

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an important part of communicating with other. Without language people may just use gesture to express their feeling. In fact there are two forms of communication, verbal and non-verbal, as a tool for information exchange especially English language. English is considered a global language because most people in the world use English language. Generally speaking, English is used to communicate, for business, and education. Arango (2015) states that importance of English cannot be denied in globalization era.

Speaking is kind of productive skill that has an important role in communication. Students can enhance their English input through speaking. Speaking is the way to communicate with other people by conveying the ideas, feeling, create and build the information. Speaking English also becomes important because it is very helpful for facing the globalization era. However, for foreign language learners, speaking English is not easy to be practiced. Students go through many processes and kinds of learning in the target language. In addition, based on Thornbury (2005: 1) speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers and politicians – may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until, that is, we have to learn how to do it all over again in a foreign

language.

Self-confidence is one of the keys to the successful development of literacy, language, and numeracy skills through the skills for life strategy (Eldred, j 2004: 6) It means that self-confidence is very important to be developed effectively. Moreover, Rosyada (2014: 3) satate self-confidence is a personal factor that plays a supportive role in the achievement of foreign language learning Therefore, self-confidence is the most essential quality that foreign language learner must have. Consequently, in learning a language, the learners have to be aware of the importance of self-confidence in affecting them in language learning in order the students can increase their self-confidence to support and facilitate their language learning. This statement is supported by Al- Hebaish (2012) who states that self-confidence is a personal factor that pays a supportive role in the learners' achievement of foreign language learning. In other words, where there is self-confidence, there will be good communication.

The observation is the first way for getting the data. It has been done by the researcher using Zoom and Whatsapp group platform. The researcher found that the eighth grade students of SMP N 3 Mengwi who have a high self-confidence, they are also have a good achievement in speaking. The researcher explained the rule of the test by using Zoom and continued by students to send the video of speaking. The researcher took notes of how the students deliver their speech, how confident they are and how their body language is. Most of students who have a high self-confidence, also have a great speech.

Second way to get data is interviewing the English teacher. According to

the interview with the English teacher at SMP N 3 Mengwi using WhatsApp platform. The researcher was allowed to do a conversation in the form of chatting by using WhatsApp platform, the teacher said not all of students are confidence in showing their ability in speaking. Mostly, the students who have a good speaking score are the students who have a high confidence.

According to the explanation above, is really important to find out is there any correlation between self-confidence and speaking achievement. Therefore, the researcher decided to conduct a research with entitled The Correlation Between Self-Confidence and Speaking Achievement of The Eight Grade Student of SMP N 3 Mengwi in Academic Year 2021/2022.

1.2 Research Problem

According to the description above, self-confidence and speaking achievement are important relationships in learning English. The researcher was interested in knowing the significant relationship between self-confidence and speaking achievement in junior high school students. The research question of this research can be formulated as follows; is there any significant Correlation Between Self-Confidence and Speaking Achievement of The Eight Grade Student of SMP N 3 Mengwi in academic year 2021/2022?

1.3 Objective of the Study

Every research has its objective. Research objectives describe concisely what the research is trying to achieve. A particular investigation is expected to provide a scientific solution to the research problem. Moreover, the objective of the study should be in line with the background and the research problem that has

already been formulated for the study. Furthermore, the aims of any activities which were related to the scientific investigation were always intended to find out a scientific solution about the research problem that has been previously formulated and determined. Thus, in line with the background and the research problem above, the primary objective of the present study is to figure out whether there is any significant of the correlation between self-confidence and speaking achievement of the eight grade students of SMPN 3 Mengwi in academic year 2021/2022.

1.4 Limitation of the Study

To abstain from covering and disarray of the peruse, the researcher was center around finding the connection among's self-confidence and speaking skills. This current research was directed for the eighth grade of SMPN 3 Mengwi in academic year 2021/2022. The researcher limits the types of material for eight grade students.

