

CHAPTER 1

INTRODUCTION

This chapter provides an overview of the research. It emphasizes several initial details regarding the current study of the correlation between students' self-awareness and public speaking skills. It includes the background, research questions, purposes, significance, theoretical framework, hypotheses, and previous studies.

A. Background of the Study

Self-awareness is a part of emotional intelligence that plays an essential role in student public speaking learning. Self-awareness is related to managing emotions, having self-confidence, and knowing one's strengths and weaknesses, which can trigger students to do well in public speaking. Students with a high level of self-awareness can take risks and set higher objectives, which fosters confidence.

Self-awareness is essential in language learning, including public speaking. Self-awareness plays a role in helping students manage their emotions so they can gain knowledge and obtain optimal abilities. Pitriani (2021) confirms that emotional intelligence enables students to organize and change negative emotions to acquire knowledge. In addition, self-awareness plays a role in increasing students' motivation to learn languages. Imaniah (2018) states that students must improve their self-awareness to motivate themselves. This idea shows that self-awareness has the potential to have a relationship with public speaking skills. Therefore, research on this topic needs to be conducted.

Some experts agree that speaking is a challenging skills. Esmaeeli, Sabet, and Shahabi (2018) claim that oral language performance is challenging in countries with English as a foreign language. Because of that, many students have difficulty speaking. Students feel less confident, nervous, and afraid of being wrong. Pitriani (2021) says that the students' shyness and fear of being embarrassed by their friends if they make

mistakes while speaking English in front of the class is one of the difficulties they encounter when speaking. Related to this theory, Gufriyansyah and Khairani (2020) also mention that students' concerns about speaking in front of an audience stem from their fears of appearing foolish and drawing ridicule. One strategy used to overcome this is to increase student self-awareness.

Several researchers have researched the correlation between self-awareness and speaking. Esmaeeli et al. (2018) investigated the correlation between emotional intelligence and speaking skills. This research was conducted in the Iranian context. The research object was 96 (48 males and 48 females) Persian speakers learning English as a foreign language at an advanced level who were chosen randomly from eight institutes in Tehran, Iran. The emotional intelligence they studied contained 15 subscales, one of which was self-awareness. Self-report assessments to gauge emotional intelligence levels and interviews to gauge speaking abilities were used to collect data. Analyzing the research data using Pearson product moments showed a correlation between emotional intelligence and speaking skills.

Another study on this topic was conducted by Manalulallaili, Hasanah, Herizal, and Silvita (2018). They examined the correlation between emotional intelligence and speaking achievement in the Indonesian context. The research object was eight grade students at SMP N 46 Palembang, South Sumatra, Indonesia. Four domains were examined in this study: self-awareness, self-management, social awareness, and relationship management. The instruments used were a questionnaire and a document analysis. For data analysis, this research used the Pearson product-moment. This study's results stated that four domains of emotional intelligence influence students' speaking achievement. The previous studies are closely related to the current study. These previous studies have correlated emotional intelligence with speaking skills. The current study will also correlate self-awareness, one of the domains of emotional intelligence, with speaking skills.

As some researchers argue that there is an effect of self-awareness on speaking, these two variables need to be correlated. According to Pitriani (2021), students' ability to speak English depends on their brains and emotions because emotions can affect what they intend to say and do. In addition, it can inspire individuals to succeed in public speaking. If students can effectively manage their emotions, they can use their intelligence to communicate effectively in English. Therefore, the correlation between students' self-awareness and speaking skills must be investigated.

Although previous studies have looked at the correlation between emotional intelligence and students' speaking abilities, the researcher in this study focus on self-awareness and public speaking at UIN Bandung. This study, titled "The Correlation between Students' Self-Awareness and Their Public Speaking skills at the Bandung State Islamic University."

B. Research Questions

This study examines the correlation between students' self-awareness and public speaking skills. Thus, this study formulates three main research questions regarding self-awareness as an influential factor in enhancing students' public speaking abilities. These three research questions are organized as follows:

1. What is the students' level of self-awareness?
2. What is the students' public speaking skills?
3. What is the correlation between students' self-awareness and their public speaking skills?

The first research question necessitates a questionnaire to collect data. This questionnaire is used to assess students' levels of self-awareness. Then, the second research question collects data via document analysis. This document analysis is used to assess students' public speaking skills. In addition, to answer the third research question, Pearson's correlation coefficient is utilized to determine the correlation between students' self-awareness and their public speaking skills. It is

supported by Hauke and Kossowski (2011) that Pearson's correlation coefficient quantifies the linear relationship between two variables.

Students' public speaking abilities can be influenced by their self-awareness. According to Dewi and Ervayuni (2018), students can improve their speaking skills by being more self-aware. Imaniah (2018) also argues that students should increase their self-awareness to motivate themselves while presenting to an audience. Therefore, by increasing their self-awareness, students are expected to be able to improve their public speaking skills.

