

**THE RELATIONSHIP BETWEEN SELF-CONFIDENCE AND SPEAKING
PERFORMANCE OF SECOND SEMESTER STUDENTS OF ENGLISH
DEPARTMENT AT UNISMA**

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Abstract

The purpose of this study was to know and discussed about “The Relationship between Self-Confidence and Student Speaking Performance. The study was at Second Semester students of English Department at University of Islam Malang in the academic year 2018/2019. The intention of this study was to know whether there is significant correlation between students’ self confidence and their speaking performance or not. Quantitative research approach was used in this research by using correlation research. The instrument of this research was adopted by Griffie (1997). The obtained the data was analyzed by using SPSS program for windows version 20.0. The table of correlation reported that Pearson Correlation (r) which represents the correlation between self-confidence and speaking performance is .076. Afterward, the level of significance is at .591 which means P-value is higher than .05. It means that the null hypothesis was accepted and the alternative hypothesis was rejected. In the other word, there was no significant correlation between students’ self-confidence and their speaking achievement of the second semester students of English Department of UNISMA. It can be interpreted that the students’ self confidence cannot predict their speaking performance.

Keywords: self confidence, speaking performance, speaking, correlation

INTRODUCTION

As English Education Program, the students are supposed to have a good communication in English. Known as one of the most important skills among others skills. speaking has been the subject matter of constant discussions and researches for pedagogues and language researchers for centuries. Afsar and Asakereh (2016) as

cited on Christie and Listyani (2018) “speaking is an important skill that needs to be developed as EFL/ESL students in enhancing successful communication in various contexts”. As well, it is distinctive crucial in daily and it is a complementally device in correspondence. Speaking can be supported skill and the main goal that makes sure the students’ success in learning English. A good understand of the English will certainly be very helpful in the utilization. In brief, speaking skill is very important today. The importance of speaking skills, hence a serious deal for the learners of any language.

Unfortunately, some students faced some problem to deliver words on sentences in English successfully. Some of the students absolutely know what they going to say but they don’t have any ideas about how to say it in their target language. Therefore, the most common problems faced by the students are pronunciation, grammar, and lack of self-confidence (Harmer, 2001). Tuan and Mai (2015) strengthened that various language learners find it difficult to express themselves in spoken language in the target language. Learning English as a foreign language/second language may be a complex process. It’s influenced by cognitive and affective factors which constitute the main source of individual differences. According to Normawati and Wamuna (2015), self-confidence is one of the affective factors which have an obvious impact on the progress of students’ learning.

Self-confidence is one of the keys that have some important communication barriers. It is a personal factor that pays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without it. The students who lack of self-confidence seen to be intensely fearful, timid and antipathy for express their ideas and lacking to a total meaningful sentence in the class. Bandura and et al (2008) said, “Self-confidence has been specified in several ways throughout the literature”.

Research on learners' self-confidence in speaking performance has been done by many researchers. Based on Nazarova and Umurova (2016) self-confidence obviously contributes to the learner's willingness to communicate in a foreign language. Karimi&Saadatmand (2014) stated in their study that self-confidence leads the learners to gain a better achievement. On the contrary, Gürler (2015) showed that self-confidence may predict the students' speaking performance. Therefore, the lack of psychological factors can influence the students in learning the language.

In this present study, the researcher is curious to explore whether there is any significant relationship between self-confidence and students' speaking performance of the second semester of English Department at University of Islam Malang. Based on the background above, the research problem can be defined as follows. "Is there any significant relationship between self-confidence and the students' speaking performance of second semester of English Department at University of Islam Malang?"

METHOD

The researcher used quantitative correlation method. According to Latief (2013), Correlation research method is used to measure the relationships between two or more continuous variables. The design was used to know about the relationship between self-confidence on students' speaking performance at second semester of English department of UNISMA in academic year 2018/2019. The participants of this study were the students from English Department of UNISMA.

The researcher used clustered random sampling to choose the participant from the population. Based on Latief (2013), clustered random sampling is a technique that involves the random selection of groups that already exists. Instead of selecting a sample of 150 students of second semester of English department from the

population, the researcher just select randomly class D and class F because both of them have a same lecturer. Total of the sample is 52 students; each class consists of 28 students for class D and 24 students for class F.

In collecting the data, the researcher used questionnaire and students' speaking score. The questionnaire was adopted by Griffie's (1997). This questionnaire was designed for typical university students and of the first published questionnaire specific to L2 confidence. Then, the reasesrcher asked the students' speaking score from the lecturer. . Here the researcher only needed a scoring rubric that given by the lecturer to find out the results. In this case, the researcher asked the scoring rubric from the lecturer to know the aspects of assessment that the lecturer used to score the students' speaking performance. The score was taken after the students did their assignment that had given by the lecturer in speaking class. The indicator that was used to assess the students' speaking performance was taken from four aspects including pronunciation, fluency, comprehension and grammar.

