

The correlation between students self-confidence and speaking skill of first-year students of SMAN 3 Bandar Lampung

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ABSTRACT

This research was aimed to find out whether there was significant correlation between students' self-confidence and their speaking skill and to find out which aspect of speaking had the most correlation with students self-confidence. Applying quantitative approach, this research was conducted using questionnaire and speaking test. The subjects of the research were thirty students at SMA Negeri 3 Bandar Lampung. The data of the questionnaire were collected through Google Form and the speaking tests were gathered through Google Drive. The correlation of the data was analyzed using Pearson Product-moment correlation with the significant level of 0.05. The result showed that there was significant correlation between students' self-confidence and the students speaking skill with the r- value is 0.830 and the sig. value is lower than 0.05 ($0.00 < 0.05$). To find out which aspect of speaking has most correlation with students' self-confidence, the researcher used Pearson Product-moment. It was found that fluency was the aspect that has the most correlation with self-confidence by having the score of 0.767. It can be concluded that there is correlation between students' self-confidence and their speaking skill.

Keywords: *correlation, self-confidence, speaking.*

I. INTRODUCTION

Speaking skill is one of the most important language skills that frequently used by human to deliver their thoughts, opinions and explanation in daily communicates (Brown 2004). Speaking is an important aspect language skill, which L2 students must learn and acquire so that they can communicate with one another (Gerber et al. 2001).

Wallace (1994) state that speaking is the activity of a person who uses his body parts, such as the lungs, throat and mouth to make sounds that pass through the air to a person's ear, listeners or other people. Speakers use their limbs to speak in their speaking skills. Listener responses can respond to what is conveyed by the speaker. Speaking is the production skill that is contained two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account "the ability to keep going when speaking spontaneously" (Gower, Phillips, and Walters 1983).

In communicating, self-confidence has an important role, especially in students' willingness to communicate. Therefore, self-confidence greatly affects the students' ability. High self-esteem can be positively correlated with oral performance. Thus, students who have higher self-confidence than other students can communicate well. So, they have better English speaking skills than other students. This is also supported by the statement that situational trust in communication plays an important role in determining students' willingness to communicate (Hyesook and R. 2004).

Griffiee (1997) state that self-confidence takes an important position in engaging in communicating with other people, whether it is feeling safe or comfortable communicating or having a willingness to communicate with others. In short, self-confidence is defined as the

awareness of a speaker's language. The speaker's confidence level is influenced by the speaker's personality and environment. Self-confidence is believed to affect the speaker's understanding of speaking.

(Doqaruni 2014) examined a study on developing self-confidence in foreign language classes. The participants were 16 Iranian students at a private English language institute. He found that the students seemed passive at first and did not talk much during class activities. He then included some extra speaking, storytelling, and presentation activities. The results showed that the learning methodology that emphasizes peer collaboration as a tool to improve students' speaking ability tends to produce self-confidence. He found that there was significant correlation between students' self-confidence and the students speaking skill. Another research from (Teten Mohamad 2017) he found that there was correlation between students self-confidence and their speaking skill at second grade students in STKIP Garut. This research is in line with previous research conducted by (Roysmanto 2018) that there is a significant correlation between self-confidence and students' speaking skills. This can be seen from the results of the students' questionnaire and the results of interviews with students.

By seeing the condition of students self-confidence towards their speaking skill, the researchers wants to know the correlation between students' self-confidence and their speaking skill, and also the researcher wants to find out which aspect of speaking has most correlates with students' self-confidence.

II. METHODS

The researcher used quantitative approach to see the correlation between students' self-confidence and their speaking skill. Quantitative research is the collection and analysis of numerical data to describe, to explain, to predict, or to control phenomena of interest. In this study, the research used correlational study since the researcher wants to find out the relationship between two variables. There were two variables in correlational study, namely predictor and criterion. The variable that used to predict is self-confidence, and the variable that is predicted is speaking. There were no treatment conducted as the researcher only collected the data to see the correlation between two variables.

