

CHAPTER I

INTRODUCTION

1. 1 Background of the Study

English is crucial part in communicating with people in the world. English has become an international language in many countries. In english there are several skills that must be mastered well in order to adapt to the environment. In english there are four skill that must students masterd that are listening, speaking, reading and writing skills. Among of the four skills, speaking is the most important skill when communicating.

Speaking is one of four language skills (reading, writing, listening and speaking). It is mean speaking is a person's ability to express ideas, thoughts that exist in themselves that involve other people in conveying this information using words. Speaking skill is the most important for students in communicating effectively. Speaking skill is one's important skill to improve English proficiency from the very beginning of language learning. This skill can be developed and enhanced as an effective means of communication (Morozova 2013). According to Bashir (2011), speaking is the skill which must produce sentence or utterance in the oral mode. Different from the other skills, it is more difficult than the other, because it is more than just pronouncing words. There is a lot of aspects to encourage speaking skills such as motivation, attitude and self-confidence.

Speaking is a crucial in foreign language, especially in English. According to Brown (2004), 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. Mastery of speaking skill in English is a priority for many second language or foreign language learners. Even the educational curriculum requires students to be able 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) 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.

Nonetheless, Hamouda (2012) states that there are several factors that influence students in speaking English, such as anxiety, lack of interest, misunderstanding, shyness and lack of confidence. There are so many factors that influence students in speaking, the researcher will focus on lack of confidence. 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. Therefore, according to

Carver et al. (2004) students with high self-confidence will be better at communicating than others. It can be supported by statement that people who are most confident in their ability to control themselves and the environment will be more competitive.

Self-confidence is one of the keys that have some important communication barriers. Self-confident is an attitude that is characterized by a positive belief that you can take control of what we want to do in life. Any one who wants to take control speaking skill, must have a high self-confident in self. Self-confident important to improve yourself. According to Brown (1994), self-confident 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. When students have high self-confident they are not afraid to show or to explore what they want. Moreover, students usually more active in the classroom, they are not afraid to ask questions or express their opinion in the classroom.

In teaching and learning process at SMP (SLUB) Saraswati 1 Denpasar there are some problems in speaking skill, first students feel difficult to pronounce a word or sentence in English, second students are afraid of being wrong in front of their friends in classroom, for example when in the classroom students often hide what they want to say or when the teacher gives questions to students, students are often just silent and do not dare to answer.

Therefore, the researcher chooses self-confidence and speaking skills to be studied because the researcher wanted to find out whether self-

confidence had a relationship with students' speaking skills at SMP (SLUB) Saraswati 1 Denpasar in academic year 2021/2022.

1. 2 Research Problem

According to the description above, self-confidence and speaking skills are important relationships in learning English. The researcher was interested in finding the significant relationship between self-confidence and speaking skills at SMP (SLUB) Saraswati 1 Denpasar. The research question of this research can be formulated as follows; is there a correlation between self-confidence and speaking skill in seventh grade students of SMP (SLUB) 1 Denpasar in academic year 2021/2022?

1. 3 Objective of the Study

Objective of the study focus on the ways to measure the variables such as to identify or describe. Based on the research problem on the background, the objective of the study, whether there is any correlation between self-confidence and speaking skills of the seventh grade students of SMP (SLUB) Saraswati 1 Denpasar in academic year 2021/2022.

1. 4 Limitation of the Study

To abstain from covering and disarray of the peruser, the research was centered around finding the connection between self-confidence and speaking skills. This current research was directed for the seventh grade of SMP (SLUB) Saraswati 1 Denpasar in year 2021/2022. The researcher focused on

investigating the correlation between students' self-confidence and speaking skill of the seventh grade students.

For the test speaking skill, students make a video about Self Introduction. The aim is to find out students' understanding and students' courage in using English. For the speaking skill was assessed by five aspects of speaking, such as: grammar, vocabulary, comprehension, fluency, and pronunciation. Furthermore, the self-confidence focused in finding the limits, values, and action. Besides, the aspect is measuring of positive feelings about self.

1. 5 Significant of the Study

This study aims to determine how close the relationship between self-confidence and speaking skill in grade seventh SMP (SLUB) Saraswati 1 Denpasar in the academic year 2021/2022. The results of this study are expected to be of theoretical and practical significance. Thus, the result of this research may strengthen the previous theories related to their self-confidence and students speaking skill. This research also may be used as a reference for the next researcher who will concentrate in correlation between students' self-confidence and their speaking skill. Practically, the results of this study are expected to help the teacher's teaching and learning process, it can provide new information for English teachers that their self-confidence affects students speaking skills, and can help solve problems and consider appropriate teaching materials for students.

