CHAPTER II

LITERATURE REVIEW

This chapter presents the review of related literature. It describes about definition of self-confidence, the characteristics of self-confidence, the importance of self-confidence, essential things of self-confidence, definition of critical thinking, the core of critical thinking, the characteristics of critical thinking, the benefit of critical thinking, definition of speaking skill, function of speaking skill, speaking components of speaking skill, problem in speaking, and previous study.

A. Self-confidence

1. Definition of Self-confidence

Self-confidence is the component of self-perception on his/her competences, capabilities, and abilities to bargain with different circumstances. It is additionally can be characterized as the conviction in our skill to succeed. Lack of self-confidence will lead individual to stop trying. It is how ones see themselves on their skills and will change from one to other circumstance (Elizabeth, 2015). Hakim said self-confidence is the sense of belief on somebody toward their overabundance viewpoints and it makes them to be able to achieve numerous targets of their life (Hakim, 2005). It can be characterized as a construct that

alludes to standard thought of self-confidence, or confirmation that an individual has in his or her abilities (Holly, 2001).

Some experts claim that no effective cognitive and affective activity can be carried out without self-confidence. It refers to assessment of people can make and generally keep up with respect to themselves. It express the state of mind that demonstrate somebody to be capable, significant successful and worthiness. From these definitions, we are able to conclude that self-confidence is the self-recognition of somebody that they able to do something in different circumstances and the conviction of somebody to urge success.

In education system, learners who have high self-confidence are more likely succeed since their own direction sense is obvious with respect to their objectives and needs. To achieve that victory, they reflect their steps and goals, then take the action. In this manner, it is rational that numerous exercises in learning process that push self-confidence to stimulate the learners to extend their intrinsic inspiration to learn.

2.   The Characteristics of Self-confidence

There are different between students who have low self-confidence and those who have high self-confidence. The characteristics of students who have high self-confidence explained by Hakim (2005) are someone who is: first, believing in their competence, ability and they need no praise, recognition, acceptance, or respect from others; second, being not impelled to show the attitude of compromise in order to be

accepted by other people; third, daring to accept and face the rejection of others, dare to be himself; fourth, having the internal locus of control (regard that success or failure depends on his own efforts, not easy to get in to his fate, and do not entrust to others' help; fifth, having good self-control, not moody, and have stable emotion; sixth, having the positive perception about himself, others, and surroundings; seventh, having the realistic expectation toward himself, when the expectation is not attain, he/she can optimistically see the positive side of it.

According toWright (2008), there are five characteristics of those who have high self-confidence in their ability. The first one is they are attractive and open to others. Self-confident individuals are usually drawn to one another. They vibrate their certainty in a way that attracts great things and great individuals to them. Being alluring does not necessarily cruel physically appealing within the normal sense of the word, but rather that profoundly wonderful; the second one is they are loving and kind. Those who have a good inner self-image shape feeding connections rather that poisonous ones. They have learned to detach from connections, which do not permit them to be authentic. The next is they have learned to communicate. They know how to ask for what they want and to hear advice and counsel. It is less important for them to be right than to be effective. They listen more that they speak. The next one is they are goal oriented. They are looking for a challenge of completing and setting new objectives for themselves. They are not particularly

competitive, except against themselves. They appreciate breaking their possess records. And the last is they are ambitious. Self-confident people want more from life than existence or survival. They can envision themselves in better circumstances and surroundings.

Meanwhile according toWright (2008), there are also universal characteristic of those who have low self-confidence. Those who have low self-confidence tend to be fearful of change. Many people with low self-confidence come from a basis of lack and live in their life or fear of something. Beside that, they are pessimistic and tend to see the glass as half empty which mean they see something from negative side, under estimate themselves and they do not believe that they can do something. The next characteristic is they have difficulty communicating what they really want from life. They have no clear idea of what they value and are muddy about goals and desires. Other characteristic of those who have low self-confidence also can be seen from how they want to please others more that are true to themselves. It means that the desire to have peace at any price is more important that discovering their own potential. Almost as chameleons, they change colors to fit the environment they are in. and the last is they are insecure and drawn to others who also see themselves as victims. It means they often form destructive and toxic relationship that reflect and increase their lack of self-worth.