III. RESULTS AND DISCUSSIONS

Result

This chapter describes a general description of data gained by the researcher during the research. The data were collected from the result of the questionnaire and students' speaking test. The validity and reliability test were conducted before the researcher administered the test. Before answering the research question of this study, the data description of this research has been obtained.

3.1 The Result of Students' Self-confidence Level

This research used questionnaire from (Griffiee 1997) to gather the score level of students' self-confidence in speaking. The questionnaire has distributed to the subject, students of 10 IPA 1 at SMAN 3 Bandar Lampung. The questionnaire was distributed in the first session.

In the questionnaire, the researcher asked the students' self-confidence in speaking English. The total result from the questionnaire shows that 24 students got the result of 55 to 76 meaning that they were considered to be in the fair level of self-confidence and mean from students' self-confidence is 63. Moreover, there are only two students who had high level of self-confidence. While the rest four students were belong to group with low level of self-confidence.

Table 1 Frequency of Students' Level of Self-confidence

| Level | Class Boundaries | Frequency |
|--------|------------------|-----------|
| Low | 3-54 | 3 |
| Medium | 5-77 | 5 |
| High | 8-100 | 7 |

3.2 The Result of Students' Speaking Skill

The researcher used inter-rater reliability to get students' speaking score from two raters (researcher and English teacher). The result shows that 30 students have variety in scores in different aspects of speaking.

The result from the speaking test shows that there were vary of score that the students got from their speaking test. The highest score from the speaking test is 86 and the lowest score from the speaking test is 58.

Table 2 Total of Speaking Test

| Score of Speaking Test | Students |
|------------------------|----------|
| 55-60 | 3 |
| 66-70 | 13 |
| 71-75 | 9 |
| 76-80 | 4 |
| 86-100 | 1 |

After getting the result of students' self-confidence in speaking class, the writer compared the result with students' scores in speaking tests. To analyze the data, the researcher used SPSS program. The two score of students' test self-confidence and speaking tests would show whether the correlation for two subjects were accepted or rejected.

3.3 Normality Testing

One of the requirements in quantitative research is known the normality of the data. An assessment of the normality of data becomes a prerequisite for many statistical tests because data normality is an underlying assumption in parametric testing. To know whether the data were normally distributed, the normality test was conducted with the hypothesis as follows:

1. H0: The distribution of the data is normal.
2. H1: The distribution of the data is not normal.

The not working hypothesis (H0) is accepted if the significant level of the normality test is higher than 0.05, and vice versa. Here is the result of the normality test:

By having the data above, the researcher found out whether the data was normal or not by using SPSS program. The result can be seen below:

Table 3 Normality Test

| Tests of Normality | | | | | | |
|---------------------------------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | Df | Sig. | Statistic | df | Sig. |
| Speaking Test | .165 | 30 | .036 | .946 | 30 | .135 |
| Self confidence | .153 | 30 | .071 | .963 | 30 | .371 |
| a. Lilliefors Significance Correction | | | | | | |

The normality test of the speaking test is 0.135 while the self-confidence questionnaire is 0.371 higher than 0.05 which meant that the distribution of the result of speaking test and self-confidence questionnaire are normal.

3.4 The Relationship between Students' Self-confidence and Speaking Skill

As the data are shown above, the researcher got the result of each variable. This is the result of the correlation between students' self-confidence and their performance in speaking class.

Table 4 Correlation Self-confidence and Speaking

| Correlations | | | |
|--|---------------------|-----------------|---------------|
| | | Self confidence | Speaking Test |
| Self confidence | Pearson Correlation | 1 | .830** |
| | Sig. (2-tailed) | | .000 |
| | N | 30 | 30 |
| Speaking Test | Pearson Correlation | .830** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 30 | 30 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

The table above showed that the correlation coefficient equaled $r = 0.830$, which indicated there was a positive correlation between two variables. The researcher could use the r number (0.830) to know the strength of correlation between two variables. The number of 0.830 resided between 0.800 - 0.1000, which means that the strength was very high correlation. To know which hypothesis will be accepted or rejected (it will explain in the next part).

