

THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND INTERPRETING ABILITY

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ABSTRACT

Every research must have a purpose, as well as this study, which aims to determine the correlation between self-confidence and interpreting ability in seventh semester students of English Study Program at FKIP Unmas Denpasar. There were 27 students taken as a sample of class VII B with cluster sampling technique. This research was designed using correlation research. For data collection in this study, there were two instruments used, namely a questionnaire for a self-confidence test consisting of 30 items and an interpreting test. The collected data was then analyzed using Pearson's Product Moment Correlation on IBM SPSS Statistic 25. The results of the data analysis and based on statistical calculations obtained r of 0.617. From these results, it can be seen that there is a correlation between self-confidence and interpreting of the seventh semester of the English Language Study Program, FKIP Unmas Denpasar. In conclusion, the alternative hypothesis (H_a) is accepted.

Keywords: correlation, self-confidence, interpreting

ABSTRAK

Setiap penelitian pasti ada tujuan, begitu juga dengan penelitian ini yaitu bertujuan untuk mengetahui hubungan antara rasa percaya diri dengan kemampuan interpreting pada mahasiswa semester tujuh Prodi Bahasa Inggris di FKIP Unmas Denpasar. Mahasiswa yang diambil sebagai sample sebanyak 27 orang yaitu kelas VII B dengan Teknik kluster sampling. Penelitian ini di design menggunakan penelitian korelasi. Untuk pengumpulan data dalam penelitian ini, ada dua instrument yang digunakan yaitu berupa angket untuk test kepercayaan diri yang terdiri dari 30 item dan tes interpreting. Data yang telah terkumpul kemudian dianalisis menggunakan Korelasi Product Moment Pearson pada IBM SPSS Statistic 25. Hasil dari data analisis dan berdasarkan perhitungan statistic diperoleh r sebesar 0.617. Dari hasil ini dapat dilihat adanya hubungan antara kepercayaan diri dengan interpreting pada Prodi Bahasa Inggris semester tujuh FKIP Unmas Denpasar. Kesimpulannya, Hipotesis alternatif (H_a) diterima.

Kata Kunci: korelasi, rasa percaya diri, interpreting

INTRODUCTION

Language is a communication tool used to interact with others. Many languages are used by people in different countries. To interact with other people of different languages, we need a translator or interpreter. Interpreting is a translation tool that is done orally and directly when speaking. As an interpreter, of course, it takes a long time to practice and more experiences to become a professional interpreter.

Interpreting is one of lecture that study

in seventh semester of English Language Education Study Program, FKIP Unmas Denpasar. Interpreting is translation orally of person speaking into different language or target language. In Interpreting, is not only transferring the meaning of words but also about the culture, talking hearing, about meanings and fastest decision.

According to Bartłomiejczyk (2013: 1), Interpreting theory is a dynamic study that deals with related aspects of spoken translation and sign language in their various modes. Pochhacker (2004:11)

states that interpreting is a form of translation in which the first and last interpretations in another language are produced on the basis of a one-time presentation of utterances in the source language. From the above definition it can be said that interpreting can be done orally directly at the same time and as interpreter must interpret according to what is heard of the source language without being able to ask for repetition again. Unlike in translation, the text of translation can be done longer with a time that can be determined by a translator. And a translator also has time to think and look in the dictionary if there are any difficult words found in the text. Pochhacker (2004:18) mentions there are three basic interpreting modes are simultaneous interpreting, consecutive interpreting and whispered interpreting.

Simultaneous translation is more effective when used in large meetings and conferences. For that, the equipment needed is special equipment: all interpreting information is conveyed through a microphone to the translation team. for the translation team will be in a soundproof booth in the room. Sequential translation is used in meetings where there are fewer participants than Simultaneous. For example, at meetings and presentations with small audiences. in consecutive it is used during question and answer sessions, presentations, speeches, press conferences, court hearings, conference calls and interviews. The characterizes of this, interpreter usually use note taking. Whispered interpretation can only be used when one or two people do not understand each other their source language. This type of interpretation is useful for private or small gatherings, walking visits, tours or during social events and dinners. in the

interpreting process, an interpreter sits next to the meeting participants and in a low voice translates simultaneously. Based on the aim of this research, the researcher keen to know whether there was a correlation between self-confidence and interpreting.

