CHAPTER I
INTRODUCTION

1.1 Background of the Study

Speaking is one of the language skills that students should consider when learning English. Because it is commonly used in daily life, speaking becomes the most important skill to study. However, today's world requires that every student should brave to speak a lot, because students can involve in global commpetition and development. According to Richard (2006:23), speaking is one of the productive skills, and this element has become a measure of successful communication, teaching and learning in the classroom. Brown (2001:406) who states that there are three general components of speaking such as grammar, comprehension, and fluency. This means that students can achieve their speaking achievement if they master and comprehend these three general components of speaking. In short, speaking skills have always been a demanding task that students need to master, and made the students able to speak English accurately and fluently is the purpose of English language teaching.

Speaking skills must be developed in order to effectively learn a language. People are supposed to speak correctly and effectively in order to communicate well with one another. It is essential because misunderstandings and problems can occur if you do not speak clearly. Brown (2001:268) notes that from a communicative point of view, speaking has many dissimilar aspects. Two of them are: accuracy and fluency. Accuracy refers to the correct application of vocabulary, grammar, and pronunciation, whereas fluency refers to the ability to continue speaking spontaneously. As a result, English as a foreign language may

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have different pronunciation and grammatical forms.

Students are required to be able to speak bilingually (two languages), either using Indonesian or English, or even a mixture of other foreign languages. Despite the fact that English has become one of the languages of instruction in many schools, many students are still hesitant to speak English clearly. One of the most fundamental reasons is a lack of confidence in speaking English. It is because some non-native speakers lack confidence in themselves and are afraid of making grammatical errors and mispronunciations. In such cases, learners' confidence must be built. Students' participation in speaking classes is extremely important. As a result, in order to participate in an English-speaking class, a foreign language learner must build their confidence.

Moreover, Goleman (2009:113) states that self-confidence is the belief that you have both the will and the way to accomplish your goals. In addition, according to Goleman (2009:102), if you have a high degree of self-confidence, emotional self-control and self awareness, adaptability, achievement motivation, initiative, and a sense of optimism, then you have high intrapersonal intelligence. It will encourage the teaching and learning process. Students with high self-confidence are more motivated, active, enthusiastic and intentional than students with low self-confidence. Therefore, self-confidence is the most important quality that a foreign language learner must possess. In other words, where there is confidence, there will be good communication, which leads to the achievement of learning objectives.

According to Hakim (2002:5), confident people are capable of carrying out their responsibilities properly and responsibly. Besides that, those who have high

self-confidence will take and use the opportunity given to show their achievement. However, when students enjoy their performance, they are more likely to speak confidently and naturally. The student is able to perform in a good way based on their speaking ability and use their high confidence. On the other hand, achievement for good performance is supported by the student's personality and confidence. When students feel confident in who they are, what they stand for, and what they strength are, students are able to embrace their full potential and let their best self shine through (Marlborough, 2019:1). Therefore, students with a high level of confidence are more likely to have a good speaking score. As a result, their confidence is closely related to their speaking achievement.

However, mastering speaking skills is not an easy thing to do. It can be seen from the reality that there are many students who are still incapable of speaking English in Indonesia despite having learnt the language for many years. These may be caused by lack of confidence, lack of vocabulary, limitation to speaking practice, or psychological factors which influence the use of English to communicate with each other. Wendi (2008:3) states that the students' speaking difficulties could be caused by inside and outside factors. The internal factors, such as lack of confidence and lack of motivation, could make students feel ashamed to speak, scared to make mistakes, and lacking confidence. Meanwhile, the outside factor is related to the teacher. The teacher should be able to recognize the students' problems and create a good atmosphere in the teaching and learning process in the classroom that can raise the students' enthusiasm to speak English.

According to the research conducted by Lasiyah (2017) to the undergraduate students of English Education Study Program of UIN Raden Fatah

Palembang also found out there was a positive and significant correlation between students' self-confidence and speaking achievement. Another study conducted by Ahmad (2020) to the eleventh-grade students at SMKN 1 Tarakan, there was a positive and significant correlation between students' self-confidence and speaking achievement. The result of that research was a fair relationship between self-confidence and speaking achievement. It indicated that students with high self-confidence had been good at speaking. On the other hand, the students with low self-confidence had lower speaking scores. Hence, self-confidence plays an important role in students' speaking ideas in English.

