

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In this world, there are such a lot of languages that make students commit learning new language or a foreign language that will be involved in the process of learning language skills for complement communication. Learning a new language or foreign language is the same as learning the mother tongue, which begins with listening, speaking, reading and writing. Those are the four basic skills in learning a language. Language skills can be divided into two, such as input and output. The input skills are listening and reading, while the output skills are speaking and writing.

As one of the language skills, speaking is an important skill. Speaking is part of communication, apart from listening and writing. Communication is the process of receiving information and then responding to it by providing new information. In addition, speaking is a part of daily life and everyone should develop in subtle and detailed language. In any case, it happens in English lessons in Indonesia, where the teacher continuously allows the students hypothesis and seldom practice as well as speaking English. Subsequently, many students can not apply English in talking every day activities.

Leong & Ahmadi (2017:34) explain that humans are programmed to speak first rather than reading and writing. That is, people spend their time interacting orally rather than writing. Speaking is an important skill because it is an ability requires direct conversation. Speaking English is not easy thing because the speaker must know the components like pronunciation, grammar, vocabulary,

fluency and comprehension. Especially students, they must have sufficient ability to communicate easily and effectively with other people. Therefore, the teacher should use English directly in communicating with them.

Speaking is a crucial in foreign language, especially in English. According to Brown (2004:140), speaking is an interactive process of constructing meaning, involving the generation, reception and processing of information. Speaking is one of the important skills for the students' ability to use and tool for communication on the learning and teaching English process. Mastering speaking skill in English is a priority for many second languages or foreign language learners. Even the educational curriculum requires students to speak English in the classroom rather than their native language. As a result, learners often evaluate themselves based on how much their language learning has improved.

Besides, Turk (2002:35) states that speaking is the highest level of everyday interaction. In addition, speaking is a communication tool, which has a relationship between the speaker and the listener who has an important purpose in life, especially in social interaction. However, not only that, English speakers should even be able to speak in several things and conditions. Even students are also required to speak English at school. Whether inside or outside the classroom. So that as a teacher it is the responsibility to make students able to speak fluently and communicatively.

In learning, speaking skills are not only done when communicating with friends or teachers. However, speaking in front of many people, especially in front of the class is also the lesson. Being able to speak fluently will make students feel satisfied. Students feel proud of themselves. According to Utama et

al (2013), there are two aspects to be success within the speaking skills; linguistics and non-linguistics. Linguistic aspects are vocabulary, fluency, grammar and pronunciation. Besides, non-linguistics are self-esteem, extroversion, intergroup climate, motivation and self-confidence.

Nonetheless, Hamouda (2012:20-29) states that there are several factors that influence students in speaking English, such as anxiety, lack of interest, misunderstanding, shyness and lack of confidence. These are factors that are often found in Indonesia setting. Because there are so many factors that influence students' speaking, the researcher will focus on confidence, specifically students' confidence in their abilities. Moreover, self-confidence can only be controlled by oneself. People who can control their own confidence will be able to do many things, especially in speaking English.

Students who have high self-confidence will not be afraid to examine their abilities. They will be more active and not afraid to make mistakes in the learning process. However, in contrast to students with low self-confidence, students who have low self-confidence will afraid to ask the teacher even to the point not being active in the class. It can be supported by a statement that people who are most confident in their ability to control themselves and the environment will be more competitive (Carver in Hanton et al, 2004:478).

According to Burton in Sugiarto et al. (2020:174), self-confidence is a person's ability to take action in certain situations even when it seems difficult in other perspectives. People's belief in performing their task is central in learning process. Confidence people are people who understand and continue to develop their abilities. They do not depend on the decisions of others. Students who have

self-confidence will dare to hone their abilities. They usually dare to make mistakes in learning so that they become successful.

Furthermore, self-confidence is an attitude that allows us to have a positive and realistic perception of ourselves and our abilities (Shiera in Patel, 2010, p. 40). It means accepting, believing in yourself and having a sense of control in life. Realizing one's strengths and weaknesses well can set realistic expectations and goals, communicate assertively, and can handle criticism. Students who have been able to know their strengths and weaknesses, they will be able to control criticism and expectations of themselves. In speaking ability, self-confidence is very important because in the learning process, students who have high self-confidence will not feel nervous when using English, especially in front of the class. That condition makes the English speaking ability increases.

