

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher would like to present the introduction of this research consist of background of study, research problem, research objective, assumption, hypothesis, significance of study, scope and limitation, and definitions of key terms. This chapter also presents the previous study which related to this research.

#### **A. Background of study**

Speaking is so much a part of daily life that we take it for granted.<sup>1</sup> Other definition, Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates.<sup>2</sup> It means that speaking is activity that is always done, then speaking not only learned about language but also how to speak with other people in real communication in and out of the classroom. Therefore, speaking is activity that can be done people or students every day. Students will be called success in their speaking, if their respondent understand and give respond of their speaking. Learning and teaching speaking is difficult because speaking is a complex skill, it needs other skills and comprehensions.

There were two aspects to be successful in speaking skill, namely linguistics and non-linguistics aspects. Linguistics aspects included of grammar, word order, pronunciation, comprehension of utterance, vocabulary, and

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<sup>1</sup>Scott Thornburry, *How to Teach Speaking*, 2nd ed. (England: Longman, 2006), 1.

<sup>2</sup>David.P Harris, *Testing English as a Second Language*, n.d., 81.

fluency. Besides that, non-linguistics aspects involved personality dimension, such as self-confidence, extroversion, motivation, intergroup climate and self-confidence. Some students chose to be quite or passive in learning process. Even teacher used various methods to improve their speaking skill but they still have low competence because they have speaking awareness's and other communicative consideration.

Thornburry said that Teaching of speaking should be appropriate with the classroom culture of speaking, namely "talking classroom".<sup>3</sup> In other words, teacher and especially students must be active to speak. If students are confident, their speaking abilities will improve. It explains that the students should be more confident in speaking class because if the students do not have self-confidence, they will be difficult to improve their speaking.

Self-confidence is one psychology factors that represent consideration of individuals' believes that they are worthy, competence, and able to do anything.<sup>4</sup> Self-confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to others.<sup>5</sup> Speaking requires a high level of self-confidence that means the state of being sure of doing something, and not being shy and aggressive in social situations.<sup>6</sup> All in all, self-confidence is very necessary in speaking. Actually, confident will grow inside ourselves and it will

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<sup>3</sup>Jeremy Harmer, *How to Teach English* (Oxford: Ocelot Publishing, 2012), 123.

<sup>4</sup> Siti Aisyah, "The Correlation Between Students' Self-Esteem and Students' Speaking Ability of Eleventh Grade at SMAN 7 Maros" (Makassar, Universitas Muhammadiyah Makassar, 2020), 2.

<sup>5</sup>Kate Burton and Brienly Platts, *Building Confidence for Dummies* (England: Jhon Wiley and Sons Ltd, 2006), 10.

<sup>6</sup>Ismail Gurler, "Correlation between Selfconfidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students" 2 (2015).

give good effect outside. Confident can also create for life experience, so if students often do challenge for themselves, they can also build their confidence by themselves. Therefore, speaking is tight with self-confidence.

Talking teaching of speaking, Putri Dharma Course (PDC) is one of the courses in Pamekasan. PDC teaches not only English but also Mathematics and science. For English subject, Putri Dharma course has two kinds of the class. First is Regular Class. This class is special of grammar and structure. The second is English Kids Class. This class is special of the speaking. Names of the class at PDC are very unique. The chairwoman gives the names that are related to outer Space. The names are Kiddy, Basic, Apollo, Star, Milky Way, Andromeda, Black Hole and Blue Pinwheel.

The chairwoman makes the class special for speaking namely English Kids class because she understands the necessity in society and education. In society, if students study English, society will believe the success for studying English if students can speak English well. In education, when students study English, they should master four English skills. They are listening, speaking, reading, and writing. They want to be successful. If they master them. One of them is speaking. Mastering in speaking is like proof of studying English.

The mastery of speaking skills in English today is a priority for the majority of foreign language learners.<sup>7</sup> It is suitable with the chairwoman of PDC assumption that students often evaluate their success in English language teaching as well as

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<sup>7</sup> Betul Ayse Sayin, "Considerations on Speaking Skills: Essence of Learning and Teaching Speaking," *David Publishing* 12 (November 2015): 827, <https://doi.org/10.17265/1539-8072/2015.1.004>.

their the effectiveness of their English course on the basis of how much they feel they have improved in their speaking English language proficiency.