Concerning to the theory, about students' self-confidence with their speaking achievement have convinced researcher that good speaking will be achieve when students have their self-confidence first. Therefore, the researcher is interested in choosing self-confidence and speaking achievement because the researcher wanted to know how self-confidence affects speaking achievement especially in their performance in descriptive monologue in the eighth-grade students of SMPN 2 Kuta Utara in academic year 2022/2023. The researcher did not look into the deeper causes of why the students have low or high self-confidence and speaking achievement. This research was held to finding out if there is a significant correlation between students' self-confidence and speaking achievement. As a result, the researcher decided to conduct the research entitled The Correlation between Self-confidence and Speaking Achievement of the Eighth-grade Students of SMPN 2 Kuta Utara in Academic Year 2022/2023.

1.2 Research Problem

Every scientific research begins with a problem that must be solved. It is

critical to develop a research problem because it assists the researcher in conducting the research by making the discussion clear and specific. Based on the background of the study which has been explained above, self-confidence and speaking achievement are crucial in learning English. Furthermore, the researcher was interested in finding out the significant correlation between self-confidence and speaking achievement of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2022/2023. Thus, the researcher can formulate the research problem in the form of a question as follows is there any significant correlation between self-confidence and speaking achievement of eighth-grade students of SMPN 2 Kuta Utara in academic year 2022/2023?.

1.3 Objective of the Study

Every research has its own objective. It is important that the research conducted achieve the expected results based on the research problems that have already been identified. The objective of the study is important because it describes what the research will be achieved. It also provides a scientific solution for solving and answering the research problem formulated for the study. Moreover, the objective of the study should be in line with the background and the research problem that has already been formulated for the present study. Based on the explanation above, the main objective of the study was to figure out the significant correlation between self-confidence and speaking achievement of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2022/2023.

1.4 Limitation of the Study

The limitation of the study is important to make the discussion about the

research problem more specific, clearer and avoid a broad discussion. The present study aimed to determine whether there was any significant correlation between self-confidence and speaking achievement of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2022/2023. To investigate the problems more accurately, precisely, and correctly, the topic must be limited. As a result, the present study was limited to student's self-confidence in seven aspects: desire and effort, optimistic, adaptation, motivation, having and utilizing the superiority, having physical and mental health, and autonomous. Besides, in speaking achievement, the present study was limited to students performanced in descriptive monologue speaking test about favorite tourist destinations in Bali.

1.5 Significance of the Study

The significance of a study is provided based on the expected outcome of the current study. The significance of the study is an important part of the research introduction. It should determine what benefits the study will provide and how the findings will benefit the specific audience. It was because the research focused on figuring out whether there was a significant correlation between self-confidence and speaking achievement of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2022/2023. The findings are expected that the results of this research would give both theoretical and practical significance to the research area. The findings can be discussed below.

Theoretically, the findings of the research are expected to make students aware of their self-confidence and to improve their self-confidence in order to achieve optimum results in their English learning, particularly in speaking. The findings can give more empirical evidence of the curiosity in the correlation

between self-confidence and speaking achievement of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2022/2023 that is expected for enriching their knowledge. It can be used as a reference and as a guide for future learning by other researchers working on similar studies. Some information and theories provided in this study can be taken to enrich the available references. In addition, it is expected to give information to the teacher about the importance of self-confidence that is needed to assist students in having a good speaking achievement.

Practically, the results of this study are expected to be useful for English teachers, students, and other researchers. For English teachers, it is very important because it is expected to give information that can be used as a consideration to get better results on an alternative way of teaching in speaking English of the eighth-grade students of SMPN 2 Kuta Utara. For students, it could help them to overcome the issue by considering better confidence in speaking English. For other researchers, it is expected to become a reference that can help the future researcher that decides to do similar research to improve and develop their research which is related to the correlation between self-confidence and speaking achievement. The finding of this research may have some weaknesses that the other researcher can refine to make it much better.

1.6 Definition of Key Term

Every research has key terms that must be discussed. The key terms are several words that are used in the research. The key terms are important points that must be defined in order to avoid misunderstandings about the topic. It is necessary to provide an operational definition of the terms used in the research.