3.5 Hypothesis Testing

This researcher was done in collecting data and has got the result of the correlation. But to answer the research problem, the writer had to measure whether the hypothesis was rejected or not. The writer has 2 hypotheses in this research, those are:

1. H₀: there is no correlation between students' self-confidence and their speaking skill.
2. H₁: there is correlation between students' self-confidence and their speaking skill.

To know the answer for the last hypothesis, the researcher used SPSS hypothesis testing based on the N.Sig (number of significance). From the result of correlation above, we got

$r=0.830$ and $N.Sig=0.000$. Before the writer concluded the answer, these are the theories of hypothesis based on SPSS calculation:

1. H_0 accepted if $N.Sig > 0.05$ ($\alpha=5\%$)
2. H_1 accepted if $N.Sig < 0.05$ ($\alpha=5\%$)

The result of the data showed that the significance was 0.000 (Level of Significance 0.01 and 2 Tailed) which clarified that H_0 was rejected. The hypothesis testing concluded that $N.Sig < 5\%$, where H_1 was accepted. It told that both students' self-confidence and their speaking test in speaking class were correlated. Moreover, the *Pearson Correlations* were positive because the relationship between two variables was significant to each other; it means that if the self-confidence level was high, the speaking test would be high and vice versa. The hypothesis which said, "There is a correlation between students' self-confidence and their speaking test", answered the research problem.

3.6 The Result of Speaking Aspects

To answer the second research question that is what aspect of speaking has the most correlation on students' self-confidence, the mean of each aspect of speaking test was calculated in favor of getting the result. It is used to see the correlation of speaking aspects and students' self-confidence. The data are available on the table of students' speaking aspects below:

Table 5 Result of Speaking Test

| Correlations | | | |
|--------------|---------------------|--------|--------|
| | | F | SC |
| F | Pearson Correlation | 1 | .767** |
| | Sig. (2-tailed) | | .000 |
| | N | 30 | 30 |
| SC | Pearson Correlation | .767** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 30 | 30 |

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

| Correlations | | | |
|--------------|---------------------|--------|--------|
| | | G | SC |
| G | Pearson Correlation | 1 | .722** |
| | Sig. (2-tailed) | | .000 |
| | N | 30 | 30 |
| SC | Pearson Correlation | .722** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 30 | 30 |

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

| Correlations | | | |
|--------------|---------------------|---|--------|
| | | C | SC |
| C | Pearson Correlation | 1 | .609** |

| | | | |
|--|---------------------|--------|------|
| | Sig. (2-tailed) | | .000 |
| | N | 30 | 30 |
| SC | Pearson Correlation | .609** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 30 | 30 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

| Correlations | | | |
|--|---------------------|--------|--------|
| | | P | SC |
| P | Pearson Correlation | 1 | .501** |
| | Sig. (2-tailed) | | .005 |
| | N | 30 | 30 |
| SC | Pearson Correlation | .501** | 1 |
| | Sig. (2-tailed) | .005 | |
| | N | 30 | 30 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

| Correlations | | | |
|--|---------------------|--------|--------|
| | | V | SC |
| V | Pearson Correlation | 1 | .491** |
| | Sig. (2-tailed) | | .005 |
| | N | 30 | 30 |
| SC | Pearson Correlation | .491** | 1 |
| | Sig. (2-tailed) | .006 | |
| | N | 30 | 30 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

From Table 5, it can be assumed that from five speaking aspects which are pronunciation, grammar, vocabulary, fluency, and comprehensibility. Fluency was the aspect that has the highest correlation with the students' self-confidence by having the number of significant 0.767.

In short, it concluded that fluency was the aspect of speaking that has the highest correlation with students' self-confidence. In conclusion, the answer to the second research question was fluency.

Discussion

In this study, the writer had conducted the data collecting. The data was collected by using two instruments. The first was a questionnaire sheet that was given to all students as participants in this research. They asked to fill in the items of statement on the questionnaire. The questionnaire was used to know the level of self-confidence. The second instrument used was the speaking test. This test was conducted by the researcher through Google Drive. So, the students made a speaking video to tell their stories, then they submitted the video through Google Drive.

