

Students' Self-Confidence and Speaking Skill: A Correlational Study

Ni Komang Ayu Setia Permata Dewi^{1,a)}, Luh Ketut Sri Widhiasih^{2,b)} and Ida Ayu Made Sri Widiastuti^{3,c)}

Author Affiliation

^{1,2,3}English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar

Author Emails

^{a)}ayusetiapermatadewikm@gmail.com

^{b)}sriwidhiasih@unmas.ac.id

^{c)}idaayuwidia@unmas.ac.id

Abstract. This study was conducted to investigate the students' self-confidence influenced speaking skill of the eighth grade students in SMPN 2 Mengwi. A correlation research design was used in this study. There were 40 students participated in this study which were chosen by using random sampling technique. The data were collected through administering questionnaires about self-confidence and speaking test as the research instruments and delivered by using WhatsApp Group platform. The obtained data were analysed by investigating the correlation between students' self-confidence score and speaking test score which was done by using IBM SPSS Statistic 23. The correlation between students' self-confidence and speaking skill was 0.857. It described a significant correlation between students' self-confidence and speaking skill. In conclusion, the alternative hypothesis (H_a) is accepted.

Keywords: correlation, self-confidence and speaking skill.

INTRODUCTION

In this world, there are such a lot of languages that make students commit learning new language or a foreign language that will be involved in the process of learning language skills for complement communication. Learning a new language or foreign language is the same as learning the mother tongue, which begins with listening, speaking, reading and writing. Those are the four basic skills in learning a language. As one of the language skills, speaking is an important skill. Speaking is part of communication, apart from listening and writing. Communication is the process of receiving information and then responding to it by providing new information. In addition, speaking is a part of daily life and everyone should develop in subtle and detailed language. Leong & Ahmadi (2017:34) explain that humans are programmed to speak first rather than reading and writing. That is, people spend their time interacting orally rather than writing.

Speaking English is not easy thing because the speaker must know the components like pronunciation, grammar, vocabulary, fluency and comprehension. Especially students, they must have sufficient ability to communicate easily and effectively with other people. Therefore, the teacher should use English directly in communicating with them. According to Brown (2004:140), speaking is an interactive process of constructing meaning, involving the generation, reception and processing of information. Mastering speaking skill in English is a priority for many second languages or foreign language learners. Even the educational curriculum requires students to speak English in the classroom rather than their native language. As a result, learners often evaluate themselves based on how much their language learning has improved.

In learning, speaking skills are not only done when communicating with friends or teachers. However, speaking in front of many people, especially in front of the class is also the lesson. Based on Hamouda (2012:20-29), several factors that influence students in speaking English, such as anxiety, lack of interest, misunderstanding, shyness and lack of confidence. These are factors that are often found in Indonesia. Because there are so many factors that influence students' speaking, the researcher will focus on lack of confidence. Students who lack confidence in their abilities. Self-confidence can only be controlled by oneself. People who can control their own confidence will be able to do many things, especially in speaking English. Students who have high self-confidence will not be afraid to examine their abilities. They will be more active and not afraid to make mistakes in the learning process. However, in contrast to students with low self-confidence, students who have low self-confidence will be afraid to ask the teacher even to the point not being active in the class. It can be supported by a statement that people who are most confident in their ability to control themselves and the environment will be more competitive (Carver in Hanton et al, 2004, p. 478). Self-confidence is an attitude that allows us to have a positive and realistic perception of ourselves and our abilities (Shiera in Patel, 2010, p. 40). It means accepting,

believing in yourself and having a sense of control in life. Could know one's strengths and weaknesses well, can set realistic expectations and goals, communicate assertively, and can handle criticism. In speaking ability, self-confidence is very important. Because of in the learning process, students who have high self-confidence will not feel nervous when using English, especially in front of the class. So that, the speaking ability of using English increases.

