

CHAPTER I

INTRODUCTION

1.1 Background of the Study

As one of the language skills, speaking is important because speaking has become a part of our daily life. Speaking is a way a person communicates with other people. Through reading, people are able to gain a lot of pleasure, tell someone information, give an opinion, and give a problem solution. Speaking is a purposeful and active process.

Speaking is one of the most effective communication tools. Since children are babies, they often realize that using body language can meet their needs. The speaker has a purpose whether it is to tell something or just to interact with other people, without speaking, communication becomes obstructed and it is difficult to understand other people.

Good speaker in public, a speaker must have the impression that he is familiar with the issues being discussed, the speaker must also pay attention and enthusiasm, besides that the speaker must speak clearly and accurately relating to the topic of conversation.

Talking must pay attention to time and place. Place and time the occurrence of a conversation has an influence on the meaning of the conversation. Muljana (2001) provides an example of how a conversation venue can determine its effect. General topics discussed at home, office, or entertainment venues would feel impolite when the people presented at the mosque, the people who hear the conversation will be considered less well of the people involved in the conversation”

Self-confidence is how someone feels brave to do something and acknowledge their ability for a certain thing (Rini, 2002). Self-confidence is also defined as a positive attitude of an individual which enables to develop positive assessments, both for their self and the environment or situation he faces. Self-confidence can be said to be a positive attitude, where an individual is capable or enabling their self to develop a positive assessment of both their self and the environment or the situation they had faced. This does not mean that an individual can do everything himself. Self-confidence that is too high will cause a degradation of the true or existing character without seeing the good and bad of these traits. The lack of self-confidence becomes a problem for individuals, especially those who work.

The reason is that you do not have to perform well but being able to socialize and also work with a team requires a high base of confidence, to ensure that the activities you do and do every day require a high level of self-confidence. Regardless of what you have to do, at least self-confidence must be there to help yourself survive and have a quality life.

According to Thantaway (2005:87) Self-confidence is a mental or psychological condition of a person that gives confidence and strength to take an action. Some students have difficulty speaking in public and expressing their opinions in front of others. It is difficult for them to compose words because they feel nervous when they are seen by many people or they feel afraid because of a lack of self-confidence.

Sometimes teachers ask students to express opinions according to the lesson or material being discussed but they cannot even they do not want to talk about their opinions. This is where an error occurs. The teacher often assumes that students

think that they already understand about the idea of the material being taught, but in fact, not after the teacher gives a test or quiz, many students experience errors. Because students do not want to ask questions and give their opinions beforehand.

1.2 Research Problem

In connection with the description above, self-confidence and speaking ability are important, especially in learning English. Therefore, research questions need to be formulated. Research issues are important in making the discussion clear and specific. In addition, researchers are interested in knowing the significant relationship between self-confidence and speaking ability of junior high school students. Thus, the research questions from this study can be formulated as follows: to what extent is the correlation between self confidence students and speaking ability of the eighth grade students of SMP N 2 Gianyar?

1.3 Objective of the Study

Research objectives are goals that the researcher wants to do or achieve after the research is carried out. By knowing the research objectives, it will help researchers pay attention to the data collection process in this study. Carrying out scientific investigations is of course to answer research questions and find scientific solutions to these research problems. This research is intended to answer research problems that have been formulated and previously determined. The primary objective of the present study is to figure out the significant correlation between self-confidence and speaking ability in class VIII students of SMP N 2 Gianyar in the academic year 2021/2022.

1.4 Limitation of the Study

Be aware of the fact that confidence and speaking abilities are complex and to be handled in a professional study. Researchers need to narrow down the research area. To avoid overlap and reader confusion, researchers focused on finding a correlation between self-confidence and speaking ability. This research was conducted for eighth grade students of SMP N 2 Gianyar in academic year 2021/2022. Researchers have limited the speaking topic which is only a dialogue about invitations that they had learn from their English teacher. In order to understand dialogue, the assessments are the ability to express, the expressions used, grammar and pronunciation. Furthermore, the aspect of self-confidence is focused on the courage to appear in front of the class, speak fluently, and control emotions, so that there are no mistakes in saying something.

1.5 Significance of the Study

The main practical consideration that explains in this study is the significance of the research findings. This study aims to determine the relationship between belief and speaking ability in class VIII students of SMP N 2 Gianyar in the academic year 2021/2022. The research results are expected to provide meaningful and significant results from the research findings. In addition, researchers hope that this research will be more useful in terms of theoretical and practical significance. Thus, the findings of this study are expected to have theoretical and practical significance. Theoretically, the findings of this study are expected to provide contributions and materials for further researchers to determine the relationship between confidence and speaking ability. The results of this study are also expected to provide a new list of several studies on correlational studies that have been done

previously by other people or read to get new information about them.