Based on the results of an interview with an English teacher at SMPN 2 Mengwi, the researcher found that some students had an interest in English, especially in speaking. However, there were also students who want to try spoke English because of the teacher's coercion. The researcher also conducted an interview with several students at SMPN 2 Mengwi, specifically in the eighth grade. They said that when they spoke English, they felt nervous, embarrassed, and afraid of getting negative responses from teachers and friends when they make mistakes. Not only that, several students also felt less confident in their abilities.

In addition self-confidence is highly important factor in speaking English. Patel et al (2016:41) says that self-confidence is the first step to progress, self-development, achievement, and success. Several studies from researchers (e.g.,

Seftiani, et al. 2019 and Hasan, et al. 2020 shows that there is a significant relationship between students' self-confidence and speaking ability. In conclusion, the researcher is eager to find out the correlation between students' self-confidence and speaking ability at SMPN 2 Mengwi, especially eighth grade students. Thus, the researcher extremely motivated to conduct scientific research entitled 'The Correlation Between Students' Self-Confidence and Speaking Skill of the Eighth Grade Students of SMPN 2 Mengwi in Academic Year 2021/2022'. The students were selected based on observations that had been carried out at the school.

1.2 Research Problem

Every student who learns English will have difficulty speak clearly and fluently. Considering, English is not their native language. Besides, English is a foreign language that has its own difficulties, such as students who lack confidence in their ability to speak in public. Accordingly, self-confidence is one of the most important factors for students. Based on the problems in the background above, the researcher analysed the causes of students' lack of confidence. The research problem is formulated in the following question: is there any significant correlation between students' self-confidence and speaking skill of students of the eight grade students of SMPN 2 Mengwi in Academic year 2021/2022?

1.3 Objective of the Study

Objective of the study is the goal of the researcher. Every researcher should have their own objective. This objective becomes important about the variables or assumptions that the researcher wants to achieve. Knowing the objective of

the study will help researchers to process the data in this research. So that, researchers can find answers and solutions to research problems. Based on research problem, the objective of the study was to figure out whether there is any correlation between students' self-confidence and speaking skill of the eighth grade student of SMPN 2 Mengwi in academic year 2021/2022.

1.4 Limitation of the Study

The limitation of the study is particularly important to make the discussion of research problems more specific. It can also avoid extensive discussion. Self-confidence and speaking ability are two highly complex aspects. Considering the complexity and breadth of the research problems mentioned above, the limitation of research can be formulated. In the present study, the researcher focused on investigating the correlation between students' self-confidence and speaking skill of the eighth grade students of SMPN 2 Mengwi in academic year 2021/2022.

1.5 Significance of the Study

In this significance of the study, 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. Theoretically, researcher expects that research result can motivated and useful for several aspects. First, for students, the researcher hopes that students can overcome their difficulties in speaking English and have high self-confidence. Second, teachers can find out that speaking skills and self-confidence are very influential on student achievement. Third, for future researchers are expected to compare this research, it means in terms of theory and empirical review.

1.6 Definition of the Key Terms

Key terms are important to be defined in order to give clear understanding the topic based on the research variables. This key terms need to be defined in order to avoid misunderstanding and confusion the readers. The focus is finding the correlation between students' self-confidence and speaking skill of the eighth grade students of SMPN 2 Mengwi.

1. Self-Confidence

Self-confidence can be defined as attitude of someone who has beliefs their ability of the performance and beliefs that they can success. Besides, it brings positive achievement in their live. If people have high self-confident, they will be able to speak English clearly and fluently, especially of the eighth grade students of SMPN 2 Mengwi.

2. Speaking Skill

Speaking skill can be defined as ability of expressing ideas orally the eighth grade students of SMPN 2 Mengwi by retell their willingness in the form a video. The focus are comprehension, vocabulary, grammar, pronunciation, and fluency.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The important aspects that will support this present study are theoretical and empirical review. Theoretical review is a review of some theories relate to study to support based on the fact. The researcher collects and analyses several sources that have a strong theory where the theory can be used by the researcher. This study will discuss based the following theoretical framework: (1) self-confidence and (2) speaking skill. For the purpose of the study, several new theoretical points, as well as empirical evidence, are reviewed. Some points as follows:

2.1.1 Self-Confidence

Self-confidence is a way to increase the potential for knowledge with the motivation of their minds and will change habits more positively in their environment. Patel et al. (2016:41) state that self-confidence is a way to gives people the impetus to achieve their goals. So, self-confidence has involvement in self-regulation with powerful motivation. It also makes the surrounding atmosphere better. Confidence does not come naturally. Although, it is an internal process that develops self-confidence.