To obtain the data, the researcher conducts several steps. The first, the researcher distributed the Self-Confidence Questionnaire to the students. The questionnaires were given to 52 participants in the 2nd semester of the University of Islam Malang. The participants were informed that the questionnaires were given to know how they felt about their speaking ability. The questionnaire consisted of 12 statement items about self-confidence related to their speaking performance with criteria of range: Strongly agree, agree, disagree, and strongly disagree. It means that if they strongly agree about the statement, the students' speaking ability was also high. Then, for the data of the students' speaking performance, the researcher used speaking score from the lecturer.

After collecting the data, the researcher analyzed the data by using SPSS (Statistical Package for Social Science) 20.0. The level of significance was set on 0.05 for the statistical analysis. To find out the students' self-confidence level and

their speaking performance, the researcher used the Pearson Product Moment Correlation. Following that the Pearson Correlation was estimated to identify the correlation between students' self-confidence and their speaking performance.

FINDINGS& DISCUSSION

The data were analyzed by using Pearson Product Moment Correlation. In this case, the researcher formulated two hypotheses which is Alternative Hypothesis and Null Hypothesis. Here is the result of the data by using the IBM Pearson Product Moment Correlation of IBM Statistical for Social Science (SPSS) version 20: Analysis Result of Pearson Product Moment. The result of this present study is presented in the table on the following part.

Descriptive Statistic			
	Mean	Std.Deviation	N
Self Confidence	73.87	11.905	52
Speaking Performance	73.82	8.778	52

The data on the descriptive statistic computation of the students' self-confidence and their speaking performance. The number of the participant in this current study are 52 college students (N=52) and the mean of the students' speaking performance is 73.82 with the standard deviation is 8.778. Then the students' self-confidence mean is 73.87 with standard deviation is 11.905.

Correlations			
		Self confidence	Speaking Performance
Self_Confidence	Pearson Correlation	1	.076
	Sig. (2-tailed)		.591
	N	52	52
Speaking Performance	Pearson Correlation	.076	1
	Sig. (2-tailed)	.591	
	N	52	52

Table of correlation above reported that Pearson Correlation (r) which represents the correlation between self-confidence and speaking performance is .076. Afterward, the level of significance is at .591 which means P-value is higher than .05. To sum up, the result indicates that self-confidence and the students' speaking performance do not correlate significantly. It can be interpreted that the students' self-confidence cannot predict their speaking performance.

This present study was conducted in order to know whether self-confidence can predict speaking performance of the second semester students of English Department of University of Islam Malang. To reach the objective of the present study, the researcher formulates the research problem as "Is there any correlation between self-confidence and speaking performance of the fourth semester students of English Department of University of Islam Malang?"

According to the result, it can be said that the null hypothesis is accepted, and the alternative hypothesis is rejected. Therefore, based on the calculation, there was no significant correlation between students' self-confidence and their speaking performance of the second semester students of English Department at UNISMA.

The result showed that there was no significant correlation between students' self-confidence and their speaking achievement since the value of Pearson correlation is 0.076 and the significant correlation (2-tailed) is .591 which is higher than P-value 0.05. And from the result of Person Product Moment Correlation of IBM Statistical Package for Social Science (SPSS) version 20, the researcher got N.Sig (2-tailed) = .591, whereas the significance level > 0.05 .

CONCLUSION AND SUGGESTIONS

Based on the result of data analysis, it can be concluded that there were some conclusions related to the problem, purpose, and hypothesis of the research. Based on the data described in the previous chapter, the mean of students' self-confidence was 73.87 and standard deviation was 11.905, the mean of speaking score in midterm test was 73.82 and standard deviation was 8.778. This research had $N = 52$ students.

In addition, the r observed of students' self-confidence and their speaking performance was at .076 with P value was at .591. Therefore, the level of significance indicates that P value was higher than $0.591 > 0.05$, so it may be inferred that there is no significant correlation between students' self-confidence and their speaking performance, so the alternative hypothesis was rejected and the null hypothesis was accepted. Furthermore, this result could answer the research problem which has been stated on the first chapter that high self-confidence cannot influence speaking performance.

The researcher proposes some suggestions for students, lecturers and further researchers. In spite of the fact that in this study expressed that there is no relationship between self-confident and speaking performance, the students should attempt to expel a lot of tension and start to build self-confident as they convey all the more frequently in English.

As many researches showed that the students' confidence in language learning is one of the most significant factors which effort or inspires them to reach the goal. The students had better try to feel comfort with their lecturers and believe that the lecturers will help them if they make mistake. In this case, the speaking lecturer should concentrate on building their students' self-confident through making a steady study hall condition that urges the understudies to talk and participate in oral exercises unafraid. And the last, the researcher proposes a suggestion for the next researchers. The researcher realizes the importance of self-confidence in learning a foreign language. Future researchers can dig more deeply about the correlation between self-confidence and speaking performance and they can use other instrument for developing the current study. Then, the next researchers have to make sure that the class is in a good condition. Thus, the new research finding can be beneficial for the next research development.

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