

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is an important language that must be mastered by students because it is an official international language. It connects people who come from different countries for worldwide communication purposes as well as creates instruments in utilizing modern educational technology. In updating the type of education science, English language skills must be improved properly because many sources related to the field of education are written and explained in English. English as a foreign language has four main skills; namely speaking, listening, reading, and writing. The four skills have different characteristics. Speaking and writing are called productive abilities, and they both produce communication and confidence.

In the learning process, students can share their thoughts, answer questions communicatively, and pose problems in the form of group discussions. Students may master speaking skills, but it is only applied in small groups. Based on Riani's research (2011), students with high self-confidence have better speaking skills than students with low self-confidence. They added that self-confidence significantly contributed to a learner's willingness to communicate in a foreign language. Confidence in one's strength needs to be increased. Confident people are those who understand their ability to do something, and then continue to do this kind of activity. Students with high self-confidence are not afraid to explore their potential. In learning English, students also need to record their study habits, especially in learning to speak English.

Students may master the ability to speak, but it is only applied in small groups. They do not have high self-confidence when they share their thoughts with the general public. This action makes the process of learning to speak English difficult.

People try to learn skills with the aim of being able to communicate with the world community (Parupali, 2019). This is in line with research conducted by Leong & Ahmadi (2017). They explained that teaching proper speaking is a priority for students and an area that needs more attention. This type of research can be useful for considering what students need in the learning process. Speaking skills need to be developed and also trained. Speaking skills need to be developed and also trained. To have good English speaking, the students are expected to be able to build, develop and show their confidence to use English speaking in any opportunity. Besides that, through self - confidence the students customize to use English as daily communication, it is important for the students to get more interaction and practice in English speaking in order they can master English speaking skill well. This study was aimed at investigating the correlation between students' self - confidence and theirs' speaking skill. It was intended not only to solve the students difficulties in speaking English, But also to answer the main question "Is there a significant correlation between students' self - confidence and their English speaking skill?" The writer used the correlational method to find out and investigate whether there was a correlation or not between two variables and how strong it is.

As the statement of Thornbury (2005:1), speaking is so much part of daily life that people take it for granted. People find it difficult to share ideas or

information if people cannot communicate well. Moreover, the fluency of speaking skill is important and needed for our future such in education or in other subjects. Speaking is one of the most demanding abilities in daily conversation. Speaking is also used to describe someone or places and expressing a speech. According to Richard (2008:19) the mastery of speaking skill in English is a priority for many second language learners. It means that when we learn English, we do not only learn about grammar, vocabulary, and structure, but we also learn about how to create the language for effective communication in order to prevent misunderstanding. By mastering speaking skill, people can handle a conversation and avoid misunderstanding in catching the meaning of someone who is speaking.

In educational life, students also face the difficulties of speaking skill. Pollard (2008:33) states that speaking is one of the most difficult aspects for the student master. It means that when speaking, students must be concerned with their idea, language, how to use grammar, vocabulary, and pronunciation as well as listening and reacting to the person they are communicating with. Students are expected to use speaking skills at school and in daily activities. Moreover, to be able to master speaking skill is one of the criteria to get a good score in English lessons at school. However, for students, they have to believe in themselves if they want to learn to speak English. Student's belief in their capability either encourages or makes the doubt to speak English in front of the class. When the students have self - confidence to speak in English, they will speak well although they do not believe in grammar and structure. Instead if they do not have positive belief when speaking in English it will make them shy to try.

Therefore, a high level of self-confidence is important for the students to be active in the class in order to practice speaking yet improving their knowledge especially in speaking skill. (Rubio, 2007 :7) The students having high self - confidence do not have problem to speak in front of class or to utter their opinion. They are not afraid to make little mistakes or errors when they are speaking because they consider it as a part of learning. If they make mistakes, they always have courage and self - confidence to try again and again. The researcher was curious to find out whether there is significant correlation between self-confidence and English speaking skill.

1.2 Research Problem

Based on the background of the study above, this study analyzes any correlation that might occur between students' self-confidence and English speaking skill. The research problem of the present study can be formulated as follows: is there any correlation between self-confidence and English Speaking Skill of eighth grade students of SMPN 1 Blahbatuh in academic year 2021/2022?

1.3. Objective of the Study

This study aims to find out and answer the research problem that is formulated for the study. The objectives of this study are to identify variables that have a relation with other variables, whether there is a change in a certain variable or not, and whether the variable creates changes in other variables. The objective of this study basically attempts to find out whether there is any correlation between self-confidence and English speaking skill of eighth grade students of SMPN 1 Blahbatuh in the academic year 2021/2022.

