

THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND THEIR SPEAKING ACHIEVEMENT

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ABSTRACT

The present study wants to know if there is a relationship between self-confidence and speaking achievement. In conducting this research, the researcher used a quantitative correlation method. There were 57 students from the English Department who were taken as the subject of this research. The researcher used the Confidence Questionnaire to assess the student's level of self-confidence, and a speaking score was used to determine the level of students' speaking achievement. The current study's findings revealed that the r observed students' self-confidence and speaking achievement was 0.247, with a level of significance greater than 0.05 implying that there is no relationship between students' self-confidence and their speaking achievement. In other words, self-confidence cannot be used to predict the students' speaking achievement in some situations. It can be inferred that there were other factors besides self-confidence that impacted students' speaking achievement.

Keywords: Correlation; Self-confidence; Speaking Achievement.

INTRODUCTION

Speaking has become a crucial skill that the educational system needs to emphasize in order for students to share ideas, pool information, and learn more about language (Sara, 2015 in Lasayah, 2017). Gaining speaking proficiency is necessary for effective communication. Additionally, according to Richard (2008: 19) every learner needs strong speaking abilities to interact with other foreign students because many second- or foreign-language learners prioritize developing their English-speaking abilities. As a result, speaking is regarded as an essential component of learning. Speaking remains the hardest skill for the majority of English learners to master, and they are still incapable of communicating orally in English (Zhang 2000 in Nakhlah 2016).

Speaking abilities are affected by a number of factors, including internal (psychological and attitudinal) and external (physical and physiological) barriers (Gurler, 2015). He also argues that a psychological barrier that prevents language learners from speaking a foreign language is a lack of confidence. Additionally, according to Krismanti and Siregar (2017), there are some speaking-related factors that prevent students from participating in speaking activities. These psychological factors include (1) a lack of confidence, (2) a fear of making mistakes, (3) shyness, and (4) anxiety. Students often encounter many challenges when learning English for the first time, including being discouraged from speaking up in class because they are worried about making mistakes, fear of being teased by other students, and fear of being criticised by the teacher. To avoid that situation,



students choose to be passive in the class. Nakhlah (2016) stated that lack of confidence, shyness, anxiety, and lack of motivation are the problems in speaking English practice. Based on the problem above it can be concluded that the most crucial problem is building self-confidence. As a result, those gaps may obstruct the learners' ideas and have a significant impact on their speaking performance.

According to Hebaish (2012) in language learning, self-confidence plays a crucial role. It means that it will be impossible to learn a language without possessing self-confidence. Second-language students who possess a high level of self-confidence will be able to meet their expectations more easily. While the students who have a low level of self-confidence will have difficulties in their learning process.

There are some studies finding A relationship between speaking and confidence. A positive correlation was seen in some studies. Roysmanto (2018) stated in their study that the students with high self-confidence scored highly on the questionnaire, while students who scored highly in the interview were able to respond to the interviewer's questions with clarity and fluency. Normawati (2016) conducted the same study and she found on his study that students' speaking performances are significantly influenced by their level of confidence. To deliver an effective speech, students need to feel confident in themselves. then the last study conducted by Fitri (2014) revealed a significant correlation between those two variables.

Besides self-confidence, Latha and Ramesh (2012) point out several factors that can affect students' speaking performance. They include students' knowledge of the subject matter, vocabulary mastery, listening skills, excessive use of their mother tongue, and even family background. Those other variables make self-confidence seem like one single overrated factor to achieve good speaking achievement. It can be assumed that self-confidence might not play a significant role relating to speaking achievement.

In this pandemic period, schools and universities are forced to shift their learning process into online classes. English-speaking classes are conducted through zoom meetings and evaluated through video submission assessment. This works so much differently from the conventional class. In a synchronic assessment, students might feel less confident while they are speaking. However, this video submission evaluation can reduce their anxiety.

The use of ICT helps the students to be more confident rather than the use of face to face learning that makes students had a high level of anxiety (Pamuji, 2020). Students have less worry of being wrong with their speaking. The question then is whether the higher students' level of self-confidence in online speaking classes the higher their achievement too.

Based on those discussions of facts and problems of self-confidence and speaking above, the present study focused on the correlation between self-confidence and speaking of university students. the researcher wonders if there is a relationship between students' self-confidence and their achievement in online English-speaking classes.

METHODS

In conducting this research, the researcher used a quantitative correlation method. The second semester English department students' speaking achievements and self-confidence were compared using the design to see if there was a relationship. The researcher used the self-confidence Questionnaire and students speaking score to measure the relationship between those two variables.

The population of this study was student of English Department, Faculty of Teacher Training and Education especially on Second Semester at University of Islam Malang. It consists of 2 classes and has a different number of students in each class. The total population is 57 students. In this research, The participant was chosen at random from the population by the researchers using clustered random sampling. Finally, the researcher took classes A and B as the sample of the study in which the total number sample was 57 students.

There are two kinds of instruments used in the current study. The first instrument was a questionnaire adapted from Fitri (2014) contains of 20 question items that must be answered. The second instrument was the speaking course score. In order to get the data on students' speaking performance, the researcher contacted the English-speaking lecturers of Unisma. The final marks of speaking performance from the second-semester students were collected from the lecturers' archives. The score was taken after the student did all of the speaking process steps that had taught by the lecturer in speaking class.

The procedure of collecting data was divided into three steps. The first step was the researcher gave the instruction to the respondent to read the question carefully and they had to choose the statements that best matched to them the most. The second step was the researcher distributed the questionnaire sheet to the participants using google Forms via Whats App Group. The last step was the researcher obtained the students speaking achievements from the lecturer. Then the researcher combined the students' questionnaire results and the students speaking scores.