Therefore, this study is expected to be a reference for future researchers, especially for correlational studies to investigate the correlation between self-confidence and speaking ability. Practically, the results of this study are expected to be useful for English teachers, students, and other researchers. It is hoped that the English teachers can provide information that can be used as material for consideration to get better results for students being taught at SMP N 2 Gianyar. It also provides the teacher with results on how to teach speaking. Students are expected to be able to assist them in overcoming these problems by considering better learning strategies in the future so that they can increase self-confidence and solve problems while speaking.

Finally, for other researchers, this research is expected to be a reference that can help further researchers to improve and develop their research related to the correlation between self-confidence and speaking ability, especially in the dialogue with the theme of invitation. The findings of this study may have several weaknesses that the researchers can improve, other research in order to be even better.

1.6. Definition of the Key Terms

It is important to define key terms to provide a clear understanding of the topic. In this research, the researcher has several key terms related to the research. Key terms are based on the research variables in this study. In addition, the focus of this study was to determine the relationship between self-confidence and speaking ability in class VIII students of SMP N 2 Gianyar in the academic year 2021/2022.

So, the key terms in this research are self-confidence and speaking ability. In

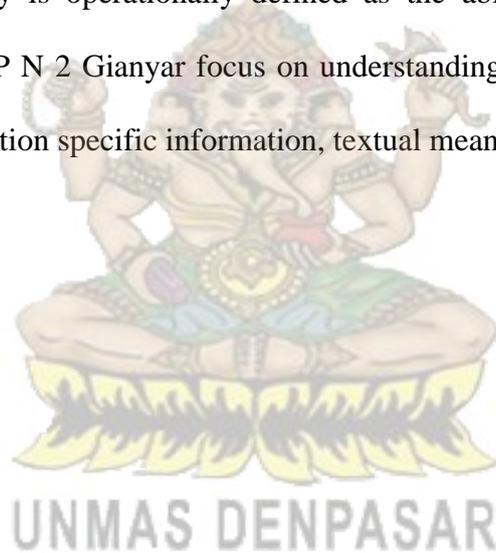
order to avoid misunderstanding and confusion among readers, the following terms operationally:

1. Self-confidence

Self-confidence is operationally defined as the confidence of the eighth grade students of SMPN 2 Gianyar focus on their confidence dare to appear in front of class or many people, dare to express opinions, and dare to do something according to the situation.

2. Speaking ability

Speaking ability is operationally defined as the ability of the eighth-grade students at SMP N 2 Gianyar focus on understanding dialogue to identify the general information specific information, textual meaning.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theory review is a review of several theories related to research. This is used to support and build this research to be more assertive and based on facts. Therefore, theoretical studies are used to support and build on this research. This study needs to be supported by theories that have been put forward by experts. There are several sources from several literatures related to and supporting this research. There are several important points to explain and discuss based on the relevant theoretical reviews taken by researchers. This research is based on a discussion of the following theoretical frameworks: self-confidence and speaking ability. For the purposes of this study, several new theoretical points as well as empirical evidence are reviewed. Some of the points of view are as follows:

2.1.1 Self Confidence

Rohmiyati (2008) defines self-confidence as an attitude or feeling confident in one's own abilities, so that one does not enter by other people. Rahayu, (2013: 63) said that self-confidence is a strong awareness of one's own worth and abilities. Self-confidence can be said as a positive attitude, where an individual is able or enables himself to develop a positive assessment both of their self and of the environment or situation he has faced. Self-confidence that is too high will cause a degradation of the true nature.

Lauster (2012) said self-confidence derived from life experience. Self-confidence is one aspect of personality in the form of belief in one's own abilities so that it is not influenced by others and can act according to the will, happy, optimistic, tolerant enough, and responsible. Does not feel inferior in front of anyone and does not feel awkward when dealing with many people. Davies (2004) Self-confidence is belief in one's abilities owned, belief in a purpose or purpose in life and believe that with reason able to carry out what is desired, planned and expected. Febrianto (2009) argues that there are two types of trust self, namely inner self-confidence and inner self-confidence. Born confidence makes it possible individuals to appear and behave by showing the outside world that the individual is sure of himself. Meanwhile, inner self-confidence is self-confidence which gives a person the feeling and assumption that the individual is in good shape.