However, Ratnasari (2009:17) explained from the results of her research, showing a correlation between self-confidence and interpersonal communication skills. Students who have high self-confidence contribute to have excellent skill in communication. In the personal confidence really helpful when the student doing the public speaking and the result from personal confidence is success performance. The students may terminate to avoiding certain subjects or even majors those oral presentations are required, never speaking in class, or determine on a particular course because they will require casual speaking in front of a group. Then the individuals who have self-confidence are efficient to overcome anxiety or negative thoughts concerning themselves and others, so as to communicate well in public.

In developing self-confidence, a person must feel confident on themselves with their ability to deal with problems and communication. This can be seen from how a person evaluates their feelings and their abilities. Lack of self-confidence will result in feelings of shame, difficulty communicating, anxiety in socializing and easily influenced. In contrast, students with high self-confidence will be easier to get along with and more active than students who have less self-confidence. In the learning process, students with high self-confidence will be more enthusiastic and active in speaking and understanding in receiving material. On this research, students will watch and listen the video and

interpreting directly with the target language. From the result of the research seem that the students feel shy in performance. They are not confident with their skill. In general, difficulties found in interpreting students are: (1) the students are feeling shame of doing mistake, (2) they feel difficulty to produce correct grammar and to manner vocabulary varieties to intimate their idea, (3) they are feel anxiety to speak in zoom meeting or live meeting, (4) they are afraid of mispronouncing the English language. These will become specification impact for the speaking in process of learning material. Then students who have high confidence will comfortable and use the possibility well to show their capability in interpreting class. When the student enjoys their performance, that enough for showing their high confident and inter prate naturally. If the students enjoy the learning class and accomplish the interpreting with self-confidence, it may increase their achievement.

Therefore, self-confidence is much related with their interpreting achievement. In interpreting achievement, the student able to perform in a good way based on their interpreting ability and use their high confidences. In other way achievement for good performance is supported by personality and confidence of the student. Therefore, the researcher decided to conduct research with entitled *The Correlation between Self-Confidence and interpreting*

METHOD

Research Design

This study uses an ex-post facto or non-experimental research design. This research design is a systematic empirical investigation in which the researcher does not directly control or manipulate the

independent variable because the manifestation has already occurred. There is a main characteristic of this research in which the variable cannot be controlled by the researcher. Most ex post facto research projects are used for measuring such items in descriptive studies. Another feature of ex post facto research becomes apparent when compared with actual experimental research. In addition, both of ex post facto and experimental research investigate the relationship between variable and test hypothesis.

In this study, the researcher used correlational design. According to Ary et al. (2010:349), correlational research that is similar to ex post facto research in that they both employ data derived from pre-existing variables. In both types of this research, there is no manipulation in the variables. There is a difference in ex post facto research, the selected variables are used to make comparisons between two or more existing groups and also investigate the possibility of a causal relationship, whereas correlational research assesses the relationship between two or more variables in one group and does not investigate causal relationships.

In addition, according to Frankel et al. (2009:328), correlational research, such as casual-comparative research, is a sample called associational research. In its simplest form, correlational studies investigate possible relationships between only two variables, although investigations of more than two variables are common, and in correlation studies there is no manipulation of the variables.

The interpreting course is taught in the seventh semester in which the researcher correlates confidence and interpretation in the interpreting class. The purpose of this study was to test the research hypothesis

that there is a positive relationship between students' self-confidence and learning achievement of interpreting.

Population and Sample

Population and sample are needed in this study to focus on develop of the study. (Ary et al., 2010:148). The population is all members of each class member or research object. The sample is defined as a small group focused on research. (Ary et al., 2010:148). The sample is a small part of the population. The sample can be said as a group of elements, or one element or individual, which is used as data for research purposes.

Consequently, the researcher needs to do sampling in order to get the sample that the researcher needs to avoid the excessive time and budget consuming in the study.

