The Correlation between Students' Self-Confidence and Speaking Ability

Lutfi Nur Azizah[1]

 Universitas Muhammadiyah Jember
lutfinurazizah385@gmail.com

Abstract

The title of this research is "THE CORRELATION BETWEEN STUDENT'S SELF-CONFIDENCE AND SPEAKING ABILITY". The objective of the research is to find out whether there is significant correlation or not between student's self-confidence and speaking ability of sixth and eighth semester student of 2022-2023 academic year English Language Education Program Faculty of Teacher Training and Education Universitas Muhammadiyah Jember. The researcher use correlational research, quantitative nonexperimental research. The sample of this study is 33 students from sixth and eighth grade semester English Language Education Program Faculty of Teacher Training and Education Universitas Muhammadiyah Jember, which consists of 16 students from 6th semester and 17 students from 8th semester. The collecting data technique used a speaking test and a questionnaire. The results of this study show that there is a significant relationship between self-confidence and speaking ability.

Keywords: Correlation, Self-confidence, Speaking Ability

1.   INTRODUCTION

Speaking is the important part of curriculum in language learning and important object of assessment as well (Luoma, 2004). In Indonesia, speaking is taught at various levels of education. Teaching speaking is nothing new, especially in foreign language classes at the English department at university. Therefore, every student is allowed to master it. Speaking is most important aspect of learning a second language because to be success in speaking, is measured of the ability to conversation in the language (Nunan, 1991).

Speaking is so much a part of daily life, people produce tens of thousands of words a day even more than that, so natural and integral in speaking is to achieve this ability in a foreign language (Thornbury, 2005). Furthermore, speaking is communication interaction between two people or more talk each other that they think interesting related to the situation (Luoma, Assessing speaking, 2004). They talk the interesting topic and they do these together relevant in the situation. Otherwise, people who know a language are called speakers.

Speaking will not always run successfully in process of learning. In fact, in English class, speaking English is rarely used because students have problems in speaking. According (Ur, 1996) there are some problems of speaking in class; First, is shyness and inhibition: Students are slow in saying something because they are afraid of making mistakes, afraid of being criticized, shy what they say to attract attention. Second, students complain that they cannot think of anything to say. Third, interested students will tend to talk and while others speak very little or not at all. Fourth, use L1: Using L1 can be very helpful in solving vocabulary problems, but if students spend most of the time they speak their own language, they have very little opportunity to improve their ability in speaking English.

Speaking has another important aspect, that is about what the people thinking and feeling. This includes: our inner voice, our level of self-confidence, our attitude, value, perceptions and prejudices (Rowson, 2005). Rawson mention aspect of speaking include self-confidence that means self-confidence as a psychological aspect in communication. According to (Schwarz, 2015) in (Nijat, 2019) psychological factors that inhibit students from speaking such as anxiety, shyness, self-confidence, lack of mistakes, and lack of motivation. Most of the crisis in education system is due to the low self-confidence and some of students have lack of adequate participation, unsatisfactory progress after spending too much time in class (Akbari, 2020).

According to (Norman & Hyland, 2003) stated confidence is a learning factor that can affect students' attention and progression. (Hasan, Hanafi, & Sadapotto, 2020), Self-confidence has an influence in student learning process. It is related to the student motivation. There are several aspects that support success in the learning process such as attitude, motivation, diligence and self-confidence. Self-confidence is a feeling and belief in one ability to achieve success by standing on their own and developing positive judgment for own selves and their environment, in order a person can perform with confidence and able to handle everything calmly (Angelis, 1997). Self-confidence plays an important role in one's success, high self-confidence can increase strong willingness or desire to achieve something. According to (Burton & Platts, 2012) a person's level of self-

confidence is different according to the time, place and experience that people have faced. Burton also added, a person's self-confidence grows based on the experiences they have faced. Therefore, self-confidence has a big influence in the learning process.

The focus of this research is based on the explanation above, when speaking ability and self-confidence are linked, how does it change the speaking ability of the sixth & eighth semester English Language Education Program Faculty of Teacher Training and Education Universitas Muhammadiyah Jember who have acquired adequate of knowledge and practices? Is the speaking ability of sixth and eighth semester students also significantly correlated with self-confidence? Those are the important point to be discussed in this study.