Beside that, Hakim (2005) states some characteristics of an unconfident person. A person who is unconfident tend to strain occur

higher and higher, secret much sweat, the heart beats rapidly, breather irregularly, tremble on some parts of his body, look pale, his eyes blink more frequently, his mind is surrounded by worry and nervousness, speak un-fluently and stuttered, feel awkward, wants to leave the situation immediately.

3. The Importance of Self-confidence

It has been well known that self-confidence is very important. It is not only specifically for students, but also for all stages of people in facing their life. Self-confidence can change the whole life to the better situation while lack of self-confidence can lead a negative effect on social relation, career, achievement, and mood. According to Radwan, there are several ideas of the importance of self-confidence. The first one is the more confident you are the less unsuccessful you may feel upon being rejected. It can be in the form of rejection letter, relationship rejection or even personal rejection. What makes many people feel down once they get rejected is their lack confidence in their talents and not the rejection itself. The second one is the more confident you are the more risks you may be willing to require and then the more opportunities you will encounter. The third one is the more confidence you have the less will criticism affect you. Instead of feeling bad when being criticized you will just ignore it. The fourth one is the more confidence you have the less anxious you may be. One among the foremost reasons for

experiencing anxiety is that we have a tendency to doubt our ability to handle a state of affairs. If we have good self-confidence we will handle it correctly and will not feel anxious. The fifth one is having good self-confidence will lead you to feel safe and do not feel dangerous compared to person who is lack of confidence. Confident people have stronger power to solitude which is the ability to feel good and smart even if you are alone. The sixth one is if you are confident person, you will feel that you are worthy, regardless of your social or economic status. Even if you currently do not have someone who loves you or even you are not rich, you will still feel adequate. The seventh one is people can love you: people love confident ones and look up to them. By being self-confident you will be a role model for many other people. The eighth one is one of the fundamental factors that cause the development of depression is a low self-esteem. However, it does not mean that depression affects people who lack confidence only, but it means that build self-confidence will make you less likely to get depressed. The ninth one is the less confident you are the easier you will experience jealousy. The tenth one is the more confident you are the less likely you will feel insecure about relationship and job. The last one is the more confident you become the more convincing you will become and the more likely you will win debates.

4. Essential Things of Self-confidence

Relating to communication skill, there are four factors that contribute to the learners' willingness to communicate in a foreign language (Park & Lee, 2005), namely situational confidence, communication confidence, language potential confidence, and language ability confidence.

Situational confidence is often viewed from how the students feel towards themselves, how they view themselves in the classroom and also the students' feeling towards their importance by others if they needed by their classmates. This situational confidence divided into several sub-variables, those are students feel that they are good students; students feel that they are important in the class, and students feel that their classes need them.

The second one is communication confidence which is very importance and very often indicated with students feel shy while communicating with the rest of the class, feel shy when communicating with teacher, and feel shy when communicating with new people. It divided into several sub-variables, those are students do not feel shy speaking English in front of classmate, students do not feel shy speaking English in front of teachers, and students do not feel shy speaking in front of new people.

The third one is language potential confidence. This confidence is viewed through their perception if they will get good English score

someday, will use English perfectly someday, and whether they think that they will get great TOEFL score. Language potential confidence divided into several sub-variables, those are students think that they will get good English score, students think that they will speak English perfectly, students think that they will get good TOEFL score.

And the last is language ability confidence. This language ability confidence refers to whether the students think that they can learn to speak English and they think that they are good speaker of English now. It divided into sub-variables, those are students think that they can learn to speak English and students think that they are good speaker of English.

