LangEdu Journal
Vol. - No. -, Januari-2020, pp.

Do Students' Self -Confidence affect to Their Speaking Performance? : The Correlation Study

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Abstract

This study was conducted to see the correlation between students' self-confidece and their speaking performance in speaking class of fourth semester students. It is intended to get the data about whether statistically significant correlation between self-confidence and speaking performance.

This research design was correlation method. Toward data collection technique in this research was questionnaire and document study. The questionnaire was to measure students' self-confidence and documents study to observe about their speaking performance. Furthermore, the data was analyzed by applying analysis factor to classify the factor which conducted from self-confidence (Awareness, Capability, and Believe) and regression analysiss which aimed to see the regression between three factors as the independent variable and students' speaking performance as dependent variable.

From regression calculation result showed that the F value 1.760 < 3.91, Sig score $.157^{b}$ > 0.05 and T scores (awareness 0.008, capability 0.533, believe 1.845) < 1.976. Thus, it can be concluded that self-confidence has low significant correlate with speaking performance. Then, based on the result, it is suggested that lecturers need the lecturers are suggested to facilitate and activate students' linguistic intelligence by fortifying their grammatical and vocabulary in learning process**.** For the future researcher this topic is quite general the researcher suggests doing deep investigations about the relationship between self-confidence and speaking performance aims to get details by using different statistical that such as factor analysis and multiple regressions to obtain the information more detailed about these relationships with more specific instruments. Therefore, the researcher also suggests to apply add spoken test as the kind of better research instrument accompany with make students classification belongs to the level of students' confidence and speaking performance.

Keywords: Self -Confidence, Speaking Performance

INTRODUCTION

In natural term, language is one of the important tools applied by people to share an idea, feeling, and information in daily communication. Furthermore, language becomes necessary that happens in the whole of humans' experience. According to (Victoria & Robert, 1983; Pamungkas, 2018) which said that people were apply some words to share information depend on the context and condition. Dealing with information transformation, in Indonesia, most of the information are transformed by using Bahasa as the first language (L1) and some of information were transformed by English as foreign language (L2). In understanding information which transformed in second language (English) make students need to concentrate in understanding the information. By those reasons, make students have to learn about

English as second language for helping them in understanding information that transformed by English.

In learning English, students trained to master four language skills, i.e.: speaking, reading, listening and writing. Among those language skills, speaking is one of the skills that mostly used in their activity. However, in order to communicate appropriately within a particular community, students need to have a communicative competence. This competence will lead someone to use the language with a good grammar and understandable speech to show what in her/his mind and feeling. This competence is one of oral performance of learning a second language. Oral performance refers to speaking skill; it attracts students to perform their ability orally that makes speaking be challenging material in learning a language.

Speaking is one of challenging skills in language learning, in enhancing speaking skill, students need to have to enrich enough vocabulary. It is because vocabulary can support their fluency and accuracy during the speaking performance. It means that the more vocabulary the students have the fluency and accuracy their speaking will be. This is in line with (Coady, 1993; Pamungkas, 2018) stated that vocabulary is the prior element that helps students in mastering speaking skills. This element can help the students in transforming their idea or feeling effortless. When they did not have enough vocabulary, it can make them difficult to understand and share their idea. So that in the language learning process, especially in speaking class vocabulary, it is an important thing that students should have because it builds students' ability in transforming the information and the material deeply depend on the context.

In the other hand, in mastering speaking, the students need to have good self-confidence. Conceptually, self- confidence is one of the non-linguistic factors that affect speaking. Self-confidence is from personality factor, which does not correlate with any other language element, but it can affect the speaking. On this occasion, (Yashima, Zenuk & Shimizu, 2004; Al hebaish, 2012) stated that self–confidence is an necessary factor that determines learners' readiness to practice their speaking performances in the classroom activity. It can be assumed that the high level of students' self-confidence the good speaking performance they have.

There have been several studies which discussing about students' self-confidence. The first research conducted by (Keefe & Shi, 2017) found that self-confidence has dominant evidence to increase students' speaking ability in group presentation practice.

Another study by (Tello, 2012) indicated that the research process prompted students' speaking confidence through the use of technology. The study was also an opportunity to improve the teacher's performance and become a facilitator by

steering a pedagogical intervention that allowed students to make decisions to overcome their lack of speaking confidence in all three aspects of ability, assurance, and willing engagement. Besides, students testified feeling mediocre of 47% more confident at the end of the semester than the beginning of semester.

