SELF-CONFIDENCE AND SPEAKING SKILLS: IS THERE ANY SIGNIFICANCE CORRELATION?

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ABSTRACT

The present study which made use of an ex-post facto research with correlation design was intended to figure out the significant correlation between self-confidence and speaking skills of the eighth-grade students of SMP N 4 Mengwi in the academic year 2024/2025. The samples of the research consisted of 63 students which were chosen by means of cluster sampling method with lottery system. The data were collected through administering the research instruments which were in the form of questionnaire and role-play. The obtained data were statistically analysed by using Normality Test, Homogeneity Test, Pearson product moment correlation and T-test. Then the result of correlations is 0.93, which means the data > 0.05, it showed that the data was had high correlations. The results of the data analysis clearly revealed the alternative hypothesis was accepted. In other words, the research findings confirmed that there is significant correlation between self-confidence and speaking skills of the eighth-grade students of SMP N 4 Mengwi in the academic year 2024/2025.

Keywords: correlation, self-confidence, and speaking skills.

INTRODUCTION

When it comes to language communication, English is vital. Since many texts pertaining to the topic of education are written and explained in English, it is important for teachers to improve their English language proficiency. In Indonesia, elementary schools are among the many levels at which English is taught. English is seen as an international communication tool as well as a vital means of entrance to academic fields in Indonesia. According to Marpung (2017), foreign language is seen as having a high degree of acceptability and tolerance for the use of English in Indonesia. The curriculum's emphasis on teaching English takes precedence over all other foreign languages in school institutions.

Consequently, English as a Foreign Language (EFL) instruction is mandated Katemba (2013). Thus, learning English is necessary for students.

Understanding English is crucial because it is a global language. The most crucial foreign language to master is English. According to Nishanthi (2018), the importance of English in today's global environment cannot be overstated, since English is the most widely spoken language on the planet. Furthermore, some of skills in English, such as Writing. Speaking, Listening, and Reading. Speaking is actually the most crucial skills that students need to acquire. Obviously, the key to interacting with any individual is their speaking skills. When people communicate, they all anticipate an

exchange of information. Individuals with strong speaking skills will find encounters enjoyable and their communication more successful.

Burton & Platts (2006) explain self-confidence as the capacity to act appropriately and necessary in any given circumstance, even when doing so appears challenging to others. Self-confidence is a quality of a person's aptitude; it is a constructive and efficacious manifestation of one's own value, respect, comprehension, and mental health. The speaking talent requires more word arrangement or word pronunciation during oral presentation, making it more challenging than other skills. Speaking can be challenging when there are factors influencing one's ability to talk. elements including grammar, pronunciation, and vocabulary that contributed to the speaking skills's complex process. fluency in sociolinguistics. Speaking, or having the capacity to use language to effectively communicate with others, is generally considered a productive skill. Knowing how to talk in authentic communication is just as important as knowing the language itself when it comes to developing speaking skills.

In conclusion, it is difficult for them to speak in front of the class. They do not know how to express things correctly, even though they know what to say. On the other side, some people lack confidence in themselves. Additionally, it may render their skills unnoticeable, particularly their speaking skills. On the other hand, some students possess a strong level of self-confidence, which can help them communicate effectively (Joni, et al., 2017). Their speaking skills will be more fluid than that of other students. Additionally, the researcher was interested in this research to conduct the correlation between self-confidence and speaking skills of the Eighth grades students.

Self-Confidence

According to Lauster (2003), self-confidence is an attitude or belief in one's own abilities. A person who has self-confidence does not feel anxious about taking action, always feels free to do things according to his wishes, and is responsible for the actions he takes. Apart from that, confident individuals are also polite in interacting with other people and are able to recognize their own strengths and weaknesses. Self-confidence allows a person to face challenges calmly and be more open to criticism or suggestions, because he has the belief that he can learn and grow from every experience. Apart from that, self-confidence also helps a

person to more easily achieve goals and achieve success in various aspects of life.

Aspects of Self-Confidence, Lauster (2003) states that there five aspects of self-confidence, including: confidence in one's own abilities; a person's positive attitude about himself means that he can truly understand what he is doing. optimistic; a positive attitude of someone who always has a good outlook in dealing with everything about themselves, their hopes and abilities. objective; the attitude of someone who is always confident in looking at a problem. responsible; a person's willingness to endure everything that has become a consequence. rational; analyzing a problem, a matter, an event using accepted thoughts in accordance with reality. Therefore, these aspects help people face challenges with positive action and encourage personal growth and good decision making.

