THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND SPEAKING ACHIEVEMENT

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Abstract

The objective of the study was to find out whether or not there was significant correlation between students' self-confidence and speaking achievement at the tenth grade of UPT SMAN 06 Ogan Ilir. The population of the study was all the tenth-grade students of UPT SMAN 06 Ogan Ilir. The sample of the study was 124 students. To conduct this study, correlation research design was used. To collect the data, the questionnaire and oral test were used. In order to analyze the data, the correlation analysis applied was Pearson Product Moment. Based on the result, it was found that the correlation coefficient of r-obtained (0.274), it was higher than r-table (0.176), at *p*-value: 0.002<0.05. It meant that there was a correlation between students' self-confidence and speaking achievement. It could be concluded that students' self-confidence was an important aspect in achieving good score in speaking achievement.

Keywords: self-confidence, speaking achievement.

1. Introduction

Speaking is verbal communication that it is necessary to share information and ideas. Speaking is given the highest priority in the language. Students must acquire great speaking abilities, and teachers must understand how to effectively teach speaking [1]. Speaking abilities are always regarded as the most crucial aspect of language acquisition by English students. Every learner intends to speak fluently even under circumstances [2].

Speaking requires not only know how to produce language but also understand sociolinguistic competence such as when, why, and in what ways to produce language. There are two aspects to be successful in the speaking skill; linguistics aspect and non-linguistics aspect [3]. The linguistics aspects are such as grammar, pronunciation, comprehension of utterance, vocabulary, and fluency. Non-linguistics aspect involve personality dimension, such as s elf-esteem, extroversion, motivation, intergroup climate, and self-confidence. In short, to be succesfull in doing communication, someone shoulf consider linguistics and non linguistics aspects.

However, students still get difficulty in speaking. There are some problems in speaking. Those problems are: (a) lack of vocabulary, (b) poor in grammar, (c) poor in pronunciation [4] . The students struggled with a variety of issues, including a lack of vocabulary, difficulty pronouncing words, fluency, and difficulty stringing words together into phrases [5]. The students seemed lack of vocabulary, lack of pronunciation and felt shy when the teacher asked them to speak English in front of the class. In reality, students' language mastery is still limited. Because of their linguistic limitations, students find it challenging to communicate their views [6].

Meanwhile, there are certain issues with speaking skills that teachers may encounter when assisting learners in speaking in the classroom. Students are sometimes hesitant to speak up in class because they are concerned about making mistakes and fearing criticism, as well as being embarrassed by the other students'

focus on them [7]. Negative feelings and emotions such as shyness, worry, uneasiness, especially when speaking in public, fear of making mistakes and being laughed at, lack of confidence, and doubt influenced the students' decision to speak English, making them unwilling to do so. When they attempted to speak English, they encountered these feelings and emotions [8]. Additionally, Jamila (2014) who conducted a research on the psychological factors affecting spoken English, found some factors that hide students from speaking activity; lack of self-confidence (24%), lack of practice (16%) lack of vocabulary (14%), lack of shyness and lack of academic courses till this level (12%), lack of structure (10%), lack of training center (5%), lack of technical support from institution (2%), lack of peers to practice (4%), and suffering from inferiority complex (1%). In short, there are some barrier in speaking, internal and eksternal barrier. Psychological and attitudinal as an internal while physiological and physical systematic as an external barrier [9].

Futhermore, many language learners find difficult to express themselves in spoken language, since they are generally facing problem to use foreign language to express their thoughts effectively [10]. Students know what they are going to say in the source language, but when they have to switch the language the language itself into the target language (English), they are often lack of confidence and confusion to combine and use the exact vocabulary that is needed. In other words, the problem in speaking can inhibit the speaker to express their ideas. Thus, it can be concluded that self-confidence is important to improve speaking skills.

Self-confidence is needed to be developed effectively. Self-confidence is an individual's positive attitude that allows him to cope with the environment or scenario in which he finds himself [11]. Self-confidence is linked to success, educational achievements, conciliation, and a person's well-being, among other things, and the three factors that might alter a person's level of self-confidence are self-efficacy, self-esteem, and self-compassion [12]. Self-confidence is a personal attribute that contributes to language learning success. It is a mindset that helps us to see ourselves and our capabilities in a positive and realistic manner [13]. Students are expected to be more courageous to give opinions and speak in front of many people with confidence and students should feel comfortable and confident in practicing their English. Consequently, in learning a language, the learners have to be aware of the importance of self-confidence in affecting them in language learning in order to increase their self-confidence and facilitate their language learning.