Another side, (Doqaruni, 2014) suggests that due to the regular practice of spoken English in pair or group work activities, students found English easier to speak. Similarly, (Vazquez, 2014) noted that to build students' self-confidence it is come from the good partnership between parent and teacher influenced students' self-confidence. Since, to construct their self-confidence it cannot stand from individual factor but a combination with all factors which contribute to a building inside or outside of the classroom.

Therefore, (Pulford & woodwaed, 2018) in their study compare female and male students' self-confidence in academic comparison. From these study presented the higher level of self-confidence that female and male that they require comes from their activeness during class activity and it also can be said that not self-confidence do not correlated to gender**.**

In another side, (Tridinanti, 2018) in her study about found that self-confidence has significant correlation with speaking achievement. Moreover self-confidence is the core elements that encourage students and in practicing speaking English in front of the class.

Furthermore, (Tuncel, 2015) revealed that the subjects who have high self-confidence achieved higher success rates than the subjects who have low self-confidence.

From the previous studies about confidence in language learning, the researcher is eager to study the confidence that takes part to find the correlation between self-confidence and speaking performance. Another consideration makes the researcher choose this topic is that self- confidence affects the students' learning. By having self-confidence, the students can successfully execute the desired behavior. The researcher conducted thesis entitled:

"The Correlation between the Students' Self -Confidence and their Speaking Performance"

METHOD

This research was conducted in a correlational research design as the researcher wanted to determine which level students' self-confidence and speaking performance correlated. According to (Latief, 2016) the correlation research design is used to know the relationship between two variables. Furthermore, (Creswell, 2012) some of the research methodologies which predict scores and explain the relationship among variables with statistical investigation tests that called correlation

design. Based on theory above, the researcher conclude that the correlation research design was concerning to observe the relationships between two or more variables by investigating the score of variables with the statistical investigation.

Furthermore, this research determined the correlation between two variables they are students' self-confidence as the independent variable and speaking performance as the dependent variable.

This research was conducted at University of Islam Malang. The population of this study are concern on fourth-semester students of the English education department in the academic year 2018-2019. The total target population of this research is one hundred forty-eight (148) students. They are divided into five (5) classes of speaking class. Further,

Since the number of the population is too big, the researcher did purposive sampling after determining two criterions from the research subject are;

a. English education department's student
b. Following the speaking 4 class

About research instrument the researcher used two kinds of research instruments for each variable they are questionnaire and documentation. Among the questionaire researcher used a questionnaire containing 13 (thirteen) of questions are written in the form of statements which need the students' responses. Besides, the responses are written in 5 (five) choices aimed to collect the data on the students' self –confidence in speaking. Moreover, the questionnaire was adapted from (Horwitz, E. K, Horwitz, M. B, & Cope, J, 1986) which contain 10 (ten) following statements. In this research, the researcher took statement number 1, 3, 5, 6, 7, and 9 which applied researcher research questionnaire in item number 1, 6, 8 9,10 and 13. Meanwhile the researcher also did adaptation the research's questionnaire from (Griffee, 1997) which contain 12 (twelve) items and took number 1, 6, 9,8,12 applied to number 2, 3,4,5,7. For further information about the detail of about the outline of questionnaire content and the focus of statements were explained with table 3.2.

Table. 1 The Outline of Questionnaire Content

No	Indicators	The number of question	The number of items used
1.	Self –capability	1,2,3,4,5	5
2.	Personality	6	1
3	Self-confidence	7,8,9,10	4
4.	Students ' opportunity	11	1
5	Students' expectation	12, 13	2
Total		13	13

In accepting the validity of questionnaire, according to (Sulistiyo, 2015) that good research instruments has to be validated. To get the satisfactorily information from research instruments, there are several requirements to check the quality of research instrument by checking the reliability and validity. Furthermore, to get the validity of questionnaire in this study, the researcher did some ways. The first, administering the question that used and getting the revision, an English expert at the University of Islam Malang validated it more it shown at appendix no 4 at page. The last process, it is validated by Pearson Product moment in SPSS v.20. Thus the output of validity test shown in table

From table 3.3 known that, the T-score is higher than T-table and the level of significant is smallest that .005. It can be said that the questioner that applied by the researcher is Valid.