According to Lauster (2003) self-confidence is divided into five components, there are: confidence in one's own abilities, optimistic, objective, responsible, and also rational. The aspects of self-confidence expressed by Lauster are as follows:

1. Confidence in one's own abilities, the individual understands what he is doing and has a positive attitude towards himself;

2. Optimistic, a person has hope, ability, and has a positive view of himself.

3. Objectively, someone views the problem according to the truth that should be, not according to his own point of view;

4. Responsible, individuals dare to bear all the consequence of something they do;

5. Rational, accepting and analysing events according to thoughts that are acceptable to reason and in accordance with reality.

Speaking Skill

Burns (2003:6) describes speaking as an interactive process that conveys meaning through the production, reception, and processing of information. The context of the interaction—including the speaker, shared experiences, physical environment, and the purpose of the speech—shapes both its form and meaning. Speaking is often spontaneous, dynamic, and unstructured. As a crucial skill, speaking involves using words, phrases, and sentences to communicate with others. It is also a mental process, sometimes referred to as "a process of thinking," wherein meaning is expressed through organized verbal expressions.

Brown (2020) explains that speaking is a productive skill that can be directly

observed and measured. However, the accuracy and effectiveness of a test taker's speaking abilities can influence the reliability and validity of oral production tests. Brown also distinguishes between two categories of speaking skills: macro and micro skills. Micro skills involve the ability to produce smaller language units, such as phonemes, morphemes, words, phrases, and other linguistic elements. On the other hand, macro skills refer to broader components of speaking, including considerations like style, nonverbal communication, discourse, function, fluency, and strategic choices. These elements are crucial for effective communication.

According to Williams (2002), Speaking is an active way to use language that allows language learners to share meaning. In other words, speaking is the active use of language to express meaning, enabling others to interact with one another. To communicate effectively, the relationship between the speaker and the listener must be considered. Foreign language learners need to understand the communication aspect of interactions, as language is used for interaction. They focus on managing contact skills, making meaningful agreements, and appropriately using sound and linguistic structure.

Interaction management involves knowing when and how to join a conversation, when to allow it to flow, and when to exit the conversation.

RESEARCH METHODS

In this study, the researcher employed an ex-post facto research design with a correlational approach. The research involved two variables: dependent and independent variables. By analysing the strength and direction of relationships between variables, researchers can make informed predictions and decisions based on their findings. Correlational studies are often used in the fields of psychology, education, and social sciences to explore potential connections between behaviours, attitudes, and outcomes. In this study, the population used was the Eighth-grade students of SMPN 4 Mengwi in the academic year 2024/2025, which had nine classes, and there were 280 students in total for the whole eighth grade. Therefore, from this large population, the researcher used two classes as a sample to meet the quota. The data were collected from a sample of 63 students selected from a population of over 280, using the cluster sampling method with a lottery system.

Questionnaire and speaking test were conducted as research instruments. A

questionnaire is a written set of questions used to get information from respondents, such as a personal history or any knowledge they may have. The purpose of the questionnaire is to find out how the students felt about themselves. The type of survey is a closed-ended survey. The questionnaire is adapted from the Lickert Scale. In this study the researcher employed Role Play by Brown (2016). In order to assess the students' speaking skills, the researcher assigned them a group assignment in which they had to pair up to complete a task on the given topic about asking and giving opinions. Once the students completed their speaking test, their speaking skills were rated and evaluated. The researcher employed a dialogue as a test for speaking skills; in this instance, students acted out the dialogue in front of the class while speaking in English with a partner.

FINDINGS AND DISCUSSION

The data which are presented in this chapter shows self-confidence and speaking skills of the eighth-grade students of SMP N 4 Mengwi. They were collected by administering the research instruments which were questionnaire and speaking test that required a dialogue speaking test. The questionnaire gave information about their self-confidence and dialogue speaking test

for the speaking skills. The researcher distributed a questionnaire to measure the level of the students' self-confidence. The questionnaire consisted of 32 items. Each item was classified into checklist questions where the students only needed to checklist (✓) on the answer options provided.

