

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In learning English, people need to master four language skills, there are reading, speaking, listening, and writing. It is very important to master the skills especially speaking. Speaking is very important, and speaking is one of the foreign languages that learning by people in the world. Speaking is defined as the skills which allow us to communicate effectively. Speaking helps many people to communicate with other people. It gives us the ability to convey information verbally and in a way that the listener can understand. Speaking for the students' ability to use and tool for communication on the learning and teaching English process. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997).

Based on Hamouda (2012), there are many factors that affect students' English speaking, such as anxiety, lack of interest, misunderstanding, shyness, and lack of self-confidence. These are factors that are often found in Indonesian setting. Because there are too many factors that affect students' spoken English, researcher focus on lack of self-confidence. Moreover, confidence can only be controlled by yourself. People who can control their self-confidence can do many things, such as express their opinion, especially speak English. Some of those who lack of self-confidence must have a fear of mistakes they make too hesitant to choose the right vocabulary.

Speaking has some distinctive characteristics. In speaking, speaker does not typically speak complete sentence, use less specific vocabulary than in written language. To improve speaking skill, must become more aware of selves, motivations, behaviour patterns and likely mistakes. Be aware of the audience's psychology, and their reactions to the speaker's faults and omissions. The big problem for all of speakers is being aware of themselves and judging correctly their own part in what is for many, an unfamiliar interaction. Speaking must pay attention to two things such as space and time. Muljana (2001) said "an example of how to place a conversation and determine the meaning of its effect". General topics that are discussed at home or in the office and in entertainment venues will be impolite if served in a mosque.

In learning, speaking skills are not only completed when communicating with friends or teachers. However, speaking in front of many people, especially in class, is also a lesson. Being able to speak fluently will satisfy students, the students are proud of themselves when they are able to speaks fluently. According to Utama et al. (2013), there are two aspects to the success of oral skills: linguistic and non-linguistic. The language aspect is vocabulary, fluency, grammar and pronunciation. In addition, nonverbal factors include self-esteem, extroversion, inter-group climate, motivation and self-confidence.

Moreover, self-confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism and emotional maturity (Sihera, 2007). Moreover, self-confidence could be a personal issue that plays a

validation role within the action of foreign learning. Self-confidence can have a positive impact on someone who still doubts himself.

Self-confidence is basically an attitude that allows us to have a positive and realistic view of ourselves and our abilities (Shiera cited from Patel (2010)). When people have high self-confidence, they will easily control themselves in nervous situations. They will take calm action and determine the right time to act. They find it difficult to put words together because they are afraid or lack confidence. Usually, students are still nervous talking to their peers, what's more, if in front of the class he will feel more nervous.

According to Burton in Sugiarto et al. (2006), self-confidence is a person's ability to act in certain situations, even though it seems difficult from another point of view. People's belief in task completion is at the core of the learning process. Confident people are those who understand and continue to develop their skills. They do not depend on other people's decisions. Only confident students dare to hone their skills. They usually dare to make mistakes in their studies in order to succeed.

For becoming good speaker in English, students need understanding the several things especially self-confidence. Many students always feel nervous when they speak in public or in front of people because their mental still shy, that's why students must improve self-confidence. Regarding on the explanation, self-confidence can affect students' speaking ability in front of the class. However, students in grade seventh at SMPN 2 Mengwi still need to increase their self-confidence to be able to speak English without hesitation in front of the class.

1.2 Research Problem

A research problem helps you formulate that sequence. Research problem also helps you avoid unnecessary steps during the research. A research problem was the preliminary step in conducting a research study. A research problem helps you understand the research procedure in a better manner. Mission on background, the research problem was formulated in the following question: was there any significant correlation between self-confidence and their speaking ability of the seventh-grade students of SMPN 2 Mengwi in the academic year 2021/2022?

