

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Correlational Research

a. The Definition of Correlational Research

Correlation, in statistics, applies to the straight line relationship existing between two or more variables. The correlation coefficient, which expresses the degree and the direction of the relationship, quantifies this association. The role of correlation helps in determining relations among various factors in a variable setting.

The aim of correlation analysis, as stated by Arts (2023), is to determine the degree to which variables are linked. The correlation coefficient is the primary measure used in this analysis, indicating whether the relationship is positive, negative, or neutral. When variables have the same direction of movement, they are considered positively correlated when one rises and the other falls. We need to keep in mind that causation is not the sole objective of correlation. When variables are linked, it only indicates the degree of their connection; it doesn't mean that one variable modifies the other. It is crucial to differentiate between research findings and any other forms of misinformation.

Correlation is expressed as a real number and scientists can use this measurement to measure the degree of correlation between the variables (Kumar et al. (2020)). Correlation is an important tool for research into a large selection of data from many different disciplines; it can help to identify patterns, trends, and relations between variables. By using correlation analysis researchers can learn how much of the data are related and use their findings to make better decisions.

Correlation research is an important analytical tool used in research and data analysis. Correlation allows researchers to determine the strength and direction of relations between variables while taking into account the

limitations of correlation as a measure of causation. Correlation thus provides a basis for further investigation and allows for strategies that can be determined from credible data insights.

b. The Importance of Correlational Research

The importance of correlational research is in its capacity to describe / quantify the relationship between variables. Basically as pointed out by Arts (2023) the importance of correlation is as follows:

- 1) It rates the degree and direction of a relationship between variables.
- 2) It is used in economic analysis as a way of evaluating the reliability of predictions or estimates.
- 3) It aids in closing research and statistical studies.
- 4) It measures the strength of the relationship between variables.

According to Senthilnathan (2019), Correlation analysis is a useful technique which can help to examine the association between independent variables and dependent variables. This is one of the essential causal mechanisms for understanding many biological phenomenon, although correlation can be used alone to infer causality. Another important aspect is the application of linear correlation in finding out multicollinearity of independent variable, which means that dependent variable of a model are very highly correlated with one another. It is a very useful analytical problem during regression analysis, since multicollinearity of independent variable may distort the results, i. e. predict more incorrectly.

In conclusion, correlation has many functions. From assessing the strength and direction of relationships to strengthening predictions and guiding statistical conclusions correlation is an essential tool for data analysis. Because it can evaluate associative relationships, assess multicollinearity and help identify mediating and/or moderating factors, correlation analysis is a useful tool for researchers from many disciplines. By using correlation analysis, researchers can make more informed decisions, develop better models and understand complex data better.

c. Types of Correlational Research

Correlation in research has some kinds of types; experts categorize them in different ways. The kinds of correlation in Sumardi et al. (2022) are:

- 1) A positive linear correlation exists when the x-axis variable increases in tandem with the y-axis variable. For example, the relationship between a person's education degree and their family income typically improves.
- 2) A negative linear correlation occurs when one variable increases and the other declines. This is demonstrated with a straight regression line that slopes downward. For example, the longer it takes a worker to go to their workplace, the lower their job satisfaction.
- 3) A lack of connection between variables indicates no discernible pattern. For instance, the amount of ice cream sold at the number of shark attacks.

On the other hand, Senthilnathan (2019) classified the types of correlation, namely:

- 1) Indicates a perfect positive correlation
- 2) 0 indicates no association
- 3) -1 indicates a perfect negative correlation.

In conclusion, correlation aids in describing the relationship between two variables. A positive correlation suggests that as one variable increases, the other likewise increases, whereas a negative correlation indicates that as one variable increases, the other declines. When there is no correlation, no consistent pattern is observed between the variables. Understanding these types of correlation is crucial for interpreting the strength and direction of relationships between variables, allowing for more accurate analysis and informed decision-making.

2.1.2 Speaking Skill

a. Definition of Speaking Skill

Speaking skill is a crucial component of language proficiency that allows individuals to express ideas, emotions, and information effectively through spoken words. According to Laoli (2021), Speaking is a process of conveying ideas or ideas from the speaker to the listener. The speaker is classified as a communicator, whereas the listener is a communicant. Oral communication requires accurate and proper delivery to be understood by the listener.

Sari et al. (2021) describe speaking as an actual conversation between two or more individuals, where participants alternate roles as speakers and listeners. This interaction emphasizes the importance of both expressing and interpreting messages to achieve mutual understanding. Furthermore, Utari et al.(2022) argues that speaking as one of the modes of communication is a practical and essential mode for transmitting information and messages in everyday life. These perspectives collectively underline the interactive and purposeful nature of speaking.

According to Karpovich et al. (2021) Dialogue and monologue are the two primary ways of speaking. The speaker must speak in turn during a conversation, but in a monologue, the speaker is the only character with a speech to make and no partner is required. One kind of monologue speaking job was to describe an experience in a monologue. It primarily focuses on narratives and descriptions, which cover everything from basic everyday information to classic functions (such as describing plans and arrangements, habits and routines, previous activities, and personal experiences), as well as a wide range of topics related to areas of interest and in-depth explanations of complex subjects.

