THE INTERRELATIONSHIP BETWEEN
SELF-CONFIDENCE AND SPEAKING ACHIEVEMENT

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Abstract: The current research applied quantitative design in order to compute the numerical data. The research design used correlational design and independent sample t-test. The researcher took 33 students to serve as the sample of the study. The data covered the students' self-confidence level and their speaking score. The findings of the research indicated that the majority of the students (61%) reached high self-confidence in working on the questionnaire, while the majority of the students (76%) reached the average score in their speaking achievement. According to the correlational results, the data showed that the sig. (2-tailed) was .610 which means it was higher than the significant value (0.05). It could be inferred that there was no significant correlation between self-confidence and speaking achievement. Meanwhile, based on the results of independent sample t-test, the level of significance (p-value) was .000 which means the p-value was lower than the significant value (0.05). It could be concluded that there was a significant difference between the students who have high self-confidence and the students who have low self-confidence in their speaking achievement. In sum, it can be stated that the students who have high self-confidence do not determine they will also achieve high speaking achievement.

Keywords: Relationship, Speaking Skill, Self-confidence

INTRODUCTION

English crucially plays the main part in everyone's life. The importance of English in this modern era is quite huge, it cannot be denied that the usage of English has been dominating many sectors like education, business, medical, engineering, and so on. Furthermore, Kurniasih (2011) highlighted that English undoubtedly has been the most influential device of global interaction which is the most essential means of getting access to the technological, cultural and intellectual resource of the world.

In learning English there are several skills that we need to master for complete communication. There are four basic skills of English, they are listening, speaking,

reading, and writing that can be divided into two categories. Husain (2015) defined that the productive skills consist of speaking and writing because the learner or the student is not only active but also creates sounds in speaking and letters or symbols in writing, in contrast, he also defined that listening and reading are called receptive skills since the learner or the student is usually passive here and receives knowledge through listening or reading. Ananda (2017) argued that speaking is the most necessary skill among those four language skills which we use to connect and to understand one another in our everyday life. It was also stated that the success in learning English can be measured by the ability to speak, therefore speaking skill is the essential part to be mastered when learning a second language or a foreign language (Fitriani et al., 2015). Hence, the role of speaking as one of the other productive skills cannot be underestimated.

However, the biggest problem that the students faced is the anxiety of speaking in front of public. In line to this, Al-Hebaish (2012) stated that the most problematic obstacle to effective communication in the context of English is when the students lack of self-confidence. Raja (2017) believed that the students will experience fear and anxiety that lead to queasiness and excessive sweating when they become the main focus of attention as they have to converse with the audience. Most of the students who feel anxious while speaking in public generally tend to avoid the situation where they have to perform, but when they face such situation, they endure intense anxiety. Fitriani et al., (2015) stated that the sense of anxiety is one of the affective variables which has a bad influence on preventing the students to learn a foreign language successfully.

According to the explanation above, the researcher intended to conduct a research entitled "The Interrelationship between Self-confidence and Speaking Achievement" of 4th-semester students of English Department at University of Islam Malang in order to test hypotheses stated that whether there is a significant correlation between self-confidence and speaking achievement or not and whether

there is a significant difference between the students who have high self-confidence and the students who have low self-confidence in their speaking achievement or not.

METHOD

In this research, the researcher employed the correlational research model which is one of the quantitative research methods. Quantitative design was employed to quantify and identify the numerical data in order to get the result. Apuke (2017) stated that several questions consisting of who, how much, what, where, when, how much, and how can be answered by engaging the use and analysis of numerical data using special statistical techniques.

There are two variables in this study, independent variable and dependent variable. The independent variable is self-confidence and the dependent variable is speaking achievement of the 4th semester of the English Department at the University of Islam Malang. In this research, the independent (X) variable as the predictor while the dependent (Y) variable which is known as the criterion. The extent of correlation among variables is called *the Correlation Coefficient* (r).

The researcher decided that the population of this study was the 4th-semester students of the English Department at the University of Islam Malang, consisting of 6 classes and 140 students in total. The researcher then took one of the classes which was IV A consisted of 33 students to serve as the sample of the research.

There were two kinds of instrument used in this present study. The first instrument was questionnaire which was adapted from *The Self-Confidence Assessment* by Marata (2018) consisting of 35 statements. The second instrument was the document of the students' speaking achievement which was obtained from the lecturer of Speaking IV. The speaking achievement in this case means the original scores of the mid-term exam achieved by the students that have not been converted or added with other scores. After the researcher obtained the data from the questionnaire and the document of their speaking achievement, the researcher then conducted an interview with the lecturer of Speaking IV in order to adjust whether the data from

the questionnaire of Self-confidence completed by the students corresponded to the actual situation in the classroom or not.

