

## THE CORRELATION BETWEEN SELF-CONFIDENCE AND ENGLISH SPEAKING ACHIEVEMENT

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### ABSTRACT

The primary objective of this study is to investigate whether there is a significant correlation between self-confidence and speaking achievement of the eighth-grade students of SMPN 3 Mengwi. The subjects were 32 subjects consisting of 16 males and 16 females. The design was the correlational research design. In collecting the data of this research, two instruments which were used such as self-confidence questionnaire consisting of 30 items and monologue speaking test. The data was analyzed using Pearson Product Moment Correlation. This study was designed to test the research hypothesis that is there is a positive correlation between self-confidence and speaking achievement. Hypothesis tests are computed using SPSS 25 version for Windows. Referring to the data, the study concluded that there was a positive and significant correlation between the eighth-grade students' self-confidence in SMPN 3 Mengwi and their performance in speaking.

**Keywords:** self-confidence, speaking achievement

### INTRODUCTION

Speaking is one of the English abilities that scholars ought to master. As an efficient ability, speaking performs a critical position in gaining knowledge of the complete English language (Joni, 2014). Also, speaking is an important expertise for language learning. Furthermore, it is far very critical that through speaking, students can proportion facts and practice their knowledge (Joni & Dharmayanti, 2016). English for overseas language students will have troubles with pronunciation and grammar due to the fact the pronunciation and grammatical varieties of the local language are different (Joni, 2020). Because of this, students are frightened of creating a grammatical mistake or mispronunciations. In this case, it is far

important to construct the student's self-confidence (Joni, Nitiasih & Artini, 2017).

The instructor is best the facilitator of the lesson progress. For this reason, students want to construct their self-confidence to take part actively in English classes. According to scholar interviews, speaking turned into taken into consideration the maximum hard ability for students (Milla, Joni & Arsana, 2022). Unlike listening, studying, and writing, speaking improves students' English abilities in nearly each pre-elegance session. Naturally, it calls for an excessive degree of self-confidence at a part of the students (Joni, 2015). However, a few students do not longer have the self-confidence to complete in the front of the elegance and anticipate them to stay silent instead of display off their abilities (Pradnya, Joni & Wirastuti, 2023).

However, instructors now do not document the accuracy in their students' pronunciation, grammar, and vocabulary overall performance, but in their self-confidence and overall performance whilst speaking in the front of the class. Each trainer has their personal manner of figuring out a student's score, however instructors typically deliver better ratings to individuals who take note of their speaking class (Joni, 2016).

Based on the observation done, difficulties encountered by students in speaking classes are: (1) students are afraid of making mistakes; (2) they find it difficult to come up with grammatically correct solutions and clarify vocabulary variations to convey their ideas; and (3) the class. (4) they are afraid to mispronounce English. The confident students will enjoy and take advantage of the opportunity to showcase their speaking skills. If a student enjoys his performance, that is enough to show his high confidence and speak naturally (Ardi, Joni & Wirastuti, 2023). They will improve their performance by enjoying the class and speaking with confidence (Ditya, Joni & Arsana, 2022). Therefore, confidence is strongly related to speaking performance.

In speaking performance, students were able to build on their speaking ability and leverage their high levels of self-confidence. On the other hand, a student's personality and self-confidence are the foundations for good grades.

## **RESEARCH METHODS**

This study uses a correlation study design. The population consists of eighth-grade students of SMPN 3 Mengwi. The type of sampling requires that all students in grade eight of SMPN 3 Mengwi have a narrow range of student numbers and heterogeneous knowledge.

Grade eight at SMP Negeri 3 Mengwi consists of 352 students. Additionally, the researchers used Class VIIIIB for their samples. Using the cluster random sampling method in the Spinner online APP suggested that all populations had equal chances of being selected and sampled in the study. This type of sampling is suitable for this study

Data for the present study were collected by administering instruments such as questionnaires and performance assessment.

In this study, the researcher used SPSS 25 to window and examine of his statistically studied variables. There have been numerous statistical analyzes to finish the facts evaluation. They have been checks of assumptions and hypotheses.

## **FINDINGS AND DISCUSSION**

The data presented demonstrate the confidence and speaking performance of VIIIIB students. They were collected by administering a questionnaire requiring a monologue voice test and a voice test research

tool. The questionnaire provided information on their confidence and a monologue speaking test of speaking ability. The researcher distributed a questionnaire to measure student confidence. The questionnaire consisted of his 30 items. Each item was divided into checklist questions, and students only had to create a checklist (✓) of the answer options provided.

