

THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND ENGLISH SPEAKING SKILL IN DEBATE CLASSROOM

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Abstract

The researcher tried to investigate the relationship between student self-confidence and English debate for students in the fourth semester of English language education at Universitas Islam Malang where English is not the first language for these students. This study is supposed to provide valuable insights and recommendations for educators to provide an understanding of the relationship between student confidence in debate class which can be used as reference material for learning evaluation. Based on the results of research that has been conducted using product moment correlation analysis, it is known that the correlation coefficient between self-confidence (X) and students' UAS scores in debate class (Y) is 0.064 which shows a very weak correlation level. The results of this study mean that self-confidence has no relationship with the academic achievement of students in the 4th semester debate class of the English education study program Universitas Islam Malang. This study suggests the need for further research with a larger sample size and more comprehensive methods to gain a deeper understanding of the relationship between confidence and speaking ability in debate

Key words: Self Confidence, English Speaking Skill, Debate

INTRODUCTION

Communication is very dominant in daily activity. Sari (2017) & Xie et al., (2021) said that in the past decades, communications primarily focused on how to accurately and effectively transmit symbols from the transmitter to the receiver. Communication cannot be separated in daily lives and communication goes through various developments and has varied types such as oral communication, body and others. This self-confidence does not arise by itself, but it will arise through the learning process carried out by students. Self-confidence is a person's belief in himself and his abilities ability. With this belief, a person will be able to make a decision to do something with a sense of responsibility (Baharudin & Wahyuni, 2015). The greater the students' self-confidence, the the greater their determination to deepen the knowledge they are studying and learning. With confidence, students can speak more freely and hone their language skills

In fact, there are students who experience lack of confidence when speaking in debate, because of the difficulty in assembling the material to be conveyed. Seli (2020) examined the effect of role play and self-confidence on broadcasting students' speaking skills. The study found that students whit high self-confidence performed better in role play activities such as debate and showed improved speaking skills. These studies collectively suggest that there is a positive correlation between self-confidence and debate skills, as well as speaking performance. Higher self-confidence is associated with better speaking skills and performance in debate and role play activities

Therefore, the researcher tried to investigate the relationship between student self-confidence and English debate for students in the third semester of English language education of Universitas Islam Malang where English is not the first language for these students. Thus, the researcher tries to find out whether self-confidence affects students' English debate when they are faced with the situation that obligates them to debate by using English language which is not their first language. The fourth semester students chosen as the object of this research were students taking debate class this semester

1. Research Problem

Based on the explanation above, the writer describes the problem of study as follows, “Does students’ Self Confidence correlate to their English speaking skills in debate”?

2. Objective of the Research

The research objective of this study is to investigate the correlation between students’ Self Confidence and their speaking skill in debat

3. Hypotesis of the Research

H0 = Self-confidence has weak relationship with students' speaking skills in debate class.

H¹ = Self-confidence has a strong relationship with students' speaking skills in debate classes.

The cope of this study is delimited to third semester students who have gone through debate subjects the English education study program at the Universitas Islam Malang. For the self-confidence, it means students' self-confidence when they deliver material in public, especially when making presentations in debate class. The limitation of this research is on the self confidence of students in class, not public speaking in general. Researchers provide scope and delimitation in this study so that this research is more focused and clear

A study entitled Confidence-Competence Alignment and the Role of self-confidence in Medical Education: A conceptual review conducted by Gottlieb (2021) describes self-confidence into several parts. First, self-confidence shapes behavior and maximize it when it matches reality. Second, self-confidence is task-specific, and it is influenced by individual self-conceptualization, the system and the surrounding society. Third, Self-confidence stems from many external factors and situations. Fourth, Self-confidence should be considered together with competence. Last, The Confidence-Competence Ratio (CCR) may change over time. According to Azizah et al., (2022) self-confidence is defined as one of the many aspects of a person's personality in the form of confidence in their abilities so that other people do not influence them and can act according to their wishes. while Che et al., (2022) say that there is a significant correlation between a person's success and a good reaction to pressure from those around them, a significant correlation between a positive response to peer pressure and a person's level of self-confidence, and a significant correlation between a person's definition of success with the level of self-confidence he feels