Besides common understandings from different experts, speaking skill can be seen as one of the flexible and quantifiable abilities necessary for meaningful communication: it draws on elements of active listening, spontaneity, and expression in order to enable people to effectively communicate in different situations. Personal, academic, and professional

successes are all built upon the ability to speak fluently and confidently, therefore speaking skills are important components of language learning and social interactions.

b. The Function of Speaking Skill

As seen in Fadhilah (2023) speaking skill is integral to human communication in many ways beyond the exchange of words. It is the means by which humans connect, share their thoughts, express their emotions and build relationships with other people. Quotation courtesy of Nunan in Fadhilah (2023), Speaking is a natural means of communication between individuals, an art of thinking, and a behavioral or practice common to societies; thus speaking provides a means by which individuals can convey ideas, think critically and conduct social relations from day to day.

Speaking skills are also important since it can be done anywhere, every day. As stated by Pourhosein Gilakjani in Fadhilah (2023), Speaking can be used in an endeavor to communicate with others since it can occur in formal and informal settings. This shows just how universal (and flexible) speaking really is. Students in schools for example use their voice to ask questions and get involved in conversation. Even on a daily basis, speaking involves greeting other people and sharing something. We can tell stories, tell jokes, or ask for help. All of these things could happen unless we mastered the skill of speaking.

In conclusion, the function of speaking skill is so much more than communicating. It helps people connect with other people socially, think critically, interact on a daily basis and express their emotions and ideas. It can also act as a cross between individuals so that they may build friendships and relationships and learn to understand each other better. Without the ability of speaking effectively, several aspects of life will be difficult to navigate, thus the importance of speaking as an important skill for meaningful and successful life.

c. Components of Speaking Skill

A component of speech skill is an oral language skill commonly used in day-to-day human life. According to Leong and Ahmadi in Mega et al. (2020), English speech skills can be classified in five parts: pronunciation, grammar, vocabulary, fluency, and comprehension.

- 1) Pronunciation means the ability to make correct sounds, stress, rhythm and intonation when speaking.
- 2) Grammar helps learners craft proper sentences in conversation, so that messages are sent out correctly.
- 3) Vocabulary this is an important part of language learning because you can't communicate effectively without having enough vocabulary.
- 4) Fluency (speak, read, write); ability to speak, read, write smoothly and expressively; to convey information clearly and effectively.
- 5) Comprehension means the ability to understand, respond to and initiate communication in events.

To conclude, the components of speaking include pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation allows pupils to accurately produce sounds, stress, rhythm, and intonation. Grammar allows pupils to create clear and precise sentences in a conversation. Vocabulary helps pupils develop the vocabulary they need to communicate their ideas in language. Fluency improves pupils' ability to convey messages at an optimum speed and with a clear message, making interactions more natural and intuitive. Lastly, comprehension helps pupils to understand, respond to, and initiate conversation effectively. At last, all of these components play a vital role in the development of English-speaking skills and further development of meaningful communication.

d. The Problem of Speaking

When learning a completely unfamiliar language, students face many challenges that can affect their learning progress and confidence. Penry Ur

in Brown (2022) summarizes some of these obstacles and points out that students encounter three difficulties in oral practice.

- 1) Inhibition: Some students feel shy, embarrassed, or insecure when speaking in front of others. Some are simply afraid of making mistakes, while others are afraid of looking stupid and attracting attention.
- 2) Having nothing to say: Some learners have difficulty developing ideas because they often feel that they have nothing meaningful to say or that they are unable to express their ideas.
- 3) Uneven participation: In larger groups, only one student can speak at a time, which limits the opportunities for other students to participate. Some students dominate the conversation, while others speak little or not at all.

From the conclusion, talking-difficulties are an important area for teachers to work on in order to help language learners improve the way they speak. In studying the relationships between language skills and self-confidence in studies, those issues involved in the field of social psychology have been emphasized, such as inhibition and low participation. By recognizing and working on speaking-difficulties, teachers can create a more supportive environment for their students so that they can talk more and have more self-confidence in the way they use the language.

e. Speaking Skill Material

Speaking is one of the most essential skills in language learning, serving as a key medium through which students express their thoughts, ideas, and personal experiences in verbal form. It is a productive skill that enables students to engage in real-time communication, both in formal and informal settings. According to King (2020), the achievement of learning speaking skills lies in students' ability to communicate ideas, knowledge, life experiences, aspirations, and various expressions orally. In accordance with these purposes, the role of speaking skills continues

to gain importance in the context of modern education, where communication competence is a priority.

In the framework of the Kurikulum Merdeka, Learning Outcomes represent the expected achievements that students must attain at the end of a specific phase. The Learning Outcomes for speaking focus on enabling students to speak fluently, pronunciation, good grammar, vocabulary and comprehension. King (2020) outlines that students should be capable of conveying their ideas and experiences orally with fluency and coherence, avoiding unnecessary pauses or repeated words. This means that Learning Outcomes for speaking highlight not only fluency but also coherence and the ability to communicate effectively with others in spoken English.

Following the Learning Outcomes, Learning Objectives describe specific, measurable goals that guide the instructional process. These objectives are more detailed and help ensure that students can develop particular skills that contribute to overall speaking competence. Based on the explanation, the Learning Objectives for speaking include several key aspects: students must be able to pronounce English words and phrases clearly with accurate pronunciation and intonation; construct grammatically correct sentences that are appropriate for the time and context of communication; use a range of vocabulary that is suitable for daily conversations; and respond appropriately to questions or comments in a conversation. These objectives emphasize both linguistic accuracy and communicative competence.

