

The Correlation Between Self Confidence and Speaking Ability of the Tenth Grade Students' of SMAN 3 Enrekang

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Abstract

The purpose of this study is to ascertain whether those two factors significantly correlate with one another. With a total of 315 students in the tenth grade at SMAN 3 Enrekang, the population of this study was composed of 32 of those students. Purposive sampling was used to choose the sample. This study uses a quantitative correlational research design. The Sirchi (2021) questionnaire was used to obtain the data on self-confidence, while the monologue exam was used to collect data on speaking skills. The SPSS 25 program was used to analyze the data for this study. The study's findings suggest that there is a strong relationship between students' self-confidence and speaking ability because the correlation analysis between the two variables indicated a significant value (0.00) and a Pearson correlation (+0.55). The conclusion of this study is that students should be encouraged to pay more attention to their self-confidence because it can impact their ability to talk.

Keywords: *Self-Confidence, Speaking Ability, Correlation.*

1. Introduction

Speaking Skill is a crucial skill in order to develop one's English from the very beginning of language study. "One of the most crucial language abilities is speaking. As a powerful tool for communication, this ability can be cultivated and improved" (Morozova, 2013).

According to Utama et al, (2013) in Roysmanto (2018, p. 1) "The two components that make up successful speaking are linguistics and non-linguistics. The linguistic aspect includes vocabulary, grammar, pronunciation, sentence structure, and fluency. Additionally, a non-linguistic aspect includes personality traits including self-confidence, and intergroup environment."

As previously mentioned, there is another important component in speaking, one of the degrees is self-confidence. Self-confidence is the conviction a work that can be finished by oneself, depending on have them previously been successful in doing so. People who are confident, they will be able to move on, forget the bad, and concentrate on the positive things. (McPheat, 2010, p. 14). Additionally, self-confidence, according to Marhaeni, Putra, and Jaya (2013), is the capacity to behave wisely or foolishly and to engage with others in a way that conforms to live up to expectations placed on one by others and to one's environment." Therefore, Students who are more confident than their peers can talk clearly and with a higher level of proficiency in English. This is

supported by the notion that situational communication confidence has a major impact on learners' inclination to talk.

From the explanation above, we know how important self confidence in speaking activity, it shows that they have close relation. In this research, according to the justification for the researchers use the two variables because the researchers saw a situation where students sometimes had the opposite ability with these two variables, in this case self-confidence and speaking ability. According to observations made by researchers at the research site, students with good levels of speaking skills occasionally become nervous and unsure of what to say when required to speak in front of a large audience, even those who are usually quite confident when required to present or bring a piece in English in front of the class or in front of many people. Therefore, the researchers conducted this research to find is there is a relationship between these two variables and what factors affect the degree of students' ability in self-confidence and speaking ability. To get actual data about it, the researchers will manage the test result to verify the grades, the researchers try to find the answer of the student's confidence influencing their speaking ability.

Based on the background, the researchers will observe the relationship between self-confidence and speaking ability. The title of this research is followed: "The Correlation between Self Confidence and Speaking Ability of the Tenth Students' Grade of SMAN 3 Enrekang".

2. Literature Review

2. 1. The Definition of Speaking

Speaking is one of the four linguistic skills (writing, listening, speaking, and reading). This is a method for students to interact with others, accomplish particular objectives, and communicate their ideas, goals, aspirations, and viewpoints. Language learners are also known as "speakers" of that language. Speaking is also the language skill that is used the most across virtually all contexts. (Farabi, Hassanvand & Gorjian, 2017, p. 17). The performance skill in English is speaking. Students must practice and generate word by word as they master the language. In order for the listener to comprehend what the speaker is saying, they must be aware of the meaning of the words they are using.

2. 2. Aspects of Speaking

According to Syakur (1987, p. 3) speaking skill concerned with at least five components, they are, grammar, vocabulary, comprehension, pronunciation and fluency.

2. 3. The Function of Speaking

Several linguists have made an effort to classify the purposes of speaking in interpersonal interactions. According to Brown and Yule (1983) in Setiawan (2017, p. 12) three categories for speaking's functions; talk as interactions, talk as transection and talk as performance.

