

## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of research introduction with seven sub-chapters. They are background of the research, research questions, objectives of the research, hypothesis, and significance of the research, scope and limitation, and definition of key terms.

#### **A. Background of the Research**

Speaking is the most demanding skill for teaching and learning activity especially for TEFL (Teaching English as Foreign Language). It is because speaking is the first aspect that indicates whether a person can produce the language in real life situation or not. Without speaking skill language learning could not run well. Which makes it clear, the goal of teaching speaking skill on TEFL is to drive EFL (English as Foreign Language) Learners to be able to speak English effectively and spontaneously. The opposite, learners' who have less practice makes them scared to speak their thoughts in English. A few reasons may impact them in their speaking improvement, for example lack of confidence, fluency and pronunciation, and accuracy (Florez, 1998). However, speaking English fluently plays a great role because it is the first international language that needs to be learned, it is great if people really know well how to communicate with this language.

Speaking can be defined as a communicative procedure focusing on meaning construction that engages in creating, obtaining and processing information (Burns & Joyce, 1997). Speaking ability refers to verbal communication ability in a practical, functional and precise way using the target language. As Liao (2009) states, it is commonly agreed that oral skills especially speaking is the one that the students is the ability that will be evaluated most in real-life situations. Speaking plays a pivotal role in everyday interaction and most often the first impression and evaluation of an individual is based on the ability to speak fluently and understandably (Liao, 2009).

One of the reason that may prevent Indonesian to learn speaking in English is they feel afraid and have a big anxiety or do not have a good self-confidence. It means individuals' believe that people able to finish a given task or get an objective result (Stankov, Morony, & Lee, 2014). So the development of speaking skill is related to the awareness of the learners' self-confidence itself (Tridinanti, 2018). General self-confidence impacted the cycle of speaking activity since language learning isa complicated process that affect psychological and emotional factor which involve the main source of individual in foreign language learning (Salim, 2015).Rather than being crippled by failure, tough learners get up quickly, learn from their mistakes, and attempt once more.They acknowledge that disappointment is a part of life and take more risk as a result which makes them even more successful later in life.

Meanwhile, one of the important things to have a good speaking skill is to educate critical thinking to the learners. Critical thinking contains checking both sides of the issue, to be disclose for confirmation, refusing the ideas and true to the agreement (Willingham, 2007). Critical thinking is one of the most current issues in educational programs as an approach to prepare conclusive, open-minded people with reasonable judgmental qualities referred to as developed critical thinking (Paul & Elder, 2008). Critical is capacity to explore issues, issues or circumstances, incorporate all accessible data, recommend arrangements or suspicions, and affirm your position (Warnick & Inch, 1994). When the learners able to locate the most important parts and apply those to their life, they can change the situation advance self-awareness and in general joy. As consequence, a learner who does not have a good critical thinking skills and needs to be educated to learn the skills and luckily critical thinking can be taught (Sanavi & Tarighat, 2014).

Moreover, some previous studies that have been conducted focus on correlation among self-confidence and critical thinking towards speaking skill. For example Tridinanti (2018), the aim of her study is to find out whether there was a significant correlation between learners' speaking anxiety, self-confidence, and their speaking achievement. Her study proves that there is significant correlation between speaking anxiety, speaking achievement, and self-confidence. Therefore, it is concluded that the higher students' self-cofidence, the lower their speaking anxiety and the higher their speaking achievement. The second previous study written by Al-Hebaish

(2012) that aimed about investigating the correlation between general self-confidence and academic achievement in the oral presentation course. It shows that in the oral presentation course, self-confidence and academic achievement are strongly correlated. Ramezani, Larsari, and Kiasi (2016) focused on determining the fact that whether language learners who are as critical thinker, perform better in their speaking ability or not. By conducting correlational study, the result proves that the critical thinker students perform better in speaking ability than those who have lower critical thinking.

Based on explanation above, to investigate the correlation between self-confidence and critical thinking towards speaking skill is necessary to fill the gap of the study because in this study the researcher wants to combine those three variable into one study and look for the correlation among them. moreover, the researcher wants to know whether there is correlation among those three variable in the students' of *Balai Lembaga Kerja*. That is why the researcher conducts research entitled "The Correlation among Self-confidence and Critical Thinking towards Speaking Skill of EFL Learners at *Balai Lembaga Kerja (BLK) Komunitas Kejuruan Bahasa Yayasan Manbaul Hikmah Pesantren Gedongan Cirebon*".

## **B. Research Questions**

Based on the background of the problem described above, the researcher formulated research questions as follows:

1. Is there any correlation between self-confidence and critical thinking?

2. Is there any correlation between self-confidence and speaking skill of EFL learners?
3. Is there any correlation between critical thinking and speaking skill of EFL learners?

### **C. Objectives of the Research**

From the research questions above, the objectives of this study are:

1. To find out the correlation between self-confidence and critical thinking.
2. To find out the correlation between self-confidence and speaking skill of EFL learners.
3. To find out the correlation between critical thinking and speaking skill of EFL learners.

### **D. Hypothesis**

To answer research questions above, the writer has some hypothesis:

1. Null Hypothesis (H<sub>0</sub>):
  - a. There is no correlation between self-confidence and critical thinking.
  - b. There is no correlation between self-confidence and speaking skill of EFL learners.
  - c. There is no correlation between critical thinking and speaking skill of EFL learners.
2. Alternative Hypothesis (H<sub>a</sub>):
  - a. There is correlation between self-confidence and critical thinking

- b. There is correlation between self-confidence and speaking skill of EFL learners.
- c. There is correlation between critical thinking and speaking skill of EFL learners.

### **E. Significance of the Research**

From the objective of the study, this research is expected to give the significance for:

#### 1. TEFL Instructors

The result of the study is expected to help TEFL instructors evaluate the quality of care rendered by EFL learners, academic performance, attitude and skills by knowing the correlation between self-confidence and critical thinking towards speaking skill. Results would also develop TEFL instructors' teaching-learning and evaluating strategies of speaking skill in enhancing knowledge, skills and attitude to the EFL learners.

#### 2. EFL Learners

Learning English is not only limited on textbook. To know how to mastering English, EFL Learners need to identify their self-confidence and their critical thinking gives students opportunity to analyze and criticize the case. When they able to identify how to increase their self-confidence and critical thinking by finding out about the correlation between those, it hoped they can find out what is the best method for them to mastering English speaking.

## **F. Scope and Limitation**

In this study, the scope of this research focuses on the correlation between self-confidence and critical thinking towards EFL learners' speaking skill. Moreover, the limitation of this study is EFL learners at *Balai Lembaga Kerja (BLK) Komunitas Kejuruan Bahasa Yayasan Manbaul Hikmah Pesantren Gedongan Cirebon*. The participants' are students who also have training at LPK Pelita 2 Gedongan. These participants are involved in this research.

## **G. Definition of Key Terms**

### 1. Self-confidence

Self-confidence is positive attitudes belong to the one who believes that he has the skill to extend a good value for himself and his surroundings. Therefore, students who know that they have good self-confidence will be close to implement their potential as an inner ability that has an impact on their learning performance.

### 2. Critical Thinking

Critical thinking is the ability to make decisions by evaluating several different sources of information objectively.

### 3. Speaking Skill

Speaking can be defined as a communicative activity from speaker focusing on transfer information in certain languages, which plays an important role in any interaction with others.