

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Mastery of speaking skills in English is a priority for many second or foreign-language learners. Speaking activity is a fundamental tool in learning activities because the ability to speak, especially in English can also increase one's self-confidence. With strong speaking skills, a person feels more comfortable and confident in communicating with others. Furthermore, through speaking, humans can connect their minds in every aspect of life. That makes the students more fluent in their communication. Because effective communication is a skill that requires both self-awareness and an understanding of how students perceive and interpret their words and actions when they speak, they know what they are thinking and how they feel about it. So, being mindful of our communication style can lead to more meaningful interactions with others.

Speaking is a crucial in foreign language, especially in English. In this world, there are a lot of languages that make students commit to learning a new language or a foreign language that will be involved in the process of learning language skills for complement communication. According to Brown (2004: 140), Speaking is an interactive process of contrasting meanings, involving the generation, reception, and processing of information. Speaking plays a role in the ability to communicate every day by humans to convey thoughts, opinions, and explanations or ideas on a topic. In learning, speaking skills are not only done when communicating with friends or teachers, they are essential for effective communication in various aspects of life. However, this skill can be developed and

improved as an effective means of communication because being an effective speaker can boost self-confidence and help to convey messages persuasively.

Besides, Turk (2002:35) states that speaking is the highest level of everyday interaction. In addition, speaking is a communication tool, which has a relationship between the speaker and the listener who has an important purpose in life, especially in social interaction. However, not only that, English speakers should even be able to speak in several things and conditions. Even students are also required to speak English at school. Whether inside or outside the classroom. So as a teacher, it is the responsibility to make students able to speak fluently and communicatively. According to Utama et al (2013), there are two aspects to success in speaking skills: linguistics and non-linguistics. Linguistics aspects are vocabulary, fluency, grammar, and pronunciation. Besides, non-linguistics are self-esteem, extroversion, intergroup climate, motivation, and self-confidence. It's essential to recognize that these aspects can interact with each other.

As a practical output, speaking has many barriers such as psychological, physical, systematic, and attitudinal. Lack of self-confidence can be thought of under both titles of psychological and attitudinal barriers that make learner hard to speak in foreign language and even in their mother tongue. McIntyre (2004) suggested that self-confidence significantly contributes to the learner's willingness to communicate in a foreign language. Because there are so many factors that influence students' speaking, the researcher will focus on confidence, specifically student's confidence in their speaking skills. Self-confidence is an asset for students to dare to express their ideas or opinions. If students are confident in speaking English, they can speak well and can speak more fluently, especially in front of the

class. However, if they don't have a positive belief when speaking English, they will be shy to try to speak even choose to remain silent.

Self-confidence is belief in our abilities. Furthermore, according to Ibbadurrohman (2016), self-confidence is about students' beliefs of their self that make them achieve better than others. The other thing that is hard to achieve, is the students who have better self-confidence will do it well. However, when teachers ask students to express opinions according to the lesson or material being discussed they cannot even they do not want to talk about their opinions. The fear and reluctance to ask questions or share opinions in a speaking practice can indeed hinder students' learning outcomes. This is where an error occurs. The teacher often assumes that students think that they understand 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. As a result, in practice speaking students feel afraid and embarrassed so that learning outcomes are not satisfactory.

Some researchers have investigated the correlation between self-confidence and achievement of speaking. Some studies have shown a positive correlation. Gurler (2015) found a significant correlation between self-confidence and achievement of speaking skills in speaking courses for preparatory students attending both the English Language Education (ELT) and English Literature (ELL) sectors. Moreover, Kazemi, et al (2014) investigated the effect of self-confidence on the speaking ability of EFL learners in school. The data obtained show the fact that confidence has a positive impact on the achievements spoken by EFL learners.

In addition, in the oral presentation course by an English major, an undergraduate student at Taiba University, in terms of confidence and academic performance.

Based on the results of an interview with an English teacher of SMPN. 4 Sukawati, the researcher found that some students had an interest in English, especially in speaking. However, some students want to try to speak English because of the teacher's coercion. By understanding students' interests in a more effective speaking learning experience, the goal should emerge from a genuine interest in English and speaking skills rather than relying on coercion, which can cause students to become less confident about learning to speak resulting in limited language development. The researcher also interviewed several students at SMPN.4 Sukawati, specifically of seventh-grade students. They said that when they spoke English, they felt nervous, embarrassed, and afraid of getting negative responses from teachers and friends when they made mistakes. Not only that, several students also felt less confident in their abilities.

