

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In learning English as a foreign language, there are four skills that should be mastered, such as listening, speaking, reading, and writing. However, the mastery of speaking skill in English is a priority for many second language learners (Richards, 2008:19). It is because English is an international language which is used by all people around the world to communicate with others.

Speaking is productive skill that can be directly and empirically observed (Brown, 2004:140). It means that the learners' skill in speaking can be directly seen by other people when they are able to speak and deliver the message with no hesitation, by learning and mastering speaking skill, the learners would be able to communicate with their friends, embrace themselves using the language skill in the classroom, and expressing their feeling and ideas directly. According to Pollard (2008:33), speaking is one of the most difficult skills for students to master. Speaking is one of productive skill, we use the language that we have acquired and produce a message through speech or written text that we want others to understand.

Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which

depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills) speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language.

Brown (2004) further states that there are some basic types of speaking as in the following taxonomy. There are ; first is imitative, at one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of relates to the mouth of production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. Second is Intensive, the production of short stretches of language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. Third is Responsive, includes interaction and text comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful. Fourth is Interactive, the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchange and multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship. The last is Extensive (monologue), extensive relating to the mouth of production tasks include speeches, relating to the mouth of representations, and storytelling,

during which the opportunity for relating to the mouth of interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

However, many students cannot apply English in speaking daily activities. When the students are asked to speak in English, most of them are difficult to find what they want to speak. The students seemed lack of vocabulary, pronunciation and felt shy when the teacher asked them to speak English in front of the class. The other problem faced by students is that most of them argue that speaking is the most difficult skill to learn English and many students cannot use English verbally, this is because they have no confidence in expressing their opinions. Most of the students have some difficulties in developing self-confidence. Self-confidence is very important in the learning process, especially in learning to speaking English as a foreign language. According to Oney and Oksuzoglu-guven (2015), Self-confidence is a defining characteristic capable of influencing individuals behavior. Students are expected to be more courageous to give opinions speak in front of many people with confidence and students should feel comfortable and confident in practicing their English.

Lauster (1978) states that self-confidence is an attitude or feeling of confidence in one's own abilities so that the person concerned is not too anxious in his actions, can feel free to do things he likes and be responsible for his actions, warm and polite in interacting with others, can accept and respect others, have the drive to excel and be able to recognize their strengths and weaknesses. Self-confidence is a positive attitude of an individual who feels he has the competence or ability to develop a positive assessment of himself and the environment. Self-confidence is believing in one's own ability and being aware of one's abilities, and being able to use it appropriately.

According to Hakim (2002), self-confidence does not just appear in a person, but there is a certain process in his person so that the formation of self-confidence occurs.

Based on the statements above, the researcher is interested in conducting this research in order to determine the correlation between self-confidence and speaking ability. The main reason for choose this topic is help the student of seventh grade students on SMP Negeri 7 Denpasar in academic year of 2021/2022 to more confident when they speaking in the front of class or with many people. Considering the statement, the researcher decide to do a scientific research entitled “The Correlation Between Self-Confidence and Speaking Ability of the Seventh Grade Students of SMP Negeri 7 Denpasar in Academic Year 2021/2022”.

## **1.2 Research Problem**

In doing research, the researcher identifies the research problem as follows : is there any significant correlation between self-confidence and speaking ability of the seventh grade students of SMP Negeri 7 Denpasar in Academic Year 2021/2022?

## **1.3 Objective of the Study**

In order to make the research study considerable, certainly, it needs to declare an objective of the study. Generally, the objective of this research are to find out the answer to the research problems and the purposes clearly. Therefore, a scientific study is conducted in order to answer the research problem under study which has been previously formulated and and determine. The objective of this study is to find out the correlation between self-confidence and speaking ability of the seventh grade student of SMP Negeri 7 Denpasar in academic year of 2021/2022.

#### **1.4 Limitation of the Study**

Based on the objective of the study, the present research is limited on figuring out the correlation between self-confidence and speaking ability of the seventh grade students of SMP Negeri 7 Denpasar. The study will focus on self-confidence and speaking ability. The study will be passed through a questionnaire for the self-confidence and performance test will test the speaking ability of students.