In measuring about the reliability of the questionnaire the researcher used SPSS v20 exactly with the Alpha Cronbach Coefficient (ACR) process. From the statistical process found that the score of ACR from questionnaire was .832 and it was higher than the significant level at 0.05. Based on the table of classification of reliability, it shows that the reliability of the students' degree of extroversion questionnaire is moderate. For further information detailed shown by the output from SPSS v20 as follows: shown above the questionnaire was reliable and able to apply be the research instrument and also appropriate to be displayed to the research subject.

Moreover, regarding with limitation of time, and to figure out information about students' speaking performance, the researcher applied a document as the source of information. The document was taken from students' performance with students' speaking score, which was collected from all of speaking score from lecturers' assessment process. The researcher decided to use documentation caused, there are too many research subject, the researcher do not have capacity to conduct to test to each students and the researcher keep the neutrality of data.

To obtain the data, the researcher did some procedures. The data were obtained from March 25 to May 8, 2019. In term of the students' self- confidence, the researcher distributed a questionnaire written in English in to 148 students of speaking class, the questionnaire was consist of 13 (thirteen) item of statements and 5 item of answer choice. In following answer from the questionnaire, the researcher provided five options of statements and it has different score in each. Thus, the detail of the score realised in the table 3.5.

Table 2. List of Questionnaire Scoring

Option	Statement	Score
A	Strongly disagree	0
B	Disagree	1
C	Neutral	2
D	Agree	3
E	Strongly agree	4

However, to get information about students' speaking performance, the researcher used the document study as data fulfilment of students' speaking performance. Additionally, the score was taken from lecturers' speaking assessment which taken after students has already done their performance inside of class. After the researcher has already got the list of students' speaking performance score, the researcher grades the students' score from the deepest score was 0 and the uppermost score was 100. Further information about scoring grade was explained with a grading score on table 3.6 lists below:

Table 3. List of students' speaking score

No	Students score	Criteria
1	85-100	Very good
2	64-84	Good
3	40- 54	Moderate
4	0-39	Low

After the researcher got the data from research instruments to analyze information which has been provided from the research instrument. There were several techniques which researcher used.

After all of the questionnaire was collected in grading the result of questionnaire the minimum score for each statement is 1 and the maximum score for each statement is 5. In addition the researcher provided the table about questionnaire scoring scale.

After the researcher found the mean, median and standard deviation score the researcher decided the measure score from two instruments they are; questionnaire of students' self-confident and speaking score. After the students filled the questionnaire, the researcher determined the students level of self-confident based on the questionnaire score.

Moreover, the students' self-confidence score data the questionnaire has been analyzed then, to determine the students' self-confidence are normal or not the researcher did the Normality Test.

In addition, the researcher did a normality test to find out whether the distribution of the data about students' self-confidence and students' performance are normally or not. The data was checked by using One Skewnes and Kurtosis in SPSS. The probability value for the normality test of the data is 0.05. The variables are normal if they:

a. accepted if the ratio score is between (-2) and (+2) it mean that the data were normally distributed.
b. rejected when the ratio score is not between (-2) and (+2), it means the data is norm

After the researcher found the data normality the researcher did Factor Analysis, it was aimed to definite the significance of data structure which influenced to the data. According Ghozali (2016) factor analysis. in Factor analysis there were several stages, namely:

1) Testing the data normality
2) Testing the assumption of the value of Kayser Mayer Oilkin Measure of Sampling Adequacy (KMOSA) and the score of the Barliet Test of Scarcity.
3) Determining the value of the MSA Measures of Sampling Adequacy
4) Determining the results of communal extraction
5) Determining Variance Explained

This analysis is used to examine whether or not the students self-confidence influence students' speaking performance.

Furthermore, students' self-confidence represented with three factors which taken from the factor analysis (see table 4.9) whether, if there was an influence, it would said the best predictor of students' self-confidence are to a positive classroom environment and cooperative learning. Afterward, to answer why the correlation and influence among the variables might occur, as a result, are subsequently interpreted.

The hypothesis of there is some correlation between students' self-confidence and students speaking performance. To test the hypothesis, the data is analyzed by using the stastical formulations as follows:

H_0= if $r_{xly} < r_{t-}$ means there is correlation between students self-confidence (X) and students speaking competence (Y) but has low significant.

H_a= if $r_{xly} > r_{t-}$ means that there is corelation between students self-confidence and students' speaking competence

RESULTS

As what has been the researcher presented in the previous, the research population subject were fourth semester in one of private Islamic University in Malang which concentrations on English Education Department which consist of 148 students.

