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THE CORRELATION BETWEEN SELF-CONFIDENCE AND THE STUDENTS' SPEAKING PERFORMANCE OF AMIK GLOBAL KENDARI

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Abstract

The correlation between self-confidence and the students' speaking performance. Thesis of Amik Global Kendari. The research aims finding out the correlation between the students' self-confidence and their speaking performance. The method applied in this research was correlation it employed of instrument namely questionnaire basic on indicators both of them. The questionnaire was used to find out the students' self-confidence and the students' speaking performance. The population of the second semester, fourth semester and six semester students were 130 and the sample consisted of 30 students of Amik Global Kendari in academic year 2014-2015.   The data collected by analyzed by using SPSS version 22, by consulting with the standard of critical value (r) 5 % of significance and the number of sample (N) = 30. Participants' mean score of self-confidence 68.1333, and students' speaking performance 67.2667 and participants' standard deviation of the students' self-confidence 6.9063 and the students' speaking performance 6.61208, the sig. (2 tailed) 0.000 0.05, mean that there is any positively significant correlation between students' self-confidence and the students' speaking performance about 91.8 %, on sig. 95%.

Keywords: Self-Confidence, Speaking Performance

Abstrak

Hubungan antara percaya diri prestasi /penampilan siswa dalam berbicara. Tesis pada akademi manajemen informatika Global Kendari. Penelitian ini bertujuan untuk mengetahui hubungan antara percaya diri dengan prestasi/penampilan siswa dalam berbicara. Metode penelitian ini adalah deskriptif, menggunakan instrument pertanyaan yang berdasar pada indikator. Pertanyaan digunakan untuk mengetahui percaya diri siswa dan penampilan/prestasi siswa dalam berbicara. Populasi 130 responden yang terdiri dari 3 tingkatan semester yaitu; 2,4, dan 6. Jumlah sampel 30 orang mahasiswa, 25% persemester. Tahun akademik 2014/2015. Pengolahan data menggunakan SPSS 22, dengan melihat standar kritikal kesalahan (5%) dengan jumlah sampel (N) = 30. Nilai rata-rata percaya diri siwa 68.1333, dan penampilan/prestasi siswa dalam berbicara 67.2667 dengan standar

devisiasi percaya diri siswa 6.9063, dan standar devisiasi penampila/prestasi siswa dalam berbicara 6.61208, dengan significant 2 tailed 0.000 ⏸ 0.05 hubungan keduanya 91.8%. sig. hubungannya 0.01< from t tabel itu berarti ada hubungan yang signifikan secara positive antara percaya diri siswa dengan prestasi/penampilan siswa dalam berbicara.

Kata kunci: Percaya diri, Prestasi siswa dalam berbicara.

INTRODUCTION

Speaking in front of the is activity that gives someone a high degree of self-satisfaction. Speaking does not only involve knowledge of speaking, but also psychological factors. In this case of motivation, self-confidence, without having high motivation and self-confidence students will get many troubles to speak English in the classroom. Little (2007) asserts that a foreign language classroom can create inhibitions and anxiety easily.

Rivers (1986) believes the learners have nothing to express maybe because the teachers had chosen a topic which is not suitable for him or about which he knows very little. It is very difficult for many students to respond when the teachers ask them to say something in foreign language because they might have little ideas about what to say, which vocabulary to use, how to use the grammar correctly. (Baker & Westrup, 2003 in Nguyen Hoan Tuan and Tran Ngoc Mai, 2015, h.10).

Speaking in front of the classroom can not be done by all colleagues when the lecturer gives them the material and opportunity to ask question. It can not be denied that many English students of Amik Global Kendari find difficulties in expressing their ideas or opinions in front of the classroom. They actually know what they want to say but they don't know how to say it. The problem faced by students in speaking activities are 'shame' and 'nothing to say'.

One valid reason that makes students shame is they never encouraged to participated in conversation or other actives involving social exchanges. Another reason might be that students allowed classroom to make them feel inferior.

The students aren't shy, they often complain that it's difficult to say something although in the small talk. They have no native to express themselves beyond the guilty feeling that they should be speaking. They may in the end diminish the speaker motivation and self-confidence.

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance condition (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activity. Adapted in Nguyen Hoang Tuan and Tran Ngoc Mai vol. 3. No 2. 2015, h.8). According to G. Terry page and J.B Thomas, (1977, h.9) performance is action of a person or group when given a learning task. Good (1959) states that when performance is related to expressive activity it means; (1) The making or doing of something as a means of learning conforming knowledge, (2) The use of language (possibility of the medium of communication in an endeavor to express concept of feeling.

