the workforce. The main issues of this program are usually providing education, improving literacy, eradicating poverty, sustainable living, health & sanitation, and human rights. This program is generally unpaid volunteerism and the durations are from 6 to 12 weeks. In these programs, there are many activities that require students to communicate with other people in different countries. There are some activities that are mostly conducted in the global volunteer program such as introduction and orientation, research and analysis, the new initiative, three-week evaluation, execution, and culmination. Moreover, the discussion of the activities about the particular topic of the project was done in English. Therefore, the students in these organizations get more chances to develop their self-confidence, public speaking, and also leadership potential with critical power.

Based on the pre-observation of this organization, the researcher found that there was a case of three students of Universitas Tanjungpura who were participants of the AIESEC Global Volunteer Program. One of the participants from English Education Study Program stated that learning English was done passively in the classroom. She feels less motivated to speak, difficult to master the subject, and she is also less understanding when the lecturer speaks. This had caused them to find it hard to speak English fluently and confidently. For instance, when they did the presentation in front of the class, they tended to read the script without having too much eye contact with the audience. Besides that, the lecturer also stated the same thing that students had

less confidence and motivation can be a factor affecting students speaking performance. However, there was a significant change in their speaking confidence after participating in the Global Volunteer program of AIESEC. It was a six-week-program. Before starting the program, there is an orientation and introduction session to train participants' communication skills as well as to describe the participants' tasks. This made the participants feel well-prepared. For instance, one of the research participants said the orientation session consisted of many opportunities for him to speak up. At first, he was not confident, but after the fifth or sixth time, he became more confident. Moreover, the discussion about the particular topic was done in English. Therefore, the writer assumed that the learners' speaking confidence increased significantly when he was exposed to the community of the target language through his internship.

Some experts believed that learners can be more confident to speak when they are exposed to a community of the first language. According to Alonso, R (2016) as regards whether the learners' prepositional choices and preferences in L2 English reflect the patterns of spatial construal in their L1s, the findings suggest a strong role for L1 influence in the spatial construal of advanced foreign-language learners of English. It is also reported that students can acquire a second language or foreign language effectively when they are exposed to the community of the first language. Therefore, it is concluded that students can learn a second language or foreign language the best when they got a sufficient amount of exposure in the first language community.

There were some previous relevant studies done by other researchers on the variable of "speaking confidence". JianweiXu (2014) did self-confidence research. She used an observation and a guided interview to get the data. The participants were

two Chinese advanced learners of English in Australia. She found that regarding internal factors, it was found that the learners would seem to perceive more confidence if their previously established L2 identities were confirmed (JianweiXu, 2014). Boonkit (2015) in his research entitled “Enhancing the Development of Speaking Skills for Non-native English Speakers” stated that promoting speaking confidence could be done by encouragement for more exposure and seeking opportunities to speak in real situations. Therefore, encouraging Indonesian students to assume that English as a second language is essential in developing their speaking confidence.

In this research, the writer would like to investigate how the global volunteer program in AIESEC can develop learners’ speaking confidence. The previous research only focused on how teaching techniques and tasks can promote speaking confidence. However, they did not realize that encouraging students to attend international organizations can also be effective in developing speaking confidence. Besides, this research also conducted differently in terms of places, settings and participants. Therefore, the aim of this research was describing the activities done by learners when they were having their project abroad as well as to investigate how those activities have improved their speaking confidence.

A qualitative case study research was conducted to achieve the research purpose. The participants in this research were three students at Universitas Tanjungpura who had attended the global volunteer program of AIESEC for 6 weeks and had been very confident in expressing ideas in English. The techniques used in this research were interview and collecting artifacts.

1.2 Research Questions

This research was conducted to answer the questions below.

1. Does the AIESEC Global Volunteer activities influence the students' speaking confidence?
2. Why the AIESEC Global Volunteer activities can contribute to the increase of learners' speaking confidence?

1.3 Research Purposes

In accordance with the research problem, the purposes of this study are:

1. To describe how the activities done by the learners when they were having Global Volunteer Program in AIESEC can influence students speaking confidence.
2. To explain why those activities, can contribute to the increase of learners' speaking confidence.

1.4 Research Significance

In accordance with the purpose of this research, there are several expectations from the researcher at the end of this research.

1. For the Students

This study is conducted to encourage students to attend more overseas internships in order to improve their speaking ability and confidence.

2. For the Teacher

The researcher expects that the teachers or lecturers can recommend their students to join overseas programs so that their can improve their speaking confidence.

3. For the Researchers

The researcher expects that this research will be beneficial inputs for other researchers to conduct the same research field to the different programs.

1.5 Terminology of the Research

This terminology is provided to avoid the ambiguity of the terms used in this research.

1. Influence in this research means the capacity to have an effect on the learners' speaking confidence.
2. Learners' self-confidence in speaking means the learners who believe in their speaking ability to communicate with people in English.
3. AIESEC Global Volunteer Program is one of the unpaid overseas internships for college students to attend.
4. AIESEC Activities are the activities attended by the students in the Global Volunteer Program. Those activities are expected to develop students' leadership through a project contributing to Sustainable Development Goals.