To support the achievement of these objectives in a structured manner, the Learning Pathway also referred to as the Learning Sequence is implemented. The Learning Pathway serves as a progressive map that guides students from simple to more complex speaking tasks. It allows teachers to organize the development of speaking skills gradually, beginning with the use of simple vocabulary and short sentences, then moving on to interactive dialogues, structured speech, and more spontaneous conversations. According to King (2020), students are also

expected to understand spoken interactions and respond in ways that are relevant and contextually appropriate. This further affirms the importance of designing the Learning Pathway in a way that enhances both receptive and productive speaking abilities.

In summary, the teaching of speaking skills under the Merdeka Curriculum integrates three fundamental components: Learning Outcomes, Learning Objectives, and the Learning Pathway. Each of these components plays a distinct role in ensuring that speaking instruction is comprehensive, systematic, and student-centered. Learning Outcomes set the direction and expectations of what students should achieve, Learning Objectives break down these expectations into specific competencies, and the Learning Pathway organizes the progression of learning in a logical and attainable sequence. These elements collectively form the foundation of successful speaking instruction in English classrooms.

2.1.3 Self-confidence

a. Definition of Self-confidence

Talking skills are essential to communication success and an essential part of language learning. They enable people to share their ideas, express ideas, and connect with others in an important way. Input-based talking skills do not, as a rule, correlate with ability in the language but rather, have an equally important impact on confidence when participating in discussions. However, learning to speak fluently in English for children and teenagers is critical, especially in education and social contexts where English is taught or used as a method of communication.

The development of greater communication skills can also help manage common difficulties like repressing thoughts, feeling overwhelmed and poor social context that often destroy young children's ability to unblock in spoken language. Dimensioning the subject of talking skills this question aims to explore how improving those skills can simply be

beneficial to growing confidence and developing a positive attitude towards using English.

Self-confidence is a key factor for students' ability to speak effectively in English. According to Tridinanti (2018), self-confidence is "a firm belief in one's own worth." With self-confidence in mind, students can approach tasks in life without fear of failure, and therefore can communicate more confidently in English. Self-confidence reduces anxiety and will allow students to communicate without worrying about making errors; they will express themselves naturally, confidently, and calmly.

According to Adalikwu in Tridinanti (2018), Self-confidence can be influenced by one's belief that one can successfully complete tasks, whether it be reflected in prior experiences or not. In this sense, one who has successfully completed simple speech tasks (introduce themselves and answer questions) may feel more confident when embarking on a more complex speech task. Importantly, even someone with very little past success can develop their own confidence by only focusing on one's abilities now and believing that they can improve by practice and effort.

From several comments above the researcher concludes that self-confidence is directly related to students' willingness to speak English and ability to progress over time. When students have a strong confidence in their abilities they can overcome difficulties with resilience, take advantage of opportunities to express themselves and develop their speaking skills efficiently.

b. The Importance of Self-confidence

Self-confidence is crucial for students' overall personal and academic progress, particularly in language learning contexts. It is no single individual trait but a collection of multiple factors contributing to a student's belief in their ability to do something. According Mega et al. (2020) the factors responsible for self-confidence are identity, self-concept, self-esteem and self-efficacy, which all represent an important indicator of a student's overall confidence level.

- 1) Identity: It gives the students a sense of self-worth and security, and helps to keep them motivated. The more identity they gain the greater their ability to cope with problems.
- 2) Self-concept: By creating a healthy self-concept, students will be able to constructively assess their abilities and thus be more motivated and self-conscientious.
- 3) Self-esteem: High self-esteem instills the belief that one has worth to others, and encourages others to want to do good as well.
- 4) Self-Efficacy: The belief that you can do something you can self-efficacy when you set academic and personal goals.

In conclusion, the importance of self-confidence goes far beyond academic achievement. It increases student's capacity to overcome difficulties, to communicate effectively and to bounce back from setbacks. Self-confidence also increases student's anxiety level, promotes active participation, and increases student involvement in language learning. Students who are not self-confident may reluctance to practice or to take risks, which is the precursor to mastering new skills. It is important to develop self-confidence not only as an academic skill but as an overall human development.

c. Indicator of Self-confidence

According to Pokhrel (2024), self-confidence is reflected through several key indicators that describe how individuals perceive and respond to themselves and their environment. These indicators highlight the psychological components that form a person's belief in their own worth and capability.

1) Belief in One's Own Abilities

This refers to an individual's trust in their own talents and competencies. It reflects a positive self-view and a clear understanding of what they are capable of achieving.

2) Optimism

This is the tendency to maintain a positive outlook on life, including one's abilities, future goals, and expectations. It is marked by hopefulness and confidence in the face of challenges.

3) Objectivity

This involves the ability to assess situations and problems fairly and accurately, based on facts and reality, rather than personal bias or emotions.

4) Responsibility

This indicator represents the willingness of an individual to accept and fulfill obligations (including the consequences of their actions).

5) Rational and Realistic Thinking

This means the habit of solving problems based on logical reasoning, which includes matching one's thoughts and actions to the actual conditions and facts at hand.

