

**THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE
AND THEIR SPEAKING SKILL AT THE ELEVENTH GRADE OF SMKN
1 BANDAR LAMPUNG**

(An Undergraduate Thesis)

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND THEIR SPEAKING SKILL AT THE ELEVENTH GRADE OF SMKN 1 BANDAR LAMPUNG

**By
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This quantitative research was aimed to find out if there was any significant correlation between students' self-confidence and speaking skill. Moreover, the researcher utilized purposive sampling since the researcher needs the characteristics of the sample which are suitable for this study. The subjects of research were thirty four students at SMKN 1 Bandar Lampung. The instruments of research were a self-confidence questionnaires and speaking test. The questionnaire was used to measure students' self-confidence. Otherwise, the researcher assessed students' speaking skill by using speaking test. Then, the researcher analyzed the data of instruments by utilizing Pearson Product Moment correlation. The result showed that there was a significant correlation between students' self-confidence and speaking skill since the significant correlation coefficient was 0.002 and the r-value was 0.512, which indicates significant correlation.

Keywords: *correlation, self-confidence, speaking skill*

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A Script

**Submitted in a Partial Fulfillment of
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In

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2024**

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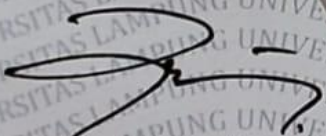
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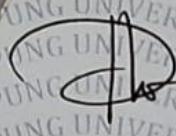
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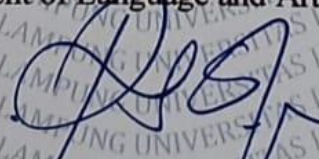
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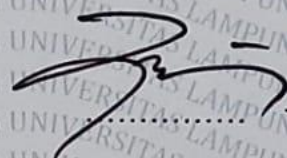
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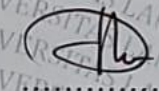
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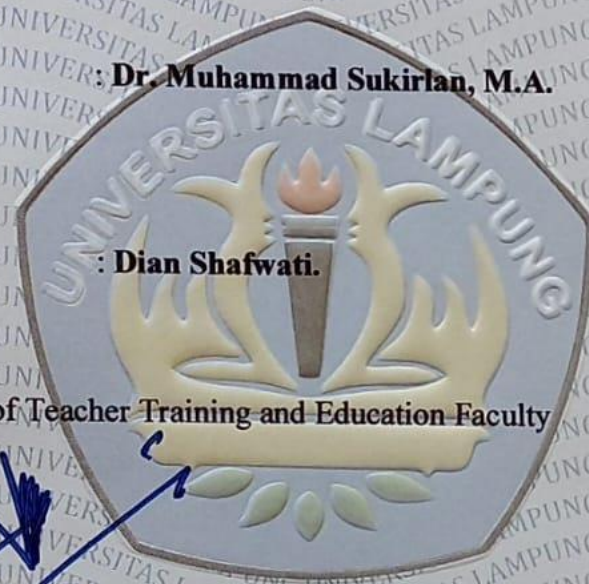


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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

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MOTTO

“Find joy in the little things.”

“I choose to love and accept myself unconditionally.”

DEDICATIONS

By the name of Allah SWT., this script is proudly devoted to:

My precious parents, Muhammad Isa and Junaini

My adored little sister and brother, Dwi Permata Dewi and Muhammad

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My lecturers at English Education Study Program

My friends in English Education Study Program 2018

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Finally, this paper is expected to be able to provide useful knowledge and information to the readers.

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I. INTRODUCTION

1.1 Background of Study

In this era, English is a very important language to learn. English is the second or foreign language learned by all people because English has been claimed as an international language. Everywhere we go, we communicate with people outside our country by using English. Therefore, many people learn English seriously to have a good prospect in the international community. Moreover, there are four language skills, such as listening, speaking, writing, and reading. From those skills, speaking is the only oral skill that aims to communicate with others.

According to Chafe (2004), speaking is the activity of someone who uses their part of their body, such as lungs, throats, and mouths to produce a voice that passes through the air and strikes the ears of the listener or the other people. Moreover, speaking is considered to take a significant role in communication as it is a communication tool in the form of oral communication. In addition, people make an effort to learn speaking skills with the purpose to be able to communicate with the world society. It is in line with a study conducted by Leong (2017). He believes that effective speaking in teaching is a top priority for the students and an area that requires extra focus. In short, speaking is important for learners.

Furthermore, speaking is one of the important skills in learning English. It is one of the productive abilities that should be mastered by learners in order to be successful in learning English. Also, it is necessary for students in terms of practicing their ability to produce words, sentences, or ideas in English. Moreover, Sara (2015) states that it has become an essential skill that educational systems have to focus on by which students can pool or exchange information, share ideas and learn more about language. It not only taught students about language but also how to communicate with others in and out of the classroom. Besides, students can spontaneously communicate their views and opinions by speaking. However, students should recognize speaking aspects in order to master speaking skill.