According to Fauziah (2018) it was stated that speaking is an oral language activity carried out by humans. Speaking is the ability to articulate sounds or words to express thoughts, ideas and feelings. Therefore, Indari (2020) in her research entitled The Problems in Speaking for English Department Students in STKIP Budidaya-Binjai said that speaking is a process of building shared meaning through the use of verbal and non-verbal symbols. In foreign language learning, speaking is an important part of learning and teaching a foreign language because speaking is an inseparable component in the process of learning any language. According to Wahyuningsih and Afandi (2020), speaking is an activity to convey messages that have different characteristics from other ways of conveying messages. These differences are in voice potential, facial language, gestures, tone, articulation, stress, rhythm and stopping

Gunawan et al., (2019) stated that In applying the debate structure, most debaters follow the British Parliamentary rules that there should be four aspects in the debate structure, namely introduction, rebuttal, argument, and finally conclusion by applying this debate structure. Thus, Firmansyah (2019) stated that debate requires one to think critically about a topic, analyze arguments, and defend a well-supported position. from an educational standpoint, debate helps students to articulate complex ideas clearly and logically. Nurakhir (2020) stated that students' views on debate can be used as a learning strategy to hone critical thinking and oral communication skills. There are several things that can be developed, including the acquisition of new knowledge and ideas, awareness and response to various points of view and arguments, learning to organize ideas and appropriate presentation methods, developing other necessary skills, and the challenges of implementing debate.

According to Saputri and Rasyid (2022) Debate is one method that can improve critical thinking

skills, self-confidence, and speaking skills as fundamental skills. This study aims to determine the direct and indirect contributions of debate, critical thinking disposition, and self-confidence to improving speaking skills. The research design used by the researcher is path analysis and uses AMOS 24 to analyze the data. There are 67 of the 72 students who took part in the debate competition at East-Java English Club 4 were the samples of this study. A questionnaire determined students' perceptions of debate, critical thinking disposition, and self-confidence. In addition to the questionnaire, a speaking test using the Student Oral Language Observation Matrix (SOLOM) was also used to measure speaking skills. The results of the study showed a significant direct contribution from debate to students' critical thinking skills, self-confidence, and speaking skills. For indirect contributions, there is a significant contribution from debate to speaking skills through critical thinking and a significant contribution from debate to speaking skills through self-confidence.

In a study conducted by Ceneciro et al., (2022) entitled "Analysis of Debate Skills to the Learners' Confidence and Anxiety in the Use of the English Language in Academic Engagements" has similarities with this study in terms of the language used in the debate, namely English. However, in the study, researchers in addition to using competitive debate as a research variable, this study uses debate as a subject in class. Researchers say that Debate forms students' skills in research, argumentation, language use, and persuasion. Language fluency allows students to express their thoughts clearly and concisely. The purpose of this study was to explore how debate fosters confidence and reduces anxiety in the use of English, especially during academic activities. There were 12 trained debate students who participated in this study from high schools and colleges. This study explored students' narratives about the nature of competitive debate that affected their speaking skills in academic activities, for example, class discussions and responding to questions. Narrative analysis showed that students experienced changes in how they structured sentences in their minds, they did it quickly and more efficiently now. Specifically, their exposure to competitive debate reduced their fear of public speaking which in turn helped them understand their weaknesses in grammar, structure, and vocabulary. Debate also reduced their fear of public speaking as they felt more capable of responding to questions and sharing their opinions. This qualitative analysis explains which aspects students have mastered after years of engaging in competitive debate.

