

**THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE
AND THEIR SPEAKING ABILITY: A STUDY AT SMA NEGERI 7
TAKALAR**



A THESIS

*Submitted to the Faculty of Cultural Sciences,
Hasanuddin University as Partial Requirements to
Obtain Bachelor Degree in English Department*

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**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY**

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LEGITIMATION

THESIS

**THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND THEIR
SPEAKING ABILITY: A STUDY AT SMA NEGERI 7 TAKALAR**

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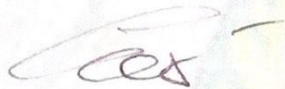
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AGREEMENT

On February 16th , 2024 the Board of Thesis Examination has kindly approved a thesis by Dian Fawziah Aulia R. (F041201104) entitled *The Correlation Between Students' Self-Confidence and Their Speaking Ability: A Study at SMA Negeri 7 Takalar*, submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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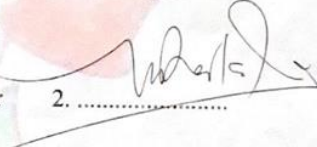
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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

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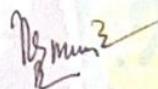
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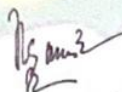
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The Writer,

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TABLE OF CONTENTS

COVER	i
LEGITIMATION	ii
AGREEMENT	iii
DECLARATION	iv
STATEMENT	v
APPROVAL	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF APPENDICES	xiv
ABSTRACT	xv
ABSTRAK	xvi
CHAPTER I	1
INTRODUCTION	1
A. Background	1
B. Identification of The Problem	4
C. Scope of The Problem	4
D. Research Question	4
E. Objective of Research	5
F. Significance of Research	5
CHAPTER II	6
LITERATURE REVIEW	6
A. Previous Studies	6
B. Theoretical Background	8
1. Concept of Self-Confidence	8
2. Concept of Speaking	10
3. Hypothesis	14

CHAPTER III	15
METHODOLOGY	15
A. Research Design.....	15
B. Population and Sample.....	16
C. Research Instrument.....	17
D. Method of Collecting Data.....	18
E. Technique of Data Analysis.....	20
CHAPTER IV	24
FINDING AND DISCUSSION.....	24
A. Findings	24
B. Discussion.....	27
CHAPTER V.....	29
CONCLUSSION AND SUGGESTION	29
A. Conclusion.....	29
B. Limitation.....	29
C. Suggestions.....	30
BIBLIOGRAPHY	32
APPENDICES.....	35

LIST OF TABLES

Table 1. Classification of self-confidence score.....	20
Table 2. Assessment and classification of speaking ability test.....	21
Table 3. Classification of correlation.....	23
Table 4. The frequency and proportion of students' self-confidence classification.....	24
Table 5. The mean score of students' self-confidence.....	25
Table 6. The frequency and proportion of students; speaking ability classification.....	25
Table 7. The mean score of students' speaking ability.....	25
Table 8. Classification of correlation	26

LIST OF APPENDICES

APPENDIX I. SELF-CONFIDENCE QUESTIONNAIRE.....	35
APPENDIX II. STUDENTS TRANSCRIPT.....	37
APPENDIX III. DOCUMENTATION.....	39

ABSTRACT

Dian Fawziah Aulia R., 2024, The Correlation Between Students' Self-Confidence and Their Speaking Ability; A Study at SMA Negeri 7 Takalar (supervised by Abidin Pammu and Nasmilah).

The research aims to analyze the correlation between students' self-confidence and their speaking ability in English class using a paired conversation approach. This research objectives are to assess the level of self-confidence among students in English class, and to evaluate the speaking ability of students through a paired conversation approach. This research was conducted at SMA Negeri 7 Takalar, involving 30 students from the third-year students.

This research using quantitative methodology. The Pearson - Product Moment Correlation Coefficient was used to determine the relationship between students' self-confidence and their speaking ability. This research was conducted by giving a questionnaire containing 20 questions about students' self-confidence, and a speaking ability test using conversation method that was carried out in pairs with the topic "Asking, offering, accepting, and rejecting for help".

