

**THE CORRELATION BETWEEN STUDENTS' SELF CONFIDENCE  
AND THEIR SPEAKING SKILL**

**( In the Second Grade of the English Education Department of STKIP  
Garut)**

**Teten Mohamad Sapril Mubarok  
Universitas Garut**

**ABSTRACT**

The Corellation between Students' Self Confidence and Their Speaking Skill. ( In the Second-Grade Students of English Education Department of STKIP Garut)

This study was undertaken by the writer because most of English students often got dificulty in English speaking. Especialy in their confident to speak English. To have a good English speaking , the students are expected to be able to build,develop and show their confident to use English speaking in any opportunity. Besides that, through self confident the students costumize to use English as dailly Communication, it is important for the students to get more interaction and practices in English speak in order they can mastering English speaking skill well.

This study was aimed at investigating the corellation between students' self confidence and theirs' speaking skill. It was intended not only to solve the students dificulties in speaking English, But also to answer the main question " Is there a significant corellation between students' self confidence and their speaking skill?".

The writer used the correlational method to find out and investigate whether there was a corellation or not between two variabels and how strong it is. The respondent , Sixty four students of the second grade of English Education Program of STKIP Garut were selected proporsionl stratified randomly. The study began by assigning the students to answer the self confidence questionaries, then the writer collect the students speaking score from first until third which have provided in English program office. Beside that, the writer clasified category for confidennce and took average speaking score from first until third to support the result of the data analysis.

The instrument include two variabels: Students' self confidence and average of speaking score list. To analyze the data, the writer used Pearson/Product Test formula to test the corellation and to test hypotesis. The result of the data analysis showed the coefficient corellation between two variabels is 0,007 (sig = 0,007). Based on this result, it could be concluded that there was a very significant corellation between students' self confidence and their speaking skill. For this reason, the researcher purposed some recomendation for the teacher and the students of STKIP Garut. The students suggested that they should build, develop,force and show their confidence of praticies in speaking English.

## INTRODUCTION

Speaking is a crucial part in second or foreign language. Despite its importance and crucial many students still find any obstacle to speak a lot and more in class or in daily communication. However, today's world requires that every student should brave to speak a lot, because students can involve in global competition and development. In order to be able to speak well, the student should learn about the factors that affect English speaking skills first.

“Actually, there are several factors that affect our English speaking skills. If we can honestly assess ourselves and say we are good in all of the said factors, then we are good English speakers. The factors are Listening comprehension, grammatical accuracy, pronunciation, accent, vocabulary, appropriateness of answers, and organization of ideas, fluency, enthusiasm, self-confidence, paralinguistic communication skills and length of answer”  
(<http://www.englishtrainer.blogspot.com>).

There are lot of factors that affect English speaking skills, but the writer take interest with self confidence, One of the psychological factors that can influence the students' speaking skill is self-confidence. The heart of all learning is a person's belief in his or her ability to accomplish the task.

Self confidence is an attitude that is characterized by a positive belief that you can take control of your life and of your plans. It is a belief in your abilities. People who are self-confident are those who acknowledge their capacity to do something and then proceed to do these things. They do not rely on the approval of other  
(<http://www.highbeam//1P3-1538622701.html>).

Students who have high self confidence are not afraid to explore their ability. They are usually active in the classroom and not afraid to make mistake in learning. Some students have high level of self confidence and low level of self- confidence. The students who have high level of self confidence are usually more active in

the class than the students who have low level of selfconfidence. The students who have high self confidence are not afraid to ask questions or to express their opinion. Asking questions or uttering opinion in the classroom requires certain courage to stand up and interrupt the teacher to ask a question, and it requires self confidence to do that.

Dealing with the speaking in front of class, the students having high self-confidence will perform better than the students having low self confidence. The reason is the most important factor that determines the performance of students in school is neither intellect, nor energy or talent, it is the amount of self confidence a student has which decides how much he will be able to use his talent, energy, and intellect. Self confidence is a personal factor that plays 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 (Huitt, 2004& Khodadad, 2003, cited in Hayti 2008,; Brown, 1994). It may facilitate or debilitate academic achievement. Foreign language learners who possess high self confidence perform well and most likely believe themselves to be capable learners. When there is low self confidence, on the contrary, „learners suffer from uncertainty, insecurity, fear and social distance“. (Rubio, 2007 :7). The students having high self confidence do not have problem to speak in front of class or to utter their opinion. They are not afraid to make little mistakes or errors when they are speaking because they considered it as a part of learning. If they make mistakes, they always have courage and self confidence to try again and again.

