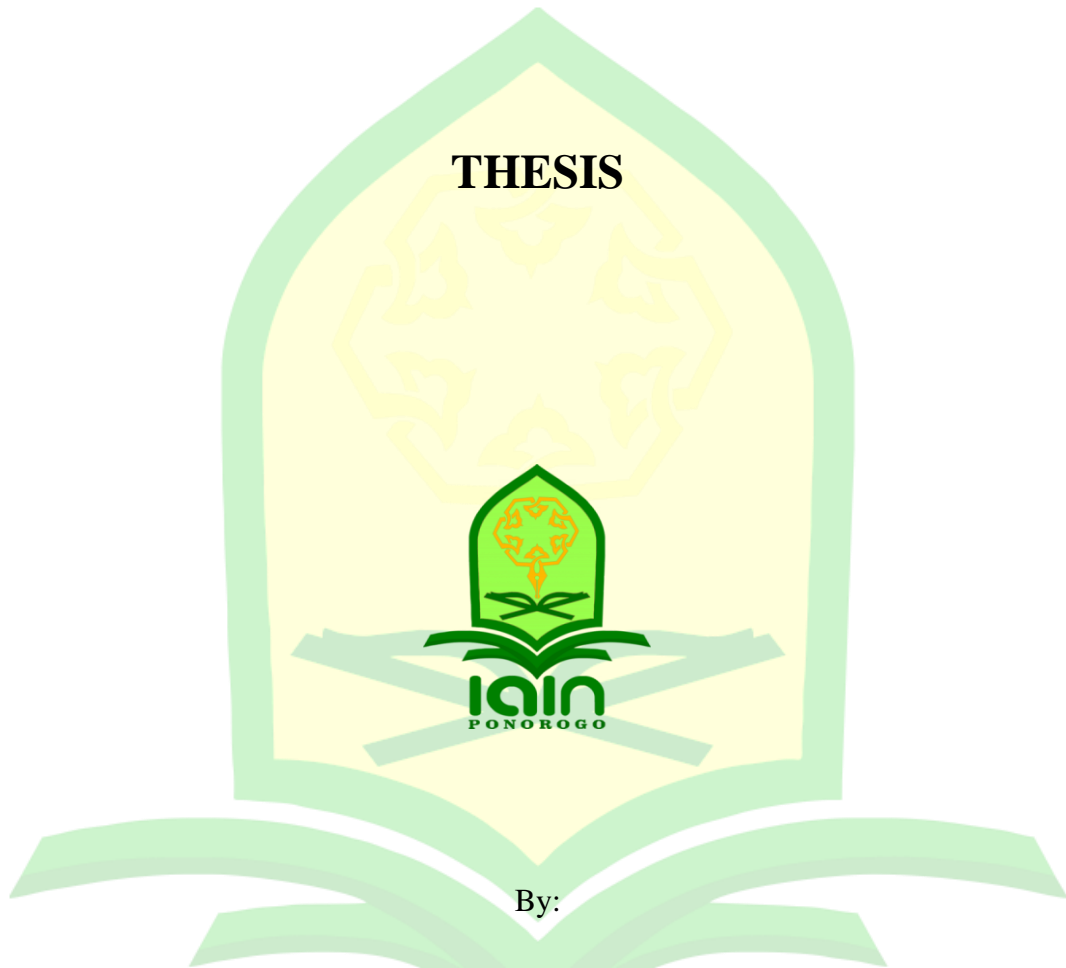


**THE CORRELATION BETWEEN SELF-CONFIDENCE
AND STUDENTS ENGLISH SPEAKING ABILITY
OF THE EIGHTH-GRADE
AT SMP AZMANIA PONOROGO**

THESIS



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2023**

ABSTRACT

Hamidah, Ruli Rojiatul. 2023. *The Correlation Between Self-Confidence And Students English Speaking Ability Of The Eighth-Gradeat SMP Azmania Ponorogo*. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Dr. Dhinuk Puspita Kirana, M.Pd.

Keywords: *human character, self-confidence, speaking ability, teaching speaking*

Language is a fundamental means of communication that is utilised by individuals across the globe. Language serves as a powerful tool that enables individuals to express and communicate their opinions, emotions, and thoughts. English has a significant impact on daily life in the age of globalisation. English is now regarded as a world-class language in addition to being crucial for western nations. Speaking, as a talent within language, is a form of direct communication. Self-confidence is an important factor in communication play because it directly affects how willing the learners are to communicate with one another.

The purpose of this research was to identify whether there is correlation between self-confidence and students English speaking ability of the eighth-grade at SMP Azmania Ponorogo or not.

This research applied a quantitative approach and used correlational design. The population of this research was VIII grade which consist of 75 students. The samples of this research were chosen classes. The number of the sample were 25 students from class VIIIB. The researcher used a cluster sampling. To collect the data the researcher gave a test on the same day at a lesson hour with one meeting to get the results of the self-confidence and speaking ability test. To analyze the data the researcher used Pearson Correlation Product Moment formula to determine whether or not there is a correlation between self-confidence and students English speaking ability of the eighth-grade at SMP Azmania Ponorogo.

The result of this research is the self-confidence score 76.0 in the high category and the value of speaking ability 24.0 in the high category, while the results of the correlation calculation using the Pearson Correlation Product Moment show r_{xy} higher than $r_{table} = 0.822 > 0.3961$ with a significance value of r_{xy} is 0.000 lower than 5% as significant value = $0.000 < 0.05$. So, it can be concluded that there is a correlation between self-confidence and students English speaking ability of the eighth-grade at SMP Azmania Ponorogo.

APPROVAL SHEET**APPROVAL SHEET**

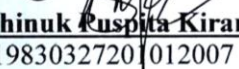
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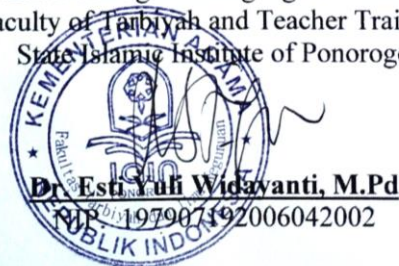
Has been approved by the advisor and is recommended for thesis examination.

Ponorogo, 19 September 2023

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P O N O R O G O

RATIFICATION



MINISTRY OF RELIGIOUS AFFAIRS STATE ISLAMIC INSTITUTE OF PONOROGO

RATIFICATION

This is to certify that *Sarjana's* thesis of:

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 Azmania Ponorogo

Has been approved by the board of examiners on:

Day : Tuesday
 Date : November 7th 2023

and has been accepted as the requirement for the degree the *Sarjana Pendidikan*
 on:

Day : Wednesday
 Date : November 15th 2023


Ponorogo, November 15th 2023

Ratified by

Dean of Tarbiyah and Teacher Training
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Menyatakan bahwa naskah skripsi ini telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di **etheses.iainponorogo.ac.id**. Adapun isi dari keseluruhan tulisan tersebut menjadi tanggung jawab penulis.

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Ruli Rojiatul Hamidah

LETTER OF AUTHENTICITY

LETTER OF AUTHENTICITY

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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, 19 September 2023



Ruli Rojiatul Hamidah

CHAPTER I INTRODUCTION

A. Background of the Study

Human character, a multifaceted construct encompassing our values, traits, and behaviors, plays a pivotal role in shaping our self-confidence. Individuals with strong, positive character traits, such as honesty, integrity, and resilience, tend to possess greater self-confidence, enabling them to navigate challenges with unwavering determination and a firm belief in their abilities.

Self-confidence is a crucial factor in language learning, particularly in the development of speaking skills. It plays a pivotal role in shaping students' willingness to communicate, their ability to articulate their thoughts effectively, and their overall success in language acquisition.

Self-confidence is an essential component of effective speaking because it has the potential to instill learners with enthusiasm, bravery, and stimulation. If the students have a healthy amount of confidence in themselves, they will be able to achieve the highest levels of performance in their speaking skills.¹

Their level of self-confidence has an impact on the abilities they possess. There is a possible positive correlation between high levels of self-confidence and speaking performance. Therefore, a student who is able to communicate well is one who has higher levels of self-confidence than the other students. That is something that can be supported by the assertion that situational self-confidence in communication plays an important role in

¹ R Benabou And Tirole, *Self-Confidence and Personal Motivation*, (Quarterly Journal, 2002), p. 871

determining the important role that learners are willing to play in determining whether or not they communicate.²

Besides, self-confidence can be negatively and positively influenced for the students. Heyde says that self-confidence can be negatively affected when the students think that they have weaknesses and limitations to master the target language. On the contrary, self-confidence can be positively influenced with speaking performance.³

In other words, students' self-confidence depends on their self-perception especially to speak English. If the students think they are able to speak English, they have positive self-confidence. On the other hand, the students think that they have a deficiency to speak English, they have negative self-confidence. Indeed, students' self-confidence can affect positive or negative depending on every students' thought.

McPheat emphasized that self confidence is built based on two crucial things. First, Competence refers to an individual's demonstrated ability to execute tasks or perform skills effectively and an individual's belief in their own abilities. Second, Individuals with high levels of self-confidence tend to approach communication with a sense of assurance and optimism. They are more likely to initiate conversations, express their thoughts clearly and concisely, and engage in assertive communication. Their confidence allows

² Lee & Park, *Learners Anxiety, Self- Confidence, and Oral Performance*, (Kunsan National University: Concordia University, 2004), p. 206.

³ Hyesook Part, *L2 Learner's Anxiety, Self Confidence, and Oral Performance*, (Kunsan National University: Concordia University, 2004), p.197.

them to navigate challenging conversations with composure and resilience, enabling them to effectively convey their intended message.⁴

English has a significant impact on daily life in the age of globalisation. English is now regarded as a world-class language in addition to being crucial for western nations. As a result, English is used widely in a variety of contexts, including business, sports, industry, and particularly education. It is furthered by Jeremy Harmer, who asserted that there is no doubt that it will continue to be an essential linguistic tool for many professionals, scholars, travellers, and global citizens who seek to easily interact across national boundaries for many years to come.⁵ Then, English is one of the lesson that delivered in schools. In this field, students are expected to have good 4 skills, they are reading and listening as receptive skill, writing and speaking as the productive skill.

For students, English plays a crucial function as a link between their interests in school and science. The majority of texts and references in schooling are in English. Accordingly, students must learn it in order to access the information and advance their understanding. Additionally, being fluent in English is necessary for communicating with students from various countries. English is the language of choice for many academic conversations that take place globally.