1.3 Objective of the Study

The research objective is the goal to be carried out or achieved by the researcher after the research is carried out. This goal is important about the variables or assumptions that the researcher wants to achieve. By knowing the purpose of the research, it will help researchers to pay attention to the process of collecting data in this study. Scientific investigations are carried out of course to answer research questions and find scientific solutions to the research problems. This research is intended to answer research problems that have been formulated and determined previously. Based on research problem, the primary objective of the study was to figure out whether there is any correlation between the students' self-confidence and their speaking ability of the seventh-grade student of SMPN 2 Mengwi in academic year 2021/2022.

1.4 Limitation of the Study

In this study, the researcher focuses on the limitations of the research, it is very important to make the discussion of the research problem more specific and

avoid a broad discussion. The limitation of speaking ability is using basic competence 4.2 in practicing a short monologue by introducing oneself and also family. In this study, the researcher focused on finding out the correlation of students' self-confidences and speaking ability of the seventh-grade students of SMP Negeri 2 Mengwi in Academic year 2021/2022.

Finally, the limitation is based on basic competence 4.2 taken from the seventh grade English syllabus on Composing very short and simple spoken and written transactional interaction texts involving the act of giving and asking for information related to identity, short and simple, taking into account social functions, text structure, and linguistic elements that are correct and in context. Description of yourself as part of the family father, mother, brother, sister. Therefore, to test their speaking ability, students made a video with a minimum time of one until two minutes of their monologue about explaining themselves and their families. To assess the students' speaking ability, the researcher only focused on the assessment of grammar, pronunciation, fluency, comprehension, and vocabulary.

1.5 Significance of the Study

With conducting this present research, 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 can speak clearly and fluently in public places and in daily life, besides students have self-confident. It will also have a good influence on students' achievement in school because they confidence what they want. Moreover, students believe in their abilities and dare to show them. Theoretically, researchers expect that research results can be confidence and

useful for several aspects. First, for students, the researcher hopes that students can overcome their difficulties in speaking English and have a self-confidence to speak English. Second, teachers can improve their teaching style into a new paradigm of teaching. Third, future researchers are expected to compare this research, which means in terms of theory and empirical review.

1.6 Definition of the Key Terms

Here are some terms of information and definition which defined by the researcher to avoid the readers misunderstanding and question on the part and also the researcher wants to give clear output about this research. The key terms of this research are self-confidence and speaking ability.

1. Self-confidence is defined as the ability of students to act without having to be nervous about the concept of the ability to speak of students in grade seventh students of SMPN 2 Mengwi in the academic year 2021/2022.
2. Speaking Ability

Speaking ability in this research means could be defined as the ability of the seventh-grade students of SMP Negeri 2 Mengwi giving them to make a video about introduce their self and their family with the duration is about one until three minutes by using oral language related to grammar, vocabulary, comprehension, fluency and pronunciation through video.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theory review is a review of several theories related to research. This is used to support and build this research to be more assertive and based on facts. Therefore, theoretical studies are used to support and build on this research. This study needs to be supported by theories that have been put forward by experts. There are several sources from several literatures related to and support this research. There are several important points to explain and discuss based on the relevant theoretical review taken by researchers. This research is based on a discussion of the following theoretical frameworks: self-confidence and speaking ability. For the purposes of this study, several new theoretical points as well as empirical evidence are reviewed. Some of the points of view are as follows:

2.1.1 Self-confidence

Self-confidence is one of the factors that play an important role in determining the willingness of learners to communicate speaking skills. Davies (2004) Self-confidence is belief in one's own abilities that each person has, confident with the reason being able to do what he wants. Self-confidence is a personal factor that plays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without it. According to Brown (1994) it may facilitate or debilitate academic achievement. Foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable

learners. When there is low self-confidence, on the contrary, learners suffer from uncertainty, insecurity, fear and social distance.

According to Lauster (2002), said self-confidence derived from life experience. Self-confidence is one aspect of personality in the form of belief in one's own abilities so that it is not influenced by others and can act according to the will, happy, optimistic, tolerant enough, and responsible. Does not feel inferior in front of anyone and does not feel awkward when dealing with many people. With great confidence all the challenges will be able to be completed properly. Confidence plays an important role in human life. If those who do not have confidence, they will always feel low and are afraid to do something or action.

