

EXPLORING THE CORRELATION BETWEEN SELF-CONFIDENCE AND THE EFL SPEAKING ACHIEVEMENT

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Abstract

In Indonesia English skills has become the requirements that determines the competency of an individual, and among the other English skills, speaking skill often became the dominant indicator in measuring English skills. However, in order to speak effectively, it is required for the speaker to be confident of their own abilities because self-confidence influences the speaking process during communication. In this case, the researcher is interested in studying the relationship between self-confidence and speaking skill. This research is conducted using quantitative correlational research to answer the research question. The participants in this study consist of 35 students from the 4th semester in English language department at the University of Islam Malang who fills the questionnaire about self-confidence. The instrument used in this study is questionnaire of self-confidence and the students' speaking score given by EFL speaking lecturer. The data analyzed using Pearson's Product Moment analysis in SPSS 20. The result shows that the correlation between self-confidence and speaking skill is significant at 0.00 which is less than 0.05. So, hypothesis alternative is accepted and null hypothesis is rejected. Moreover, it also has correlation at 0.630 that is considered as strong and positive correlation. Therefore, it is confirmed that the better self-confidence of the students, the better their speaking achievements. The study also deliberated that self-confidence has strong and very influential correlation to speaking skill because the better their confidence level, the less anxiety to speak English; that increases their tendency to speak which develop their speaking skill better compared to the students with low confidence level in speaking. The study suggests the next researcher to study self-confidences in different English skills or different participants such as non-English students undergoing English classes.

Keywords: Self-confidence, speaking skill, correlation.

INTRODUCTION

In the age of information technology development, English is a crucial language for human interaction, making it essential to master. There is no denying that English has taken over numerous industries, including education, medicine, social life, politics and technology. Nishanti (2018) state that since English is the most widely spoken language in the world, its significance cannot be understated (Nishanti, 2018).

There are four fundamental abilities we must acquire in order to communicate effectively in English are speaking, listening, reading, and writing, which can each be divided into two categories. According to Aydogan (2014), the two factors that tie the four fundamental skills to one another are the style of communication, oral versus written and the purpose of communication—either receiving or providing the message. Foreigners can be considered as the goal of many students, speaking is the

most necessary skill among those four language skills which we use to connect and to understand one another in our everyday life.

Speaking skill is an elegant, expressive, and creative skill art. In our daily life, we always see people meet and talk to other people easily (Firdaus, 2020). The majority of world leaders and successful people are skilled at speech. Speaking skills are very important in human life at this time, because speaking is a process of exchanging information between individuals and between groups. Moreover, Ananda (2017) stated that the absence of good speaking skills will hinder a person, not only in terms of a career, but also in social and personal relationships. A message can turn into a misunderstanding, frustration, even disaster if there is an error in the delivery, or a misinterpretation of the person being spoken to. Rao (2019) added The absence of good speaking skills will hinder a person, not only in terms of a career, but also in social and personal relationships. A message can turn into a misunderstanding, frustration, even disaster if there is an error in the delivery, or a misinterpretation of the person being spoken to.

Moreover, Hamsia (2018) states that speaking English is an activity that is indispensable for all ages of learners. However, speaking English is not easy thing for students to learn (Saturdaysyah, 2017) claimed that speaking is probably a more complicated skill than other skills. There are numerous factors that can affect how well students talk, Brown (2007) explained that intelligence, perception, self-confidence, learning style are the internal factors influencing individuals' speaking capabilities, while external variables imply social and affective factors such as social class, first language, early start, L2 curriculum, and environment. Confidence is one of these factors that frequently affects pupils' speaking abilities. Some students opted to be quiet in class because they lacked the drive, guts, or conviction for speaking up (Ananda, 2017).

Self-Confidence is something that students really need in the process of learning to speak, the anxiety that comes to them when trying to start speaking is a problem that many students experience. (Asysyifa, Handayani, & Rizkiani, 2019) added that Speaking anxiousness has a significant impact on the confidence of learners since it frequently causes them to feel failures when they are unable to talk and demonstrate what they think they know. (Hidayanti & Pertiwi, 2022) Agreed anxiety can be interpreted as a fear of expressing oneself verbally which is recognizable by the above physiological signs. Students that experience speaking anxiety lack self-confidence when speaking in front of or in front of other people 2017 (Khusnia). Furthermore, it was noted that worried pupils frequently had low self-confidence and underestimated how well they could communicate with others.