METHOD

The researcher uses quantitative approach using correlational research design According to Akdon (2008), correlational research design is used to determine the degree of relationship between the independent variable and the dependent variable. In the case of this research, Self-Confidence is the independent variable and speaking skill as the dependent variable. Meanwhile, according to Arikunto (2006) correlational quantitative research is a systematic scientific study of parts and phenomena and their relationships. There are two instruments in this research, including:

a. Questionnaires

The questioners in this study used questionnaires that had been validated by Seppänen et al., (2021) that consisted of 13 questionnaire. According to Lauster (2008) indicators of self-confidence include belief in one's own abilities, optimism, objectivity, and Confidence.. The psychological scale of student self-confidence used is based on a Likert scale, the scale is used to determine the level of student self-confidence.

b. Sores of Debate

The students' debate scores in this study are the Final Semester Exam scores of students in the debate class, which is one of the classes in the English education program at the University of Islam Malang. The student's score was obtained by the researcher from the lecturer of the course. Students' grades in this debate class (Y) will be tested for correlation with students' self-confidence (X) obtained from questioners. This study uses a rating scale ranging from 1 to 4 where 1 is very often and 5 is very rare..

After collecting the data, the researcher calculated the data using Pearson Product Moment in SPSS (Statistical Package for Social Science) 20th version. The exposure for this study aims to find the relationship between the two variables of self-confidence and speaking skills, with conclusions drawn using static data processing methods, which the researcher then investigates between the two relationships using the data that has been obtained using the questionnaire created. The author also uses research with questionnaires as a data collection instrument. the aim is to obtain a number of information that is made representative of a population.

The participants of this study were all students of class A and class B of the fourth semester debate course at the English education department of the University of Islam Malang. The class consists of male and female students, which consists of 37 students in class A and 26 students in class B.

1. Questionnaire Arrangement

The questionnaire in this study uses a questionnaire that has been validated by Seppänen et al., (2021) which consists of 13 questionnaire which include aspects of Interpersonal confidence, performance confidence, flexibility, listening skills, tolerance of failure, collaboration motivation, and presence. The questionnaire will be answered by students by choosing 5 answers for each questionnaire. The value is divided into five, namely: 0 = strongly disagree, 1 = disagree, 2 = somewhat disagree, 3 = somewhat agree, 4 = agree, 5 = strongly agree.

2. Distributing Questionnaires

This questionnaire was distributed to 37 students in Class A and 26 students Class B in the 4th semester debate course of English Language Education, University of Islam Malang through Google form. The researcher distributed the Google Form to the students in the class with the approval of the course lecturer.

3. Students' Scores of debate Class

The researcher obtained student grades from the lecturer of the debate course in English Education at the University of Islam Malang in class A and class B. The student grades used were the Final Semester Examination scores.

4. Analysing Data

In this study, researchers used the Pearson Product Moment method in SPSS (Statistical Package for Social Science) version 25, to determine the level of correlation between two variables.

After the data from the students' self-confidence (X) and the scores of the students' Final Semester Exam scores in the debate class (Y) were known, the researcher would measure the level of correlation between the two variables using the Person Product Moment calculation in SPSS version 25. The results of these calculations would be a reference to decide whether there is a correlation between the two variables or not.

FINDINGS

This research was conducted in two classes, namely class A and class B of the English education program at the University of Islam Malang with a total sample (N) of 50 students. This study consists of two variables, Those are the independent variable (independent) student confidence (X) and the dependent variable (dependent) student grades in debate class (Y). Data collection of the two variables was obtained by using a questionnaire or Likert scale questionnaire consisting of 13 questionnaires, with the provisions of score 1 (strongly disagree), score 2 (disagree), score 3 (neutral), score 4 (agree) and score 5 (strongly agree). and Student Final Exam scores as variable Y which researchers get from related course lecturers as partners in this study.

Table Descriptive Statistics

Variable	Min	Max	Mean	Std. Deviation
X	28	69	43,8	6,35
Y	60	85	69,2	6,79

From the descriptive table above, it can be known that for variable X, the lowest score (Min) is 28, the highest score (Max) is 69, the average score (Mean) is 43.8 and the standard deviation score is 6.35. As for variable Y, the lowest score (Min) is 60, the highest score (Max) is 85, the average score (Mean) is 69.2 and the standard deviation score is 6.7

The researcher used the Pearson Product Moment calculation method in SPSS (Statistical Package for Social Science) 25th version to determine the correlation value between Variable X (Student's Self Confidence) and Variable Y (Student's Final Semester Exam Score in the debate class of English Education Study Program, University of Islam Malang