Based on definitions above we can state that the performance in speaking English is the capacity or the ability to do something by some action to talk or speak. Widdowson (1985:58) states that and act of communication through speaking is commonly performed is face - to face interaction and occur as part of a dialogue or rather form of verbal exchange.

Thus, gaps motivates the researcher to conduct an empirical study to see is there any correlation between the students' self-confidence to the students' speaking performance.

Based on the descriptions above the writer formulates some problem statement "is there any significant correlation between the student's self-confidence and the students' speaking performance".

This study aims to find out is there any significant correlation between the students' self-confidence and the students' speaking performance of the second semester and the fourth semester of AMIK Global Kendari.

Review of Related Literature

A. Self-Confidence

Self-confidence is feeling sure about one's ability (Martin H. Manser 1998:83). Random Webster's College Dictionary (1997:499) define self-confidence as the sate of feeling sure, when people or students are able to think well, it is clear that self-confidence is the way we feel about what we are going to do and also our perception how effectively we deal with others. Self-confidence as described by Clement (1986) cited in macIntyre et.al. (1998:549) includes two key constructs: 1) language use anxiety and 2) perceived L2 competence (self-evaluation of L2 skills). Hans-Kristian Kiil Molberg, 2010 findings the topic and the setting have a crucial impact on pupils "willingness to interact orally in the classroom)

Some studies claim that no language learning activities will be carried out successfully without it. (Huitt, 2004 & Khodadad, 2003, cited in Hyti 2008,; Brown, 1994, saffaa Mohammad Al-Hebaish, 2012). In the English language learning, especially English as foreign language, self-confidence must be needed by students by

students for achievement on the subject. Albert J. Vasille (1993:8) states that among students of the same intellectual ability, those who are highly self-confidence. Dornyei (2001) in I nyoman Adi Jaya, 2013. H.2 suggest that the ways to promote students' self-confidence were though providing experience of success, encouraging the leaner and reducing anxiety. Perino (1965:4) states that best way to improve image is to try something and follow through. He added that most people have self-confidence in some areas. The more areas the better the better people who are confident in many areas tend to depression anxiety. Self-confidence or self-esteem is factor that is related to, but not necessarily identical with "learners helplessness". Brown in Wedden (1991:57) distinguishes three types of self-confidence:

a. General self-confidence is though to relate stable in a nature.

b. Situational Self-confidence is a second level related to how we appraise or as regards specific abilities, such as communicative.

c. Task self-confidence or self-esteem refers to particular task within specific situation.

Three levels of self-confidence or self-esteem above are related to performance on an oral production measure, with the highest correlation accruing between task self-confidence and performance an oral production measure.

1. Factors affecting self-confidence

a. Fluency

According to Random House Webster's college Dictionary, (1997:500) "Fluency refers to be able to speak or write smoothly, easy or readily, to an easy flow is word or to person able to communicate with base it suggest the ready flow an accomplished speaker or writer.

Fluency is probably best achieved by allowing the "stream" of speech to "flow" then, as some of this speech spills over beyond comprehensibility, the river banks of instruction on some details of phonology, grammar or discourse will channel the speech on more purpose full course.

The fluency issue often boils down to extent to which our technique should be message oriented (or as some call it, teaching language use) as apposed to language oriented (also know as teaching language orientation with language usage offering a supporting role. (H. Douglas Brown 1994:47).

To speak fluently, we must have both a rhythm is our speaking and an absence of non fluencies in our words. Rhythm has to do with the regularity or irregularity of accenting and phrasing with which we present our words.

b. Vocabulary

Random House Webster's College Dictionary (1997: 1437). Vocabulary is " (1) the stock of words used by or know to a particular person or group. (2) A list or collection of word and often phrases, usually arranged in alphabetical order to define. (3) the words of language. (4) Any collection of signs or symbols constituting a means or system of non verbal communication. (5) the set off form, techniques or other means of expression available to on characteristic of an artist, art form.

The dictionary of education explained vocabulary is (1) The content and function words of language which are learned so strongly that they become a part of a child understanding, speaking and later, reading and writing vocabulary. (2) The words having meaning when heard or seen even though not produced by the individual himself to communicate with others (Good, 1959:642).

c. Fear and Anxiety

Fear is the affective coloring of the intensive state of consciousness when (evaluate) it self as being in adequate to cope the danger. Anxiety is the draft of something nameless. It represents as internal conflict and is forward looking that is anxiety is usually the dread of something. (Random House Webster's College Dictionary, 1997:1435).

d. Shame or shyness

Other factors that influence students self-confidence to speak English in the classroom is shame. Many terms that cause students to be ashamed, for instance; (1) He is not sure his ability in expressing message to others. (2) He feels that other friend are better than he is. In Random House Webster's College Dictionary (1997: 1435) shyness and shame is defined as follows:

1) The painful feeling of having done experienced something dishonorable, improper and foolish.