The result of the research shows that the students of SMA Negeri 7 Takalar have high self-confidence with the mean score of 73.96, but poor in speaking skill with mean score of 67. Based on this result, it can be concluded that there is no correlation between students' self-confidence and their speaking ability.

Keywords: Self-confidence, Speaking ability, Correlation.

ABSTRAK

Dian Fawziah Aulia R., 2024, Hubungan Antara Rasa Percaya Diri Siswa Dengan Kemampuan Berbicara: Sebuah Penelitian di SMA Negeri 7 Takalar (Dibimbing oleh Abidin Pammu dan Nasmilah).

Penelitian ini bertujuan untuk menganalisis korelasi antara kepercayaan diri siswa dan kemampuan berbicara mereka di kelas bahasa Inggris menggunakan pendekatan percakapan berpasangan. Tujuan penelitian ini adalah untuk menilai tingkat kepercayaan diri di antara siswa di kelas bahasa Inggris, dan untuk mengevaluasi kemampuan berbicara siswa melalui pendekatan percakapan berpasangan. Penelitian ini dilakukan di SMA Negeri 7 Takalar, yang melibatkan 30 siswa dari siswa kelas XII.

Penelitian ini menggunakan metode kuantitatif. Rumus *Coefficient Pearson - Product Moment Correlation* digunakan untuk menemukan hubungan antara kepercayaan diri siswa dan kemampuan berbicara siswa. Penelitian ini dilakukan dengan cara memberikan kuesioner yang berisi 20 pertanyaan tentang kepercayaan diri siswa, dan tes kemampuan berbicara yang dilakukan berpasangan dengan melakukan percakapan bertema "Asking, offering, accepting, and rejecting for help".

Hasil penelitian menunjukkan bahwa siswa SMA Negeri 7 Takalar memiliki level kepercayaan diri yang tinggi dengan skor rata-rata 73,96, tetapi memiliki skor yang cukup rendah, yaitu rata-rata 67 pada kemampuan berbicara mereka. Berdasarkan hasil tersebut, dapat disimpulkan bahwa tidak ada korelasi antara kepercayaan diri siswa dan kemampuan berbicara mereka.

Keywords: Kepercayaan diri, Kemampuan berbicara, Korelasi.

CHAPTER I

INTRODUCTION

A. Background

English is the most widely spoken language in the world. It has evolved as the most important global language, across boundaries, cultures, and continents. As a lingua franca, English fosters communication among people from various language backgrounds. Its value stems not only from its practical utility, but also from its role as a bridge connecting people all over the world. Due to English's status as an international language, many individuals, including Indonesians are learning it. Maru *et al.* (2020) stated that learning English as a second language enabled us to converse in English. Therefore, it is important to focus on developing all aspects of the language, including pronunciation, vocabulary, grammar, and fluency, as well as building self-confidence through regular practice and exposure to the language.

Regarding of self-confidence, it is described as the inner conviction and belief in one's own worth, skills, and potential to succeed. It encompasses an individual's ability to acknowledge their strengths, accept their weaknesses, and maintain a positive attitude towards themselves. Self-confidence is largely reliant on Students' perceptions (Lengkoan *et al.*, 2022). Student perceptions refer to how students interpret and make sense of their educational experiences. This can include their beliefs, attitudes, and opinions about various aspects of their schooling, such as the

curriculum, teaching methods, assessment practices, and school culture. Student perceptions can be influenced by a wide range of factors, including their prior knowledge and experiences, cultural background, and personal characteristics.

Based on the researcher's personal observation in a real class situation, many people generalize that students who have high levels of self-confidence and actively participated in class are smart, but students who lack confidence and passively engaged in class are the opposite. This is commonplace, but it does not rule out the possibility that students who lack confidence and act passively in class can also achieve significant academic success. As Wigfield & Eccles (2002) stated that academic accomplishment includes a variety of cognitive, affective, and behavioral characteristics and cannot be reduced to a single measure or outcome. In addition, according to Dweck (2006), "Academic achievement is not solely about individual performance, but also about the growth and progress made by students over time". This statement highlights that academic achievement should not be solely based on fixed abilities but should consider the development and improvement of students' skills and knowledge.