Since the indicators above refer to self-confidence, we can conclude that the process of developing self-confidence does not always refer only to boldness, for example, even if there is an external manifestation, but also to inner beliefs, attitudes and cognitive processes. A confident personality thinks positively, maintains optimism, makes judgments based on objective reasoning, assumes responsibility and examines situations with realistic expectations. For this research, we use these five indicators, belief that one is capable, optimism, objectivity, responsibility and rational thinking, as baselines. The purpose of these indicators in this research is to learn how self-confidence influences students' behavior and performance, especially with regard to language learning. Using the indicator combinations above, the researchers hope to have more complete, effective research results, which are expected to contribute to both theoretical insights and practical application in educational settings.

d. Characteristics of Confidence Students

According to Sumardi et al. (2022), self-confidence can be considered to be a belief in one's own potential that develops the motivation of individuals to perform better than others. Self-conviction is critical in terms of allowing individuals to trust their potential, make self-directed decisions, and maintain a positive attitude toward adverse situations. Self-confidence not only affects personal achievement but also promotes social acceptance and respect from others. The characteristic of those with self-confidence is the following:

1) Belief in yourself

Self-confidence means a person has an honest assessment about their abilities and knows what to do in any given situation, which helps them deal with difficulties.

2) Not being dependent on others

Confidence encourages independence. Self-confidence leads to self-reliance and free rein in one's abilities rather than relying on others to do things for them.

3) Feeling of self-worth

Self-esteem is a basic attribute of confident people. People with positive self-esteem are motivated to value themselves which makes them more appreciative to others.

4) No hesitation

Self-confidence is self-reliance. People who are self-confident get things done rather than afraid because they believe they can do it.

5) Not boasting about abilities

Confidence doesn't mean arrogance. Confident people do not feel obligated to tell others what they can do; they demonstrate their abilities through action.

6) Having the courage to act

Courage is one of the traits of self - confidence. People who are confident feel free to take risks and make decisions without worrying about failure.

To conclude, self-confidence is determined by belief in one's own worth, independence, positive self-esteem, decisiveness, humility, and courage. Collectively, these traits contribute to one's ability to achieve one's goals and build healthy relationships with others. Encouraging these qualities can lead one to greater personal growth and success in many ways.

e. Strategies to Increase Self-confidence

Self-confidence is really crucial in our lives. Someone who wishes to boost his self-confidence needs grasp many tactics or ways to help him in increasing self-confidence. According Fadhilah (2023), self-confidence plays a significant role in students' ability to speak English effectively. They suggested that certain strategies can be employed to help students build their self-assurance when communicating in English. These strategies not only improve students' speaking skills, but they also inspire them to overcome obstacles such as fear of making mistakes, anxiousness, and a lack of preparation.

Based Fadhilah (2023), It was said that there are numerous techniques to boost pupils' self-confidence when speaking English, as follows:

1) Speaking alone or self-talk

They stated that speaking alone or engaging in self-talk can help students improve their pronunciation. It was highlighted that the more students practice speaking on their own, the easier it becomes for them to identify and correct errors in pronunciation or grammar, which positively affects their self-confidence in speaking.

2) Not being afraid of making mistakes

They argued that making mistakes in speaking English is a common experience, even for native speakers. It was mentioned that mistakes serve as valuable learning experiences, enabling individuals to speak more fluently over time.

3) Making a list or outline

It was suggested that students can prepare a list or outline of the points they wish to convey, particularly in oral presentation activities. This approach, they noted, helps students communicate their ideas more easily and effectively.

4) Staying calm

They emphasized the importance of remaining calm and relaxed while speaking. It was explained that staying composed helps individuals overcome nervousness and boosts their confidence, making it easier to express their thoughts clearly.

In conclusion, practical strategies that can significantly improve students' confidence in speaking English. By practicing self-talk, embracing mistakes as learning opportunities, organizing ideas through outlines, and maintaining a calm demeanor, students can gradually enhance their speaking abilities. These approaches encourage active engagement in language learning and foster a positive attitude toward English communication, ultimately supporting students in becoming more confident and proficient speakers.

2.1.4 Descriptive of Speaking Test

a. Definition of Speaking Test

Speaking is one of the main language skills that show how well a person can express thoughts and ideas verbally. To know how good students are at speaking, teachers often use a speaking test. A speaking test is not just about talking, but it is a formal way to measure how well students can use spoken English in various situations.

According to Baktillah et al. (2024), the speaking test is one of the main tools that help determine a student's fluency in speaking. This means that through speaking tests, teachers can see whether students are able to speak clearly, smoothly, and naturally. A speaking test shows more than just the ability to say words, it reveals how students organize their ideas, use grammar, choose vocabulary, and interact during communication. Therefore, it becomes a key part in evaluating students' performance in the English language.

Putri (2023) also supports this by saying that the speaking test is used to find out how well students can actually speak. It gives a clear picture of their strengths and weaknesses in real communication. In many classrooms, students may know grammar and vocabulary well, but still struggle to speak fluently. The speaking test provides a chance to test those skills in action. It lets teachers see how students perform when they speak spontaneously, respond to questions, or describe something in English.

Moreover, speaking tests are scored based on clear criteria. Rumapea et al. (2020) explains that students' speaking performance is usually assessed using several speaking categories. These include fluency, pronunciation, grammatical accuracy, vocabulary usage, and comprehension or response. Each category reflects an important part of communication. For example, fluency shows how smoothly a student can speak without stopping too often. Pronunciation helps the listener understand the words clearly. Grammar and vocabulary show whether the student uses correct language and appropriate word choices. Meanwhile, the comprehension aspect shows how well a student can respond in a two-way conversation.