The definition of the key terms is intended to aid comprehension of this study, and it gives limitations to the terms of the research that is conducted. In this research, two key terms are provided. The key terms are self-confidence and speaking achievement. Those key terms should be explained clearly and briefly to provide clear insight into what is study is concerned with. The definition of the key terms can be defined as the following statement:

1. Self-Confidence

Self-Confidence is an important aspect to get a good speaking achievement. It is operationally defined as the complete ability of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2022/2023 in answering the questionnaire of self-confidence. In this study, the students answered the questionnaire truthfully based on their personal circumstances on the Google Form. The questionnaire was focused on seven indicators of self-confidence such as: desire and effort, optimistic, adaptation, motivation, having and utilizing the superiority, having physical and mental health, and autonomous.

2. Speaking Achievement

Speaking Achievement in the present study is operationally defined as the achievement of the eighth-grade students of SMPN 2 Kuta Utara in Academic Year 2022/2023 for their performance in constructed a short descriptive monologue about popular favorite tourist destination in Bali by voice note or audio recording in two until three minutes descriptive monologue speaking test about popular favorite tourist destinations in Bali. Morover, they have to perform it comprehensibly, grammatically, fluently and clearly, without reading a note or editing.

CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The related theoretical review is scientifically expected to aid some practical meaning and the previously related research as a guide. A review of related hypotheses is an important part of any research because it allows readers to understand the research's foundation. The theoretical reviews which are related to this research are examined as follows: speaking, self-confidence, and speaking achievement.

2.1.1 Speaking

Speaking has developed into one of the most important tools for academic success. There are many definitions of speaking established by language learning experts. Speaking is seen as an essential component of a student's language learning process. It assists students in broadening their knowledge of the language so that they can apply it in everyday situations. Speaking in another language is a fantastic experience, and it is likely that this is what the students want to achieve. The sense of success that students feel after finishing a conversation in a different language is greater than they could have imagined. Speaking is not only through using the language, but it can be done via non-verbal language as well, which includes body language or gesture. Furthermore, many students try to learn a foreign language in order to speak and communicate fluently.

Generally, speaking is the ability to express something in a spoken language. It is simply concerning putting ideas into words to make other people grasp the message that is conveyed. In this study, the term "speaking" is one of four

language skills related to language teaching and learning (Attamimi, 2014:31). It is mentioned in the literature that, naturally, speaking means producing some words representing one's ideas (Juhana, 2012). According to Ur (2009:120), speaking is the most significant of the four language skills because people who acquire a language are referred to as speakers of the language, as if speaking contained all other types of knowledge. As supported by Farabi et al. (2017:19), speaking is an important component of second language learning and teaching since it involves producing, receiving, and processing information. According to Brown (2007:172), speaking is an interactive activity that involves the production, receiving, and processing of information.

Speaking allows people to communicate and share information with others. In other words, speaking is an activity of delivering messages between speakers and listeners (Richards, 2008:19). Another opinion comes from Pollard (2008:33) which states that when someone considers speaking, everything includes; ideas, language, reasons for what to say, how to use grammar, vocabulary, and pronunciation and listening to react to people with whom they are communicating. Speaking ability is essential for improving English proficiency right from the start of language learning. The ability to speak a foreign language entails understanding that language for the majority of people because speaking is the primary tool of human communication.

According to Fulcher (2003:2), speaking is the "oral use of language to communicate with others." Speaking is a productive oral skill that is usually shared by two or more people. However, according to Harmer (2007:269), many things, not just knowledge, assume the ability to speak fluently, communicating

meaning through the use of verbal and nonverbal symbols. According to Thonbury (2005:25) there are three factor why makes speaking is easy or difficult, there are cognitive factors, affective factors and performance factors. All of the factors should be remembered by the speaker :

1. Cognitive factors

   - Familiarity with the topic: the more familiar the topic, the easier it is topic

   - Familiarity with the genre: If you are unfamiliar with a particular genre, giving a lecture or speech will be more difficult.

   - Familiarity with the other person: In general, the better you know the person with whom you are conversing and the more knowledge you can share, the easier it will be.

   - Processing demands: If the speech event requires complex mental processing, such as describing a complex procedure without the use of illustrations, it will be more difficult than if it does not..

2. Affective factors

   - Feelings towards the topic and or participants: In general, if you have a strong interest in the topic you're discussing and or other participants, the odds will be in your favor.

   - Self-awareness: 'put in place' can cause anxiety, which can impair performance; additionally, knowing (or believing) that you are being evaluated can be harmful.