In the realm of English education, one measure of students' academic achievement is their speaking ability. Shofi (2020) stated that speaking abilities are always recognized as the most important part of language acquisition by English students. For this reason, class participation,

presentations, and discussions are regular components of language instruction, and students should be aware about their speaking skills.

Speaking refers to the act of producing and communicating verbal expressions through the use of language. Speaking is related to the ability to explain concepts, convey emotions, and engage in meaningful conversations with people. Effective verbal communication enhances the individuals' confidence and enables them to easily navigate diverse social and professional contexts. Besides that, speaking requires sociolinguistic competence, which includes knowing when, why, and how to use language. Linguistic principles include grammar, pronunciation, sentence comprehension, vocabulary, and fluency, whereas non-linguistic components of language include personality factors such as self-confidence, extroversion, motivation, and confidence. Therefore, in order to be successful in communication, individuals must consider both linguistic and nonlinguistic factors.

Based on brief observations at SMA Negeri 7 Takalar on 2 June 2023, the researcher discovered that many students still lack confidence in their ability to speak English. This can be seen by the lack of students who dare to interact with teachers and classmates in English and prefer to communicate in Bahasa Indonesia. In light of this problem, the researcher believes that this study should be conducted to determine whether students' self-confidence has a significant impact on their English speaking ability or not.

B. Identification of The Problem

Based on the background of this study, the researcher has identified problems, as follows:

1. Students have lack of self-confidence during the observation of this study,
2. Students tend to use Bahasa Indonesia during English class,
3. Students find it difficult to pronounce words correctly in English.

C. Scope of The Problem

Related to the problem above, this research aims to analyze the correlation between students' self-confidence and their speaking ability in English class using a paired conversation approach. It will focus on students of XII IPA 1 at SMA Negeri 7 Takalar.

D. Research Question

The researcher has a responsibility to identify the issues that will be the subject of the investigation in order to accomplish the research's goal. Hence, the research problem as follow:

1. On what level of self-confidence do students at SMA Negeri 7 Takalar have?
2. On what level of speaking ability do students at SMA Negeri 7 Takalar have?

3. Is there any correlation between students' self-confidence and their speaking ability in English class?

E. Objectives of Research

1. To assess the level of self-confidence among students in English class.
2. To evaluate the speaking ability of students through a paired conversation approach.
3. To analyze the correlation between students' self-confidence and their speaking ability in English conversation.

F. Significance of Research

After completing this research, the researcher expects to provide contributions and benefits for both academic and practical sphere, such as:

1. Academic Benefit: This study will hopefully help educators to gain insights into the factors that contribute to academic achievement in English class, which in turn can positively impact language learning outcomes.
2. Practical benefits: The result of this study hopefully can be utilized as a resource for students, teachers, and future researchers who are interested in this topic.

CHAPTER II

LITERATURE REVIEW

This chapter presents some previous studies and theoretical background. Theoretical background consists of definitions of self-confidence, the importance of self-confidence, level of self-confidence, definitions of speaking, the elements of speaking, and the nature of speaking, and the components of speaking.

A. Previous Studies

The researcher attempts to provide a few instances of study from earlier studies. First, Tridinanti (2018) in her research “The Correlation Between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang”, was conducted in a private university in Palembang, focuses on the undergraduate EFL students. The purpose of this study was to observe the relationship between speaking anxiety, self-confidence, and speaking achievement. The results demonstrated that there is a correlation between students’ self-confidence and speaking ability. Students who are secure in their abilities are more likely to succeed academically because they have strong self-confidence and never give up.

