

CHAPTER I

INTRODUCTION

This chapter provides an overview of the study by presenting several fundamental components, including the background of the study, formulation of the research problem, research objectives, research hypotheses, significance of the study, scope and limitations, and definitions of key terms.

A. Background of The Study

Confidence in speaking English is a person's belief in their ability to speak the language. Self-confidence is how far people have confidence in their judgment to their abilities and how can feel the "decency" to succeed.¹ Confidence in speaking English is a major asset that English language learners must have. Self-confidence is the key to making students brave in speaking English, even with limited vocabulary.² Confidence in speaking English is an important unity for English language learners. 'Self-confidence is the most important thing in speaking English,' which emphasizes the important role of self-confidence in effective communication in English.³ Speaking the language with confidence is essential while learning English as a foreign language. In speaking a foreign

¹ Utama, I M. Permadi. Marhaeni, A.A.I.N. Putra, I Nyoman Adi Jaya, *"The Effect of Think Pair Share Teaching Strategy to Students' Self-Confidence and Speaking Competency of The Second Grade Students of SMPN 6 Singaraja"*, e-Journal Program Pascasarjana Universitas Pendidikan Ganesha, Volume 1 Tahun 2013, Page 3.

² Farah Fadhilah, Thesis: *"Exploring Students' Strategies in Increasing Self-Confidence in Speaking"*, (Banda Aceh: UIN Ar-Raniry Banda Aceh, 2023), Page 2.

³ Anis Syafitri, Audi Yundayani, Wisnu Kala Kusumajati, *"Hubungan antara Kepercayaan Diri Siswa terhadap Kemampuan Berbicara Bahasa Inggris"*, 6 Oktober 2019, Page 2.

language, there are many factors influence the learners, one of the factors is self-confidence.⁴ Thus, self-confidence is the main capital that is very important for someone to have when speaking in English and it will be highly advantageous for pupils to speak English if they possess a strong level of self-confidence.

All students have factors that are the reason for their confidence level in speaking English, these factors can be psychological or academic from within the student. For instance, anxiety during speaking can significantly reduce a student's confidence. Students feel worried that they will be criticized or they will lose face if they commit an error while producing a sentence.⁵ The feeling of anxiety is one of the factors that greatly affects the level of confidence of students, but not only psychological factors there is also the influence of academic factors. Good mastery of grammar helps students feel more confident when speaking, students who understand grammar rules tend to be more confident in constructing correct sentences.⁶ Thus, psychological and academic factors cause differences in students' confidence levels in speaking English. There is a strong relationship between students' self-confidence and English-speaking ability.⁷ Psychological and academic factors, such as anxiety and mastery, play an important role in determining students' confidence level in speaking English.

⁴ Utama, *The Effect of Think Pair Share Teaching Strategy to Students' Self-Confidence and Speaking Competency*, Page 2.

⁵ Mohammad Naseem Pasarlay, "Factors Affecting Student Confidence in English Speaking Classes", *International Journal of Science and Research (IJSR)*, Volume 9 Issue 2, February 2020.

⁶ Riska Anggraeni, "Hubungan Kepercayaan Diri dengan Kemampuan Berbicara Bahasa Inggris", Page 271.

⁷ *Ibid*, 273.

In language education research, self-confidence in speaking English has been a key topic. Self-confidence significantly influences the improvement of English learners' speaking abilities, as a strong sense of confidence is closely associated with better oral performance. This suggests that students who are more self-assured tend to communicate more fluently and effectively. Self-confidence significantly affects English speaking skills. Higher levels of confidence are strongly connected with better English-speaking abilities, according to research that is continuously conducted. This is because pupils who are more confident speak more fluently and energetically.

Grammar mastery refers to a person's comprehension and proficiency with word structure. Grammar mastery is understood as knowledge of and ability to use the grammatical structures of a language and use them effectively in communication.⁸ Students who are proficient in grammar are better able to construct sentences correctly, which improves their overall English communication and comprehension. One of the skills which have a strong effect of grammar is speaking.⁹ So, it is possible that mastery of grammar can have a correlation with the level of confidence in speaking English.

Grammar is a key factor that enables students to speak in English accurately and clearly.¹⁰ Grammar mastery has relevance in this study because

⁸ Woro Hestningsih, "The Effects of Grammar Mastery and Vocabulary Mastery Towards Students Argumentative Writing", Vol. 08 No.02, Mei 2016, Page 221.

⁹ Puspa Amelia, Thesis: "The Correlation Between Students' Grammar Mastery and Students' Speaking Ability at The Fifth Semester Students Of Unismuh Makassar", (Makassar: Universitas Muhammadiyah Makassar, 2018), Page 1.

¹⁰ Madina, et al, "The Correlation Between Students' Grammar Ability and Students' Speaking Ability in SMP Panca Budi Medan", Internasional Journal of Integrative Sciences (IJIS), Vol.3, No.1,2024, Page 132.

students who understand grammar well tend to be more confident in speaking English. Grammar additionally improves students' ability to use formal language effectively.¹¹ This relationship is important because it demonstrates the direct impact that academic abilities have on the psychological and emotional components of language learning. Examining this relationship will close a gap in the research by showing how improving grammar competency can be a crucial tactic for increasing speaking confidence, which is essential for creating efficient language learning procedures.