Baker believes that speaking is considered to be a productive talent since in order for children to communicate, they need to actively generate words. Learners need to spend the majority of their time practicing because

⁴ MTD Training, *Personal Confidence & Motivation*, (MTD Training: MTD Training & Ventus Publishing ApS, 2010), p.14

⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2002), p. 2.

they are unable to perform well in active learning without a method for reducing mistakes and inconsistencies.⁶

The grammatical, the sociolinguistic, the discourse, and the strategic are the four components that contributed to the complicated process of improving one's speaking ability.⁷ In addition, there are three components that are influenced by one's level of self-confidence: the cognitive, the emotional, and the evaluative components. The first component, self-confidence, which refers to defining certain aspects of oneself in terms of power, self-assurance, and agency, has a connection to the degree to which one is proficient in the English language.⁸

Based on facts, it can be concluded that its original objective of teaching speaking has not been fully realized. A portion of the pupils chose for a passive approach during the development of speaking skills. When instructed by the teacher to communicate in English, they opted for silence. Unfortunately, within the student population, only a minority possess the ability to respond to inquiries posed by the instructor. In addition, the researcher saw a limited number of pupils who experienced asleep, engaged in conversations with their peers, or participated in alternative activities. In contrast, certain groups of students were observed actively engaging with the class, demonstrating their comprehension by responding to the teachers' inquiries, and effectively

⁶ Joanna Baker, *Essential Speaking Skill: a Handbook for English Language Teachers*(New York: Continuum, 2003), p.34

⁷ Utama, et al., *The Effect of Teaching Strategy to Students Self Confidence and Speaking Competency of The Sccond Grade Student of Smpn 6 Singaraja*, (Journal program Pascasarjana Universitas Pendidikan Ganesha, 2013), p. 3-4.

⁸ Intan Satriani, *Correlation between Students Self Esteem and English Language Proficiency of Indonesian EFL Students*,(2016), p. 3

communicating in the English language. Based on this observation, it can be inferred that their verbal communication skills are limited. Therefore, it is imperative to enhance the pupils' oral communication skills.

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 Self-Confidence And Students English Speaking Ability Of The Eighth-Grade Student At SMP Azmania Ponorogo”**.

B. Identification of the Problem

Based on the background described above, the researcher can identify the problem as follows:

1. Is there any correlation between students self-confidence and speaking ability?

C. Limitation of the Problems

Based on the identification of the problem, the researcher would like to limit only on The Correlation Between Self-Confidence And Students English Speaking Ability Of The Eighth-Grade Student At SMP Azmania Ponorogo.

D. Statement of the Problems

Based on the problems described above, the formulation of the problem taken is: is there a significant correlation between learning habits and students' English learning achievement at Azmania Boarding School for Girl?

E. Objective of the Study

Based on the problems described above, the objectives of this study is: to find out whether there is a significant correlation between self-confidence to students English speaking ability of the Eighth Grade students of Azmania Boarding School for Girl.

F. Significances of the Study

The benefits of this research are expected to develop science. In detail, the benefits of the research will be stated as follows:

1. Theory

In theory, this research is for everyone. This research is expected to provide knowledge about the influence of self-confidence on speaking skill, so that it can be information in the formation of effective self-confidence.

2. Practical

a. Students

The results of this study are expected to be useful for students, namely to increase knowledge about self-confidence effectively to improve speaking skill, and students can overcome problems they face.

b. Teachers

The results of this study are expected to add information for teachers to improve the quality of education related to the factors that

affect speaking skill. And teachers can increase and improve students self- confidence in speaking English.

c. Future Researchers

The results of this study will be useful as a recommendation for the other researchers who will conduct any further studies in the same field.

G. Organization of The Thesis

The researcher organizes the process of this research report systematically. This thesis covers five chapters in which the organization of the thesis, They are:

1. Chapter I : Introduction

This chapter is a general description of the thesis. The first chapter consists of the background study, identification of the problems, limitation of the study, objective, significance of the study, and organization of the study.

2. Chapter II : Literature Review

This chapter consists of a theoretical review, previous related study, theoretical framework, and hypothesis. In this chapter, the researcher gives about the definition of self-confidence, the definition of speaking skill, and the definition of teaching speaking.

3. Chapter III : Research Method

This chapter involves research design, location and time of research, population and sample, operational definition, data collection instrument, the technique of data collection, and reliability, and technique of data analysis.

4. Chapter IV : Research Result and discussion

This chapter is research findings. This chapter consists of the data description, data inference, data analysis, interpretation and discussion.

5. Chapter V : Closing

This chapter involves a conclusion and suggestion. In this chapter, the researcher will conclude and give suggestions based on this research.



CHAPTER II LITERATURE REVIEW

A. Theoretical Background

1. Human Character

Human character is an inner trait that influences all thoughts, behavior, character and habits possessed by humans or other living creatures. Knowing a person's character is very useful in a relationship that will be built.⁹ Gilbert Lumoindong said that character means "chiseled". A life, like a block of granite carefully chiseled or haphazardly struck that will ultimately become a masterpiece or a broken ruin. The combined character of the virtues and values carved into the living stone will reveal the true value.¹⁰

Even though character is something that can be inherited, there are things that must be fought for so that the character will become better in the future.

The values in forming character include: discipline, responsibility, respect and courtesy, hard work, empathy, self-confidence and communicativeness.¹¹

The first thing that needs to be developed in shaping character is discipline, which means obedience or matters of order. Discipline requires emotional integrity in realizing the situation. Discipline starts from small things, such as students who are able to manage their time to

⁹ Jonar Situmorang, *Mengenal Kepribadian Manusia*(Yogyakarta:Cahaya Harapan,2022), 171.

¹⁰ Gilbert Lumoindong, *Karakter Warga Kerajaan*, (Jakarta: Light Publishing, 2010), iii.

¹¹ Bambang S. Arifin, *Manajemen Pendidikan KarakterI*(Bandung: Pustaka Setia,2019), 19.

study, to play so as not to cause a collision of activities at the same time. When it comes to discipline, don't be too hard or too soft. Discipline that is too harsh, for example: demanding more than you can handle, ignoring obstacles or difficulties, and demanding standards that are difficult to meet. Meanwhile, discipline that is too soft and tolerant, for example: overprotecting and serving.

The second thing that needs to be developed in shaping character is responsibility. Responsibility is instrumental in a child's success in later life in building character. Without a sense of responsibility, he will find difficulties in society. The impact of not having a sense of responsibility is the lack of respect from the people around him.

The third thing that needs to be developed in building character is respect and courtesy. Respect is an attitude of appreciating or respecting oneself, others, and the environment, treating others as they wish to be respected, being civilized and polite, not harassing and insulting others, not judging others before knowing them well. Respect is the attitude of appreciating others by being kind and polite. As for politeness, it is a good and refined nature from the point of view of grammar or behaviour to everyone.

The fourth thing that needs to be developed in shaping character is hard work. Indicators of hard work are completing all tasks well and on time, not giving up in the face of problems, and not giving up easily in the face of problems.

The fifth thing that needs to be developed in shaping character is empathy. Empathy is the identification with other people's feelings and situations and understanding them. Empathy is a tendency to feel something experienced by another person when he or she is in that person's situation. Because of empathy, people use their feelings effectively in other people's situations, driven by their emotions as if they were taking part in the movements of others.

The sixth thing that needs to be developed in shaping character is self-confidence. Self-confidence is related to the mental attitude that makes a person believe that he is able to do or do something. A confident person has a positive self-concept, a strong belief in himself, and accurate knowledge in his abilities. Thus, self-confidence is a combination of mental attitude and ability possession.

The seventh thing that needs to be developed in shaping character is communicative. Communicative is an action that shows a sense of pleasure in talking, getting along and cooperating with others. With good communication, it will lead to good relationships with others, which makes the social network more widespread.

And in this study, researchers will discuss self-confidence in more depth.

2. Self-Confidence

a. The Defenition of Self-Confidence

Self-confidence relates to self in ones personal judgement, ability, power, etc. Sometimes manifested excessively.” It means that

self-confidence is important. Without self-confidence, we cannot get knowledge. If people have self-confidence, their knowledge will be wider, they are going to be get so much information from the things that they read, they get something. In other words, we can conclude that self-confidence is important in our life. Consequently, everybody should possess this skill well.¹²

Self-confidence may be defined as the capacity to respond or giving the action in any condition appropriately and effectively. without self-confidence, individuals would be unable freely perform their activities. Having good self-confidence will make it easier for anyone to do many things.¹³

Actually, self-confidence is an important way to improve own general language skills in English. Confidence can be a self fulfilling profession, which means that those without it may fail in achieving goals, or not even try because the lack of self — confidence, and those with it may succeeded because they have it, rather than because of their actual ability. Being afraid of failure is a sign of this, and can often be the result of experiences from several past failures. Fear and phobia is often called the opposite to confidence.

Kelly stated that one main reason we feel confident in some situations is how we know about the skill to perform. If we know what to do and also know that we are capable of doing it, we are

¹² ¹² Richard Ryan, *Ordinary and Extraordinary Self-Confidence :Clasic Definition and Direction*, (Contempory Educational Psychology, 2000), 27

¹³ Kate Burton, Platts, *Building Self-Confidence Or Dummies*, (Chichester, England: John Willey & Sons, 2006), 10.

likely to feel confident. If you are sure about how to prepare and deliver a speech, you will also feel confident about public speaking. It means, before we speak to public, we measure the skill of ourselves first and if we feel capable of doing it, then we will feel confident.¹⁴

Language is essentially speech and speech is basically communication by sound. She also adds that speaking skill is used by students in daily life communication whether at school or outside. The skill is acquired by many repetition. Speaking ability is learned by the learners in the university, lecturer should create the condition of students in learning speaking especially for speaking class. Speaking is the process of speak to people or a group of people. Beside that, among many factors that influence speech, self-confidence is assumed to be most important factor in affect students speaking. There is no relationship between self-confidence and speaking ability, because as discussed above, self-confidence is related to something spoken or something told.¹⁵

b. The Aspects of Self-Confidence

Mcpheat stated that there are two components to self-confidence, and they are as follows:¹⁶

¹⁴ L Kelly, *Speaking with Confidence and Skill*, (America: University Press of America, 1989), p.3

¹⁵ Etsuko Suwemi, *An Analysis of The Eight Grade Students Speaking Ability in Giving and Asking Direction at SMP 12 Padang*, (Padang: Universitas Bung Hatta, 2015), p.7

¹⁶ MTD Training, *Personal Confidence & Motivation*, (MTD Training: MTD Training & Ventus Publishing ApS, 2010), p.14

1. Competence

It denotes whether or not someone possesses the necessary talents and capacities to achieve their objectives.

2. Self-assurance.

It refers to whether or not someone believes they have the ability to attain their goals.

In summary, there exists a correlation and a balance between competence and self-assurance. For instance, individuals having the ability to communicate in English may experience a lack of ease or confidence when engaging in a conversation. This implies that individuals have the necessary skills or abilities, yet lack confidence in their own abilities. On the contrary, individuals may experience a sense of ease when communicating in English, yet lack the knowledge required for effective oral expression in the language. This implies that individuals possess a certain level of confidence in their abilities, however lack the necessary skills or expertise to effectively complete the task at hand.

