

CHAPTER I

INTRODUCTION

This chapter presents about background of the study, statement of research problem, objectives of the research, significance of the research, definition of term:

A. Background of The Study

Speaking skills are defined as the ability of a person to compose sentences that are a prerequisite for communication. Through these sentences are different and varying behaviors of each society can be displayed (Saputra, 2017). Once students have had good speaking skills, they will be able to communicate their ideas when they are at school or around foreign speakers. This skill can also maintain a good relationship between they and the others. (Hotmaria, 2021). Speaking skill is the ability to speak skillfully and smoothly when expressing things in the mind or ideas. This ability can be developed by speakers by mastering vocabulary, practicing correct pronunciation, and have confidence in speaking. The ability of a person to speak with confidence that both are the initial stages in presenting ideas in more detail and fragmentation, as well as without the fear of explaining them. (Yulianto, 2021).

Speaking is one respect from the productive skill that must be mastered by the students, because speaking is an interactive process of constructing meaning that concerns producing, receiving and processing information. In speaking activity the speaker uses language to express his or her idea, feeling,

and thought. It means that learners used speaking to achieve the certain goals like express their opinions, intentions, hopes and viewpoints. Learners should know the components of speaking therefore they can speak correctly and fluently. Those components consist of vocabulary, pronunciation and grammar.

Speaking is also the most difficult skill both to master and to teach. There are several factors that underlying it. First, not all students are extrovert; some of them might be introvert who simply cannot get along with the idea of oral communication. Furthermore, teachers are bound to deal with the large classroom which is no very conducive for teaching speaking. Moreover, there are a number of cultural values adopted by learners in certain countries which seem to inhibit them from speaking freely.

Speaking practice in the classroom is important to do by the students. In order to speak fluency, they must practice their skill in everyday live. Therefore, the teacher should give students opportunity to practice their speaking skill by giving some more chance or exercises that put them into the real practice communication. Barkhuizen in Koizumi states that there are a large number of measures that indicate speaking performance such as "the number of words per minute" for fluency and "the number of errors per word" for Ability (Teaching 2005). According to (Brown 2001) suggest that good fluency represents the main characteristic of natural communication, it should be given more weight in teaching of speaking.

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 be 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-confidence 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-confidence in self. Self-confidence is important to improve yourself. According to Brown (1994), 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. When students have high self-confidence 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.

Self-confidence is an ability, self-esteem and awareness in a student. When students feel confident, they dare to show or show themselves, dare to express differences of opinion and they can make decisions independently under any conditions and dare to make sacrifices for the truth with full confidence (Dwi Putri Robiatul Adawiyah, 2020). This is a strong factor in fluency to carry out an activity, because without confidence in everyone, especially a student, everything that they do will be neglected or not in accordance with the surrounding conditions.

Beliefs form students' understanding and feelings about their abilities in aspects of their beliefs in self-ability, optimistic, objective, rational and responsible and realistic (Agus Yulianto et al., 2020). As in junior high school students who should be able to begin to balance their speaking skills with their confidence. With this, it can make each student confident in the potential that exists in themselves so that they can speak in English or speak fluently.

Based on interviews conducted by researchers on several students at SMP MUALLIMIN WONODADI BLITAR, researcher found data that the majority of obstacles experienced by them in speaking other than pronunciation were self-confidence. This is due to the fear of misperception or redaction of words. No matter how much material students know but basically lack or do not entrust that potential to themselves, the student will not be able to express or actualize what is in their minds. At the school especially class VIII, during the learning process if every student has a turn to read a text in english or is intructed to ask or answer

questions, whether it remains in their seat or stand in front of the class, they always look uneasy, their way of speaking stammering, pronunciation or the pronunciation is not clear, and it takes a long time to finish what they want to say. However, if on the written test almost all students answer correctly according to grammar or good sentence structure.

From the explanation above, we know how important self confidence in speaking activity, it shows that they have close relation. In this research, according to the justification for the researchers use the two variables because the researchers saw a situation where students sometimes had the opposite ability with these two variables, in this case self-confidence and speaking ability. According to observations made by researchers at the research site, students with good levels of speaking skills occasionally become nervous and unsure of what to say when required to speak in front of a large audience, even those who are usually quite confident when required to present or bring a piece in English in front of the class or in front of many people. Therefore, the researchers conducted this research to find is there is a relationship between these two variables and what factors affect the degree of students' ability in self-confidence and speaking ability. To get actual data about it, the researchers will manage the test result to verify the grades, the researchers try to find the answer of the student's confidence influencing their speaking ability. Based on the background, the researchers will observe the relationship between selfconfidence and speaking ability. The tittle of this research is followed: "The Correlation between Self Confidence and English

Speaking Ability of Eight Students' Grade At SMP MUALLIMIN Wonodadi Blitar”.