English Kids class is speaking class at Putri Dharma Course. English Kids class at Putri Dharma Course will be interested to investigate because in one class is not only a grade but also multi grade. For the example in English kids kiddy is not only for first grade in formal school but also first, second and third. So, PDC does not follow class in formal school. It makes PDC different from others. The different is about class grouping. If students do the registration, they will get test from tutor, after tutor gave test, the tutor would know what class they should place. PDC does not classify student class from formal education but based on their English ability level. The class in English kids or speaking Class at PDC does not follow class in formal school, but it appropriate with their ability in English. So that, in one class will be occupied by multi grade students such as elementary students, junior high school students or senior high school students.

The previous study that was conducted by Gurler entitled “Correlation between self-confidence and speaking skill of English language teaching and English language and literature preparatory students”. This previous study told about the correlation between self-confidence and speaking skill. The result of this study there is a statistically significant correlation between self-confidence and speaking achievement.<sup>8</sup> It is same with this research, because this research will also investigate the correlation between self-confidence and speaking skill.

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<sup>8</sup>Gurler, “Correlation between Selfconfidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students.”

Other Previous study that was conducted by Siti Aisyah entitled “The Correlation between Students’ Self-Esteem and Students’ Speaking Ability of Eleventh Grade at SMAN 7 Maros. The result of this research, there was significant correlation between students’ self-esteem and students’ speaking ability of eleventh grade at SMAN 7 Maros.<sup>9</sup> The different of this research with this study is the place. This place that used to research is formal institute, then this study is in informal institute.

From the phenomenon above, it is very interesting to investigate the students’ confidence in English Kids class. Where in an English Kids Class is not only a same age, but also different age. Then, the culture of speaking class is interactive class where the students should be active to speak up in the class. The researcher intends to investigate “The correlation between self-confidence and students speaking skill in English Kids Class at Putri Dharma Course”.

## **B. Research Problem**

Research problem are the educational issues, controversies, or concerns that guide need for conducting a study.<sup>10</sup> Based on the background of study above, the researcher will identify the research focus, as follow:

1. Do the higher students’ self-confidence have the better speaking skill in English Kids class at Putri Dharma Course?
2. Is there any significant correlation between students’ self-confidence and students’ speaking skill in English Kids Class at Putri Dharma Course?

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<sup>9</sup> Aisyah, “The Correlation Between Students’ Self-Esteem and Students’ Speaking Ability of Eleventh Grade at SMAN 7 Maros.”

<sup>10</sup>John.W Creswell, *Educational Research*, 4th ed. (Boston: Pearson Education, 2012), 59.

### **C. Research Objective**

According to Creswell, a purpose is the major intent or objective of the study used to address the problem<sup>11</sup>. Research objective answers the questions from the research problem that have explained above. Research objective also can be defined a purpose that the researcher expected from the investigation. Based on the problems above, the researcher has two aims that wants to be achieved:

1. To find out whether the higher students' self-confidence have better speaking skill in English Kids class at Putri Dharma Course.
2. To measure the significant the correlation between students' self-confidence and students' speaking skill in English Kids Class at Putri Dharma Course.

### **D. Assumption**

According to Latief, assumption is the researcher's belief, means that she must believe the relationship between the two variables exist and can be discovered by her.<sup>12</sup> Therefore, the researcher proposes an assumption that students' self-confidence and students' speaking skill in English Kids Class at Putri Dharma Course have correlation.

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<sup>11</sup>Ibid, 60.

<sup>12</sup> Mohammad Adnan Latief, *Method on Language Learning an Introduction* (Malang: UIN Malang Press, 2015), 52.

## E. Hypothesis

Ary stated that the hypothesis presents the researcher's expectations about the relationship between variables within the question.<sup>13</sup> There are two types of hypothesis in this study. They are:

1. Null Hypothesis ( $H_0$ ) is no relationship between independent and dependent variables or no difference between groups of an independent or a dependent variables.
2. Alternative Hypothesis ( $H_a$ ), there will be a difference based on result from past research or an explanation or theory reported in the literature.<sup>14</sup>

Based on the Explanation above, this research will take the hypothesis, as follow:

- a) Null Hypothesis ( $H_0$ ): There is no correlation between students' self-confidence and students' speaking skill in English Kids Class at Putri Dharma Course
- b) Alternative Hypothesis ( $H_a$ ): There is correlation between students' self-confidence and students' speaking skill in English Kids Class at Putri Dharma Course

The researcher uses alternative hypothesis ( $H_a$ ) in this research to investigate and predict the correlation between students' self-confidence and students' speaking skill in English Kids Class at Putri Dharma Course. The researcher's reason is the students will feel challenge to be brave to speak in the class because in the class there is not only students from the same grade and ability

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<sup>13</sup>Donald Ary, *Introduction to Research In Education*, 8th ed. (Canada: Nelson Education, Ltd, 2006), 81.

