



The Correlation between Students' Self-Confidence and Speaking Performance

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Abstract

The research aims to examine the correlation between students' self-confidence and speaking performance in SMAN EX Palopo. The researcher implemented quantitative as the research design because the data in this research was correlation design. The sample of this research consist of students MIA 1, MIA 2, MIA 3. The researcher took five samples from each class. The researcher used the students score from spoken test to categorize as samples of this research. To collect the data, the researcher employed two kinds instrument, such as: Speaking Test and questioners. The result of correlation analysis shows that there is no correlation between students' self-confidence and speaking performance in SMAN EX Palopo. It proofed from p-value (0.088) is higher than α (0.05). Therefore H_0 is accepted and H_1 is rejected.

Keywords: *Correlation, Self Confidence; Speaking Performance.*

1. Introduction

Speaking is one of the main purposes of language learning in that it is an ability to transfer some ideas to other people clearly and correctly. In other words, people can communicate their ideas well to other people (Argawati, 2014). According to Cora and Knight (Farabi et al, 2017), speaking is a crucial part of second language learning and teaching which involves producing, receiving and processing information. For majority of people, the ability of speaking a foreign language means knowing that language because speech is the main tool of human communication.

However, there are many things that can influence students' performance in speaking activities. Based on previous research, Sudirman found that several factors that influence students in speaking that were performance condition which includes standard of performance, planning, time pressure and the amount of support (Sudirman, 2019). The second factor was affective factor. In this case there were categorizes of affective factor that are motivation and anxiety. The next factor was listening ability. Students must understand what the others say to made them respond it therefore speaking was closely related to listening. topical knowledge was a factor that can affect students' speaking performance. Beside that he found there are some problem faced by students, one of them is the students still used their local accent include their pronunciation and the tone of the students' speaking are still too

pitched like Indonesian accent in speaking for example they are shame and nothing to say.

One valid reason that makes students shame is they never encouraged for participated in conversation or other actives involving social exchanges. Another reason might be that students allowed classroom to make them feel inferior (Normawati & Muna, 2015). In their major study, Tuan & Mai found that all the teachers agreed that their students spoke very little or not at all in speaking class. Students could not think of anything to say then students often used Vietnamese instead of English in English lessons (Tuan & Mai, 2015). Beside that the students have no motivation to express themselves in English, fearful of criticism or losing face, worried about making mistakes and shy.

Tuan & Mai point out that 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 (Tuan & Mai, 2015). The performance in speaking English is the capacity or the ability to do something by some action to talk or speak. Students' speaking performance can be affected by the factors those come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

In this case, researcher focuses to one of the factors that is, confidence. self-confidence is defined as individual recognition of one's own capabilities, loving and being aware of his own emotions, whereas (Marhaeni, Putra, & Jaya, 2013) argues that self-confidence is feeling confident in oneself that includes good or bad judgment and can act to interact in accordance what is expected by others so that the individual can be accepted by others and their environment.

Self-confidence can be classified into two groups as inner confidence and outer confidence. The elements that form inner confidence are loving own self, self knowledge, setting explicit goals, thinking positively. Inner confidence is the ideas and feelings of an individual that shows how much a person is pleased and at peace with himself. The factors that constitute outer confidence are communication and the capability of controlling feelings. Individuals who are highly inner confident are pleased with themselves and have high self esteem (Şar, Avcu, & Işıklar, 2010).

Confidence can be one thing that can give satisfaction to our self, which means that those who have no confidence may not achieve their goals or even never try to get what they want because they lack of confidence. But for people who have achieved their goals, it is not because they have the ability but because they have confidence. It also found in students. There are some students who have high confidence because they think it can help to get something new or something that can give knowledge for them. For example, students feel confident when asking teachers about material that they have not understood without shame. Therefore, this self-confidence is important for all students in improving their speaking performance, especially when they appear to speak in front of the class.

Based on the explanation above the researcher want to analyze more whether there is a significant correlation between students' self-confidence and speaking performance in SMAN EX Palopo, then, the researcher formulates research question in this research as follow: Is there any significant correlation between students' self-confidence and speaking performance in SMAN EX Palopo?

2. Method

In this research, the researcher implemented quantitative as the research design because the data in this research was correlation design. The correlation analysis in this study was used to determine the strength and direction of the relationship between two variables, namely variable X (independent variable) and variable Y (dependent variable). The researcher took place in SMA Negeri EX Palopo especially at the eleventh grade students. To determine the sample, the researcher used purposive sampling because descriptive qualitative is about choosing the subject which is judged to be typical or representative of the population. The sample of this research consist of students MIA 1, MIA 2, MIA 3. The researcher took five samples from each class. The researcher used the students score from spoken test to categorize as samples of this research.

To collect the data, the researcher employed two kinds instrument: Speaking Test and questioners. Speaking test was used to know students' speaking ability in the use of oral speaking test. The criteria that were assessed were students' fluency, and accuracy. With the purpose of collect the data the researcher recorded the students' speaking result to be analyzed. The researcher used questionnaire to see the students' self-confidence. This questionnaire consists of 20 statements. The subjects were free to choose one of the five alternative answers to suit the circumstances of themselves and their feelings. Score for each statement were, 5 point for strongly agree, 4 point for agree, 3 point for hesitate, 2 point for disagree and 1 point for strongly disagree. The questionnaire was developed with some indicators dealing with Self-confide based on Lauster's theory.