Self-confidence provides several benefits in language learning, as it enables the learners to be more engaged in their learning and become more active learners. As for speaking skill, self-confidence helps the learners to be more active speakers, because they have less anxiety to communicate with others. Consistently, Khusnia (2017) stated that students with decent self-confidence tend to have more speaking practice and involved in communication. Moreover, Tridinanti (2018) stated that there are several ways which self-confidence benefits language learning. For instance, students with more confidence tend to self-talk and communicate more frequently, have more internal focus of control, and able to express oneself without being fear of making mistakes.

Several studies has been done on the current subject. For instance, a study by Tridinanti (2018) found no connection between speaking success and self-confidence. The threshold for significance (0.05) was exceeded by the level of significance (p-value), which was 0.425. Additionally, it was reported by Audina, Hasanah, & Desvitasari (2021) that there is no correlation between college EFL course students' speaking proficiency and self-confidence. The results of these investigations suggested that speaking success and self-confidence do not correlate. Ananda's (2017) research, however, revealed a strong correlation between speaking success and self-confidence. Considering the inconsistencies of the result above, it is necessary to conduct the study regarding the correlation between speaking self-confidence and speaking achievement that is more focused on jo interview

material where self-confidence is mostly required.

There were also a few things that earlier scholars had not fully described, for instance, there are still disparate findings on the connection between speaking success and confidence. Moreover, the previous studies only measured speaking capabilities in general setting, while current study focused on speaking skill that requires self-confidence such as job interview speaking material. In this case, it is necessary to be more focused on what defines speaking achievements as speaking includes several competencies. Therefore, the researcher interested in conducting study the correlation between self-confidence and speaking achievement in job interview material.

METHOD

A quantitative correlational design was used in this study. To measure and identify numerical data in order to obtain the results, a quantitative approach was applied. According to Creswell (2009) in (Ananda, 2017), a quantitative method is one that uses statistical techniques to measure the data. To ascertain the degree of a relationship between two or more variables in the population, this study used a design based on correlation. The independent variable and the dependent variable were the two variables in this study. Speaking proficiency in the fourth semester of the English Department at the University of Islam Malang served as the dependent variable and the variable that was independent, respectively. In this study, the dependent (Y) variable served as the criteria while the independent (X) variable served as the predictor. The correlation coefficient (r) measures how strongly variables are correlated. From 0 to 1, the correlation coefficient ranges. The correlation between variables is either 0 or 1, where 1 indicates complete correlation.

The researcher made the decision to use the students' speaking achievement document and an online survey to get the data. The lecturer for the Speaking course provided the speaking score paper. The fourth semester English Department students from University of Islam Malang, which consists of 6 classes and 181 students overall, was chosen by the researcher as the study's population. The researcher decided to take one of the classes that serve as the sample of this research since the population from table 3.1 shows a very large number of the students, it might take a long time for the researcher to conduct the research. The chosen class was IV C which consisted of 35 students. The sampling technique used was random sampling to make sure all students have the same chance to participate. The consideration of choosing class IV C as the sample because in investigating the correlation between self-confidence and speaking achievement, the researcher used speaking score from job interview speaking material, and class IV C is the only class where the lecturer have the data ready at that time. The researcher analyzed the data using Pearson Product-moment Correlation Coefficient which required at least 30 participants. As stated by Mistar (2013), the participants should at least consist of 30 participants and the data must be distributed normally.

The researcher chose to receive the students' speaking achievement records from the Speaking IV lecturer in order to gather the data. The original of speaking course of job interview materials scores that the students achieved and which were not converted or added to other scores are referred to in this context as the speaking achievement.

Wilkinson and Birmingham (2003) describe that questionnaire often presents a practical and effective solution in collecting data in research in a manageable and structure form, this was also one of the tools most prefer by those involve in research. In this study, the researcher decided to provide a questionnaire in order to determine the self-confidence level of the students which adapted from The Self-Confidence Assessment by Marata (2018) consisting of 35 statements in the form of Likert-scale with 1-5 scales.