There are many students have great skill in other language skill, such as writing, reading, listening, but they are still poor in mastering speaking skill because of lack of confidence. The students are afraid to make mistakes in speaking English. Among the four language skills, the achievement of oral performance is thought to be highly correlated with self confidence. Forigen Language learners can't speak the language or express themselves freely and fluently without some degree of it (Brown, 1994). Thus the main objective of this paper was to examine **“the correlation between student’s self-confidence and theirs speaking skill”**.

## **METHOD**

For this research, the writer used quantitative method, because the writer needed the data to be analyzed using mathematically based method in particular statistics. It was stated in Research Methodology that quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedure (Creswell, 2009).

Another source stated that, “Quantitative data analysis is a powerful research form, emanating in part from the positivist tradition. It is often associated with large-scale research, but can also serve smaller scale investigations” (Cohen, Manion, & Morrison, 2007)

## **PROCEDURE**

For this research, the writer had the following procedures to get data. There were several steps which implemented on collecting data. The writer gave the

student's questionnaire to measure their level of self confidence. Then, he correlated the result of questionnaire with their average of English Speaking value.

### **ANALYSIS 1. Findings**

Collecting data by giving questionare and checked the final average speaking test's score of students, the researcher then analyzed the data. The analysis of data was divided into the following:

#### **1.1 The Validity and Reliability**

The instruments that the writer taken had been used by other researcher. The questionnaire was adopted from Mieke Kharolina (021014234) BK UNESA in 2006 for her research entitled "*Hubungan antara kecerdasan emosi dengan percaya diri pada siswa kelas X SMA KARTIKA V-3 SURABAYA*", besides the instruments also used in ([illarezkiwanda.blogspot.com/2012./angket-percaya-diri.html](http://illarezkiwanda.blogspot.com/2012./angket-percaya-diri.html)) by illa suryaningsih BK-B 2010 (101014051) and the result that the quisionaries was valid and reliable and for spesific information about validity and reliability test the writer wrote the step in tabel 4.10 in the Appendix . and other researcher with the same dependent variable. The test, which was used, was taken from the standard speaking test of first until third speaking test in STKIP Garut. Hence, the students' score was available in this university.

#### **1.2 The Normality Test**

In this research the normality of final test was tasted by using liliefors with level significant  $\alpha$  0.01 the result from normality of the final test could be seen in table 4.1.

**Tabel 4.1 Result Tests of Normality**

Instrument	Shapiro-Wilk		
	Statistic	Df	Sig.
Confident	.986	64	.699
Speaking	.968	64	.092

a. Lilliefors Significance Correction

The table of 4.1. Showed that the data of self confidence and speaking score was normal, because the Sig. >  $\alpha$  means 0.699 and 0.092 > 0.01. So it could be concluded that the data was normally distributed, because the data was normally distributed the writer continued to analyze this data with used Pearson/Product Moment.

### 1.3 Pearson/Product Moment Test

The Product Moment Test used to check the correlation among the variabels. The result of test would be presented in the table 4.2 and the step of this test would be presented in the appendix.

**Table 4.2 Pearson/ Product Moment Test (Correlations)**

		Confidence	Speaking
Confidence	Pearson Correlation	1	.333**
	Sig. (2-tailed)		.007
	N	64	64
Speaking	Pearson Correlation	.333**	1
	Sig. (2-tailed)	.007	
	N	64	64

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

From the table above, it could be seen from the result of accounting that the amount of correlation between the variable was 0.333(\*\*) it means the correlation between self confidence variable and speaking skill variable was 0.333 was significant. On the criteria  $0.20 \leq r \leq 0.40$  meaning low. Based on that data the writer concluded between students' self confidence with their speaking skill had low correlation.

#### 1.4 The Significance of Correlation

After known about the result of Product Moment Test , the writer examined the hypothesis about the significance of the correlation. He used significant  $\alpha$  0.01 to know the significance. After examining the data, it could be got the amount of significance correlation between students' self confidence and theirs' speaking skill.  $sig < \alpha$  means  $0.007 < 0,01$  means  $H_0$  was rejected and there was significance correlation between students' self confidence and theirs' speaking skill. And for more accurate information about amount of correlation significance and amount of influence between students' self confidence and their speaking skill could be seen in tabel 4.3 and the steps would be presented in the Appendix.

