

Students Self-Confidence and Their Speaking Skill in Correlational Research

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Abstract

The aim of this research is to determine whether there is a correlation between the students' self-confidence and their speaking skill at the eighth grade students, even semester, 2021/2022 academic year of MTS Amaliyah, Cibinong. It is quantitative research. The research was conducted for one month on May 2022. The subject of the research is 44 students of eighth grade students, the research data were collected through questionnaire for Self-Confidence and oral test for Speaking Skill. From the research result, the researcher gets the normality test using chi-squared for α 0,05 and dk 6 r_{table} is 12,592 for independent variable is $1,811 < 12,592$ for dependent variable is $2,120 < 12,592$. So, H_0 is accepted that means all data have normal distribution. And for the calculation of regression is $2,03 < 2,15$ it means H_0 is accepted. The hypothesis test using product moment for α 0,05 r_{table} for 44 sample is 0,297 the result is $0,98 > 0,297$ it means H_i is accepted. For the determination coefficient is 96,41%. It means the students' self-confidence contributed 96,41% to the students speaking skill. Whereas, 3,59% is influenced by other aspects not examined in this research. Based on the research findings, the researcher conclude there is positive Correlation Between the Students' Self-Confidence and Their Speaking Skill, so it can be assumed that the Students' Self-Confidence is an significant element that determines the Speaking Skill of the Students.

Key words: self-confidence, speaking skill, quantitative research.

1 INTRODUCTION

The first way to connect and communicate is through speaking. According to Aye and Phyu (in Zuhriyah, 2017), people need practical English speaking skills in the whole life aspects of this globalization era. Speaking is people's way of transmitting and sharing thoughts verbally to others. Bahadorfar and Omidvar (2014) stated that if the listeners can comprehend what someone is saying, the speaker is considered as having and excellent speaking skill.

Speaking is crucial part in communication. Despite its importance, many students still find a number of obstacle to speak a lot and more in class and in daily communication. However, now days the world requires that every students should speak in English, so that the students can involve in global competition and development. In order to be able to speak English properly, the students should learn English speaking skills. Speaking is an important skill that the students should master when they learn a language, one of the successes of learning language can be measured by mastering of speaking skill. The purpose of real communication is to accomplish a purpose, such as conveying a message, obtaining information, or expressing an opinion. Speaking among the four basic language skills: listening, writing and reading, is of an exclusive importance in daily life it is a vital complementary tool in communication.

There are two aspects in the speaking skill: linguistics aspect and non-linguistics aspect. Grammar, word order, pronunciation, comprehension of utterance, vocabulary, and fluency are the linguistic aspect. And non-linguistics aspect involves personality dimension, such as self-esteem, extroversion, motivation, intergroup climate, and self-confidence (Roysmanto, 2018: 2). Based on Roysmanto study, aspect in speaking skill is important to be learn, the students must mastered all those aspects to be success in the speaking skill. Also, according to Dunbar, Brooks, and Kubicka-Miller (2006) state that speaking rubric assessment of The Competent Speaker consists of 1) choosing and focusing the topics; 2) delivering the specific purpose; 3) providing suitable supporting materials; 4) utilizing appropriate drafting patterns; 5) using proper language; 6) using a various level, tone, and vocal intensity; 7) using suitable fluency, grammar, and pronunciation; 8) using physically attitude that supports verbal messages

As speaking skill is a productive skill that needs a lot of activities for the process of learning. Those speaking skill learn about can be will establish the self-confidence. They also have to be brave take the risk while they are learning how to speak English. A great courage will make them confident. They will speak more fluently when they have self-confidence. Self-confidence gives the learners spirit to talk more and practice more. This is the most important way to learn speaking skill. Self-confidence will push the learners to talk and make them so comfortable to express what they think and they feel. In another study by Sar, Avcu and Işıklar (2010) these two factors are found from their study and they describe these factors as follow: "Self-defence can be classied into two groups as inner confidence and outer confidence. The elements that form inner confidence are comprised of the love of own self, self-knowledge, setting explicit goals and thinking positively. Inner-confidence is the ideas and feelings of an individual that shows how much a person is pleased and at peace with himself. The factors that constitute outer-confidence are communication and the capability of controlling feelings. Individuals who are highly inner-confident are pleased with themselves and have high self-esteem.

