

THE CORRELATION BETWEEN SELF-CONFIDENCE AND SPEAKING SKILL OF THE PRE-INTERMEDIATE EFL STUDENTS

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ABSTRACT

Self-confidence has an important role in the learners' willingness to communicate. The present study was to find out whether there was a significant correlation between self-confidence and speaking skill of the tenth-grade students of SMA N 1 Abiansemal in academic year 2022/2023. This research used an ex-post facto. The samples consisted of 34 students which were chosen by means of purposive cluster sampling method. The data were collected through administering the research instruments which were questionnaire and speaking test. The obtained data were statistically analyzed by using Pearson product moment correlation and t-test. The result of the data analysis clearly revealed that the alternative hypothesis was accepted. In other words, the research findings confirmed that there was a significant correlation between self-confidence and speaking skill of the tenth-grade students of SMA N 1 Abiansemal in academic year 2022/2023.

Keywords: Correlation, Self-Confidence and Speaking Skill

INTRODUCTION

Self-confidence is very important in the learning process, especially in learning to speak English as a foreign language. Some students have some difficulties in developing self-confidence. According to Oney & Guven (2015) states self-confidence is a characteristics that can influence a person behavior, the students need to be more courageous and comfortable to speak in front of people with confidence. Likewise, one of the internal factors that affect someone in learning language is confidence, for example, someone who is competent for a job but he/she is hesitant to start it, it means that he/she has a low self-confidence (Joni, Nitiasih and Artini, 2017).

Self-confidence has an important role, especially in students' willingness to communicate. Griffiee (1997) states that self-confidence has an important role in engaging and communicating with other people. Thus, students who have a high self-confidence that other students are better in speaking English than other students. Students with high self-confidence do not fear to explore their potential. Self-confidence people are those who understand their ability to do something, and then continue to do activities of this kind. Therefore, feeling shy and unqualified shows that the students do not have self-confidence.

Because self-confidence affects learners' willingness to communicate, it may be positively correlated with oral

performance. Based on Suratno & Hutabarat (2018), self-confidence is the self-satisfaction gained in one's ability and appearance to be more competent and productive in every aspect of life. Similarly, self-confidence is a key role to start any action, especially for speaking.

Learning to speak means learning to communicate effectively (Joni, 2014). Hence, speaking has become one of the most important skills of learning English that must be learned and mastered by students and also everyone. By speaking, students can communicate different speaking purposes, such as information and ideas. English learners must know that in learning English there are four skills, namely listening, speaking, reading, and writing skills. From the four skills, speaking is an important part of language learning. Speaking skill is an important assessment object. The incapability of students in speaking English can cause them difficulties in conveying their ideas even in simple conversations. Likewise, Morozova (2013) states that this skill can be an effective means of communication if it is developed. In addition, speaking is a way to express opinions or arguments about something and explain what happened in this life. According to Turk (2003), students who want to improve their speaking skill must several criteria

such as self-awareness, self-motivation, and positive behavior patterns, and they must make efforts to avoid communication errors.

Speaking considered as a significant role in communication, it means people must show their effort to learn the skill to be able to communicate. In the learning process, teachers have complex roles which require them to pay attention to both affective and cognitive factors in their students (Joni, 2020). These affect students in learning speaking. They must be able to share their thoughts, asking and answer the questions or problems in the form of group discussion. Students will be mastering the ability to speak, but it is only in a small group. Students do not have high self-confidence when they want to share their thoughts in public. In this case, the learning process on English speaking does not engage the students well. When sharing their opinions, students should increase their confidence. The center of all learning is the confidence a person has to perform the task.

To learn speaking skill is not only learning about the language itself, but also learning how to speak in real communication. Thus, the students need to have a self-confidence. Brown (2001) views speaking as an interactive process of

creating meaning that involves producing, receiving, and processing information. Thus, people who speak well can easily get and give information about everything. However, it is not easy to master English speaking skill, as well as using it to communicate (Joni, 2015). As observed in SMAN 1 Abiansemal, some students, found difficulties in using English when they were trying to speak with others. They still looked hesitate and shy even when they needed to communicate with their friends and their teachers using English. Speaking in front of the class was not easy for them. In fact, they knew what to say, but they did not know how to say it right. It seemed that there was something holding them back. However, there were also some students who were brave enough to speak so they had a good communication. Thus, the researcher was interested in conducting the correlation between self-confidence and speaking skill of the tenth grades students of SMA N 1 Abiansemal in academic year 2022/2023.

RESEARCH METHODS

This study uses a correlation study design. In addition, we examine the relationship between variables and test hypotheses. The population consists of the tenth-grade students of SMAN 1 Abiansemal

for the school year 2022/2023 which were 520 students altogether. Using the cluster purposive sampling method, XB was chosen as the sample for this research, this class consists of 34 students.

Data for the present study were collected by administering questionnaires and tests. The researchers distributed a questionnaire to measure students' self-confidence. The questionnaire consisted of 30 items. Each item was divided into checklist questions, and students only had to create a checklist (✓) of the answer options provided. After that, the researchers administered a speaking test. It is collected using a monologue voice notes test. The students created texts describing their favorite pets. Each student delivers their monolog speaking for approximately 3-5 minutes in front of the class. The research was conducted very well on Monday, 27th December 2022 to all samples. The questionnaire provided information on their confidence and a monologue speaking test on speaking skill. After the data is collected, researchers analyze it to obtain results using SPSS 25.0.

FINDING AND DISCUSSION

The data gained can be seen in the table tabulation below. We can see the result of total score of tenth-grade student of SMAN 1 Abiansemal.