- c. **The Importance of Self-Confidence**

Gilliland devotes a whole a chapter to self-confidence in excellent book *Teaching the Native American* and concludes, “Self-confidence is the most important factor in achievement.”¹⁷

Self-confidence should be a result of positive things one has done with his life, such as learning in school or helping others, rather than a

¹⁷ Hp Gilliland, *Teaching the Native American*, (New Jersey: Prentice Hall, 1994), p.26

birthright. Students can feel good about themselves based on the result of their effort and hard work they exert in and out of school.

People with appropriate self-confidence experience themselves better; they are and feel alive; they are proud of it and are more willing to go beyond themselves and care of others. They establish certain bonds easily, they don't feel alone, and they have that joy of living which is so important to manage their lives with ease and are relaxed towards their own destiny, towards their own happiness interpersonal.

d. The Indicators of Self-confidence

According to Burton, there are ten keys of indicators to measure people who have self-confidence:¹⁸

1. Direction and values: People are aware of their goals, as well as what matters most to them.
2. Motivation: people act as they please because they are at ease, interested, or urged to act in a particular way without feeling bothered.
3. Emotional composure: the techniques individuals use to control themselves when they encounter difficulties in achieving their goals.
4. A positive way of thinking: People's capacity to maintain optimism in the face of challenges that may prevent them from achieving their goals.
5. Self-knowledge: Know what abilities one has and how others recognize them. Realize that being human does not have to be perfect.

¹⁸ Kate Burton & Brinley Platts, *Building Confidence for Dummies*, (England: John Wiley & Sons, LTD, 2006), p.12-13.

6. Behaviour flexibility: Very adaptable behaviour. People can use other people's points of view or opinions in deciding things.
7. A desire to progress: People can have the courage to seek out new encounters that allow them to acquire any kind of knowledge.
8. Energy and health: Despite their bodies being under pressure, people effort to maintain their good health and avoid getting sick.
9. A readiness to accept chances: The willingness of people to take risks to obtain the proper items.
10. The effort for something. People are becoming more aware of the unity between the various aspects of existence. People have determined a subject or goal for their lives.

e. Characteristics of High Self-confidence

There are some characteristics of high self-confidence that having by every individuals, it can be seen from the explanation by Judy H. Wright that described the characteristics of high self-confidence has certain characteristics of those who have high self esteem and confidence in their skill to affect the journey of their life. These factors are universal and can be learned if they are not present in you life right now.

1. They are ambitious. They want more from life than existence or survival. They can imagine themselves in better circumstances and surroundings.
2. They are goal oriented. They seek a challenge of completing and setting new goals for themselves. They are not especially competitive, except against themselves. They enjoy breaking their own records.

3. They have learned to communicate. They know how to ask for what they want and to hear advice and counsel. It is less important for them to be right than to be effective. They listen more than they speak.
4. They are loving and kind. Those people who have a good inner self image form nourishing relationships instead of toxic ones. They have learned to detach from relationships which do not allow them to be authentic.

They are attractive and open to others. Self-confident people are usually drawn to one another. They vibrate their confidence in a way that attracts good things and good people to them. Being attractive does not necessarily mean physically attractive in the usual sense of the word, but rather spiritually beautiful.¹⁹

There are also universal characteristics of those who have low self-esteem and lack the confidence to attract abundance in all areas of life to them. These factors often influence the joy that a person may experience.

1. They are fearful of change. Many people with low confidence in the future come from a basis of lack and live their life in fear.
2. They are pessimistic and tend to see the glass as half empty.
3. They have difficulty in communicating what they really want from life. They have no clear idea of what they value about goals and desires.
4. They want to please others more than be true to themselves. The desire to have peace at any price is more important than discovering their own

¹⁹ Dini Deswarni, *The Use of Skit Technique to Increase Students Self-Confidence in Speaking*, (Duri: STAI Hubbulwathan, 2017), p.107

potential. Almost as chameleons, lizards that change colors to fit the environment they are in, those who lack self-confidence

5. They are insecure and are drawn to others who also see themselves as victims.
6. They often form destructive and toxic relationships that reflect and increase their lack of self-worth.²⁰

Confidence, self-esteem or sure knowledge of who you are, comes from knowledge of self-inspection. It is an intimate experience and resides in the core of your being. Internal work is the hardest labor you will ever do in your life. There is no greater barrier to strong, healthy and mutually respectfully relationships than lack of confidence.

Based on the explanation above, the differences characteristics between the individual who has high and low self-confidence can be seen. There are so many positive effects that can be obtained by every people who have good self-confidence. The individual with high and good self-confidence will get success in everything they do.

From all of theories and explanation above, it can be seen that self-confidence is really needed in every part of our live, starting from home until outside of home. Especially in school environment, the students really need self- confidence to show their skill in their subject. When the students have good self- confidence, they will have good relationship and communication with their environment and they will motivate to increase

²⁰ *Ibid*, p.108

their skill in their academic life especially to face English subject where the students must have some abilities and skills in English. One of the abilities in English that need self-confidence is speaking.

3. Speaking Skill

a. Definition of Speaking Skills

Speaking is the skills which deserve attention every bit as much as literary skills, in both first and second languages. Students often need to be able to practice these skills with confidence in order to carry out many of their most basic transactions.²¹ Speaking is seen as the vehicle for excellence of social solidarity, social ranking, and professional advancement of business. Speaking is also seen as a medium through which language is learnt and which is particularly conducive for learning. By looking at his ability to speak this can also be used as an indication of understanding in the learning process.

Speaking is a dynamic and collaborative cognitive activity that facilitates the construction of meaning through the production, reception, and processing of information.²²

Thus, the main function of speaking is to communicate with other people and to deliver the message which lies in the structure and meaning of languages, whether this is written or spoken.

b. Core Speaking Skills

There are four categories of speaking skills according to Goh and

²¹ Martin Bygate, *Language Teaching Speaking*, (New YorkOxford University Pres, 2010)

²² Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, (New York: The McGraw-Hill Companies, 2005), p. 2.

Burns, there are the categories that students need to develop, and these are referred to here as the core speaking skills, within each core skill is more specific skill that is appropriate for a range of speaking and communication needs.

These are the four categories and the specific skills of each category according to Goh and Burns ²³:

1) Pronunciation

Pronunciation is related to the ability to produce sounds of the target language at the segmental and suprasegmental levels. This category expects students to articulate the vowels and consonants and blended sounds of the target language clearly. Second, they are expected to assign the word stress in prominent words to indicate the meaning. Third, they are expected to use different intonation patterns to communicate new and old information.

2) Speech Function

Speech function is the ability to perform a precise communicative function or speech act. This category expects the students to be able to request something, express feeling, explain something, give information, offer something, and describe something. This category focuses on the use of some expressions that are very useful in daily life, so it helps the students apply them in daily conversation.

3) Interaction Management

Interaction management is related to the ability to regulate

²³ C. C. M. Goh & A. Burn, *Teaching Speaking: Aholistic Approach*, (New York: Cambridge University Press, 2012), p.58.

conversations and discussions during the interaction. This category expects the students to have the ability to initiate, maintain, and end a conversation and to offer the turn to other people using direct conversation. This category focuses on clarifying meaning, changing the topic, recognizing and using verbal and non-verbal cues.

4) Discourse Organization

Discourse organization is related to the ability to create extended discourse in various spoken genres according to socioculturally appropriate conventions of language. This category asks the students to have the ability to establish coherence and cohesion in extended discourse through lexical and grammatical choices. They should use discourse markers and intonation to signpost changes in the discourse, such as a change of topic.

c. The Functions of Speaking

According to Richard, there are three functions of speech.²⁴ They are:

1. Talk as interaction

It depicts interactions with others that primarily serve a social function and indicates that people converse using conversation or dialogue. Furthermore, in order to be nice and provide a safe space for interaction with others, people greet each other when they meet, strike up a conversation, and share current events. The message is less

²⁴ Jack Richard, *Teaching Listening and Speaking from Theory to Practice*, (US: Cambridge University Press, 2008), 21-27.

important than the speakers and how they want to be seen by one another.

Also, according to Ur, talking to people can help you establish healthy habits including how to greet people, say goodbye, start and stop conversations, apologise, and express gratitude. Additionally, cultural habits as well as linguistic proficiency influence how the interactional function of speech is realised in various languages.²⁵

In conclusion, communication as interaction is talk that primarily serves a social purpose through discussion or dialogue. Additionally, according to Brown, interpersonal (interactional conversation) involves two or more speakers and is a part of exchanges which encourage social connections.²⁶ According to Nunan, interactional talk, also referred to as interactional speech, pertains to the act of engaging in communication with another individual for the purpose of social interaction. The concept encompasses both the start and maintenance of interpersonal connections.²⁷ The concept of talk as interaction, also known as interactional talk, pertains to the emphasis placed on social purposes or social relationships during the process of communication with others. Interpersonal communication, commonly referred to as talk, is a fundamental form of human interaction that serves various social purposes.

²⁵ Penny Ur, *A Course in Language Teaching Practice and Theory*, (UK: Cambridge University Press, 1991), 129.

²⁶ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (California: Longman, 2000), 251 & 270.

²⁷ David Nunan, *Practical English Language Teaching*, (Singapore: McGraw Hill, 2003), 56.

2. Talk as Transaction

The concept being discussed pertains to a form of communication that occurs within specific contextual circumstances, wherein individuals primarily attend to verbal or behavioural expressions. The primary emphasis of this study lies in the effective communication of messages and ensuring clarity and accuracy, rather than on the examination of participants and their social interactions with one another. In addition, Brown asserts that talk, when viewed as a transaction, can be seen as a dialogue that enables individuals to engage in communication with both unfamiliar individuals and those with whom they share a close relationship.²⁸ Moreover, Richard asserts that the utilization of transactional talk in language primarily serves the purpose of conveying information. The emphasis of their approach is centred more on the message itself rather than on the recipient or listener.²⁹ Additionally, according to Nunan's research, transactional speech refers to the act of communication with the purpose of accomplishing a specific task, which may involve the exchange of goods or services.³⁰ In summary, the utilization of transactional language is employed as a means of effectively conveying information during communication. The communication serves as a form of guidance for the participants or

²⁸ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (California: Longman, 2000), 270.

²⁹ Jack Richard, *The Language Teaching Matrix*, (US: Cambridge University Press, 1990), 56

³⁰ David Nunan, *Practical English Language Teaching*, (Singapore: McGraw Hill, 2003).

listeners, providing them with valuable information and direction.

3. Talk as performance

It refers to verbal communication used in public speaking, such as speeches, announcements made in public places, and school presentations. Speaking as a performance sometimes takes the form of a monologue, similar to a welcome address, and is more similar to written language than conversational language. Talk as performance examples include:

- a) Giving a class report regarding a field trip;
- b) leading a class discussion;
- c) delivering a welcome address;
- d) preparing a sales presentation; and
- e) delivering a lecture

Additionally, the primary characteristics of speaking as performance are:

- a) A concentration on message and audience
- b) predictable organisation and sequencing
- c) importance of both form and accuracy
- d) more written-like language
- e) frequently monologic

Additionally, some of the abilities needed to use speak as performance include:

- a) Utilizing the right structure
- b) presenting information in the right order
- c) keeping the audience interested

- d) using the right language and pronunciation
- e) affecting the audience
- f) using the right terminology
- g) and using the right beginning and closing are all important.