After data collection was completed, the researcher then calculated and analyzed the numerical data, the researcher used a statistical program named IBM Statistical Package for the Social Sciences (SPSS) ver. 20. There were two techniques of analyzing the numerical data. First, in order to investigate the relationship between self-confidence and speaking achievement, the researcher used Pearson product-moment correlation. Second, in identifying the differences between the students who had high self-confidence and those who had low self-confidence in their speaking achievement, the researcher used Independent sample test.

FINDINGS AND DISCUSSION

Findings

The Level of the Students' Self-confidence

In this step, the researcher categorized the level of the students' self-confidence based on the questionnaire that was completed by the students.

Table 1 The classification of the students' self-confidence level

Self-Confidence Level	Range Score	Number of Participants	Percentage (%)
HIGH	75-100	20	61
MEDIUM	50-74	11	33
LOW	25-49	2	6
NONE	0-24	0	
TOTAL		33	100

According to the table 4.1, the number of participants who had high self-confidence were 20 participants. The participants who had medium self-confidence were 11 students. There were only 2 students who achieved low self-confidence. At last, the data also described that there was no student who did not have self-confidence.

The Students' Speaking Achievement

<p align="center">Table 2 The classification of the students' speaking achievement</p>

Grades of Speaking Achievement	Range Score	Number of Participants	Percentage
EXCELLENT	90-100	0	0 %
GOOD	80-89	7	21 %
AVERAGE	70-79	25	76 %
POOR	40-69	0	0 %
VERY POOR	0-39	1	3 %
TOTAL		33	100 %

Based on the table 2, it showed that there were 7 participants who reached good score. 25 participants achieved average score. There was only 1 participant who achieved very poor score. It could be inferred that there was no participant who achieved excellent score, instead the majority of the participants had average score.

The Correlation between Self-confidence and Speaking Achievement

<p align="center">Table 3 The correlation between self-confidence and speaking achievement</p>

Correlations		Self-confidence	Speaking Achievement
Self-confidence	Pearson Correlation	1	.092
	Sig. (2-tailed)		.610
	N	33	33
Speaking Achievement	Pearson Correlation	.092	1
	Sig. (2-tailed)	.610	
	N	33	33

According to table 3, the results described that the level of significance (p-value) was .610 which means the p-value was higher than 0.05 so that there was no significant correlation between self-confidence and speaking achievement.

The Significant Difference between the Students who Had Higher Self-confidence and the Students who Had Lower Self-confidence in Gaining Speaking Achievement

Table 4 Independent sample t-test between the students who have high self-confidence and the students who have low self-confidence

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
Independent Samples Test										
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Result	Equal variances assumed	3.333	.078	6.590	31	.000	22.935	3.480	15.837	30.032
	Equal variances not assumed			5.799	16.218	.000	22.935	3.955	14.560	31.309

According to table 4.6, the results described that the significance of Levene's Test for Equality of Variances was .078, it was higher than .05, so the data were normal or homogeneous. The data also indicated that the Degree of Freedom (df) was 31, the result was gained from the total number of participants minus 2. The mean difference was obtained from the calculation of the two dependent variables, higher self-confidence (84.55) minus lower self-confidence (61.62), so the result was 22.935. The significance 2-tailed (p-value) was .000, it indicated that the p value was lower than .05, and it can be inferred that there was a significant difference between students of 4th-semester of English Department at University of Islam Malang who have high self-confidence and those who have low self-confidence in their speaking achievement.

Hypotheses Testing

The present research was conducted in order to know whether self-confidence could affect the students' speaking achievement or not. The researcher formulated two research problems as follow:

1. Is there any correlation between self-confidence and speaking achievement of 4th-semester students at the University of Islam Malang?

Related to the first research question, there were two hypotheses of this current research. The first hypothesis, the alternative hypothesis (H_1) stated that "there is a correlation between self-confidence and speaking achievement of 4th-semester students at the University of Islam Malang" while the null hypothesis (H_0) stated that "there is no correlation between self-confidence and speaking achievement of 4th-semester students of English Department at University of Islam Malang". Therefore, the researcher made the assumptions as follow:

a. if the p-value < 0.05, it can be inferred that the alternative hypothesis (H_1) is accepted while the null hypothesis (H_0) is rejected.

b. if the p-value > 0.05, it can be inferred that the null hypothesis (H_0) is accepted while the alternative hypothesis (H_1) is rejected.

After the researcher computed the data, based on table 4.4, the result indicated that the level of significance (p-value) was .610 which was higher that the significant value (0.05). Therefore, it can be concluded that the null hypothesis (H_0) is accepted, while the alternative hypothesis (H_1) is rejected. In short, there was no correlation between self-confidence and speaking achievement of the students of 4th-semester of English Department at University of Islam Malang.

2. Is there any significant difference between students of 4th-semester of English Department at University of Islam Malang who have high self-confidence and those who have low self-confidence in their speaking achievement?