By observing the situation how students' self-confidence in their speaking skills, the researchers want to know the correlation between self-confidence and students' speaking skills. With this statement, the researcher did the research entitled "The Correlation between Self-Confidence and Student Speaking Skill of the Seventh-Grade Students of SMPN. 4 Sukawati in the Academic Year 2023/2024" to figure out whether there is a significant correlation between self-confidence and speaking skill.

1.2 Research Problem

Every student who learns English will have difficulty speaking clearly and fluently. Considering, that English is not their native language. Besides, English is a foreign language that has its difficulties, such as students who lack confidence in their ability to speak in public. Accordingly, self-confidence is one of the most important factors for students. Based on the background of the problem described above, the researcher is interested in finding out the significant correlation between self-confidence and speaking skills of junior high school students. The question of the study is: Is there any significant correlation between self-confidence and speaking skills of the seventh-grade students of SMPN. 4 Sukawati in the academic year 2023/2024?

1.3 Objective of the Study

Research objectives are goals that the researcher wants to do or achieve after the research is carried out. Knowing the research objectives will help the researcher 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 objective of this study is to investigate the correlation between Self-confidence and speaking skills of the seventh-grade students of SMPN. 4 Sukawati in the academic year 2023/2024.

1.4 Limitation of the Study

The limitation of the study is particularly important to make the discussion of research problems more specific. Considering the complexity and breadth of the research problems mentioned above, the researcher would like to focus only on the correlation between self-confidence students and the speaking skills of the seventh-grade students of SMPN. 4 Sukawati in the academic year 2023/2024. Self-confidence in this study will be limited by giving students a questionnaire based on qualities of self-confidence which are Direction and values, Motivation, Emotional stability, A positive mindset, Self- awareness, Flexibility in behavior, Eagerness to develop, Health and Energy, A willingness to take a risks, and A sense of purpose. For the speaking skill, the researcher was limited by using the types of material for the seventh-grade students about Descriptive monologue describing a famous person. The students were directed to perform their descriptive monologue about describing a famous person based on their choice in 1-2 minutes in front of the class. The performance is scored based on three aspects of speaking adapted from Brown (2004): fluency, comprehension, and grammar.

1.5 Significance of the Study

The researchers aimed to investigate the correlation between self-confidence and speaking skills of seventh-grade students of SMPN 4 Sukawati in the academic year 2023/2024. One of the principles and practical considerations taken into account when conducting this research is the importance of the expected research results. Research findings are extended to have a theoretical and practical impact on English teaching and learning. This means that it can be used not only as a reference or source but also implemented in real-world situations and contexts:

Theoretically, the results of this study are expected to improve students' self-confidence and speaking skills. It is also hoped that it will further contribute as a reference to assist other researchers in future research on the correlation between student self-confidence and student speaking skills. Additionally, the procedures for conducting this study serve as a good guide for conducting related studies. Moreover, the results are expected to serve as evidence of a significant correlation between self-confidence and speaking skills. This research can also be used to make students believe their language proficiency has been achieved based on their self-confidence. When students are made aware of the significant correlation between self-confidence and speaking skills, they may become more motivated to work on building their self-confidence. Teachers can use this evidence to encourage students to take initiative in speaking activities.

Practically, the findings of this study can be used by English teachers, students, and other researchers. For English teachers, the findings will give information about the correlation between self-confidence and speaking skills. Researchers hope that the results of this study can equip teachers with a reflection of the teaching and learning process, especially in encouraging students to increase their self-confidence so that it affects students' speaking skills. For the students, the researcher hopes that after knowing the results of the research, students can find out the important aspects that are owned so that the students have more confidence when they speak in English Language and can speak clearly and fluently in in front of the class, public places and in daily life. The last is the result of this study will be useful as a recommendation for the other researchers who will conduct any

further studies in the same field can get a deeper understanding of how self-confidence affects students' speaking skills.