Talk as performance also has a tendency to limit speaking to particular objectives. For instance, someone might deliver a welcoming speech or lecture. They only talk to carry out specific tasks. Otherwise, they communicate with reasonable precision, fluidity, grammatical and pronunciation accuracy, and the right vocabulary. Overall, speaking solely for certain goals, language being more like written language, and communication as performance being more monologic.

d. Basic Types of Speaking

There are six basic types of speaking proposed by Brown, and below are the brief explanations of the six basic types of speaking.³¹

1) Imitative

At one end of a continuum of speaking performance types, imitative type can be explained like the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. It is usually done by drilling students some words which are still new for them, and they try to say it and repeat the words for many times.

2) Intensive

Intensive speaking is one step beyond imitative because this activity tries to include speaking performance that is designed to practice

³¹ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (California: Longman, 2000),

some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or pair work activities, where students are going over certain forms of language.

3) **Responsive**

The significant improvement of students speaking skills is when students start to give responses toward the teacher. The tasks that can stimulate students to give the responses are interaction and comprehension test like short conversations, standard greetings, small talks, and requests and commands.

4) **Transactional (Dialogue)**

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. One of the examples is a short conversation which has more negotiating nature to responsive speech.

The differences between the responsive and the transactional speaking are in the length and complexity of interaction, which sometimes includes multiple exchanges and participants.

1) **Interpersonal (Dialogue)**

Its purpose of interpersonal speaking is maintaining the social relationships than transferring the facts and information.

2) **Extensive (Monologue)**

Extensive oral production tasks include speeches, oral presentations, and storytelling, in which the opportunity for oral interaction from listeners is either highly limited (perhaps to

nonverbal responses) or ruled altogether. Students who can use this type of speaking are often from intermediate to advanced levels. The speech or activity can be planned or impromptu.

e. Components that influence speaking ability

Pawlak mentioned that speaking a foreign language is a very complex skill, involving vocabulary, grammar, pronunciation, fluency, and the ability to speak verbally or non verbally.³² There are several elements of speaking that people use to speak:

1. Vocabulary

Vocabulary is a collection of words that have meaning and function. Its purpose is to communicate with others. People with a large vocabulary can make it easier to communicate. On the other hand, people with a limited vocabulary may find it challenging to communicate.

2. Grammar

According to Harmer, grammar describes the ways in which the form of words can alter and be joined into language sentences. Grammar is one technique for humans to change the shape of words. Furthermore, grammar can be combined into linguistic sentences. People can express themselves through utterances or by speaking. They employ grammar to talk in the proper grammatical manner.

³² Miroslaw Pawlak et al, *Speaking and Instructed Foreign Language Acquisition*, (UK: Multilingual Matters), p.149

3. Pronunciation

Nunan defines pronunciation as how people pronounce words, phrases, and sentences to communicate with each other about the information that they are interested in.³³ It indicates that pronunciation is how humans pronounce words in order to communicate with others. They use the right pronunciation to speak a word, phrases, or sentences. Furthermore, pronunciation is crucial when speaking English. The pronunciation can help make the communication process easier to grasp.

4. Fluency

Fluency is the consistency with which people speak English without losing confidence in their ability to interact with others. Furthermore, Nunan defines fluency as speakers using the language rapidly and confidently, without anxiety or stagnation, false beginnings, word searches, and so on.³⁴ It indicates that people can converse with others effortlessly and without making blunders. They communicate confidently, without being anxious, bashful, or lacking self-confidence, among other characteristics. Furthermore, they communicate fluently with good word choice, and they still find the right word to say.

5. Comprehension

People grasp what the other speakers are saying when they have comprehension. People can convey a language they understand before

³³ David Nunan, *Practical English Language Teaching*, (Singapore: McGraw Hill, 2003), p.112.

³⁴ *Ibid*, p.55

communicating to others. They can talk or offer comments to others if they grasp what the other speakers are saying. They cannot, however, express or talk if they do not grasp what the other speakers are saying. It follows that understanding will become a need for persons who wish to communicate with other speakers.

Speaking consists of various components, as shown above. Vocabulary, grammar, pronunciation, fluency, and understanding are the components. Vocabulary refers to the words that are used to communicate with others. Grammar then refers to using the proper grammatical forms. Following that, pronunciation refers to how individuals speak words in conversation. The capacity to talk fluently and accurately is thus defined as fluency. Finally, understanding implies that individuals comprehend what other speakers say. In conclusion, humans frequently employ numerous components of speech.

4. Teaching Speaking

The information of teaching speaking is needed to support the researcher in conducting this research. The researcher combines the digital storytelling with some techniques in teaching speaking in order to get the maximum result in improving the students speaking skills in retelling a story. Therefore, this part tries to give information about the definition of teaching speaking, techniques for teaching speaking skills, and principles for teaching speaking.

a. Definition of Teaching Speaking

The concept of teaching is the act of demonstrating or assisting an individual in acquiring a skill or knowledge, imparting instructions, offering guidance in the study of a subject matter, supplying knowledge, and facilitating comprehension and understanding. Teaching is an instructional practice that involves directing and facilitating learners in the acquisition of knowledge and skills, while also creating an optimal learning environment.³⁵

Teaching speaking is to teach English Second Language (ESL) and English Foreign Language (EFL) students to produce English speech sounds and sounds patterns, and use words and sentence stress, intonation patterns and rhythm of the second language. Teaching speaking also directs the students to select appropriate words and sentences according to the proper social setting audience, situation, and subject matter, to organize their thoughts in a meaningful and logical sequence to use language as a mean of expressing values and judgments, and to use the language quickly and confidently with few unnatural pauses.³⁶

A teacher has a responsibility to build students ability to process information and language directly, not only knowing the knowledge about the language features used in delivering speeches.³⁷

³⁵ Brown, H.D. *Teaching by Principles: An Active Approach to Language Pedagogy*. (2nd ed). (San Francisco: Addison Wesley Longman, Inc, 2001), 7.

³⁶ David Nunan, *Practical English Language Teaching*, (Singapore: McGraw Hill, 2003), 32.

³⁷ Harmer, J. *Practice of English Language Teaching*,(Edinburgh Gate: Longman, 2001), 269.

b. Principles of Language Teaching

Effective communication is the aim of speaking skills instruction. Students should be able to communicate effectively while making the most of their current level of skill. They should make an effort to minimize miscommunication caused by poor pronunciation, grammar, or vocabulary, and they should follow any applicable social or cultural norms.

Instructors might employ a balanced activities strategy that incorporates language intake, organized output, and communicative output to aid students in developing communicative efficiency in speaking.

Teacher discussion, listening exercises, reading passages, and language heard and read outside of class are all examples of language input. It provides students with the tools they need to start speaking and writing in their own languages. Language input might be either form- or content-oriented. Here's the justification:

- 1) Input that is content-oriented emphasizes information, whether it be a brief weather report or a lengthy lecture on a subject of academic interest. Content-focused input may also contain explanations of learning techniques and instances of their use.
 - 2) Form-oriented input focuses on how to use the language, including explicit instruction in how to ask for clarification and correct
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miscommunication (str). These types of input include advice from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence), appropriate words to use in particular contexts (discourse competence), and rate of speech, length of pauses, turn-taking, and other social language use (sociolinguistic competence).

An instructor blends input that is form- and content-oriented in the lesson's presentation portion. The amount of input that is actually given in the target language depends on the situation and the students' listening skills. An explanation in their home tongue may be easier for lower-level pupils to understand, particularly in cases where a brief explanation of a grammar concept is required.

Correct form is the main goal of structured output. Students may have options for responses in structured output, but each option calls on them to use the particular form or structure that the teacher has just established.

The goal of structured output is to help learners feel confident delivering freshly introduced specialized language objects, sometimes in conjunction with previously learned things. Structured output exercises are frequently used by teachers to move students from the presenting stage of a lesson plan to the practice stage. Exercises from textbooks are frequently useful practice tasks for organized output.

The primary goal of communicative output for students is task completion, such as gathering data, planning a trip, or producing a movie.

They may use the language that the instructor just introduced in order to execute the assignment, but they may also rely on any other vocabulary, grammar rules, and communication techniques that they are familiar with. If the learner successfully conveys their ideas through communicative output activities, this meets the success criteria. Unless its absence compromises the message, accuracy is not a factor.

Since there is a gap in the participants' knowledge in everyday communication, verbal exchanges take place. A similar real knowledge gap exists in actions that entail communication output. Students must close the information gap in order to finish the job. Language serves as a means, not an end, in these tasks.

The teacher employs a variety of activities from these various input and output areas while using a balanced activities method. This variety benefits learners of all competence levels, including beginners; it is more motivating and also more likely to lead to successful language learning.

c. The Reasons for Teaching Speaking

There are three benefits to encouraging pupils to speak up in class. First of all, speaking engagements offer practice opportunities. Second, speaking exercises where students attempt to use some or all of the language they are familiar with give feedback to teachers and students alike.

Finally, pupils' usage of the many language components they have stored in their brains becomes more automatic the more opportunities

they have to employ them.³⁸

d. Technique for Teaching Speaking Skills

Many experts have figured out and presented some techniques in teaching speaking which have been proven working well. Below is the discussion of techniques for teaching speaking skills. The discussion covers common techniques that have been using in teaching speaking and the teaching cycle in developing students speaking skills.

1) Common Techniques for Teaching Speaking Skills

There are some approaches that have been used over years to teach a second and foreign language.³⁹ Those approaches are also used to teach speaking skills. Below are brief explanations of the approaches.

a) Grammar Translation Method

By using this method, students are taught to analyze grammar and translate from one language to another. The characteristics of this method are it focuses on reading and writing, the vocabulary is determined by reading texts, the sentence is the basic unit of teaching and language practice, the primary emphasizes accuracy, teaching is deductive, the instruction is typically the uses students native language. The direct translation method focuses on vocabulary and sentence. The lessons are conducted entirely in the target language. In teaching speaking, this method can be used in a

³⁸ Harmer, J. 2001. *Practice of English Language Teaching*. Edinburgh Gate: Longman.

³⁹ Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, (New York: The McGraw-Hill Companies, 2005), 162.

large class, in which the students are asked to complete blank spaces using appropriate words spoken one by one. This method is good to be applied in class because when all interactions use the target language, students will use it every day.

b) Audio Lingual Method

By using this method speaking is taught by having learners repeat sentences and recite memorized dialogues from a text book. This method is often used in teaching speaking. Usually, students are asked to hear some dialogues or watch some videos about some issues and then discuss it with their group and finally they should present the result of their discussion in front of the class orally.

c) Communicative Language Method

By using this method, students learn English by having interaction with others and they should interact during the English lesson. In speaking class, this method is often used. A teacher can conduct many group activities, presentations, or even dialogues. Those kinds of activities make the students comfortable when they should speak in front of many people.