1.5 Significance of the Study

This study aims to determine how closely the relationship between self-confidence and speaking achievement in grade eight SMPN 3 Mengwi in the academic year 2021/2022. The results of this study are expected to be of theoretical and practical significance. Theoretically, this research is expected to be useful for further research and is expected to become a reference material for correlation studies. Practically, the results of this study are expected to help the teacher's teaching and learning process in class and can help solve problems and consider appropriate teaching materials for students.

1.6 Definition of the Key Term

Defining the key concept in a research is very important in order to avoid confusion on the part of the readers. There are some terms which are operationally define by the researcher in the present study. In addition, the key terms are several typical words use in this research and the students should be given clear operational definition to the topic that is further discuss. To avoid misunderstanding concerning the key terms in the present study, the terms in scientific research which are too broad and sounds complicated to the readers should be operationally defined to give clear explanation. Therefore, there are some definitions of key terms that are operationally defined as follows:

1. Speaking Achievement

Speaking Achievement in the present study is operationally defined as the achievement of The Eight Grade Students of SMP N 3 Mengwi in Academic Year 2021/2022 for their performance in speaking about favorite hobby.

2. Self- Confidence

Self-Confidence is the confidence of the eight grade students of SMP N 3 Mengwi in Academic Year 2021/2022 in speaking English about favorite hobby that can seen from seven aspects: desire and effort, optimistic, adaptation, motivation, having and utilizing the superiority, having physical and mental health, and autonomous.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of some theories relate to the study. The theoretical review help establish what theories already exist, the correlation between them, to what degree the existing theories have been investigated, and to develop new hypotheses to be tested.

2.1.1 Self- confidence

Self-confidence is confident feeling in other way you belief in something that you do by your-selves. According to Sara (2015) self-confidence is very important that foreign language learners may have. When learners have strong trust in their capacities, it will make them easier to learn and engage in their task for speaking. Goleman in Mieke (2006: 30), states that self-confidence is the beliefin oneself and abilities. It is how people feel about your ability and can vary from situation to situations. McPheat (2010: 33) adds that self-confidence is one of three skills of self-awareness. Self-awareness is having a realistic understanding of out-own abilities and strong sense of self-confidence.

According to Wright (2009: 27) states that If someone wants to reach a happy relationship with someone, nothing is more important than healthy self-esteem and self-confidence, confidence also affects every performance you do. Self-confidences apply to how people feel about their capacity and ability whereas self-esteem refers to how people consider themselves very

where or the persuasion of self and worth, or it can be said as the self-love or self-feeling. This means that self-esteem should be improved first before confidence is shaped. Someone may feel so confident in some circumstances and less confident in some other. For represent, some students may have high self-esteem, but have low confidence in the condition involving math (as they are not able on it) and they are very confident in the condition complicate English speaking (as they are capable on it). It attends on the situation and participant on the situations. Better self-confidence means better performance. Campbell (2005: 37). It can underline the importance of self-confidence role in speaking class, especially in students' speaking performance. It supports Djamarah's statement (in Andriani: 2013), that self-confidence is one of the basic to achieve the success. Being not confidence means two or more steps closer to failure. A students is actually clever but because of lack confidence he or she seems to be less intelligent. In teaching learning speaking process, self-confidence is required. Generally, in speaking class, the students have to show and perform in front of the class. It needs high confidence of the students. In fact, most of the speaking class students feel shy when speaking aloud in speaking class. This will be barriers in teaching learning process.

According to Songsiri (2007: 28) students' confidence in language learning, especially in speaking, is one of the main factors to drive or to inspire students to reach their goals. In his project, he could see student confidence in language learning making them brave enough to keep going in activities whenever they met some tough situations. If teachers are always aware and reflect on their teaching and try to promote students to achieve their task, student language learning

repertoires and confidence will be gradually increased. Student's confidence really inspire the student to achieve their challenge, just do the nature of their self and they are able to show their ability. Then inspire the other student as well.