2) The painful feeling caused by consciousness or exposure of unworthy or regrets indecent conducts or circumstances.

3) Accused for regret, disappointment

4) It is similar to guilt in the nature and origin of feeling.

e. The role of teacher's motivation

According to Tony Wright (1987: 53) a primary function of the teacher management role is to motivate the students who are denominated or to nurture those who are already well motivated to the task of learning of foreign language.

The teachers have two roles: the first role is to facilitate the communication process among all participants in the classroom, and among these participants and the

various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The later role role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and a resource himself. Second, as a guide within the classroom procedures and activities. Third for the teacher is that of researcher, and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of leaning and organizational capacities. (Breen and Canlin, 1980: 72-73).

Every human being possesses some of self-confidence, self-esteem and belief in one's own abilities in carrying on one's own task, although the extent is different from each other. Mac Lntyre, Dornyei, Clement, and Noels (1998) suggested that self-confidence significantly contributes to the leaner's willingness to communicate in a foreign language. According to them, affective factors such as motivation, personality, intergroup climate, and self-esteem in L2 and situational self-confidence in communication play an important role in determining the leaner's willingness to communicate. (adapted Journal Hyesook Park & Adam R. Lee, 2014, h.199).

B. Speaking Performance

American English Dictionary (1966:84) performance are; (1) a doing pr carrying out, (2) that which is done, deed, feat. (3) a public exhibition, especially on the stage. And Webster's Dictionary (1966:96) performance is the ability to performance, the capacity to achieve a desired result efficiency, and the manner of reacting to various stimuli.

According to G.Terry page and J.B. Thomas (1977) performance is action of a person or group when given a learning task. Good (1959) states that when performance

is related to expressive activity it means; (1) The making or doing of something as a means of learning conforming knowledge, (2) The use of language (possibility of other medium of communication in an endeavor to express concept of feeling.

Speaking performance is productive, and make use of the aural medium. However, if we think of speaking in terms of use, the situation is rather different. Widdow son (1985:58) states that and act of communication through speaking is commonly performed is face to face interaction and occur as part of a dialogue or rather form of verbal exchange.

In this further discussion, Widdowson (1985:57) describe "usage" as one aspect of performance, that aspect which makes evident the extent to which the language user demonstrates his knowledge of linguistics rules for effective communication.

The degree of students participation in speaking English through the material in the classroom is categorized into active "talking part of conversation" without naming the person. The students participate actively in speaking when they are ; 1). Giving ideas in English. 2). Asking question in English, and responding/answering in English.

Presently, but first let us try to define what is mean by 'an effective' speaking activity. According to Mc. Loughlin and James A (1981) to asses the students performance base on the accumulation of past experiment, it can be use some of assessment techniques, namely; rating scales, interviews, or questionnaires.

C. The Factors Hampering by the students in speaking English.

1. Psychological Factors

At least there are 8 factors which are included in psychological factors that influences the students performance in speaking English. They are intelligence, attention, interest, aptitude, self-confidence and motivation.

2. Condition of learning factor

Byrne (1976:1) states that classroom is a convenient place for importing information and for developing many educational skills, but the main concern as language teachers is not to inform the students about the language but to develop their ability to use the language for a variety of communicative purposes.

3. Teaching factors

Teaching consists of two major sets of activities instruction and managerial. Instruction activities are intended to facilitate the students achievement of specific educational objectives directly. Diagnosing leaner need, lesson planning, presenting information, asking questions and evaluating learner progress are examples of instructional activities. The Characteristics of successful speaker Penny ur (1996:120) stated some characteristics of successful speaker when their knowledge are used in speaking activities, they are as follows:

a. Learners talks a lot. As much as possible of the period of this time allowed to the activity is in fact accepted by leaner talk.

b. Participation is even. Classroom discussion is not dominated by a minority of talkative participants, all get a chance to speak and contribute are fairly evenly distributed.

c. Motivation is high. Learners are speak; because they are interested in the topic and have something new to say about it or because they want to contribute to achieve a task objective.

d. Language is of an acceptable level. Learner express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

4. Problems with speaking Activities

In further discussion, Penny ur (1996:121) have been also found some of problems with speaking activities in the classroom. They are: Inhabitation; Nothing to say; Low or uneven participation; and Mother-Tongue, Classes.

