

THE CORRELATION BETWEEN SELF CONFIDENCE AND ENGLISH SPEAKING SKILL OF THE EIGHTH-GRADE STUDENTS OF SMPN 1 BLAHBATUH

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ABSTRACT

The present study dealt at finding out the correlation between self-confidence and English speaking skill of the eighth grade students of SMPN 1 Blahbatuh in academic year 2021/2022, the variables of this study were students' self-confidence and English speaking skill. Which were self-confidence as variable X and English speaking skill as variable Y. Population were the eighth grade students of SMPN 1 Blahbatuh in academic year 2021/2022. There are students that were selected as the sample of the study which chosen in one class. The researcher takes sample 10% of population which taken 40 samples. The data collected in this research was analyzed by using Pearson Product Moment Correlation in SPSS Statistics 25. According to the results of the data statistical calculation, it was found .321. It shows that there is significant correlation between self-confidence and English speaking skill of the eighth grade students of SMPN 1 Blahbatuh in academic year 2021/2022. Based on the result, it was shown that .321 was in interval low correlation between self-confidence and English speaking skill.

Key words: correlation, self-confidence, English speaking skill

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara percaya diri dengan keterampilan berbicara bahasa Inggris siswa kelas VIII SMPN 1 Blahbatuh tahun ajaran 2021/2022, variabel penelitian ini adalah percaya diri siswa dan keterampilan berbicara bahasa Inggris. Yaitu kepercayaan diri sebagai variabel X dan keterampilan berbicara bahasa Inggris sebagai variabel Y. Populasi dalam penelitian adalah siswa kelas VIII SMPN 1 Blahbatuh tahun ajaran 2021/2022. Siswa yang dipilih sebagai sampel penelitian yaitu siswa dalam satu kelas. Peneliti mengambil sampel 10% dari populasi yang diambil sebanyak 40 sampel. Data yang terkumpul dalam penelitian ini dianalisis dengan menggunakan Korelasi Product Moment Pearson dalam Statistik SPSS 25. Berdasarkan hasil perhitungan statistik data diperoleh 0,321. Hal ini menunjukkan bahwa terdapat hubungan yang signifikan antara kepercayaan diri dengan keterampilan berbicara bahasa Inggris siswa kelas VIII SMPN 1 Blahbatuh tahun ajaran 2021/2022. Berdasarkan hasil penelitian menunjukkan bahwa 0,321 berada pada interval korelasi rendah antara kepercayaan diri dengan keterampilan berbicara bahasa Inggris.

Kata kunci: korelasi, kepercayaan diri, keterampilan berbicara bahasa Inggris

INTRODUCTION

English is an official international language and is an important language for students to learn. Connect people from different countries for global communication purposes and create tools to

use the latest educational techniques. Many educational sources are written and explained in English, so updating your education science requires proper improvement of your English skills.

English as a foreign language has four main skills. There are, speaking, listening, reading, writing. The four skills have different characteristics. Speaking and writing are called productive skills and create both communication and self-confidence. During the learning process, students can exchange ideas, communicate, answer questions, and raise questions in the form of group discussions. Students can acquire speaking skills, but they apply only in small groups. According to a study by Riani (2011), confident students have better speaking skills than less confident students. They added that self-confidence greatly contributes to the learner's willingness to communicate in a foreign language. You need to strengthen your confidence in your strength. A confident person is one who understands his or her abilities and continues to do so. Confident students are not afraid to reach their potential. Learning English also requires students to record their learning habits, especially when learning English. Students can acquire the ability to speak, but it is only used in small groups. They do not have high self-confidence when they share their thoughts with the general public. This action makes the process of learning to speak English difficult.

People try to learn skills with the aim of being able to communicate with the world community (Parupali, 2019). This is in line with research conducted by Leong & Ahmadi (2017). They explained that teaching proper speaking is a priority for students and an area that needs more attention. This type of survey helps students consider what they need in the learning process. You need to acquire and practice speaking skills. You need to acquire and practice speaking skills. To be able to speak

English well, students are expected to be able to build, develop and demonstrate the confidence to speak English at every opportunity. Apart from being confident in using English for everyday communication, it is important for students to interact more and practice speaking English in order to be fluent in English. The purpose of this study was to examine the relationship between student self-confidence and speaking ability. Not only do we need to solve the difficulty of speaking English for our students, but we also need to answer the main question, "Is there a significant relationship between student confidence and English proficiency?" The author used the correlation method to find out if it was between two variables. Whether they are correlated and how strong they are.