In line with the findings of research, the researcher presented the description statistic table which displayed the mean and standart deviation about variables. The analysis of mean and standard deviation was conducted to understand direct differencial score among variables

After deliberate the data, the researcher analyzed the normality and of data to fulfill the assumption. The descriptive statistic was displayed as in the table below:

Tables 4. Descriptive Statistic

Variables	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Selfconfidence	148	35,60	,571	6,941
Speakingcompetence	148	65,80	1,051	12,789
Valid N (listwise)	148			

Table 4. Displayed (N) or the research participants are 148 students. Moreover, the mean score of self-confidence was 35.60 and the mean score of students' speaking performance was 65. 80. Furthermore, the standard devise' score among students 'self-confidence there was 6.941. Then, speaking performance' standard deviation score there was 12.789. Before conducting hypothesis testing is the normality of data. Normality used to investigate the data description.

To figure out the finding of this research, after founded the mean and standard deviation score, the researcher did two processes to analyze the data and did hypothesis testing. They are analysis factor and regression.

Before analyze the finding the researcher did normality test which aimed to see the normality distribution between the speaking performance' data and self-confidence' data. The normality test of the data was provided on table 4.2 and 4.3.

Table 5. Table of Skewness dand Kurtosis of Speaking performance

N		Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Speaking	148	-.474	.199	1.027	.396
Valid (listwise)	148				

From table 2 showed the output of the skewness score was -.474 and output kurtosis score was 1.027. To interpret the significant level of skewness and kurtosis it

known from the ratio of skewness and kurtosis score which located between (-2) and (+2). After counting process, the researcher found the ratio score of skewness was -2.38191 and kurtosis score 2.593434 in between (-2) and (+2). Those ratio score shows that data of speaking performance is normally distributed.

Table 6. Table of Normality Skewness and Kurtosis test of Self-confidence.

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Self-confidence	148	-.471	.199	.880	.396
Valid N (liswise)	148				

Table 3 above showed that the output of skewness score was -.471 and output kurtosis score was .880. To interpret the significant level of skewness and kurtosis, known from the ratio of skewness and kurtosis score which located between (-2) and (+2). After counting process, the researcher found the rasio score of skewness -2.36683. The kurtosis score 2.222222 in between (-2) and (+2). Those ratio score shows that data of speaking performance is normally distributed.

Furthermore, referring to the normality test as displayed in the table above, it can be seen that the both data were in normal distribution.

This analysis aimed to ddiscovers the significance of data structure which influenced to the data. The analysis of factor including eight stages, namely:

1) Testing the assumption of the value of Kayser Mayer Oilkin Measure of Sampling Adequacy (KMOSA) and the score of the Barliet Test of Scarcity.
2) Determining the value of the MSA Measures of Sampling Adequacy
3) Determining Communalities
4) Determining total Variance Explained
5) Describing scree plot
6) Determining component matrix
7) Determining rotate matrix
8) Determining component matrix

For more information shown Table of Descriptive One-Sample Kolmogorov-Smirnov Test (Part-2) can be seen on appendix 02. The analysis of the KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) and BTS (Bartlett's Test of Sphericity) constructed to investigates the appropriateness of variables.

Table 7. Table of KMO and BTS Test.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.815
Bartlett's Test of Sphericity	Approx. Chi-Square	577.917
	Df	78
	Sig.	.000

After the normality of data was conducted, in factor analysis it was needed to see the table of Output KMO and Bartelt Test is usefull to know variable appropriateness that aimed to consider whether the variable can be measured in factor analysis. The whole processes are considering to KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) score.

Furthermore when the sore of KMO MSA bigger than 0.50, it shows that the analytical process can be continued. In this occasion wherein the output scores of KMO MSA known .815 > .50 and score Bartlett's Test of Sphericity (sig). 0.00 < 0.05. From those score, it could be known that this analysis can be continued because the variable has already attempt to the factor analysis assumption that if the score of Kayser Mayer Oilkin Measure of Sampling Adequasy (KMOSA) higher than .050 and the score of Barliet Test of Spcerecity has bigger than .50

Anti-Image Matrices is used to measure the appropriate variable which can be processed on factor analysis. In addition, Anti-image Covariance provides some code Measures of Sampling Adequacy MSA using (a) which shows the score of MSA inside of the table. 5 for more display at appendix no 8 shows the data below,

Table 8. Table of MSA score

No	Item of Question	MSA Score
1	Statement 1	.898
2	Statement 2	.833
3	Statement 3	.876
4	Statement 4	.800
5	Statement 5	.858
6	Statement 6	.847
7	Statement 7	.895
8	Statement 8	.813
9	Statement 19	.822
10	Statement 10	.779
11	Statement 11	.818
12	Statement 12	.667
13	Statement 13	.689

