CHAPTER I

INTRODUCTION

1.1 Background of The Study

Language is an important part of commutation with other. Without language people may just use gesture to express their felling. In fact, there are two forms of communication, verbal and non-verbal, as a tool of information exchange especially English study. Arango (2015) states that the importance of English in the age of globalization cannot be denied. This is probably because foreign language learners are focused on learning English as an additional language for traveling, studying, and working abroad easier, or they need to find work in a global era (Sara, 2015; Muamahroh, 2013).

Speaking has become an essential skill that must focus on the educational system so that students can gather information, share ideas and learn more about a language (Sara, 2015). According to Brown (2004), speaking is an interactive process of constructing meaning, involving the generation, reception and processing of information. Thus, Mastering speaking is an indispensable technique as a tool for smooth communication. According to Richards (2008), speaking is one of the productive techniques that means the ability of students to communicate effectively using language. The process of building and sharing meaning using linguistic and non-verbal symbols in various contexts (Sara, 2015). Hence, speaking can be done using language as well as non-verbal language, which includes body language and gesture.

Moreover, Richards (2008) says that because the priority of many second language or foreign language learners is to acquire English speaking skills, every learner needs good speaking skills to communicate with other foreign learners. In other word, speaking is an important technique as a communication tool that must have one of the priorities in the process of learning and teaching English. Language teachers in Speaking Course activities focus on how to enable learners to communicate using English (Richards, 2008). This is very essential as Richards further says; most foreign language learners of English evaluate the success of their language learning and the effectiveness of their English courses based on how much they feel their speaking ability has improved.

Consequently, teaching English so that students can communicate in English deserves more attention. This is because Indonesian students need to find a better job after graduating from university. People need the ability to speak English as English is one of the interview application requirements to work in the global era, to get into a good school, get a better job, or get promoted at jobs (Siregar, 2010). Therefore, speaking is an important part of the language learning process.

However, Rahmani (as cited in Muamaroh, 2013) informs that University-level students generally cannot communicate well in English. Not enough English-speaking practices for students is one of main reasons. Furthermore, Ibadurrohman (2016) considers that in the process of language learning, Indonesian students face several problems to improve their speaking skills, such as vocabulary shortages, grammatical errors, anxiety about

mistakes, lack of motivation, especially internal problems. Moreover, Arpani (2011) states that speaking ability does not make up a sufficient proportion of the process of teaching and learning English. Most teachers do not focus on how to help students use the language they have learned.

Nonetheless, oral skills have hardly been neglected in EFL/ESL courses (Richards, 2008). Although speaking is considered one of the most important skills that needs improvement and development, most EFL students cannot speak proficiently just by trying to learn a foreign language for an official exam. Whereas, Richards (2008) states that improving the ability to speak English is a priority for many second or foreign language learners. Kazemi, Bahremi, and Zarei (2014) argue that mastering speaking is not an easy task, it also requires grammatical understanding and vocabulary memorization. Speaking as a partial output, it can also see internal and external barriers, such as psychological and external barriers, such as attitudes, physiological and physical systemic barriers to the inside (Gurler, 2015). Gulter also asserts that lack of self-confidence can be thought of as a psychological barrier that makes it difficult for learners to speak a foreign language.

Moreover, Juhana (2012) found students became less interested in speaking activity, some factors in speaking are related to psychological factors. Fear of mistakes (37%), shy (26%), anxiety (18%), lack of confidence (13%), and lack of synchronization 6%). Additionally Jamila (2014) who also investigated the psychological factors that influence spoken English, he found several factors that prevented students from speaking; lack of self-confidence (24%), lack of practice (16%) lack of vocabulary (14%), lack of shyness and

Lack of academic courses till this level (12%), lack of structure (10%), lack of training center (5%), lack of technical support from institution (2%), lack of peers to practice (4%), and suffering from inferiority complex (1%).

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 an attitude that allows us to have a positive and realistic perception of ourselves and our abilities (Shiera in Patel, 2010). It means that self-confidence is very important to be developed effectively. Moreover, self-confidence is an individual factor that plays a supporting role in foreign language learning outcomes (Rosyada, 2014). Therefore, self-confidence is the most important quality a foreign language learner should have. As a result, when learning a language, learners may need to be aware of their importance in influencing language learning so that students can increase their confidence to support and facilitate language learning.

