

**THE CORRELATION BETWEEN SELF-CONFIDENCE AND SPEAKING
PERFORMANCE OF THE FOURTH SEMESTER STUDENTS OF ENGLISH
DEPARTMENT OF UNIVERSITY OF ISLAM MALANG**

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Abstract

Speaking is a productive skill which leads the ones have an effective communication. Then, Self-confidence is a psychological factor which plays a supportive role in speaking performance. The current study was aimed to know whether there is a significant correlation between self-confidence and speaking performance. The researcher used quantitative approach in which correlation research design was used. The total number of participants was of 30 students from the fourth semester of English Department. To obtain the data, the researcher used Confidence in Speaking English as a Foreign Language (CSEFL) questionnaire in order to know the students' level of self-confidence and speaking performance score was used to measure the level of the students speaking performance. The finding of the present study showed that the r observed of the students' self-confidence and speaking performance was .261 with level of significance was .163 which is greater than .05. It means that the correlation between self-confidence and speaking performance was not significant. In other words, self-confidence cannot be used to predict the students' speaking performance of the fourth semester students of English Department. To sum up the finding of the current study, the students with high self-confidence may have low speaking performance.

Key word: correlation, self-confidence, speaking performance

INTRODUCTION

Communication is the way to sending an intended message to the listener. Sharma (2018) defined communication as a process of receiving information and then responding it by giving new information. Speaking, representing oral communication, is a productive skill which produces a language actively. Speaking is not only about extending information or idea orally, but also making the listeners understand what the speaker says. Kurum (2016) argued that speaking is the way to produce sentences meaningfully. Therefore, the listener can understand the intended message easily.

As one of English skills, speaking is a productive skill on which the learners try to get expertise (Sharma, 2018). Rosyida (2016) adds that having a good English proficiency in terms of fluent communication is the English learners' goal. However, having a low proficiency in oral English communication is the learners' problem which is commonly encountered by Indonesian learners (Widiati & Cahyono, 2006). In EFL speaking classroom, a number of difficulties have already been faced by the learners for a long time such as shyness, inappropriate grammar and pronunciation, lack of necessary vocabulary, limited time to practice speaking, anxious, lack of motivation, and having low self-confidence (Al-Hosni, 2014; Juhana, 2012). That's way, those gaps may hinder the learners' idea as well as give a big influence on their speaking performance.

According to Al-Hebaish (2012), one of the influential parts which are affecting learning is self-confidence. Self-confidence leads the learners to have good motivation and positive thought to learn a new thing. It is in line with Verma & Kumari (2016) saying that optimistic can be seen from confident person. It is one of good steps in learning a foreign language. Hence, learners with good self-confidence will like to find a new challenge in their learning. In the end, it can help them to improve their ability.

Self-confidence itself can be defined as a belief by which one can accomplish something easily with their own ability (Verma & Kumari, 2016). They trust to themselves that they capable to reach the goal. In learning a foreign language, confident students have a big trust in their ability and they believe that they can achieve their goal without worrying about the result (Kanza, 2016). They tend to try an opportunity without worrying they will fail. They keep trying a new opportunity since they believe that they can do and they will be successful.

Another definition of self-confidence stated by Moore (1952) said that self-confidence as a belief and trust in an individual's ability, understanding the strengths and limitation and being able to deal with the situation. The learners who trust themselves will be able to know their strengths and their weaknesses. So, they can convert their weakness and make it becomes their strength.

However, the students who have low self-confidence will consider that speaking is difficult when they speak in front of the audience. Heriansyah (2012) found in his study that being inconfident causes afraid of making mistakes and nervous to speak. On the contrary, the students are brave to try a new opportunity to build their ability when they have high self-confidence and the students tend to be more active in the classroom. As a consequence, it will help them to improve their speaking performance.

Self-confidence also helps the learners to try something with low fear. They are not afraid to fail since they have believed that they may finish what they have started with the ability that they have. Salari & Jenaabadi (2015) argued that a positive attitude is reflected by a confident person who helps them to know their capability. As a result, a confident person may deal with the situation that they face. Finally, they can reach their goal.

