

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Speaking is one of the competencies in English that must be mastered by students. As a productive skill, speaking plays an important role in mastering English as a whole. Moreover, speaking is a talent that is needed in language learning. All instructors who provide material as teaching aids have respect in constructed student's speaking competencies. In addition, it is very important that through speaking students are able to share statistics and carry out their knowledge, especially regarding the situation they are analyzing.

However, according to Ur (1996:20), speaking plays significant role in human communication, for the main form of communication is orally. The communication choose place where there is speech. People are supposed to speak correctly and effectively in usage to communicate well with one another. It is a must since without speaking accurately, it may occur misunderstanding and problems. Brown (2001:268) notes down that from communicative point of view, speaking has many dissimilar aspects. Two of them are accuracy and fluency. Accuracy implicates the accurate application of vocabulary, grammar, and pronunciation, while fluency implicates the ability to keep going on when speaking spontaneously.

English for foreign language learners may find some difficulties on pronunciation and grammar since their first language may have dissimilar

pronunciation and grammar form. It constitutes some non-native speakers do not trust in themselves and being afraid of doing grammatical error and 2 mispronunciations. In such case, students' self-confidence must be constructed. The student's activities in speaking class play very necessary role. The teacher is only as the facilitator of the teaching progress. That is why students must construct their self-confidence in order to be active in English speaking class. Moreover, Goleman in Mieke (2006:45) state self-confidence is the belief in one self and abilities. It can refer to how people feel about themselves and their abilities. Having low confidence may result the shyness, communication difficulties, social anxiety and lack of assertiveness. Student with high self-confidence have motivation and intention compared with student with low self-confidence. High confident student may be more active in speaking class and more enthusiastic on receiving the material. It will encourage teaching learning process.

Regarding on those notion, Myers (1988:358) proof that a high gradation of confidence people are capable to speak calmly, capable to communicate clearly with simple language. The effect of this study shows 20% to 85% of people experience disquiet when they speak in public. Students who are very concerned to speak in public also avoid sociable activities.

However, Ratnasari (2009) describes the results of her research, that there is a relationship between self-confidence with interpersonal communication skills. People who have high self-confidence contribute to have excellent communication skills. In the personal confidence really helpful when the student doing the public 3 speaking and the result from personal confidence is success performance. The students may terminate to avoiding certain subjects or even majors that oral

presentations are required, never speaking in class, or determine on a particular course because they will require casual speaking in front of a group. Then, the individuals who have self-confidence are efficient to overcome anxiety or negative thoughts concerning themselves and others, to communicate well in public.

Based on the interview with students, speaking was considered as the most difficult skill for students. Unlike listening, reading, and writing, speaking direct the students to achieve their skill of English-speaking ability in almost all meeting in front of the class. It necessarily requires high self-confidence of the students. In apprehension the score, collectively, teachers do not call the students' name to perform, it is up to the students to perform first or later. Those who have high self-confidence will take and use the possibility well given by teacher to show their achievement. But some students do not enough confidence to complete in front of the class and they expect to be silent without trying to show their capability.

However, the teacher takes the record not only from their accuracy of their performance complete with their pronunciation, grammar, and vocabulary but also from their confidence and their performance when they speak in front of the class. Although each teacher has their own way on taking the students score, but commonly teacher will give higher score for those who is alert in speaking class. Even active or alert when speaking if the student not perform with their confidence that's will be useless. When they have good performance, they will be confident, even though a lot of people who attract their performance.

Students seemed to be confident in performing in front of the class. They are not confident with their skill. Generally, difficulties found by speaking class students are: (1) the students are afraid of doing mistake, (2) they find difficulty to

produce grammatically correct determination and to manner vocabulary varieties to intimate their idea, (3) they are not confident to speak in front of the class, (4) they are afraid of mispronouncing the English language. These will become specification impact for the speaking in teaching learning process. Then students with high confidence will enjoy and use the possibility well to show their capability in speaking class. When the student enjoys their performance, that enough for showing their high confident and speak naturally. By enjoying the class and accomplish the speaking confidently it may increase their achievement.

Therefore, self-confidence is much related with their speaking achievement. In speaking achievement, the student was able to perform in a good way based on their speaking ability and use their high confidences. In other way, achievement for good performance is supported by personality and confidence of the student. Therefore, the researcher decided to conduct research with entitled The Correlation between Self-Confidence and Speaking Achievement of Eighth-Grade Student of SMP N 3 Mengwi in Academic Year 2022/2023.