Several previous studies have explored the relationship between grammar acquisition, self-confidence and speaking ability in various educational settings. Ulfa Nadila et al.¹² emphasized that lack of English knowledge-specifically grammar, vocabulary, and pronunciation-is a dominant factor in students' low self-confidence. Puspa Amelia et al.¹³ found a strong correlation between grammar mastery and speaking ability, noting that grammar is a key component of speaking accuracy. Similarly, Delis Meta Tiana et al.¹⁴ highlighted the importance of grammar mastery and confidence in effective communication, while Septivana Gultom and Lulud Oktaviani¹⁵ noted a weak but positive relationship between

¹¹ *Ibid*, 133.

¹² Ulfa Nadila, Hengki, & Ratna, *Self Confidence Factors of Students in Speaking English In Banjarmasin*. International Conference on Social Sciences & Humanity, Economics, And Politics, PROCEEDING OF SHEPO 2020, page 143 – 146.

¹³ Puspa Amelia et al, *The Correlation Between Students' Grammar Mastery and Students' Speaking Ability at The Fifth Semester Students Of UNISMUH Makassar*, Jurnal Keguruan dan Ilmu Pendidikan (JKIP), Volume 6 No. 1, Juni 2019, Page 10 – 22.

¹⁴ Delis Meta Tiana, Jimmi, & Rina Lestari, *The Effect of Grammar Mastery and Self-Esteem Towards Students' Speaking Skill*, SCOPE: Journal of English Language Teaching, Vol. 7 Issue 2, March 2023, Page 157 – 164.

¹⁵ Septivana Gultom & Lulud Oktaviani, *The Correlation Between Students' Self – Esteem and Their English Proficiency Test Result*, JELTL, Vol. 3 No. 2, December 2022, Page 52 – 56.

confidence and English proficiency. Previous research tends to explore grammar and speaking confidence as separate factors, but few have specifically analyzed their relationship, particularly in the context of younger learners at the junior high school level, that is the gap in this research.

SMPN 1 Kademangan which is located in Kademangan District. There is no clear identification of students who have a balance between grammar mastery and self-confidence in this school. The research population includes grade 8 students, a critical age group in the development of English language skills, and the research is also important due to the rarity of studies conducted in this school, which can provide new insights and recommendations for teaching methods at SMPN 1 Kademangan.

Based on the studies above, the researcher focused on the relationship between students' grammar mastery and their confidence in speaking English. With the issue of self-confidence affecting students' ability to express themselves, as fear of making mistakes or anxiety can reduce their confidence in speaking English, grammar mastery is seen as a factor that can enhance their confidence. Therefore, the researcher was interested in conducting a study on the topic **“The Correlation Between The Students' Grammar Mastery and Their Self-Confidence in Speaking English”**

B. Formulation of Research Problem

Based on the background above, the research problem is formulated as the following “Is there any significant correlation between grammar mastery and

confidence level in speaking English of the eight grade students at SMPN 1 Kademangan?”

C. Research Objective

Based on the focus of the study, the purposes of this study is to find out the correlation between Grammar Mastery and Confidence Level in Speaking English of eighth grade students at SMPN 1 Kademangan.

D. Research Hypothesis

Based on the research aim provided earlier, the formulation of hypotheses can be structured as follows:

1. Null Hypothesis (H_0), There is no significant correlation between students' grammar mastery and their confidence level in speaking English of the eight grade students at SMPN 1 Kademangan.
2. Alternative Hypothesis (H_a), There is significant correlation between students' grammar mastery and their confidence level in speaking English of the eight grade students at SMPN 1 Kademangan.

E. Significant of The Research

The significance of the study lies in its potential contributions to various stakeholders and areas within the academic and educational context. Here are some key aspects of the significance of the study:

1. Theoretical

This study contributes to the theoretical understanding of how grammar mastery can influence students' confidence in speaking English. It provides evidence of the relationship between academic skills and psychological factors in language learning, particularly in the context of grammar mastery and speaking confidence.

2. Practical

a. For The Teacher

This study can help teachers recognize the importance of balancing grammar instruction with activities that build students' confidence in speaking English. By understanding this relationship, teachers can develop teaching strategies that enhance both grammar mastery and speaking confidence simultaneously.

b. For The Student

This study can encourage students to focus on both improving their grammar and building their confidence in speaking English. As they become more proficient in grammar, they may feel less anxious about making mistakes and more confident in participating in conversations and expressing themselves in English.

c. For The Researcher

This study provides the researcher with a deeper understanding of the correlation between grammar mastery and confidence in speaking English. It also offers valuable experience in conducting academic

research, which can serve as a foundation for future studies in similar areas of education and language learning.

F. Research Scope and Limitation

The study was conducted at SMPN 1 Kademangan and the population was 8th grade students' of SMPN 1 Kademangan. The focus of this study is to know the correlation between students' grammar mastery and their confidence level in speaking English of the eight grade students at SMPN 1 Kademangan.

G. Definitions of Key Terms

To avoid misunderstanding in terms and contents of the topic in this study, the researcher must define the key terms used in this study:

1. Grammar Mastery

Grammar mastery is the proficiency in understanding and using grammatical structures correctly to form clear and coherent sentences in a language. A person with grammar mastery is able to communicate ideas effectively and accurately by applying correct grammatical rules in their sentences. Grammar mastery in this study was carried out with a grammar test on students in the form of multiple choice, students choose one of the right answers by choosing one of the answers provided, the questions given consisted of 30 items.

2. Confidence Level in Speaking English

Confidence level in speaking English refers to an individual's self-assurance and comfort in using English verbally, which influences their willingness to engage in conversations and express themselves effectively. In this study, a questionnaire was chosen as the tool to collect data, which consisted of 25 questionnaire items.