By considering that self-confidence is important, teacher should build the students confidence in order to encourage students interest and motivation. There are tips to build students self-confidence. The first is by making the learning environment to be more welcome to the students. Teacher should value and appreciate their skill and capability as the teacher do. The teacher should stress that there is no shame in knowing how to study, learn and communicate effectively, these all can be learned. Teacher should show how they really like working with such motivated and keen students. The second is by giving them good feedback. The teacher should give the reward and appreciation no matter how bad their performances are. The third is the students should feel their thought with positivity. They have to put in their mind that they are great, they are able to achieve their goal.

There are some indicators of self-confidence according to Goleman in Mieke (2006: 59), such as:

a. Desire and Effort

Desire can motivate someone to do physical and mental activity to reach the goal called effort. Effort is systematic conscious action toward achievement.

b. Optimistic

Believing in oneself that good thing will happen in the future as they

expected.

c. Adaptation

The process of adjustment to suit different environment without changing original identity.

d. Motivation

Enthusiasm of reaching the goal or it can be defined as the mental strength forming systematic action to reach the goal.

e. Having and utilizing the superiority

It gets started with self-awareness. People have to be aware about themselves, their capability, superiority, weakness.

f. Having physical and mental health

People with physiological health will have good control emotion when they are angry, stressed and down.

g. Autonomous

It can be defined as the independence to make decision without any intervention from other.

2.1.2 Speaking

Speaking involves two or more people having two-way communication. Speaking is one of the everyday language skills used for communication. Tridinanti (2018) states that speaking ability is an important part of the language learning curriculum. Speaking ability is also an important evaluation target (Andreson & Bachman, 2009). Anyone who wants to improve their speaking skills should have self-awareness, self-motivation, and positive behavioral patterns and work to

prevent communication errors (Turk, 2003).

Speaking ability is an important ability to improve English proficiency from the beginning of language learning. Saying is one of the most important language abilities. This technology can be developed and improved as an effective means of communication (Morozova, 2013). Fulcher (2003, p. 23) defines speaking as “Oral use of language to communicate with others” speaking is a productive oral skill that is typically held in two or more people. Chaney (2002) states that speaking is a process in which two or more people interact by developing and sharing ideas using verbal and non-verbal symbols in a variety of situations. However, Hammer (2001) states that many things assume the ability to speak fluently, not only the characteristic of knowledge.

Indonesia has some problems with the learning of speaking skills. First, students get bored with English because it is difficult to memorize words or pronounce English (Astuti, 2018). Second, students rarely use English for communication inside and outside the classroom. This makes them unfamiliar with English. Third, students only remember words when they have to practice speaking before class. They usually imitate the words and phrases that appear in books. They don't understand what they're saying and don't voluntarily say it in their own words. To achieve the goal of learning English, speaking skills have several issues, both internal and external. Internally, the learning of speaking skills makes them anxious. They may be unwilling to use the target language because they may be afraid of making mistakes. Because using a language that they don't use to speak every day, it will make students feel uncomfortable (Nascente, 2001).

In the early stages of learning English, students generally experienced many difficulties, especially in understanding grammar, pronunciation, and so on. Students find it difficult, uncomfortable, and make mistakes. Students are anxious to speak. After repeated occurrences, students are experiencing anxiety about speaking a second foreign language (McIntyre, 1999).

On the other hand students who have the ability to learn English but feel they are not successful in class because she/he is not confident. Confidence in realizing the goals of language learning is related to the development of speaking skills. A variety of factors can lower your confidence. For example, a person who has the ability to work but is hesitant to start is not confident. A person's success or failure is felt cognitively because his or her center is cognition (Rubio, 2007).

Juhana (2012) argue that psychological factors such as anxiety or embarrassment, lack of confidence, lack of synchronization, fear of mistakes are generally disturbing factors that students say. Speaking is the purpose of most students, even the most important of learning English, is to use it in every part of their lives.