In addition, there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency (Harris, 1974). In speaking English, students should master those speaking aspects in order to develop their speaking skill and become good speakers. Through speaking accurately, students can exchange information from one to another orally.

Furthermore, the researcher did pre-observation at SMKN 1 Bandar Lampung by interviewing English teachers. It showed that the students infrequently speaking English in their study since it is not their native tongue and they rarely utilize it. Also, several people are shy when they are asked to speak English. It was proved by their speech is not fluent and stammered. Because of that, the researcher assumes that several students do not have willingness and confidence in speaking English. Based on the statements, the researcher considered SMKN 1 Bandar Lampung in

this research. Thus, English teacher should know students' difficulty in order to overcome the problems.

Based on Bashir (2011), the difficulty in speaking came from the fact that various factors influenced speaking skill. Hereafter, speaking skill is more difficult than the other skills as it not only needs to pronounce words, but also the arrangement of the word in the oral performance. However, English is not native language for students. They are not used to it in education and daily life. Then, students have speaking errors when implementing it in education and daily life. Also, it requires most important aspect to speak involves; inner voice, level of self-confidence, attitude, values, perceptions, and prejudices (Rowson, 2005). In addition, there are obstacles that can denotative students from speaking, such as a lack of confidence, anxiety, difficulty expressing sentences appropriately, lack of confidence, and a variety of other issues. Furthermore, students who are able to speak confidently will be able to reach their aims. By having self-confidence, they are able to face those obstacles effortlessly. It can be said self-confidence is essential in speaking English.

According to Gençtan (1984) self-confidence is defined as an individual's recognition of his own abilities, loving himself and being aware of his own emotions. It also refers to students' faith in doing something calmly. For instance, they are not afraid when doing presentations in English. Akagündüz (2006) divides self-confidence into two sub-categories as intrinsic self-confidence and extrinsic self-confidence; intrinsic self-confidence is the thoughts and emotions about individuals' being reconciled or pleased with themselves. Self-esteem, self-love, self-knowledge, stating concrete aims and positive thinking are the elements of

intrinsic self-confidence. On the other hand, extrinsic self-confidence refers to the behavior and attitude towards others. The constructing elements of extrinsic self-confidence are communication and controlling the emotions.

Moreover, self-confidence is crucial for effective communication, particularly in public speaking. It is a good attitude that enables an individual to cope with the environment or a scenario in which he finds himself. Griffee (1997) states that self-confidence takes a notable position in engaging in communicating with other people, whether it is feeling safe or comfortable communicating or having a willingness to communicate with others. In short, self-confidence has an impact on students' speaking skills. Also, it influences their communication and willingness in speaking English. In addition, Goel and Aggarwal (2012) say that students who own high confidence will have positive and realistic perception of themselves and their abilities. In other words, students who do not have self-confidence, they regularly feel embarrassed and afraid in speaking English. In case of that, it can be major issue for students in speaking English.

The first previous research was run by Gurler (2015) which aims to show the difference between different departments in which the students are included and whether students' self-confidence levels have any relationships with the speaking skill performance. Secondly, Roysmanto (2018) conducted research to find out significant correlation between students' speaking skill and their self-confidence, and what happened in the students' speaking skill at the third grade of Swadaya Gunung Jati University. Thirdly, Hasan and Sadapotto (2020) conducted a study to describe whether there is a relationship between students' self-confidence and

students' speaking abilities. Fourthly, Sara (2015) ran a study to know how self-confidence influences students' oral performance and how teachers foster confidence among students. Lastly, Seli (2019) ran a research to obtain empirical evidence of the effect of role-play and self-confidence on broadcasting students' speaking skill.

Moreover, there are several differences between those studies and the researcher's study. In this study, the sample of research is Senior High School students. On other hand, university students were chosen as the sample in Gurler (2015). Next, the researcher utilized a self-confidence questionnaire and speaking test as the instruments. Meanwhile, Roysmanto (2018) used interviews and questionnaires as the instruments. Lastly, Hasan et al. (2020) chose cluster sampling, while the researcher selected purposive sampling.

Based on the explanation above, the researcher believes that self-confidence is one of the factors that can influence speaking skill. Therefore, the researcher decides to find out the correlation between self-confidence and their speaking skill.

1.2 Identification of Problem

Based on the background of problem, the researcher indicates some issues as follow:

- 1) Firstly, most of students at SMKN 1 Bandar Lampung rarely speak English in their study
- 2) Secondly, several students are embrrassed when they are asked to speak English and have low confidence.

1.3 Research Question

In line to background of problem, the research question in this research as follows:

- 1) Is there any correlation between students' self-confidence and their speaking skill?