According to Setiawan and Sulhan (2021), self-confidence is an important part of the ability to speak because it can provide students with enthusiasm, courage, and enthusiasm. Therefore, they can get better results in performance. High self-confidence can have a positive relationship with student performance. If students are confident, they will be able to perform at their best. Different from students with low self-confidence. Students who lack self-confidence tend to be more fearful. Patel et al (2016) stated that self-confidence is way gives people the impetus to achieve their goals. So with confidence, people will convince themselves that they are capable of doing any action.

According to Kurniawati (2013), there are four ways to increase student self-confidence. The first is linguistic and non-verbal support. Teachers reward students' achievements verbally and non-verbally, provide motivational words or stories for success, and avoid criticisms that can affect self-confidence and motivation. The second is to give low to high level tasks with proper teaching

methods. Students' ability to complete a given task increases their confidence in completing the task at hand. The third is to educate students about their abilities. Recognizing one's abilities develops and builds self-esteem and self-esteem for students. Fourth, set and achieve goals for building student abilities. With clear abilities and goals, it is easy for students to build self-confidence.

Here the researcher follows the theory of Lauster (2002). It is defined that self-confidence comes from life experiences. Self-confidence is one aspect of personality in the form of belief in one's own abilities. so that they are not influenced by other people and can act as they wish, happy, optimistic, quite tolerant, and responsible. therefore, self-confidence can directly influence student effort and activity which serves as an excellent predictor

2.1.2 Speaking Ability

Speaking is one of the important skills of the other four skills, besides reading, writing and listening. Speaking is one of the abilities in expressing opinions, conveying inspiration, giving comments and rejecting comments. By speaking we will easily understand the meaning conveyed by other people. Speaking is very helpful for students in communicating between friends, teachers and other people. In the world of education, students are expected to be able to speak by expressing their opinions in a lesson. Luoma (2004) states that speaking skills are an important part of learning. In the teaching plan, speaking language must be taught and learned, because speaking is the main function use language communication, becomes a means of language learning.

According to Brown (2004: 154), speaking is a production skill that can be directly and empirically observed. These observations always vary due to

accuracy and effectiveness. In this case, speaking ability is described as activity and efficiency. Tarigan (2018) states that spoken language is the ability to express and convey thoughts, thoughts and feelings through pronunciation or words. Turk (2003: 9) is certain that speaking is a direct way from one person to another, and it is a way of communication between people. Therefore, the ability to speak is necessary, and students must master it in order to promote the transmission of ideas, knowledge and information and communication with others.

Johnson and Morrow (1981: 70) say that speaking is a popular term in oral communication, an activity between two or more people, in which the listener and the speaker must listen to what they are listening to. Respond to those who arrive, and make a contribution to deliver or receive information. significance. Thornbury (2005:17) mentioned that speaking is interactive and requires the principles of the ability to cooperate in the management of speaking turns. In the world of education, speaking skills are an important part that students must acquire. Students who want to master it must understand all aspects of speaking but before that, students need to know the basic types of speaking skills.

In this study, to determine the speaking ability of seventh grade students of SMPN 2 Mengwi, the researcher was used five components in the speaking scoring rubric based on Brown (2004), The five components include pronunciation, vocabulary, fluency, grammar, and comprehension.

a. Pronunciation

Pronunciation is a way for a person to produce or pronounce words meaningfully and accurately for others to understand in communication,

such as the rise and fall of different phonemes, intonation, and stress (Harmer 2001: 2833).

b. Vocabulary

According to Taslim, et al. (2019), vocabulary is the most important part of students' English learning, including a collection of vocabulary used to communicate with groups or individuals in daily life.

c. Fluency

Luoma (2004: 89) says that one of the core areas of fluency is related to the temporal aspects of speech, such as the relationship between speech speed, pauses in speech and the frequency of fluency markers (such as context, repetition) and self-correction.

d. Grammar

According to Thornbury (1999: 1), grammar is part of the study of possible forms or structures in language.

e. Comprehension

Rasinski (2008: 16) believes that understanding is a skill that uses thought to understand or comprehend ideas. Also, the purpose of understanding is to understand what others are saying.