Shrauger (1990) in book of Robinson et al., (1991) introduced Personal Evaluation Inventory (PEI) which measures self-confidence. In this questionnaire, there are eight specific domains of self-confidence; those are academic confidence, athletic, physical appearance, and social interaction, romantic relationship, speaking with people, general confidence, and mood.

The first domain is academic performance. This domain related to ability, self-concept of academic ability, and academic motivation of someone. Study behavior and self-concept has positive correlation to school achievements (Ucharan, 1993). It indicates that students who have good self-concept of themselves will have better achievement in their academic. Confidence in academic performance leads students to

say confidently (not arrogant) that they will accomplish in the top 25% of the class, they show the certainty in succeeding the assignment, test or academic goals, seek activities which challenging them intellectually because they know they can do it that most people.

The second domain is athletics. It is often viewed as positive cause of confidence. Students who exceed in sport tend to show better confidence than others. It is also observed that students with good confidence will display ability in exercise and physical activities. It can be concluded that physical activities contributes to confident level of students.

The next domain of self-confidence is physical appearance. It cannot be denied that this domain plays great role in teenagers' confidence as they want to be recognized by others. Students who have higher significance of perfection in appearance will be more fragile in their individual self-confidence (Christa, 2002). A confident teenager will accept and prove his/her physical appearance and make the best of it. They will manage the health and well-being of their appearance by body care and hygiene and choose clothes or cosmetic without thinking about what might other people think about them. Those students who have good confidence in appearance will show contentment in a way they look, show gratitude to their physical beings and never say that they want to change anything in their appearance.

Romantic relationship is the next domain of self-confidence. It has been proven that self-confidence is advantageous for romantic relationships and research also suggests that good self-esteem will give positive effect to happiness goes with relationships. Those people who have good self-confidence will think that they are worth but it does not mean that they are better than others. Students who have good self-confidence in relationship will say that they have no difficulty in maintaining their relationship and show positive attitude in getting desirable partner.

Social interaction is the next domain. All people have to be accepted, it is also feel by students. In achieving that, they seek out social interaction with others. Students who succeed in this need will possess higher self-confidence. Those who have good self-confidence will have no awkwardness and feel at ease in any crowd, they also know how to behave with composure and mingle well with different personalities of people. They will show their eagerness to meet new people.

The sixth domain is speaking with people. Speaking in front of many people and having good public speaking require practice. It is not guaranty that smart students will have good confidence in speaking in front of public. The art of public speaking goes beyond delivering materials; it helps us practice our confidence. Students with good confidence in speaking in front of people will have good communication

skill and it allows them to freely engage in good and flexible conversation with anyone. They also show less stage fright compare to other students.

General confidence is the seventh domain of self-confidence. General confidence can be defined as psychological buffer to cope with environmental uncertainty threat. Those students who have more experience in the past can be more confident to handle the situation and think that things will work out in the future as well. They have a type of self-assurance in their belief that "I can do it" or "I can handle it".

And the last domain of self-confidence is mood. It is related to the expression of anxiety, tension, anger, and happy. The students who have better stable mood will have better chance to have a higher self-confidence. Those who have positive mood will have a clean slate, sure about themselves, show the joy, exhibit no sense of stress, and confident.

B. Critical Thinking

1. Definition of Critical Thinking

Every human being is unconsciously thinking. To solve a problem, we need to process it by thinking. That process will determine how the result obtained later. If the process is done with much consideration, it will give good result (Rahmi, Wahyudin, & Dahlan, 2018). But sometimes, human need to think critical to solve a specific

problem in a specific time. There are various definitions of critical thinking. Critical thinking can be defined as strategies, mental processes, and representation to solve the problem. According to Moon (2008), critical thinking is the ability to have complex ideas when a person can make decision with evidence to justify a reasonable judgment. Critical thinking also defined as cognitive process and purposeful self-regulatory judgment which has two components. The first component is cognitive skill which consists of interpretation, analysis, inference, evaluation, explanation, and self-regulation. And the second is motivational component, that is disposition toward critical thinking itself (Facione, 1990). It can be concluded that critical thinking is a process of assessing the case, problem, and phenomena with complex idea and analysis to find the decision and reasonable judgment.