There are some studies finding that self-confidence aids students to achieve their success in learning a language. Karimi & Saadatmand (2014) stated in their study that self-confidence leads the learners to gain the better achievement. Looking at the fact that self-confidence predicts the speaking performance most, the previous study conducted by Hebaish (2012) found that the correlation between self-confidence and speaking performance was significant. GÜRLER (2015) also conducted the same study and he found on his study that self-confidence may predict the students' speaking performance. Then, the last study conducted by Abdallah & Ahmed (2015) also revealed significant correlation between those two variables.

Based on those discussions of facts and problem of self-confidence and speaking above, the present study focused on the correlation between self-confidence and speaking of university students. Hence, the researcher in the present study is interested in knowing more about self-confidence and speaking performance whether there is significant correlation between self-confidence and speaking performance.

METHOD

The researcher used a descriptive quantitative approach in which correlation research design was used to conduct this research. This research design was used in order to know the correlation between X and Y variables. X variable known as a predictor or explanatory variable represented self-confidence, while the Y-variable called outcome or criterion variable represented speaking performance. The researcher used self-confidence questionnaire sheet and the score of speaking performance in speaking class to measure the students' speaking performance.

The population of the present study was the fourth semester students of English Department in academic year 2017-2018 of UNISMA. There are 150 students which are divided into five

different classes. The researcher used cluster sampling in order to choose the sample. Finally, the researcher took class B as the sample of the study in which the total number of sample was 30 students.

To get the data needed, the researcher used Confidence in Speaking English as a Foreign Language (CSEFL) questionnaire sheet which is adapted from Griffie (1997) and students' speaking score. The procedure of collecting the data was divided into two steps. First step was the researcher distributed the questionnaire sheets to the participants on the last 15 minutes before teaching and learning activity finished. Afterwards, the students asked to read the questions carefully and they had to tick the statements that suit them the most. The CSEFL questionnaire was used to measure the students' self-confidence. Second step was the researcher obtained the students' speaking performance score from the lecturer. Then, the researcher combined the students' questionnaire result and the students' speaking score.

After collecting the data, the researcher analyzed the score of speaking performance and the score of self-confidence questionnaire by using SPSS (Statistical Package for Social Science) version 20. The level of significant sets on 0.05 for the statistical analysis. To identify the students' self-confidence level and their speaking performance, the researcher used Pearson Product Moment Correlation.

FINDING

In the current study, the researcher presents the results of the descriptive statistics computation of the students' CSEFL questionnaire and the students' speaking performance in their speaking class. To get better understanding, the researcher presents the result of the data computation as follows.

Table 1. Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Performance	30	48	99	69.07	12.977
Confidence	30	55	83	69.60	7.855
Valid N (listwise)	30				

The data on Table 1 shows the descriptive statistic computation of the students' self-confidence and speaking performance. The number of the participant in this current study are 30 college students (N=30); the table reveals that the minimum score of speaking performance is 48 and the maximum score is 99. Afterward, the students' self-confidence shows 55 as the minimum score while 85 is the students' maximum score. The table also reveals the mean score of both variables. The mean of the students' speaking performance is 69.07 by standard deviation is 12.977. Then the students' self-confidence mean is 69.60 with standard deviation is 7.855.

Table 2. Correlation Between Students' Self-Confidence and Speaking Performance

Correlations			
		Confidence	Performance
Confidence	Pearson Correlation	1	.261
	Sig. (2-tailed)		.163
	N	30	30
Performance	Pearson Correlation	.261	1
	Sig. (2-tailed)	.163	
	N	30	30

Table 2 above reported that Pearson Correlation (r) which represents the correlation between self-confidence and speaking performance is .261. Afterward, the level of significance is at .163 which means p value is higher than .05. To sum up, the result indicates self-confidence and the

students' speaking performance do not correlate significantly. It can be interpreted that students' self-confidence cannot predict their speaking performance.

DISCUSSION

This current study was designed in order to find out the correlation between self-confidence and speaking performance. To get the data needed, the researcher distributed CSEFL questionnaire to the participant (class B) in order to get the students' level of self-confidence. In addition, the researcher also used the speaking performance score given by the lecturer. This score used to measure their speaking performance.