After calculating the total scores of the variables of this study, self-confidence (X) and speaking skills (Y), the data analysis of this study was carried on to investigate the relationship between both variables. This was analysed by Normality testing, Homogeneity testing, and Pearson Product Moment.

The researcher used SPSS version 25 to determine whether the data in this research followed a normal distribution. The normality test, analysed using Kolmogorov-Smirnov, showed that the figures were higher than 0.05. The significance value for self-confidence was 0.075, which was greater than 0.05. The significance value for speaking skills was 0.200, also higher than 0.05. This indicates that the data used in this research were normally distributed. Furthermore, to assess the homogeneity of the data, the researcher used SPSS version 25.

The result of hypothesis testing can be seen below.

Table 1. Pearson Product Moment Correlation

Correlations		Speaking Skills	Self-Confidence
Speaking Skills	Pearson Correlation	1	.815**
	Sig. (2-tailed)		.000
	N	63	63
Self Confidence	Pearson Correlation	.815**	1
	Sig. (2-tailed)	.000	
	N	63	63

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

The results of this study showed coefficient correlation (r) was 0.815 with sig. 0.000 which meant that Ha was accepted. The correlation coefficient in this research also indicated a very strong correlation between self-confidence and speaking skills. It meant that there is a significant correlation between self-confidence and speaking skills among the eighth-grade students of SMP N 4 Mengwi in the academic year 2024/2025.

Additionally, to determine whether there was a significant correlation between self-confidence and speaking skills, a paired sample t-test was conducted, with a significance value of 0.00. This means that the t-test was significantly accepted, as 0.00 < 0.05 (Pallant, 2011:269). Therefore, it can be concluded that there is a significant and fair correlation between self-confidence and speaking skills among the eighth-grade students of SMP N 4 Mengwi in the 2024/2025 academic year.

The data analysis results confirmed that there was a significant correlation between self-confidence and speaking skills among the eighth-grade students of SMP N 4 Mengwi. The statistical analysis revealed that students who had higher self-confidence tended to have better-developed speaking skills compared to those who lacked self-confidence. These findings were aligned with the study done by Joni et al. (2023) and Pradnya et al. (2023), which found that self-confidence was correlated with speaking skills. In other words, the results validated the theory that self-confidence and speaking skills are significantly correlated.

As previously explained, it can be concluded that self-confidence and speaking skills had a significant correlation, as evidenced by the hypothesis testing using Pearson Product-Moment and T-Test. Based on the research findings, it can be concluded that the hypothesis was supported and confirmed. Therefore, there is a significant correlation between self-confidence and speaking skills among the eighth-grade students of SMP N 4 Mengwi in the academic year 2024/2025.

CONCLUSION

The data for this study were collected through the administration of the research instruments. The required data were gathered by using a questionnaire and roleplay as the research instruments, which were administered to the eighth-grade students of SMP N 4 Mengwi, selected using a cluster sampling method with a lottery system. The research instruments were developed based on specific criteria.

In scoring the speaking test results, the researcher used a scoring rubric that focused on grammar, comprehension, and fluency. Additionally, the researcher used a questionnaire to gather data on self-confidence. After obtaining the sample's scores, the data were statistically analysed using SPSS version 25 for Windows. The hypothesis testing results, using Pearson Product-Moment Correlation and paired-sample t-test, clearly confirmed a significant correlation between self-confidence and speaking skills among the eighth-grade students of SMP N 4 Mengwi.in academic year 2024/2025

The analysis revealed that the data for this study were normally distributed. Both the normality and homogeneity values were higher than 0.05. Furthermore, the researcher found a significant correlation between the two variables, as evidenced by the correlation coefficient of 0.815, derived from Pearson Product-Moment Correlation. Additionally, the significance value (Sig.) was found to be 0.00, indicating that the correlation was significant. This confirmed that the correlation coefficient was less than 0.05 in a positive direction. It can be concluded that the correlation between the two variables is significant with a fair correlation. This was further supported by the t-test, where Ha was accepted with a Sig. value of $0.00 < 0.05$. Therefore, it can be concluded that there is a significant correlation between self-confidence and speaking skills in the academic year 2024/2025.

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