2. 4. Definition of Self-Confidence

According to Ibbadurrohman (2016) in Lasiyah (2017, p.12), when someone has self-confidence, they believe in themselves and are motivated to perform better than others. The person with greater self-confidence will succeed at the other difficult task.

2. 5. Components of Self-Confidence

According to Park & Lee (2005) in Normawati (2016, p. 5), there are four aspects of self-confidence that have an impact on how well pupils speak English and they are: language ability, situational confidence, communication confidence, and language potential confidence.

2. 6. The Indicators of Self-Confidence

According Burton and Platt (2006) in Sirchi (2021, p. 17) suggested that there are ten fundamental signs of confidence that should be researched. They are likely to exhibit a majority of these six characteristics when acting with confidence, they are: directions and values, motivation, emotional stability, a positive mind-set, self-awareness and a sense of purpose.

2. 7. The Effect of Self-Confidence

Table 1. Self Confidence Category

High Self-Confidence	Low Self-Confidence
Giving maximum efforts.	Lack of effort.
A willingness to take chances.	More likely to give up.
A willingness to react positively to set-backs and learn from the situation.	Playing safe.
High commitment to training.	Misdirected focus.
Strong focus on the task at hand.	Tendency to attribute outcome of events to factors that cannot be controlled. (e. g. luck, environmental conditions).
Positive attitude and belief in own skills and talent.	

3. Research Methodology

3. 1. Research Design

This research was using quantitative correlational technique which supporting the researchers to determine the correlation between variables by using statistical analysis.

3. 2. Research Setting

This study was carried out from April 25th – May 13rd 2022 at SMAN 3 Enrekang. It's located at Sudu, Regency of Enrekang.

3. 3. Population and Sample of Research

The population of this study, as determined by the researchers, is all students' of SMAN 3 Enrekang who study English as a foreign language in the academic year 2021/2022, while the sample is X Exact 1 students of

SMAN 3 Enrekang with 32 students in the academic year 2021/2022.

3. 4. Procedure of Data Collection

The researchers employed a quantitative strategy in this study to gather data from students'. The questionnaire and speaking test were the two methods the researchers utilized to gather data. The researchers used questionnaire which 30 questions was adopted from Sirchi (2021) to get information from students about self-confidence experience in class. The researchers set up a speaking proficiency test for students' and recorded the results by scoring elements of speaking abilities, adopted from Brown (2001) in Nurjanah, Hambali and Cahyati (2018 pp. 456-457).

3. 5. Research Instrument

In collecting data, the researchers chose to use two research instruments. The first instrument used by researchers is questionnaire adopted from Sirchi (2021) and the second instrument is a monologue test to get the data of speaking ability.

3. 6. Technique of Data Analysis

The researcher's method for analyzing the gathered data was called a "data analysis approach". Before conducting the hypothesis test to determine the significance and

coefficient correlation between the two variables in this research, the researchers run a requirements test. Normality and linearity tests were performed as prerequisites before evaluating the hypothesis.

Besides that, the intensity of the relationship, or coefficient of correlation, between students' self-confidence and their ability to communicate in public was also obtained using SPSS program. To determine the strength of correlation between the two variables in this research, the requirements for obtaining conclusions were in the following table.

Table 2. Correlation Level

Coefficient Correlation	Level
0.80 to 1.00	Very Strong
0.60 to 0.79	Strong
0.40 to 0.59	Moderate
0.20 to 0.39	Weak
0.00 to 0.19	Very Weak

4. Findings

This section presents the results of data analysis on the relationship between students' self-confidence and their speaking ability. Before doing the correlation analysis, the researchers calculated the data analysis description on student's self-confidence and speaking ability.