2) Teaching Cycle for Developing Students Speaking Skills

Sometimes a teacher pays little overt attention to the process of students learning how to communicate. The pupils frequently struggle to understand or remember the aim of a speaking activity as a result, and they are unable to express what they have learned. The seven stages of the instructional cycle and each stage's developmental goal are listed

below to assist the teacher in leading the activities in class:

a) Draw Students' Focus to Speaking

Through this phase, a teacher increases their pupils' metacognitive awareness of speaking the target language while teaching it. The goal of these awareness-raising initiatives is to raise awareness of different categories of metacognitive knowledge. Students' overall development and self-regulated performance can be encouraged at this period.

b) Contribute to or assist with planning

This is beneficial to incorporate a stage where students can get assistance for the speaking assignments they will soon complete or where they can take some time to prepare their remarks. This stage can assist kids in learning suitable vocabulary, precise language use related to speaking demands, and comprehension of social and linguistic speech rules in a given situation.

c) Execute the Speaking Task

Students are encouraged to use any language knowledge, abilities, and techniques they may have at this time to communicate their ideas. Students can pick up a variety of fundamental speaking abilities and improve their ability to express themselves fluently.

d) Set an emphasis on language discourse, abilities, or tactics

The type of skills that students and teachers wish to develop the most can be decided upon at this point. This phase aids pupils in developing language proficiency and the proper vocabulary for

speaking needs. Students are assisted in comprehending linguistic and social speaking patterns appropriate to a given situation.

e) Repetition of Speaking Task

Students repeat the stage 3 speaking assignment. The ability of pupils to evaluate and practice particular language items or skills during stage 4 has allowed them to utilize that information to improve their performances, which is how stage 3 and stage 5 differ from one another. This phase aids the pupils in using the right oral communication techniques.

f) Guide Students Learning Reflection

Students are instructed to self-regulate their learning in stage 6 by tracking and assessing what they have learnt in earlier stages. Students can solidify their newly acquired language, skill, and strategy use knowledge at this stage.

g) Facilitate Student Feedback

A instructor offers valuable feedback to students on how they performed in earlier phases of the cycle. The teacher's observations of the students' performances during oral assignments may also be used to inform the feedback that is given. The students' metacognitive awareness of speaking a foreign language is developed throughout this stage.

a. The Elements of Speaking

Teachers need to concentrate more on and pay closer attention to some English language elements when teaching speaking skills. In

order to speak English fluently, according to Harmer, students must be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and use connected discourse.⁴⁰ But in addition, especially when English is a second language, an English speaker needs to be able to communicate in a variety of discussions and conversational repair techniques. They must also be able to endure normal functional exchanges.

The spoken production must have the following components in order to talk in English:⁴¹

1) Language Elements

a) In addition to employing linked speech fluently, English speakers must be able to produce the language's distinctive phonemes. In linked speech, sounds are modified, added, subtracted, or diminished.

b) Expensive tool: English native speakers change the loudness, tempo, and emotional content of certain parts of their speech (particularly when speaking face-to-face).

c) Lexis and grammar: Teachers should offer a variety of terms for expressing agreement or disagreement, surprise, astonishment, or approval in varied contexts.

d) Negotiation language: It helps us communicate more persuasively when we use negotiation language to ask for

⁴⁰ Harmer, *The Practice of English Language Teaching*, 4th Edition, 343

⁴¹ *Ibid*, 345.

clarification and show how well-organized our arguments are. For students, this is crucial since we frequently need to clarify what we hear while we are listening to someone else talk.

2) Processing in the mind and society

a) Language processing

Effective speakers must be able to arrange their ideas well and process language to ensure that their words represent the intended meanings as well as making sense. Language processing includes both the retrieval of words and their assembly into propositionally sound sequences.

b) Interacting with others

In order to communicate effectively, one must also listen carefully, be sensitive to the emotions of the other participants, and possess the language skills necessary to take turns or allow others to do so.

c) (On the spot) information processing: Separate from how we respond to their feelings, we also need to be able to understand the information that others give us as soon as we hear it.

5. Scoring of Speaking

Scoring of speaking is needed to measure students performances in speaking activities. It is also used to see the students improvement after digital storytelling is implemented. This part describes the importance of scoring of speaking and explains what kind of scoring that is used in this research.

This research uses the combination rating scale from Brown and Harris to assess students speaking performance.⁴² The rubric considers five aspects which should be scored: pronunciation, grammar, vocabulary, fluency, and comprehension.⁴³ Those five categories are shown in table below:

Table 2.1 Composition of Students Speaking Rubric

Aspect	Score	Explanation
Pronunciation	5	Have few traces of foreign language.
	4	Always intelligible, though one is conscious of definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead misunderstanding.
	2	Very hard to understand because of the pronunciation problems. Most frequently is asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Make few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and or word order errors which do not, however, obscure meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and or restrict to him to basic patterns.

⁴² Harris, D. P, *Testing English as a Second Language*,(New York:McGraww Hill:1996), p.83

⁴³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Fourth Edition*,(California: Pearson Education, Inc,2015), p. 384.

	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations were so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulties.
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower-than normal speed with repetition.
	2	Has great difficulties following what is said.
	1	Cannot be said to understand even simple conversational English.

2) The Correlation Between Self-confidence and Speaking Ability

David G. Myers said that the characteristics of confident people are they who are confidence in speaking, speaking calmly, able to communicate effectively, clearly in simple language. Therefore, it is clear that speaking ability is determined by psychological factor, namely self-confidence.⁴⁴

Jalaluddin Rakhmat in communication psychology book states that people who do not have good self-confidence will avoid the communication and choose to be quite.⁴⁵

From the two opinions of experts above, we know that one of the factors that influences speaking ability is self-confidence. If the level of self-confidence is high, so the speaking ability will also be good.

B. Previous Research Findings

A lot of researchers had already reported their research about self-confidence. Some of findings of related research are presented in section as follows:

Table 2.2 Some of Findings of Related Research

	TITLE	FOCUS-RESULT	SIMILARITY	DIFFERENCE
1	“The effect of Self-confidence and Vocabulary Mastery on Students Speaking Skill in the Second semester of English Education Department at	The research focused on self-confidence, vocabulary mastery, and speaking skill. And	Use same variable x, self-confidence	

⁴⁴David G. Myers, *Social Psychology*, (New York: McGraw-Hill, 1988), p. 358

⁴⁵Jalaluddin Rakhmat, *Psikologi Komunikasi*, (Bandung: Remaja Rosdakarya, 2005), p. 78

	State Institute of Islamic Studies Ponorogo in Academic Year 2018 By Wahyu Nimatul Ulya	the result of the research was significant correlation among the variables.		
2	Correlation between Self-confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students by İsmail GÜRLER	this study aims to find out whether there is a relationship between self-confidence and speaking skill achievement in speaking courses of the preparatory students attending both English Language Teaching (ELT) Department and English Language and Literature (ELL) Department and it also aims to determine if there is a difference between the departments and gender -there is a statistically significant correlation between self-confidence and speaking achievement	Questionair	Has more focuses: department, gender
3	Rahmi Salamah. The Correlation Between Self-Confidence To Students English Speaking Ability Of The Eleventh Grade Students Of Man 2 Madina In Academic Year 2020/2021	Based on the data , the researcher concludes that the H1 is rejected and H0 is accepted. It meant that there is o correlation between self-confidence to students English speaking ability of the eleventh grade	Questionair, test	

		students of MAN 2 Madina		
4	Muchamad Harun Alrosjid. 2023. "The Correlation Between Extraversion and Self-confidence Toward Speaking ability at The Third Grade Students of MAN 2 Karanganyar in The Academic Year of 2022/2023". Thesis. English Language Education Program. Faculty of Cultures and Languages. Raden Mas Said State Islamic University of Surakarta.	Extraversion, Self-confidence, Speaking Ability 1. there is no positive significant correlation between extraversion and speaking ability 2. there is a positive significant correlation between self-confidence and speaking ability 3. there is a positive significant correlation between extraversion and self-confidence toward speaking ability	Questionnaire	documentation
5	Assessing The Factors that Affect Teaching Speaking Skills by Kediri Abda	factors that affect teaching speaking skills. The results showed that the students did not practice speaking skills both in and outside the classroom due to: lack of motivation, fear of making mistakes, lack of self-confidence, poor grammar knowledge, shortage of	Quantitative-qualitative	questionnaire

		vocabularies, lack of exposure, and their poor background experience		
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The previous research finding that give inspiration to the researcher is thesis by Wahyu Ni'matul Ulya from English Education Department of IAIN Ponorogo, and the title is "The effect of Self-confidence 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. This research applied ex-post facto design. The population was taken from 100 students at the second semester of English Education Department in IAIN Ponorogo. Proportional random sampling was applied as sampling technique. The number of the sample in this research was 80 students. The technique of data collection of this present research was questionnaire for self-confidence and test for students vocabulary and students' speaking skill. The data was analized using multiple linear regressions for the level of significance 5%. After getting data, the researcher analysed the data by using SPSS 17.00 for windows

The other research from İsmail Gürler Ağrı İbrahim Çeçen University, Faculty of Science and letters, Department of English Language and Literature, Ağrı, Turkey find out the relation between self-confidence and speaking achievements, and to determine if there is any difference in self-confidence levels and speaking achievements of the participants according to department and gender. Within the lights of the findings that were examined in this study, it was observed that there is a statistically significant correlation between self-

confidence and speaking achievement. Furthermore, there are some differences according to the departments and gender. Participants who are aware of their own abilities, love themselves or aware of their own emotions have higher marks from their speaking courses than those who are unwilling to communicate and lack enough self-confidence. This positive correlation the individuals who constitute confidence have effective communication skills, especially in speaking.

Then, the research come from Rahmi Salamah. The Correlation Between Self-Confidence To Students English Speaking Ability Of The Eleventh Grade Students Of Man 2 Madina In Academic Year 2020/2021. The result of the students score in speaking and self-confidence, the researcher found that thr students of MAN 2 Madina had high self-confidence with the mean score 84.96, and good in speaking ability with the mean score 82.16. Furthermore, the coefficient correlation (rxy): 0.168. It meant that the correlation was very low (there was no correlation). Based on the data, the researcher concludes that the H1 is rejected and H0 is accepted. It meant that there is o correlation between self-confidence to students English speaking ability of the eleventh grade students of MAN 2 Madina.

Next, the research from Muchamad Harun Alrosjid. 2023. "The Correlation Between Extraversion and Self-confidence Toward Speaking ability at The Third Grade Students of MAN 2 Karanganyar in Th e Academic Year of 2022/2023". Thesis of English Language Education Program. Faculty of Cultures and Languages. Raden Mas Said State Islamic University of Surakarta. The researcher use questionnaire and documentation to collect the data. And the data findings are there is no positive significant correlation between extraversion and speaking

ability, there is a positive significant correlation between self-confidence and speaking ability, there is a positive significant correlation between extraversion and self-confidence toward speaking ability.