1.4 Objective Research

In relation to research question above, the objective in this study as follows:

- 1) To find out whether there is a correlation between students' self-confidence and their speaking skill.

1.5 Uses of Research

The researcher expects that the result has two uses as follows:

- 1) Theoretically
 - a. To find out whether there is any significant correlation between students' self-confidence and their speaking skill.
- 2) Practically
 - a. As information and reference for other researchers who are fascinated in conducting research about the correlation between students' reading self-confidence and their speaking skill.
 - b. As information for English teachers that self-confidence can affect in speaking English.

1.6 Scope of Research

This study is quantitative research. It focused on the correlation between students' self-confidence and their speaking skill in SMKN 1 Bandar Lampung. The data collected by a self-confidence questionnaire and speaking test. The instruments

were distributed to samples of research. Then, the researcher analyzed the result of students' self-confidence questionnaire and speaking test. After getting the results, Pearson Product Moment Correlation can be utilized as the formula in order to know the correlation between students' self-confidence and their speaking skill.

1.7 Definition of Terms

The researcher presents definitions of terms in order to avoid misunderstanding. Several definition of terms explained as follow:

- 1) Speaking is an oral skill that can produce a systematic direct speech to convey a meaning (Nunan, 2003).
- 2) Self-confidence is an ability to develop the abilities, the potential, and talent to be used correctly (Seftiani et. al, 2018).
- 3) Correlation is a term that is a measure of the strength of a linear or mutual relationship between two variables.

II. LITERATURE REVIEW

This chapter discusses the following sub-topics, such as, previous research, concept of speaking, components of speaking, types of speaking, concept of self-confidence, indicators of self-confidence, theoretical framework, and hypothesis.

2.1 Concept of Speaking

Speaking is one of necessary language skills for people to convey their ideas to others. Moreover, speaking is important in learning English where the students bravely convey their feelings or thought orally with self-confidence to others mainly related to the learning material in the class. Besides, there are a lot of definitions of speaking by experts. Brown (2004) states that speaking is an interaction process of constructing meaning that involves, producing, receiving and processing information. Speaking is the way human beings communicate to share opinions or ideas with other humans.

Moreover, speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language “on the spot” (Harmer, 2007). It is a two way process between speaker and listener and involves productive and receptive skill of understanding (Bryne, 1986). In other words, the listener try to understand the speaker’s ideas as the first person through the communication between them and vice versa. Also, they

converse in order to get information delivered. Moreover, Brown (2004) defines speaking as an expression of human beings through conversation. Through speaking, speaker's emotions were expressed indirectly to listener. When speaker converse in a sad or angry tone, listeners are able to sense it.

Furthermore, speaking is not only about ideas and communication, but also about knowledge. Bashir et al. (2011) state that language learners need to recognize that speaking involves three areas of knowledge such as mechanics, function, social-cultural rules and norms.

1) Mechanics of language element

Mechanics includes pronunciation, grammar, and vocabulary. It emphasizes on utilization of correct word and phrase with right pronunciation. Using accurate pronunciation, grammar, and vocabulary will make speaker and listener communicate well.

2) Function of language element

The functions of language that deal with speaking performance in the form of transaction and interaction. Transactional communication refers to speaker and listener involved in communication; delivering messages and exchanging information. Meanwhile, interaction communication is not always through language, it can be a gesture or emotion.

3) Social-cultural rules and norms

It means that speaker and listener should know how to behave in circumstances such as understanding the right time to start and end the conversation.

Furthermore, Brown (2001) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It includes how speakers produce the speech, listeners receive the information, and the process itself. Thus, Brown (2004) divides speaking skill into two, that is, micro and macro skills of speaking. Those skills will be discussed as follow:

1) Micro skills

Micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocation, and phrasal units (Brown, 2004). Micro skills focus on simpler units of speaking such as word, phoneme, morpheme, collocation, and phrase. Thus, the simplest skill in communication is words. Besides, phonemes and morphemes are parts of the word. Also, collocation and phrases are more complex than words.

2) Macro skills

Macro skills hint the speaker's focus on the larger components: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Macro skills are more complex than the micro skills and more concentrate on the speaker's effect to the language. Also, every speaker has its different fluency, style, discourse, and also strategic options.

Moreover, speaking not only happens in education, but also in daily and working life. Also, it is an active part of their daily life and a tool for learning (Dorgham, 2011). It means that it happens in everytime and everywhere the speaker and listener are. In education, speaking generally occurs in English class. For instance, the teacher asks the students to do dialogue in English or the teacher asks a question

and the students answer it by using English. In daily life, the students join an English community which always speaks English. However, speaking is one of the most difficult aspects to master (Pollard, 2008). It occurs as the students should consider the idea and what they want to say. Also, they should cogitate about pronunciation, vocabulary, grammar, fluency, and comprehension in their speaking.