3. Performance factors

   - Mode: Speaking face to face, where you can closely monitor the other

person's response and use gestures and eye contact, is generally easier than talking on the phone, for example.

- Degree of collaboration: Giving a presentation alone is more difficult than giving one with colleagues because you cannot rely on peer support in the former case.

- Discourse control: On the other hand, being able to direct the course of events rather than being the topic of someone else's control is often more convenient.

- Planning and practice time: In general, the more time you have to prepare, the less difficult the task will be.

- Time pressure: If there is a sense of urgency, it will most likely grow. It is a challenge for the speaker.

- Environmental conditions: It's difficult to speak in front of a loud background music or in poor acoustic conditions (as in many classrooms).

In this research, the research focused on theory of Sara (2015) who stated that speaking is the process of building and sharing meaning that involves producing, receiving, and processing information through the use of verbal and non-verbal symbols, in variety of contexts. Furthermore, the researcher concluded that speaking is the process of producing and conveying meaning in a variety of contexts by using verbal and non-verbal symbols. However, speaking is the ability to articulate sounds or words orally in order to express and convey thoughts, ideas, and feelings in order to deliver a message in communication.

2.1.2 Self-Confidence

There are many factors influence the students, one of the factors is self-confidence. Lland (2013) defined, the word "confidence" originated from the Latin word "confidentia" meaning "to trust" and "to have faith". Having self-confidence in one self means belief in our own ability. Self-confidence is one of the keys to the successful development of literacy, language, and numeracy skills through the skills for life strategy (Eldred, Ward, Snowdon, & Dutton, 2004: 6). It means that self-confidence is very important to be developed effectively. Moreover, self-confidence is a personal factor that plays a supportive role in the achievement of foreign language learning (Rosyada, 2014:3). In addition, students with general self-confidence will be able to overcome fears or negative thoughts, making it easier for them to communicate, particularly in oral activities.

Furthermore, Kakepoto (2012:71) states that confidence is an essential component of any good presentation. It motivates students to effectively communicate their ideas. Students should understand the significance of self-confidence because it has a significant impact on their learning process in particular, as well as everything they do in general. This is why self-confidence is one of the most influential variables that can influence the learning process in the speaking field. Therefore, self-confidence is the most essential quality that students must have. Consequently, self-confidence is a factor that influences the students in mastering speaking skill.

According to Preston (2007:35), self-confidence is very important in a satisfying and fulfilled life. It brings success to someone's work, family life, relationships, and leisure activities. Similarly, Wright (2009:27) states that if

someone wants to have a happy relationship with someone, nothing is more important than healthy self-esteem and self-confidence. Confidence also affects every performance you do. In fact, confidence inspires the students to achieve their goals. Dornyei in Utama (2013:27) suggests that the ways to promote students' self-confidence were through providing experience of success, encouraging the learners and reducing anxiety. The students have to be enthusiastic about achieving the goal of learning a foreign language to be successful in mastering the target language.

The importance of self-confidence for learners is crucial in learning to speak English. This can achieve teaching materials and activities that can give enthusiasm, bravery, and stimulation to learners. When the teacher presents the material and asks students to perform with their ideas, they will not become monotonous and boring in the learning process. Self-confidence is the confidence that you have in something you do on your own. According to Sara (2015:9), self-confidence is essential for foreign language learners. Self-confidence influences students' speaking skills because it can provide students with enthusiasm, courage, and stimulation (Roysmanto, 2018:1).

According to Burton and Platts (2006:10), self-confidence is defined as "self-assurance," and it refers to humans' belief in their ability to perform to a certain standard. This means that self-confidence is a necessary attitude for students to have a positive perception of their abilities. When students believe in their abilities, they will be more likely to learn and engage in tasks without interruptions, allowing them to participate in oral performance (Sara, 2015:11). This statement is supported by Al-Hebaish (2012:1), who states that self-

confidence is a personal factor that helps students achieve success in foreign language learning. It is means that, all learning is based on students' confidence in their ability to do the task. If students first believe they can complete the assignment, self-confidence will emerge to inspire them in achieving and completing tasks. Students will gain confidence as a result of their bravery.

