

**THE CORRELATION BETWEEN THE STUDENTS' SELF-
CONFIDENCE AND THEIR SPEAKING ABILITY AT ENGLISH
DEPARTMENT OF UNIVERSITY OF ISLAM MALANG**

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ABSTRACT

Self-confidence is believed can be the factor on affecting students' speaking ability because it plays the important role in speaking as well. This study is aimed to know the correlation between the students' self-confidence and their speaking ability at English Department of University of Islam Malang. In this study, the researcher used correlational research design and there were two variables, X variable and Y variable, where the X variable was self-confidence, and the Y variable was speaking ability. The total numbers of the population in this study were 120 students at English Department of University of Islam Malang, and take 20 students of speaking class A at the fourth semester as the subjects of this study. The instruments of this study were self-confidence assessment questionnaire which used to measure the students' level of self-confidence, and speaking midterm test score that obtained from speaking lecturer which used to know the students' speaking ability. The result of this study showed that the minimum score of self-confidence is 94 while the maximum score is 124 and the minimum score of students' speaking score is 10 while the maximum score is 93. In addition, the Pearson Correlation between self-confidence and speaking ability is $-.288$, and the significant value is $.218$ which means that it is higher than $.05$. So, it means that there is no significant correlation between students' self-confidence and their speaking ability. To sum up the result of this study, self-confidence cannot be the measurement to know whether the students have good speaking ability. The students who have high levels of self-confidence may have low scores on their speaking ability.

Keywords: Correlation, speaking, self-confidence

INTRODUCTION

Language plays the important role in communication. It has several kinds of languages; written language, spoken language, signs language, and many others. Also, there are various languages which are used around the world, one of

them is English. As an international language, English is very important to be learned by all of people in the world. The purpose is to help people to be able to communicate with others, especially when people are in the English-speaking countries.

English now becomes an important additional foreign language lesson that must be mastered by all of students in the school or university level. Of course it will bring out a new obstacle in educational system. Because of that, many students face the difficulties of learning English. Occasionally, English learners feel that communicate with English is quite difficult. It is in line with Leong and Ahmadi (2017) who stated that the challenge faced by English learners when they speak or communicate with English language is incomprehension to the knowledge which they learn.

In Indonesia, English also becomes a crucial language used in this industrial era 4.0. According to Tridinanti (2018), English is almost applied by most of Indonesians in order to make daily conversation; it is also usually used to speak with foreigner. From this statement, it means that English is very common language that takes significant part in someone's life. Also, it cannot be refuted that many fields like education, medical, business, tourism, and so on need English language skill. Moreover, English, as the language and subject that is also taught in Indonesia, has four skills which have to be mastered by English learners namely, listening, speaking, writing, and reading. Of the four skills, speaking is the most important skill that has to be mastered in order to support a good communication.

In speaking English, there are several rules that must be obeyed. According to Syafitri, Yundayani & Kusumajati (2019), different from Indonesian language, English, as international language, has its own different rules like pronunciation, grammatical and vocabulary. In the first time speaking English, students may make many mistakes on pronunciation, grammatical or even on the vocabulary, but from those mistakes, they can learn to improve their speaking skill gradually. In addition, Syafitri, Yundayani & Kusumajati (2019) also stated that speaking cannot be successful if the students do not want to be brave to

speak. It seems easy, but there are several factors which affect English learners in learning and developing their speaking skill, for example, self-confidence, repetition of practice, social environment, vocabulary mastery and many others.

From many factors above, in Indonesia, self-confidence is the common problem in learning speaking. However, self-confidence causes the learners to have good motivation in speaking English and also gives strong encouragement to learn new things (Nasih, Yunus & Rahmawati, 2019). Kelly and Watson (as cited in Songsiri, 2007) said that the improvement of students' speaking skill and learning can be measured on their self-confidence. On the other hand, Tridinanti (2018) believed that positive and successful output will be reached by someone who has high self-confidence; but most of English learners in Indonesia feel less self-confidence when they are speaking, especially speaking English in front of their classmates or audience. Mostly, students feel nervous, fear, and worried when they become the main focus of attention of the audience.

Self-confidence is relatively important to accelerate the learning process, especially in speaking because it can determine whether the students will hone their English speaking skill quickly or slowly. Students who have high level of self-confidence will be easier to master their speaking skill quickly. McKay and Fannig have expressed (as cited in Şar, Avcu & Işıklar, 2010) that a good communication skill belongs to the people who have highest self-confidence.

According to the statement above, the researcher is interested to study about the correlation between the students' self-confidence and their speaking ability at English Department of University of Islam Malang.

Al-Hebaish (2012), Gürler (2015), and Nasih, Yunus, and Rahmawati (2019) found a different result of the study about the correlation between the students self-confidence and their speaking achievement. Al-Hebaish (2012) and Gürler (2015) found that there was significant correlation between the students' self-confidence and their speaking performance while Nasih, Yunus, and Rahmawati found that there was no significant correlation between students' self-confidence and their speaking performance. Different from those three previous study, the current study conducted during the pandemic of COVID-19, and the

model of learning process has been changing to online learning system and long distance learning.

