



THE CORRELATION BETWEEN STUDENT'S SELF- CONFIDENCE AND SPEAKING ACHIEVEMENT

Sariakin¹, Yulsafli²

¹Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

²Universitas Serambi Mekkah, Banda Aceh, Indonesia

* Corresponding email: sariakin@bbg.ac.id

ABSTRACT

The self-confidence is frequently faced by the students in the classroom when the process of teaching and learning takes place. They are not confident, shy or uncomfortable if they made mistakes. They are afraid of making errors in the classroom as they will be laughed at by their friends. The aim of the research is to investigate if whether there is any significant correlation between students' self-confidence and speaking achievement. The population of this research is the students of Junior High School in Kota Banda Aceh. The total population of this study was 89 students. Meanwhile, the total sample of this study was 60. Choosing sample is done randomly. The needed data were collected through questionnaire and test. The data gotten were analyzed by using *correlation product moment* formula. The result of data analysis shows that t-score value is 4.08. It means there is any significance correlation between the students' self-confidence and their speaking achievement because the value of t-score (4.08) is bigger than t table (2.00). Based on the result of the research, the students do not need to feel nervous and worry when speaking English in front of their friends, because it is a learning process. Thus, making mistake is very usual for those who start learning foreign language. Therefore, their self-confidence can increase and it influences their success in speaking achievement

Keywords: *Self Confidence, Speaking Achievement*

INTRODUCTION

Language is an important thing to communicate with other people. Without language people may just use gesture to express their feeling. Actually, there are two forms communication; they are verbal and nonverbal communication as the instrument of information's exchange. Verbal communication is communication using activity such oral language and written, while nonverbal communication is communication without the words, such face expression, body movement, performance, and attitude. But the main instrument of human beings' communication is language. Harmer Jeremy (2018) says that language is many things a system of communication, a medium for thought, a vehicle for literary expression, a social institution, a matter for political controversy, and a catalyst for nation building.

Everyone must master it English because it is a language. Because it is a language, so it is should be taught in schools starting from middle school to high school (Sariakin, 2020). The differences of languages will cause difficulty to make good communication, so it is important to find out the international language that can be understood by most people in the world. Because international language will be the parameter to make communication around the, and at this time English is as the international language. David (2013) says English as a second language for most of people of the world, has increasingly world become the international language for business and commerce, science and technology, and international relations and diplomacy.

In a short time, English replaced other languages and became one of the main means of communication throughout the world. Its dominance continues to expand. The world of modern media, mass communications and the Internet demands a good knowledge of English, especially spoken English(Yulia, 2013).

Self-confidence has a significant correlation with speaking achievement ($p = 0.01$). This means that students who have self-confidence have higher achievement. Therefore, it is important for teachers and lecturers to encourage students and practice speaking English in front of the class, especially to increase self-confidence when students communicate in English (Tridinanti, 2018). Furthermore, research by Hasan, et al found that there was a significant relationship between students' self-confidence and the speaking abilities of eighth grade students at SMPN 9 Pinrang (Hasan et al., 2020).

Since English as an international language, many people learn it either in formal or informal institution. Muhammadiyah University of Surakarta is formal institution which one of the Faculties is Teacher Training and Education Faculty which has English Department. In English Department there are four

skills of language that should be mastered. Those are listening, speaking, reading, and writing. Someone is said to be competent in language if he or she is clever to scrutinize, communicate, read, and write in and by using language. Language is all about communicating with people and most communication is through speech ([Http//long cent. man ac.uk/ill/spk skls: htm](http://long.cent.man.ac.uk/ill/spk/skls.htm)). By speaking with others, we are able to know what kinds of situation in the world are. A researcher has found that people who have ability in speaking will be better in receiving information. So, speaking skill is the most important skill of learning a second of foreign language. Bambang (2020) says success is measured in terms of ability to carry out a conversation in the language. Whereas in near time, free market will be opened in the developing country; it is possible for us to have business with many people from different countries. The need of speaking competence cannot be bargained again and it is one requirement. It is meaning that the necessity of societies about English orally has increased. The increase of societies' need toward communication ability of English should be followed by giving the solution in fulfilling society demands.

The need of society about English orally cannot be ignored. From here, English competence should be given attention, moreover speaking competence for the candidate of English teachers, because they are persons who convey English material. So, the teachers of English should master English skills; they are listening, speaking, reading, and writing skill. Language is central to education; it is an essential part of thinking and it enhances the learning process. In addition, the teacher of English language can either facilitate or hinder learning. Automatically they often use speaking skill to explain the material. Bailey in (Yulia, 2013) says "speaking is the ability to pronounce sounds, articulation, and word, to express, to say and convey our idea". Teachers are hoped to have spoken achievement, in order they can convey the material to their student and also can produce the students who have speaking competence.