1. 6 Definition of the Key Terms

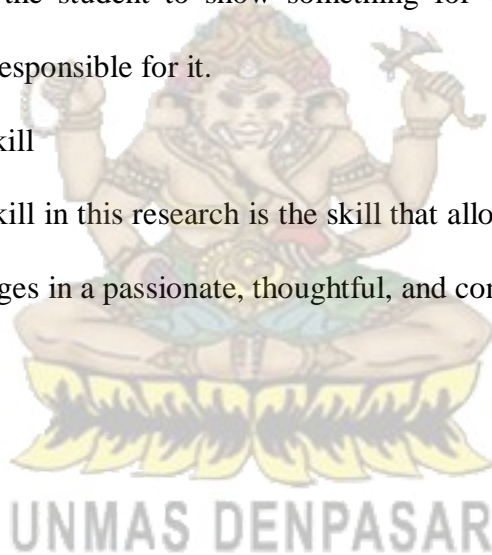
The key terms in this research are created to provide a clear understanding of the topics discussed. Key terms are described in accordance with the research variables. In accordance with the explanation above, the key terms in this study are self-confidence and speaking skill. The following is an explanation of each:

1. Self-confidence

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

2. Speaking skill

Speaking skill in this research is the skill that allow the students to convey their messages in a passionate, thoughtful, and convincing manner.



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 relationships between them, to what degree the existing theories have been investigated, and to develop new hypotheses to be tested.

2. 1.1 Self-confidence

The word confidence originated from the Latin word “confidentia” meaning “to trust” and “to have faith”. In other words, self-confidence is your belief in something. Self-confidence is the most valuable attribute in a person in social life especially in school environment. This self-confidence can also be influenced by the abilities and skill possessed. Sara (2015) states that self-confidence is very important that foreign language learners may have. When learners have strong trust in their capacities, they will make them easier to learn and engage in their task without any obstacles in their performance. Self-confidence is one of the factors which play the important role in determining the learners' willingness to communicate of the speaking skill. Depdikbud (2008) self-confidence is belief in one’s ability, strengths and self assessment. Self confidence is one aspect personality in the form of belief in one’s own abilities so that it is not influenced by others (Ghufron & Risnawati, 2010). By having sufficient self-confidence, an individual will be able to actualize his potential confidently and steadily.

According to Coopersmith (1967), there are 4 aspect of Self-Confidence, the first is power, power or strength shows the existence of a person's ability to be able to regulate and control behavior and get acknowledge of the behavior from others. The second is meaning, meaning or significant shows the concern affection and expression of love received by one person from another which indicates the individual acceptance and popularity of social environment. Then virtue, virtue shows an obedience to follow moral, ethical and religious standards to which individuals' behavior that should be avoided and the behaviors that should be allow by morals. Ability, ability or competence shows a good performance to meet the needs and achieve achievement where the level and tasks depend on variation in a person's age.

There were 6 aspects that researcher used for questionnaire. The first is motivation, it means one of three areas of personal skills that are integral to the concept of emotional intelligence, it can drive people to keep going. The second is optimistic, it means a person with a positive attitude, who believes and hopes things would turn out well, no matter what the situation. Then adaptation, it means personal skills to control or play an active role in social environment that consist of various types of individual characters and values. Desire and effort, it means they have a strong desire to be successful and achieve their goals, never give up and have an idea of the success they want to achieve. Autonomous, it means the capacity to be one's own person, to live one's life according to reasons and motivates that are taken as one's own and not to the product of manipulative or independent. Having and utilizing the

superiority, it means have good personalities so their confidence attracts them around with good things as well as people, they know how to behave intelligently.

According to Brown (2001), self-confidence is the students' belief in their ability that's absolutely capable of accomplishing a task. 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.

According to Burton and Platts (2006), there were ten qualities of self-confidence as follows :

1. Direction and values, someone who is confident knows what they want, where they want to go and what thing which is very important.
2. Motivation, someone who is confident are motivated by and enjoy what to do.
3. Emotional stability, someone who is confident will be claim and focused approach to how they are themselves and how they are with other people as they tackle challenges. They can notice difficult emotions such as anger and anxiety but they work with them well.
4. A positive mind-set, someone who is confident have the ability to stay optimistic. They also hold positive regard for themselves as well as other people.
5. Self-awareness, someone who is confident know what they are good at, how capable they feel and how they look and sound to others. They also

acknowledge that they are a human being and they don't expect to be perfect.

6. Flexibility in behavior, someone who is confident adapt their behavior according to circumstance. They also take other people's views on board in making decisions.
7. Eagerness to develop, someone who is confident enjoy stretching themselves, treating each day a learning experience, they also take their discoveries to new experiences.
8. Health and energy, some who is confident respect their body and have a sense that their energy is flowing freely. They manage stressful situations without becoming ill.
9. A willingness to take risks, someone who is confident have the ability to act in the face of uncertainty and put themselves on the line even when they don't have the answers or all the skills get things right.
10. A sense of purpose, someone who is confident have an increasing sense of the different parts of their life. They also have choose a theme or purpose for their life.