2. The Core of Critical Thinking

As mentioned before, the basic core of critical thinking is of interpretation, analysis, inference, evaluation, explanation, and self-regulation. Interpretation refers to the ability of understanding and communicating the meaning or significance of a wide range of experiences, circumstances, information, events, decisions, norms, beliefs, rules, procedures or criteria. It requires sub-skill of categorization, decoding significance, and clarifying meaning (Peter, 2015).

Analysis is the way of identifying the intended and actual inferential relationship among statements, questions, concepts, explanations, or other form of representation intended to convey views, assumptions, observations, motives, facts, or opinion. It is includes examining ideas, detecting argument, and evaluating arguments as sub-skill of analysis.

The experts define evaluation as a way to evaluate the credibility of statements or other representations related to person's perceptions, experience, situation, judgment, belief or opinion. It is also evaluate the logical strength of actual or intended inferential relationships among statements, questions, and descriptions.

The inference means to define and secure elements necessary to draw reasonable conclusion; to form conjectures and hypotheses; to consider relevant information and to educe the implications of data, statements, beliefs, facts, decisions, opinions, concepts, explanations, questions or other types of representation. The sub-skills of inference are querying evidence, conjecturing alternatives, and drawing conclusions.

Explanation is the process of stating and justifying the reason in terms of evidential, empirical, analytical, criteriological, and contextual criteria on which one's conclusions are based; and to present one's reasoning in the form of cogent argument. The sub-skills of explanation are explaining processes and outcomes, justifying practices, suggesting and defending one's causal or logical interpretations of

events or opinions for good reason, and presenting complete and well-founded claims in the sense of seeking the best possible understanding.

And the last, self-regulation defined by many experts as self-conscious control of one's cognitive activities, the elements used in those activities, and the outcomes educed, particularly by applying analytical skills and analysis to one's own inferential concussion with a view to questioning, verifying, validating, or correcting the reasoning or performance. The two sub-skills are self-examination and self-correction (Peter, 2015).

3. The Characteristics of Critical Thinking

Critical thinkers are the people who can think into beyond "typical" model of thinking and advance way of thinking. They produce more idea and improve the idea more than poor thinkers (Ruggiero, 2012). They more adept in thinking by using many kinds of probing techniques and it enable them to discover new and improved idea. They tend to view the problem from many perspectives, consider many approach of investigation, and create many ideas before choose the action. Some characters can be identified from critical thinkers. They tend to test their first impressions, make important distinctions among many choices, rely on conclusion and evidence rather than feeling, double check their logic, and anticipating negative response (Linda, 2014).

Critical thinker are those who acknowledge the personal limitations, see problems as exciting challenges, have understanding as goal, use evidence to make judgment, interested in others' idea, skeptical of extreme view, think before acting, avoid emotionalism, keep an open mind, and engage in active learning (Ruggiero, 2012). In contrast, non-critical thinkers are typically see a limited number of perspectives, take the first approach that occurs to them, judge quickly, fail to listen actively, think their ideas are the best, resist change, think in stereotypes, and often deceive themselves (Ruggiero, 2012).

Other expert also shows the characteristic of critical thinker. Ennis (1985) in Pezhman et al., (2015) presents thirteen characteristic of those who benefits from critical thinking, those are open minded, take or change position based on evidence, take the entire situation into account, seek information, seek precise information, deal in an orderly manner with parts of a complex whole, look for option, search the reason, seek a clear statement of issue, keep the original problem in mind, use credible sources, stick to the point, and exhibit sensitivity to others' feeling and knowledge level.

4. The Benefit of Critical Thinking

After knowing the characteristics of critical thinkers, it is necessary to know why being critical thinker is important in any sectors of our life. Specifically for the reader, the ability to think critically will enable you to assess the evidence and identify illogical reasoning in what

you are reading. Critical thinking also benefits you to create strong argument (in assignments for example). It encourage you to be able to justify and present any claims based on what you have evaluated (Thinking Critically, 2008).