In the reality there is the different speaking achievement between one student to another student. There are the students who succeed in speaking achievement and also there are the students who fail in speaking achievements, according to (Lasiyah, 2017), the success of the students in communication is influenced by many factors: vocabulary mastery, environment, intelligence, student's motivation, perception, cultural background, social economic of the students' parents, teaching learning process, teacher, curriculum material and personality. So, the failure which is produced cannot be seen just from one side, such we accuse the teacher or the method which is used in teaching learning process. Some of the students admit that it is uneasy to speak in front of the people, even though they have already prepared what should be spoken, but their thought will disappear suddenly when they start to speak in front of the class. In other words, the students feel anxious when they have to speak in front of the class. The anxiety indicates that they feel unconfidence in speaking.

(Sailan et al., 2017) state that learner with self-confidence and good self- image tend to be more successful.

(Hakim et al., 2022) also says the success in every field cannot be achieved by people without enough self-confidence, while (Yusuf Al Uqshori, 2019) says without self-confidence it is impossible to achieve the success. From this phenomenon the writer is interested to make the research about the correlation between students' self-confidence and speaking achievement.

According to Machida (2021), self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. Self-efficacy and self-esteem are two main things that contribute to self-confidence. The students will gain a sense of self-efficacy when they see themselves mastering skills and achieve goals in the teaching learning activity. The self-efficacy comes in when the students feel they are capable of completing a given task. It means that self-efficacy refers to the students' belief in their capacity to perform and handle specific tasks. Next, (Ye, 2016) mentions that self-confidence can be put on three general levels of dimension. The first is general or global self-esteem. It is said to be one's own worth over time across numerous situations that make a general appraisal of oneself. The second is situational or specific self-esteem. It is said one's self appraisals to particular tasks in the specific situation, such as in the educational domain, it can refer to one subject matter area. The task self-esteem of the students will promote their situational self-esteem, their global self-esteem to achieve their self-confidence in their life, especially in English learning.

Self-confidence is very important in almost every aspect of life. It is very important for EFL learners to perform their language skills in the real situations. Brown in Gürler, (2013) also suggests self-confidence as one of twelve principles of language teaching. He states that the students' belief to be able to accomplish the work will be a factor that determines their success in language learning. Even, he argues that the heart of all learning is the students' belief in their ability to complete the tasks. If they firstly believe that they can do the tasks, the self-confidence will appear to motivate them in achieving and finishing the tasks. That is one of the keys to become successful in language learning.

One of the most appeared problems in the conversations class is language anxiety. Language anxiety is a feeling of fear and worry associated with language learning and use. The students' self-confidence that is low will create a language anxiety. It is believed that self-confidence has a role to minimize the students' language anxiety and optimize the students' motivation in learning English. Bailey in Roysmanto (2018) finds the relationship among self- confidence, anxiety, and motivation. He also states that the absence of

anxiety in learning or using the language will promote self-confidence and success in language learning. "To build students' self-confidence: tell the students explicitly (verbally and nonverbally) that you indeed believe in them; have them make lists of their strength, of what they know or have accomplished so far in the course.

According to the quotation above, there are several ways to build the students' self-confidence. First, the teacher can give verbal and nonverbal supports to the students. The supports can be giving rewards to the students' achievement verbally and nonverbally, avoiding criticism that break down their self-confidence and learning motivation, making motivated words, and sometimes telling motivated stories that can inspire the students to attain success. Later, the teacher may put him/herself as a good friend to his/her students who guides and learn together. It will expectedly reduce the students' anxiety and foster their self- confidence at once.

The second way is providing the students with materials or tasks from easier to more difficult one and using appropriate teaching techniques. The students' ability to finish the tasks will promote their self-confidence to finish the next tasks. Third, make the students to recognize their own power. It can be making lists of their strengths and achievement so far in the course. By recognizing their own power and ability, the students' self-value and self-esteem will appear in order to build their self-confidence. Fourth, setting and achieving goals to build the students' competence. It is difficult for the students to have self- confidence without this underlying competence. Davis & Tahrin (2022) suggests five approaches to maintain and increase the students' self-confidence. First, the teachers foster their students' belief that language proficiency is an aspect that can be developed. Second, teachers provide regular experiences of success to promote their students' self-conceptions in mastering a foreign language. Third, teachers encourage their students' contribution to their tasks that will make them interested. Forth, teachers give a small personal word to motivate their students. Fifth, teachers make the learning context less stressful to reduce classroom anxiety. Self-evaluation will encourage students; self-efficacy that can contribute to self-confidence. This can be realized with several strategies, such as rewarding students' efforts, not abilities, providing motivating feedback, and improving students' abilities; satisfaction with praising their work and not overreacting to criticism. It is hoped that all these efforts can direct students to improve their communication skills.

METHODS

In this research, correlational design was used in order to gain insight into the relationship between two variables: self-confidence and speaking ability. Sugiyono (2017) states that in correlational research designs,

researchers use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In this study, the researcher firstly measured the students' self-confidence by using questionnaire. Second, speaking test was used to find out the students' speaking achievement. After that, the researcher correlates the result of both assessments to determine the relationship between the variables.