According to Thornbury (2005: 1), speaking is a part of everyday life, and people take it for granted. People who are not good at communicating find it difficult to share ideas and information. In addition, language skills are important and needed for our future. For example, education and other subjects. Speaking is one of the most demanding skills in everyday conversation. Speech is also used to describe someone or place, or to express a speech. According to Richard (2008: 19), mastering English fluency is a priority for many second language learners. This means that when we learn English, we not only learn grammar, vocabulary and structure, but also how to avoid misunderstandings and develop a language for effective communication. By mastering speaking skills, people can have conversations and avoid misunderstandings when understanding the meaning of the speaker. In education, students also face difficulty speaking. Polard (2008: 33) states that

speaking is one of the most difficult aspects of a protégé. This means that when speaking, students must work on their thoughts, language, grammar, vocabulary, and pronunciation, listen to and respond to the person with whom they are communicating. Students are expected to use their language skills at school and in their daily lives. In addition, acquiring speaking skills is one of the criteria for achieving good grades in English classes at school. However, if you want to learn to speak English, students must believe in themselves. Beliefs in students' abilities encourage or doubting that they speak English in front of the class. If students are confident in speaking English, they can speak well without believing in grammar or structure. Instead, if they don't have a positive belief when speaking English, they will be shy to try. Therefore, a high level of self-confidence is important for students to actively practice speaking in class and improve their knowledge, especially speaking skills. (Rubio, 2007: 7) Confident students have no problem speaking or expressing their opinions in front of the class. They see it as part of their learning, so don't be afraid to make small mistakes or mistakes when speaking. Whenever they make a mistake, they have the courage and confidence to keep trying. Researchers wanted to know if there was a significant link between self-confidence and English proficiency.

RESEARCH PROBLEM

Based on the background of the study above, this study analyzes any correlation that might occur between students' self-confidence and English speaking skill. The research problem of the present study can be formulated as follows:

is there any correlation between self-confidence and English Speaking Skill of eighth grade students of SMPN 1 Blahbatuh in academic year 2021/2022?

RESEARCH METHOD

Research Design

Researchers used several methods in this study to obtain the necessary empirical data to find answers to their research questions. The author used a questionnaire and an oral interview test. To obtain data on student self-confidence, the author used a questionnaire to determine student levels. The self-confidence questionnaire consisted of a series of statements that were selected according to the behavior and beliefs of the students. There are 15 statement related to self-confidence. In the speaking ability test, students followed an oral interview test that included a series of basic questions that the student answered directly. Evaluate this test based on Brown's book (2004).

Population and Sample

According to Arikunto (2008:116) the researcher can take 10-15% or 20-55% based on some factors at the places. In this study the researcher took 10% of the population. Population of the eighth grade students are 509 students. However, there are students that are selected as the sample of the study that were chosen in one class. This major has one class. The class contains 44 students, but when the research took place offline where the researcher did a speaking skill test, only half of the students could do it due to time constraints, so students who had not taken the test would be conducted online where students recorded their voices related to interview questions sent through class groups. There

were 4 students who were absent. Thus, the researcher took 40 students from one class for the sample because in this research it was not possible for the researcher to conduct the research on the whole population because time, money, and capability did not permit the researcher to study all populations.

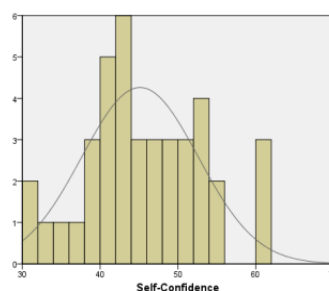
Research Instrument

The data of this research were student scores on questionnaires and speaking skill. The researcher gathered them by following several steps, such as giving a questionnaire to students by Google form via online, then the researcher read the students’ responses. The students must choose one point that relates to their statement of self-confidence by using google form. Moreover, the researcher used a score for self-confidence based on the highest points and the lowest points from the self-confidence statement.

FINDINGS

After calculating the total scores of variables of this study, self-confidence (X) and English speaking skill (Y), the data analysis of this study was carried on to investigate the relationship between both of the variables. This was analyzed by questionnaire and speaking test. Normality testing, Homogeneity testing, Pearson Product Moment and T-Testing are explained the following section:

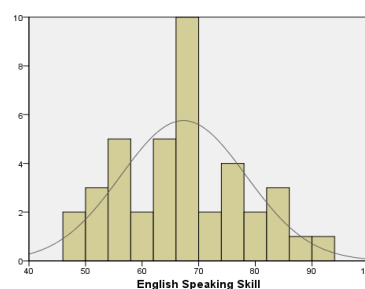
Normality Test



It can be seen that probability number (Asymp.Sig) for self-confidence is 0.471 which is higher than 0.05 ($0.471 > 0.05$) and for English speaking skill is 0.281 which is higher than 0.05 ($0.281 < 0.05$). It means that the data distribution is normal.

Homogeneity Test

The calculation result of



Homogeneity of Variances by Levene’s testing is 0.011 which is higher than 0.05

($0.011 > 0.05$). It means that the data was homogeneous. In other words, self-confidence and English speaking skill have the same variant.

Table 1

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
3.129	12	21	.011

T-test

it can be found at the value of sig. = 0.000. When less than 0.05, ($0.000 < 0.05$) the result of the t-test is significant. It means that the value of the t-test is accept.

Pearson Product Moment Correlation

Table 2

Correlations			
		Self-Confidence	English Speaking Skill
Self-Confidence	Pearson Correlation	1	.321*
	Sig. (2-tailed)		.003
	N	40	40
English Speaking Skill	Pearson Correlation	.321*	1
	Sig. (2-tailed)	.003	
	N	40	40

*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson Correlation Sig, is 0.321. The r_{table} is 0.312, meanwhile the r_{count} is 0.321.