Sagita (2021), in his research entitled “Applying Conversation Method and Self-Confidence and Its Effect to Learning Achievement”, that was conducted at Madrasah Ibtidaiyah Nu Sumber Agung, examined the implementation of English learning in elementary schools, specifically focusing on the use of the

conversation method and self-confidence to improve learning achievement. This study uses a quantitative approach. This research was carried out using an experimental research design model with two groups of subjects taken from Madrasah Ibtidaiyah Nu Sumber Agung. The sample of this study consisted of 2 classes, each 1 experimental class and 1 control class, while the total number of individuals was 71 students. This study's findings indicate that there is no correlation between methods and self-confidence on learning achievement.

Novia et al. (2023) in their research “Correlation Between Students’ Self-Confidence and Speaking Achievement”, that was conducted at UPT SMA Negeri 06 Ogan Ilir, focusing on 124 students as the sample. Using a correlational research approach by collecting data through a questionnaire and speaking test, this study discovers a link between students’ self-confidence and their speaking ability. The findings emphasize the importance of self-confidence in students' speaking achievement. Other research cited in the paper investigates the relationship between self-confidence and speaking ability in English language education, as well as the impact of elements such as motivation, critical thinking ability, and grammar mastery on students' speaking skills.

Ananda (2017), in her research “The Correlation Between Students’ Self Esteem and Students’ Speaking Skill Of The Second Year Students at SMA Negeri 2 Bantaeng”, that was conducted at SMA Negeri Bantaeng, focusing on total 26 students as the sample. This research used qualitative method, and was carried by a speaking test and questionnaire. The study shows

that there is no correlation between students' self-esteem and their speaking skill.

B. Theoretical Background

1. Concept of Self-Confidence

a. Definition of Self-Confidence

Bandura (1997) defines self-confidence as the beliefs in one's ability to plan and carry out the actions necessary to achieve a goal. Another definition was stated by Twenge (2014) that self-confidence refers to a sense of self-assuredness, the belief in one's own capabilities, and the recognition of one's value and worth. Meanwhile, Seligman (2011) defines self-confidence as the conviction that one can accomplish activities and goals, and has the resilience to recover from setbacks and ultimately succeed.

Another definition about self-confidence, Petty & Brinol (2010) defines self-confidence as an individual's subjective assessment of his or her own abilities to successfully complete a task or achieve a desired goal. Also, Ellis (2003) defines self-confidence as a person's belief in their capacity to do well in a particular circumstance. Lastly, Branden (1994) defines self-confidence as a feeling of inner assurance brought on by the knowledge that we are equipped to properly handle whatever life throws at us. From those definitions, it can be concluded that Self-confidence is a strong sense of trust and belief in oneself that is defined by a positive attitude and resilience. It gives people the ability to face

obstacles head-on, pursue their objectives, and live their lives with assurance.

b. The Importance of Self-Confidence

Self-confidence is an essential quality that plays a significant role in various aspects of life. It enhances overall well-being, allowing individuals to embrace their true potential and pursue their goals with enthusiasm and determination. According to Nazarova & Umurova (2016), Self-confidence is extremely important in almost every aspect of our lives, because people that are confident tend to exude confidence to their audience, their peers, their clients, and their friends. One of the most important ways a self-confident person achieves success is through winning the confidence of others. In addition, Tuncel (2015) in his research about the relationship between self-confidence and learning Turkish as a foreign language, found out that high self-confidence affected the learning positively and low self-confidence affects learning negatively.

c. Levels of Self-Confidence

Self-confidence can be understood to exist on a continuum or a range of levels. In different spheres of life, such as academic contexts, people may display varying levels of self-confidence. However, self-confidence is frequently discussed in terms of different levels or degrees. The following list of typical confidence levels includes:

1. High Self-Confidence

High self-confidence typically refers to individuals who possess a strong belief in their abilities, competencies, and potential for success. Halima (2016) stated, children that have a high sense of self-confidence routinely outperform their less confident peers who are of comparable intelligence. They also have a more realistic assessment of their own skills, greater aspirations, and less resistance to failure. Therefore, the higher one's self-worth, the better one would feel about themselves, which will be reflected in higher academic achievements.