1.6 Definition of Key Term

It is important to define key terms to make this study more understandable. 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 correlation between self-confidence and speaking skills in the seventh-grade students of SMP N. 4 Sukawati in the academic year 2023/2024. So, the key terms in this research are self-confidence and speaking skills. To avoid misunderstanding and misinterpreting this study, it is crucial to define essential words. The following words are defined in this study:

1. **Speaking Skill:** Operationally defined as student skills in performing the descriptive monologue about them describing a famous person based on their choice in 1-2 minutes in front of the class by considering fluently, comprehensively, and grammatically.
2. **Self-Confidence:** Self-confidence is the confidence of seventh-grade students of SMP N. 4 Sukawati in Academic year 2023/2024 in speaking English about famous person that can see from ten qualities: Direction and values, Motivation, Emotional stability, A positive mind-set, Self- awareness, Flexibility in behavior, Eagerness to develop, Health and Energy, A willingness to take a risks, and A sense of purpose.

CHAPTER II

THEORETICAL AND EMPIRAL REVIEW

2.1 Theoretical Review

In conducting research, a theory is needed to explain some of the concepts or terms used in the research concerned and also functions as a frame of reference to be able to direct research. It helps researchers make sense of the data they collect, formulate hypotheses, and draw meaningful conclusions. Several terms are used in this study and need to be explained theoretically. In this chapter, the researcher describes the theories that underlie this research. There are many different perspectives from experts but those deal with the topic of self-confidence and speaking skills which is an important part of the theoretical review that can support this research. Some of the points of view are as follows:

2.1.1 Self Confidence

Self-confidence is an attitude about students' skills and abilities. It means a student can accept and trust their self and have a sense of control in their life. Students know their strengths and weaknesses well and have a positive view of them self. Students set realistic expectations and goals, and communicate assertively. Patel et al. (2016:41) state that self-confidence is a way to give people the impetus to achieve their goals. With self-confidence, individuals are more likely to take risks, step out of their comfort zones, and seize opportunities. They are better equipped to handle failure or rejection as temporary setbacks rather than permanent defeats, maintaining a positive attitude and the determination to keep moving

forward. So, self-confidence is involved in self-regulation with powerful motivation. It also makes the surrounding atmosphere better. Confidence does not come naturally. Although, it is an internal process that develops self-confidence.

Self-confidence is extremely necessary for virtually every fact of life. Learners need to perform their language skills within the real things. Therefore, self-confidence is one of the keys to successfully developing literacy, language, and repair skills using techniques for life strategy (Eldred, Ward, Snowdon, & Dutton, 2004). Self-confidence is the student's belief in their ability that's capable of accomplishing a task. When students have self-confidence, they possess a strong belief in their capabilities and competence to tackle academic assignments, projects, or challenges. They have a sense of assurance that they have the necessary skills, knowledge, and resources to accomplish the task at hand. When students have confidence in their capabilities, they are more likely to approach tasks with a positive mindset, actively engage in learning, and persist in the face of difficulties. Students with self-confidence are aware of their strengths and areas for improvement, but they maintain a belief in their capacity to succeed and are willing to put in the effort required to accomplish their goals.

Self-confidence is one of the keys to the successful development of literacy, language, and numeracy skills through the skills for life strategy (Eldred, Ward, Snowdon, & Dutton, 2004, p. 6). It means that self-confidence is very important to be developed effectively. Moreover, Self-confidence also gives students the courage to express themselves orally. It helps them overcome the fear of speaking in public or making mistakes, allowing them to engage actively in conversations, discussions, presentations, and other speaking opportunities. Students with self-

confidence are more willing to take risks, share their ideas, and express their thoughts and opinions without hesitation. Thus, they can get better results in performance. High self-confidence can have a positive relationship with student performance. If students already have confidence, they will be able to give their best performance. Different from students who have low self-confidence. Students who have low self-confidence tend to be more afraid.

Based on the explanation above, self-confidence is one of the most influential variables that affect learning. Fear and negative thoughts will be overcome if students have general self-confidence. So, students can communicate easily, especially in front of the class. Having low self-confidence will hold someone back from doing something the best. Wright (2009:28). Suggests that to build self-confidence, strong words are needed to evoke a sense of movement. For illustration. "I can do it" is stronger than "I cannot do it" and "I choose to do it" "sounds more powerful and definite; while the strongest is "I am going to do it! I will start right now and practice it." Deciding to do something is good but commit and will do it even better.