Lindenfield (2009) In addition to the characteristics of inner self-confidence above, individuals who have self- confidence too has the characteristics of born self-confidence, namely:

- a) Communication skills, which means being able to establish communication with other people of all ages and backgrounds, know and how changing topics, besides that he has good skills in verbal communication and non-verbal which shows he has confidence, can speak in public without being afraid, and reading and making use of body language other people.
- b) Assertiveness is a definite, sure and unmistakable attitude that belongs to someone.
- c) Self-appearance is a style that is owned by someone in society, which includes the style of speech, attitude, and style in appearance.

- d) Control of feelings, is a feeling of self-management that is owned by individuals in everyday life. Based on some of the characteristics above says that self-confidence consists of two types of beliefs, namely inner self-confidence and inner self-confidence.

Hurlocks (2000) explains that the development of self-confidence in adolescence is influenced by:

- a) Parenting is a democratic parenting where children are given the freedom and responsibility to express their opinions and do what is their responsibility.
- b) Maturity age; Teens who mature early, who are treated like near-adults, develop a favorable self-concept, so they can adjust well
- c) Gender is related to the role to be performed. Men tend to feel more confident because from early childhood they are aware that the role of men gives more respectable dignity than the role of women, on the other hand women are considered weak and have many rules that must be obeyed.
- d) Physical appearance greatly affects self-confidence; physical attractiveness greatly influences in making judgments about the personality traits of a teenager.
- e) Family relationship, Adolescents who have a close relationship with a family member will identify with this person and want to develop a similar personality pattern. If the family creates a close, harmonious relationship with each other, respects each other and sets a good example, it will provide a positive outlook on adolescents in forming their identity.
- f) Friends of the same age; Peers influence adolescent personality patterns in

two ways; first, the adolescent's self-concept is a reflection of what friends perceive him to be, and second, he is under pressure to develop personality traits that are recognized by the group.

According to Fatimah (2010), the characteristics or characteristics of individuals who have proportional self-confidence, including believe in your competence or ability, so don't need praise, recognition, acceptance, or respect from others. Not compelled to show conformity in order to be accepted by other people or groups. Dare to accept and face the rejection of others or dare to be yourself. Have good self-control (not moody and emotionally stable). Having internal locus of control. A lack of self-confidence is a problem for individuals, especially the students in the school and the people who work. The reason is that you do not have to look good, but being able to socialize and also work with a team requires a high base of confidence. To ensure the activities you do and you do every day require a high sense of self-confidence. Regardless of what you have to do, at least you must have confidence to help yourself survive and have a quality life.

2.1.2 Speaking Ability

Speaking ability are the ability that give us for communicate effectively, these ability allow the speaker to convey their message in a passionate thoughtful, and convincing manner. Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departmen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In

fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. According to Bailey (2000:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. From those theories, it can be concluded that speaking skill is related to communication. Speaking as the way of communication influences our individual life strongly. From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this moment we can call it is an interaction between two sides. When someone talking to other people there will be a relationship. The relationship itself is communication.

Wallace (1978:98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Risnadedi (2001: 56-57) stated that speaking ability more

complex and difficult than people assume, and speaking study like study other cases in study of language.

Tarigan (2008) stated that speaking is the ability to pronounce articulated sounds or words to express, express and convey thoughts, ideas and feelings. In general, the purpose of speaking is to communicate, inform or report information to the recipient of the information, to convince or influence the recipient of the information, to entertain, and to want a reaction from the listener or recipient of the information. According to Tarigan (2008), there are 3 (three) general purposes of speaking, namely to inform and report (to inform), entertain and entertain (to entertain), as well as to persuade, invite, urge and convince (to persuade). Talk is one of the most effective communication tools.

Since children are babies, they often realize that using body language can fulfill their needs. However, this does not understand what the child means. Therefore both babies and young children always try to make others understand what they mean. In the large Indonesian Dictionary (2003) it is stated that what is meant by speaking is the mind or mind. This encourages people to learn to speak and proves that speaking is the most effective means of communication compared to forms. Other communication used by children before they can speak well. Therefore, for children speaking is not only an achievement but also serves to achieve its goals, for example:

1. As satisfying needs and wants by talking, it is easy for children to explain their needs and wants without having to wait for others to understand their cries, gestures or facial expressions
2. As a tool to attract the attention of others. In general, every child feels happy

to be the center of other people's attention through speaking ability

3. As a tool for fostering social relationships. The ability of children to communicate with others is an important requirement to be part of a group in their environment.
4. As a tool for self-evaluation. From other people's statements, children can find out how that person feels and opinions about something that has been said.
5. To be able to influence the thoughts and feelings of others. Children who like, comment, hurt or say something unpleasant about others can cause the child to be unpopular or disliked by the environment.