In most speaking tests, students are asked to do different tasks such as describing pictures, talking about personal experiences, giving opinions, or having a dialogue with a partner. These tasks are designed to check both their speaking ability and their confidence in using English.

To conclude, a speaking test is a formal and structured method to assess students' skill in using spoken English. It is more than just a test of saying words, it evaluates how fluently, accurately, and effectively students

communicate their ideas. The test results are based on several criteria, including fluency, pronunciation, grammar, vocabulary, and comprehension. This kind of test is important because it gives teachers real insight into students' actual speaking skills and helps them provide better support in learning. Through speaking tests, students can also learn to improve their weaknesses and become more confident speakers.

b. The Function of Speaking Test

The speaking test plays an important role in evaluating how well students use English in spoken form. It is not only used to test what students know, but also how well they can apply that knowledge in real communication. The function of speaking test as a practical tool to measure how students express their ideas, opinions and experiences verbally using the English language.

According to Putri (2023), the speaking test serves as a guide or reference to measure students' speaking skills. This means that the speaking test helps teachers understand how far students have progressed in learning to speak English. It acts as a structured way to check students' fluency, pronunciation, grammar usage, vocabulary control, and confidence while speaking. By having clear criteria and objectives, the speaking test provides measurable and fair results that show each student's current speaking level.

Furthermore, Rumapea (2020) emphasizes that the speaking test is used to obtain the participants' speaking ability in a research setting. This highlights that the function of a speaking test is not only limited to classroom evaluation, but it is also valuable for academic research. In research, speaking tests help collect accurate data about how well participants can communicate orally. This information is then analyzed to draw conclusions about speaking ability, learning outcomes, or even the effectiveness of a certain teaching method.

The speaking test also serves several other functions. For teachers, it provides a detailed picture of each student's speaking performance, which helps them plan better lessons, give specific feedback, and address

individual weaknesses. For students, the speaking test offers a chance to practice real-life communication and reflect on their speaking skills. It motivates them to improve in areas such as pronunciation or fluency, and encourages them to speak more confidently.

In conclusion, the speaking test functions as a reliable tool to measure students' speaking ability in English. It provides guidance for teachers to assess progress, helps researchers collect accurate data, and allows students to demonstrate and improve their communication skills.

c. Types of Speaking Test

Speaking is one of the most essential skills in learning English because it allows students to express their thoughts, ideas, and feelings using the language they have learned. To understand how well students can speak, teachers need to use speaking tests that match the students' level and support their growth in learning. Through various types of speaking tests, students are given opportunities to speak in different contexts, such as giving explanations, responding to questions, or participating in conversations. These tests are helpful for teachers to identify students' strengths and to recognize which areas still need to be improved.

According to Semiun et al. (2024), there are several types of speaking tests that teachers can apply in the classroom.

- 1) Oral presentation is a type of test where students are asked to prepare and deliver a short speech or talk about a specific topic. This type helps students organize their ideas clearly, speak in front of an audience, and become more confident when expressing opinions or explaining something.
- 2) Free interview is a speaking test that involves a casual conversation between the teacher and the student. There is no prepared list of questions, so students need to respond naturally. This kind of test shows how students manage to speak freely and react in real-time during a conversation.

- 3) Information transfer questions on a single picture require students to look at a picture and explain what they see. They may describe the actions, people, or objects in the picture. This test helps students use descriptive language and form logical sentences to tell a story or describe a scene.
- 4) Role play gives students a chance to act out a real-life situation, such as buying something in a store or making a hotel reservation. Students are given roles and must respond as if the situation is real. This type trains students to speak appropriately in social situations and to use practical expressions.
- 5) Imitative speaking is a simple test where students repeat what the teacher says. The focus is on pronunciation, intonation, and stress. Even though this type does not test how students communicate, it is useful for beginners to build correct pronunciation and sound patterns.
- 6) Responsive speaking involves short exchanges between the teacher and the student. The teacher asks a question or makes a comment, and the student responds briefly. For example, if the teacher says, "How's the weather?" the student might say, "It's sunny today." This type of test checks whether students can understand and reply quickly with short answers.
- 7) Interactive speaking asks students to have longer conversations, usually in pairs or small groups. They may discuss a topic, share opinions, or complete a task together. This type is useful to see how students take turns in speaking, listen to others, and maintain a smooth conversation.

In conclusion, these seven types of speaking tests provide various ways to check students' speaking skill in different situations. Oral presentations help with organizing and delivering ideas, while free interviews allow students to speak naturally. Describing a picture encourages students to build vocabulary and improve sentence structure. Role play gives them practical experience in real-life conversations. Imitative and responsive speaking focus on pronunciation and quick

responses, and interactive speaking helps them develop the ability to join longer discussions. Using a mix of these speaking tests helps teachers assess students more fairly and completely. It also makes learning more enjoyable and gives students more chances to practice their English in ways that are useful and meaningful for real communication.

2.1.5 Descriptive of Questionnaire

a. Definition of Questionnaire

In research, collecting accurate data is one of the most important steps to understand the problem being studied. One method that is often used, especially in quantitative research, is the questionnaire. This method helps researchers gather information directly from participants through written questions. Questionnaires are helpful because they are easy to distribute, can reach many respondents at once, and allow researchers to collect data in a structured way. They are also suitable for measuring specific variables such as students' speaking skill or confidence in English. The use of questionnaires helps researchers organize responses and prepare them for further analysis.