Table 01. The Tabulation of Data Shows the Subjects' Score of Self-confidence and Speaking Skill

Subject	Self-confidence Score (X)	Speaking Skill Score (Y)
1	76	81
2	74	81
3	84	80
4	91	85
5	90	83
6	83	82
7	75	80
8	73	80
9	92	80
10	69	80
11	95	83
12	59	82
13	82	81
14	72	80
15	78	80
16	75	80
17	82	81
18	87	80
19	80	85
20	82	83
21	89	81
22	86	81
23	90	81
24	68	83
25	92	85
26	78	81
27	80	83
28	86	83
29	75	86
30	90	82
31	92	85
32	81	85
33	91	79
34	81	81
	Total (\sum) = 2783	Total (\sum) = 2778

After calculating the total scores of the variables of this study, self-confidence (X) and speaking skill (Y), the data analysis of this study was carried on to investigate the relationship between both variables. This was analyzed by questionnaire and speaking test.

Normality testing, Homogeneity testing, Pearson Product Moment and T-Test.

Based on calculation about normality testing, in this present study the researcher find out the data distribution is normal. In this present study the researcher used testing normality are as follows (Hinton et al., 2014:32): If Sig. > 0.05, it means the data distribution is normal; and If Sig. <0.05, it means the data distribution is not normal. The result from the test was good, that can be seen from Sig. > 0.05. It means 0.266 the data distribution is normal. The calculation result of Homogeneity of Variances by Levene's testing is 0.301 which is higher than 0.05 (0.301 > 0.05). It means that the data was homogeneous because it higher than the minimum significant value of homogeneity (0.05). In other word, self-confidence and speaking skill have same variance.

Tabel 02. Result of Pearson Product Moment Correlation

		Self-confidence	Speaking Skill
Self-confidence	Pearson Correlation	1	.664**
	Sig. (2-tailed)		.003
	N	34	34
Speaking Skill	Pearson Correlation	.664**	1
	Sig. (2-tailed)	.003	
	N	34	34
** . Correlation is significant at the 0.01 level (2-tailed).			

Based on the table above, the Pearson Correlation is 0.664. Therefore, according to the interpretation of

correlation, if the score is 0.600 – 0.800, the correlation can be concluded as high. Moreover, the correlation coefficient is 0.664 which is in high level. It can be concluded that there is a high, positive and significant correlation between self-confidence and speaking skill. In addition, the hypothesis testing showed that the H_a is accepted which means in this present study there is a correlation between self-confidence and speaking skill.

This study was supported by the study conducted by Wahyuni (2018) that found that there was a positive correlation between self-confidence and their speaking skill. Another study carried by Lasiyah (2017) also reached the same conclusion, which found out that there was a significant relationship between students' self-confidence and their speaking achievement. In other words, self-confidence gives an impact on students' speaking skill. If students had high self-confidence, they tried to do the task because they believed on their capabilities to do the task. However, if the students had low self-confidence, they did not believe in their capabilities that they can do the task well. It was shown by Lasiyah (2017), in his research that the students who have high self-confident, they believe to try and speak better for their speaking skill. Hence, self-

confidence plays important role in developing competencies in student's self that make them believe that they can speak and express more ideas in English.

Moreover, the level of self-confidence can influence the students' speaking performance. Students with higher self-confidence will manage to have higher speaking skill. The belief of themselves having ability affects their skill. As found by Joni, Nitiasih and Artini (2017), self-confidence has a significant effect toward students' speaking skill. Thus, the student's self-confidence can give positive impact on their speaking test and performance, as proved by the findings above.

As found that most students were able to speak fluent enough with minor fillers but with adequate use of vocabulary, which mainly caused them unable to get the maximum scores. It was comprehensible since vocabulary had a significant effect on English language skills (Fikriyah, Joni and Widiastuti (2021). It also had a significant correlation to speaking (Milla, Joni and Arsana, 2022). Vocabulary Moreover, grammar had also caused the same thing since grammar also had a significant correlation with speaking skill (Ditya, Joni and Arsana, 2022). They were only able to construct simple sentences but with much

hesitation. Overall, seeing from the high correlation between students' self-confidence and their speaking skill, the teachers have also important roles in this result since they used authentic assessment to assess both aspects. Authentic assessment was needed in order to give objective scores (Astawa, et al, 2020)

In addition, teachers' skills in teaching also had a great impact (Joni, 2019). They had important roles in affecting students' self-confidence. Teachers can give positive feedback and reinforcement to them (Joni and Wirastuti, 2018). They can focus more on their strong points rather than their weak spots in speaking skill (Joni, 2019). Teachers can make a comfortable classroom situation for students so they are able to feel secured and confidence when speaking (Joni and Dharmayanti, 2016). Since the data taken for this study using digital technology, the teachers were easy to check the students' speaking skill. Teachers can also observe during students' speaking performances whether they were confident to talk or not as technology helped them (Joni and Dharmayanti, 2021).

CONCLUSION AND SUGGESTION

Teachers should motivate the

students to believe in their ability in accomplishing tasks because one of sources of self-confidence is verbal persuasion like suggestion, appreciation and guidance so that it can boost the students' self-confidence. By having a higher level of self-confidence, the students will attain better performance especially in speaking. The importance or speaking must be emphasized to the students, as they can use it in college, daily life and finding a job. As the common requirement to get a job is to be able to speak English.

The institution needs to provide more facilities to support the learning activity for English especially increasing students' self-confidence and speaking skill. Providing a theater or special room is one of the facilities that could be used for English activities. Conducting an English Competition such as Debate, Speech contest, Drama in English, and Quiz are some activities that can improve students' self-confidence and speaking skill.

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