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## **1.2 Research Problem**

According to the description above, self-confidence and speaking achievement are important relationships in learning English. The researcher was interested in knowing the significant relationship between self-confidence and speaking achievement in junior high school students. The research question of this research can be formulated as follows is there any significant correlation between Self-Confidence and Speaking Achievement of Eighth-Grade Student of SMP N 3 Mengwi in academic year 2022/2023.

### **1.3 Objective of the Study**

Every research has its objective. Research objectives describe concisely what the research is trying to achieve. A particular investigation is expected to provide a scientific solution to the research problem. Moreover, the objective of the study should be in line with the background and the research problem that has already been formulated for the study. Furthermore, the aims of any activities which were related to the scientific investigation were always intended to find out a scientific solution about the research problem that has been previously formulated and determined. Thus, in line with the background and the research problem above, the primary objective of the present study is to figure out whether there is any significant correlation between self-confidence and speaking achievement of the eighth-grade students of SMPN 3 Mengwi in academic year 2022/2023.

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

The limitations of the study are used to establish validity or outcomes from unexpected challenges that arose during the study. The limitation of this study is the design or methodological characteristics that influence the interpretation of the findings of research. In this research the researcher limits the study on correlation between Self Confidence and Speaking Achievement of Eighth-Grade Students of SMP N 3 Mengwi in Academic Year 2022/2023. Therefore, the present study is limited on investigating two variables: Self-confidence and Speaking achievement. The researcher limits the self-confidence test with questionnaire. Moreover,

speaking achievement test is conducted by asking the students to perform a short monologue about favorite hobby.

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

Research significance is a written statement that explains why a study is needed. It is a justification of the importance of research and its impact on the field of research, its contribution to new knowledge and how others will benefit from it. This study aims to determine how closely the relationship between self-confidence and speaking achievement of the eighth-grade at SMPN 3 Mengwi in the academic year 2022/2023. The theoretical and practical significance of the present study can be clearly elaborated as follows:

Theoretically, the finding of this study is expected to help strengthen the theory which mentions the correlation between self-confidence and speaking achievement. Through this study, we can see and prove the results of the study whether there is a significant correlation between the two variables. The findings of this study can be used to contribute to the existing theoretical basis according to the correlation between self-confidence and speaking achievement. Furthermore, the findings of this study are also expected to provide more empirical evidence in determining the correlation between the two research variables that will be useful in providing results in the field outside the results of this research.

Practically, the findings of this study are expected to be useful for the teachers, students, and the next researchers. For the teachers, it will be useful for them to provide information about the correlation of self-confidence and speaking achievement of their students. The teachers can identify the ability of each of their students in self-confidence and speaking achievement. For the students, it will be

useful to make students to improve their self-confidence and speaking achievement. In addition, it can also make students realize how important self-confidence affects their speaking achievement. Furthermore, for next researchers, by the present study, they can get useful information to compose new research with the same variables in different grades or in different schools.

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

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

1. Speaking Achievement

Speaking Achievement in the present study is operationally defined as the achievement of the Eighth-Grade Students of SMP N 3 Mengwi in Academic Year 2022/2023 for their performance in speaking about favorite hobby.

2. Self- Confidence

Self-Confidence is the confidence of the eighth-grade students of SMP N 3 Mengwi in Academic Year 2022/2023 in speaking English about favorite

hobby that can be seen from seven aspects: desire and effort, optimistic, adaptation, motivation, having and utilizing the superiority, having physical and mental health, and autonomous.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

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

##### **2.1.1 Self- confidence**

Self-confidence is confident feeling in other way your belief in something that you do by your-selves. According to Sara (2015) self-confidence is very important that foreign language learners may have. When learners have strong trust in their capacities, it will make them easier to learn and engage in their task for speaking. Goleman in Mieke (2006: 30), states that self-confidence is the believing oneself and abilities.

According Campbell (2005:37) the importance of self-confidence role in speaking class, especially in students' speaking performance. It supports Djamarah's statement (in Andriani:2013), that self-confidence is one of the basic to achieve the success. Being not confidence means two or more steps closer to failure. A student is cleverbut because of lack confidence he or she seems to be less intelligent. In teaching learning speaking process, self-confidence is required. Generally, in speaking class, the students must show and perform in front of the class. It needs high confidence of the students. In fact, most of the speaking class

students feel shy when speaking aloud in speaking class. This will be barriers in teaching learning process.

According to Songsiri (2007: 28) students' confidence in language learning especially in speaking, is one of the main factors to drive or to inspire students to reach their goals. In his project, he could see student confidence in language learning making them brave enough to keep going in activities whenever they met some tough situations. If teachers are always aware and reflect on their teaching and try to promote students to achieve their task, student language learning repertoires and confidence will be gradually increased. Student's confidence really inspires the student to achieve their challenge, just do the nature of their self and they can show their ability. Then inspire the other student as well.