Based on the explanation, 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.

2. 1.2 Speaking skill

Speaking is the skill which produce sentence or utterance in the oral mode. Different from the other skills, it is more difficult than the other because it is more than just pronouncing words. In order to communicate better, speaking skill is considered as a crucial and essential skill compared with other skill for them foreign language learner or English as foreign Language (Kazemi, et al, 2012). According to Gate (2003) speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. According to Bueno, Madrid, and McLaren (2006), speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English.

Luoma (2004) 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 others skills, because in speaking, it is not only need pronounce, but also arrange words in the oral performance (Bashir, et al, 2011).

According to Brown (2004), there are five basic categories of speaking. Those five categories are as follows:

1. Imitative

This category includes the ability to practice intonation and focus on certain elements of language form. That is simply mimicking phrases or sentences from word. The important thing is to focus on pronunciation. Teachers use drills in the teaching process. The reason is that by using the

exercise, students have the opportunity to listen and repeat some word orally.

2. Intensive

This category includes students' oral interpretation to practice certain phonetic and grammatical aspects of language. Usually allows students to complete assignments in pairs. For example, reading aloud includes reading paragraphs, reading conversations with pairs, reading information in graphs.

3. Responsive

This category includes interaction and understanding of text, but at a limited level of some very short conversations, standard greetings and small talks. Simple requests and comments, giving instructions and directions. These answers are generally sufficient and meaningful.

4. Interactive

This category includes the length and complexity of multiple exchanges or multiple participants. Two forms of transaction language can be used for interaction. The purpose is to exchange specific or interpersonal information and maintain social relationships.

5. Extensive (monologue)

Teachers provide students with extended monologues in the form of oral reports, summaries, and story telling and short speeches.

According to Richard and Rogers (2001), there are five components of speaking skills that should be mastered to apply and practice of speaking. The six components of speaking are describe as in following :

1. Pronunciation

Through imitation and repetition, it is impossible to successfully learn pronunciation to a large extent. Therefore teachers must have a good pronunciation level so that students can imitate their teachers in any teaching and learning process, but we can not expect our students to sound completely American or British.

2. Vocabulary

There are generally 2 two types of vocabulary; they are active and passive vocabulary. Active vocabulary is a word that students need to understand, and passive vocabulary is a word that we want students to understand but will not use by ourselves.

3. Grammar

Grammar is a defined as the way words are put together to make correct sentences. Huddleston (1988), the two most basic units of grammar are the word and sentence. One of subcomponent of grammar called morphology and the other called syntax.

4. Accuracy and Fluency

Accuracy can b achieved by allowing students to focus on the elements of phonology, grammar and discourse in their spoken production. Fluency is probably best achieved by allowing voice transmission.

5. Comprehension

Comprehension is one of many components that should be paid attention to increase students speaking skill in order to speak better.

Based on the explanation above, it can be concluded that some points should be considered when evaluating speaking. At a minimum, students know the pronunciation, vocabulary and characteristics of the language they will be using. When students are ready and prepared for the activity, they can use the language appropriately.

2. 2 Empirical Review

From many previous researches about self-confidence and speaking skills, the researcher used is first from Nadiah, N. (2019), it is about describe and analyze the students' self confidence in public speaking at Advanced Speaking Class of English Education Department at Walisongo State Islamic University in the Academic year of 2018/2019. The data were collected through a questionnaire with 15 questions for 30 students. observation of the students' performance in public speaking with 10 checklists and interview with 6 students in order to gain the students' self-confidence. The technique of data analysis involved data reduction, data display, and conclusion drawing/verification by using Creswell.

Second from 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". The result of the study conducted by Seftiani, et.al (2019), there was significant positive correlation between students' self-confidence and speaking skill. The research sample is 40 from class X Social 2. It has been found that the correlation coefficient between students' self-confidence and speaking ability is 0,460. This shows that the variable has a

correlation of 40 students whose speaking ability hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. The study used questionnaire to collect data for students' self-confidence while speaking test to collect data for speaking ability. In this research using Purposive sampling technique; forty students of the tenth grade of SMAN 5 Kabupaten Tangerang.

Based on the empirical review above, both of the two research have a complete and appropriate data so the two researchers found there was a significant relationship between self-confidence and speaking skill.

In this presents study the researcher give a simple test for students to find out the correlation of two variables. On the other hand, the test in this present study were distributed online to students in order to make it easier for students to access the test.

2. 3 Hypothesis

The hypothesis was defined in the tentative text of the research results Hatch and Lazaraton (1991). The researcher assumes that there is a positive correlation between Self-Confidence and Speaking Skill.