

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a tool to interact or tools to communicate in a sense, means to convey thoughts, ideas, concepts or even a feeling¹. Without language individuals could only express their feelings and thoughts through body language. As a result, language is currently a crucial means of communication for human life.

Public speaking, also known as oratory or oration, is the process or act of giving a presentation (a speech) that is centered around a person speaking directly to a live audience in a planned, purposeful manner with the intention of informing, influencing or entertaining them. The formal, face-to-face communication of a single person to a group of listeners is the usual definition of public speaking. Although "presenting" is more frequently linked to business action, they are closely related terms. Public speaking often involves trying to persuade the audience.²

In English, public and speaking are two separate terms. In their English-Indonesian dictionary, Echols and Sadily linguistically describe

¹ Sitti Rabiah "Language as a Tool for Communication and Cultural Reality Discloser, *INA-Rxiv*, vol. 4, No 4, (November, 2018).1

² Shyam S. Salim and Irene Elizabeth Joy, "*Public Speaking Skills*", In: Training Manual on Theeranaipunya- Equipping Fisherwomen Youth for Future, (2018), 129.

"public" as including the terms "general," "public," and "society." Speaking is defined as "talking" or "talking," so public speaking may be understood as speaking in front of a group of people. Public speaking is described as a technique and an art in communication science that involves speaking in front of a large audience while maintaining emotional control using appropriate language and voice tones, managing the environment, and being an expert on the subject being covered.³

Based on Researcher observation of the Public Speaking Activity (Muhadoroh) of SMP PLUS Assaadah Cikeusal, The Researcher explain that students in SMP PLUS Assaadah Cikeusal had difficulty in Public Speaking. They make mistake both in organization of idea and language use. It caused by lack of self confidence. Some students may have difficulty knowing how to organize their ideas. Some students may have difficulty in public speaking and still be embarrassed in public speaking.

The reseacher believes there are some reasons why students still have difficulty in learning English. There are many factor that influence students in learning language. According to Nazanin Marhadizadeh, there are internal and external factor which influences students in learni language. Factor that included in internal factor are intelligence, multiple intelligence, perception,

³ UD Sibatuara, "The Effectiveness of Public Speaking Training in Improving Youths and Adolescences' Self- Confidence at GPDI Bethlehem, Sungai Rengas, *Bless*, vol. 2. No 2 (July, 2022), 92.

self confident and extroversion or introversion. Whereas the external factors are motivation, socio-economic status of students, socio-cultural of students and many more."

From the explanation above, self-confidence is one of the internal factors that can influence students in public speaking. Self confidence is One of the elements that is crucial in determining a learner's willingness to communicate and speaking ability is self- confidence. Self-confidence is an essential component of speaking ability since it can inspire learners with passion, bravery, and stimulation. The highest results in speaking effectively will be attained by students who are self-assured.⁴

Furthermore, Self-confidence has an impact on three areas: the cognitive, affective, and evaluative aspects. The relationship between the first component self confidence. which entails defining some aspects of oneself in terms of power, assurance, and agency and English language proficiency is clear. Her research's findings indicated a considerable positive association between students' self-esteem and linguistic competency.⁵

Based on Researcher observation, A person's ability to speak in public is very dependent on their own self-confidence. Someone who has high self-

⁴ Roland Bénabou and Jean Tirole, "Self-Confidence and Personal Motivation", Quarterly Journal of Economics, Vol.117. No 3 (2002), 871

⁵ Intan Satriani. "Correlation between Students' Self Esteem and English Language Proficiency of Indonesian EFL Students" *Eltin Journal: Jurnal Of English Language Teaching In Indonesia*, Vol. 11, No 1 (oktober, 2014), 68.

confidence tends to feel good about themselves and believe that they have good speaking skills and can influence others. Strong self-belief helps one overcome the anxiety, nervousness, and doubts that may arise when speaking in public.

On the other hand, social nervousness and excessive fear of public speaking can be caused by a lack of self-confidence. People who lack self-confidence may feel anxious about how they look, fear negative judgment, or feel that it is inappropriate to speak in front of others. A person's ability to convey a message clearly and influence an audience effectively can be hampered by this distrust. Therefore, building self-confidence is very important to improve public speaking skills. One can overcome the fear and anxiety associated with public speaking by gaining good self-understanding, recognizing their potential, and building self-confidence. Those with high self-confidence are more likely to appear confident, speak clearly, and influence others more effectively when speaking in public.

Based on the explanation above, the researcher would do the correlation method entitled **"The Correlation Between Students Self Confidence and their public Speaking Ability Of The Eight Grade Students' Of Assaadah Junior High School Cikeusal Serang Banten"**

B. Identifications of problems

From the research background above, the identification of the research is:

1. lack of self-confidence in students
2. excessive fear of public speaking in students

C. Limitation of the problem

Based on the identification of the problem, the researcher would like to limit only on the correlation between students self-confidence and their public speaking of the Eight Grade students of Assaadah Junior high school Cikeusal Serang Banten

D. Formulation of problem

Based on the limitation of the problem above, the formulation of the problem in this study as follow: Is there any correlation between student self-confidence and their public speaking ability of the Eight Grade students of Assaadah Junior high school Cikeusal Serang Banten?