Regarding the research problem in this study, the finding indicates that there is no significant correlation between self-confidence and speaking performance (sig. 2-tailed .163). It can be said that students' self-confidence level is not the only aspect that can predict the students' speaking performance. It is in line with Leong & Ahmadi (2017) statement that self-confidence, motivation, and anxiety are psychological aspects which can affect the students' speaking performance. It means the lower or higher students' speaking performance cannot be determined only by their self-confidence. Nevertheless, students' self-confidence does not reveal a significant correlation with their speaking performance; students' self-confidence, however, is still useful for their speaking performance because self-confidence is one of the psychological aspects which can encourage students' speaking performance. It is in agreement with Al-Hebaish (2012) saying that self-confidence is able to support students' achievement in learning a foreign language. In other words, self-confidence can also support their speaking performance.

The result of the current study is different from the previous studies conducted by Al-Hebaish (2012), GÜRLER (2015), Abdallah & Ahmed (2015). The finding of the previous studies revealed a positive correlation between those two variables. They stated that the students with high self-confidence also get high speaking performance score. Another researcher also argued that self-confidence that the students have is able to motivate them to speak (Usta, 2017). Then Araminta (2017) added that self-confidence refers to the students' willingness to communicate in their class.

Those three previous studies revealed a significant correlation between self-confidence and speaking performance; however, the current study got the opposite finding. Then, another previous researcher told that self-confidence gives positive effect to speaking performance, but the finding shows different result from the assumption of the researcher. The result shows that alternative hypothesis is rejected.

Regarding self-confidence and speaking performance, the result of speaking score reveals that some of the students got high score in speaking performance but the result of self-confidence score showed just the opposite. Then, some of students got lower score in speaking performance; however, they got higher score in self-confidence.

Since the hypothesis of the study is rejected, it may be caused by some factors. Firstly, their speaking topic was about speech. In delivering speech, speakers need to have the clear point of their topic. They also have to know the purpose of their speech, so that, they can deliver their message to audience effectively. Looking at the fact of the students' speaking performance score, most of them got lower score. It can be indicated that they don't have enough preparation in preparing their speech. Therefore, besides having high self-confidence, preparation is also needed in supporting their speaking performance.

Secondly, their body language, fluency, eye contact and the way speakers deliver their speech also included in speaking criteria. As a good speaker, they need to look at audience while delivering their speech and they have to make audience interested in their speech. However, for some students who got low speaking score, it can be difficult thing to have an eye contact with audience. Thirdly, regarding the answer of self-confidence questionnaire, they, possibly, did not answer the question based on their real condition. It is proven by the result of self-confidence questionnaire was higher than speaking performance score or just the opposite. Preferring to choose

uncertain answer rather than agree or disagree might be influenced the result of self-confidence questionnaire.

To sum up, higher or lower self-confidence do not have a significant correlation to the students' speaking performance. In other words, self-confidence is not the only one factor that can be used to predict the students' speaking performance.

CONCLUSION

Self-confidence is one of influential parts which affects foreign language learning. Self-confidence leads students to gain better speaking performance. Therefore, the current study examines the correlation between self-confidence and speaking performance. The participants which was took from the fourth semester already used extensive speaking in their speaking class.

In this present study, the data were got from the CSEFL questionnaire sheet and the students' speaking score. Then, the researcher analyzed the data by using Pearson Product Moment Correlation of SPSS version 20. Based on the data presented on the finding, the result of the data indicates that self-confidence and speaking performance did not correlate significantly. It can be seen from the r observed of the students' self-confidence and speaking performance was .261 and level of significance was .163 which is greater than .05 ($.163 > .05$). In consequence, the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted. To conclude, self-confidence is not the only one factor that can be used to predict students' speaking performance of the fourth students of English Department.

Regarding the finding of the study, the researcher stated some suggestions. First, the further researcher can dig more deeply the correlation between self-confidence and speaking performance and they can use other instrument for developing the current study. Thus, the new research finding can be beneficial for the next research development. Then, the teacher also should build up the students' self-confidence in order that the students' can express their idea bravely and motivate them to practice speaking with low fear. The last, the learners need to have high confidence and well preparation in order to get better speaking performance.

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