1.4 Limitation of the Study

Limitation of the study is design or methodology that presents the interpretation of the findings from the research. On account of this fact, the research focus to determine whether there is a relationship between two or more variables, in which the correlation is positive or negative, and how far the correlation exists between self-confidence and English speaking skill that can be measured to the eighth grade students of SMPN 1 Blahbatuh in academic year 2021/2022. The study will focus on self-confidence and speaking skill. The study will be passed through a questionnaire which contains some statement related self-confidence and an oral test will measure speaking skill of students that contain a topic that will be explained by students. Finally, the test will be scored using data analysis and scoring rubric.

1.5 Significance of the Study

The findings of the present research study are expected to have both theoretical and practical importance to conduct the correlation between self-confidence and English speaking skill.

1. Theoretically, the result of this study aims at providing evidence that there is a significant correlation between self- confidence and English speaking skill of the students. The research is able to measure variables and correlation in predicting the subject's scores on other variables.

2. Practically, the result of this study also aims to find out how much influence correlates between self-confidence and English speaking skill. Therefore, it can be planned to develop them with the tips in next research.

1.6 Definition of Key Term

In order to avoid the misunderstanding and confusion on the parts of the readers concerning the key terms used in the context of the present study, the researcher needs to operationally define the following terms: Self Confidence and Speaking Skill.

1. Self -Confidence

Self-confidence is defined as a factor that is used to see the students' achievement of speaking skill of the eighth grade students of SMPN 1 Blahbatuh in academic year 2021/2022. Self-confidence, which is a factor in students' learning success, has several components. They are 1) identity, strong and coherence sense of self; 2) self-concept, special evaluation for self-evaluation; 3) self-esteem, level of compliment that someone has; 4) self- efficacy, someone's belief in students' success. These self-confidence components are required as indicators of students' self- confidence (Roth-Herbst, Borbely, & Brooks- Gunn, 2008). A questionnaire is used to collect the data about self-confidence.

2. Speaking Skill

In this particular study, speaking focused on SMP N 1 Blahbatuh of eighth grade students' skill in oral interview about some questions that related to daily conversation based on grammar, comprehension, fluency, pronunciation and

vocabulary. The process is aimed at getting information or ideas in order to speak confidently and clearly through daily activities that consist of warm up interview, level check, probe and wind-down (adopted from Brown, H.D 2004). Speaking skills have several indicators to be assessed. Speaking skill can be assessed through a rubric assessment called The Competent Speaker. Dunbar, Brooks, and Kubicka-Miller (2006) state that speaking rubric assessment of The Competent Speaker consists of 1) choosing and focusing the topics; 2) delivering the specific purpose; 3) providing suitable supporting materials; 4) utilizing appropriate drafting patterns; 5) using proper language; 6) using a various level, tone, and vocal intensity; 7) using suitable fluency, grammar, and pronunciation; 8) using physically attitude that supports verbal messages.

From these experts' descriptions, people can master English speaking skills through active interaction with the respondents in delivering or expressing meaning regarding speaking skill aspects. There are pronunciation, grammar, vocabulary, fluency, and comprehension.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A scientific investigation which is expected to contribute both theoretical and practical significant, should be conducted on the basis of some relevant theoretical construct and empirical evidence. The concepts and theories that are conducted in this present study included: Self-confidence and speaking skill.

2.1.1 Self Confidence

Anggelis (1997), states that self-confidence is a belief in someone's ability to do something in life that begins with self-restraint. Besides, Hambbly (in Totong, 2011) argues that self-confidence is someone's belief to do something calmly, firmly, and lively in front of the public. It is essential to have high self-esteem because there is a belief in being able to do everything and actualize oneself, which begins with self-determination.

According to Ansari and Oskrochi (2004), self-confidence is related to selection, motivation, perseverance, vulnerability, and patterns of subjective expectations, ambition and ambitious influence of one's self. Therefore, a person with high self-confidence is more likely to achieve positive and successful outcomes. Thus, self-confidence as a belief in something will work well and succeed. A similar opinion is stated by Adalikwu (2012) that self-confidence is a belief that someone has it in his/her ability to succeed in a task, based on whether he/she is able to do that or not a task in the past. So, when students are confident about their abilities irrespective of their past experiences, they will succeed in their learning.

Lawrence (2006) states that self-confidence is a set of beliefs about one's talent and ability. Thus, students who are confident are successful in their learning because they believe in their abilities and never give up.