For the speaking performance score, researchers obtained this by performing a monologue speech test. Students created texts describing their favorite hobbies. Each student presented a monologue for approximately two minutes in front of the class. Based on a questionnaire given to students, total confidence score for her 8th grade students is 2604. Moreover, the total score in speaking ability is 2630 based on the monologue speech test given to the students.

After calculating the total scores for the variables of this study, which are confidence (X) and speaking ability (Y), we continued to analyze the data from this study to examine the relationship between the two variables. This was analyzed using questionnaires and language tests. The tests of normality, uniformity test, Pearson time and t-test are described in the following sections.

Based on their calculations of the normality test, the researchers in this study found that the data distribution was normal. In this current study, the researchers used a test rule:  $\text{Sig} > 0.05$  means that the data distribution

is normal. If  $\text{Sig} > 0.05$ . This means that the 0.591 data distribution is normal. In addition, the data is displayed graphically to clearly show the normality test results...

From the data above, the calculation result of Homogeneity of Variances by Levene's testing is 0.350 which is higher than 0.05 ( $0.350 > 0.05$ ). 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 achievement have same variance.

Tabel 01. Result of Pearson Product Moment Correlation

		Self-confidence	Speaking Achievement
Self-confidence	Pearson Correlation	1	.778**
	Sig. (2-tailed)		.000
	N	32	32
Speaking Achievement	Pearson Correlation	.778**	1
	Sig. (2-tailed)	.000	
	N	32	32

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

Based on the table above, the Pearson Correlation is 0.778. 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 0.778 which is in high level. It can be concluded that there is a high correlation between self-confidence and speaking achievement. In addition, the hypothesis testing showed that the  $H_a$  is accepted which means in this present study there is a significant and positive correlation

between self-confidence and speaking achievement.

As stated within, the purpose of this study was changed into to analyze whether there may be any enormous the correlation between self-confidence and speaking achievement in SMPN 3 Mengwi eighth grade students or not. The consequences of this study confirmed that Ha changed into accepted. The Pearson Product Moments test offers a result of 0.778. According to the odd correlation test, the end result 0.778 is taken into consideration to be an excessive correlation (0.600-0.800) among variable X (self-confidence) and variable Y (speaking achievement). This manner that there is an enormous correlation between the students' self-confidence and their speaking overall performance.

This study also demonstrated relevance to previous studies. A study conducted by Wahyuni (2018) found a positive correlation between self-confidence and speaking ability. Another study conducted by Lasiyah (2017) reached the same conclusion, finding a significant correlation between a student's self-confidence and her speaking performance. The results of this study showed a positive correlation between self-confidence and language proficiency in her 8th grade students at SMPN 3 Mengwi. In other words, students with high self-confidence speak better than those with low

self-confidence. It can be concluded that self-confidence affects students' speaking performance. If students are confident, they will try to complete the task because they believe they can complete. However, if students lack confidence, they do not believe in their ability to do the task well it (Joni & Wirastuti, 2018). A study by Lasiyah (2017) found that confident students believed they tried to speak better to improve their speaking ability. Confidence therefore plays an important role in developing within students the ability to make them believe they can speak and express more of their thoughts in English (Joni, 2019).

Additionally, confidence levels can affect a student's speaking performance. The confident students can achieve higher speaking skills. Based on research by Pradnya, dkk (2023), the results show that there is a correlation between a student's confidence and their speaking performance. Therefore, the level of confidence is one of the main factors that influence the level of performance. As the authors have previously explained, students' confidence can have a positive impact on language testing and performance, as evidenced by the above results. Based on calculations of the relationship between confidence and speaking performance on the SMPN 3 Mengwi, the results for each test were very positive.

## CONCLUSION AND SUGGESTION

Referring to the data, this study concludes that there is a positive and significant correlation between self-confidence and speaking achievement between eighth grade students in SMPN 3 Mengwi.

English teachers at SMPN 3 Mengwi must pay attention to students' speaking ability. This can be achieved by creating a lesson plans containing strategies to improve the speaking performance of students, especially in terms of vocabulary, grammar, pronunciation, fluency, and comprehension. They can also ask students to give short speeches in front of classes related to their interests. On the other hand, SMPN 3 Mengwi students must recognize that speaking capacity is essential to apply language in communication. They must attempt to talk English together along with their friends so they can communicate approximately anything. In addition, the institutions may create extra centers to help English getting to know exercises, particularly to enhance students' self-confidence and speaking achievement. The provision of theaters and special classes is a few of the centers that may be used for English exercises. English contests including debates, speech contests, English plays, and quizzes as well are a few sports that may enhance college students' self-confidence and speaking achievement.

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