And the last research is come from Madda Walabu University Robe Ethiopia with title Assessing The Factors that Affect Teaching Speaking Skills by Kedir Abda. The researcher use quantitative and qualitative method. The results showed that the students did not practice speaking skills both in and outside the classroom due to: lack of motivation, fear of making, mistakes, lack of self-confidence, poor grammar knowledge, shortage of vocabularies, lack of exposure, and their poor background experience.

C. Theoretical Framework

In this research, self-confidence is the belief or attitude which allows people to doing something well and appropriate. Self-confidence becomes one of the psychological factors high are strongly related to speaking. Students who have self-confidence will believe in their ability.

Speaking skill meant the students ability to communicate each other and to express their ideas concern with pronunciation, accuracy and fluency. While, according to Halliday and Biber cited in Rahmawati “Speaking is the verbal use of language to communicate with others”.⁴⁶

Furthermore, speaking is one of the four skills that require special abilities to be mastered, not only the linguistic ability but also the ability to use it appropriately in different situations; as a result the students found some difficulties when they learnt a foreign language especially in speaking. There are some speaking problems that teacher can come across in getting students to

⁴⁶ Rahmawati, (2014), *The Correlation between Self Esteem to the Students Speaking Achievement at the Second Class of SMP Muhammadiyah 1 Medan Academic Year 2009/2010*, 138

talk in the classroom. Those were; inhibition lack of topical knowledge, low or uneven participation, have no confidence with their competence in English and mother-tongue used that influenced the students speaking. As the result, students failure in speaking not only a result of the lack of linguistic rules but also psychological factors such as self-confidence which intervened in speaking which should be taken by the teacher as the important factor in teaching English.

D. Hypotheses

The statistical hypotheses of this study are symbolized into: $H_a : \rho \neq 0$ or if $r_{xy} > r_{t}$, H_a is accepted, and H_0 is rejected; $H_0 : \rho = 0$ or if $r_{xy} < r_{t}$, H_0 is accepted, and H_a is rejected.

The statistical hypotheses above may be explained as follows:

(H_a): there is any significant relationship between students self-confidence and their speaking ability (Alternative hypothesis).

(H_0): there is no any significant relationship between students self-confidence and their speaking ability (Null hypothesis).

CHAPTER III RESEARCH METHOD

A. Research Design

Correlation design is used for this research design. According to Lodico et al, correlational research involves measuring the relationship between two or more variables. Correlational research often measures many different variables.⁴⁷ Besides, the researcher used correlational research in this research because the researcher wanted to find out the correlation between students' self-confidence and speaking skills. The researcher used quantitative research to measure it because the researcher wanted to know the degree of relationship between two variables. In this research. Dependent variable is speaking ability which is symbolized by Y and self-confidence which is symbolized by X is as independent variable. To collect the data, the researcher used a personality test. Otherwise, to analyze the data, the researcher used two variables for finding the correlation between students' self-confidence and speaking skills. In short, this research was correlational research between variable X was students' self-confidence while variable Y was students' speaking skill

B. Time and Place of the Study

This research was conducted in Eight SMP Azmania in Ponorogo. The location of the school is on street Azmania No.2, Ronowijayan, Siman, Ponorogo, East Java. This research was conducted in March 2023.

⁴⁷ Marguerite G. Lodico, Dean, Katherine, *Methods in Educational Research From Theory to Practice Second Edition*, (US: Jossey-Bass A Wiley Imprint, 2010), p.273.

C. Population And Sample of the Study

In this study, the researcher gathered a population and a sample to conduct the following research:

1. Population

The population as a concept in research methods refers to every individual who fits the criteria (broad or narrow) that the researcher has laid out for research participants.⁴⁸ This study's population consists of eighth-grade pupils at SMP Azmania in the school years 2022/2023. SMP Azmania has three eighth-grade classrooms. Each classroom has 25 pupils, for a total of 75 pupils. The writer chose eighth grade pupils as the group because they matched the requirements for this study.

Table 3.1 Number Of Students In Eighth Grade

No	Classes	Student in Each Class
1	8 th A	25
2	8 th B	25
3	8 th C	25
Population		75

2. Sample

A sample differs from a population in that it contains only a selected group of the population. Furthermore, a group is required in study. In addition, the researcher must collect data from a subset of the overall community. The sample is the small group. Otherwise, if a sample is to be used in the study, the scholar must settle on a sampling strategy.

There are factors to consider: sample size, representativeness, and sample

⁴⁸ Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods Volumes 1&2*, (US: Sage Publications, Inc, 2008), 643-644.

parameters, sample access, and sampling method. In short, a sample is a part of the total population that is used in study.

In this research, samples were chosen based on class, which is also known as Cluster Sampling. The called cluster sampling is a class or group that exists and is selected as a sampling technique.

The number of the sample in this research were 25 students from class B Eighth grade students at SMP Azmania Siman Ponorogo in academic year 2022/2023. In this study, researcher needed English teacher of this school to acquire the permission and assist in handling the students.

D. Variable of the Study

This study used a correlational design. Correlational research, according to Lodico et al, is about identifying the correlation between two or more variables. Correlational research frequently measures a wide range of variables.⁴⁹ Besides, the researcher used correlational research in this research because the researcher wanted to find out the correlation between students' self-confidence and speaking skills. Because the researcher tried to know the degree of correlation between two variables, the researcher employed quantitative research to quantify it. The researcher employed two variables in this study: variable X and variable Y. Variable X represented students' self-confidence, while variable Y represented students' speaking ability. Otherwise, the researcher employed two variables to analyse the data in order to determine the correlation between students' self-confidence and speaking skills. In short, this study was a correlational study where variable

⁴⁹ Marguerite G. Lodico, Dean, Katherine, *Methods in Educational Research From Theory to Practice Second Edition*, (US: Jossey-Bass A Wiley Imprint, 2010), p.273

X was students' self-confidence and variable Y was students' speaking ability.

E. Technique and Data Collection Instruments

Instrument is a tool to gain the data in the research. The instruments used in the research were test and questionnaire. The intelligence test was an oral test that systematically done by guidance rubric of speaking.⁵⁰ Questionnaire is some written questions which use in obtaining information from the respondents such as report about their personal.⁵¹ In this research, the researcher used Likert scale.

1. Speaking Test

a. Conceptual Definition

Speaking test is the researcher will test the students by asking them to give a report orally either in individual test or group test based on the topic given.

b. Operational Definition

The students' speaking ability is the score of the students after doing the speaking test. For speaking ability the researcher ask the pupils to tell about themselves. The researcher recorded their voices as they told stories. The following components were used to score the speaking test:

⁵⁰ Sity Yudiarti Fajriah Rusdi, *Improving the Student's Speaking Ability By Using Thematic Materials A Class Action Research to the First Year Students of Mtsn. Model Makassar*, (Makassar: Tarbiyah and Teaching Science Faculty of UIN Alauddin, 2015), 262.

⁵¹ Suharsimi Arikunto, *op.cit.*, 35.

pronunciation, grammar, vocabulary, fluency, and comprehension. It consists of a sequence of possible ratings for a test of attributes. The ratings are assigned numerical values. Each component of the speaking test is worth 1 to 5 points.

c. Specification

Table 3.2 Composition of Students' Speaking Rubric

Aspect	Score	Explanation
Pronunciation	5	Have very few traces of foreign language.
	4	Always intelligible, though one is conscious of definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of the pronunciation problems. Most frequently is asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Make few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and or restrict to him to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.

Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations were so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulties.
	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower-than normal speed with repetition.
	2	Has great difficulties following what is said.
	1	Cannot be said to understand even simple conversational English.

2. Questionnaire

Questionnaire is some written questions which use in obtaining information from the respondents such as report about their personal, or anything which they know. The researcher administered the questionnaire to know the students perception about their self. The kind of the questionnaire was close questionnaire. The questionnaire was adopted from Likert scale, while the scoring system were: Satisfied Agree (SA) =5, Agree (A)=4, Neutral (N)=3, Disagree (D)=2, Satisfied Disagree (SD)= 1 for favorable items. While, the scoring system for unfavorable items were Satisfied Agree (SA) =1, Agree (A) =2, Disagree (D) =3, Satisfied Disagree (SD) = 4

In summary, the researcher employed personality tests to assess pupils' self-confidence. Speaking ability is tested using a speaking exam; telling information about their self. Then, scored interviews were utilised to determine the results of the speaking exam. The researcher knew the students' self-confidence and speaking ability after calculating the score or point from each number. In addition, personality tests were conducted by filling out the questionnaire table form.

F. Validity and Reability

Each data collection tool needs to be reliable and valid. A test's reliability and validity are its two most crucial qualities. A statistical method called reliability and validity can be used to valuate these aspects of the test.⁵² According to Suharsimi

⁵² Sharon A. Shrock 6and William C. Coscarelli, *Criterion Referenced Test Development: Technical and Legal Guidelines for Corporate Training* “3rd Edition”, (US: Pfiffer, 2007), 18.

Arikunto, a good test instrument as a measurer tool must meet test requirements such as validity and reliability.⁵³

1) Validity of the Instrument

Validity refers to the extent to which a given assessment or test accurately measures the specific construct or concept it is intended to evaluate. Validity is a fundamental concept in educational research, denoting the extent to which the evidence available supports the inferences drawn from the obtained scores.⁵⁴ The empirical validity of a variable measurement instrument can be ascertained by employing a sample of approximately 20-30 individuals who are not the intended respondents, yet are given the instruments for evaluation purposes.⁵⁵ The researcher employed the Pearson product-moment correlation coefficient, and the findings are presented below:

Table 3.3 The Result of Validity Calculation

No.	<i>R count</i>	<i>r table</i>	Criteria
1	0,653	0,396	Valid
2	0,61	0,396	Valid
3	0,6	0,396	Valid
4	0,43	0,396	Valid
5	0,42	0,396	Valid
6	0,42	0,396	Valid
7	0,73	0,396	Valid
8	0,45	0,396	Valid
9	0,73	0,396	Valid
10	0,45	0,396	Valid
11	0,55	0,396	Valid

⁵³ Suharismi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT Bumi Aksara, 2009), 57.

⁵⁴ Lyle F. Bachma, *Fundamental Consideration in Language Testing*, (United Kingdom: Oxford University Press, 1997), 236.

⁵⁵ Anditha Dessy Wulansari, *Penelitian Pendidikan: Suatu Pendekatan Praktik dengan Menggunakan SPSS*. (STAIN PO PRESS, 2012), 82.

12	0,6	0,396	Valid
13	0,53	0,396	Valid
14	0,59	0,396	Valid
15	0,44	0,396	Valid
16	0,49	0,396	Valid
17	0,53	0,396	Valid
18	0,57	0,396	Valid
19	0,68	0,396	Valid
20	0,65	0,396	Valid
21	0,53	0,396	Valid
22	0,45	0,396	Valid

In this study, we examine the price of the r table, which has been determined to be 0.396. and all of these questions are valid. Based on the previously explained validity analysis, the researcher can utilize the identified items as instruments for data collection.