Table Correlation Results

Self confidence	Pearson Correlation	1	.064
	Sig. (2-tailed)		.656
	N	51	51
Debate	Pearson Correlation	.064	1
	Sig. (2-tailed)	.656	
	N	51	51

From the table above, the results of the correlation coefficient and the significance value of the data obtained from the calculation of person product moment with the number of data (N) = 51 for each variable show the results of Pearson Correlation (r): 0.064 and Significance value (Sig. 2-tailed): 0.665

From the above calculation, it can be seen that the Correlation Coefficient (r): of 0.064 indicates a very low correlation between students' self-confidence and English speaking ability. This means that a small increase in self-confidence is not significantly related to an increase in speaking ability in this sample.

Furthermore, Significance (Sig. 2-tailed): The p value of 0.065 is greater than 0.05, which indicates that the correlation between self-confidence and speaking ability is not statistically significant. This means that there is no strong evidence to suggest that confidence affects speaking ability in the population from which this sample was taken.

DISCUSSION

Self-confidence is an important factor in the learning process and students' academic performance can indicate their success in learning. Based on the results of research that has been conducted using product moment correlation analysis, it is known that the correlation coefficient between self confidence (X) and students' UAS scores in debate class (Y) is 0.064 which shows a very weak correlation level. The results of this study mean that self-confidence has no relationship with the academic achievement of students in the 4th semester debate class of the English education study program Universitas Islam Malang. Although the results of this study show that self-confidence is not the main factor affecting students' academic achievement, it is important to keep developing programs that support the improvement of students' self-confidence in the context of English language learning.

This study suggests the need for further research with a larger sample size and more comprehensive

methods to gain a deeper understanding of the relationship between confidence and speaking ability. This is related to what Borgobello et al., (2019) stated that in educational research, there is often a reluctance to use questionnaires due to concerns about their application. Researchers may implement questionnaires without sufficient reflection on their design or relevance to a particular context, leading to ineffective data collection. The heterogeneity of educational institutions further complicates the effectiveness of questionnaires, as they may not adequately capture the diverse experiences of different groups within the educational landscape. Nevertheless, Prihamdani and Apriselya (2021) said that a person's level of confidence does not have any relationship with students' English speaking ability. This research is supported by Wati and Baharuddin (2023) who say that there is a negative relationship between self-confidence and public speaking anxiety among students at Universitas 45 Surabaya.

In addition, in a similar study conducted by Khalidin et al., (2020) said that partially, there was no positive contribution between self-confidence and the final semester grades (Academic Achievement) of students. research conducted by Putri, N. P. (2023) also shows a significant relationship between self-confidence and student learning outcomes, although in the weak category. This is shown through a significance value of $0.006 < 0.05$ and a pearson correlation value of 0.277 which is included in the weak or low category .

CONCLUSION AND IMPLICATION

This research was conducted in two classes, namely class A and class B of the English education program at the University of Islam Malang with a total sample of 50 students. This study consists of two variables, Those are the independent variable student confidence (X) and the dependent variable, students' scores in debate class . This study found that self-confidence is not significantly related to students' academic achievement in this sample. This means that there is no strong evidence to prove that self-confidence is related to students' academic achievement in debate classes in the population from which this sample was drawn. Based on the results of this research that has been conducted using product moment correlation analysis, it is known that the correlation coefficient between self confidence and students' scores in debate class is 0.064 which shows a very weak correlation level. This study suggests the need for further research with a larger sample size and more comprehensive methods to gain a deeper understanding of the relationship between confidence and speaking ability. Researchers may implement questionnaires without sufficient reflection on their design or relevance to a particular context, leading to ineffective data collection.

Based on the results of the study, the researcher provided several suggestions as follows:

1. For students, Although there is no significant correlation between students' self-confidence, it is important to continue to develop public speaking skills, readiness for materials and increase experience and practice.
2. Teacher, It is expected to conduct periodic evaluations of students' academic performance and self-confidence to see the progress and impact of the implemented program and improve teaching methods in debate class to make students more interactive and support the development of students' self-confidence in addition,
3. For next researcher, Further research is needed to explore other factors that may affect academic performance in debate classes with a larger sample.

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