Burton and Platts (2006) defined being confident as self-confidence, it is associated with faith in the ability of humans to carry out certain conditions. This means self-confidence as an essential attitude for learners to have a positive awareness of their abilities. If the foreign language learner believes in his or her abilities, then the learner's beliefs engage in the task without interference that prevents the promoters of learning from participating in oral performance (Sara, 2015). This statement is supported by Al-Hebaish (2012) who states that self-confidence is a personal factor that plays a role in supporting a learner's achievement of learning a foreign language. In other words, when someone have self-confidence, there is good communication.

According to Goel and Aggarwal (2012), highly confident students will have a positive and realistic perception of themselves and their abilities. A confident and high person can have unrealistic expectations. But even if you don't meet some expectations, you maintain a positive attitude and accept yourself. Those who are confident have deep faith for their future and approach their abilities accurately. Students with low self-confidence are afraid of failure and tend to avoid taking risks and generally expect success. People who are not confident often tend to lower themselves and ignore or ignore the rewards paid to them. In contrast, confident people generally trust their abilities and therefore take the risk of not being approved by others. They tend to accept themselves. They don't feel like they have to confirm because they are accepted. Therefore, teachers and teachers understand with confidence so that they can identify the student's self-confidence. If the teacher or instructor is able to confirm the confidence of the student, the teacher will be able to teach other learners successfully and the learner will be able to achieve the goals in the learning language.

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 confidently has a positive impact on the

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

Al-Hebaish (2012) it was found that there was a significant correlation between these two variables. Arango (2015) also showed that he was one of the most influential variables influencing foreign language learning in the tenth grade at the Ricarute School. Rather, Clement (1994) found no correlation between confidence and anxiety about classroom atmosphere in terms of motivation, confidence, and group cohesion in foreign language classrooms.

Therefore, self-confidence is much related to their speaking achievement. In speaking achievement, the student is able to perform in a good way based on their speaking ability and use their high confidences. In the other way speaking achievement for good performance is supported by personality and confidence of the student. Therefore, the researcher decided to conduct a research with entitled The Correlation Between Self-Confidence and Speaking Achievement of The Eighth Grade Students of SMPN 1 Tampaksiring in Academic Year 2021/2022.

1.2 Research Problem

Selecting and formatting a problem in research is the most important aspect in any field. Based on the explanation above, the research problem is formulated as follows; is there any significant correlation between self-confidence and speaking achievement of the eighth grade students of SMPN 1 Tampaksiring?

1.3 Objective of the Study

Objective of the study focuses on the ways to measure the variables such as to identify or describe. Based on the research problem on the background, the objective of the study is to figure out whether there is any relation between self-confidence and speaking achievement of the eighth grade students of SMPN 1 Tampaksiring 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 self-confidence and speaking skills. This current research was directed for the eighth grade of SMPN 1 Tampaksiring in year 2021/2022. The self-confidence was limited by give students questionnaire about desire and effort, optimistic, motivation, having and utilizing the superiority, having physical and mental health, and autonomous. The research was limited by using the types of material for the eighth grade students in basic competency 4.1 about Descriptive Text. The students were directed to make a video about them describing their favorite animal in 4-5 minutes which was submitted through WhatsApp.

1.5 Significant of the Study

This study aims to determine how closely the relationship between self-confidence and speaking achievement in grade eighth SMPN 1 Tampaksiring

in the academic year 2021/2022.The results of this study are expected to be of theoretical and practical significance.

Theoretically results of this research was expected to give information and reference to the readers about the study between self-confidence and speaking achievement of the eighth-grade students of SMPN 1 Tampaksiring.

Practically this research is expected to be useful for student, teacher and another researcher. The first one is for the teacher. The result of this study, is expected to give references for teacher about the correlation of self-confidence and speaking achievement. The result of this study also expected to give new information about the importance of self-confidence for students' speaking achievement.

The next one is for the student. The result of the present study is expected to be useful for students to learn about the importance of self-confidence for their speaking achievement.

And the last one is for the researcher. The present study is expected to be useful for other researchers who want to conduct a study about self-confidence and speaking achievement. Additionally, this study also can be used by the other researcher as a source of the citation.

1.6 Definition of the Key Terms

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 defined 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 discussed. 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. Self-confidence

   Self-confidence in this research can be interpreted as a form of action or an attitude of believing in students to show something for which we must always be responsible for it.