Recently, the researcher found that some students had an interest in English, especially in speaking still, they felt nervous, embarrassed and afraid when speaking English, based on the results of interviews with an English teacher and several students at the school understudy. Not only that, several students also feel less confident in their abilities. Self-confidence is highly important factor in speaking English. Patel et. al. (2016:41) says that self-confidence is the first step to progress, self-development, achievement, and success. Referring to the explanation above, the researcher is interested in conducting a research.

METHOD

Research Design

The research design used in this study is correlational research design. Gall, et. al. (2003:230) states that related research refers to research aimed at discovering relationship between variables through the use of related statistics. Variable is the main ide in quantitative research that has the concept of variation (Neuman, 2006, p. 91). In this case, the researcher used two variables; independent variable (X) is students' self-confidence and the dependent variable (Y) is speaking skill. It can be assumed that students' self-confidence is considered as a factor that affects students' English performance in speaking skills. The two variables can be tried to correlate.

Population and Sample

Population and sample are very important for the success of a study. According to Sugiyono (2013:80-81), population is a generalization that has certain qualities and characteristics determined by researcher to be studied and then drawn conclusion and sample is part of the population's number and characteristics. To determine the sample to be used in the study, the researcher used simple random sampling and the sample was 15% population of the eighth grades of the school understudy, in about 40 students.

Data Collection

There were two data in this research, such as speaking test and questionnaire. Speaking test were used to test students speaking skill about retelling their willingness. To assess the result of the test, the researcher used the Oral Proficiency Scoring Categories adapted from Brown (2001:406-407) which have six categories. However, in this research, the researcher only used five categories; grammar, vocabulary, comprehension, fluency, and pronunciation. Questionnaire were used to measure and what to get information about the relationship of two variables carried out. The questionnaire used Likert-type scale and adapted from Laurster (2002) used *Bahasa Indonesia*, because the researcher wants to make sure students understand and avoid misunderstanding.

In collecting the data, there were three steps that the researcher would prepare as follows. First, the researcher asked the samples to prepare their monologue based on the material about ability and willingness. Second, the researcher asked to perform their monologue maximum five minutes. All of the samples must perform their monologue without reading their notes. The monologue was recorded in a video and sent the result to the WhatsApp Group. The researcher gave them scores based on the scoring rubric. Third, the researcher gave the students questionnaire in the form Google Form after students performed. Students must answer their opinion about the statements which already provide in a questionnaire without being afraid that it does not affect their scores.

Data Analysis

Data analysis is needed to answer the questions researched by the researcher. In this study, data are collected through management. When analyzing the data of this study, some data need to be prepared in order to perform a good analysis. In order to complete the data analysis, the researcher prepared some statistical analysis, such as; the normality test; the homogeneity test; the Pearson product moment; and the t-test.

FINDINGS

In this part presents the findings of the research. The aim is to answering the research questions. There are four statistical analyses; 1) the normality test, 2) the homogeneity test, 3) the Pearson product moment, 4) the t-test.

The Normality Test

Normality testing was done by IBM SPSS Statistic 23 using One-sample Kolmogorov-Smirnov Test.

**TABLE 1. Normality Test of Self-Confidence and Speaking Skill
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		40
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	10.58863988
Most Extreme Differences	Absolute	.128
	Positive	.128
	Negative	-.062
Test Statistic		.128
Asymp. Sig. (2-tailed)		.096 ^c

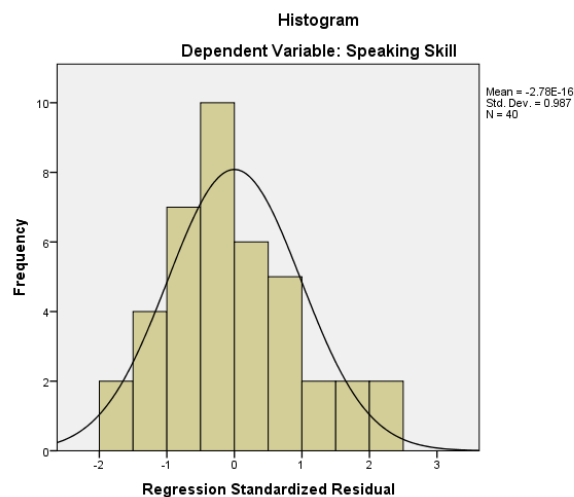
a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