2. METHOD

The method of this research use correlational research. Correlational research is quantitative nonexperimental research that studies direction and strength relationship between two variables (Donald Ary, 2009). The correlation between student's self-confidence and speaking ability of the sixth and eighth semester student. There are two variables in this research, variable independent and dependent. According to (Donald Ary, 2009) Independent variables is hypothesized to influence the dependent variable. In this research self-confident as a variable independent. Dependent variable is outcome of interest. In this research Speaking skill as a variable dependent. The sample of this study is 33 students from sixth and eighth grade semester English Language Education Program Faculty of Teacher Training and Education Universitas Muhammadiyah Jember. The reason the researcher chose semesters six and eight was because they had already passed 4 speaking courses (guided speaking, responsive speaking, productive speaking, argumentative speaking). They have a lot of experience in learning. Someone has knowledge seen from their experience when learning, they can repeat the material that has been studied (Notoatmojo, 2003). The researcher chosed two techniques for collecting data. The first is speaking test and second is questionnaire. The questionnaire will be given after speaking test. Speaking test, the researcher gives instructions of speaking and then the students recorded their speaking English. speaking will be assessed from the student's audio recording, to measure how students' pronunciation, grammar, vocabulary and fluency. The questionnaire contains 7 questions that students can choose to measure their level of self-confidence. To determine the relationship between speaking ability and self-confidence, researcher will use the Pearson product moment correlation in SPSS application. That correlation technique is an analytical technique to evaluate hypotheses about the correlation between the two variables was examined statistically.

3. RESULTS AND DISCUSSION

The resulting data obtained after conducting the test and filling out the questionnaire, the researchers tested the data using the Kolmogorov-Smirnov SPSS Application normality test.

Table

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Confidence	.165	33	.023	.956	33	.199
Speaking	.167	33	.020	.932	33	.039
a. Lilliefors Significance Correction						

The table above shows that the two variables were found to be not normally distributed (Kolmogorov-Smirnov <0.05). The table shows self-confidence with a significant level of 0.029 and speaking ability with a significant level of 0.020. When the data is not normally distributed, it is necessary to conduct a non-parametric test, Spearman Rho correlation.

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Confidence	33	57,00	93,00	77,8485	9,62458	92,633
Speaking	33	60,00	95,00	81,9697	8,56404	73,343
Valid N (listwise)	33					

Mean self-confidence is 77.84 and speaking ability is 81.96, Standard Deviation of self-confidence is 9.62 and speaking ability is 8.56.

Correlations Test			Confidence	Speaking
Spearman's rho	Confidence	Correlation Coefficient	1,000	,464[**]
		Sig. (2-tailed)	.	,007
		N	33	33
	Speaking	Correlation Coefficient	,464[**]	1,000
		Sig. (2-tailed)	,007	.
		N	33	33

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the Spearman's Rho correlation, it is seen that the correlation coefficient is 0.464 in the significant value of 0.007 (2 tailed). It is less than 0.05. This means that there is a positive correlation between students' self-confidence and speaking ability.

Self-confidence

The result shows that students have a self-confidence score of 77.81 which means that students' self-confidence is not too high and not too low. There are some students take four score (strongly agree) on some questions, but they also take score 2 (disagree) on some questions. Students who had high questionnaire scores were students who were quick to fill in the questionnaire, whereas students who were shy and doubtful took longer time to fill out the questionnaire (Roysmanto, 2018). The confidence helps students to respond the questionnaire and it also relevant to their confidence

in speaking activities. Students who are more confident are easier to achieve targets in their activities as well as in everyday life. This is the important of psychological aspect in speaking (Nikmah, 2023).

Speaking Ability

Speaking ability consists of 4 aspects of speaking, pronunciation, grammar, vocabulary and fluency. Of these 4 aspects, the highest score is the pronunciation score with a score of 700. This means that students in the 6th and 8th semester have good pronunciation. That's because they practiced a lot in class and outside the class how to pronounce properly and correctly.