Burton and Platts (2006:10) state confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to people. Having self-confidence means having a positive self-perception, and recognizing and appreciating one's strengths, skills, and accomplishments. It also involves having a realistic understanding of one's limitations and areas for growth, without allowing self-doubt or self-criticism to undermine overall confidence. Self-confidence is not about being perfect or having unwavering certainty in every situation. It is about having a sense of inner belief, and the ability to face challenges

with a positive mindset. It is the ability to trust oneself, make decisions, and take action even in the face of uncertainty or potential setbacks. According to Burton and Platts (2006:13), the sense of proposed ten qualities of self-confidence is as follows:

1. Direction and values: Confident people know what they want, where they want to go, and what things are important.
2. Motivation: confident people are motivated by and enjoy what to do.
3. Emotional stability: confident people will be calm and focused approach to how they are their selves and how they are with other people as they tackle challenges. Confident people notice difficult emotions such as anger and anxiety, but they work with them well.
4. A positive mindset: confident people can stay optimistic and see the bright side even when they encounter setbacks. Confident people also hold positive regard for their selves as well as other people.
5. Self-awareness: confident people know what they are good at, how capable they feel, and how they look and sound to others. Confident people also acknowledge that they are human beings, and they don't expect to be perfect.
6. Flexibility in behavior: confident people adapt their behavior according to circumstances. Confident people can see the bigger picture as well as pay attention to details. Confident people take other people's views on board in making decisions.
7. Eagerness to develop: confident people enjoy stretching their selves, treating each day as a learning experience, rather than acting as if they are

already an expert with nothing new to find out. Confident people take their discoveries to new experiences.

8. Health and energy: confident people are in touch with their body, respect it, and have a sense that their energy is flowing freely. Confident people manage stressful situations without becoming ill.
9. A willingness to take risks: confident people can act in the face of uncertainty and put themselves on the line even when they don't have the answers or all the skills to get things right.
10. A sense of purpose: confident people have an increasing sense of the coherence of the different parts of their lives. Confident people also have chosen a theme or purpose for their lives.

Self-confidence will bring students to what they want and that also in language learning. In speaking skills, of course, students must be confident, and appear in front of the class. As Preston (2001) informs, self-confidence is essential for a happy and fulfilling life. This influences one's success in the learning process because self-confidence influences every performance that is carried out. Students with self-confidence are more likely to actively participate in class discussions and group activities. Their increased involvement enriches the learning experience for themselves and their peers. Besides, students also can express their ideas clearly, and opinions persuasively, leading to more successful interactions in both academic and social life. By having self-confidence in students, it can significantly influence their speaking skills and overall language proficiency.

From all of the theories and explanations above, it can be seen that self-confidence is needed in every part of our lives, starting from home until outside of

home. Especially in the school environment, the students need self-confidence to show their skill in their subject. When the students have good self-confidence, they will have good relationships and communication with their environment and they will be motivated to increase their skills in their academic life especially to face subjects where the students must have some abilities and skills in English. Besides, they also can take appropriate and effective action in any situation, however challenging it appears to them. In speaking English, students must have good self-confidence to deliver their idea and their opinions so that they can build good communication by using English without worrying about making a mistake and being mocked by their friends. In this research, the researcher will focus on the qualities of students' self-confidence based on Burton and Platts (2006:13).

2.1.2 Speaking Skill

Oral skills or speaking are more difficult than other skills because speaking, does not only need to be pronounced, but also arrange words in the oral performance to convey the message in a passionate thoughtful, and convincing manner (Bashier, et al. 2011;1). Not only difficult to arrange the words, but sometimes students feel embarrassed and their English skills are rarely trained in daily life. In carrying out speaking, students face some difficulties one of them is about language itself. Most of the students have difficulties speaking even though they have a lot of vocabulary and have written them well. The difficulty of speaking may arise from the fact that it requires a real-time performance. Unlike writing, where one can take time to revise and edit, speaking happens at the moment. This means that speakers must be able to think on their feet, quickly organize their thoughts, and deliver their message

coherently and convincingly. The problems are afraid for students to make mistakes.

From those theories, it can be concluded that speaking skills are related to communication. Speaking as a way of communication influences our individual lives strongly. From the explanation above, the researchers conclude that speaking is what we say to what we see, feel, and think. When we see something, we want someone can hear us. So, in this moment we can call it an interaction between two sides. When someone talks to other people there will be a relationship. The relationship itself is communication. This involves the production of language through spoken words, phrases, and sentences. However, speaking is not solely about the transmission of information; it also involves the reception and processing of information by the listener.