**Tabel 4.3 Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.333 <sup>a</sup>	.111	.096	2.66384

a. Predictors: (Constant), confidence

From the table above could be seen that  $R = 0.333$  and  $R \text{ Square} = 0.111$ , it means there were correlation and influence between students' self confidence and

their speaking skill. And to made easy to understand based on the rule to determined coefficient determination coluld be multiplied by 100%, so the result was 33% for corellation between students' self confidence and their speaking skill and the influence students' self confidence toward students' speaking skill was 11%. Based on the result above the writer conclude that there was significance correlation between students self confidence and their speaking skill.

## **RESULT**

Based on the research question for this research “what is the correlation between students' self confidence and their speaking skill?” and developed into four more spesific question, the quantitative finding answered it. Then the first question “How much the corellation between students' self confidence and their speaking skill?” second question “Does the students' self confidence have significant correlation toward students' speaking skill?” third question “How significant is the influence between students' self-confidence and theirs speaking skill?” Then for the fourth question “How is the Equation form between students' self confidence and theirs' speaking skill?”

The first question “How much the corellation between students' self confidence and theirs' speaking skill?” Quantitavely the amount of the corellation between students' self confidence and their speaking skill was 0.333 or 33 %.

Then for the second question “Does the students' self confidence have significant correlation toward students' speaking skill?” Quantitavely, yes, there is a significant corellation between students' self confidence and theirs' speaking skill. After they



asked about their confidence in learning speaking skill and saw their average first until third speaking score in third semester in second grade, the correlation was significant. And for the third question “How significant is the influence between students’ self-confidence and their speaking skill?”

Quantitatively the amount of significant between students’ self confidence and their speaking skill was 0.111 or 11%. 11% was very significant and be the key to be first step in mastering speaking skill in order to mastering another aspects in speaking skill like Listening comprehension, grammatical accuracy, pronunciation, accent, vocabulary, appropriateness of answers, and organization of ideas, fluency, enthusiasm, self-confidence, paralinguistic communication skills and length of answer”.

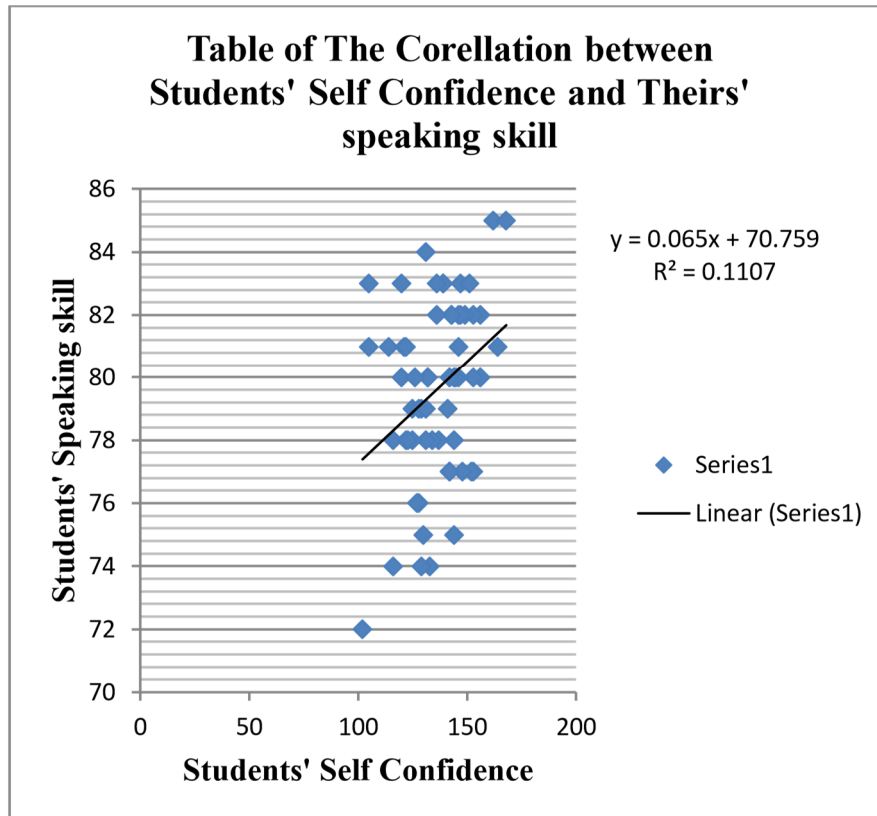
Then for the fourth question “How is the Equation form between students’ self confidence and their’ speaking skill?” Quantitatively the equation form between students’ self confidence and their’ speaking skill is  $Y = 0.065 X + 70.759$ . And to get strong source could be seen the table 4.4 and graphic table 4.5