Since the score of $r_{count} > r_{table}$ ($0.321 > 0.312$), it means the result of the correlation is significant. It can be concluded that there is a low correlation between self-confidence and English speaking skill. Moreover, the hypothesis of the study is accepted, which means that there is a significant correlation between self-confidence and English speaking skill of the eighth grade students of SMP N 1 Blahbatuh in academic year 2021/2022.

DISCUSSION

The major of this research is to answer the research question of “is there any correlation between self-confidence and English speaking skill of the eighth grade students of SMP N 1 Blahbatuh in academic year 2021/2022?” After dealing with the research instrument, the researcher went to the school to ask permission to do research. Then, after allowed by headmaster and discussion with English teacher, in other day researcher define one class as samples namely B class of the eighth grade students. However to conducted the research, the researcher provided instrument such as oral interview instrument and side support by phone to recorded students’ interview. Nevertheless, the data was collecting as half of students in the class so the other data collected by online which is each student send the recorded of interview and finally got the data. Meanwhile for conducted students’ self-confidence, the researcher used Google form to collecting data. The data consists of two data, the first data were from the questionnaire for students’ self-confidence which consisted of 15 statements written in Bahasa Indonesia. The second data came from students’ score for English speaking skill. They did the oral interview with a level of questions based on the blue print of English speaking skill instrument.

There were two steps of the data that should be done. Those are Pre-requisite analysis and Hypothesis testing. In Pre-requisite analysis there were normality and homogeneity tests. Meanwhile, in hypothesis testing there were Pearson product-moment correlation and T-test. Based on the result above, it can be seen that the result for the normality test was

0.471 for self-confidence which is higher than 0.05 ($0.471 > 0.05$) and for English speaking skill is 0.281 which is higher than 0.05 ($0.281 < 0.05$). As a result, all data from the self-confidence questionnaires and scores of English speaking skill were in normal distribution. For the homogeneity, this research got Sig. = 0.011. When the result of homogeneity is greater than 0.05, it means the variances can be interpreted to be homogenous.

Because the data of normality and homogeneity was normal and homogeneous, the researcher calculated the hypothesis testing which are Pearson product-moment and t-test. The result of Pearson product-moment correlation was 0.321. Moreover, the result for the significance (2-tailed) is 0.000 and it is lower than 0.05, it means that the correlation between self-confidence and English speaking skill is positive. The interpretation of Pearson product-moment 0.321 in scales 0.200 – 0.400, it can be assumed that there was a low correlation of self-confidence and English speaking skill.

After the researcher tested the Pearson product-moment and continued the t-test, for the score of t-test it can be found at the value of sig above. = $0.000 < 0.05$. When less than 0.05, the result of the t-test is significance accepted. In conclusion, based on the analysis above, the data showed that the hypothesis (H_0) was rejected and (H_a) was accepted. In other words, it can be said that there is a correlation between self-confidence and English speaking skill of the eighth grade students of SMP N 1 Blahbatuh in academic year 2021/2022.

CONCLUSION

The discussion throughout the present

investigation which dealt with the correlation between self-confidence and English speaking skill used the oral interview test to assess their English speaking skill and to find out the students self-confidence that is assessed by questionnaires. After calculating the data, based on the result of normality, it can be seen the result was 0.471 for self-confidence and for English speaking skill the result was 0.281 which is higher than 0.05 ($0.471 > 0.05$ and $0.281 > 0.05$). As a result, all data from questionnaires of self-confidence and scores of English speaking skill were in normal distribution. For the homogeneity, this research got Sig. = 0.011. When the result of homogeneity is greater than 0.05, it means the variances can be interpreted to be homogenous.

The result of Pearson product-moment correlation was 0.321. In addition, the result for the significance (2-tailed) is 0.000 and it is lower than 0.05, it means that the correlation between self-confidence and English speaking skill is positive. The interpretation of Pearson product-moment 0.321 in scales 0.200 – 0.400, it can be assumed that there was a low correlation of self-confidence and English speaking skill. For the score of the t-test it can be found at the value of sig above. = 0.000 when less than 0.05 ($0.000 < 0.05$), the result of the t-test is significant. It means that the value of the t-test is accepted.

SUGGESTION

According to the correlation that was already mentioned, some suggestions are necessary for the teacher, students and other research. The first for English teacher in SMP N 1 Blahbatuh, they should motivate their students to speak up using English in their daily life, teacher also

should give some exercise for student vocabulary, pronunciation and if the student has master in vocabulary, they will more confident to speak English and performed well. The second suggestion for the students, each student should be aware of their self-confidence because it helps them to improve their English speaking skill if they have good self-confidence, prepare well before they perform and it will help students to speak English well. The third suggestion is for future research, they can overlap their research variables, not only in self-confidence and English speaking skill, however they can conduct a research that affects student achievement or in another aspect. On the other hand, future researchers also can use these variables, but in different objectives or instruments.

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