Therefore, speaking is a process between speaker and listener as communication in order to get information and issue their ideas. It is important in their daily life and education as productive communication.

2.2 Components of Speaking

When students speak English, they should consider and learn about speaking aspects. According to Harris(1974), there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

1) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. In that case, students should understand the conversation and the content as well. By having that, students are able to produce their speech accurately.

2) Grammar

It is necessary for students to arrange a correct sentence in conversation. It is in line with the explanation suggested by Heaton (1978) that students' ability to manipulate structure and to distinguish appropriate grammatical form in

appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3) Vocabulary

Vocabulary means the appropriate diction, which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both in oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar the least can be conveyed, without vocabulary nothing can be expressed. By not mastering it, students will not be able to speak English properly.

4) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. In brief, pronunciation is the knowledge of studying how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

5) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and precisely. Fluency in speaking is the

aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. Those signs indicate that the speaker does not have spent a lot of time searching for the language items needed to deliver the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on

Based on statements above, speaking aspects have a crucial role in the process of speaking. Those aspects are comprehension, grammar, vocabulary, pronunciation, and fluency. By mastering that, students’ speaking are expected to be able to speak exactly.

2.3 Types of Speaking

Moreover, Brown (2004) describes five categories of speaking skill areas. Those are as follows:

a. Imitative

In this type of speaking assessment, the ability to imitate a word, phrase, and sentence pronunciation is mainly being tested and assessed. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. An example of imitative speaking test is a word repetition task.

b. Intensive

Intensive speaking goes one step beyond including any speaking performance that is designed to practice some phonological or grammatical aspect of

language. The example of intensive assessment tasks include dialogue and sentence completion, reading aloud, directed response tasks, and picture-cued tasks.

c. Responsive

Response assessment tasks include interaction and test comprehension but a somewhat limited level of very short conversations, standard greetings and small talk. The example of responsive speaking tasks include: paraphrasing, giving directions and instruction and question and answer.

d. Interactive

Interacting speaking is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. The interaction can take two forms of transactional language which is carried out for the purpose of maintaining social relationship rather than for transmission of facts and information. For instance: Interviews, role play games, discussions.

e. Extensive (Monologues)

Extensive oral production tasks include speech, oral presentations, and storytelling. During which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether. Language style is frequently more deliberative (planning is involved) and “formal for extensive tasks, but we cannot rule out certain informal monologues” such as casually delivered speech (for example; my vacation in the 10 mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

In short, there are five categories of speaking skill areas, that is, imitative, intensive, responsive, interactive, and extensive. Moreover, the researcher used intensive speaking for students' tasks in order to assess students' speaking skill. To evaluate their speaking score, the researcher utilized aspects of speaking.

2.4 Concept of Self-Confidence

Self-confidence is an important part of speaking skill. It can encourage students to be able to do something mainly when they want to speak English. Furthermore, Burton and Platts (2006) say that confidence is the ability to get suitable and effective action in various conditions or situations. It means that self-confidence is a capability that allows students to be in control of themselves in situations. For instance, students are calm when they are suddenly asked to speak English in front of a class.

According to Mcpheat (2010), self-confidence is a believe that someone who can do a task is based on whether or not they have been able to present in the past. Besides, it is trusted to own-self that someone is able and brave to do something without thinking about obstacles, which can make their own-self lack self-confidence. Students who have self-confidence belief that they will be able to recover, leave negative things, and move to the positive experiences. Also, they are confident in doing English assignments by knowing their capacities.

Furthermore, self-confidence is one skill that is precious to obtain and not to be underestimated (Murray, 2006). It means that self-confidence is a valuable key for oneself to achieve their goals. Besides, self-confidence should not be underestimated even though some obstacles can make up for their lack of self-

confidence. Otherwise, self-confidence becomes a difficulty for people, because it is not easy to do something. In addition, they should be able and confident without some factors, such as feeling anxious, shy, afraid, and others.

Moreover, self-confidence has various importances on students' education and daily life. Sara (2015) states that self-confidence is very essential that foreign learners have. It means that students should have self-confidence in their competence. In that case, they are able to learn and engage in their speaking performance easily. Also, self-confidence is crucial to a happy and fulfilling life (Preston, 2001). It makes students more inspired, courageous, and relaxed in their study. Besides, it can encourage them to communicate with others and do more activities.

Therefore, self-confidence is an ability which aims to do appropriate action in students' tasks and situations. Thus, it is an important skill to obtain by someone, especially English language students.

2.5 Aspects of Self-Confidence

According to Griffé (1997), there are three aspects of self-confidence in order to measure students who have self-confidence; whether they have high self-confidence or not.

1. Ability

Ability refers to students' understanding in application of vocabulary, grammar, and pronunciation. By comprehending that, students are able to speak fluently.

2. Assurance

Assurance means a feeling of security and comfort in speaking English. By having it, students are more comfortable in producing speech.