**Table 4.4 Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	70.759	3.214		22.016	.000
	confidence	.065	.023	.333	2.778	.007

a. Dependent Variable: speaking

Table Grafic 4.5



### CONCLUSIONS AND SUGGESTIONS

This study investigated the correlation between students' self confidence and their speaking skills. After conducting the research, the writing come to the final part of the whole paper is conclusions and suggestions. Based on the research and explanation the description of the conclusions and suggestions are the following.

#### Conclusions

1. There is low corellation between students' self confidence and their speaking skill. Students with high self confident got better score than students with low self confident. Confident students able to explore their skill and have high

brevary to try, express what they want and ask what they don't understand. Dealing with it in learning strategy if students do so they understood, confident students' have brevary to do and expressed English speaking so they understood how to produce many words and when they must use the words correctly in communication.

2. Actually there are several factors that affect English speaking. They are listening comprehension, grammatical accuracy, pronunciation, accent, vocabulary, appropriateness of answers, and organization of ideas, fluency, enthusiasm, self-confidence, paralinguistic communication skills and length of answer. Self-confidence is one of many factors that affect speaking skill but it is the most important. Self-confidence is our belief and brevary to take and do positive thinking and action in every opportunity. In this case believe and brevary to take and do communication used English. The important conclusion is self-confidence is the key to mastering speaking skill in order that other factors can be explored well.

3. The description about correlation between self-confidence and speaking skill in this research is that it can be got the amount of correlation between students' self-confidence and their speaking skill is 33%, the amount of influence students' self-confidence toward students' speaking skill is 11%, the form of regression line equation is  $Y = 0.065 X + 70.759$ . It means there is a significant correlation between students' self-confidence and their speaking skill and self-confidence has an important role in mastering speaking skills.

### **Suggestions**

There are some suggestions to contribute to the students in mastering speaking skill :

1. The students must have high confidence in practices use English speaking in every opportunity
2. The students should learn more how to build self confidence and its better to read David Lawrence Preston (2007) book “365 steps to self confidence” and Kate Burton and Brinley Platts (2006) book “ Building Confidence For Dummies”
3. The students should make more communication in English as much as they can. Like join English club, English debating forum and try speak english in daily communication.
4. The Lectures should build, develop and force students confidence first in learning English speaking in order another factors in mastering English can easily to be mastering.
5. To the reader its better this research become the reference to mastering Speaking skill and self confidence and to get more comprehension understanding its better too read same another research or books as comparison.

## **REFERENCES**

- Brown, H. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs, NJ. Prentice-Hall.
- Brown, H. (2000). *Personality Factors. Principles of Language Learning and Teaching*. New York: Pearson education.
- Burton & Platts. (2007). *Building Confident for Dummies*. England : John Wiley & Sons, Ltd.
- Cohen, Manion & Morrison. (2007). *Research Methods in Education*. Francies : Routledge 2 Park Square.

- Departemen Pendidikan Nasional. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Departemen Pendidikan Nasional.
- Lawrence, Preston, David. 2007. *365 Steps to Self Confidence*. United Kingdom : How To Content A division of How To Books Ltd.
- Miyagawa, L. (2010). *What is the difference between self-esteem and self confidence?* Retrieved from 20/02/2011).
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.
- Risnadedi. (2001). *Developing Students Speaking Ability*. Journal of SMP Negeri 17 Pekanbaru. (7). 56-58.
- Rubio, F. (2007). *Self-Esteem and Foreign Language Learning*. Cambridge Scholars Publishing.
- Sihera, Elaine. (2007). *The Definition of Confidence*. United Kingdom.
- Sundayana, Rostina. Drs, M.Pd. 2013. *Statistika Penelitian Pendidikan*. Garut : STKIP Garut Press.
- Tarigan, H. Guntur. (1990). *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa*. Bandung: Angkasa.
- Wallace, D'Arcy-Adrian. (1978). *Junior Comprehension I*. England: Longman.
- Widdowson, H. G. (1996). *Teaching Language as Communication*. Walton Street : Oxford University Press.
- Wilson, S. (1983). *Living English Structure*. London: Longman.