In addition, better self-confidence means better performance. It can emphasize the role of self-confidence in speaking class, particularly in students' speaking performance. Being unconfident brings you two or more steps closer to failure. A student is actually intelligent, but due to a lack of confidence, he or she appears to be less intelligent. Its means that, when students are confident, they will speak more fluently. Students can gain self-confidence by developing their speaking skills. Students must also be willing to take risks as they learn to speak English. Students will gain confidence as a result of their bravery. When students are confident, they will speak more fluently. When students have faith in their abilities, it is easier for them to learn and engage in their speaking task. Self-confidence is the most crucial thing for students to do everything in life. Even if someone is incredibly brilliant, if she or he lacks confidence, he or she cannot share or tell their ideas or views, and no one knows that he or she is intelligent.

According to Goleman (2009:102), if you have a high degree of self-confidence, emotional self-control and self awareness, adaptability, achievement motivation, initiative, and a sense of optimism, then you have high intrapersonal intelligence. In addition, he said a person that possesses self-confidence is aware of there faculties in regards to their strengths, as they are confident in their abilities. Therefore based on the theory of Goleman (2009:102), the researcher

adapted several indicators of self-confidence as follows:

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
    intervension from other.

In this research, the researcher focused on the seven indicators of self-

confidence such as: desire and effort, optimistic, adaptation, motivation, having and utilizing the superiority, having physical and mental health, and autonomous adapted from the theory of (Goleman, 2009:102). The researcher concluded that if students have those seven indicators of self-confidence, they will achieve the best results in expressing their ideas more effectively and fluently, especially in speaking. This means that students who are self-assured have no problem speaking in front of the class or expressing their opinions. They are not afraid to make minor errors or mistakes when speaking because they see it as part of the learning process. They always have the courage and confidence to try again if they make a mistake.

2.1.3 Speaking Achievement

The learning process has a standard and a goal. The achievement of students is the most important goal in learning. Furthermore, speaking requires students' achievement. As a result, the definition of achievement and the elements of its need to know. According to De Cecco and Crawford (1974), achievement is the expectation of finding satisfaction in mastering difficult and challenging performance. When a student expresses satisfaction, it means they have completed their challenge. As supported by Mifflin (2000:14), achievement is defined as something successfully accomplished, especially through exertion, skill, practice, or perseverance. It is required as a reflection of teachers' and students' attitudes toward the success of the teaching and learning process. Furthermore, achievement entails doing one's best, being successful, completing tasks that require skill and effort, and being recognized by authority. Topic, content, accuracy, confidence, clarity, eye contact, a loud and clear voice, and the way

students deliver their introduction and closing are all important factors in public speaking achievement. The student should work on all aspects of their performance in order to achieve success.

Garrison, Kingston, and McDonald (1964:331) affirm the definition of achievement as the progress pupils make toward the goals and objectives of the curriculum, they then assert further about the definition that achievement may be the one's ability or the extent of his/her knowledge in a specific content area. The achievement is the end result of the learning process. Student achievement, on the other hand demonstrates the outcome of their studies. Furthermore, one ability or knowledge in a specific content area is a means of achievement in and of itself. If students know what they want, almost every student will work hard to achieve it. Almost all of them should be aware of the goal and their ability to achieve it. If a student simply does their best without knowing the end goal, they will become dissatisfied with their efforts. Moreover, according to Ur (2009:120), there are characteristics of a successful speaking activity as follows:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributors are fairly evenly distributed.

3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable of language accuracy.

Therefore, it is possible to conclude that achievement is the result, the success, the extent or ability, and the progress in learning educational indicators in relation to their learning. To know students' speaking achievement, there are some criteria that must be considered. Brown (2001:406) states that there three general components of rules of speaking such as the following:

1. Grammar

   According De Jong et al. in Priyanto (2013:5), good grammar ability can lead to higher articulation rates and fluency. Grammar's function in speaking is to organize the meaning of sentences and is used to avoid misunderstanding among speakers.

2. Comprehension

   Comprehension is defined as the ability to understand something by having a reasonable understanding of the subject or knowledge of what a situation really is like.

3. Fluency

   Fluency is defined as the ability to speak freely without pausing or hesitating (Riddel, 2001:118).

   According to Harmer (2007:342), in order for students to speak fluently in English, students must be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech. He also adds that students have to be able to speak in a range of different genres and situations, and

they will have to be able to use a range of conversational and conversational repair strategies. In addition, they will need to be able to survive in typical functional exchanges too. When the students are able to master speaking aspects, they will be able to speak fluently and accurately in any situations. Therefore these three general components of the rules of speaking such as grammar, comprehension and fluency must be achieve by students to achieve the ability in speak fluently.