According to Dita et al. (2023), a questionnaire is a data collection tool in the form of a set of questions given to respondents either directly or indirectly. This means the questionnaire can be shared face-to-face or through written forms such as printed papers or online forms. The goal is to let the respondents give answers based on their personal experiences, opinions, or behaviors.

Roopa et al.(2012) explains that the questionnaire is one of the main tools for collecting primary quantitative data. It helps collect standardized data, meaning all respondents answer the same set of questions. This makes the results easier to compare and more consistent for analysis.

In conclusion, the questionnaire is a practical tool for collecting data through a set of structured questions given to respondents. It can be distributed either face-to-face or through indirect methods, allowing researchers to reach participants flexibly. This method helps ensure that the

information gathered comes directly from the data sources and reflects their own understanding, experiences, or opinions. Because of its clear format and ability to collect responses from many individuals efficiently, the questionnaire plays an important role in supporting reliable and focused research results.

b. The Function of Questionnaire

In a research, a questionnaire is used to get information directly from students. It helps the researcher collect answers in a simple and clear way. This tool is very useful when there are many students involved or when the time and budget are limited. The questionnaire is easy to make, easy to share, and students can fill it out at the same time. That is why it is often used in classroom research to find out what students feel, think, or experience.

According to Roopa et al. (2012), a questionnaire is a useful tool when resources are limited. A questionnaire can also save time because it allows the researcher to collect a lot of responses in a short period. This is very helpful for research that needs fast results or involves many participants, such as students in a classroom.

Creswell, as cited in Rumapea et al. (2020), explains that a questionnaire is a form that participants complete and return to the researcher. Through this method, the researcher can gather information about the participants' personal experiences, opinions, or feelings. Questionnaires are very useful in research related to self-confidence and speaking skill, because participants can express their thoughts in writing without feeling nervous or shy. It also helps the researcher to collect data in a way that is more objective and easy to analyze.

In conclusion, a questionnaire is an important tool in research because it is simple, cost-effective, and time-saving. It allows researchers to collect accurate information from many people at once and gives participants the chance to answer questions freely. Whether the topic is about confidence or

English speaking skill, a questionnaire can support the research by providing meaningful and useful data.

c. The Types of Questionnaire

In research, especially in the education field, questionnaires are often used to collect data from students. To make sure the data collected is useful and matches the purpose of the research, the researcher must choose the right type of questionnaire. Each type has its own strength and is designed to fit different situations.

According to Roopa et al. (2012), there are four types of questionnaire formats that can be used, depending on the goal of the research.

1) Contingency Questions

This type is used when a question depends on the answer to a previous one. For example, if a student answers "yes" to a question like "Have you ever spoken in front of the class?" then the next question could ask about their experience. If the answer is "no," the follow-up question is skipped. This format helps avoid unnecessary questions and makes the questionnaire more efficient.

2) Matrix Question

These questions use the same answer choices for multiple questions. All questions are lined up in a table format, where the same options (like "always," "sometimes," "never") appear across the top. This format saves space and is useful for collecting responses on similar items, such as students' feelings about different speaking tasks.

3) Closed-ended Questions

In this format, the answer options are already provided. Students only need to choose one that fits their opinion, like "agree," "disagree," or "neutral." This type of question is very easy to analyze because the answers are fixed and easy to count. It is suitable when the researcher wants clear and consistent responses.

4) Open-ended Questions

These questions do not offer any answer choices. Students write their responses freely in their own words. This type allows students to explain their feelings or experiences in more detail, for example, how they feel when speaking English in class. Although the answers are harder to analyze, they often give more meaningful information.

Besides those, Taherdoost (2022) also explains two general types of questionnaire designs.

1) Structured Questionnaire

This type uses a clear and planned format with pre-set questions and answers. It is often used in large research settings because it is easy to distribute, easy to answer, and the data is easier to manage. This format works well when the researcher wants consistency from many participants.

2) Unstructured Questionnaire

This type allows for more open and flexible responses. The questions are usually open-ended, and the answers can vary a lot. It is usually used in interviews or focus group discussions where students can express their opinions freely. Although harder to organize, this type gives deeper understanding of the participants' views.

In conclusion, each type of questionnaire has its own function and advantage depending on the needs of the research. By understanding these types, researchers can select the right format to collect accurate and meaningful data, which will lead to better understanding and stronger research results.

d. Measurement of Questionnaire

In research, especially when using questionnaires to collect data, it is important to make sure that the instrument is accurate and consistent. A questionnaire that is not measured properly may produce data that is confusing or unreliable. That is why before the questionnaire is given to

participants, it must go through several steps of testing to make sure it truly measures what the researcher wants and that the answers it collects are stable over time. In addition to that, a clear scoring system is needed so the responses can be analyzed easily.

According to Vol et al. (2021), there are steps to measure the questionnaire, namely:

1. Validity Test

Ghozali in Vol et al. (2021) explains that a validity test is used to check whether the questions in a questionnaire truly reflect the concept that is being measured. If the questions successfully represent the variable in question, then the questionnaire is valid. To test this, the correlation between each question and the total score is calculated. If the result of the calculation (r count) is equal to or greater than the value in the r table at the 0.05 significance level, then the question is considered valid and can be used in the research.