According to Setiawan and Sulhan (2021:48), self-confidence is a significant part of speaking ability because it can provide enthusiasm, courage and stimulation to students. Thus, they can get better results in performance. High self-confidence can have a positive relationship with student performance. If students already have confidence, they will be able to give their best performance.

Different from students who have low self-confidence. Students who have low self-confidence tend to be more afraid.

Self-confidence is extremely necessary in virtually each facet of life. It is vital for learners to perform their language skills within the real things. According to Brown (2001:62), self-confidence is the students' belief in their ability that's absolutely capable of accomplishing a task. There are two main things that contribute to self-confidence such as self-efficacy and self-esteem. The learners can gain a way of self-efficacy once they see themselves mastering skills and succeed goals within the teaching learning activity. The self-efficacy comes in once the learner feel capable of finishing a given task.

There to, the students' judgement of their own value from the self-efficacy on top of is named self-esteem. Self-esteem could be a judgement in personal of appropriateness that is expressed within the attitudes that personal hold toward themselves (Coopersmith in Brown, 2007:157). Brown (2007:144) also suggests that self-confidence is placed on three general levels of dimension. The primary is overall or general self-esteem. It is aforesaid to be one's own value over time across various things that build a general appraisal of oneself. The second is situational or characteristic self-esteem. It is aforesaid one's self appraisals to explicit tasks within the specific state of affairs, like within the academic domain; it will confer with one material space. Students' self-esteem task will increase their situational self-esteem, their global self-esteem to achieve their confidence in their life, especially in learning English.

Nevertheless, there is a problem factor that often appears in the class in speaking English, namely language anxiety. Language anxiety is the feeling of

fear and worry associated with learning and using language. Students who have low self-confidence will create language anxiety. Therefore, self-confidence has a role in controlling students' language anxiety and increasing students' motivation in learning English. Moreover, there is a hypothesis called the affective filter hypothesis, which states that students who can control negative attitudes such as: anxiety, lack of motivation, and self-confidence, will achieve success in learning, especially learning English (Krashen in Bot, 2005:36). If students can dominate their anxiety and can motivate themselves, it will automatically grow a high sense of self-confidence when performing English performance.

Based on the above, self-confidence is one of the most influential variables that affect learning. Fear and negative thoughts will overcome if students have general self-confidence. So, students can communicate easily, especially in front of the class. According to Brown (2002:25), general self-confidence is how people feel about themselves and their abilities. It tells people their overall confidence level. Having low self-confidence will hold someone back from doing something the best.

According to Wright (2009:24), there are some characteristics of students who have low self-confidence, which are 1; Afraid of change: they are afraid and worried about what will happen in the future and have negative thoughts about their abilities that result in being reactive rather than proactive. 2; Pessimistic and Selfish: they tend to blame others for what happened to them, without any effort from themselves and always have the belief that bad things will happen. 3; Want everything instant: they cannot determine their own desire. In general, they only

thing about generalizations such as being rich, beautiful, slim, etc. however, they find it difficult and cannot achieve it. 4; Concerned with the happiness of others: they like to make others happy and content rather than trying to discover their potential and to change their attitudes. 5; Feel insecure and care about people with the same suffering: they have destructive beliefs and never try to succeed in life, especially in learning. Besides, easily to give up when faced with problems.

In the same relation, Wright (2009:26) mentions the characteristics of students who have high self-confidence, which are 1; Strong ambition: they have a strong desire to be successful and achieve their goals. 2; Goals oriented: they set goals for themselves and try to achieve them with the best possible results. 3; A visionary: they have a positive and optimistic attitude toward their abilities and their future, never give up and have an idea of the success they want to achieve. 4; Have learned to communicate: they know how to behave intelligently (how to ask questions, how to heed advice, and so on), and they want to be effective and listen more than talk. 5; Friendly and loving: because they have good self-image, they tend to have good relationships rather than toxic relationships with others. 6; Has an attractive and open personality: because they have good personalities, so their confidence attracts them around with good things as well as people.

Based on characteristics above, it can be seen that students who have high self-confidence are more successful than others who have low self-confidence. It is the teacher's responsibility to overcome the problem of students with low self-confidence in order to become effective and successful students. As Wright (2009:28), suggest that to build self-confidence, strong words are needed to evoke a sense of movement. For illustration, "I can do it" is stronger than "I cannot do

it”; “I choose to do it” sounds more powerful and definite; while the strongest is “I am going to do it! I will start right now and practice it”. Make a decision to do something is good but make a commitment and will do it even better.