For students, critical thinking will be beneficial for them to ask more challenging question and intensely participate in learning process. This ability will be beneficial for their future. in fact, it bring them up into academic and job success because it is require in both of academic and job carrier. Students who have high critical thinking will expand their perspective from which they view the world. It will navigate them into important decision in learning and life. At one time, critical thinking will encourage them to filter the information and criticize inaccurate information. It is prudent to remember that thinking critically is not to criticize in bad or negative manner, but rather that to question and think deeply (Linda, 2014).

Critical thinking is not only used in academic context, it is also required in workplace. To mitigate or minimize the risk of negative consequence, it is important to make decision which considers the information that has been analyzed, evaluated, and searched for most reusable and best solution. It will be beneficial in workplace since we know workplace requires fast and correct decision and choice. It encourages manager and employees to observe various situation and weigh all possible solutions, then decide the action. In solving the

problem, critical thinking will beneficial for employees to look beyond conventional way, look for new idea, and contemplate the alternative. In addition, critical thinking will looks at the impact beyond a specific step in the process of decision (Linda, 2014).

C. Speaking Skill

1. Definition of Speaking Skill

People are able to share information to one and other through speaking. Their message and intention can be transfer if they understand how to speak correctly. They can make discussion, give comment, suggestion, criticize, and share ideas by speaking in effective way. According to Malmir et al., (2012) the nature of speaking is so much more than what we thought in our daily life. However, learning how to talk, includes creating basic and detailed information about why, how, and when to communicate, and being creative to producing and managing relationship through speaking or interaction to one and other, such as shoot a question or acquire a turn. Ur said that it seems oral language is the most difficult skill among all language skills because speaking is the language leader that represented other skills such as listening, reading and writing (Ur, 1996). According to Goh & Burns, "speaking is a combination skill" (p. 13). It needs the ability to fill the oral communication demands through efficient use of spoken language.

In second language speaking, the knowledge of target language as system of making meaning and awareness of the contextual demand of speaking are very required. It also needs various skill of using speech effectively and appropriately according to the communication purposes. Speaking skill include the ability to use a range of strategies to composite the gap in knowledge and ineffective speaking skill (Goh & Burns, 2012).

Speaking is a productive skill that can be observed empirically and directly. It is the product of creative construction of linguistic strings the speaker makes choices of lexicon, structure, and discourse (Brown, 2004). Speaking is an advanced matter and anyone who wishes to speak second language must learn the grammar and vocabulary, and pronunciation of the language. If a person wants to call as "fluent", it is a must to prepare what to say formulate the utterances and generate them automatically. They should be able to open and close the discussion and handle the transition between subjects in an acceptable manner. They have to know the conversation of turn taking, when to begin speaking and when to stop. Cultural knowledge and social sensitivity are also very important and the speaker must maintain suitable roles and relationship with other speakers in a variety of speaking context that differ in a wide range of variables including social distance, power and authority. Speaking ability is not a discreet ability. It means that it cannot be separated from other aspects, such as the extent to which structure of a

conversation is determined culturally, the extent to which the grammar of speech differs from other types of grammar, and the critical factors in the speech stream that make it understandable (Hughes, 2002).

Beside, Cameron (2001) explains that speaking is the active use of language to express meanings in order that others will add up of them. Moreover, it is recognized as associate interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Martinez & Ester, 2006). In brief, learners need to know how to use the language in context. Based on that explanation, in can be concluded that speaking is verbal communication skill that combines language components to express idea and social relationship.