Thornbury (2005:1) states that speaking could be part of existence that is taken for granted by students. In a day, the average person generates tens of thousands of words or more. To interact and communicate effectively with other people in social life, specifically by speaking. This emphasizes the significance of speaking as a fundamental part of our existence and ability to interact and communicate with others effectively, particularly in social contexts. The statement implies that speaking is a skill that is often taken for granted because it comes naturally to most individuals. Students engage in conversations, discussions, and various forms of oral communication without consciously thinking about the intricacies of the process. As a result, students may not fully recognize the importance of developing their speaking skills or the effort required to communicate effectively.

According to Brown (2004: 140), Speaking is an interactive process of contrasting meanings, involving the generation, reception, and processing of information. Speaking plays a role in the ability to communicate every day by humans to convey thoughts, opinions, and explanations or ideas on a topic. In learning, speaking skills are not only done when communicating with friends or teachers. However, this skill can be developed and improved as an effective means of communication. In the world of education speaking are a crucial part that must be mastered by students. Students who want to master it must understand all aspects of speaking. However, before that students must know the basic types of speaking skills. Based on Brown (2004:141) states that there are five categories of basic types of speaking skills:

1. Imitative

Imitative is the easiest category of others. Imitative is the ability to only imitate words phrases or sentences spoken by teachers or friends.

2. Intensive

Intensive is often used in the context of short-spoken language assessment that demonstrates competence in grammatical, phrase, lexical, or phonological relationships such as rhythm, intonation, point, etc. Intensive speaking can be self-initiated or can form part of some pair work activities in which learners will undergo certain forms of language.

3. Responsive

Responsiveness includes test interaction and understanding with a short and simple conversation. The stimulus is almost always a verbal prompt (maintaining authenticity) with perhaps a question or two for follow-up.

4. Interactive

Interactive has two types, interactional and interpersonal. Transactional language is used to convey or exchange specific information. It is an extended form of AF language responsiveness while interpersonal dialog conducted to maintain social relations is better than for transmitting facts and information.

5. Extensive

Extensive speaking is when opportunities for oral interaction from the listener are very limited (perhaps for nonverbal responses) or ruled out altogether for students at advanced levels. This is in the form of an oral report summary or short speech. This monologue can be planned or unplanned.

In this study, the researcher used basic types of speaking skills, namely extensive category. The researcher used the speaking scoring rubric for the speaking elements by Browns (2004) which consists of six competencies of speaking skills: pronunciation, grammar, vocabulary, fluency, comprehension, and task. However, in this study, to determine the speaking ability of seventh-grade students of SMPN Sukawati, the researcher only used three components in the speaking Scoring Rubric. The three components include:

1. Fluency

Fluency is spoken fluently and accurately. In the context of language and communication, fluency refers to the ability to speak or communicate smoothly, effortlessly, and accurately. Fluency also includes the smoothness of the flowing voice and the intonation of words and phrases which are a quality of the speaker. If the teacher wants to focus on fluency, the teacher gives students the freedom to express themselves without interruption. By allowing students the freedom to

express themselves without interruptions, the teacher creates a supportive and non-threatening environment for students to practice speaking. It will help students speak fluently is concerned with aspects of temporal speech, such as speech rate, speech-pause relationship, and the frequency of fluency markers such as situation, relationship, and self-correction.

2. Comprehension

Comprehension is one element that has an important role in speaking. When students comprehend the material to be delivered they must master it. According to Brassel and Rasiski (2008:16), comprehension is a skill to know or understand an idea using the mind. In addition, understanding is aimed at knowing something that someone else saying. Comprehension also relies on background knowledge, context, and the ability to infer meaning from implicit information. Skilled comprehension enables learners to extract essential information, make connections, draw conclusions, and respond appropriately to what they have heard or read. In summary, comprehension is a crucial skill in language learning and communication as it allows learners to understand and make sense of the ideas and information presented by others.