3. Willing Engagement

It shows students' willingness to speak English with native speakers.

From the explanation above, it can be said that there are three aspects of confidence.

To analyze students' self-confidence, the researcher will apply those aspects on the self-confidence questionnaire since it is suitable with the adopted questionnaire.

2.6 Indicators of Self-Confidence

According to Burton and Platts (2006), there are ten keys of indicators of self-confidence.

1. Direction and values.

Students know the aims and the important things for themselves.

2. Motivation.

Students do what they want to do, they are comfortable to do something, and they are interested or they are encouraged to do something without feeling bothered.

3. Emotional stability.

The way students manage themselves is when they face any challenges to achieve their aims.

4. A positive mindset.

Students' ability to stay optimistic when they find some obstacles that can make them fail to achieve their goals.

5. Self-awareness.

Students know what they should do, they know what is best for themselves, and they know all about it as human beings.

Flexibility in behavior.

Students can adjust their behavior depending on the situation.

6. Eagerness to develop.

Students can be brave to discover new experiences that can make themselves develop new experiences and get any experience.

7. Health and energy.

Students' respect for themselves, they try to stay healthy and energetic without becoming ill although their body is in pressure conditions.

8. A willingness to take risks.

Students' ability to face any risks to get the right things.

9. A sense of purpose.

Students should have a goal in their life when they find the different parts of this life.

In brief, the indicators above can be a directive for people whether they have self-confidence or lack self-confidence. Moreover, it can make people who have lack self-confidence can move on to become people who have self-confidence rightly.

2.7 Self-Confidence in Speaking

Speaking is one of the communication skills in English. It refers to how the speaker and listener deliver the information orally. However, speaking is considered complicated for students since it has five speaking aspects that must be mastered;

pronunciation, grammar, comprehension, vocabulary, and fluency. Also, it has outside factors, that is, students' psychology.

Self-confidence can be said as one of students' psychology in speaking English. Lauster (1992) states that self-confidence is an attitude or feeling confident in the ability of self so that the person concerned is not too anxious in his actions, feel free to do things, and take responsibility for his actions. It can occur in some situations when learning to speak English. However, many students rarely speak and lack confidence in speaking. Also, students tended to keep silent in the classroom as they lack self-confidence and prior knowledge of the topics (Cahyono & Widiati, 2006). Thus, it can influence students' speaking skill.

Moreover, self-confidence is an essential key in speaking. Clément et al. (1994) say that self-confidence significantly contributes to the learners' willingness to communicate in a foreign language. Furthermore, Hanton et al. (2003) reveal that high self-confidence encourages the intensity of thoughts and feelings in speaking. In addition, Kalanzadeh et al. (2012) study express that highly self-confident students were found to be more inclined to involve themselves in the conversations and other English spoken activities in the classroom. It means that, it not only has an impact on students' speaking skill, but also on their willingness in speaking and oral activities in learning English. Dörnyei (2001) suggests that the ways to promote students' self-confidence were through providing experience of success, encouraging the learners and reducing anxiety. It means that teachers should give opportunities for students to makes them more brave and makes them more pleasant

when learning to speak. For example, a teacher gives students a spirit before they are asked to perform.

In short, the researcher assumes that self-confidence has a crucial role in students' speaking skill. It also can affect their speaking skill. For instance, students who have high self-confidence will perform their speaking as well and vice versa.

2.8 Previous Research

In order to discuss self-confidence and speaking skill, the researcher provides several previous studies related to those topics. These studies are run by Gurler (2015), Roysmanto (2018), and Hasan et al. (2020) which will be further explained as follows.

Firstly, Gurler (2015) conducted research at the English Language Teaching (ELT) Department and English Language and Literature (ELL) Department. The participants were 77 male and female preparatory students from both departments and all the students got English speaking courses throughout the fall semester in the 2014-2015 academic year. For data collecting, the researcher used a questionnaire. The data collected were analyzed by Statistical Package for the Social Sciences (SPSS). The result of the study revealed that there is significant correlation between self-confidence and speaking skill within the level of .01.

Secondly, Roysmanto (2018) runs at Swadaya Gunung Jati University. The population was the third grade students of Swadaya Gunung Jati University Cirebon. There were 40 students as sample. The data were collected through an

interview and questionnaire. The results showed that there is a significant correlation between the score of questionnaire and interview.

Thirdly, Hasan et al.(2020) conducted at SMPN 9 Pinang. This study used cluster sampling methods and oral tests. The population in this study was VII grade students of SMPN 9 Pinrang. The total population is 104 students. The sample used was class VIII.1 totaling 28 students. The method used in speech evaluation is an oral test. As a result, there is a significant relationship between students' self-confidence and the eight-year students' speaking ability in SMPN 9 Pinrang.