E. Object of study

The objective of this study is to investigate the correlation between student self- confidence and their speaking ability of the Eight Grade students of Assaadah Junior high school Cikeusal Serang Banten.

F. Significances of study

The result of this study is expected to give some significance not only theoretical significance but also practical significance. Both significance go to:

1. Theoretical Relevance The researcher hopes that this study's findings will improve speaking theory.

2. Practical Significance

- a. For the Students The result of the study will provide students, particularly the students in the Eight Grade students of Assaadah Junior High School. The students will more confidence when they speak in English Language.
- b. For English teachers only The results of this study will give English teachers, especially those at Assaadah Junior High School, a reflection of their success in the teaching and learning process of speaking ability, and they will be encouraged to use alternative instruction to help students feel more confident speaking English.
- c. To the Additional Researchers The findings of this study will be helpful as a suggestion to other researchers who will carry out any additional research in the same field.

G. Previous study

There are some previous studies that conducted by several researcher:

First from Hayrettin Tuncel in 2015 entitled *The relationship between self- confidence and learning Turkish as a foreign language*.⁶ from this study it was found Finding out the existence of a relationship between the subjects' self confidence, and their success in learning Turkish as a foreign language was aimed without modifying or influencing them. Participants of the study included 53 students attending A1 level Turkish as a foreign language program of the Aristotle University of Thessaloniki. Two different tools including a survey and a final exam were used to collect data. The final exam results and the survey data were transferred into SPSS. All percentages, statistical comparisons, and ratings were figured out using the SPSS software. At the end of the study, it was concluded that subjects with higher self-confidence were more successful than the subjects with lower self-confidence.

From the research above, it is different from the current research, the first previous research discussed the correlation between self-confidence and Turkish as a foreign language and the population was 53 students in Turkish language classes at Aristotle University, while the current research is about

⁶ TUN Ceedil EL Hayrettin, "The Relationship between Self-Confidence and Learning Turkish as a Foreign Language, *Educational Research and Reviews*, Vol. 10. No. 18 (2015), 75-89.

the correlation between self-confidence and public speaking. and class 8 of Assaadah Middle School were selected as the population, there are differences between variables x: self-confidence and public speaking and population differences between junior high school and college.

The second from İsmail Gurler 2015 entitled *Correlation between Self confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory*.⁷ Students from this study it was found 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. Participants were 77 male and female preparatory students from both departments and all the students got English speaking courses throughout the fall semester in 2014-2015 academic year. Within a correlational research model, self-confidence, questionnaire (SCQ) was applied to the participants. The collected quantitative data were analyzed by Statistical Package for the Social Sciences (SPSS) 20.0 program. The Pearson product-moment correlation coefficient and independent sample t-test were used to analyze the

⁷ 1 Gurler - Curr Res Soc Sci and undefined, "Correlation between Self-Confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students", *Academia Edu*, Vol. 1, No. 2 (2015), 14

data. Results indicate that there is significant correlation between self-confidence, and speaking skill within the level of .01. Moreover, speaking achievements reveal significant differences according to department but not gender. Self-confidence, levels have significant differences regarding to the gender but not department.

And the second previous research was to verify the correlation between self confident and Speaking Skill of English Language Teaching and English Language and Literature Preparatory and the population was 77 male and female preparatory students from both departments and all the students got English speaking courses throughout the fall semester in 2014-2015 academic year. Agri Ibrahim Cecen University. Within a correlational research model, self-confidence questionnaire (SCQ) was applied to the participants. while the current research is about the correlation between self-confidence and public speaking. and class 8 of Assaadah Middle School were selected as the population, there are differences between variables x: self-confidence and public speaking and population differences between junior high school and college and there are different instrument questionnaire and public speaking test

The third from Marlin Steffi Marpaung 2018 entitled *The Correlation between Self- Confidence and Students' English Achievement of Tertiary Students at Universitas Advent Indonesia*.⁸ This study aims to find out the correlation between self-confidence and students' English achievement and to answer the question of the hypothesis there is a correlation between self-confidence and students' English achievement. The sample of this study were 30 tertiary students of English Language Education study program at Universitas Advent Indonesia. A questionnaire was used to gather the data, the questionnaire consisted of 20 questions and used the five-point Likert scale. The result showed that there is no significant correlation between self-confidence and students' English achievement. However, since there is not enough evidence, the H_0 cannot be rejected. For future researchers, it is recommended to do another study with enough data and evidence with different level of students and different aspect of English skills such as speaking.

And the last previous research was to verify The Correlation between Self- Confidence and Students' English Achievement of Tertiary Students at Universitas Advent Indonesia and population were 30 tertiary students of English Language Education study program at Universitas Advent Indonesia. A questionnaire was used to gather the data. while the current research is

⁸ Marlin Steffi Marpaung, The Correlation between Self-Confidence and Students' English Achievement of Tertiary Students, *eric.ed.gov*, vol, 2, (2018) 10

about the correlation between self-confidence and public speaking. and class 8 of Assaadah Middle School were selected as the population, there are differences between variables x: self-confidence and public speaking and population differences between junior high school and college and there are different instrument questionnaire and questionnaire public speaking test.