<sup>14</sup>Creswell, *Educational Research*, 126–27.

but also the difference grade and abilities. They will be interested to be good speaker with the best self-confidence like the other students. Therefore, self-confidence will give positive correlation.

## **F. Significance of Study**

This case will explain about the advantage and importance of the research. Either advantage of scientific or advantage of social. The advantage of scientific is about the development of knowledge. The advantage of social is as a process or steps to solve the social problems. On other words, this explanation gives the reason how suitable the problems researched by the researcher.<sup>15</sup>

Significant of the study states the implications of the findings for educational practice and theory.<sup>16</sup> Significant of the study explain the using or it can be called advantage of the research. It can be theoretically and practically. The using or advantage of the research, it can be for the researchers themselves or for the participant that include in the research.

### **1. Theoretical significant**

Theoretical is the significance used for developing of knowledge<sup>17</sup>.The result of this research is expected to give information about development of knowledge self-confidence and speaking skill.

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<sup>15</sup>*Pedoman Penulisan Karya Ilmiah* (Pamekasan: STAIN Pamekasan, 2015), 18.

<sup>16</sup>Donald Ary et al., *Introduction To Research In Education Eight Edition*, 8th ed. (Canada: Wadsworth, 2010), 589.

<sup>17</sup>Donald Ary et al.,61.



## **2. Practical significant**

### **a. For the students**

- 1) The result of this study will give information self-confidence and speaking skill.
- 2) The result of this study is expected the students can be confident to speak English although they meet with their friends in different grade.

### **b. For the Tutor**

- 1) The result of this research gives more understanding to tutor for always giving motivation to students, so the students will be more confident to speak up.
- 2) The result of this research is to give more understanding to the tutor to make easier to improve self-confidence, so students can be brave to speak up.

### **c. For the researcher**

From this study will give experiences and give benefit for all people especially to the researcher and also can improve researcher knowledge.

## **G. Scope and Limitation**

Scope and limitation of the study explain about limitation of the variables that observed population or subject of the study and location of the study.<sup>18</sup> Actually scope and limitation have their definition itself. Scope is the overage that include

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<sup>18</sup>*Pedoman Penulisan Karya Ilmiah*, 11.

in the research and it can be the participant that be the object of the researcher.

Limitation is the problem with the study identified by the researcher.

The scope and limitation of this research are:

1. Scope

The scope of this research focuses on self-confidence and students speaking skill in English Kids Class.

2. Limitation

The researcher limit this research that is students in in English Kids Class at Putri Dharma Course.

## **H. Definition of Key terms**

This part will give explanation about terms that used in the research.

The purpose of this part is to avoid misunderstanding.<sup>19</sup>

1. Correlation

Correlation is the relationship between thing and other thing. Then the relationship will give the positive or negative relation.

2. Self-confidence

Self-confidence is ability that avoid anxiety to face other people.

3. Speaking skill

Speaking skill is skill that give ability in communicate effectively and express something that in brain. Speaking is skill in English where the students are taught to communicate with other in English.

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<sup>19</sup>*Pedoman Penulisan Karya Ilmiah*, 12.

#### 4. English Kids Class

English Kids Class is a class that teach about one of the skill in English, it is speaking.

#### 5. Putri Dharma Course (PDC)

PDC is a course in Bulay village that teach in English and Mathematics and Science.

### I. Previous Study

The previous study that was conducted by Gurler entitled “Correlation between self-confidence and speaking skill of English language teaching and English language and literature preparatory students”. This previous study told about the correlation between self-confidence and speaking skill. The result of this study, there is a statistically significant correlation between self-confidence and speaking achievement.<sup>20</sup> It is same with this research, because this research will investigate the correlation between self-confidence and students’ speaking skill.

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<sup>20</sup>Gurler, “Correlation between Selfconfidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students.”

<sup>21</sup> Aisyah, “The Correlation Between Students’ Self-Esteem and Students’ Speaking Ability of Eleventh Grade at SMAN 7 Maros.”

then this study is in informal institute. Then, in this research also correlate about self-esteem and speaking ability, while this study correlate about self-confidence and speaking skill.