There are several aspects of self-confidence such as, Self ability is students ability to get things done in earnest, Optimistic is attitude and behavior of students who always looked good about himself and his ability, Objective is the ability students complete problem correspond to facts, Responsible is students ability brave to get everything that has been a consequence, Rational and realistic is students ability to analyze a problem with logical and in line with reality (Amanda and Ifdil, 2016: 45). Self-confidence generally about an attitude that is characterized by a positive belief that you can take control of your life and of your plans. It is a belief in your abilities. People who have self-confidence are those who acknowledge their capacity to do something and then proceed to do these things. They do not rely on the approval of other. Students who have high level self-confidence they believe that they will be able to do what they desire, no matter what the foreseeable obstacle. Even when some of their goals are not going well, those with confidence continue to be positive, to believe in themselves and to accept their current limitations with renewed energy. Unconfident people tend to depend excessively on the approval of others in order to feel good about them. As a result, they tend to avoid taking risk because they fear failure. They generally do not expect to be success. By contrast, self-confident people are willing to risk the disapproval of others because they generally trust their own abilities. They tend to accept themselves; they do not feel they have to confirm in order to be accepted.

Self-confidence is the most essential factor that determines learners' willingness to participate in speaking activities in language classrooms. Speaking is an exclusive place to have communication, and self-confidence is one of the facilitators to start conversation. In other words, we can say that where there is self-confidence, there will be good communication. From this phenomenon, the researcher gives the opinion that self-confidence can give positive affects to students speaking skill. The researcher believes that self-confidence can make the students brave and calm in order to have a good performance. The researcher hopes self-confidence can decrease uncomfortable

and anxiety students when they speaking English. Because students with high self-confidence are not afraid to explore their ability, and making mistake also usually active in the classroom. Self-confidence is broadly defined as feeling of trust in one's ability, quality, and judgment. (Bandura, 1986). A like Mc Pheat (2010: 10) said that the confidence people are more successful at work because they have a belief in their own abilities to the point that they comfortable handling whatever comes at them. Based on Riani's (2011) research, students with high self-confidence had better speaking skills than those with low self-confidence. She added that self-confidence significantly contributed to the learners' willingness to communicate in a foreign language. Self confidence in someone's force needs to be advanced. According to Burton, Kate, and Brinley (2006), confidence is the ability to take suitable and necessary action in any given situation even when it seems difficult in the perspective of others. The center of all learning is the confidence a person has to perform the task. Self-confidence is an attitude characterized by a strong belief in being able to take charge of your life and your plans. Self-confident people are those who understand their ability to do something, and then continue to do activities of this kind. They do not depend on other people's approval. Students with high self-confidence do not fear to explore their potential. They are usually successful in the classroom and not afraid to make learning faults.

The above problems were also experienced by students at MTS Amaliyah, Cibinong class 8. Based on researcher's experience when doing survey by using questionnaire with English teachers at MTS Amaliyah, the researcher concluded that students at MTS Amaliyah, especially in class 8, faced some problems in learning and learning English in speaking skills.

2 RESEARCH METHODS

This research was descriptive quantitative. Quantitative research is explaining phenomena by collecting data that are analyzed using mathematically based method in particular statistic. (Muijs, 2004: 1). In this study, the researcher described the influence of student self-confidence on their speaking skill at the second semester students of MTS Amaliyah Cibinong in the academic year 2021/2022.

The population of this research was the second semester students of eight grades MTS Amaliyah Cibinong in the academic year 2021/2022 which consists of one class. The population is 49 students. There are two variables of this research. The independent variable was the students' self-confidence and the dependent variable was students speaking skill. This research used random sampling technique. This sample involved 44 students. In doing research, the researcher used three activities to collect data. The first was prepared the instrument, the researcher used three activities to collect data and to analyze them; Giving questionnaire: The questionnaire consists of 30 statements was done to measure the student self-confidence, the third was distributed the questionnaire, the fourth asking students speaking score from the teacher. To analyze the data, the researcher used descriptive analysis.

3 RESULT AND DISCUSSION

From 44 students of eight grade MTs Amaliyah Cibinong, the result of the research about self-confidence shows that the first class interval is 91-96 it has 3 frequency with 6,8% of relative frequency, the second interval is 97-102 it has 6 frequency with 13,6% of relative frequency, then the third class interval is 103-108 it has 8 frequency with 18,2% of relative frequency, the fourth class interval is 109-114 it has 10 frequency with 22,7% of relative frequency, then the fifth class interval is 115-120 it has 8 frequency with 18,2% of relative frequency, then the sixth class interval is 121-126 it has 5 frequency

with 11,4% of relative frequency, and the last class interval is 127-132 it has 4 frequency with 9,1% of relative frequency.

From the result of speaking test, it shows that the first class interval is 50-55 it has 3 frequency with 6,8% of relative frequency, the second interval is 56-61 it has 5 frequency with 11,4% of relative frequency, then the third class interval is 62-67 it has 7 frequency with 15,9% of relative frequency, the the fourth class interval is 68-73 it has 8 frequency with 18,2% of relative frequency, then the fifth class interval is 74-79 it has 10 frequency with 22,7% of relative frequency, then the sixth class interval is 80-85 it has 7 frequency with 15,9% of relative frequency, and the last class interval is 86-91 it has 4 frequency with 9,1% of relative frequency.