The student vocabulary is very good because students have a lot of vocabulary when speaking. Based on the answers they gave in their speaking, most of them got new vocabulary from watching movie and listening to song. then they apply it to their speaking. The students' grammar and fluency aspects have the same total score of 660. Students' grammar was still lack because students rarely used paid attention grammar when speaking. Student fluency was also lacking because students still often used the word "*what is that*: or "*a*" and students were also silence in speaking.

The Correlation Self-confidence and Speaking Ability

Based on the correlation results in the previous chapter, it shows that the two variables were found to be not normally distributed (Kolmogorov-Smirnov <0.05. When the data is not normally distributed, it is necessary to conduct a non-parametric test, Spearman Rho correlation. Spearman Rho correlation is 0,464 with significance value of 0.007 (2-tailed) <0.05. It can be assumed that there is a significance correlation, especially positive correlation between student' self-confidence and speaking ability.

Self-confidence is the psychological factors that can influence students' speaking ability (Nijat, 2019). The influence of high self-confidence has an impact on the good speaking of students. Having high self-confidence allows students to try to achieve their abilities, especially in terms of speaking. Students who have low speaking scores also have low self-confidence, that is because self-confidence is the key to success in the speaking English and the student who don't have self-confidence, they will be dare to speak English (Hasan, 2020). While students who have high speaking scores also have high self-confidence score. The results of this study provide evidence of a close relationship between speaking and self-confidence.

4. CONCLUSION

Based on the result and discussion about 6th and 8th semester students' speaking ability and self-confidence, it is found the correlation between self-confidence and speaking ability. The researcher got the results of the value data of spearman Rho correlation is 0.464 with significance value of 0.007 (2-tailed) <0.05. It proves the higher self-confidence the students have, the better speaking score they got. So, it can be concluded that there is a significance correlation, positive correlation, between 6th and 8th semesters student' self-confidence (X) and speaking ability (Y) of Education English Language Education Program Faculty of Teacher Training Universitas Muhammadiyah Jember. The results of this study provide several suggestions:

1. To the next researchers, they can add more correspondence in the research, examine more aspects of speaking and produce normal data.
2. For students to further improve grammar in speaking.
3. It is hoped that the teachers in the class can foster students' self-confidence, not only speaking

REFERENCES

Akbari, O. (2020). Students' Self-Confidence and Its Impacts on Their Learning Process. *5*.

Angelis, B. D. (1997). *Percaya Diri Sumber sukses dan kemandirian.* Gramedia.

Burton, K., & Platts, B. (2012). *Building Confidence for Dummies.* Englad: John Wiley & Sons, Ltd, Chichester, West Sussex, England.

Donald Ary, L. C. (2009). *Introduction to Research and Education.* Cengage Learning.

Hasan, Hanafi, M., & Sadapotto, A. (2020, july). Correlation between EFL Learners Self-Confidence and Speaking. *2*, 48-56. doi:https://doi.org/10.33487/majesty.v2i2.589

Luoma, S. (2004). *Assessing speaking.*

Luoma, S. (2004). *Assessing Speaking.* (L. F. J.Charles Alderson, Penyunt.) Cambridge Unoversity, New York: 2004.

Nijat, N. (2019). Psychological Factors that Affect English Speaking Performance. *American International Journal of Education and Linguistics Research*.

Nikmah, R. (2023, Juni). Psychological Aspects of The Main Character in The "FEEL THE BEAT". *English Journal of Education and Literature*. Diambil kembali dari https://jsr.unha.ac.id/index.php/ENJEL

Norman, M., & Hyland, T. (2003). The Role of Confident in Lifelong Learning. Diambil kembali dari https://www.researchgate.net/publication/233661460

Notoatmojo, P. D. (2003). *Prinsip-Prinsip Dasar Ilmu Kesehatan Masyarakat.* jakarta: Rineka Cipta.

Nunan, D. (1991). *Language Teaching Methodology.*

Rowson, P. (2005). *Communicating with more confidence.* Hampshire England: Rowark limited .

Roysmanto. (2018, January). A CORRELATION BETWEEN SELF-CONFIDENCE AND THE. *Research and Innovation in Language Learning Vol. 1(1) January 2018 pp.1-8*. Diambil kembali dari http://jurnal.unswagati.ac.id/index.php/RILL

Thornbury, S. (2005). *how to teach speaking.*

Ur, P. (1996). *A Course in English Language Teaching .*