Fourthly, Sara, (2015) ran a study at the University of Biskra. Also, the sample was third year students. The researcher used a qualitative (descriptive) research based on two suitable tools: an interview directed to third year teachers of oral expression module and a classroom observation conducted with third year classes in oral expression sessions. Hence, the results revealed that EFL students' self-confidence has a great impact on their oral performance and the teachers' positive support is required to boost their self-confidence.

Fifthly, Seli, (2019) ran a research project at SMK Prima Utama and the second grade students was chosen as the sample since there were only two classes. The researcher applied quasi-experimental design. The data were calculated by ANOVA coefficient. Then, the findings showed that (1) there was difference on English speaking skill of broadcasting students between those who are taught by using role-play technique and those who are taught by using presentation, (2) there was no interaction effect between teaching technique and students' self-confidence towards English speaking skill of broadcasting students, (3) there was difference on

English speaking skill of broadcasting students who had high self-confidence that were taught by using role-play and those who are taught by using presentation technique, (4) there was difference on English speaking skill of broadcasting students who had low self-confidence that were taught by using role-play and those who are taught by using presentasion technique.

In short, there are some previous studies related to this study, that is, Gurler (2015), Roysmanto (2018), and Hasan et al. (2020) studies. From those researches, there are some similarities and differences to this study. Moreover, the researcher will merely focus on relationship between students' self-confidence and their speaking skill in this study

2.9 Theoretical Framework

Speaking is one of the necessary English skills that must be mastered by students. It is a communication tool that includes producing, receiving, and processing information between speaker and listener. Moreover, students have difficulties in speaking English. Thus, lack of self-confidence can be said as one of students' distresses in speaking English. Self-confidence is students' beliefs in themselves by doing something without its obstacles. By having self-confidence, it can promote students' willingness and their speaking skill since it makes students more relaxed and spirited. In that case, the researcher will examine whether students who have high self-confidence will have good speaking skill or not. Also, the researcher will find out whether self-confidence has relation with speaking skill or not.

2.10 Hypothesis

The researcher formulated hypothesis as follow:

H1: There is a correlation between self-confidence and their speaking skill.

III. METHODOLOGY

This chapter discusses about research design, variables of research, instruments of research, validity and reliability,

3.1 Research Design

This research used quantitative design. Moreover, ex post facto design especially correlational study used in this study. According to Creswell (2015), correlation study is a procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlation analysis. Furthermore, the researcher focused on correlation between students' self-confidence and their speaking skill.

3.2 Variables of Research

There are two variables in this study such as, independent and dependent variables. Moreover, Creswell (2015) says that an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Also, he states that a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. Moreover, self-confidence illustrated as an independent variable and speaking skill as a dependent variable. The researcher concerned this of the following variables:

X —————> **Y**

X: students' self-confidence

Y: students' speaking skill

3.3 Population and Sample

The population of this study is the eleventh grade of SMKN 1 Bandar Lampung. Moreover, the researcher utilized purposive sampling since the researcher needs the characteristics of the sample which are suitable for this study. The characteristics is students' speaking skill, then the researcher chose the class that has the highest speaking score. In addition, XI TKJ 1 was chosen as the sample of research. Based on the pre-observation, it showed that XI TKJ 1 has the highest speaking score among all the classes.

3.4 Research Instruments

The researcher evaluated students' self-confidence and speaking skill first before evaluating relationships between those variables. To know students' self-confidence and speaking skill, the researcher applied instruments based on the variables. Moreover, there are two kinds of research instruments used such as self-confidence questionnaire and speaking test, which explained as follows:

3.4.1 Self-Confidence Questionnaire

In order to find out students' self-confidence, the researcher was utilized questionnaire for first instrument. According to Sugiyono (2011), questionnaire is a data collection technique that is done by giving a set of questions or statements to respondents to answer. Furthermore, the researcher adapted the questionnaire from self-confidence questionnaire by Griffer (1997) for university students level. Then, the researcher modified in order to adapt to senior high school students. . It consists

of 24 items. Also, the researcher applied four-point Likert scale to the questionnaire such as 4 (Strongly agree), 3(Agree), 2 (Disagree) and 1 (Strongly disagree). Here are the classifications of self-confidence questionnaire:

Table 3 1. The Classifications of Self-Confidence Questionnaire

Aspects	Meaning	Number Positive	Total of Items
Ability	Students' attitude toward speaking English	4, 5,6,7, 12, 13, 14 16, 17, 18	10
	Students' ability in speaking English		
Assurance	Students' believe in their speaking ability	1, 2, 3, 9, 10, 11, 19	7
	Students' feeling of confidence in speaking		
Willing engagement	Students' willing to use English either inside or outside classroom	8, 15, 20, 21, 22, 23, 24	7
	Students' intention to learn more about English of broadcasting major		
Total			24

3.4.2 Speaking Test

Secondly, speaking tests are utilized in order to measure students' speaking skill. Then, the researcher conducted the speaking test by asking students to present their speech in front of class. The students did a monologue about recounting text. Also, the duration of the performance is about 2 minutes to 3 minutes. Moreover, the researcher used five components of speaking by Brown (2004), that is, pronunciation, grammar, vocabulary, fluency, and comprehension. Those components will be applied in order to assess students' speaking score. Moreover, the raters of students' speaking skill are English teacher and a researcher. After

collecting the data from the English teacher, the researcher will analyze it in order to get a speaking final score.