C. Research Purposes

The first purpose of this study is to find out the level of self-awareness of students in public-speaking English education classes at UIN Bandung. This study aims to determine whether the students have a high or low level of self-awareness. The researcher used questionnaires adapted from Sutton (2016) to obtain data about student self-awareness, which contained 30 statements on a scale of 1 to 5.

The second purpose of this study is to find out what students' public speaking abilities are. Their level of self-awareness can influence their public speaking skills. To obtain data about students' public speaking skills, the researcher used document analysis regarding their public speaking scores in the public speaking class at the English Education Department in the second semester of the 2021-2022 academic year. Their level of self-awareness can influence their public speaking skills.

The third purpose of the study is to find out how students' level of self-awareness can affect their public speaking abilities. Therefore, this study attempts to find out whether there is a correlation between the two variables or not. If there is a correlation, then in the future, this self-awareness can be implemented when learning public speaking to improve their public speaking skills.

D. Significance of the Study

Self-awareness plays an essential role in the learning of public speaking. Theoretically, this study provides information on the importance of self-awareness in English teaching and learning, particularly in public speaking abilities. This study can also be used to find out more about self-awareness and how to speak in public.

Practically, this research is expected to help students improve their public speaking abilities through increased self-awareness. Also, it helps reveal the problems faced by students in public speaking so that they realize what to do in the future. In addition, this research should help teachers learn more about how critical students' self-awareness is to learning, especially in public speaking. Furthermore, researchers in the future should be able to use this study to find out how self-aware students are of their public speaking skills by using valid data that builds on the subject.

E. Theoretical Framework

As explained in the previous section, this study investigates the correlation between students' self-awareness and their public speaking skills. Therefore, this study has two variables, consisting of the dependent variable and the independent variable. The dependent variable is students' public speaking skills, while the independent variable is students' self-awareness.

Self-awareness is related to emotions. Susanti (2018) perceives that self-awareness is an affective aspect of an individual that enables them to comprehend their own emotions and those of others. She adds that self-awareness helps people see their strengths and weaknesses, boosting their confidence. Therefore, self-awareness helps people understand their emotions, foster self-control, and boost confidence.

In learning public speaking, self-awareness is one of the influential factors. This self-awareness can make students succeed or fail in public speaking. According to Dewi and Ervayuni (2018), students can improve their speaking skills by being more

self-aware. In addition, Imaniah (2018) argues that students should increase their self-awareness to motivate themselves while presenting to an audience. These statements show that self-awareness is essential in learning speaking.

Public speaking skills are defined by Handayani and Prasetyo (2022) as the ability to express something on a medium-to-large scale. They also say that people often think public speaking is hard and scary, especially among students. Moreover, Paradewari (2017) says numerous students feared speaking English in front of their classmates. She adds that most of them were apprehensive about speaking English in front of their classmates; consequently, they had a negative perception of their minds. Overall, the research scheme can be seen as follows.

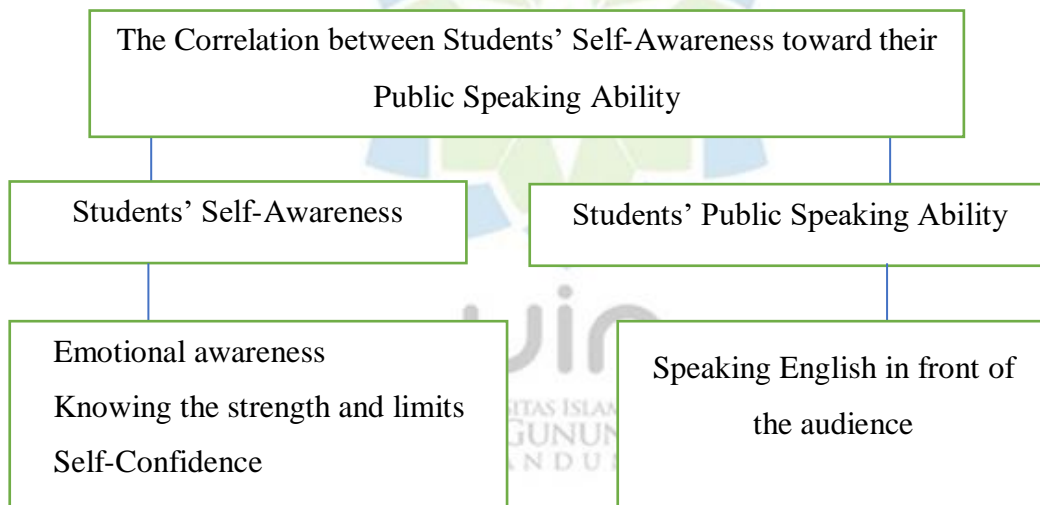


Figure 1.1
Research Scheme

F. Hypothesis of the Study

The hypothesis is an essential part of the research. Binoy (2019) defines a hypothesis as an outlook for an investigation's outcome. Moreover, Anupama (2018) mentions that a hypothesis is a researcher's expectation or prediction regarding the

relationship between the variables under study. She adds that the hypothesis attempts to comprehend statistically significant relationships that are not the result of random chance but rather statistical reasons.