#### **1.5 Significance of the Study**

By conducting this research, in order to make a clear discussion about this topic the present research is limited on figuring out the correlation between self-confidence and speaking ability of the seventh grade students of SMP Negeri 7 Denpasar in academic year of 2021/2022. Related to the target of this research, the research has two significant, theoretically and practically.

1. Theoretically, the finding of the study are expected to enhance the speaking ability and support the existing research finding regarding the correlation between self-confidence and speaking ability.
2. Practically, the findings of the study are intended as a valuable feedback for the teachers, the students, and other researchers. For the teacher, the finding of this research will provide more information related to the correlation between self-confidence and speaking ability. For the students, by knowing the factors how they can to improve their speaking ability. For other researcher, this study can be used to

learn and collecting information regarding the correlation between self-confidence and speaking ability.

### **1.6 Definition of Key Term**

To avoid misunderstanding on the part of the reader, there are some key term, which need to be operationally defined as follows:

#### **1. Self-confidence**

Self-confidence in speaking is an encouragement that becomes a student's passion for speaking to achieve their goal. Self-confidence makes the student more easy to express their speaking abilities in the classroom. Therefore, self-confidence can give positive influence and effect for students to make them comfortable to improve their speaking ability.

#### **2. Speaking ability**

Speaking is the ability to communicate with order students. Speaking is stating some words that express an opinion and feeling toward each order. Therefore, speaking ability is a very important interaction between teachers and students in the classroom. Because by speaking, the teacher knows the ability of their students, especially in speaking ability. In this study, the speaking ability of the seventh grade students of SMP Negeri 7 Denpasar is focused on topics of language expression such as accepting and declining invitation. The speaking activity is carried out in the form of role playing in a group consisting of four students.

### 3. SMP Negeri 7 Denpasar

SMP Negeri 7 Denpasar is a junior high school that located in Gunung Rinjani street, Tegal Harum, Denpasar Barat, Denpasar city, Bali.



## **CHAPTER II**

### **THEORETICAL AND EMPRICAL REVIEW**

#### **2.1 Theoretical Review**

The theoretical review is used in a scientific study. This scientific research can allow the reader to understand the foundation of research problem. There are some important points written by the researcher in this chapter which include the self-confidence and speaking ability for the relevant theoretical review from many related literature to support this study.

##### **2.1.1 Speaking ability**

Speaking ability is an important productive skill owned by people particularly students. They could have shared information through speaking. Speaking is defined as a crucial part of our lives that are used as an interaction and social activity (Louma, 2009-9). Speaking is an interactive process of composing meaning that includes constructing, acquiring, and processing information (Brown,2001). It is an important skill to master when we learn a new language. Because basically, when we learn a new language, the main goal is to have the capability to use it in daily comunication in the form of speaking.

Richards (2008:19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. It is form and meaning depend on the context, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.



According to Broughton et al. (2003:76), students may be good at listening and understanding but it will not follow that they will speak. Therefore, expressing something in spoken language is more important than only listening from others. Meanwhile, Thornbury (2005:1) the activity properly. According to Brown and Yule in Richards (2008:21), making a useful distinction between interactional function of speaking, in which it serves to establish and maintain social relations and the transactional function, which focus on exchange of information.

Mastering English speaking gives direct effect to the students to enjoy the language. They can directly get the benefit even they have the capability to speak English. Harmer (2007:284) defines speaking as the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. From the explanation above of course there will be a desire to communicate on the part of the students and they will also have a communicative purpose. Where the students are involved, they will be motivated they need to reach the objective of accuracy.

In the speaking process, people try to communicate with and send out a message to the other. In this case, the communication needs at least two people, a speaker who produces a message and listener who receives the message. Masnaini (2009:17) states that speaking as one process of communication, the process of human changing in mind or feelings to become a sound or words which has a meaning. In addition, "speaking is the form of oral language that is inevitably used to communicate ideas and feelings, no matter what the language is" (Syakir,2009:10).

Beside, speaking is language skills consisting of two way system of communication: where only one person speaks and the other only listen.

According to Bygate in Hartati (2007:11) states that speaking ability is a combination of structural aspect that concentrates on the grammatically system. However, speaking is an oral interaction of the people, it can be applied by two people or more, that it negotiates the meaning continued in ideas ehat has been stated in their mind. With speaking, people can share their feeling to the other people orally, and also about the content, people are going to say what to whom and about what. Cameron (2001;40) states that speaking is the active use of language to express meanings so that people can make sense of them.