2. Reliability Test

Ghozali in Vol et al. (2021) also states that reliability is used to see how consistent the answers are when the questionnaire is used at different times. A reliable questionnaire gives similar results even when answered by the same person in different situations. The level of reliability is shown by a number called Cronbach's Alpha. If the alpha is more than 0.70, it means the questionnaire is reliable. A higher alpha, such as above 0.80, shows that the questions are very consistent. If the alpha is below 0.50, the reliability is low and it might mean that some questions are not suitable.

3. Measurement Scale

According to Supranto in Nadila et al. (2020), a four-point scale can be used to score the answers in a questionnaire. This scale is helpful for turning opinions into numbers so the data can be processed and analyzed. The scoring is as follows: "strongly agree" is given a score of 4, "agree" is scored 3, "disagree" is scored 2, and "strongly disagree" is scored 1. This system is simple and widely used,

especially when measuring attitudes, feelings, or opinions related to the topic of the research.

In conclusion, measuring a questionnaire is a key part of ensuring that the data collected is both meaningful and trustworthy. Validity testing checks if the questions are truly appropriate for the topic, while reliability testing ensures that the results are stable and consistent. Then, the measurement scale helps convert the responses into numbers that are easy to analyze. By following these steps, researchers can be confident that their questionnaire is a strong and effective tool for gathering data.

2.1.6 Speaking Skill Rubric

a. Definition of Speaking Skill Rubric

A rubric is defined as a set of criteria, rules, or guidelines used to evaluate one's work or the accomplishment of a task, Berger in Ulker (2017). Rubrics, like any other assessment tool, are useful for certain reasons but may be unsuitable in others. According to Brookhart in Ulker (2017), the primary purpose of assessment rubrics is to evaluate performance. In this context, performance assessment may involve observing the process of completing a task, such as oral communication or presentation, or analyzing the product of students' work, such as an essay, term paper, or project.

Rubric is important in second language learning because it helps teachers to make decision with regard to learner's progress in all skills (Leong et al. (2017). At the same time, in the context of second language speaking skills, assessment is more important because it helps teachers to know about the level of ability of the learner and to plan future teaching activities according to their capability.

A speaking rubric needs to combine several factors to provide a meaningful assessment. As Brown (2022) note, a "speaking rubric must include: pronunciation, grammar, vocabulary, fluency, comprehension, and task completion." As note, "An accent, grammar, vocabulary, fluency, and comprehension are components of a given presentation rubric, which serves

to provide a comprehensive picture of linguistic accuracy, communicative effectiveness, and the completion of tasks”.

According to the opinions above, it can be concluded that a speaking rubric is an essential tool in language learning, which provides some laid out criteria that can help students evaluate their speaking. It is structured (this is because it incorporates not only formal grammar, but also some simple features, such as pronunciation, expression accuracy, and fluency) and provides an objective and balanced assessment to enable teachers to plan their lessons for specific learning outcomes. Thus, rubrics play an important role in improving students’ speaking skills as well as improving on overall language proficiency.

b. Function of Speaking Skill Rubric

A rubric is a structured, objective and effective type of assessment. Rubrics serve as a fundamental component of both formative (for learning) and summative (of learning) assessments. Formative assessments help teachers monitor students’ progress throughout a learning experience and provide timely feedback to improve learning. Summative assessments assess students’ final achievement at the end of an instructional period.

The primary function of rubrics is to help students on their learning journey by helping them to understand what standard of performance they should expect to attain and providing insight into where they are in their learning process. Rubrics help students by encouraging self-reflection and self-assessment by setting out specific criteria and standards that students need to work on to enhance their learning process.

According to Ulker (2017), Rubrics is enabling alignment of learning outcomes with assessment criteria. Speaking assessments As discussed above, the function of a speaking rubric in speaking assessment is to measure students' speech ability to effectively communicate information, considering aspects of fluency, pronunciation, grammar, vocabulary and content organization. In short, the use of a speech rubric helps students to

clarify what constituted adequate oral communication practices, and thereby opens a path for continuous improvement in speaking skill.

c. Rubric of Speaking Skill

According to Harris as cited in Apriliyaet al. (2024), The speaking ability of students will be assessed oral test as follows:

Table 2.1 Speaking Rubric

No	Criterion		Value
1	Fluency	Fluent and easy speech.	5
		Language issues have a small effect on speech speed.	4
		Speech is fluent and effortless.	3
		Hesitant; frequently forced into quiet due to language challenges.	2
		Speech is halting and sporadic, making conversation practically difficult.	1
2	Pronunciation	Good English accent.	5
		Comprehensible all the time, though there is a clear accent.	4
		Comprehension of pronunciation requires careful listening and can at times lead to misunderstanding.	3
		Difficult to understand because of pronunciation.	2
		Repeatedly asked to repeat; harsh pronunciation makes it uncommunicable.	1
3.	Grammar	Have good grammar and there is no grammatical errors	5
		Make few noticeable errors of grammar or word order	4
		Occasionally makes grammatical or word order errors which do not, however, obscure meaning	3
		Makes frequent errors of grammar and word order which occasionally obscure meaning	2
		Errors in grammar and word order so severe as to make speech virtually unintelligible	1
4	Vocabulary	Makes use of highly suitable words according to the theme	5
		Uses suitable vocabulary according to the theme	4
		Uses suitable vocabulary; conversation somewhat limited due to lexical inadequacies.	3
		Makes comprehension fairly difficult due to a limited vocabulary	2
		So extreme are their limitations of vocabulary that conversation is almost impossible	1
5	Comprehension	Understand quite well	5
		Understand nearly all of it at normal speed, though some repetition will be needed occasionally	4
		Understand most of what is said at normal speed; repetitions necessary	3
		Does not understand what is said at a slow pace	2

		with repeats	
		Cannot be said to understand even simple English conversation	1

$$\text{Score} = \frac{\text{the result of the score} \times 100}{\text{Maximum score}}$$