5. The Main point of Speaking Assessment and marking System

Gail, E and Barbara, S (1989: 72-73) in Masking) said that in speaking to identify proficiency in speaking English there are two aspects should be focused, namely, accuracy and fluency aspects.

a. The main point of assessment

1) Focus on accuracy

This can be broken down into very specific points, from which is wanted to focus on the assess point. There are some suggestions as follows:

a) Vocabulary, for example:

Correctness : Did the speakers use the right words?

Range : Did they use only a limited range of words?

b) Grammar, for examples:

Tenses : Did the speakers use the right tenses?

Prepositions : Did they use right prepositions?

Question tags : Did they use right question tags?

c) Style (informal-formal enough)

d) Pronunciation   : Did the speakers have a problem in a particular sound ?

       Stress   : Did the speakers stress syllables/word correctly?

       Intonation   : How did the speakers sound ?

       Polite, friendly, aggressive, etc.

2) Focus on fluency

In this case, it is not concerned with assessing the correctness of specific points, but with the general effect of the speakers spoken English.

Meaning   : Were the speakers meaning clear?

Spontaneity   : Did they hesitate to much?

Were their speech slow and labouredly?

Research Methodology

Approach implemented in this research was a descriptive-correlation design was employed to find out the relationship between students' self-confidence and the students speaking performance. The correlation study, was carried out to investigate the existence, or non existence of the relationship between variables of the study in order to make predictions or suggestion. took in Safaa Mohammad Al-Hebaish, 2012, h.62).

The total populations at this study was all of the students of the students of Academy of Informatics Management and computer Global Kendari that consist 130, of the second semester, and fourth semester.

The sample of this research was take from the second semester and the of AMIK Global kendari by using a propotional random sampling. The writer was take 25 % of each semester. The total samples of this research are 30 students.

The instruments of this research are questionnaires. The aims of questionnaire to find out the students' self-confidence and the students' speaking performance. The questionnaires assessed by likert scale rating consist of 20 items related the students' self-confidence and 20 items related the students speaking performance. There are 10 positive and 10 negative each variable. This scales has five options they are; strongly agrees, agree, neutral, disagree and strongly disagree. The scoring system as follows:

Table 3.1

No	Point	Sangat setuju	Setuju	Netral	Tidak setuju	Sangat idak setuju
1.	Positive	5	4	3	2	1
2.	Negative	1	2	3	4	5

To see the significant correlation between the students' self-confidence and the students' speaking performance, the writer collected the data from the questionnaire and was analyzed by using SPSS version 22.

Finding and Disscussion

The result of acquired from the students' scores on the self-confidence questionnaire and students' speaking performance. To examine the relationship between the study variables, the results of computed descriptive statistics were displayed below :

One-Sample Kolmogorov-Smirnov Test

		Self confidence	Speaking performance
N		30	30
Normal Parameters[a,b]	Mean	68.1333	67.2667
	Std. Deviation	6.90693	6.61208
Most Extreme Differences	Absolute	.083	.063
	Positive	.083	.062
	Negative	-.079	-.063
Test Statistic		.083	.063
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Basic on the data above we seen mean of students' self-confidence 68.1333 and the students' speaking performance 67.2667, nilai sig students' self-confidence 0.200 and student' speaking performance 0.200 ꭥ 0.05 it's mean that the distribution of the data was normal.

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Self confidence	68.1333	6.90693	30
Speaking performance	67.2667	6.61208	30

Correlations

		Self confidence	Speaking performance
Self confidence	Pearson Correlation	1	.958[**]
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	1383.467	1268.933
	Covariance	47.706	43.756
	N	30	30
Speaking performance	Pearson Correlation	.958[**]	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	1268.933	1267.867
	Covariance	43.756	43.720
	N	30	30

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

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.958[a]	.918	.915	1.92711

Basic on the table above seen that sig. the mean score of self-confidence 68.1333, and students' speaking performance 67.2667 and participants' standard deviation of the students' self-confidence 6.9063 and the students' speaking performance 6.61208 (2 tailed) 0.000 ꠩ 0.05, it's mean that there is any significant correlation (correlated positively) between students' self - confidence and the students' speaking performance as 91.8% according to sig.95%

To interpret the result of the correlation analysis, the standard correlation Gay is used:

No	Standard	Interpretation
1	0.000 – 0.200	Very Low
2	0.200 – 0.400	Low
3	0.400 – 0.600	Moderate
4	0.600 – 0.800	Substantial
5	0.800 – 1000	High

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