According to Kurniawati (2013:34), there are four ways to build students’ self-confidence. The first is verbal and nonverbal supports. Teachers should reward students verbally and nonverbally for their achievements, provides motivational words or stories to achieve success, and avoid criticism that can damage their confidence and motivation. The second is to give assignments from low to high level with appropriate teaching method. The ability of students to complete the given task will increase their self-confidence to complete the upcoming task. The third is to make students know their abilities. By recognizing their own abilities, students’ self-value and self-esteem will emerge to build their self-confidence. Fourth is setting and achieving targets to build students competence. Because of clear competencies or goals, it is easy for students to increase their self-confidence.

2.1.2 Speaking Skill

Speaking is one of the four skills that should be mastered, in addition to listening, reading, and writing. Speaking plays an important role in daily life, because it helps students to communicate with each other’s. Furthermore, the ability to speak has an influence in many aspects such as social, political, business and especially in education. In the world of education, students are required to express their opinions and exchange information with others, so they must focus on being able to speak. In addition, Luoma (2004:1) stated that speaking skills are a crucial part of language teaching courses, which also makes

them an important target for evaluation. Therefore, it becomes a challenge for a teacher to make students able to master speaking skills.

Oral skills or speaking skills are more difficult than other skills, because in speaking, it is not only need pronounce, but also arrange words in the oral performance (Bashir, et al. 2011:38). Not only difficulties in arranging words, sometimes students feel embarrassed and their English skills are rarely trained in daily life. However, Thornbury (2005:1) states that speaking could be a part of existence that is taken for granted by students. In a day, the average person generates tens of thousands of words or more. To interact and communicate effectively with other people in social life, specifically by speaking. According to Harmer (2001:123), classroom learning activities must be interesting and easily understood by students so that lessons are easily accepted. If students can participate fully, the teacher has arranged the activities well, giving sympathy, and reciprocity to them, then students will feel satisfied and can master speaking skills.

Thornbury (2005:17) mentioned that speaking is interactive and requires the principles of the ability to cooperate in the management of speaking turns. This also usually happens in real time, with little time for detailed arrangement. Furthermore, adding the nature of the speaking process means that the grammar of spoken language differs significantly from that of written language. In the world of education, speaking skills are a crucial part that must be mastered by students. Students who want to master it must be understand all aspects of speaking. However, before that student must know the basic types of speaking

skills. Based on Brown (2004:141) states that there are five categories of basic types of speaking skills, i.e.:

a. Imitative

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

b. Intensive

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

c. Responsive

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

d. Interactive

Interactive has two types, transactional and interpersonal. Transactional language is used for the purpose of conveying or exchanging specific information. It is an extended form of language responsiveness. While, interpersonal dialog conducted for the purpose of maintaining social relations is better than for transmitting facts and information.

e. Extensive

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

In this study, the researcher used basic type of speaking skills, namely extensive category. The researcher used the Speaking Scoring Rubric for the speaking elements by Brown (2004). Based on Brown (2004:141) said that there are six components of speaking skills: pronunciation, grammar, vocabulary, fluency, comprehension and task. These six components are important for students who study English as a second language and strive to learn more about these components. Speaking skill are said to be successful when students can improve their abilities through the teaching and learning process in the classroom.

In this study, to determine the speaking ability of eighth grade students of SMPN 2 Mengwi, the researcher used five components in the Speaking Scoring Rubric. The five components include pronunciation, vocabulary, fluency, grammar, and comprehension.

a. Pronunciation

Pronunciation is the most basic thing in speaking English. According to Thornbury (2005:24), pronunciation is the lowest level of knowledge that learners usually pay attention. In order to speak English accurately, learners should master phonetic rules, understand various sound, and their pronunciation. Learners should also know the stress, intonation,

and pitch. All these elements can help learners speak English easily and effectively.

b. Vocabulary

Vocabulary is a basic language before mastering the four skills of listening, speaking, reading and writing, students must learn competent English such as vocabulary, structure (grammar), and pronunciation. Based on Taslim, et.al., (2019:66), vocabulary is the most important component for students in English which includes a collection of words used to communicate with groups or individuals in life. If students have limited vocabulary, they will have struggle in communicate or express their ideas to reply or answer statements and questions from their interlocutors.