The researcher then decided to convert the questionnaire into 20 important statements because the other items were repetitive and some did not suitable for this research. The possibility of the

highest score which could be achieved by the students was 100. The possibility of the lowest score which achieved by the students was 20. So, the range between the highest score and the lowest score was 80.

According to data collection, students who performed well on the questionnaire were those who had a high level of self-confidence. Students that receive low marks on the questionnaire, on the other hand, are less secure. The researcher offered an online survey to the students to gauge their degree of confidence. twenty statements make up the questionnaire, including 10 for self-confidence, 6 for self-belief, and 4 for self-satisfaction. The participants were asked to rate each statement on a scale of 1 to 5, selecting the number that best reflected their emotions, attitudes, and actions. They "strongly disagree" if they selected option 1, "disagree" if they did, "undecided" if they did, "agree" if they did, and "strongly agree" if they did. The participants anticipated completing all of the questionnaire's statements within 60 minutes on the same day.

The researcher then received the speaking score of the students from the lecturer after gathering data on the students' self-confidence. If the pupils receive a score between 90 and 100, they are classified as "Excellent," 80 to 89 for "Good," 70 to 79 for "Average," 40 to 69 for "Poor," and the final category is 0-39 for "Very Poor," according to the researcher's calculations.

After data collection complete, the researcher calculates and analyses the numerical data, the researcher uses a statistical program name IBM Statistical Package for the Social Sciences (SPSS) ver. 20. There were two techniques of analysing the numerical data. First, in order to investigate the relationship between self-confidence and speaking achievement, the researcher use Pearson product-moment correlation. Second, in identifying the differences between the students who had high self-confidence and those who had low self-confidence in their speaking achievement, the researcher uses independent sample test.

After the data of the students' self-confidence level and the students' speaking achievement collect, the researcher then tried to calculate and analyse the correlation between self-confidence and speaking achievement. In order to identify the relationship between those two variables, the researcher employed Pearson Product-moment Correlation. The researcher compares the data of the self-confidence level score that was obtained from the questionnaire and the data of the students' speaking score to find out the result whether these two variables correlation each other or not. As stated by Mistar (2013), the correlation between two variables would be one of the following categories below:

Table 1. The correlation interpretation

Categories	Interpretation
Very strong	If the coefficient is higher than .80 ($0.80 < r$)
Strong	If the coefficient is between .60 and .80 ($0.60 < r \leq 0.80$)
Moderate	If the coefficient is between .40 and .60 ($0.40 < r \leq 0.60$)
Weak	If the coefficient is between .20 and .40 ($0.20 < r \leq 0.40$)
Very weak	If the coefficient is lower than .20 ($r \leq 0.20$)

Mistar (2013)

FINDING

The relationship between students' self-confidence and speaking skill is measured using the score of self-confidence is the mean score taken from the questionnaire items with the scale of 1 to 5. Meanwhile the score of speaking skill achievements was taken from the students' score provided by speaking lecturer. The data was analyzed using Pearson's Product Moment in SPSS 20, and the result is presented as follows.

Table 2. The Statistical Output of Correlation Analysis

		Speaking	Self_Confidence
Speaking	Pearson Correlation	1	.630**
	Sig. (2-tailed)		.000
	N	31	31
Self_Confidence	Pearson Correlation	.630**	1
	Sig. (2-tailed)	.000	
	N	31	31

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

Based on the data above, the correlation is significant at 0.000 which is less than 0.01 which indicated the correlation is significant at 0.01 or 95%. This means that there is a significant correlation between self-confidence and speaking skill, and the better students' self-confidence, the better students' speaking skill. The two variables are correlated at $r = 0.630$ which indicates strong and positive correlation which means that the more self-confidence that the students have, positive and strong influence in improving students' speaking skills.

To address the research challenge, the researcher has two theories. The first is alternative hypothesis (H_a), which claimed that speaking ability and confidence in oneself are significantly correlated. Additionally, the null hypothesis (H_0) asserts that there is no relationship between speaking ability and confidence. The researcher discovered from the data that speaking ability and self-confidence have a substantial link that is demonstrated with a significance level below 0.05. As a result, it can be said that the null hypothesis is rejected and the alternative hypothesis (H_a) is accepted.