2.1.2 English Speaking Skill

Speaking is one of the most important language skills. This skill can be developed and enhanced as an effective means of communication (Morozova, 2013). Speaking skill is very important for students in communicating effectively through spoken language. The inability of students in speaking a foreign language can cause them difficulties in expressing their ideas even in simple conversations. One of the main objectives of a language learning program is to develop speaking skill and integrate spoken and written language. Language learning means using language in both spoken and written communication, and being able to express feelings, thoughts, and experiences in various contexts (Burn & Joyce, 2001). In Indonesia, there are some problems in speaking skill learning. First, students feel bored in speaking English because they have difficulty in remembering words and pronouncing English (Astuti, 2018).

Second, students rarely use English to communicate both in the classroom and outside the classroom. This makes them unaccustomed to speak English well. Third, students only remember the words when they have to practice speaking in front of class. They usually speak by imitating the words and phrases in the book. They do not understand the content being spoken and they do not speak spontaneously using their own words. In order to meet the target of learning English, speaking skill has several problems, both internal and external. Internally, speaking skill learning makes them feel anxious.

Students may feel uncomfortable speaking English because they do not use the means of communication that they usually do (Nascente, 2001).

Speaking skill will be used in interactive speaking as interpersonal, namely oral test interview. There are several components of speaking skill, such as pronunciation, comprehension, vocabulary, grammar and fluency where the test for speaking skill is an oral interview that is assessed by using analytical scoring rubric based on Brown's book (2004). The interview, which may be recorded, then scored on one or more parameters such as accuracy in pronunciation and/or grammar, vocabulary usage, fluency, sociolinguistic appropriateness and even comprehension. Interviews can vary in length from perhaps five to forty-five minutes, depending on their purpose and context. Placement interviews, designed to get a quick spoken sample from a student in order to verify placement into a course, Brown's book (2004). Two decades ago, Michael Canale (1984) proposed a framework for oral proficiency testing that has withstood the test of time. He suggested that test-takers will perform at their best if they are led through four stages:

1. Warm-up. In a minute or so of preliminary small talk, the interviewer directs mutual introductions, helps the test-taker become comfortable with the situation, apprises the test-taker of the format and allays anxieties. No scoring of this phase takes place.
2. Level check. Through a series of preplanned questions, the interviewer stimulates the test-taker to respond using -expected or predicted forms and functions. If, for example, from previous test information, grades, or other data, the test taker has been judged to be a "Level 2" (see below) speaker, the

interviewer's prompts will attempt to confirm this assumption. The responses may take very simple or very complex form, depending on the entry level of the learner. This stage could also give the interviewer a readiness to speak, and confidence, all of which may be of significant consequence in the interview's results.

3. Probe. Probe questions and prompts challenge test-takers to go to the heights of their ability, to extend beyond the limits of the interviewer's expectation through increasingly difficult questions.
4. Wind-down. This formal phase of the interview is simply a short period of time during which the interviewer encourages the test-taker to relax with some easy questions, sets the test-taker's mind at ease, and provides information about when and where to obtain the results of the interview. This part is not scored. (Interview tidak berisi di judul, tetapi Interview digunakan pada saat tes speaking skill dimana terdapat blue print dalam membuat pertanyaan interview)

In oral production tasks that are open-ended and that involve a significant level of interaction, the interviewer is forced to make judgments that are susceptible to some unreliability. For oral interview scoring and level categories based on Brown's book (2004) consist of pronunciation, grammar, vocabulary, fluency, comprehension. Those of it would be explained as follows:

1. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the students can communicate effectively when they have good pronunciation and intonation although they have limited

vocabulary and are not masters in grammar. Pronunciation refers to the traditional or customary utterance of words.

Burns (2003:5) states that pronunciation refers to the phonological language or meaningful perception and production of sound of that language and how they impact the listener. Pronunciation involves features at the segmental (micro) level and the supra-segmental (macro) level. Linking, intonation, and stress are important features for effective pronunciation at the supra-segmental level. Moreover, Broughton de et al., (2003:48) state that pronunciation teaching deals with two interrelated skills recognition or understanding the flow of speech, and the production of fluency in the spoken language.

Based on the statement above can be concluded that pronunciation includes many aspects such as articulation, rhythm, intonation, phrasing and more peripherally even gesture, body language and eye contact.

2. Grammar

The study of grammar had a long and important role in the history of second language and foreign language teaching. Rurherford in Purpura (2004:1) states that grammar was used to mean the analysis of a language system and the study of grammar was not just considered an essential feature of language learning but is thought to be sufficient for learners to actually acquire another language.