According to the table above, it can be shown that the data of self-confidence and speaking skill was distributed normally. It can be shown from the value (Sig.) is greater than 0.05. Based on Pallant (2007:67), when the data result of data is more than 0.05 normality indicates, meaning the data is assumed to be normal. The basic of One-sample Kolmogorov-Smirnov Test normality test, if the significance value (Sig.) is higher than 0.05 then research data was normal. Based on the SPSS table 4.2 above, it was known that the significance value (Sig.) was 0.096, which was greater than 0.05. It could be concluded that the data variables were distributed normally. To support the data; the researcher also attached normality of self-confidence and speaking skill chat show the normality as follows:

Chart 1. Normality of Self-Confidence and Speaking Skill



The Homogeneity Test

After getting the normality of the variables, it continued by finding the homogeneity of the data. Homogeneity Testing was used to know whether the data obtained from the sample was homogenous or not. Based on the statistical computation assisted by IBM SPSS Statistic 23 using Test of Homogeneity of Variances, the researcher obtained the result as follows:

TABLE 2. Test of Homogeneity of Variances
Test of Homogeneity of Variances

Speaking Skill			
Levene Statistic	df1	df2	Sig.
3.453	5	22	.19

Based on the table above, it can be seen that the value of (Sig.) is 0.19. According to Gray and Kinner (2012:188), when the result of homogeneity is more significant than 0.05, it means the variances can be assumed to be homogenous. Meaning that in this study the data obtained from sample was homogenous.

The Pearson Product Moment Test

Pearson Product Moment was used to measure the strength of association between the variable, provided the association is linear. The researcher used SPSS version 23 to make sure the data. The result of SPSS was described as follow:

TABLE 3. Correlation Table
Correlations

		Self Confidence	Speaking Skill
Self Confidence	Pearson Correlation	1	.857
	Sig. (2-tailed)		.216
	N	40	40
Speaking Skill	Pearson Correlation	.857	1
	Sig. (2-tailed)	.216	
	N	40	40

The index value of correlation was found to be 0.857. According to Arikunto (2010:319), this coefficient is classified into the very high class of 0.800 – 1.00, which means that there is a very high correlation between two variables. H_a was accepted when the r value of correlation is bigger than r table ($r_{counted} > r_{table}$). The r value was found 0.857 and the r table of df (39) is 0.316. it means H_a was accepted because $0.857 > 0.316$. In conclusion, there is a significance correlation between students' self-confidence and speaking skill.

The T-test

The researcher used a paired-sample test in t-testing. Paired-sample t-test is used to compare the mean values of both samples (Gerald, 2018, p. 50). Based on statistical computation by using SPSS version 23, the result of paired-sample t-testing of the data was described as follows:

TABLE 4. Paired-Sample Statistic
Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
Mea	Std. Deviatio	Std. Error	95% Confidence Interval of the Difference					
			Mean	Lower	Upper			
n	n	Mean	Lower	Upper	t	df	Sig. (2-tailed)	
Self Confidence - Speaking Skill	56.67 5	13.390	2.117	52.393	60.957	26.769	39	.000

By checking the table above, it can be found at the result of the t-test is significantly accepted because $0.000 < 0.05$ (Pallant, 2007, pg. 239). Moreover, the result of t-counted on the table 4.5 was 26.769 and the result of degree freedom was 39. Based on the table degree of freedom of it can be seen 39 mean 1.685. Therefore, the result of t-counted was $26.769 > 1.685$. The result of hypotheses is alternative hypotheses (H_a) is accepted and the null hypotheses (H_0) is rejected.