Sampling comes to the aid by activating to study a part of the population rather than the entire population (Ary et al., 2010:149). The researcher believes that if samples are chosen by using the appropriate procedure, the results more reliable to be used as reflection for all of population. In addition, the researcher will earn more valid data about the study from the sample that the researcher takes through sampling. On the other hand, the samples itself can be generalized from all of the population.

On this research the researcher uses class sampling, and the sample is seventh of semester English language Education Study Program, FKIP Unmas Denpasar. The samples of this study were 27 students of VII B class.

Research Instrument

The research instrument is an essential factor in carrying out research because is important to collect an accurate, complete, and systematic data. In other to get reliable

representative finding the research instrument should be constructed reliably and validly. These are two important characteristics that every measuring instrument should process that are validity and reliability Brown (2004: 21).

The first instrument was questionnaire. The researcher used a closed questionnaire in which the questions was written in respondents' native language or Bahasa Indonesia. Respondents' native language is used in order to avoid misunderstanding and to make it easier for the respondents to answer the questions. The questionnaire consisted of 30 questions in form of Bahasa Indonesia by giving checklist (✓). The researcher provided four options for each question S (*selalu*), SR (*sering*), KD (*kadang-kadang*), TP (*tidak pernah*). Furthermore, the answers were changed become score by using Likert scale and the writing scale was 1-4. The other instrument was interpreting test, the student interpreting video.

FINDING AND DISCUSSION

The data which are presented in this chapter shows self-confidence and speaking achievement of the seventh of semester English language Education Study Program. They were collected by administering the research instruments which were questionnaire and interpreting test that required a monologue interpreting test. The questionnaire gave information about their self-confidence and monologue interpreting test for the interpreting achievement. The researcher distributed a questionnaire to measure the level of the students' self-confidence. The questionnaire consisted of 30 items. Each item was classified into checklist question where the students only needed to checklist (✓) on the answer options provided.

For the interpreting achievement scores, the researcher gained it by conducting interpreting test. Each student plays Indonesian video about news and deliver their interpreting in English in approximately 10-15 minutes in zoom meeting. Based on the questionnaire given to the student, the total score of the seventh of semester English language Education Study Program in term of Self-confidence is 3.952. From the score in term of self-confidence of 27 sample.

Normality Testing

As mentioned before, the researcher used SPSS 25.0 program to analyse the data of two variables. Moreover, normality test is a test to measure whether our data has a normal distribution or not. Hypothetical distribution is defined by a mathematical formula and that has known properties. Furthermore, to calculate normality testing, the researcher applied SPSS 25.0 program using Shapiro-Wilk testing with level of significance 0.05.

The result of normality testing by using Shapiro-Wilk showed that the figures were above 0.05. In order words, it was known that the significance value of Self Confidence was a figure of 0.145 and it was higher than 0.05: besides, for Speaking Achievement, this can be seen in the significance value of 0.131, which means it is higher than the value of 0.05. It can be clearly seen in the data that the two research variables are normally distributed.

Homogeneity Testing

Especially in a study which is predictive, the model which is used must be appropriate with the composition and its distribution. After normality is tested, it is continued by determining the homogeneity test. The purpose of the test is to test

whether the data obtained from the sample is homogeneous or not. From the results of Homogeneity of Variances with Levene's test, it is 0.368 which is higher than 0.05 ($0.368 > 0.05$). this means the data is homogeneous. In other words, self-confidence and interpreting achievement have the same variance.

Pearson Product Moment Correlation

In pre-requisite analysis, the data had been tested using SPSS 25 version for windows should show the data were normally and homogeneously distributed. After the data normally and homogeneously, the next step was the hypothesis testing. What is done in testing the hypothesis is, first it is done to find out the relationship between self-confidence and speaking achievement of the seventh of semester English language Education Study Program. This research was conducted using Pearson's product-moment correlation. Based on the SPSS interpretation, the correlation coefficient can be categorized significantly if Sig. < 0.05 and yet if Sig. > 0.05 , there is no correlation between the research variables.