Hypothesis stated:

1. If $p_1 < 0.05$, it means H_a was accepted and H_0 was rejected.
2. If $p_2 > 0.05$, it means H_a rejected and H_0 was accepted.

Considering the results of the research hypothesis above, it showed that H_0 was rejected and H_a was accepted with the significant correlation between self-confidence and speaking skill with significant value is 0.000 which is below 0.05.

DISCUSSION

The study's analysis of self-confidence reveals that the mean score is close to the maximum score, meaning that the majority of individuals have self-confidence scores that are greater than the mean value. The data also reveals that the speaking skill score is almost at its maximum, meaning

that the majority of participants have speaking skill scores that are greater than the mean score.

The association between speaking ability and self-confidence is strong and good, according to the results. This outcome is consistent with Gilakjani & Sabouri's (2016) assertion that pupils who are motivated and confident speak more naturally and with less anxiety than those who lack these qualities. The kids might improve their speaking abilities in this way. Additionally, a study by Saturdaysyah (2017) demonstrates that pupils with lower levels of anxiety do better orally than those with higher levels of anxiety.

This study supports a previous study (Mubarok, 2017) that found a strong connection between students' speaking ability and self-confidence. However, in terms of correlational value, the study by Mubarok (2017) have the correlational value of 0.333 which is considered as weak correlation while this study have the correlational value of 0.630 which is considered strong. It is interesting to note that the results of earlier research by Roysmanto (2018), which found a link between students' speaking abilities and self-confidence, were likewise similarly significant but with weak correlation. This difference is considerably related to the material from both studies that focused on speaking achievement in general, while the current study focused on job interview where the students need more self-confidence to achieve a good score. Meanwhile, a study by Hidayati (2021) demonstrated a recurrent finding that students' speaking abilities and self-confidence are significantly correlated. In this instance, this recent study and these studies reaffirm that students' speaking abilities increase with increased self-confidence, the only difference is the study by Hidayati (2021) takes the score from speaking performances which is taken by the researcher by testing the students, while the current study takes the score from the lecturer. This is related to the statement that high level self-confidence has a better impact on students' ability than normal and low self-confidence, according to Putri et al. (2013), who made this claim.

The present study, however, contradicts Khoirunnisa's (2019) research, which concluded that speaking proficiency and self-confidence did not significantly correlate. Additionally, the research by Firdaus (2020) demonstrates that there is no connection between students' speaking abilities and their level of confidence. The disparity is due to the study's divergent foci; whereas Khoirunnisa (2019) and Firdaus (2020) employed the final exam score, which considers all speaking materials, this study concentrated on the component of speaking abilities that is relevant to job interviews. Additionally, a study by Marpaung (2019) produced results that were conflicting with those found in this study, namely that there was no correlation between students' English learning success and their level of confidence. The distinction results from the fact that the current study only looked at speaking ability and not overall English achievement.

In conclusion, the strong correlation between self-confidence and speaking skill indicated that the better self-confidence of the students, the better their EFL speaking achievements. This is because of good confidence level, indicated low level of anxiety during speaking, so the students have more tendency to speak that helps their speaking skill development.

CONCLUSION AND SUGGESTION

The result of the study indicates the correlation between self-confidence used by the lecturer and speaking skill is significant. So, hypothesis alternative is accepted and null hypothesis is rejected. Moreover, it also have correlation at 0.630 which categorized as strong and positive correlation. Therefore, it is confirmed that the better self-confidence of the students, the better their speaking achievements in for job interview material. Based on the discussion self-confidence have strong and very influential correlation to speaking skill, this is because the better their confidence level, the less anxiety they have to speak, thus increase their tendency to speak which develop their speaking skill

better compared to the students with low confidence level in speaking.

It was highly recommended for the teachers to create the teaching and learning activities with the convenient atmosphere so that it is not possible for the students to feel shy, nervous, or anxious that prevents them to boost their self-confidence. Teaching and learning activities should be more dominant on the students where they will be accustomed to express their ideas or opinions without feeling things that could possibly lead them to be afraid to do so.

The future researchers are expected to pay more attention to the selection of the questionnaires as the research instruments, because if the questionnaire applied is suitable, it might give more precise results. It is also highly recommended for future researchers to use more reputable questionnaire.

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