c. Fluency

Fluency is the ability to speak fluently and accurately. Fluency also includes the smoothness of the flowing voice, the intonation of words and phrases which are a quality of the speaker. If the teacher wants to focus on fluency, the teacher gives students the freedom to express themselves without interruption. It will help students speak fluently easily. Luoma (2004:22-27) states that one of central areas of fluency is concerned with aspects of temporal speech, such as speech rate, speech-pause relationship, and the frequency of fluency markers such as situation, repetition, and self-correction.

d. Grammar

Grammar is important in speaking because it can help students convey information with the right grammatical structure so that the audience understands. Based on Thornbury (1999:3), grammar is part of the study of what form (or structure) are possible in a language. Traditionally, grammar has been almost exclusively concerned with analysis at the sentence level.

e. Comprehension

Comprehension is one element that has an important role in speaking. When students comprehend the material to be delivered, they must master it. According to Brassel and Rasinski (2008:16), comprehension is a skill to know or understand an idea using the mind. In addition, understanding is aimed at knowing something that someone else saying.

2.2 Empirical Review

Empirical review is a crucial aspect of this research. Empirical review is the review of the relevant researches that have been conducted. In which it reviews the prereviews research that relevant with the present research. The researcher took two empirical reviews with same variables. Related studies that are used as references are described sequentially below.

The first research was conducted by Seftiani, et al. (2019), they carried out an ex-post facto 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”. In their research they want to know about correlation between students’ self-confidence and speaking skill. The result of the study conducted by Seftiani, et al. (2019) was that there was

significant positive correlation between students' self-confidence and speaking skill. The research sample was 40 from class X Social 2. Based on the hypothesis, it has been found that the correlation coefficient between students' self-confidence and speaking ability is 0.460. This showed that the variable has a correlation of 40 students whose speaking ability hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. The study used questionnaire to collect data for students' self-confidence while speaking test to collect data for speaking ability. This research used Purposive sampling technique.

The second research was conducted by Hasan, et al. (2020), they carried out an ex-post facto entitled "Correlation Between EFL Learners Self-Confidence and Speaking Skill". The research sample was from 28 from VIII I of SMPN 9 Pinrang. The result of the study conducted by Hasan, et al. (2020), there is significant correlation between self-confidence and speaking skill. The study showed the Person Product Moment obtained the calculated value of R 0.700 and the product value of the product R when the product with $N=28$ was found to be 0.478 at the 1% significance level and 0.374 at the 5% significance level. To determine the level of product moment correlation coefficient 0.61-0.80= substantial, namely $0.700 > 0.478$ (5%) and $0.700 > 0.374$ (1%) with $DB: 28$. This means that H_0 was rejected and H_a was accepted. The study used questionnaire and oral test to collect the data for self-confidence and students' speaking skill. This research used Cluster sampling technique.

On the two empirical reviews described above, both have strengths and weaknesses. The strengths are both of the research results prove that there was relationship between speaking skill and students' self-confidence and the way to

collect data from both studies is using questionnaire and speaking test. However, data collection was also a weakness of both studies. In Seftiani's research, the researcher did not explain how to assess the speaking test, the researcher did not explain what is the aspects to assess speaking test. So, the research study was incomplete. As well as Hasan's research, the questionnaire data collection method was based on the students' speaking test answers, besides speaking assessment only used three aspects; accuracy, fluency, and comprehension.

Based on strengths and weaknesses from both of research, in the aspect to assess the speaking test, the researcher used five aspects of speaking, because all aspects are important to determine students' speaking skill. The researcher also motivated that this research is explained in detail, so the future research can understand it better.

2.3 Hypothesis

Hypothesis is an assumption related to results that will be obtained on two predetermined variables. According to Neuman (2006:29), that a hypothesis is a proposition to tested or a provisional statement of the relationship between two variables. It is hoped that the researcher can compile part of the content of this research around the answers to the original hypothesis. In this study, the researcher used the directional hypothesis, which was made by the researcher on the positive or negative change, relationship or difference between two variables of the population from several source about the correlation between students' self-confidence and speaking skills. Based on the theoretical and empirical review above, the researcher created two hypotheses as follows:

- a. Alternative Hypothesis (H_a): there is a significant correlation between students' self-confidence and speaking skill.
- b. Null Hypothesis (H_0): there is no a significant correlation between students' self-confidence and speaking skill.