The correlation coefficient Sig. is 0,000 lower than 0,05. The Pearson Correlation score is 0.617. 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 0.617 which is in high level. It can be said that there is a high relationship between self-confidence and achievement in interpreting. In addition, the hypothesis testing showed that the H_a is accepted which means in this present study there is correlation between self-confidence and interpreting achievement.

t-Testing

The t-test is a test of a statistically significant difference between two groups. The purpose of t-Test is to tell how significant the differences between groups are. A significant difference is that the results seen are most likely not due to changes or errors in sampling. If the results are significant, the researcher can conclude that the observed effects actually reflect population characteristics rather than just sampling error or change.

Moreover, hypothesis testing is used to determine the probability that given hypothesis is true. After calculating the prerequisite analysis or normal distribution and homogeneity of variance in which the data were normally and homogeneously distributed, hypothesis testing is then conducted. In this present the hypothesis is that there is significant correlation between self-confidence and interpreting achievement of the seventh semester English language Education Study Program. To calculate the paired sample t-test, the researcher used IBM SPSS Statistics 25.

Paired samples t-test, the researcher found that sig. of 2-tailed showed the number of 0.000 which is lower than 0.05 which means the correlation between the variable is significant.

As the result of this study, showed that H_a was accepted. Based on the calculation about the correlation between self-confidence and interpreting achievement of the seventh of semester English language Education Study Program, found 0.617 from the table of Pearson Product Moment. As the correlation, the result 0.617 means there is a high correlation (0.600-0.800) between variable X (self-confidence) and variable Y (interpreting achievement). It means there is a significant correlation

between self-confidence and interpreting achievement of the seventh of semester English language Education Study Program.

Based on the calculation about the correlation between self-confidence and interpreting achievement seventh of semester English language Education Study Program, the result of every test was excellent. For normality test was 0.145 for self-confidence and 0.131 for interpreting achievement. This means that the distribution data is normal because the result is higher than 0.05. The result of homogeneity test was good because the data was homogeneous accepted. It got the result 0.368 which is higher than 0.05.

As a result of the product moment people is 0.617. According to Arikunto (2015:88), if the score is 0.600-0.800 the correlation between the X variable (self-confidence) and the Y variable (interpreting) can be said to be high. Significant t-test results were accepted because sig (2-tailed) was smaller than 0.05 ($0.000 < 0.05$). This means that there is a positive relationship between self-confidence and achievement in learning English in the seventh semester of the English Education Study Program. It can be concluded that if students have high self-confidence, then they also get high achievement in interpreting the test

CLOSING

Conclusion

As stated in the previous chapter, this research is conducted to know how significant the correlation between self-confidence and interpreting achievement of the seventh of semester English language Education Study Program. In doing this research, two test items (which were questionnaire for self-confidence and

interpreting test for interpreting achievement) were well-done by 27 students then the data were analysed by using SPSS 25.0. Based on the result showed that the r score is 0.617 which means the correlation of both variables is categorized as high correlation.

Based on the result of the data, this research comes to a conclusion that there is a positive significant correlation between self-confidence and interpreting achievement of the seventh of semester English language Education Study Program, FKIP Unmas Denpasar. It answered the research question have a high correlation.

Achievement in learning interpreting for students is not only influenced by the type of instrument used, but also influenced by several factors in student achievement in interpreting such as the desire of students to learn English and also the ability of students to learn English, conditions when they did the test. In addition, students' knowledge of English such as vocabulary, grammar, and pronunciation greatly affect their interpreting achievement. In conclusion that self-confidence is really important for the students in learning Interpreting. Furthermore, in teaching interpreting, the lecturer should give more high attention in students' self-confidence to get excellent interpreting achievement.

Suggestion

For English lecturers, the English Study Program must especially in interpreting courses so that they always pay attention to and improve the performance of student interpreters based on the study program design. For students of the English Study Program, FKIP Unmas Denpasar, they need to increase their confidence and understand

better that interpreting is very important for them to understand other languages and practice more not only in the classroom but also outside the classroom, because practice makes everything easier and easier. good. For other researchers to be able to see aspects related to self-confidence that can affect students' interpretations. The researcher hopes that this research can provide useful information for other researchers.

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