Table 8 displayed the MSA score comprises of the score of statement 1 was .898[a], statement 2 was .833[a], statement 3 has score .876[a], statement 4 the score was

.800[a], statement 5 was .858[a], statement 6 847[a], statement 7 has MSA score.895[a] statement 8 .813[a], 9 .822[a] in statement 9, statement 10 was .779[a], statement 11 .818[a], 12 was .667[a], and .689[a,] in statement 13. From those table shown that the MSA score is higher than .50 which means that all of the variables can be analyzed by using factor analysis. Otherwise, when MSA score of some variables lower (< 0.50) then the re-analyze process only for variables that have an MSA value > 0.50 is conducted.

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Table 10. Table of Comunalities

	Initial	Extraction
Statement 1	1,000	.482
Statement 2	1,000	.628
Statement 3	1,000	.490
Statement 4	1,000	.506
Statement 5	1,000	.556
Statement 6	1,000	.395
Statement 7	1,000	.523
Statement 8	1,000	.590
Statement 9	1,000	.654
Statement 10	1,000	.623
Statement 11	1,000	.326
Statement 12	1,000	.712
Statement 13	1,000	.786

The table above showed the score of variable examined can explain the factor or not. The variable is considered able to explain the factor if the extraction value is> 0.50. Based on data, it can be concluded that the extraction value for all variables was greater than 0.50. Thus it can be concluded that all variables can be used to explain factors.

Table 11. Table of Total Variance Explained

ST	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulatie %	Total	% of Variance	Cumulative %
1	4.445	34.194	34.194	4.445	34.194	34.194	2.581	19.855	19.855
2	1.754	13.496	47.690	1.754	13.496	47.690	2.464	18.950	38.805
3	1.071	8.240	55.930	1.071	8.240	55.930	2.226	17.125	55.930
4	.894	6.874	62.804						
5	.783	6.024	68.828						
6	.746	5.738	74.566						
7	.663	5.103	79.670						
8	.595	4.580	84.249						
9	.552	4.249	88.499						
10	.465	3.577	92.076						
11	.431	3.316	95.392						
12	.324	2.492	97.884						
13	.275	2.116	100.000						

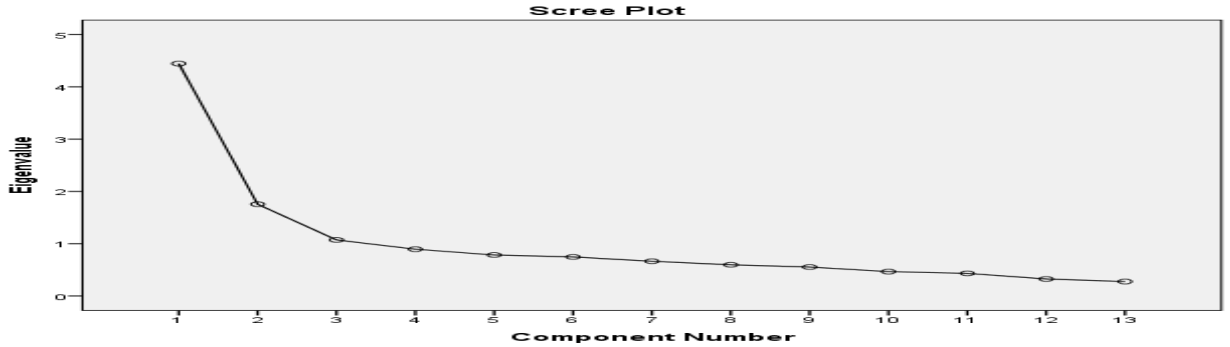
Extraction Method: Principal Component Analysis.

Table 7 of variance showed the value of each variable analyzed. There were 13 components analyzed and were two kinds of analysis to explain a variant, namely Initial Eigenvalues and Extraction Sums of Squared Loadings. The Initial Eigenvalues variant showed the factor formed wherein all factors showed the number of variables (4.445 + 1.754 + 1.071+. 894 +. 783 + .746 +.663 +. 595 +. 552 + .465 + .431 + .324 + .275 = 12.998 whereas in the Extraction Sums section of Squared Loadings showed the number of variations in the number of factors that can be formed which was including 3 variations of factors 34,194 + 13,602 = 49,930 and 36.328 + 13.496 + 8.240 = 55.930.