2.2 Empirical Review

In empirical review, it is about reviewing studies that will conduct by other researcher which may be similar with the present study. There are many previous researches about self-confidence and speaking ability, now the present study used Syahri (2017) and Tridinanti (2018). as consideration to make this present study.

The first research was conducted by Syahri (2017), This study was aimed to investigate the evidence about intrapersonal intelligence, learning styles, and self-confidence to speaking ability. This is quantitative study. The population of this study was all the second semester students of English Education Study Program of PGRI University of Palembang with the total of 60 students. For the purpose of this study, 60 students had been selected by using total sampling as the research sample. To collect the data, there were two kinds of instrument used. The first instrument was questionnaire used to collect the data of students' intrapersonal intelligence, learning styles, and self-confidence. The second instrument was a speaking test to collect the data of students' speaking ability. The data were analysed by using Pearson Product Moment and multiple regression formula of SPSS 21 program to find out the correlation among intrapersonal intelligence, learning styles, and self-confidence on speaking ability. And the result indicated, there was significant correlation between intrapersonal intelligence and speaking ability with the correlation coefficient (r) was .965, between self-confidence and speaking ability it was also shown that the level of correlation was high category (r) .989, but there was not any significant correlation between learning styles and speaking ability with the correlation coefficient (r) was -.112. There was significance correlation among intrapersonal intelligence, learning styles, and self-confidence on speaking ability with the level of correlation analysis was in positive category (r) .991. The result suggests that intrapersonal intelligence, learning styles, and self-confidence significantly correlate with speaking ability.

The second research was conduct by Tridinanti (2018). Speaking in a foreign language can be influenced by such psychological aspects as anxiety and

self-confidence. The students who have high level of anxiety, worry, fear and low level of self-confidence in foreign language classes may have difficulties in developing their speaking ability. The objective of this research was to find out whether there was a significant correlation between students' speaking anxiety, self-confidence, and their speaking achievement. The research used correlation design. The data were collected through interviews that were scored by two ratters and two questionnaires that were administered to fifth semester students ($n = 28$) from a Teacher and Training Faculty in Indonesia. The data were analysed using descriptive and correlational analysis. The results indicated that speaking anxiety has no significant correlation with speaking achievement. Self-confidence has a significant correlation with speech achievement ($p = .01$). That is, students with self-confidence have higher achievement. So, it is important for teachers and lecturers to encourage students and practice speaking English in front of class, especially to improve the self-confidence when the students are communicating in English.

One of the two things described above has advantages and disadvantages. The advantage is the results of the two studies prove that there is a relationship between the ability to speak and confidence of students and. Data collection is also a weakness of both researches. Syahri (2017) research does not explain how to assess the test of speaking, he does not explain anything aspects of speaking. So, this research has not been completed. And in Tridinanti (2018). research, he did not explain how to collect data from his speaking test.

Based on the advantages and disadvantages of the two studies, in the aspect of speaking test assessment the researcher uses three aspects of speaking,

because all aspects are important to determine students' speaking ability. The researcher also motivates that this research is explained in detail, so that future research can understand it better.

2.3 Hypothesis

Based on the theoretical and empirical above, I was formula the hypothesis of this research. Hypothesis is an assumption related to results that will be obtained on two predetermined variables. Hypothesis that used is names work alternative hypothesis (H_a) whereas, the opposite is null hypothesis (H_0) the researcher would like to formulate the hypothesis as follow.

- H_a (alternative hypothesis) states that there is a significant correlation between self-confidence and speaking ability of the seventh grade of SMPN 2 Mengwi in academic year 2021/2022.
- H_0 (null hypothesis) explains that there is no a significant student's correlation between self-confidence and speaking ability of the seventh grade of SMPN 2 Mengwi in academic year 2021/2022.