4. 1. Students' Self-Confidence

The data of students' self-confidence were obtained from the data collected using questionnaire from the total sample of 32 students to establish the students' level of self-confidence. There are 30 items of the questionnaire and the researchers added up all scores from the students then the researchers got the average of the value. Those average value are the students' self-confidence score. The outcomes were shown in the table below:

Table 3. Students' Perceptions

Score Interval	Categories	Frequency	Percentage
66-80	High Confidence	15	47
46-65	Average	17	53
26-45	Low Confidence	0	0
Total		32	100

Based on the table 3, the students' perceptions of the three degrees of self-confidence varied; 15 students had high level self-confidence with a percentage of 47%, 17 students had average self-confidence with a percentage of 54%, and 0 students had low self-confidence with a percentage of 0%.

4. 2. Students' Speaking Ability

In order to evaluate students' speaking skills and gather data, the researchers used speaking

skill tests. The researchers used a monolog test in which each student delivered a topic and gave a brief introduction before being evaluated for their speaking ability. Each aspect of speaking will score from 1 until 5, then the researchers added up all scores for the students then the researchers got the average of the value. Those average value are the students' speaking score. If students got high score it indicates that they have strong communication skills. The outcomes were shown in the table below:

Table 4. Students' Result

No	Score Interval	Number of Students	Category	Percentage
1	21-25 (84%-100%)	0	Very Good	0
2	16-20 (64%-80%)	13	Good	41
3	11-15 (44%-60%)	19	Average	59
4	6-10 (23%-40%)	0	Poor	0
5	0-5 (0%-20%)	0	Very Poor	0
Total		32		100%

Table 4 shows the results, with 0 students having a very good category with a percentage of 0%, 13 students having a good category with a percentage of 41%, 19 students having an average category with a percentage of 59 %, and 0 students having a poor and very poor category with a percentage of 0%. Before assessing the hypothesis test to determine the significance of the correlation between the two variables in this study's data, there were two prerequisite tests.

4. 3. Normality Test

Before examining the hypothesis, the researchers ran a normality test as a need to ascertain whether the residual value of students' self-confidence and speaking skill is normally distributed or not. The following is the calculation of normality test using One-Sample Kolmogorov-Smirnov test in SPSS version 25.

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		32
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.70787778
Most Extreme Differences	Absolute	.119
	Positive	.119
	Negative	-.078
Test Statistic		.119
Asymp. Sig. (2-tailed)		.200 ^{c,d}

Based on table 5, the normality test's significance value is (0.20), which is higher than (0.05). As a result, the residual value derived from students' speaking skills and self-confidence is normally distributed. Consequently, the results of the required normality tests are acceptable.

4. 4. Linearity Test

To determine whether there is significance value of the two variables is linear or not, the researchers conducted linearity test as the requirement test before analyzing the hypothesis. The following is the result of linearity test using SPSS version 25.

Table 6. ANOVA Table

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Speaking Ability * Self-Confidence	Between Groups	(Combined)	194.967	9	21.663	.567	.809
		Linearity	25.524	1	25.524	.668	.422
		Deviation from Linearity	169.443	8	21.180	.554	.803
	Within Groups		840.533	22	38.206		
	Total		1035.500	31			

Table 6s' findings indicated that the result's deviation from linearity is (0.80), which is larger than (0.05). As a result, the students' self-confidence and speaking abilities are correlated in a linear fashion. In other words, the outcome of the requirement test using the linearity test is acceptable.

After the requirement tests were fulfilled, to determine the significant correlation and coefficient correlation between students' speaking skill and their self-confidence, the researchers utilized a hypothesis test. Using SPSS version 25, the test will be run using the Pearson product moment approach. The outcome is shown in the table below:

Table 7. Correlation Results

Correlations			
		Self-Confidence	Speaking Ability
Self-Confidence	Pearson Correlation	1	.557
	Sig. (2-tailed)		.000
	N	32	32
Speaking Ability	Pearson Correlation	.557	1
	Sig. (2-tailed)	.000	
	N	32	32

According to table 7, the correlation between students' self-confidence and speaking ability has a significance value of (0.00), which denotes that the significant value of the two variables is less than (0.05). Conversely, there was correlation (0.55) between students' speaking skill and self-confidence.