Based on the results of Initial Eigenvalues, there are three factors formed from 13 variables analyzed which has the requirement to be a factor which was higher than 1 follows in factor 1 = 4.445>1and able to explain 34.194, factor value 2 = 1.754> 1that explain 13.496 and factor 3= 1.071> 1 which was able to explain 8.240. Further, all of the variations from component 1, 2 and 3 were summed, and then explain 55.930 variations.

On the hand, the components 4 until 13 were not calculated because the value of Equivalent was lowest (<) 1. In sum, from the whole processes it could be founded that there were three factors from those components that build in speaking confidence data which located on component number 1 till 3.

Picture1. Picture of Scree Plot



This plot showed the number of factors formed wherein there was one point with the value of Eigerrvalue >1. In this case, there were 3 factors that is in factor 1, 2 and 3. Moreover, the component 1 stayed at 4.5, component 2 at 1.5, and component 3 stayed at 1.20.

Table 12. Table of Component Matrix

CONTENT	Component		
	1	2	3
Question1	.621	.308	-.044
Question2	.637	.142	-.449
Question3	.619	-.149	-.291
Question4	.602	-.132	-.355
Question5	.628	.261	-.305
Question6	.550	-.234	-.195
Question7	.635	-.283	.199
Question8	.634	-.393	.182
Question9	.634	-.402	.301
Question10	.596	-.348	.383
Question11	.451	.257	.238
Question12	.426	.630	.366
Question13	.513	.705	.159

Extraction Method: Principal Component Analysis.
a. 3 components extracted.

Table 12. Exhibited that the component matrix that displayed the correlation between components and factors. In addition, the table showed that the correlation between 13 with 3 factors. Moreover, the question with factor 1 was .621, with factor 2 was .308 and factor 3 was -.044. Question 2 has correlation with factor 1 was .637, factor 2 was .142 and factor 3 was -.044. Question 3 has correlation with factor 1 was .619, question 2 was -.149 and factor 3 -.291. Question 4 has correlation with factor 1was .602, factor 2 was -.132 and factor 3 -.355 and question 5 has correlation score with factor 1 was .628 factor 2 was 261 and factor 3 with -.305. In question 6 has correlation with factor 1 been .550, factor 2was -.234 and factor 3 with -.195. Question 7 has correlation with the factor such factor 1 with .635, factor 2 with -.283 and factor 3 with .199.

Table 13. Table of Rotated Component Matrix

	Component		
	1	2	3
Question1	.172	.432	.515
Question2	.074	.753	.235
Question3	.319	.621	.055
Question4	.265	.659	.035
Question5	.071	.637	.381
Question6	.377	.503	-.008
Question7	.661	.256	.144
Question8	.718	.268	.049
Question9	.784	.177	.088
Question10	.771	.089	.145
Question11	.244	.107	.506
Question12	.070	-.007	.841
Question13	-.029	.207	.861

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

To make sure some variables into factorial group, it can be measured by finding and persuiting the high correlation score of correction between variables (Question) with research factor (Component). Furthermore, the following paragraph is the finding of Rotation converged as;

a. In item 1, there was correlation score between factor 1 =.172, factor 2=.432 and factor 3 =.515. From the finding known that correlation score of factor 3 is higher than factor 1 and factor 2 that means item 1 was included in factor 3 group.

b. Item 2, it has correlation score in factor 1 = .074 in factor 2 = .753 and factor 3 = .235. From the score description found that score in factor 2 is higher than factor 1 and 3. It can be said that variable 2 were included into factor 2 group.

c. Item 3 has correlation score in factor 1 there were =.319, factor 2 =.621 and factor k 3 there were = .055. From the data description known that correlation score of factor 3 is higher than factor 1 and 2. It can be said that, item 3 were included in to factor 3 group.

d. Item 4 has correlation score in factor 1 for about = .265, in factor 2 with = .637, and factor 3 = .035. After score descriptions found that the correlation score from factor 2 is higher than factor 1 and 3. So that item 4 is companied to factor 2 groups.

e. In item 5 known that, the correlation score in factor 1 is about = .071, then in factor 2 = .626 and factor 3 = .681. From the data description known that correlation score from factor 3 is higher than factor 1 and 2. It can be said that, variable 5 was included into factor 2 groups.

f. Item 6 has correlation score for factor 1 is =.377, factor 2 = .503 and factor 3= -.008. From the score explanation known that factor 2 is higher than factor 1 and 3. It means that item 6 is included into factor 2 group.