As previously mentioned, there is another important component in speaking, one of the degrees is self-confidence. Self-confidence is the conviction a work that can be finished by oneself, depending on have them previously been successful in doing so. People who are confident, they will be able to move on, forget the bad, and concentrate on the positive things. (McPheat, 2010, p. 14). Additionally, selfconfidence, according to Marhaeni, Putra, and Jaya (2013), is the capacity to behave wisely or foolishly and to engage with others in a way that conforms to live up to expectations placed on one by others and to one's environment.” Therefore, Students who are more confident than their peers can talk clearly and with a higher level of proficiency in English. This is Speaking is one of the four linguistic skills (writing, listening, speaking, and reading).

This is a method for students to interact with others, accomplish particular objectives, and communicate their ideas, goals, aspirations, and viewpoints. Language learners are also known as "speakers" of that language. Speaking is also the language skill that is used the most across virtually all contexts. (Farabi, Hassanvand & Gorjian, 2017, p. 17). The performance skill in English is speaking. Students must practice and generate word by word as they master the language. In order for the listener to comprehend what the speaker is saying, they must be aware of the meaning of the words they are using.

The conclusion from several previous studies above is that Students are taught a variety of skills in the English language throughout their time in school,

including speaking, which is one of those skills. Other skills, such as self-confidence, are supportive components. As a result, the author made an effort to draw a connection between the two of them. The purpose of this research is to find out how confident the students are in their own ability to communicate in English. The author continued their investigation into the connection between the two. Based on the explanation above, the researcher would do the correlation method entitled “Students are taught a variety of skills in the English language throughout their time in school, including speaking, which is one of those skills. Other skills, such as self-confidence, are supportive components. As a result, the author made an effort to draw a connection between the two of them. The purpose of this research is to find out how confident the students are in their own ability to communicate in English. The author continued their investigation into the connection between the two. Based on the explanation above, the researcher would do the correlation method entitled **“The Correlation Between Students Self Confidence And English Speaking Ability Of Eight Grade At SMP MUALLIMIN Wonodadi Blitar ”**”.

So far, several studies about the correlation between students self confidence and english speaking ability have been conducted. First, Ismail Gurler (2018) entitled “Correlation between Self-confidence and Speaking Skill of English Language Teaching and English Language and Literature”. The result of this study indicated that there is a significant correlation between self-confidence and speaking skill. Second, Wahyu Nimatul Ulya (2018) entitled “The effect of Selfconfidence and Vocabulary Mastery on Students Speaking Skill in the Second

semester of English Education Department at State Institute of Islamic Studies Ponorogo in Academic Year 2018”. The result shows that there was significant relationship between both variables.

B. Statement of Research Problem

Based on the background description, the formulation of the problem in this study is:

1. Is there any The Correlation Between Students’ Self-Confidence and English Speaking Ability of Eight Grade Student at SMP Mu’allimin Wonodadi Blitar?

C. Objective of The Research

Based on the formulation of the problem described above, the objectives of this study are:

1. To find out The Correlation Between Students’ Self-Confidence and English Speaking Ability of Eight Grade Students at SMP Mu’allimin Wonodadi Blitar.

D. Significance of The Study

The findings of this study are expected to be useful for :

1. Theoretically

Theoretically this research it can be used by the researcher to practice the knowledge in field of the research.

2. Practically, this finding of the teacher, students, and other researcher.

- a. For English teacher to determine students skill in speaking English. Make evaluation material to pay attention to the level of confidence of students, especially in English language learning their students problem in learning.
- b. For Students, to increase students' confidence in their ability to communicate, especially in English language learning.
- c. For readers, they was have lots of information about their teaching and learning experiences.
- d. The Other Researcher, the researcher hopes that the results of this research can give advantages to other researcher and become appropriate references for them who will conduct a research.

E. Definition of Key Terms

The key terms include definition as follows :

1. Correlation: According to Tan (2014), the correlational research method aims to establish relationships between a number of variables. Correlation is a statistical technique used to measure and analyze the degree of relationship between two variables. Correlation in this is the correlation between students' self-confidence and English Speaking Ability.

2. Speaking Ability: Speaking Ability As a form of communication, speaking is very important in everyday life. To be involved in any aspect of social or personal life requires effective communication at all times. Furthermore, framing is an

important element in the language teaching and learning curriculum (Luoma, 2004). The success of our interactions and the growth of our relationships depend on our ability to communicate effectively in social settings. Therefore, communication skills are one of the most important success factors in work and everyday life. For example, leaders must communicate effectively to convey information, persuade others, and provide direction.

3. Self-Confidence : Self-confidence is the ability to be confident in the abilities we have or the ability to develop positive judgments both for ourselves and the environment around us. When we lack self-confidence in our brain it can trigger defense mechanisms that make us feel embarrassed, resulting in low self-confidence. According to Jamila (2013), English language learners often face various social and psychological barriers that affect their ability to communicate in English both inside and outside educational institutions.