After the data was completed, the researcher then analyzed the score of speaking achievements and the score self-confidence questionnaire by using SPSS (*Statistical Package For Social Science*) version 20. To investigate the correlation between students' self-confidence and their speaking achievements the researcher used the Pearson Product Moment correlation. For the statistical analysis, a significance level of 0.05 was chosen.

RESULT AND DISCUSSION

In this study, the researcher presents the descriptive statistic computation of the students' self-confidence questionnaire and students' speaking achievements in their speaking class. To gain a greater understanding, the researcher presents the data analysis results as follows:



TABLE 1. Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Self-confidence	57	60.00	73.00	63.9649	3.66920
speaking score	57	50.00	90.00	83.0702	5.29440
Valid (listwise)	N 57				

The data in table 1 show the descriptive statistics of self-confidence and speaking achievement. Participants in this study included 57 university students (N=57). The table shows that the minimum self-confidence score is 60 and the maximum self-confidence score is 73. It also shows the minimum and maximum scores for speaking achievement, with the minimum score being 50 and the maximum score being 90. The weighted mean for both self-confidence and speaking ability is shown in the table above. The average level of self-confidence is 63.946, with a standard deviation of 3.669, and the average level of speaking achievement is 83.070, with a standard deviation of 5.294.

TABLE 2. Correlation Between Students' Self-confidence and Their Speaking Achievement

		Self-confidence	speaking score
self confidence	Pearson Correlation	1	.247
	Sig. (2-tailed)		.064
	N	57	57
speaking score	Pearson Correlation	.247	1
	Sig. (2-tailed)	.064	
	N	57	57

The correlation between students' speaking proficiency and self-confidence is shown in the table above. The Pearson Correlation (r) between speaking achievement and self-confidence is reported to be 0.247, with a significance level of 0.064. It means the P-value is greater than 0.05. The outcome essentially shows that there is no significant correlation between speaking ability and confidence. It can be concluded that speaking achievement at class A and B speaking courses in the English Department, University of Islam Malang, cannot be measured solely by self-

confidence.

The goal of this research is to determine the relationship between students' self-confidence and their speaking achievement at the English Department of the University of Islam Malang. To collect data for this study, researchers distributed confidence questionnaires to determine students' confidence levels and students' speaking scores. The students' speaking scores were obtained from the speaking 2 lecturer in order to assess the student's speaking achievement. With regard to the finding in this study indicated that there was no correlation between students' self-confidence and speaking achievement. The finding of this study are different from the previous studies conducted by Normawati (2016), this finding states there is a correlation between self-confidence and speaking performance. She stated that self-confidence has an important role in students' speaking performance. Students need to have self-confidence in order to perform a good speech. According to Roysmanto (2018), students with high self-confidence scored highly on the questionnaire, while those with high interview scores were able to respond to the interviewer's questions in a clear and fluid manner. According to Hebaish (2012) in language learning, self-confidence plays a crucial role. It means that it will be impossible to learn a language without possessing self-confidence. Second-language students with a high level of self-confidence will find it easier to meet their expectations. Students who lack self-confidence will struggle in their learning process. From these previous studies, researchers concluded that learning a foreign language requires a high level of self-confidence. In this case, you need a good learning environment and encouragement from teachers. Finding the right approach and a comfortable and enjoyable learning environment are ways to boost student confidence. In short, although some previous studies claimed that speaking with confidence is crucial but the result of this study was different from the previous study. Latha and Ramesh (2012) point out several factors that can affect students' speaking performance. They include students' knowledge of the subject matter, vocabulary mastery, listening skills, and even family background. Those other variables make self-confidence seem like one single overrated factor to achieve good speaking achievement. It can be inferred that there were other factors besides self-confidence that impacted students' speaking achievement. The researcher realized the reason why this result was not correlated was due to some reason below.

The students might not be serious in answering the questionnaire which was given by the researcher. They might choose the question carelessly without understanding the purpose of the question. That might be because they were lazy or busy when answering the question because due to COVID-19 the students answer the question via a google form, maybe some students get a problem when answering the question because they don't have a good internet connection.

CONCLUSION



This study came to some conclusions that were connected to the issue, aim, and hypothesis. According to the data from the previous chapter, the mean speaking score on the final exam test was 83.07, with a standard deviation of 5.294, and the mean student self-confidence score was 63.96. N=57 students were used in the study. Then it was discovered that the r-observed value for student self-confidence was.247 and the P-value for the level of significance presented by Sig. (2-tailed) was.064, which meant that the P value was greater than 0.05. Therefore, The alternative hypothesis (H1) rejected, and the null hypothesis (Ho) was accepted, leading to the conclusion that there was no relationship between students' self-confidence and their speaking Achievement.

Moreover, this finding might provide an answer to the researcher's problem, which was outlined in the first chapter. So, students' self-confidence for students in classes A and B of the second-semester students of the English Department at the University of Islam Malang was not correlated with their speaking achievement. In other words, self-confidence cannot be used to predict the students' speaking achievement in some situations. As the researcher stated in the previous chapter, self-confidence is not the only aspect that effecting speaking achievement. Because not just having high self-confidence can get good value in their speaking process, but maybe it because another factor that can make students have good value in their speaking process.

It was highly recommended for the teacher to make the students enjoy, Speaking lecturers can help students gain confidence by creating a supportive classroom environment that encourages students to express themselves and participate in verbal activities without fear. The classroom atmosphere must be made comfortable and pleasant so that the process of mastering foreign languages is more effective.

Additionally, Further researchers can try to find solutions to problems that arise in foreign language classes, collect more data without time constraints, and conduct research directly using the Google Form online system.

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