g. In item 7, it has correlation score which came from three factors. The correlation score on factor 1=.611, factor 2=.256 and factor 3 it has = .144. From the whole data explanation above, revealed that factor 1 has highest score that factor 2 and 3. It can be said that, item 7 were included into factor 1 groups.

h. Item 8 has correlation score about in there factors, in factor 1 =.718, factor 2=.268 and factor 3= .049. From the data, can be known that factor 1 has highest score than other variables which included into factor 1 group.

i. Item 9 has correlation score on factor 1 = .784, factor 2=.177, and factor 3 has = .088. After the score was explained, known that factor 1 is higher than another factor. It can be said that item 9 was included into factor 1 groups.

j. Item 10 has correlation score in factor 1 with =.771, on factor 2 = .089 and factor 3 with = .145. From the description known than factor 1 has higher score than another variable and it reflected that item 10 was joining factor 1 groups.

k. Item 11 has correlation score in factor 1=.244, factor 2 =.-007 and factor 3 = .506. From the factor analysis found that, on factor 3 has highest score than another factor. It can be said that, item 11 is including factoring 3 groups.

l. Item 12 has correlation score likewise, factor 1 with = .070, factor 2= .014 and = .841 on factor 3. From the score description known that factor 03 has higher correlation score that factor 1 and 2. Means that, item 12 were included on 3 factor group.

m. Item 13 has correlation score on factor 01 about =.-029, factor 2 has sore about =.207 and factor ke 3= .861. Because of factor 3 has the high score it can be said that, item 13 was on factor 3 groups.
For more information about the group classification likewise;

Table 14. Table Factorial group of questionnaire's item.

No	Factor	Number of questionnaire's question item
1	1	7, 8,9,10
2	2	2,3,4,5,6
3	3	1, 11,12,13

After the researcher explained the data description in previous phase, the researcher decided to change the factors' name became group and the question become an item. The classification is used to simplify the researcher and reader in classifying the group that aims to give clear information. In designing group classification, the researcher was considered to the most topics which concern to discuss in the whole of group items. The classification likewise;

A. Factor 1 changed became Awareness group
B. Factor 2 changed became Capability group
C. Factor 3 changed become Believe group

Table 15. Table of Component Transformation Matrix.

Component	1	2	3
1	.612	.642	.462
2	-.602	-.001	.799
3	.514	-.766	.386

Component transformation matrix shown that, on 01 component has correlation score .583 > 0.5.02 component has correlation score about = .769 and component 3 has score .504. From the explanation, it could be stated that correlation score of whole components were higher than > 0.5. It can be said that, those three components were appropriate to resume all of variables which examined.

Regression used to know the simulate correlation between two or more X variables (predictor) and Y variable (criterion), the researcher used regression to know the simulate correlation between students' speaking confidence and their speaking performance. In this passage the researcher displayed the finding of calculation process in regression.

Table 16. Table of Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.188[a]	.035	.015	12.691

a. Predictors: (Constant), believe, capability, awarnes

It can be seen from the table 4.13 that R value is .188. Additionally R square is .015which showed that the contribution of the dependent variable students' self-confidence(X) to students' speaking performance (Y) was 1.5%.

Table 17. Table of F value contribution

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	850.647	3	283.549	1.760	.157[b]
	Residual	23193.272	144	161.064		
	Total	24043.919	147			

a. Dependent Variable: speaking
b. Predictors: (Constant), believe, capability, awarnes

Table17. Presented the result of regression between Self-Confidence which was comprised of awareness, capability, believe and Speaking Performance. Referring to the result of regression analysis above, it could be seen that the sig. value is 0.157 which means it was bigger than 0.05 and F value is 1.760 lower than 3.91. In addition, based on the Sig. and F value above, it can be stated that the regression was not significant statistically between independent and dependent variable. It means that there is no correlation among self-confidence and speaking performance. In the other words, self-confidence is no affect towards speaking performance.

Table 18. Table of Contribution of Each Variable.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.634	6.401		8.066	.000
	Awarnes	.003	.365	.001	.008	.994
	Capability	.212	.397	.048	.533	.595
	Believe	.849	.460	.166	1.845	.067

a. Dependent Variable: speaking

Table 15 provides us with the necessary information to predict the contribution of each independent variable by looking at the significant value column and unstandardized coefficients B column.