5. Discussion

The goal of this study is to determine whether speaking ability and student self-confidence are correlated among SMAN 3 Enrekang students in the tenth grade, which was already covered in the first chapter. In order to respond to the study question, the researchers

conducted the analysis. The steps for the researchers are research design, data collection, data analysis based on the literature review, and finally, the research's conclusion. In this study, the researchers collected data using two tools. The first was a questionnaire that students filled out as a sample to find out how confident they felt. Speaking test is the second tool that the researchers utilized. The researchers administered the test in class and collected data on speaking performance.

According to the results, there was a moderate association between the students' speaking skills and self-confidence among SMAN 3 Enrekang students' in the tenth grade. This indicates a connection between students' speaking abilities and their self-confidence. The outcome is possible since one of the key elements that affected students' speaking abilities was their level of self-confidence. The participants' involvement in English speaking exercises, assignments, and interactions with materials and people from printed textbooks, online media, the classroom environment, and social networks at school is the explanation for these findings.

Descriptive statistics show that, for self-confidence, the majority of students with frequency 17 fall into the "average" group. Averagely confident students tend to be very passive communicators; in some instances, they may be hesitant to voice their opinions and instead choose to remain silent. The teacher should keep the classroom relaxed and amusing, create engaging activities, and allot more practice time if the pupils have average or poor confidence. They might become more engaged in the learning process and experience less self-confidence anxiety. Additionally, 15 students' fell into the group of strong confidence. Students' who scored highly on the confidence scale would have faith in their abilities to perform. Additionally, students

with high self-confidence were fun, unashamed, inspired, and confident in their abilities. These kids like to work freely and autonomously during the teaching and learning process.

Various outcomes were displayed based on the students' Speaking Ability test scores. First off, none of the students' fell into the very poor, poor, or poor categories. 13 students then achieved the good category. It speaks fluently and demonstrates clear thoughts. Although the students can pronounce words correctly, they struggle with grammar. On sometimes, they will use grammar incorrectly. 19 students' also fell within the average group. It was expected that students in the typical category made some common grammatical, spelling, and usage errors as well as fluency and comprehension errors. Regarding the outcome of speaking ability, students must be aware of the value of speaking and should regularly practice speaking in order to improve their capacity to express their ideas, have strong grammar, pronunciation, vocabulary, and comprehension, and talk fluently.

According to the results of the correlation test, speaking skill and student confidence are significantly correlated. Conclusion: Students with higher degrees of self-confidence and speaking proficiency are more gregarious, skilled at public speaking, flexible in their conduct, motivated, and ready to express their thoughts with others. Students with poor speaking skills and low self-esteem, on the other hand, felt awkward and worried about making mistakes. In summary, there was a strong correlation between students' speaking skills and their overall contribution of self-confidence. The study's conclusions may have pedagogical ramifications for students, parents, future researchers, and teachers of foreign languages.

The findings of the current study concur with those of Al-Hebaish (2012) in terms of academic aptitude and self-confidence in the undergraduate English Majors' oral presentation course at Taibah University. He said that there was a strong correlation between pupils' speaking proficiency and their sense of self-worth (0.77). In other words, a significant predictor of individuals' academic success was their level of self-confidence. Besides that, Gurler (2015) found a favorable statistically significant association between students' speaking proficiency and self-confidence. According to Avcu and Isiklar (2010), there is a favorable association between confidence and excellent communication skills, particularly speaking.

Finally, this study was successful in determining the relationship between students' speaking skills and self-confidence among SMAN 3 Enrekang students in the tenth grade.

6. Conclusion

The researchers give the conclusion that will be discussed in the following manner in light of the study findings and discussion in the preceding chapter. Speaking ability and students' self-confidence are related among SMAN 3 Enrekang students in the tenth grade. According to the results, there is a correlation between students' speaking skills and self-confidence among SMAN 3 Enrekang students in the tenth grade. Students' speaking abilities benefit when they have a high level of self-confidence. Speaking skill and student confidence have a (0.00) connection, which is a weaker relationship than (0.05). As a result, there is a considerable association between those two measures; their coefficient of correlation is (0.55), meaning that the relationship between students' speaking skill and confidence is moderate.

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