In addition, one of the non-linguistic factors that can influence a student's ability to speak is confidence [14]. This is a big supporting factor that has big impact. Likewise the students' achievement, students who have self-confidence will make every effort to achieve their achievement according their abilities. Moreover, self-confidence is a personal characteristic that assists to foreign language learning success [15]. In other words, self-confidence is a key characteristic to start any action especially for speaking. Therefore, self-confidence is ability to develop the abilities, the potential, and talent to be used correctly.

Self-confidence is a very valuable attribute in a person in a social life, without confidence will cause many problems in a person. Self-confidence is the need for one's self esteem to gain self-satisfaction in the ability and appearance to become more competent, productive in all aspects of life [16]. In short, self-confidence is very important in social life.

Moreover, there is a relationship between students' self-confidence and speaking ability. Students that are confident in their talents succeed in school because they never give up and trust in themselves [17]. Learners who have strong trust in their self-confidence, it will make them easier to learn and engage in their task without any obstacles in their performance which may hinder their

performance. Students that have a high level of self-confidence will have better speaking abilities [18]. As a result, a confident person may deal with the situation that they face. Finally, they can reach their goal.

Furthermore, some students have strong self-esteem while others have low self-esteem. Learners with a high level of self-confidence are typically more engaged in class than students with a low level of self-confidence. They are not frightened to make minor blunders or errors when speaking since they see it as a necessary part of the learning process. They have the bravery and self-confidence to try again and again if they make a mistake [19]. The lower students' self-confidence and the lower speaking ability will be [20]. When people have poor self-confidence, it is difficult for them to improve [21]. It means that the students' self-confidence influences their speaking ability. If the students' self-confidence is low, their speaking ability is lower too. This conclusion reveals that the better students' self-confidence, the better speaking ability will be. So that, the objective of the study was to find out whether or not there was significant correlation between students' self-confidence and speaking achievement at the tenth grade of UPT SMAN 06 Ogan Ilir.

2. Method

In conducting this research, correlational research design was find out the relationship between variables then explain and interpret the results that may appear. The population of this study was all the tenth grade students of UPT SMAN 06 Ogan Ilir in the academic year 2020-2021. The sample of this study was taken by using a total sampling technique. The total number of the sample was 124 students. To obtain the data, the writer was used two instruments. The instruments were: questionnaire and speaking test.

To obtain the information about students' self-confidence, self- confidence questionnaire developed by Mustafa was used [22]. The questionnaires consist of twenty items. The questionnaire was rated

by using Likert Scale with five options: (Strongly Agree) rated 5, (Agree) rated 4, (Undecided) rated 3, (Disagree) rated 2, and (Strongly Disagree) rated 1. In this study, to obtain the students' speaking achievement, oral test in form of narrative text was used that consists of five topics. To find out the correlation between students' self-confidence (X) as a whole and their speaking achievement (Y), Pearson – Product Moment Correlation Coefficient was used.

3. Result and Discussion

The data collected in this study were interpreted based on the result of the questionnaire given information into correlation between students' self-confidence and speaking achievement at UPT SMAN 6 Ogan Ilir. There were 20 items of the statement given to 124 samples of the tenth grade students of UPT SMAN 6 Ogan Ilir. All of the statements were about self-confidence in speaking.

From the questionnaire, it was found that most tenth grade students of UPT SMAN 6 Ogan Ilir had good self-confidence. It could be seen from a total of 124 students there were 34 students (27.4%) had high confidence category and 90 students (72.6%) had average category. Students who were indicated have high self-confidence would have belief in their self to perform their ability. It is supported by Sovianti clarified that students' self-confidence will appear to inspire them in achieving and finishing the assignments if they perceive that they can perform the activities. [23]. In addition, students who had high self-confidence were enjoyable, unashamed, motivated and believe on their ability. In the process of teaching and learning, students who had high self confidence prefer to work individually and independently.