T test between X (awareness) and Y shows that the t value is 0.008<1.976 and the significance is 0.994, which bigger than .05. it means that self-confidence do not contribute to speaking performance significantly by showing the contribution X (awareness) to Y (speaking performance) is .003.

T test between X (capability) and Y has t value 0.533<1.976 and the significance value is 0.595 which bigger than 0.05. It means that there is no significant contribution between self-confidence to speaking performance by score 0.212. In other words, when self-confidence decrease the value, speaking performance decreases the value as the speaking performance as .212.

T test between X (believe) and Y shows that the value of t is 1.845<1.976 and 0.067 in the significance value that lower than 0.05. It means that statistically self-confidence do not contribute to speaking performance significantly. It shows that the contribution X (awareness) to Y (speaking performance) is .849.

For more information about the significance of correlation, it explained with the index of correlation.

Table 19. Table of index of correlation

No	Scale	Interpretation
1	0.800-1.000	High Correlation
2	0.600-0.800	Sufficient Correlation
3	0.400-0.600	Fair Correlation
4	0.200-0.400	Low Correlation
5	0.000-0.200	Very low Correlation

Equations

Afterwards, the theoretical hypothesis that assured by regression analysis formulated as follows;

1. H_1 = $r_{xy} > r_t$. It means that there is correlation between students' self-confidence (X) and speaking performance (Y).
2. H_0 = $r_{xy} < r_t$. It means that there is no correlation between students' self-confidence (X) and speaking performance (Y).

Based on the table of analysis above, founded that the value of coefficient correlation (R) 0.188<177.389, F 1.760<3.91, t <1.976 and sig. value>0. Hence, referring to those values, it could be assumed that statistically students' self-confidence do not correlate significantly toward their speaking performance. Therefore, based on the result of analysis, the aforementioned null hypotheses (H_1) was rejected while the alternative hypothesis (H_0) there is negative correlation between self-confidence in speaking performance was accepted.

DISCUSSION

The main purpose of this study was to investigate the correlation between students' self-confidence and their speaking performance. The strongest finding of this correlation study is that the students' self-confidence did not work on their speaking capability. In addition, the result of the data analysis in the previous chapter showed that the correlation between students' self-confidence and their speaking performance is low. The finding appeared that Linier Regression correlation result shows that the F score 1.760 > 3.91 with the Sig. value r_{xly}=.157^b > 0.05 and the T values for the three factors (awareness 0.008, capability 0.533, believe 1.845) < 1.976.

Based on the statistical point of view, the research finding indicated that statistically there was no significant correlation between students' confidence and their speaking performance. It means that the alternative hypothesis which stated (H_1) the higher self-confident the students have the better they achieve in speaking performance was rejected and the null hypothesis (H_0) was accepted. Because the

significance score of the correlation was lower than .005, it can be said that students' self-confidence uncorrelated with their speaking performance. Referring to the finding which showed there is no significant correlation between students' self-confidence and their speaking performance, the researcher believes there is a possibility that the result of this study have affected by factor such as the students' have insufficient understanding including vocabulary mastery and so forth. Sufficient vocabulary, grammatical and having accurate memories of the features will be beneficial toward speaking skill. On the other hand, it also could be influenced by the duration and the students' condition as well since working in hurry and feeling uncomfortable have a biggest effect.

On the other hand, the researcher perhaps needs more time as well as the duration in researching to assure the correlation between self-confidence and speaking skill. Additionally, during the research process, the researcher has to aware of the students' conditions which can influence the result of research. In sort, in running up research, all of the terms should be fulfilled.

Concerning with the finding wherein there is not significant correlation such as displayed in the previous chapter, it could be noticed that the result of this study was the opposite finding and contradicted with the theory of self-confidence stated by Anderson (2013) wherein proposed that confidence is students' beliefs about their capability in doing something well and Ibadurrohman (2016) that noted confidence is one's positive attitude in the learning process.

CONCLUSION

The result of this research was to know the finding from research question "Is there any correlation between students' self-confidence and their speaking performance?. The result indicated that there was no significant correlation between three factors of students' self-confidence (awareness, capability, believe) and students' speaking performance. It was proven by the result of Regression between two variables which showed the F value 1.760 < 3.91, about the Significant score of F value $.157^{b}$ > 0.05 and T value (awareness 0.008, capability 0.533, believe 1.845) < 1.976. In other words, it can be assumed that the students who have high self-confidence do not affect the speaking performance. In short, the researcher concluded that self-confidence was not correlated with speaking performance, and otherwise.

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