2. Function of Speaking Skill

Speaking skills in English is an important skill to be master on for many second-languages or foreign-language learners. There are some functions of speaking according to Richard (2008) which are talk as interaction, talk as transaction, and talk as performance. First is talk as interaction. It refers to conversation done by one to other individuals. It is spontaneous interactive communication between two persons or more. It has reason to share the message and information in social relationship. The second function is talk as transaction. It is more center on message that passed on and making others individual get what we needpass on, by

clearly and accurately. In this sort of spoken language, learners and teacher usually focus on meaning or talking what their way to understanding. And the last is talk as performance. This type of talk focuses on monologue rather that dialog. The function of this speaking as performance as happened as speech, telling story, public announcement, retell story, etc.

3. Speaking Components of Speaking Skill

Acquiring some speaking aspects is a must for learners for being a good English speaker. There are five components of speaking that learners need to master (Brown, 2001). Those are pronunciation, grammar, vocabulary, fluency, and comprehension. These components are also included by Brown in SOLOM to measure students' speaking skill.

a. Pronunciation

Pronunciation is a process to say a word or sentence correctly in a specific dialect or the way in which a language spoken by majority of native speaker of that language itself. According to Broughton (2013) pronunciation is much more valuable in turning one's attention to stress, rhythm, and intonation. While, claimed that pronunciation alludes to the skill of learners in creating comprehensible expressions to fulfill the requirements of the project. It refers to the production of sounds, appropriate linking of words,

and the use of intonation and stress to convey the meaning that intended (Thornburg, 2005).

b. Grammar

Grammar is a rule to arrange words in process to make proper sentences. In speaking, it is important to know how to combine the words correctly. The way words in language can change their form and integrate into a phrase allows speaker to say what they are intend to say. Grammar enables the learners to differentiate between formal and informal expression or respectful and impolite expression (Harmer, 2001).

c. Vocabulary

The very important thing to learn English is English language learners need to know a lot of words in English (Edge, 1993). Vocabulary is one of fundamental thing as key elements. Learners cannot tell what they are going to say if they do not know the vocabulary for expressing intended meaning. They can make phrase, sentence and effectively communicate what they want through combining vocabulary.

d. Fluency

Fluency is the ability of learners to talk spontaneously, quickly, and comprehensibly as natural as possible with few numbers of mistakes which might distract the audience from the topic that

speaker's share.It is the extent to which speaker use the language easily and confidently, with view hesitations or natural pauses, false start, word search, etc (Nunan, 2003).

e. Comprehension

Someone needs a good comprehension to make audience understand what other people say in oral communication automatically (Brown, 2004). The ability to perceive and process discourse stretches and to formulate meaning sentences representations is important to measure someone's comprehension.

From the explanation above, it can be conclude that to master speaking skill, learners need to know a lot of vocabularies, understand to use appropriate stress, pronounce phonemes correctly, and use correct patterns to tell the information that they want to share.

4. Problem in Speaking

As suggested by Brown (2001) there are some causes that make speaking difficult, as follows:

a. Clustering

Word by word is not how to determine learner fluency on speaking. But learners need to organize their output each cognitively and physically (in breath groups) through such clustering. Grammatical construction is one of the key on speaking fluently.

b. Redundancy

Learners are able to capitalize on redundancy of spoken language. It gives them a chance to create that means clearer through redundancy of language.

c. Reduced form

Elisions, contractions, reduced vowels, etc, all form special problems teaching spoken English. Learners who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

d. Performance variable

The strategies of considering as you talk allow you to show a correct assortment of performance hesitation, pauses, backtracking, and corrections is one of the benefits of spoken communication. Learners will truly be tutored a way to pause and hesitate. As an example, in English our 'thinking' time is not silent; we have a tendency to insert certain "fillers" like ub, um, well, you know, I mean, like, etc. One of the most salient variations between native and non-native speakers of a language is in their hesitation phenomena

e. Colloquial language

Make sure the students are moderately will at home with the words, idioms, and phrases of informal language which they get follow in manufacturing these form.

f.   Rate of delivery

Another notable characteristic of fluency is rate of delivery. One in all your tasks educating spoken English is to help learners reach a suitable speed in conjunction with elective properties of fluency.

g.   Stress, rhythm, intonation

This is the most crucial characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation designs pass on important messages that want to share.

h.   Interaction

Learning to supply waves of language in a vacuum- without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation. If there is no good interaction between speaker and listener, it means the message that been passed do not delivered.