The population of this research is the eighth-grade students of SMP Negeri 10 Kota Banda Aceh. The sample consists of the students from the population who are chosen to participate in the study. Next, the sample of this research is the students who are taken from the third class. Every class is taken 20 students. Thus, the total sample of this study is 60. Choosing sample is done randomly.

Analyze data to find out relationships between student self-confidence (X) and speaking achievement (Y) is carried out using statistical tests Pearson Product Moments.

RESULTS AND DISCUSSION

After getting the data of students' speaking ability and self-confidence score, thus the scores of the both variables; X variable and Y variable are calculated. The calculation is presented in the following table.

Table 1.
Data Distribution Statistics

		Self-Confidence X	Speaking Achievement Y
N	Valid	60	60
	Missing	0	0
	Mean	52.70	54.90
	Mode	56	50
	Std. Deviation	5.276	7.993
	Minimum	42	40
	Maximum	68	66

a. The Description Data of Students' Self-confidence

In collecting data on variable X, researchers used a personality test consisting of 20 questions or statements. It has three different options and different interpretations depending on the student's point total. In this test, the researcher gives 4 points for each 'Strongly Agree' answer, 3 points for each 'Agree' answer, 2 points for each 'Disagree' answer and 1 point for each 'Strongly Disagree' answer so that the maximum score possible obtained is 80 and the minimum score is 20. Based on the results of research that has been

carried out, it is known that the average score for student self-confidence is 52.7. The minimum scores a student obtains is 42 and the maximum is 68.

b. The Description Data of Students' Speaking Skill

In collecting data for variable Y, researchers used speaking test techniques. Speaking test scoring is based on pronunciation, grammar, vocabulary, fluency, and comprehension. The research results showed that the average student speaking test result was 54.9. The minimum score obtained by students is 40 and the maximum score is 66.

c. The Analysis of the Data

To find out the relationship between student self-confidence and speaking achievement, it was tested using a product moment statistical test which can be seen as follows.

Tabel 2.
The Relationship Between Student Confidence and Speaking Achievement

		X	Y
X	Pearson Correlation	1	.801**
	Sig. (2-tailed)		.000
	N	60	60
Y	Pearson Correlation	.801**	1
	Sig. (2-tailed)	.000	
	N	60	60

Based on the table above, it can be seen that the calculated r value is 0.80 and the p value is 0.000. Because the p value is smaller than 0.05, it can be said that there is a relationship between student self-confidence and student speaking ability. The interpretation of the relationship between student self-confidence and student speaking ability can be seen in the following table (Sugiyono, 2017).

Table 3.
Interval Coefficient for Interpreting the Correlation Coefficient

Strength of Correlation	
Interval Coefficient	Correlation Level
0.00 - 0.199	Very Low correlation
0.20 - 0.399	Low correlation
0.40 - 0.599	Middle correlation
0.60 - 0.799	High correlation
0.80 - 1.000	Very High correlation

Referring to the table above, it can be seen that the calculated r of 0.80 is at 0.80-1.000, which means that there is a very strong relationship between student self-confidence and student speaking ability.

Based on the description thus the hypothesis of this study is accepted and well proved; as the writer has previously hypothesized that there is any significant correlation between students' self-confidence and speaking achievement. Since the self-confidence contributes to speaking ability thus every student must have a good self-confidence if they want to be successful in speaking ability. Because if the students' self-confidence is not good thus, they will get difficulties to increase their ability in speaking skill.

Next, the most of the students do not have good self-confidence because they are lack of vocabulary as one of the problems which make a mistake in speaking English with their friends for, they laugh at them. Then, the students worry about making mistakes. Besides, they are shy to speak in English in front of their friends. Therefore, they are anxious to speak English and it affects their speaking achieve.

The results of this research are in line with Tridinanti's research which shows that there is a significant positive relationship between the variable self-confidence and speaking achievement. This means that the higher the self-confidence, the higher the speaking achievement (Tridinanti, 2018). Likewise, Hasan's research results found that there was a significant relationship between self-confidence and students' speaking abilities. This means that without self-confidence, students will always be afraid and embarrassed to speak other languages, this disorder makes them speak fluently (Hasan et al., 2020) .

The students' self-confidence influences the students' speaking achievement. Therefore, the teachers must make students confident and interested in learning speaking thus their confidence can be increased. The problems that cause the students get difficulties increasing self-confidence are: lack of vocabulary, worry about making mistakes and shy to speak in English in front of their friends. In addition, in this research, there is a new finding that the students' speaking achievement of Junior High school in Kota Banda Aceh is affected by anxiety factor. Thus, the students still get difficulties in increasing their speaking ability.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that there is a relationship between students' self-confidence and speaking achievement (p value 0.000). The better the student's level of self-confidence, the better the student's speaking achievement.

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