Based on the result, there was a significant correlation between students' self-confidence and their speaking skill with the total 0.830. This can be proven by the results of the questionnaire and the results of their speaking test and also supported by previous research from McIntyre (2004) where the researcher found students with high self-confidence had better speaking scores than students who were less confident. This positive correlation study proves that students who have high self-confidence have better speaking skills.

Furthermore, self-confidence is an important factor that plays a role in supporting the achievement of learning English. Previous research stated that no language learning activity will succeed without self-confidence (Brown 2004). This can support or weaken academic achievement. Students with high self-confidence in speaking English perform well and are likely to be confident as proficient learners. Conversely, when there is low self-confidence, learners suffer from uncertainty, insecurity, fear and social distancing.

In addition, Doqaruni (2014) stated that confidence in speaking English is an important factor because if a student has doubts about their abilities and is afraid of feeling wrong, he will have difficulty in speaking and prefer to remain silent. The researcher found that the students were afraid if they made some mistake when they told their story. The students that have low self-confidence felt doubt about their English and afraid to talk in front of camera to tell their stories. It can be seen from the video of their speaking test that the students often repeated their word because they were nervous.

There are five aspects of speaking in English stated by Harris (1974), namely fluency, grammar, comprehension, pronunciation, and vocabulary. In this study, the researcher looked at which aspects of speaking were most correlated with students' self-confidence. And after getting the results, the highest aspect of speaking that correlated the most with students' self-confidence is fluency with the Pearson correlation is 0.767 and the mean is 15.1, and the lowest correlation is vocabulary with the Pearson correlation is 0.491 and the mean 13.2.

This is supported by (Paker 2012) he explained that speaking fluency is influenced by student self-confidence. If the students have low self-confidence then students will be afraid and hesitant to speak and cause students to feel nervous and stammer. Besides, fluency in speaking is also an important factor in speaking skills. As stated by (Paker 2012), fluency in speaking is something that must be considered in the speaking process. Students who have a good level of self-confidence can affect their fluency in speaking, because students who have a good level of self-confidence do not hesitate and are afraid to express what they want to convey. The students showed that they were doubt about being wrong and were afraid if they made some mistake. It can be seen from the speaking video that sometimes they repeated the same word to make a sentence because of their confidence.

In brief, self-confidence can also correlated by the students' speaking itself, because the students have fear to speak, such as fear of making mistakes that makes them less fluent, fear of making grammar mistakes, and also fear of choosing the wrong vocabulary during the performance. The students can also think that their English is not enough to express themselves clearly and this makes them feel anxious. However, self-confidence still could not be the only factor that can influence speaking tests. Knowing your level of self-confidence might be useful for yourself.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

According to the data analysis and discussion, the researcher concludes that there was a correlation between students' self-confidence and their speaking skill because when the students

had low self-confidence in speaking, their speaking became not clear. The students felt afraid when they want to talk and make them felt nervous. Therefore, fluency was the aspect of speaking that has the highest correlation with the students' self-confidence. This result was evidenced by the questionnaire they had previously filled in and from their speaking test video that showed the students feel nervous and afraid. It means that self-confidence greatly correlated the fluency of students in speaking.

Suggestion

After conducting the research, the author recommended several suggestions for both English teacher and further research. Firstly, the teacher must pay more attention to their students when they are talking. If they start feeling doubt the teacher must help them to handle their fear and increase their self-confidence. Teachers can give praise for their courage in speaking. By encouraging the students to practice their English and to repeat English phrases, they will become so familiar with the language that they can speak confidently. If they do something wrong, the teacher cannot blame them right away. The teacher should tolerate and give them direction by giving the right answer without embarrassing them.

Furthermore, the further researcher who wants to conduct the research with the same topic, the researcher can use another material to find out whether it can be used for this study. Besides, the researcher can use other samples like junior high school or college students to find out whether there is a correlation between students' self-confidence and their speaking skill. Those aspects could be correlated with self-confidence. The next researchers can conduct deeper evaluation and analysis regarding scoring criteria in speaking by referring to more aspects such as pronunciation, grammatical accuracy, diction, and intonation as sub-parts of fluency and accuracy.

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