Moreover, from the linguists' point of view, grammar is not a collection of rules, often obscure, arcane and illogical that must be taught, but rather a set of blueprints that guide speakers in producing comprehensible and predictable language. Every language, including its dialect and variants is systematic and

orderly. In other words, all language consists of patterns, or “grammars”, that make sense of the features of a given language that include the arbitrary symbols, sounds and words that make up that language. (DeCapua, 2008:6)

3. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we are unable to use the structure and function we may have learned for comprehensible communication. It can be said that one key to success in communication is the power of words. According (Turk, 2003:87) states that vocabulary means the appropriate diction is the most important thing in a language especially in speaking; furthermore, knowing many vocabularies makes it easier for people to express their ideas, feelings and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar every day. It means that in spoken language or speaking, the vocabulary used must be familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meaning, how they are spelled and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as spelling and pronunciation.

4. Fluency

Fluency usually refers to expressing oral language freely without interruption. In the teaching process, if the teacher wants to check students' fluency, the teacher allows students to express themselves without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately

whereas the idea that too much correction interferes with the flow of conversation. The role of the teacher in this activity is to ease difficulties in communication (Pollard, 2008:16).

5. Comprehension

Comprehension is an ability to perceive and process stretches of discourse to formulate representations of the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51). Therefore in speaking it can be concluded that comprehension refers to the speaker's understanding. In addition, its function is to make the listeners easily and able to catch the information from the speakers.

2.2 Empirical Review

To provide empirical evidence that supports this present study, the empirical review was required. The knowledge of empirical review would give some information related to the present study. The research could be done by Iful Rahmawati Mega and Dody Sugiarto (2019), "Speaking Skills in Correlation with English Speaking Learning Habit and Self Confidence of The Second grade students of SMPN 3 Pangkal Pinang in the academic year of 2018/2019" states the findings and the discussions above fortify that this paper investigates the correlation between learning habits, self- confidence, and speaking skills. It can be concluded that, first, there is a positive and significant correlation between

English learning habits and students' speaking skills. Second, there is a positive and significant correlation between self-confidence and speaking skills. The last finding shows that there is a positive and significant correlation between speaking skill and self-confidence.

The second similar research was done by Roysmanto, (2018) ex-post entitled "The Correlation between Self-Confidence and the Students' Speaking Skill of the eighth grade of SMP Swadaya Gunung Jati in academic year 2014/2015. The researcher proposes as follows: first, English teacher is a motivator, thus the teacher should support the students to increase their speaking skill. One of the supports is that the teacher does not just give the material to students, but the teacher should also give the opportunity to students to speak in English. For example, the teacher decided one day to use English or the teacher made the English Area as their place to talk in English. Second, there are two aspects in the speaking skill; linguistic aspect and non-linguistic aspect, thus English teachers should be concerned not only in the linguistics aspect of speaking, but also in the non-linguistics aspect, such as self-confidence. For example, the teacher gives the tips to the students on how to increase their confidence or how to solve their problem when they talk, etc.

Third, the teacher should also give motivation to the students to speak more and more in their daily activity to increase their speaking skill. It can be done by creating the situation that supports the students to speak in English. For example, the teacher gives an award to the students that always speak in English, and gives the punishment to the students that do not speak in English. Therefore, the students feel that they are forced to speak in English. Because of that, the

students will not enjoy speaking in English. It is finally concluded the hypothesis is accepted.

In order to conducted better study. In this present study the researcher also assessed students' speaking skill by using analytical scoring rubric. There were five categories that being assessed namely pronunciation, fluency, vocabulary, grammar, and comprehension. From the result above, it indicated that the correlation between English speaking skill and self-confidence depends on the hypothesis and the fact condition, therefore the state hypothesis must be in looking for the correlation between the two variables namely self-confidence and English speaking skill. In addition, there is factor that can trigger improvements the research, it is the influence of teachers on students' self-confidence in English speaking skill.

2.3 Hypothesis

Hypothesis is a temporary answer to a problem that is still presumption or guessing because it must first be proven true through a study. Another opinion says that the hypothesis is an opinion whose truth is still in doubt and must be tested first to prove all the truth through an experiment. There is a positive correlation between Self Confidence and English Speaking Skill students of the eighth grade of SMPN 1 Blahbatuh in academic year 2021/2022. It can be concluded that there is a significant correlation between self-confidence (x variable) and speaking skill (y variable). As per the null hypothesis, there is equal between two variables. But, in the alternative hypothesis, it did not say that there is significance between self-confidence and English speaking skill.