2) Reliability

Reliability can be understood as a comprehensive concept encompassing the qualities of dependability, consistency, and replicability across various time periods, measurement instruments, and groups of individuals.⁵⁶

Table 3.4 The Result of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.883	22

⁵⁶ W Lawrence Neuman, *Basic of Social Research Quantitative and Qualitative Approaches Second Edition* (Boston: Pearson Education, 2004), 116.

G. The Technique Of Data Analysis

1) Normality

The normality test is useful for determining whether the data is normally distributed or not. Data normality is a basic requirement that must be met in parametric analysis. normality of data is important because with normally distributed data, the data is considered to represent the population.

In this study the normality test was carried out using SPSS 25 program assistance which was carried out using the One Sample Kolmogorov Smirnov method. With the testing criteria are as follows:

- a) If the significance is <0.05 , the conclusion is that the data is not distributed normal.
- b) If the significance of $.05$, the data is normally distributed

2) Pearson Correlation Analysis

The Pearson correlation analysis, also known as the Product Moment correlation, is a statistical method used to assess the strength and direction of the linear relationship between two variables that exhibit a normal distribution of data. In order to conduct an analysis of the data related to the association between self-confidence and speaking skills, as well as find the presence of a statistically significant relationship between variable X and Y, the researcher employed the utilization of the Product Moment correlation formula, commonly known as Pearson's correlation coefficient. And the formula is mentioned below:

$$r_{XY} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

r_{XY} = The number of correlation index between variable X and variable Y

N = number of samples

$\sum X^2$ = sum of squares of variables X

$\sum Y^2$ = sum of squares of variables Y

$\sum XY$ = number of multiplication results between X score and Y score

$\sum X$ = number of variables x

$\sum Y$ = number of variables Y

Then the significance between variable X and variable Y is carried out using the criteria of using r_{table} at a significance level of 0.05. If the value is positive and $r_{count} \geq r_{table}$ then there is a significant relationship between variable X and variable Y, if $r_{count} \leq r_{table}$ then there is no significant relationship between variable X and variable Y.

The condition for the value of r is not more than the price ($-1 \leq r \leq 1$). This means that the largest r value is +1 and the smallest r value is -1. If $r = -1$ means that the correlation is perfectly negative; $r = 0$ means there is no correlation; and $r = 1$ means that the correlation is very strong.

If you use the SPSS 25 program, Pearson correlation analysis can be done with the Correlate-Bivariate test. Then to determine the significance between variable X and variable Y, the following testing steps must be carried out:

Ha: There is a correlation between self-confidence and students' English speaking ability of the eighth-grade student at Smp Azmania Ponorogo.

Ho: There is no correlation between self-confidence and students' English speaking ability of the eighth-grade student at Smp Azmania Ponorogo.

Carry out the testing criteria, namely:

1. If significance > 0.05 then Ho is accepted and there is no correlation between self-confidence and students' English speaking ability of the eighth-grade student at Smp Azmania Ponorogo.

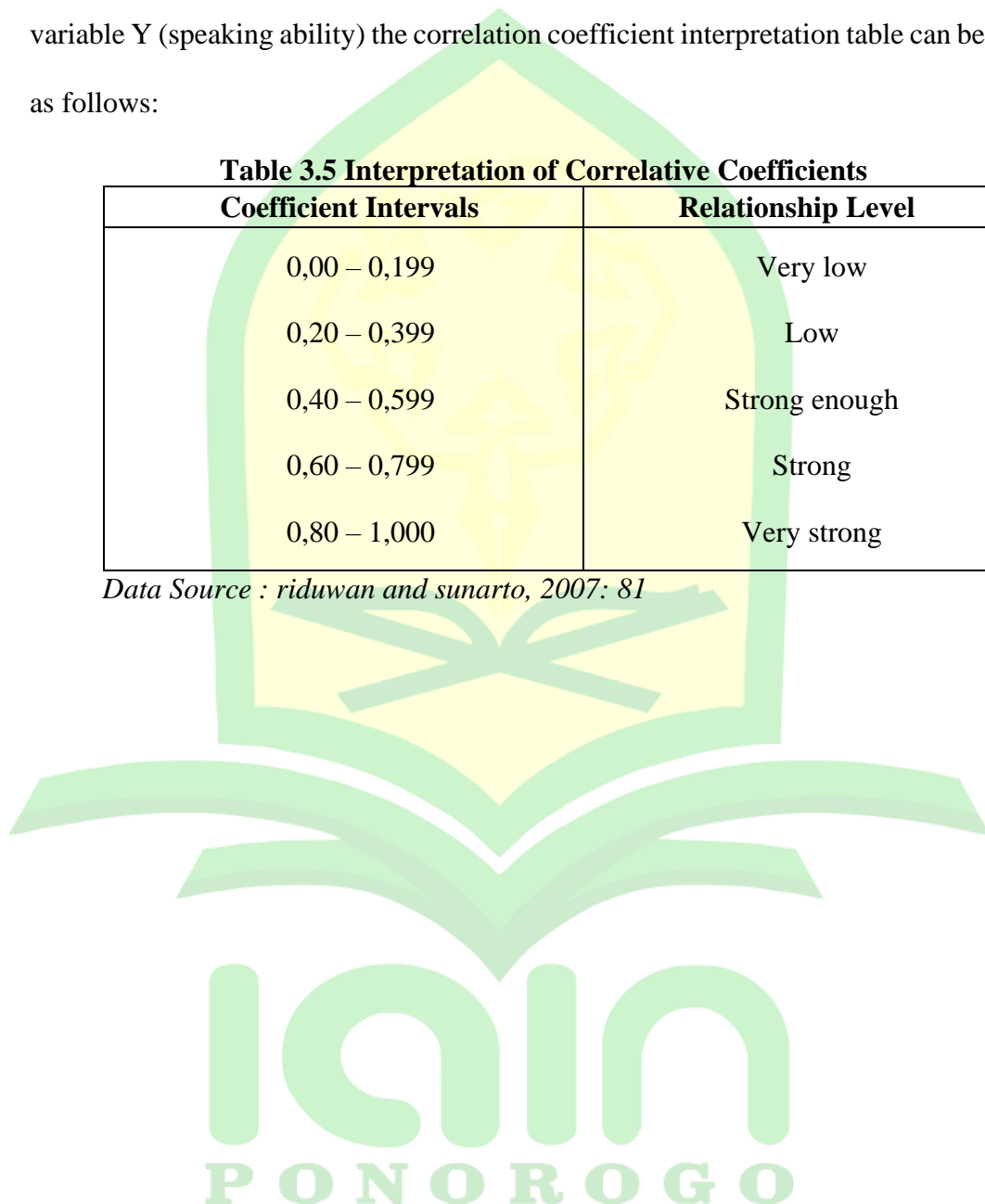
2. If the significance <0.05 H_0 is rejected and there is a correlation between self-confidence and students' English speaking ability of the eighth-grade student at Smp Azmania Ponorogo.

Then to see the level of relationship between variable X (self-confidence) and variable Y (speaking ability) the correlation coefficient interpretation table can be used as follows:

Table 3.5 Interpretation of Correlative Coefficients

Coefficient Intervals	Relationship Level
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Strong enough
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

Data Source : riduwan and sunarto, 2007: 81



CHAPTER IV FINDINGS AND DISCUSSIONS

A. Data Description

The present study was conducted at SMP Azmania, serving as the selected research site, where a study population consisting of 75 students from classes 8A-8C was selected for investigation. The research sample consisted of 25 students from class 8B and an additional 25 students from class 8A, which were utilized to assess the instrument's validity.

The reason that made the researcher's consideration for choosing SMP Azmania was that research on the topic of the Relationship Between Self-confidence and Speaking Ability had never been done at SMP Azmania. Another consideration in this study is because the subject area is close to the researcher, so it can save energy and distance. In addition, there is also support from the school for researchers to conduct research.

B. Descriptive Analysis of the Data

The present study examines the data analysis conducted on results taken from a set of questionnaires. The present study utilizes questionnaire scores to assess the degree of self-confidence among second-grade students at SMP Azmania during the academic year 2022/2023. Additionally, a speaking skills test is employed to evaluate the students' proficiency in oral communication. The researcher utilized SPSS 26 for Windows as a computational tool to facilitate the analysis of the collected data and test the formulated hypotheses. The data is presented in a tabular format, providing statistical measures such as the mean, median, standard deviation, highest and lowest scores. Additionally, variable

descriptions are provided in the form of tables and histograms to enhance the understanding of the data. The relationship between self-confidence scores and speaking skills is presented in Table 4.1.

Table 4.1 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
S.confidence	25	60	98	2110	84.40	10.066	101.333
Speaking	25	13	24	455	18.20	2.828	8.000
Valid N (listwise)	25						

1) The data of self-confidence

The study was conducted by the researcher, who organized one session on Saturday, March 25, 2022. The present study examines the scores achieved by students on the Self-Confidence test, which consists a total of 23 questions.

A questionnaire was used to gather data on self-confidence. Maximum score on the test is 98, minimum score on the test is 60, and the mean is 84.40 and standard deviation is 10.066



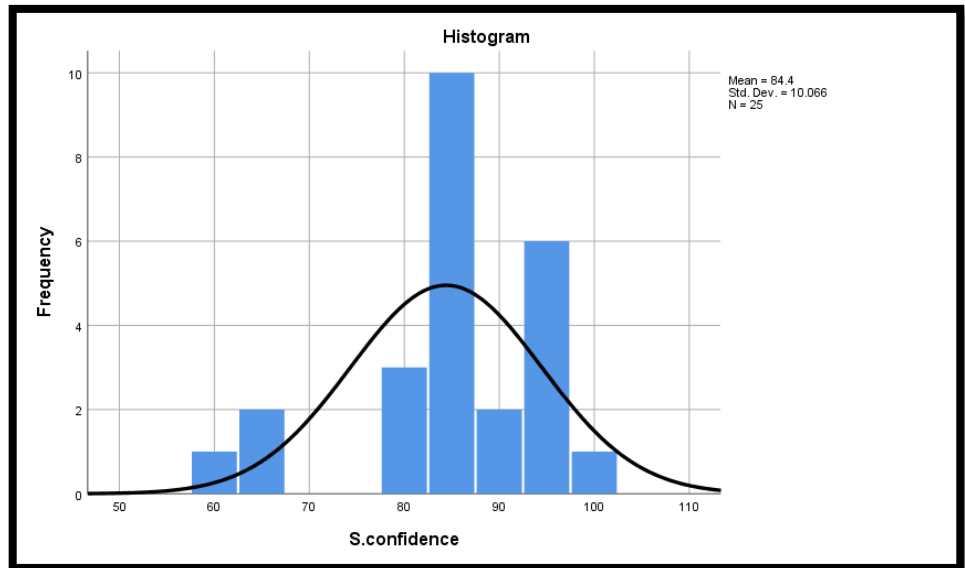


Figure 4.1 The Histogram of Self-confidence

Frequency data is often displayed by histograms. The data which is presented as a histogram in Figure 4. 1 above. In this histogram, the vertical dimension on the graph lists the frequency of the scores, and the horizontal dimension ranking ranks the self-confidence scores from lowest to highest. The columns are drawn in a graph to match the results of the data calculations.