2. Speaking Achievement

   Speaking achievement in this research is an students achievement in speaking, to determine the students ability to speak, especially in English.
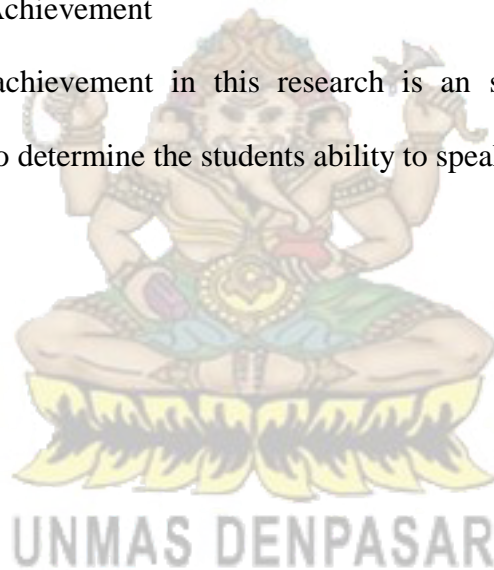
CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Review of related hypothesis is necessary part of a research because it allows the readers to understand the basis of the research. It can give a theoretical basis for the research and support the researcher to determine the nature of the research. The theoretical reviews which related to this research are examined as follows: speaking, self-confidence.

2. 1.1 Self-confidence

The word confidence originated from the Latin word "confidentia" meaning "to trust" and "to have faith". In other words, self-confidence is your belief in something. Furthermore, according to Ibbadurrohman (2016), it's your belief that you can be more confident and more successful than others. The other is a difficult task, one with better confidence to do it better. Therefore, confidence can be defined as a person's beliefs about their ability to succeed at a task based on whether they have been able to do it in the past. Confident learners believe in their abilities and do not give up until they achieve their goals.

Sara (2015) states that confidence is very important that foreign language learners can have. When learners have a strong confidence in their abilities, they can easily learn and participate in the work without any obstacles to execution that can interfere with execution. As Preston (2001) inform that self-confidence is very important in a satisfying and fulfilled life. It brings

success to someone's work, family life, relationships and leisure activities. Similarly, Wright (2009) 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.

Burton and Platts (2006) proposed ten qualities of self-confidence as follow:

1. Direction and values: confident people know what they want, where they want to go, and what thing which is really 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 mind-set: confident people have the ability to 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 a human being, 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 paying 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 have the ability to 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 life. Confident people also have chosen a theme or purpose for their life.

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). It means that self-confidence is very important to be developed effectively. Moreover, self-confidence is an individual factor that plays a supporting role in foreign language learning outcomes (Rosyada, 2014). Additionally, Al-Hebaish (2012) states that self-confidence is a personal factor that plays a role in supporting a learner's achievement of learning a foreign language. In other words, when someone has self-confidence, there will be a high chance to have a high achievement in learning foreign language, including listening, speaking, reading, and writing.

2. 1.2   Speaking Achievement

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) 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 (Mclntyre, 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) argues 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. It can be concluded that speaking ability is a very important

point to mastered English. Therefore, speaking ability is influenced by person's self-confidence. Based on the expert statement it can be stated that self-confidence has an important role in students speaking achievement.

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 Devita (2020) on her research entitle "The Correlation Between Self-Confidence and Speaking Achievement of The Tenth grade Students of SMKN 2 Denpasar In Academic Year 2019/2020". This study was at finding the correlation self-confidence with student speaking achievement of tenth grade SMKN 1 Denpasar in academic year 2019/2020. In general, the research found out the result of the correlation self-confidence with student speaking achievement of tenth grade SMKN 1 Denpasar in academic year 2019/2020 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 source of the material that researchers used was good. Moreover, the research conducted by Devita the instrument already based on the indicator of self-confidence. In the present study which was conducted by Lasiyah, the researcher provided clear explanation which showed the correlation between self-confidence and speaking achievement. In order to make the instruction clearer, in the present study, the researcher gave three short and simple instructions for the speaking test. The researcher asked the student make and describe their favorite animal with their words.

2.3 Hypothesis

The hypothesis that is proposed by the researcher is as follow:

a. Ha: There is positive correlation between self-confidence and speaking achievement of the eighth grade student of SMPN 1 Tampaksiring in academic year 2021/2022