3. Grammar

Grammar is important in speaking because it can help students convey information with the right grammatical structure so that the audience understands. Based on Thornbury (1999:3), grammar is part of the study of what form (or structure) is possible in a language traditionally, grammar has been almost exclusively concerned with analysis at the sentence level. However, it's important to note that language is not solely limited to sentence level. Modern approaches to

grammar also consider larger units of language, such as discourse and conversation, and how grammar operates at various levels to facilitate effective communication. Overall, grammar plays a crucial role in language learning and communication

2.2 Empirical Review

Empirical studies are relevant studies that can be used to review previous studies that are relevant to this research. The word empirical refers to the collection of data using evidence that is collected through observation or experience or by using calibrated scientific instruments. In empirical studies, researchers gather evidence from real-world observations to test hypotheses about the phenomena they are investigating. Based on the empirical function can help researchers clarify in define the research concept. This thesis will use an ex-post facto research design that can further elaborate on the relationship between students' speaking skills and self-confidence. There are two studies are relevant to this research and the researcher decided to review the research as an empirical review as follows:

The first research was conducted by Dewi (2022) entitled “The Correlation between Self-Confidence and Speaking Skill of The Eighth Grade Students of SMPN. 2 Mengwi in Academic Year 2021/2022”. In her study, she was to investigate the study between students’ self-confidence and speaking skills. The result of this study showed that there was a positive correlation and a significant correlation between self-confidence. In this research, the researcher used two instruments are questionnaire for students’ self-confidence and a monologue for a speaking test. This research used a simple random sampling technique.

Additionally, students with low self-confidence would have low speaking scores. In contrast, students with high self-confidence had high speaking scores.

In addition, the strength of previous research lies in the research findings. Findings from previous studies indicate that there is a significant correlation between self-confidence and students' speaking skills. The researcher in the previous study used a questionnaire to measure the students' self-confidence. However, the researcher did not clearly state which aspects of whose theory are used to measure students' self-confidence. In the present study, the researcher chose the statement from Burton and Platts (2006:13) which clearly states 10 qualities of self-confidence consisting of direction and values, motivation, emotional stability, a positive mindset, self-awareness, flexibility in behavior, eagerness to develop, health and energy, a willingness to take a risks, and a sense of purpose. In addition, the researcher wants to provide clear questionnaires that are relevant or by the indicators and provide clear instructions, so that students can understand the statements in the questionnaire more easily.

The second research was conducted by Hendra (2022) entitled "The Correlation between Self-Confidence and Speaking Achievement of The Eighth Grade Students of SMPN. 1 Tampaksiring in Academic Year 2021/2022". This research is aimed to investigate the correlation between students' self-confidence and speaking skills. The result of this study showed there is a significant correlation between self-confidence and speaking achievement of the seventh-grade students of SMPN 4 Sukawati in the academic year 2023/2024. The result of this study showed a good study because there was a correlation between self-confidence and

speaking skills used a questionnaire to collect data for students' self-confidence while a speaking test was to collect data for speaking skills.

In addition, the strength of the previous study was in its research findings. The findings of the previous research showed that there was a positive significant correlation between self-confidence and students and student achievement. The researcher in the previous study used a speaking scoring rubric from Brown (2001) to measure the students' speaking skills. When viewed from the criteria stated in each component, students will find it difficult to fulfill these criteria, one example is mentioned in the grammar component: Equivalent to that of an educated native speaker. Expecting that seventh-grade students, to meet the same level of grammatical proficiency as educated native speakers can be unrealistic.

Therefore, in future studies, the researcher will use the scoring rubric from Brown (2004) with 3 aspects, namely fluency, comprehension, and grammar. The speaking scoring rubric from the 3 aspects will adjust to the abilities of seventh-grade students. Thus, the scoring rubric to be used provides a structured and standardized way to assess students' speaking ability, as well as allows for more objective evaluation.

2.3 Hypothesis

Writing a hypothesis helps in designing the research study effectively. It provides a roadmap for the investigation, guiding the selection of variables, experimental design, data collection methods, and analysis techniques. This helps ensure that the research is well-structured and aligns with the goals. According to Singh (2006:54) hypothesis is defined as a tentative solution to the problem. It is

focused on the relationship between two variables that are being studied in this present study. To answer the research problem, the research uses the directional hypothesis, it is assumed that there will be a significant correlation between two variables of the population from several sources about the correlation between students' self-confidence and speaking skills. The statistical hypothesis is formulated as follows: There is a significant correlation between self-confidence and speaking skills of the seventh-grade students at SMPN. 4 Sukawati in the academic year 2023/2024.