To find out the category of the value obtained, use the following formula:

$$\text{Low} = X < M - SD$$

$$\text{Medium} = M - SD \leq X < M + 1 SD$$

$$\text{High} = X \geq M + SD$$

Based on those calculation, a trend distribution table can be made as follows:

Table 4.2 Category Distribution of Self-confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	19	76.0	76.0	76.0
	Medium	5	20.0	20.0	96.0
	Low	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

2) Student Speaking Skill

The researcher conducted research with one meeting which was held on Saturday, March 25, 2022.

Table 4.3 Category Distribution of Speaking Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	6	24.0	24.0	24.0
	Medium	15	60.0	60.0	84.0
	Low	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

C. Inferential Statistic

1. Assumption Test

a. Normality Test

The normality test is a statistical procedure commonly employed in educational research to assess the distribution of population data. Its primary objective is to ascertain whether the observed data follows a normal distribution or deviates significantly from it. By conducting this test, researchers can gain valuable insights into the underlying characteristics of the data, which can inform subsequent analyses and interpretations. The One Sample Kolmogorov-Smirnov Test was employed as the normality test in this particular study. This research examines the relationship between the significance level (p-value) and the distribution of data. Specifically, when the p-value is less than 0.05 or 5%, it indicates that the data is not normally distributed. Conversely, when the p-value is greater than 0.05 or 5%, it suggests that the data follows a normal distribution.

In order to assess the normality distribution of the data, the researcher employed the Kolmogorov-Smirnov test using SPSS 25 for Windows. The outcomes of the normality examination are presented in Table, which is displayed below for reference.

Table 4.4 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.61261283
Most Extreme Differences	Absolute	.113
	Positive	.099
	Negative	-.113
Test Statistic		.113
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the SPSS program output table provided, the table indicates that the significance value of rcount is 0.200, which is greater than the specified significance level of 0.05. The data exhibits a normal distribution.

a. Hypothesis Testing

Analysis of the correlation between students' self-confidence with speaking skill. To find out whether or not there is a correlation between students' self-confidence with speaking skill in 8th grade at SMP Azmania Ponorogo.

Table 4.5 Correlations Self-Confidence and Speaking Skill

		SC	Speaking
SC	Pearson Correlation	1	.822**
	Sig. (2-tailed)		.000
	N	25	25
Speaking	Pearson Correlation	.822**	1
	Sig. (2-tailed)	.000	
	N	25	25
**. Correlation is significant at the 0.01 level (2-tailed).			

$$r_{table} = df(25-2;0,05)$$

$$= 0,3961$$

$$r_{count} = 0,822$$

1. Interpretation of Data

Based on the table of Correlation SPSS program output, it is reported that the data, r_{count} of self-confidence and speaking skill is 0.822 and the significant value is 0.000. Because the $r_{count} (r_{xy}) = 0.822 > r_{table} = 0.3961$ and significant value = $0.000 < 0.05$.

The statistic hypothesis states:

If $r_c > r_t$ significance : there is correlation and H_a accepted

If $r_c < r_t$ non significance : there is no correlation and H_a is rejected so H_o is accepted

The result of hypothesis r_{xy} is higher than r_t , the alternative hypothesis is accepted. It means that there is a correlation between self-confidence and speaking skill. According to table 3 taking into account the result of $r_{count} = 0.822$ which is in the range of 0,80 – 1,000, it shows that the result is a very strong correlation between self-confidence and speaking skill.

D. Discussion

Based on the data analysis above, the researcher has found that the coefficient of correlation between students' self-confidence and their speaking skill at the twelfth grade of SMA N 2 Bukittinggi was 0,822. It means that there is a positive correlation between two variables because the result has positive symbol. Which is in the range of 0,80 – 1,000, it shows that the result is a very strong correlation between self-confidence and speaking skill. It means that psychological aspects can influence the students to speak English. Additionally, how the students' thinking and feeling when they want to speak English. If they think they are able to speak English and feel confidence, automatically, they encourage to speak English. Conversely, if they think their unable to communicate using English and feel lack selfconfidence, they are not excited to speak English. In short, based on the theory, the result of this research showed that self-confidence and speaking skills have a relationship. Clearly, if the students have high selfconfidence, they have high skill in speaking. On the contrary, if the students have low self-confidence, they have low skill in speaking.

This research is about the correlation between students' selfconfidence and speaking skills at the eighth grade of SMP Azmania Ponorogo. It can be said that correlates between students' selfconfidence as variable X and speaking skill as

variable Y. The data is gotten from the personality tests. The personality test consists of 22 questions or statements. Then, the speaking test is about their self.

In analysis data, the researcher calculates students' self-confidence and speaking skill score by using the Product Moment Formula. It is found that there is a correlation between students' self-confidence and speaking skills at the eighth grade of SMP Azmania Ponorogo.

Furthermore, there is also a positive correlation between two variables. Based on the hypothesis testing, the result of r_{count} of self-confidence and speaking skill is 0.822 and the significant value is 0.000. Because the $r_{count} (r_{xy}) = 0.822 > r_{table} = 0.3961$ and significant value = $0.000 < 0.05$. The result of hypothesis r_{xy} is higher than r_t , the alternative hypothesis is accepted. It means that there is a correlation between self-confidence and speaking skill.

All in all, in this finding, it can be seen that self-confidence has relationship with the students' speaking skill. It can be concluded that if the students have high self-confidence, they have high skills in speaking. Conversely, if the students have low self-confidence, they have low skill in speaking.



CHAPTER V CLOSING

A. Conclusion

Based on the result of the research that described the data calculation by correlation pearson product moment showed that r_{xy} higher than $r_{table} = 0.822 > 0.396$. The significant value with $N = 25$ was lower than $5\% = 0.000 < 0.05$, this means that the hypothesis H_0 is rejected and the hypothesis H_a is accepted. In conclusion, the results appropriate with the assumption and showed that there is a the correlation between self-confidence and students' english speaking ability of the eighth-grade student at SMP AZMANIA PONOROGO

B. Recommendation

The researcher would provide some recommendations in light of the conclusion:

1. For English Teachers

The teacher should give teachers need to provide and support students. By knowing the contribution of self-confidence to speaking ability, teacher should build a good class ambience in other students able to practice English speaking more.

2. For Students

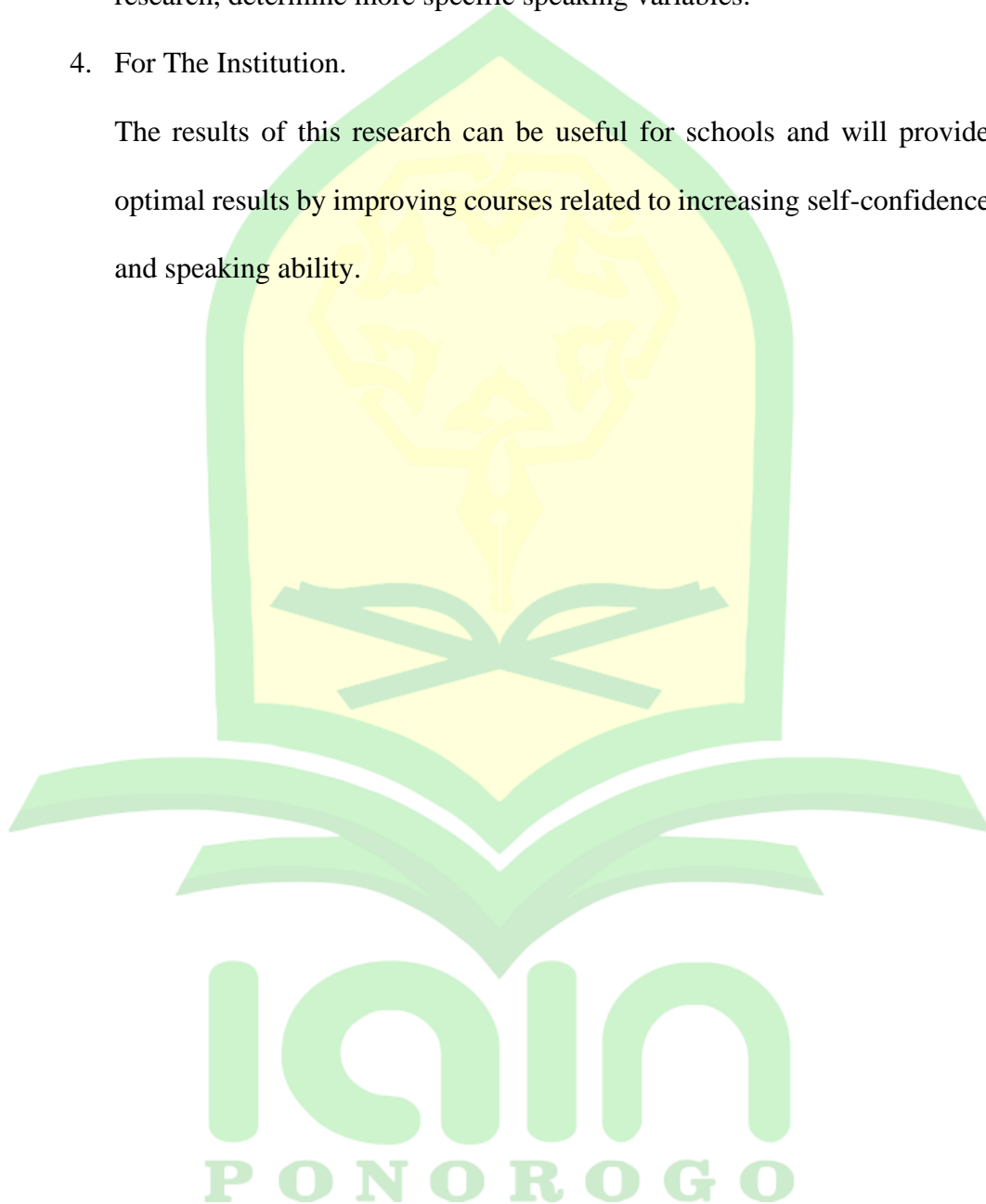
The second advice that researcher has for students is that speaking English as a foreign language may feel unpleasant and embarrassing when practicing it at school to learn it, but after learning it and getting used to it, students will find that their self-confidence grows naturally on its own. And having that ability is very useful for future.

3. For Other Researchers

Researchers hope this study can be an additional reference for further research, determine more specific speaking variables.

4. For The Institution.

The results of this research can be useful for schools and will provide optimal results by improving courses related to increasing self-confidence and speaking ability.



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