By considering that self-confidence is important there are tips to build students self-confidence. The first is by making the learning environment to be more welcome to the students. The second is by giving them good feedback. The third is the students should feel their thought with positivity. They must put in their mind that they are great, they are able to achieve their goal.

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

a. Desire and Effort

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

b. Optimistic

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

expected.

c. Adaptation

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

d. Motivation

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

e. Having and utilizing the superiority

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

f. Having physical and mental health

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

g. Autonomous

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

From the several indicators self-confidence, it can be concluded that the seven indicators of self-confidence are desire and effort, optimistic, adaptation, motivation, having and utilizing the superiority, having physical and mental health, and Autonomous.

In this research, the research focused on theory Campbell (2005: 37) who states that it can underline the importance of self-confidence role in speaking class, especially in students' speaking performance. In speaking class, the students must show and perform in front of the class. It needs high confidence of the students to

achieve a good performance. They do the best because of their self-confidence, then they will more comfortably be speaking in public. In the comfortable situation really help full for them to more relax and do the best that they can. Moreover, they could build their confidence with any support from the other person and support from their self. In addition, self-confidence is very help to achieve the student speaking achievement.

### **2.1.2 Speaking Achievement**

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

However, in other review according to Abdul Hassan Mas'ud Dahar in Djamarah (1994:21) that the achievement is what has to be created, the results of a job, pleasing results are obtained with tenacity the way of work. Additionally, De Cecco and Crawford (1974) state that achievement is the expectancy of finding satisfaction in mastering challenging and difficult performance. When the student show satisfaction, its means they already achieve their challenge. In addition to that, achievement is to do one best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority. In public speaking achievement there are some aspects that also should be concerned such as topic, content,

accuracy, self-confidence, clarify, eye contact, loud and clear voice, and the way the students deliver introduction and closing. The student should be do all the aspect to success their performance

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

In this research, the research focused on theory from Isnian (2016) who states that achievement is the progress pupils make towards the goal and objective of the curriculum. One goal of curriculum in a specific content area is also other means of achievement. If they already know their goal, almost student will try the best do achieve the goal. Some of them should be know the goal, so they know their capacity to make their achievement. If the student just does their ability without know the goal, they will confuse with what they do. From their goal, they will know their achievement and can see how much they can achieve their performance.

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 (Anderson & Bachman,

2009). Anyone who wants to improve their speaking skills should have self-awareness, self-motivation, and positive behavioral patterns and work to prevent communication errors (Turk, 2003).

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

Indonesia has some problems with the learning of speaking skills. First, students get bored with English because it is difficult to memorize words or pronounce English (Astuti, 2018). Second, students rarely use English for communication inside and outside the classroom. This makes them unfamiliar with English. Third, students only remember words when they must practice speaking before class. They usually imitate the words and phrases that appear in books. They do not understand what they are 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 do not

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 (Macintyre 1997).

On the other hand, students who can 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 can 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, 2007:73).

Juhana (2012:100) 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.

## **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 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, related study was conducted by Wahyuni (2018) on her research entitle “Correlation Study between Student Self-Confidence and Their Speaking Achievement at The Eight Grade of SMP AL Islam Surakarta in Academic Year 2017/2018”. This study was aimed at finding the correlation self-confidence with student speaking achievement of eight grade SMP AL Islam Surakarta in Academic Year 2017/2018. In general, the research found out the result of the correlation self-confidence with student speaking achievement of eight grade SMP AL Islam Surakarta in Academic Year 2017/2018 was significant.

The Second study was conducted by Lasiyah (2017) on his research entitle “The Correlation between Self-Confidence and Speaking Achievement of The Under-grade Student of English Study Program of UIN Raden Fatah Palembang”. The objective of this research was to find out the correlation between self-confidence and speaking achievement of The Under-grade Student of English Study Program of UIN Raden Fatah Palembang. In general, the research found out the result of the correlation self-confidence with student speaking achievement of The Under graduate Student of English Study Program of UIN Raden Fatah Palembang was significant.

Considering the result data, those two studies were already good in presenting the data finding the correlation between self-confidence and speaking achievement. The sources of the material that researchers used was good. Moreover, the research conducted by Wahyuni the instruments were already based on the indicator of self-confidence. In the 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, researcher gives three short and simple instructions for the speaking test. The researcher asks the students to make and describe their favorite hobby with their words.

### **2.3 Hypothesis**

Hypothesis is defined as tentative statement about the outcome of the. Research by Hatch and Lazaraton (1991). The hypothesis that is proposed by the researcher is as follows: Ha: There is a significant correlation between students' self-confidence and speaking achievement.