The result of data analysis shows that the correlation value (r_{xy}) between students' self-confidence and their speaking skill is 0,98, for $N = 44$ "r" table for 5% significance is 0,297. It appears that $r_{xy} 0,98 > 0,297$. So, H_0 is rejected and H_1 is accepted. This means that there is positive correlation between students' self-confidence and their speaking skill.

From the result of the data analysis and conclusion, the researcher proposes some suggestions as follows : first, English teacher is motivator, thus the teacher should support the students to increase their speaking skill. One of the supports is the teacher

3.1 Descriptive Data

Based on the result of variable X, the researcher found out that the highest score is 132 and the lowest scores are 91, the mean score is 111,6, median score is 111,5, mode score is 111,5, standard deviation is 10,1. The result of variable X will be represented by the following distribution table. It is as follows:

Table 1. Distribution Frequency of Variable X

No	Interval Class		x_i	x_i^2	$f_i \cdot x_i$	$f_i \cdot x_i^2$
1	91 – 96	3	93,5	8742,25	280,5	26226,8
2	97 – 102	6	99,5	9900,25	597	59401,5
3	103 – 108	8	105,5	11130,3	844	89042
4	109 – 114	10	111,5	12432,3	1115	124323
5	115 – 120	8	117,5	13806,3	940	110450
6	121 – 126	5	123,5	15252,3	617,5	76261,3
7	127 – 132	4	129,5	16770,3	518	67081
	Total	44	780,5	88033,8	4912	552785

Based on the result of variable Y, the researcher found out that the highest score is 90 and the lowest scores are 50, the mean score is 71,9, median score is 72,75, mode score is 75,9, standar deviation is 10,3.

Table 2. Distribution Frequency of Variable Y

No	Interval Class		x_i	x_i^2	$f_i \cdot x_i$	$f_i \cdot x_i^2$
1	50 – 55	3	52,5	2756,25	157,5	8268,75
2	56 – 61	5	58,5	3422,25	292,5	17111,25
3	62 – 67	7	64,5	4160,25	451,5	29121,75

4	68 – 73	8	70,5	4970,25	564	39762
5	74 – 79	10	76,5	5852,25	765	58522,5
6	80 – 85	7	82,5	6806,25	577,5	47643,75
7	86 – 91	4	88,5	7832,25	354	31329
Total		44	493,5	35799,8	3162	1575189

3.2 Hypothesis test

The hypothesis tested in this research explained about contribution X variable to Y variable and significant correlation between self-confidence I speaking skill. In order to test hypothesis, we were done calculated r count it used Pearson's product moment correlation

$$r_{xy} = \frac{n \cdot \sum XY - \sum X \cdot \sum Y}{\sqrt{[n \cdot \sum x^2 - (\sum X)^2] [n \cdot \sum Y^2 - (\sum Y)^2]}} \quad (1)$$

$$= \frac{(44 \cdot 359635) - (4925) \cdot (3171)}{\sqrt{(44 \cdot 556199) - (24255625)} \times \sqrt{(44 \cdot 233169) - (10055241)}} \quad (2)$$

$$= 0,9819 \quad (3)$$

Based on the result of the calculation above, it is known that rxy is 0,9819.

Table 3. Table of interpretation r Product Moment

The Value of "r" Pearson Product Moment	Interpretation
0,800 – 1,000	Very High
0,600 – 0,800	High
0,400 – 0,600	Medium
0,200 – 0,400	Low
0,000 – 0,200	Very low

From the table above, it is seen that the rxy 0,9819 means that the correlation between variable X and variable Y in this research is very high. It means there is very high correlation between variable X and variable Y in this research.

Then, r determination is as follows:

$$r^2 = r_{yx} \times 100 \quad (1)$$

$$= (0,9819)^2 \times 100 \quad (2)$$

$$= 96,41\% \quad (3)$$

So, the determination coefficient is 96,41%. This means the students self-confidence contributed 96,41% to the students speaking skill. Whereas, 3.59% is influenced by other aspects not examined in this research.

3 CONCLUSION

The correlation between the variable of students speaking skill is seen through the result of Rxy Test it is $r_{count} > r_{table}$ ($0,98 > 0,297$) This means that there is positive correlation between students self confidence and their speaking skill.

There is a strong correlation between the students self confidence and their speaking skill it can be seen through the result of the significance correlation $t_{count} > t_{table}$ ($14,43 > 0,304$) it means that there is strong correlation between students self confidence and their speaking skill.

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