DISCUSSION

The result of this study showed that H_a was accepted. It means that there is a significant correlation between students' self-confidence and speaking skill. This research was supported by Seftiani, et al (2019) and Hasan, et al (2020) who also found that H_a was accepted. In their research, it is found that students who have high self-confidence will have good speaking in English. In addition, it does not mean the students who have normal and low self-confidence never negatively think of themselves.

Based on statistical computation by using statistical computation using SPSS 23 in order to know whether the data involved in this research is normal distribution that can be seen from the result of normality with Sig. 0.096 > 0.05. Based on One-Sample Kolmogorov-Smirnov Test with provision that if Sig. > 0.05, the data used in this research were normally distributed. Moreover, to find out the homogeneity of the data, the researcher was using SPSS 23. The result of Sig. is 0.19 > 0.05, it can be concluded that the data in this study is homogenous. Furthermore, in order to know the data from two variables there are no significant different, paired sample T-test was used with the result value Sig. is 0.000. it means that the t-test is significant accepted because 0.000 < 0.05 (Pallant, 2007, pg. 239). In addition, the result of t on the table is 26.769 > 1.685 (result degree freedom 39) means H_a is accepted.

In order to find out the correlation between students' self-confidence and speaking skill, SPSS 23 is used and the result of Pearson-product moment is 0.857. it can be interpreted with Indexes of Correlation adopted from Arikunto (2013:88) interpretation which is reveals that the result of Pearson-product moment score is in scale between 0.800-1.00. it indicates a very high correlation between two variables (students' self-confident and speaking skill). Then, it can be concluded that there is a very high correlation between students' self-confidence and speaking skill.

CONCLUSION

Based on the findings and discussions above, the researcher concludes a significant correlation between students' self-confidence and speaking skill understudy. This means that without self-confidence, the students will always be afraid, embarrassed to speak English. Besides, students need more support and motivation from their teacher from oral expressions to feel more comfortable and confident That will increase students' self-confidence and their speaking skill.

REFERENCES

1. Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
2. Brown, H. D. (2001). *Teaching by principle. An Interactive Approach to Language Pedagogy. Second Edition*. New York: Pearson Education.
3. Brown, H. D. (2004). *Language Assessment Principles and Classroom Practice*. San Fransisco State University: Person Education.
4. Gall, M. D., Gall J. P., & Borg, W. R. (2003). *Educational Research an Introduction, Seventh Edition*. Boston: Pearson Education Inc.
5. Gerald, B. (2018). A brief review of independent, dependent and one sample t-test. *International Journal of Applied Mathematics and Theoretical Physics*, 4(2), 50-54.
6. Hamouda, A. (2013). An Exploration of Causes of Saudi Students' Reluctance to Participate in The English Language Classroom. *International Journal of English Language Education*, 1(1), 17-34.
7. Hanton, S., Mellalieu, S. D., & Hall, R. (2004). Self-confidence and anxiety interpretation: A qualitative investigation. *Psychology of Sport and Exercise*, 5(4), 477-495.
8. Hasan, H., Hanafi, M., & Sadapotto, A. (2020). Correlation Between EFL Learners Self-Confidence and Speaking Skill. *MAJESTY JOURNAL*, 2(2), 48-56. <https://doi.org/10.33487/majesty.v2i2.589>.
9. Kinner, P. R., & Gray, C. D. (2012). *IBM SPSS Statistics 19 Made Simple*. New York: Psychology Press Taylor and Francis Group.
10. Leong, L. M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill.
11. Neuman, W. L. (2006). *Basics of Social Research Qualitative and Quantitative Approaches. Second Edition*. Boston: Pearson Education.
12. Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. Routledge.
13. Patel, M. A. (2016). Study of Self-Confidence in Healthy and Unhealthy Youths. *International Journal of Research in all Subjects in Multi Languages*, 40-43.
14. Seftiani, I., Mulyana, A., & Ramalia, T. (2019). *The Correlation Between Students' self-Confidence and Speaking Ability at Tenth Grade Students Of SMAN 5 Kabupaten Tangerang In Academic Year 2018/2019*.



BS
RU

BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

15. Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.