2. Low Self-Confidence

People who lack self-confidence frequently lack faith in their own skills and may harbor doubts about their ability to succeed. Because they worry about failing or receiving bad feedback, they can be less willing to take chances or express themselves. According to Larson (2009), having a low sense of self-worth will also lead to the formation of a bad or negative self-image. Such convictions can cause failure expectations to become self-fulfilling.

2. Concept of Speaking

a. The Definition of Speaking

Speaking refers to the act of producing and communicating verbal expressions through the use of language. Fulcher (2003) defines speaking as “the verbal use of language to communicate with others.” Speaking is an oral skill that is usually carried out by two or more people. In addition, Brown (2007) explained that speaking ability

focuses on two aspects: language form and function. Language forms are concerned with how language is used, which corresponds to patterns, structure, vocabulary, and language elements. whereas language function focuses on how to use language elements and aims. Developing good speaking skills is essential for efficient communication in both personal and professional situations. It enables people to express themselves, engage in social relationships, convey information convincingly, and actively participate in numerous parts of daily life.

b. The Elements of Speaking

Richard and Rogers (2001) recognize six critical components of speaking ability. These components are part of their "Communicative Competence Model," which covers numerous aspects of language use. According to Richard and Rogers, the six components of speaking abilities are:

1. Pronunciation: The capacity to appropriately articulate a language's sounds, stress, and intonation patterns. Pronunciation is essential for clear and effective communication since it affects how well the speaker is understood.
2. Grammar: The use of grammatical structures to the formation of logical and grammatically accurate sentences. Proper grammar ensures that the message is accurately transmitted, and it is a necessary component of speaking skill.

3. Vocabulary: The choice and application of words to express meaning. A large and diverse vocabulary enables speakers to express themselves more clearly and to adjust their language to various settings.

4. Fluency: The capacity to communicate smoothly and coherently without pauses or interruptions. Fluency is associated with speech rate, the capacity to sustain a continuous flow of communication, and the avoidance of extended gaps.

5. Comprehension: The capacity to understand spoken language. While comprehension is frequently connected with listening abilities, it is also essential for effective speaking, as speakers must grasp and respond to the input they receive from others.

6. Interaction: The ability to communicate effectively and meaningfully in real-time. Interaction entails initiating and responding to communication, adjusting language use based on context and interlocutors, and engaging in dynamic conversational interactions.

c. The Nature of Speaking

According to Brown (2004), there are several basic forms of speaking, as illustrated by the following taxonomy:

1. Imitative: The ability to simply repeat or imitate a word, phrase, or sentence is at one end of the spectrum of sorts of speaking performance.
2. Intensive: Short lengths of oral language designed to demonstrate skill in a restricted band of grammatical, phrasal, lexical, or phonological links. To answer, the speaker must be aware of semantic qualities, although interaction with an interlocutor or test administrator is minimal at best.
3. Responsive: This includes interactions and comprehension tests, although only to a limited extent in very brief conversational forms, such as normal greetings and small talk, simple requests and comments, and so on.
4. Interactive: Interaction can take two forms: transactional language that is used to convey precise information, and interpersonal exchanges that is used to sustain social relationships.
5. Extensive (monologue): This includes speeches, oral representations, and narrative in which the opportunity for conversational participation from listeners is either severely limited (possibly to nonverbal answers) or completely eliminated.

d. The Components of Speaking

According to Vanderkevent (1990) there are three components in speaking as follows:

1. The Speakers. Speakers are the individuals who generate sound. They can be used to express one's thoughts or sentiments to the listener. So, if there are no speakers, the opinion, feelings, or feelings will not be expressed.
2. The Listeners. Listeners are the individuals who get or receive the speaker's viewpoint or feeling. If there are no listeners, speakers will write down their thoughts.
3. The Utterances. The utterances are words or sentences created by the speakers to express their opinions. If there is no utterance, both the speakers and the listeners will use signs.

C. Hypothesis

In this correlation study, the researcher made the following two assumptions: H^1 : There is a correlation between students' self-confidence and their speaking ability. H^0 : There is no connection between students' self-confidence and their speaking ability.