Table 4.1 Distribution of Students' Self Confidence

No	Score Interval	Category	Frequen-cy	Percentage
1	67 – 100	High Confidence	34	27.4%
2	33 – 66	Average	90	72.6 %
3	0 – 32	Low Confidence	0	0 %
	Total		124	100 %

Based on the finding, it showed that the scores of speaking test of the tenth grade students at UPT SMAN 6 Ogan Ilir were 102 students (82.2%) who were in good category. It was happened because most students could say a simple sentence and understood with a certain accent easily. Then the students also knew the vocabulary so they could speak fluently and could say the word correctly. It could be seen from the questionnaire number 8, 66 (53.2%) students were agree they could easily pronounce any vocabulary given by the teacher.

Table 2. Distribution of Students' Speaking Achievement

No	Score Interval	Number of Students	Category	Percentage
1	67 – 100	0	Very Good	0
2	33 – 66	120	Good	82.2%
3	0 – 32	22	Poor	17.8%
	Total	124		100%

Furthermore, based on the result of the Pearson Product-Moment Correlation, it was found that there was a significant correlation between students' self-confidence and speaking achievement at the tenth grade of UPT SMA N 06 Ogan Ilir. Based on table of index correlation, it could be seen that the correlation coefficient was in between the r score interval: 0.20- 0.399. It inferred that the correlation was categorized into low correlation. However, the correlation was still found between students' self-confidence and speaking achievement at the tenth grade stduents of UPT SMAN 06 Ogan Ilir.

Table 3

Correlation between the Students' Self-Confidence and Speaking Achievement

		Self Confidence	Speaking
Self Confidence	Pearson Correlation	1	.274**
	Sig. (2-tailed)		.002
	N	124	124
Speaking	Pearson Correlation	.274**	1
	Sig. (2-tailed)	.002	
	N	124	124

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

Futhermore, there was a correlation because students who had the higher level of self-confidence, they could also had the higher oral presentation scores. It could be seen from questionnaire number 6, 52 (41.9%) students were agree if they were not afraid of making mistakes in speaking English. From questionnaire number 16, 52 (41.9%) students were agree if they felt confident when they answered questions from the teacher in class. From questionnaire number 9, 74 (59.6%) students were agree if they could also distinguish between verbs, nouns, and adjectives when they said a simple sentence. Also from questionnaire number 7, 44 (35.4%) students were agree if they had a conversation with their friends, they were easily able to pronounce the word with any vocabulary. It was because they felt confident in their ability to learn English, especially speaking. Hence, students who had high confidence could get a better score in speaking. It was in line with Hasan, Hanafi, and Sadapotto (2020), the impact of self-confidence on oral communication was significant [24]. Seftiani, Mulyana and Ramalia (2018) reported that there was a strong link

between pupils' self-confidence and their willingness to communicate [20]. Beside, Tridinanti (2018) explored that the achievement of speaking has a close correlation to self-confidence. Students that are self-confidence earn better results [17] .

The finding showed that the students who scored high in self-confidence questionnaire also had high score in oral communication test academic performance. When the students have a strong level of self-confidence, they will do better in their speaking skills [25]. Students with high self-confidence have belief in their abilities to accomplish task. Furthermore, it might be because students of UPT SMAN 6 Ogan Ilir were aware of their self-confidence performance. They tried to push themselves to be confident person, believe on their capability brave in taking risk. Akbari and Sahibdaza (2020) revealed that students' self-confidence had an impact on their learning in terms of engagement, goal-setting, and establishing an interest in lessons [26]. Gurler (2015) stated there was a strong relationship between self-confidence and communication ability [27]. According to Anwar (2016), the pupils' self-confidence could be affected by the panel discussion. The frequency of engagement among friends, such as sharing, talks, and presentations, naturally shapes individual self-confidence [28].

Finally, it was found that there was a significant correlation between students' self-confidence and speaking achievement at the tenth grade of UPT SMA N 06 Ogan Ilir.

4. Conclusion

This study was conducted to investigate whether or not there was a correlation between the tenth grade students' self-confidence and speaking achievement at SMAN 6 Ogan Ilir. Based on the result, it was found that r-obtained was 0.274 was higher than *the r-* table (0.176), *p* (0.002) was lower than 0.05. It was indicated that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. In conclusion, there was

a significant correlation between the tenth-grade students' self-confidence and speaking achievement at SMAN 6 Ogan Ilir. It meant that the self-confidence gave dominant effect through speaking achievement of the tenth-grade students' self-confidence and speaking achievement at SMAN 6 Ogan Ilir. When students' self-confidence was high, it also gave good effect on their speaking achievement.

5. References

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