2.1.3 Speaking Achievement

According to Travers Jhon P. (1970) achievement is the result of what an individual has learned from some educational experiences. The achievement is their result from the student process. However, student achievement is show the result of their study. Additionally, De Cecco and Crawford (1974) state that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performance. When the student show satisfaction, its means they already achieve

their challenge. In addition to that, achievement is to do one best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority. In public speaking achievement there are some aspects that also should be concerned such as topic, content, accuracy, self-confidence, clarify, eye contact, loud and clear voice and the way the students deliver introduction and closing. The student should be do all the aspect to success their performance.

However in other review by Isnian (2016) states that achievement as the progress pupils make towards the goal and objective of the curriculum. Moreover one ability or knowledge in a specific content area is also other means of achievement. If they already know their goal, almost all student will try the best do achieve the goal. Almost of them should know the goal, so they know their capacity to make their achievement. If the student just do their ability without knowing the goal they will confuse with what they do.

Moreover Ur (1996:120) states that one characteristics of a successful speaking achievement is learners talk a lot, as much as possible the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses. Even classroom discussion the participants is not dominated by a minority of talkative participants. All students get a chance to speak, and contributions are fairly and evenly distributed. Based on the review above it can be concluded that achievement is the result, the successfulness, the extent or ability, and the progress in learning educational indicate in relation with their learning.

In this research, the research focused on theory from Isnian (2016) who

states that achievement is the progress pupils make towards the goal and objective of the curriculum. One goal of curriculum in a specific content area is also other means of achievement. If they already know their goal, almost student will try the best do achieve the goal. Some of them should be know the goal, so they know their capacity to make their achievement. If the student just do their ability without know the goal they will confuse with what they do. From their goal, they will know their achievement and can see how much they can achieve their performance.

2.2 Empirical Review

Empirical review is about reviewing studies that had been conducted by other researchers which are related with the present study. The purpose of providing empirical review is to show the relevant studies that have similarity with the present study. Therefore, it can be used to support the present study by considering the result and as consideration whether or not the present study may be as successful as the relevant studies as this empirical review. Moreover, Empirical review purposes at providing the review of theories related to the present study. It is; however, use to be references in doing the study since it will give a look on the result of the study that is fairly the same as what is going to be conducted. There are some studies that have been done about the correlations self-confidence with speaking achievement. In this research, the researcher summarized the relevant previous researches as paragraph bellow.

The first, similar study was conducted by Wahyuni (2018) on her research entitle “Correlation Study between Student Self-Confidence and Their Speaking Achievement at The Eight Grade of SMP AL Islam Surakarta In Academic Year

2017/2018”. This study was aimed at finding the correlation self-confidence with student speaking achievement of eight grade SMP AL Islam Surakarta in Academic Year 2017/2018. In general, the research found out the result of the correlation self-confidence with student speaking achievement of eight grade SMP AL Islam Surakarta in Academic Year 2017/2018 was significant.

The Second study was conducted by Lasiyah (2017) on his research entitle “The Correlation between Self-Confidence and Speaking Achievement of The Under grade Student of English Study Program of UIN Raden Fatah Palembang”. The objective of this research was to find out the correlation between self-confidence and speaking achievement of The Under grade Student of English Study Program of UIN Raden Fatah Palembang. In general, the research found out the result of the correlation self-confidence with student speaking achievement of The Under graduate Student of English Study Program of UIN Raden Fatah Palembang was significant. Considering the result data, those two studies were already good in presenting the data finding the correlation between self-confidence and speaking achievement. The sources of the material that researchers used was good. Moreover the research conducted by Wahyuni the instrument already based on their indicator of self-confidence. In the present study which conducted by Lasiyah, the researcher provide clear explanation which showed the correlation between self- confidence and speaking achievement. In order to make the instruction clearer, in the present study, researcher give three short and simple instruction for the speaking test. The researcher asked the student made and describe their favorite hobby with their words.

2.3 Hypothesis

The hypothesis can be stated as follow: The Correlation Between Self-Confidence and Speaking Achievement of The Eight Grade Students Of SMP N 3 Mengwi in Academic Year 2021/2022.