The researcher focused on theory of Brown (2001:406) who states that there are three general components of speaking such as grammar, comprehension, and fluency. This means that students can achieve their speaking achievement if they master and comprehend these three general components. Speaking Achievement in the present study is operationally defined as the achievement of the eighth-grade students of SMPN 2 Kuta Utara in Academic Year 2022/2023 for their performance in constructed a short descriptive monologue about popular favorite tourist destination in Bali by voice note or audio recording. They have to perform it comprehensibly, grammatically, fluently and clearly. When students demonstrated their ability to speak English language, the researcher could not score them solely on one aspect, so these three components have assisted the researcher in measuring their speaking achievement.

2.2 Empirical Review

The empirical review is the review of relevant research results, which has the function of reviewing the previous research that is relevant to the present study. The researcher used two previous studies which would be used as a basis to conduct the present study. According to Kothari (2004:31), a researcher's design is

a sequence of collecting and analysing data in order to combine relevant to the researcher's purpose. The goal of giving an empirical review is to show relevant research that is similar to the present study. As a consequence, it can be utilized to support the present study by considering the outcome and whether or not the present study was successful as the relevant studies. Furthermore, the empirical review aims to provide a review of ideas connected to the present study. It is, nevertheless, used as a reference in conducting the study because it would provide a look at the outcome of the study that is reasonably similar to what was undertaken.

The first study was conducted by Lasiyah (2017) on his research entitle "The Correlation between Self-Confidence and Speaking Achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang". The objective of this research was to find out the correlation between self-confidence and speaking achievement. In general, the research found the result of the correlation self-confidence with student speaking achievement of The Undergraduate Students of English Study Program of UIN Raden Fatah Palembang was significant. It showed the coefficient correlation was 0.681. The total contribution of students' self-confidence and their speaking achievement showed a significant relationship and influence. However, the weakness of this study is in collecting the data for the self-confidence. The questionnaire given in the form of English language. Therefore, it was quite difficult to understanding it.

The second study was conducted by Ahmad (2020) in his correlational research entitled "The Correlation between Self-Confidence and Speaking Achievement of the Eleventh Grade Students at SMKN 1 Tarakan". In general,

the research found the result of the correlation between self-confidence and student speaking achievement of the eleventh-grade students of SMKN 1 Tarakan was significant. The strength of this study was in its research findings. It showed the coefficient correlation was in high level 0.730. The findings of the previous research showed that there is a correlation between two variables; those are students' self-confidence and speaking achievement. On the other hand, the criteria of the scoring rubric, were not explained in the theoretical review and also in giving the speaking test to the students, there is no instruction given, that made the students unsure about what will be assessed.

To avoid the same issues above in the present study, the researcher gave a questionnaire to the students, the researcher provided a clear aspect and indicator in a questionnaire. The questionnaire was written in Indonesian so that students was easily to fill it and avoid the misunderstanding. In assesed the students, the researcher adapted the scoring rubric from Brown (2001:406) so that the aspects focused on their fluency, grammar, and comprehension. Therefore, the students knew the criteria that used as the score of their speaking achievement.

2.3 Hypothesis

Hypothesis is defined as a tentative solution to the problem (Singh, 2006:54). A hypothesis is a tentative statement about the relationship between two variables. The hypothesis is like a guiding material to arrive at a certain conclusion. The purpose of the hypothesis is to provide a tentative proposition suggested to any study's research problem. It will serve as the pathway to follow without wasting time or effort in looking for answers without any directions. In the present study, the researcher used a hypothesis to predict the correlation between self-confidence

and their speaking achievement of the eighth-grade students of SMPN 2 Kuta Utara in academic year 2022/2023. Based on the theoretical review and empirical review before, the hypothesis is proposed in the present study. The hypothesis that was formulated by the researcher was as follows:

a. Alternative Hypothesis (Hα): there is a significant correlation between self-confidence and their speaking achievement of the eighth-grade students of SMPN 2 Kuta Utara in the academic year 2022/2023.

b. Null Hypothesis (Ho): there is no significant correlation between self-confidence and their speaking achievement of the eighth-grade students of SMPN 2 Kuta Utara in the academic year 2022/2023.