2.1.3 Conversation

Conversation is interactive communication between two or more people. Conversation is a language activity that involves participants. In a conversation, the communication process occurs when there are two participants, namely the speaker and the listener. Thus, it can be seen that in the conversation there is an exchange of information between the speaker and the listener. Conversation is very necessary in order to interact with other people. In the conversation the parties involved share information, data, facts, ideas and opinions, and try to each other to consider, understand and accept. There is no monopoly on speech and truth in Grice in Gunarwan (2007: 247) in a conversation, order information can be received, usually convey that information directly by using the right language. Apart from conveying information, conversations are sometimes held to insinuate, ask, criticize, and even provoke emotion of the interlocutor.

However, without realizing it the delivery of information with a purpose like

that makes the information interesting. In a conversation, understanding of the implied meaning of an utterance of very implicate required. The meaning implied in a conversation is also called implicate the word. In other words, the conversational implicate is a proposition or implied statements, namely what might be interpreted, implied or it is prohibited for different speakers to be said by inner speakers a conversation.

The following terms in a conversation are as follows:

1. Understanding correctly the meaning, purpose and purpose of dialogue and also must have the ability to carry out dialogue.
2. Having education and knowledge about the topics that will be used as dialogue material. With a good will to seek truth in dialogue. Therefore, listening to dialogue should be open, not prejudiced and impartial.
3. Creating a peaceful and calm atmosphere, away from the greatest emotions and feelings. Must be able to convey ideas well, clearly and possibly with enthusiasm, but in a pleasant and wise tone, not in an emotional tone.
4. In the whole dialogue must be honest, not manipulative, and sincere and not look for weaknesses and shortcomings of dialogue partners, and also must believe that the various things discussed in the dialogue are not used outside the dialogue for other purposes for the benefit of themselves or certain groups.
5. Dialogue can be used as a way to directly discuss something or as an introduction to discussing material that is indeed heavy and difficult. The things that are used as material for dialogue include various fields of life, such as: social, moral, economic, cultural, political, ethical, religious and so on.

2.2 Empirical Review

An empirical review is a review of related studies that have been carried out; where he reviews research previews relevant to this research. Empirical evidence can help researchers avoid accidental replication of the results of previous studies, and to clarify and define research concepts. In conducting this research, the researcher wanted to make a correlation between self-confidence and speaking ability. Several researchers have conducted research related to this research which discusses the correlation between self-confidence and speaking ability. The related studies which are referred to are described chronologically below.

The first research was conducted by Fifi (2015). She conducted an ex-post facto study entitled "Self-confidence and its relationship with the ability to speak well". The research was conducted on grade VII students at SMA N 1 Banyuwangi by using purposive sampling. This study aims to determine whether extrinsic confidence affects speaking achievement. The results of research conducted by Fifi (2015) shows that there is a high correlation between self-confidence and speaking achievement.

The second study was conducted by Marsela (2015). The title of his ex-post facto research is "The relationship between self-confidence and speaking ability of Class XI students of SMAN 2 Surabaya". The research objective was to determine whether there is a significant relationship between self-confidence and the speaking comprehension ability of class XI students of SMAN 2 Surabaya and to find out whether self-belief has a significant effect on the speaking comprehension achievement of students of class XI SMAN 2 Surabaya. The results showed that there was a significant relationship between students' confidence and speaking

ability. To collect data on students' learning confidence Marsela (2015) used the reading confidence questionnaire by Rourgoe (1994) and the TOELF test for speaking comprehension.

The two researchers found there was a significant relationship between self-confidence and speaking ability. In addition, both researchers used the appropriate test for comprehension of speech. The first researcher used a multiple-choice test to determine the achievement of knowledge in dialogue or students' speaking ability, not very effective because students can guess the answer. The second researcher used the TOELF Junior Standard Test to assess students' reading comprehension. In the test, researchers observed their skills in speaking directly with English.

2.3 Hypothesis

According to Singh (2006: 54) hypothesis is defined as a tentative solution to the problem. Based on the theory and empirical above, the writer formulates this research hypothesis: there is a relationship between intrinsic confidence and speaking ability. The statistical hypothesis is formulated as follows:

1. Alternative Hypothesis (H_a): there is a significant relationship between self-confidence and speaking ability.
2. Hypothesis Zero (H_0): there is no significant relationship between self-confidence and speaking ability