RESEARCH METHOD

The researcher used correlational research design as one of quantitative research methods. In addition, Latief (2016) stated that correlational research design was used to find the relationship between two or more continuous variables that can indicate the lowest or the highest level of people's quality. Furthermore, the populations of this study are all of fourth semester students who still active in English Department of University of Islam Malang in academic year 2021/2022. The researcher took 20 students as the samples by using simple random sampling from speaking class A at fourth semester. In this study, the students' self-confidence and speaking ability were measured.

The instruments for this research are questionnaire which was taken from *The Self-Confidence Assessment* by Marata (2018) and midterm speaking scores obtained from the lecturer of Speaking IV. The original questionnaire from Marata (2018) contains of 35 questions, but the researcher of this study decided to choose only 25 question items that must be answered, for there are several question items that have the same meaning, and some of them did not relate to the self-confidence on speaking ability. It used Likert scale model with the range of 1 to 5 where 1 for strongly disagree and 5 for strongly agree. After collecting the data, the researcher calculated the data using *Pearson Product Moment* in SPSS (Statistical Package for Social Science) version 20.

FINDINGS AND DISCUSSIONS

In the current study, the researcher presented the data of students' self-confidence and students' speaking ability in the class A of English Department, University of Islam Malang. The result of questionnaire showed that 20 students of class A, Speaking IV course, have high level of self-confidence. It proved that all of the students have scores more than 85. The second data provided by the researcher were the students' midterm test speaking score. The score was obtained from the speaking lecturer of class A in the fourth semester.

After describing the X and Y variables, students' self-confidence and speaking ability, the data of this study need to be analyzed in order to find out the correlation between the two variables that are students' self-confidence and their speaking ability. The result can be seen on the table below:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self_confidence	20	94	124	108,35	9,670
Speaking_ability	20	10	93	55,00	36,248
Valid N (listwise)	20				

The table above describes the mean score of both self-confidence and speaking ability. The mean score of self-confidence is 108.35 with standard deviation 9.670, and the mean score of speaking ability is 55.00 with standard deviation 36.248. The table below is the table of the correlation between students' self-confidence and their speaking ability.

The Correlation between Students' Self-confidence and Speaking Ability

		Self_confidence	Speaking_ability
Self_confidence	Pearson Correlation	1	-0,288
	Sig. (2-tailed)		0,218
	N	20	20
Speaking_ability	Pearson Correlation	-0,288	1
	Sig. (2-tailed)	0,218	
	N	20	20

It is reported that the Pearson Correlation between self-confidence and speaking ability is -0.288, and the significance value is at the level of 0.218. It means that the p value is higher than 0.05. In short, the result presents that self-confidence and speaking ability are not significantly correlated. It can be concluded that students' self-confidence is not the only measurement of students' speaking ability at speaking class A course in English Department, University of Islam Malang.

DISCUSSION

The aim of this study is to find out the correlation between students' self-confidence and their speaking ability of fourth semester of English Department, University of Islam Malang. With regard to the research problem, the result of this current study was different from the previous study conducted by Al-Hebaish (2012) and Gürler (2015) who found the positive correlation between students' self-confidence and speaking ability.

In short, self-confidence was not the only aspect that affected students' ability, especially in speaking. Ariyanti (2016) stated that there are psychological factor that also affecting students to master and acquire a language, especially in speaking, such as motivation, anxiety and self-esteem. The same opinion was uttered by Woodrow (as cited in Firdaus, Suhartoyo & Ni'mah, 2020) who stated that speaking ability was influenced by factors other than self-confidence. Additionally, Tuan and Mai (as cited in Leong & Ahmadi, 2017) stated that besides self-confidence, there were situation, students' listening skill, and feedback during speaking that can be the factors influencing students' speaking ability.

Moreover there were some factors that might be the reason in no correlation between students' self-confidence and speaking ability or why the null hypothesis is accepted. First, based on the data collected, students who have high level of self-confidence were not really confident when they were asked to speak in front of their classmates although it was an online learning. Then, because there was a change of the speaking lecturer who came from United States Embassy at class A, therefore, the students were not ready with the class where the lecturer is native speaker of English. Even though most of students chose agree or strongly agree on item 9 which reads "I handle new situation with relative comfort and ease" on the questionnaire, in fact, they cannot really handle a new situation comfortably.

CONCLUSIONS AND SUGGESTIONS

In conclusion, the result found that there was no significant correlation between students' self-confidence and their speaking ability. It can be seen from

the data which showed the level of significance (p -value) was at .218, so it means that it was higher than the significant value (.05). Hence, the null hypothesis (H_0) is accepted while the alternative hypothesis (H_1) is rejected. The researcher summarized that self-confidence was not the only measurement to appraise the students' speaking ability at the fourth semester of English Department, University of Islam Malang. In conclusion, the high level of self-confidence cannot be the measurement to predict whether or not the students had high score in speaking as well.

The researcher would like to provide the following suggestions based on the findings and conclusion which are previously presented. For the learners, they need to give attention on other aspects in relation with speaking ability. It is also important to join the class seriously in order to help the students to achieve their goal in mastering speaking skill easily. For the English educators, it is highly recommended to have a positive and pleasant atmosphere during the class. Furthermore, motivation and support from the educators are needed for the students to master and reach the goals of English speaking ability. In order to develop the research findings, the further researchers can use the different instrument or bigger subjects to investigate the correlation or relationship between self-confidence and speaking.

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