3.5 Validity and Reliability

Validity and reliability are indicators to evaluate the quality of instruments (Setiyadi, 2018). Because of that, it is an important key in research. Thus, validity and reliability explained as follow:

3.5.1 Validity

A good assessment has to be suitable with what has to be measured (Nurweni, 2018). To know whether a test has excellent validity, the researcher should evaluate validity of research instruments. In short, a good assessment has great validity.

A. Validity of Questionnaire

In this study, the researcher adopted a questionnaire proposed by Seli (2019) in order to evaluate students' self confidence. The questionnaire consists of 24 items and three aspects of self-confidence; ability, assurance, and willing engagement. Moreover, the validity of the questionnaire applied to inter-rater validity and it was adopted depending on two raters' judgment (English teacher).

B. Validity of Speaking Test

To know students' speaking skill, the researcher used content and construct validity in speaking test. Firstly, content validity refers to the test items that represent in material measured (Setiyadi, 2018). It means that, speaking test is based on curriculum and syllabus used in school. Secondly, construct validity is needed for assessment measure that have several indicators in order to evaluate one aspect or construct (Setiyadi, 2018). The researcher will evaluated students' speaking skill

based on speaking aspects by Harris and David (1974) that is, vocabulary, grammar, pronunciation, fluency, and comprehension. In addition, oral rating sheet will be used for raters. Here are oral rating sheet by Brown (2004):

Table 3.2. Oral Rating Sheet

Aspects of Speaking	Score	Meaning
Pronunciation	5	Students will get 5 if their pronunciation are equivalent to and fully accepted by raters,
	4	If the errors in pronunciation are quite rare
	3	The errors never interfere with understanding and rarely disturb the raters
	2	The accent is intelligible though often quite faulty
	1	The errors in pronunciation are frequent but can be understood by raters.
Grammar	5	Students will get 5 if their grammar are equivalent to that of an educated native speaker,
	4	They are able to use the language accurately on all levels normally pertinent to professional needs and errors in grammar are quite rare,
	3	The control of grammar is good and able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics,

	2	They can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar
	1	The errors in grammar are frequent, but speakers can be understood by raters.
Vocabulary	5	Students will get 5 if their speech on a levels is fully accepted by raters in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references,
	4	They can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary
	3	They are able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	2	They have speaking vocabulary sufficient to express themselves simply with some circumlocutions,
	1	Speaking vocabulary is inadequate to express anything but the most elementary needs.
Fluency	5	They have complete fluency in the language such that their speech is fully accepted by raters,
	4	They are able to use the language fluently on all levels normally pertinent to professional needs and can participate in

		any conversation within the range of this experience with a high degree of fluency
	3	They can discuss particular interest of competence with reasonable ease and rarely have to grope for words
	2	They can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information
	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
Comprehension	5	Their comprehension are equivalent to that of an educated native speaker
	4	They can understand any conversation within the range of their experience
	3	Their comprehension is quite complete at a normal rate of speech
	2	They can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)
	1	1 refers to within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase

Furthermore, the researcher calculated students' oral tests. Each score of speaking aspects multiplied by four, thus the highest score is 100. For example, the score of students' grammar is three. The researcher multiplied it by four so the score of students' grammar is 16.

Here is the identification of the scores:

1. If a student gets 5, so $5 \times 4 = 20$
2. If a student gets 4, so $4 \times 4 = 16$
3. If a student gets 3, so $3 \times 4 = 12$
4. If a student gets 2, so $2 \times 4 = 8$
5. If a student gets 1, so $1 \times 4 = 4$

6.

For instance, student A gets 4 in grammar, 2 in vocabulary, 3 in fluency, 3 in comprehension, and 4 in pronunciation.

Grammar $4 \times 4 = 16$

Vocabulary $2 \times 4 = 8$

Fluency $3 \times 4 = 12$

Comprehension $3 \times 4 = 12$

Pronunciation $4 \times 4 = 16$

Total = 64

As a result, students A gets 64 for the speaking test.

3.5.2 Reliability of Research

Hatch and Farhady (1982) state that the reliability of a test can be defined as the extent to which a test produces consistent results when administered under similar conditions. Meanwhile, reliability refers to a trusted instrument that can be used as

a data collection tool because the instrument is good (Arikunto, 2010). In brief, reliability is a crucial characteristic which must be done by researchers in doing a study.