Based on the explanation of the expert above, it is concluded that speaking ability can be used in which one person needs to use and to communicate with each other. The existence of speaking is important and cannot be separated into daily life. It means that there is no interaction exists without speaking.

### 2.1.2 Self-Confidence

Self-confidence is one of the most important thing on the study, self-confidence can helping the student to build their ability. Self-confidence is a feeling of trust in one's abilities, qualities, and judgment. The importance of self-confidence should not be underestimated as it has been strongly linked to happiness through multiple studies.

Lauster (1978) states that self-confidence is an attitude or feeling of confidence in one's own abilities so that the person concerned is not too anxious in

his actions, can feel free to do things he likes and be responsible for his actions, warm and polite in interacting with others, can accept and respect others, have the drive to excel and be able to recognize their strengths and weaknesses. Self-confidence is a positive attitude of an individual who feels he has the competence or ability to develop a positive assessment of himself and the environment. Self-confidence is believing in one's own ability and being aware of one's abilities, and being able to use it appropriately.

According to Oney and Oksuzoglu-guven (2015), Self-confidence is a defining characteristic capable of influencing individuals' behaviour. Students are expected to be more courageous to give opinions, speak in front of many people with confidence, and students should feel comfortable and confident in practicing their English. Addis (2008) states that self-confidence is an attitude that is characterized by a positive belief that one can take control of his life and of his plans. It is a belief in one's abilities. People who are self-confident are those who acknowledge their capacity to do something and then proceed to do these things. They do not rely on the approval of others.

Based on the explanation of the expert above, it is concluded that self-confidence is important for the students to improve their speaking abilities. Self-confidence can help students to be active in the class in order to practice speaking yet improving their knowledge especially in speaking ability.

## 2.2 Empirical Review

Empirical Review was the review of the relevant research that had been conducted by the previous researchers that were relevant with the present study. The purpose of providing empirical review is to show the relevant studies that have similarity with the present study. In conducting this study, the researcher wanted to know the correlation between self-confidence and speaking ability. The related studies that are used by the researcher are described in chronological order below:

The first research was conducted by Iin Seftiani, Agus Mulyana, Tenia Ramalia (2018) with similar research entitled “The Correlation between Students Self Confidence and Speaking Ability at Tenth Grade Students of SMAN 5 Kabupaten Tangerang in Academic year 2018/2019”. The objective of the study was intended to find the correlation between students self-confidence and speaking ability. They use the test to find the data by looking at their speaking ability. The data analysis was showed by the correlation coefficient  $R=0,460$  and comprehension at the significance level of 0.05. Based on the formulation of the problem, they find the objectives, the hypotheses testing and the analysis result, it can be concluded that there was a significant positive correlation between students’ self-confidence and speaking ability.

The second research was conducted by Siti Aisyah (2020) with similar research entitled “The Correlation between Students Esteem and Students Speaking Ability of Eleventh Grade at SMAN 7 MAROS”. The population of this research consisted of 30 students. However, all population was going to be taken as the sample of the

research. The data shows that the correlation ( $r$ ) between students' self-esteem and students' speaking ability that is classified "medium correlation" where standard correlation conducted 0.40-0.599. The table shows that  $r_{xy} = 0,407$ , it indicates that there is significance correlation between the students' self-esteem ( $x$ ) and the students' speaking ability ( $y$ ) of eleventh grade at SMAN 7 Maros.

In addition, the two studies above have been done well by the researchers, the instruments are in accordance with complete data. The differences between two studies and this research is in the instruments of collecting data for the speaking ability. The two studies used picture-cued task and this research used conversation task to test students' speaking ability.

### 2.3 Hypothesis

The hypothesis is a precise testable statement of what the researchers predict will be the outcome of the study. This usually involves proposing a possible relationship between two variables: the independent variable (what the researcher changes) and the dependent variable (what the research measures). The purpose of hypothesis is to suggested to any research problem of study. The hypothesis can be stated as follows: "There is a significant correlation between self-confidence and speaking ability of the seventh grade students of SMP Negeri 7 Denpasar in academic year of 2021/2022."