Related to the second research question, the researcher formulated two hypotheses. The first hypothesis, the alternative hypothesis (H_1) stated that "there is a significant difference between students of 4th-semester of English Department at University of Islam Malang who have high self-confidence and those who have low self-confidence in their speaking achievement" while the null hypothesis (H_0) stated that "there is no significant difference between students of 4th-semester of English Department at University of Islam Malang who have high self-confidence and those who have low self-confidence in their speaking achievement". Hence, the assumptions were formulated as follow:

a. if the significance 2-tailed (p-value) < 0.05, it means the alternative hypothesis (H_1) is accepted while the null hypothesis (H_0) is rejected.

b. if the significance 2-tailed (p-value) > 0.05, it means the null hypothesis (H_0) is accepted while the alternative hypothesis (H_1) is rejected.

As described by table 4.6, the result indicated that the significance 2-tailed (p-value) was .000, which means it was lower than the significance value (0.05). It can be concluded that the alternative hypothesis (H1) was accepted while the null hypothesis (H1) was rejected. In sum, there was a significant difference between students of 4th-semester of English Department at University of Islam Malang who had high self-confidence and those who had low self-confidence in their speaking achievement.

Discussion

The correlational design was used to identify the relationship between self-confidence and the students' speaking achievement. The results of the data analysis showed that the level of significance (p-value) was .610, which was higher than the significant value (0.05). Additionally, it indicated that the null hypothesis (H_0) is accepted while the alternative hypothesis (H_1) is rejected. It could be inferred that there was no correlation between self-confidence and speaking achievement of 4th-semester students of English Department at University of Islam Malang. It was

supported by Woodrow (2006), who stated that self-confidence does not affect speaking proficiency of English speakers.

Moreover, when the interview with the lecturer of Speaking IV was done, the researcher found that there were several students who achieved high score in working on the self-confidence questionnaire, but, actually, they did not really show that they were confident enough in the classroom activities. Conversely, the researcher also found that there were several students who achieved low score in working on the questionnaire, but they actually showed that they were confident enough in doing the classroom activities.

The researcher pointed out that there were several factors which probably caused no correlation between self-confidence and speaking achievement. The data indicated that most of the students had high self-confidence, so the lack of self-confidence could not be the factor which affected the students' speaking achievement. On the other hand, the main factor lied behind the results of this present study was the students tended to fail in achieving success in speaking skill. It is proven from the data of the students' speaking achievement, there was no student who achieved *"excellent"* score. Furthermore, the factor caused no correlation between self-confidence and speaking achievement was the students might not be serious in fulfilling the questionnaire given. At last, it could be concluded that the null hypothesis (H_0) was accepted while the alternative hypothesis (H_1) was rejected because most of the students had high self-confidence. However, there was no student who achieved *"excellent"* score. In short, the students who had high self-confidence could not predict that they had high score in speaking skill as well.

The Independent samples test was applied in order to answer the second research question "is there any significant difference between students of 4th-semester of English Department at University of Islam Malang who have high self-confidence and those who have low self-confidence in their speaking achievement?". After computing the numerical data, the results of the data analysis indicated that the significance 2-tailed (p-value) was .000, which was lower than the significance value

(0.05). The results also described that the alternative hypothesis (H_1) was accepted while the null hypothesis (H_0) was rejected. The data also indicated that the students who had high self-confidence tended to achieve better speaking achievement than the students who had low self-confidence. It is supported by Putri et al., (2013) who stated that high self-confidence has better impact on students' ability than normal and low self-confidence. It was concluded that there was a significant difference between students of 4th-semester of English Department at University of Islam Malang who had high self-confidence and those who had low self-confidence in their speaking achievement.

CONCLUSION AND SUGGESTIONS

The results of the correlation between self-confidence and speaking achievement with using Pearson Product-moment Correlation indicated that the level of significance (p-value) was at .610 which means it was higher than the significant value (.05). It indicated that the null hypothesis (H_0) was accepted while the alternative hypothesis (H_1) was rejected. It can be concluded that self-confidence and speaking achievement were not correlated each other, it means the students' level of self-confidence does not determine their speaking achievement.

The next results of the independent sample t-test in analyzing the comparison between the students who had high self-confidence and the students who had low self-confidence in speaking achievement showed that the level of significance 2-tailed (p-value) was at .000, it means that the p-value was lower than the significant value (.05). Therefore, it can be inferred that the alternative hypothesis (H_1) was accepted while the null hypothesis (H_0) was rejected. The researcher concluded that there was significant difference between the students who had high self-confidence and the students who had low self-confidence in their speaking achievement.

It was highly recommended for the teachers to create the teaching and learning activities wrapped with the convenient atmosphere so that it is not possible for the students to feel shy, nervous, or anxious that prevents them to boost their self-

confidence. Furthermore, Teaching and learning activities should be more dominant on the students where they will be accustomed to express their ideas or opinions without feeling things that could possibly lead them to be afraid to do so. Additionally, the future researchers are expected to pay more attention to the selection of questionnaires as the research instruments, because if the questionnaire applied is suitable, it might give more precise results. It is also highly recommended for future researchers to use more reputable questionnaire.

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