A. Reliability of Questionnaire

The researcher applied Cronbach Alpha as the formula in order to know the reliability of questionnaire. Also, Statistical Package for Social Science (SPSS) used as the software. Thus, the criteria of reliability are explained as follows:

The criteria of reliability are:

- Range from 0.00 to 0.19 = a very low reliability
- Range from 0.20 to 0.39 = a low reliability
- Range from 0.40 to 0.59 = an average reliability
- Range from 0.60 to 0.79 = a high reliability
- Range from 0.80 to 0.100 = a very high reliability

(Arikunto, 1998)

B. Reliability of Speaking Test

The researcher used inter-rater reliability. There are two raters to assess students' speaking, that is, the researcher and English teacher. After getting students' speaking scores from the English teacher, the researcher composed a raters agreement. Then, it was analyzed through Statistical Package for Social Science (SPSS). Also, the researcher utilized Cohen Kappa as the formula since it has two raters. Moreover, the criteria of Cohen Kappa explained as follows:

The criteria of Cohen Kappa are:

- $k < 0.40$ = Poor agreement

$0.40 < k < 0.75$ = Good agreement
 $k > 0.75$ = Excellent agreement.

(Fleiss, 1975)

3.6 Data Analysis

This research used quantitative research. There are two variables, such as self-confidence as an independent variable and speaking skill as a dependent variable. Moreover, the instruments are a self-confidence questionnaire and speaking test. Then, the researcher analyzed the data based on those instruments.

The first instrument were self-confidence questionnaire. Before conducting the data, it is important to check the validity and reliability first. Then, the researcher evaluated the questionnaire through inter-rater validity and Cronbach Alpha. Furthermore, the second instrument is speaking test. The researcher utilized inter-rater validity and inter-rater reliability for speaking test. After assessing the validity and reliability, the research used Statistical Package for Social Science (SPSS) in order to know the relationship between students' self-confidence and students' speaking skill. Also, Pearson Product Moment Correlation employed as the formula of correlation.

3.7 Hypothesis Testing

The hypothesis of research as follows:

H1: There is a significant correlation between students' self-confidence and their speaking skill.

Hypothesis testing was used in order to examine whether the hypothesis was approved or not. Moreover, it was tested by using Pearson Product Moment of Statistical Package for Social Science (SPSS).

3.8 Data Collecting Technique

Here are several steps in conducting research:

1. Determining Population and Sample

The population of this study was the second grade of SMKN 1 Bandar Lampung. On other hand, the researcher used purposive sampling in order to choose a sample. As the result, XI TKJ 1 was chosen as the sample of study.

2. Determining Research Instruments

The instruments of research were a self-confidence questionnaire and a speaking test. The questionnaire used four-point Likert scales such as 4 (Strongly agree), 3 (Agree), 2 (Disagree) and 1 (Strongly disagree). Moreover, the researcher utilized an oral rating sheet by Brown (2004) in order to assess students' speaking skill.

3. Administering Questionnaire

The questionnaire was adapted from Seli (2019) and modified by the researcher. Also, it consists of 24 items. The questionnaire is originally in Indonesia, then the researcher will give that to students in order to avoid misunderstanding.

4. Administering Speaking Test

The researcher utilized inter-rater in the speaking test. To analyze students' speaking test, there are two raters. Also, an oral rating sheet used for raters.

5. Analyzing The Data

After getting the final results of the questionnaire and speaking test, the researcher evaluated correlation between students' self confidence and their speaking skill. To know whether there is a significant correlation between those variables, the researcher assess it by using Pearson Product Moment Correlation.

V. CONCLUSION AND SUGGESTION

This chapter provides some suggestions and conclusions related to the result and discussion of research.

5.1 Conclusion of Research

As a result, it can be concluded there is a significant correlation between students' self-confidence and their speaking skill because the higher students' self-confidence, the higher their speaking skill would be. Furthermore, self-confidence can influence students' speaking skills.

5.2 Suggestion of Research

Based on findings and discussion, the research would like to suggest to readers, mainly for teachers and future researchers. The suggestions are presented as follows.

1. Teachers

The teacher, especially those who teach speaking courses, are recommended to improve and strengthen students' self-confidence by creating a supportive classroom environment that encourages students to speak up and participate in oral activities without feeling anxious.

In the teaching and learning process, the speaking teacher must maintain a relaxed and humorous class atmosphere; Design activities that are interesting

and give students more time to practice, and continue to bear motivation for students to practice speaking a lot.

2. The Future Research

The research will be useful for future researchers as a reference to conduct further research related to students' self-confidence and speaking skill.

For the future researchers, they are able to learn this study and get motivation to look for the similarity topic and how to try to get problem solving in any problem that comes in foreign language class.

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