D.   The Construct of Correlation among Variables

Self-confidence is also very important to support their speaking skills. It is very important for the English learners to perform their language skills in the real situations. Krashen in Kees de Boot (2005) proposes a hypothesis called affective filter hypothesis, which states that

the students who are able to prevent the negative attitude (including anxiety, lack of motivation, and self-confidence) as the filter will attain success in SLA. Brown (2007) also suggests self-confidence as one of twelve principles of language teaching. He states that the students' belief to be able to accomplish the work will be a factor that determines their success in language learning. Even, he argues that the heart of all learning is the students' belief in their ability to complete the tasks. If they firstly believe that they can do the tasks, the self-confidence will appear to motivate them in achieving and finishing the tasks. That is one of the keys to become successful in language learning.

In general, self-confidence as a motivational construct has a main role in the development of critical thinking. In a broad theoretical framework, Whitehead considers learners' motivations and interests as important factors affecting their critical thinking (Myers, 1992). From the one hand, students' positive attitudes to and beliefs in their abilities result in their motivation and in the other hand, non-motivation is an obstacle to critical thinking. As self-confidence beliefs are described as the main components of behavior, specially those of behavioral change, they can effectively predict critical thinking abilities (Sang, Valcke, Braak &Tondeur, 2010). Wanga and Yi Wub(2008) found that self-confidence is a good predictor of using high level learning strategies, such as critical thinking. Bandura and Lock (2003) believe that self-confidence creates motivation and improves performance. Such self-confidence-imposed

motivation results in the improvement of critical thinking skills. Since self-confidence as a motivational factor mainly affects critical thinking and the lack of sufficient motivation is an obstacle to critical thinking development, this study aimed to investigated the possible relationship between students critical thinking and self-confidence.

Students speak fluently and correctly since the students must speak and think at the same time to master speaking skill. In fact, by increasing the critical thinking level, the ability to speak English is significantly improved (Ramezani, Larsari, & Kiasi 2016). Furthermore, students who have critical thinking will search the information first before they speak then they could analyze the information, make rational decisions and take purposeful action. Hence, they will have batter performance in speaking skill because they can express the idea accurately into orally. In this study, the writer used explanation text as a text to measure the students speaking skill. According to Mark and Kathy (1997), explanation text is often used to tell how and why thing (phenomena) occur in nature. This is in line with the critical thinking which to make the students solve the problems and find the information about how and why something happens on the real world problems.

E. Previous Study

Some previous studies that have been conducted focus on correlation between self-confidence and critical thinking towards speaking skill. For example, Tridinanti (2018) conducted current study of self-confidence

towards speaking skill. Using descriptive and correlational analysis through interviews that were scored by two raters and two kinds of questionnaires, 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. The result of this study is the self-confidence have higher significant correlation than speaking anxiety on the students' speaking achievement. The second previous study of self-confidence towards speaking skill wrote by Al-Hebaish (2012) that aimed about investigating the correlation between general self-confidence and academic achievement in the oral presentation course. Using quantitative data approach, the finding revealed a positive significant correlation between general self-confidence and academic achievement in the oral presentation course.

Meanwhile, Ramezani (2016) focused on determined the fact that whether language learners who are as critical thinker, perform better in their speaking ability or not. This quantitative case study shows that there are significant correlation coefficient between critical thinking and EFL Learners' speaking ability. Other research talking about critical thinking and speaking skill conducted by Bagheri (2018), which investigated the relationship between autonomy and critical thinking in speaking ability among EFL learners. By using correlation method with 2 kinds of questionnaires and IELTS speaking test, the finding revealed there was significant and positive relationship between speaking ability and autonomy

also critical thinking. In fact, their speaking performance better for English learners who were recognized as critical thinker and autonomous.