Based on the theoretical framework described in the previous section, the researcher proposes a hypothesis to address existing problems regarding the correlation between students' self-awareness and public speaking skills. The hypothesis proposed is as follows:

H0: There is no significant correlation between students' self-awareness and their public speaking skills.

Ha: There is a significant correlation between students' self-awareness and their public speaking skills.

From the hypothesis above, the present study assumes that there is a correlation between students' self-awareness and their public speaking abilities. This study is inclined to support Ha's statement above. Therefore, it is my study's assumption to prove a significant correlation between students' self-awareness and their speaking skills.

G. Previous Studies

There are several previous studies related to this research. The first related study, Esmaeeli et al. (2018), investigated the relationship between emotional intelligence and speaking abilities in Iranian advanced EFL learners. The subscales of emotional intelligence studied are problem-solving, happiness, stress tolerance, independence, emotional self-awareness, reality testing, interpersonal relationships, self-actualization, optimism, self-reliance, impulse control, empathy, assertiveness, social responsibility, and flexibility. Participants in this study were 96 (48 males and 48 females) Persian speakers learning English as a foreign language at an advanced level, who were chosen randomly from eight institutes in Tehran, Iran. The study's

results on the function of EQ in speaking skills may be effectively implemented in the educational system through social and emotional learning programs to increase students' oral performance in language classrooms. English teachers' responsibility is to maximize pupils' potential to assist in language acquisition.

This previous research has several differences from the current research. It examined emotional intelligence in general, while the current research only examined one part of emotional intelligence: self-awareness. In addition, the speaking studied in the previous study also referred to speaking in general, while the current research focuses on public speaking. Furthermore, the previous study included Iranian EFL learners as participants, whereas the current study included university students from Indonesia.

The second related study, Manalulallili et al. (2018), investigated students' emotional intelligence, speaking accomplishments, and the substantial relationship between these two skills. The domains of emotional intelligence studied were self-awareness, self-management, social awareness, and relationship management. All eighth-grade students at SMP N 46 Palembang were included in the population. There were 294 students divided into eight classes. The result showed a significant correlation between students' emotional intelligence and speaking achievement; they had a 31.1% effect on their speaking achievement.

However, this previous research is different from the current research. The dependent variable from previous research had four domains: self-awareness, self-management, social awareness, and relationship management. Meanwhile, the current research only examines one domain, namely self-awareness. In addition, the participants from the previous study were junior high school students, while the current research chose university students as participants.

The third related study, Ebrahimi et al. (2018), investigated the effect of emotional intelligence enhancement on the development of speaking skills among EFL learners in Iran. The method used is quasi-experimental. The participants were all Iranian EFL

students aged 18 to 23. The instruments used to measure emotional intelligence are questionnaires and interviews. Meanwhile, to measure speaking skills, IELTS scores are used. A t-test on independent samples revealed a significant difference in speaking skills gain scores between the experimental and control groups.

This previous research is different from the current research. It examined emotional intelligence in general, while the current study examined self-awareness only. The methods used are also different. The previous research used a quasi-experimental study as its method, while the current research uses correlation. The instruments used are also different. The previous research used the IELTS scores to measure speaking skills, while the current research used a test.

The fourth related study, Pitriani (2021), investigated the correlation between students' emotional intelligence and speaking skills. Participants in this study were 347 students in the 10th grade at SMAN 01 Kotabumi. This was a quantitative study with correlational methods. The data was collected using a questionnaire and a test. The study's results showed that in SMAN 01 Kotabumi, students' emotional intelligence was related to their speaking skills. This previous study is different from the current study. The previous study examined emotional intelligence in general, while the current study examines self-awareness only. Then, participants from the previous study were 10th-grade senior high school students, while participants from the current study are university students.

In conclusion, the previous studies have similarities and differences with the current study. The previous and current studies both researched the influence of emotional intelligence on the speaking abilities of EFL students. However, previous studies are different from the current study. Previous studies focused on emotional intelligence in general, while the current study focuses on just one part, namely self-awareness. Then, in previous studies, the skills were speaking in general, while in the current study, the focus is on more specific skills, namely public speaking. In addition,

the research location is also different. Previous studies took place in Iran, Palembang, and Kotabumi, while the current study is in Bandung.