Note:

Maximum score = 25

2.2 Conceptual Framework

The conceptual framework of this research, proposed in this paper, describes the relationship among the variable being examined, that is to say, English speaking skills and self-confidence, noting the theoretical basis of how the two variables interact and what forms the theoretical basis of the hypotheses to be tested. This conceptual framework will serve as a research rubric that will help to identify the issues to be explored in the research and will provide a conceptual way forward for understanding the interactions between the variables to be investigated.

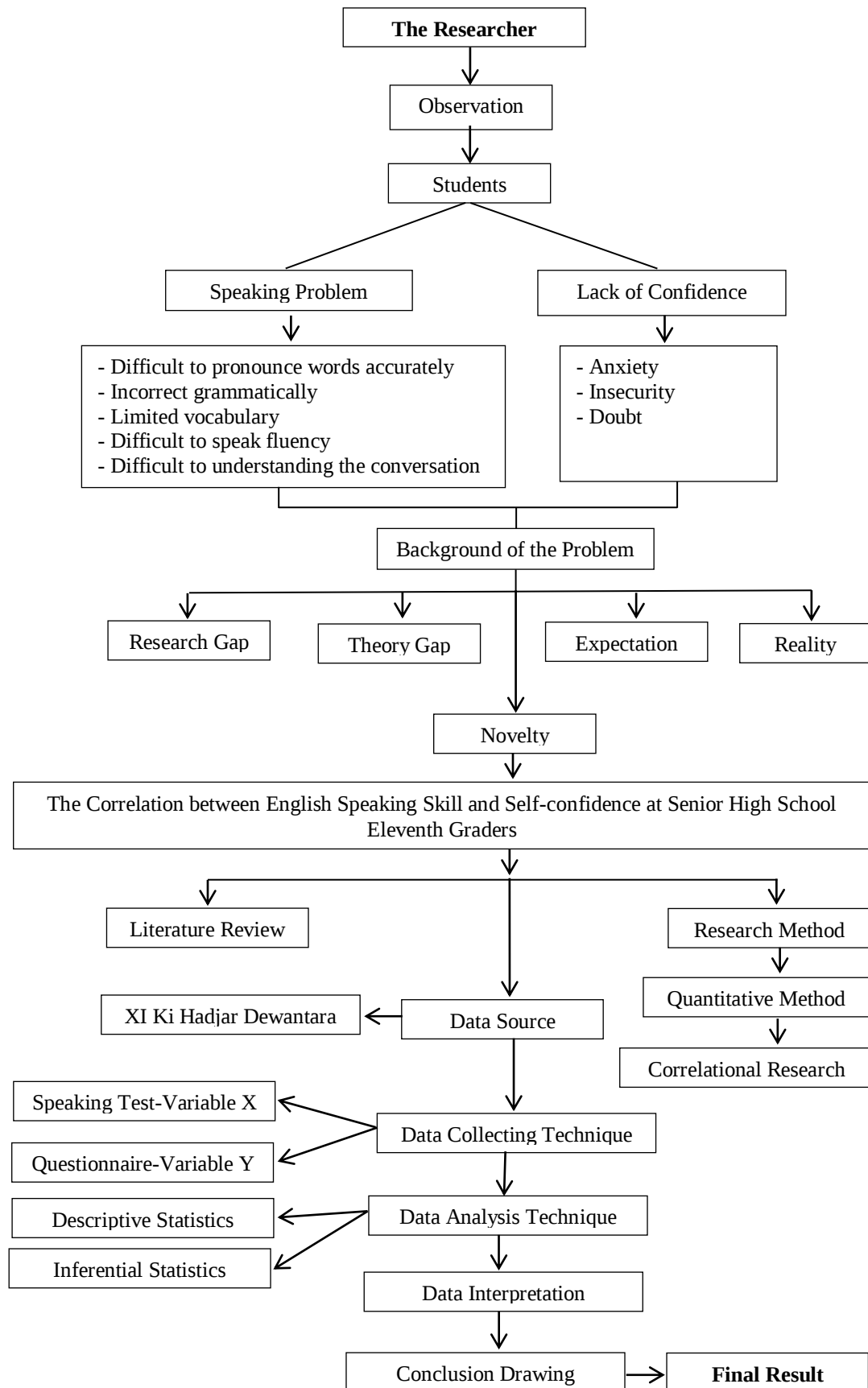


Figure 1 conceptual framework

2.3 Hypothesis

The researcher formulates the hypotheses in this research as follows:

H1: There is significant correlation between English speaking skill and self-confidence at Senior High School Eleventh Graders.

H0: There is no significant correlation between English speaking skill and self-confidence at Senior High School Eleventh Graders.