3. Results

Based on the questionnaire given to the students' at Class XI Mia 2 in SMAN EX Palopo the results obtained regarding students' self-confidence is 2793. It can be seen in the table 1 as follow:

Table 1: Students' Score of Self-confidence

No	Respondents	Score
1	R1	79
2	R2	73
3	R3	90
4	R4	78
5	R5	76

6	R6	79
7	R7	78
8	R8	74
9	R9	71
10	R10	76
11	R11	86
12	R12	73
13	R13	76
14	R14	67
15	R15	74
16	R16	88
17	R17	70
18	R18	73
19	R19	72
20	R20	83
21	R21	76
22	R22	75
23	R23	74
24	R24	74
25	R25	81
26	R26	72
27	R27	79
28	R28	75
29	R29	72
30	R30	90
31	R31	78
32	R32	74
33	R33	81
34	R34	89
35	R35	78
36	R36	89

Total score	2793
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Based on table 1 above, there were 2 students got 90, 2 students got 89, 1 student got 88, 1 student got 86, 1 student got 83, 2 students got 82, 3 students got 79, 3 students got 78, 4 students got 76, students got 75, 5 students got 74, 3 students got 73, 3 students got 72, 1 student got 71, 1 student got 70 and 1 students got 67. The highest score was 90 and the lowest score was 67.

After getting the students' score in self-confidence, the researcher classifies students' score as follow:

Table 2: Classification of Students' Score

No	Criteria	Score	Frequency
1	Very High	$X > 85$	6
2	High	$70 < X \leq 85$	29
3	Moderate	$55 < X \leq 70$	1
4	Low	$40 < X \leq 55$	0
5	Very low	$X \leq 40$	0
Total			36

From the table 2 above, it can be seen that 6 students got very high category, 29 students got high category and 1 student got moderate. It means that students' self-confidence at class XI Mia 2 in SMAN EX Palopo classified into high category.

Furthermore the total score of students at class XI Mia 2 in SMAN EX Palopo in terms of speaking performance is 2350. It can be seen in the table 3 below:

Table 3: Students Score of Speaking Performance

No	Respondents	Score
1	R1	80
2	R2	70
3	R3	80
4	R4	60
5	R5	80
6	R6	70
7	R7	70
8	R8	70
9	R9	60
10	R10	60
11	R11	60

12	R12	80
13	R13	60
14	R14	60
15	R15	70
16	R16	70
17	R17	60
18	R18	70
19	R19	50
20	R20	60
21	R21	70
22	R22	80
23	R23	80
24	R24	50
25	R25	70
26	R26	50
27	R27	70
28	R28	60
29	R29	60
30	R30	70
31	R31	60
32	R32	80
33	R33	70
34	R34	70
35	R35	60
36	R36	70
Total score		2410

Based on table 3: Students Score of Speaking Performance, 7 students got 80, 14 students got 70, 12 students got 60 and 3 students got 50 while The highest score was 80 and the lowest score was 50.

After calculating students' score in speaking performance, the researcher classifies students' score as follow:

Table 4: Classification of Students' Score

No	Criteria	Score	Frequency
1	Very Good	90-100	0
2	Good	80-89	7
3	Fairly Good	70-79	14
4	Poor	60-69	12
5	Very Poor	≤ 59	3
	Total		36

Based on the table 4 above, there are various criteria of students' score in speaking performance. 7 students got good category, 14 students got fairly good, 12 students got poor and there are 3 students who got very poor.

After calculating the total scores of variable X (students' self-confidence) and variable Y (speaking performance), the data analysis of this research was carried out to investigate the correlation between these two variables. The result of correlation between students' self-confidence and speaking performance can be seen in the table below:

Table 5: The Result of Correlational Testing

		Self-confidence	Speaking performance
Self-confidence	Pearson correlation	1	.288
	Sig.(2-tailed)		.088
	N	36	36
Speaking performance	Pearson correlation	.288	1
	Sig.(2-tailed)	.088	
	N	36	36

From the table 5 above can be seen the result of pearson correlation that is 0.288. The significant value (2-tailed) is 0.88 more than 0.05 it means that the significant correlation between students' self-confidence and speaking performance is low correlation. To know whether H0 is accepted and H1 is rejected we can see from the hypothesis testing that Ho is accepted if p-value is higher than α ($p > 0.05$) and Ha is rejected while Ho is rejected if p-value is less than α ($p < 0.05$) and Ha is accepted. It can be seen from that p-value (0.088) is higher than α (0.05). It means that H0 is accepted and H1 is rejected. Therefore there is no correlation between students' self-confidence and speaking performance.

The level of correlation between the two variables above is low. It can be seen from the table 6 below.

Table 6: Classification of Level Correlation

No	r Value	Interpretation
1	0,00-0,199	Very low
2	0,20-0,399	Low
3	0,40-0,599	Quite
4	0,60-0,799	High
5	0,80-1,000	Very high

The result of correlation testing shows that r-value is 0.288 it means that the strength of correlation coefficient between two variables is low. It can be seen from the table above that shows the determine coefficient between 0,20-0,399 considered low. From the r-value (0.288) it can be seen see that the direction of correlation is positive. Therefore there is positive correlation between students' self-confidence and speaking performance which means that when the students' self-confidence rises then speaking performance also rises. However, the level of significance correlation is low.

Based on the calculation and data analysis above, the researcher presents the students' data. The discussions consist of a description about students' self-confidence and speaking performance.

Students' self-confidence collected by questionnaire and the result was students got moderate, high and very high confidence. Whereas mostly of students got high confidence. It was proven by students' answer toward the questionnaire that consists of 20 statements refers on Lauster's theory.

The first aspect is believes in its own ability. It is relates to the ability of individuals to evaluate and overcome the phenomena that occur. The statements are sited on item 1,2,3,4 and 5. From the result of questionnaire, the students agreed that they always make plans for activity that suit their abilities, feel confident to do job although it is hard, they sure that they can complete their responsibility despite obstacles, they can understand their self well and if they fail when doing something, they will try again.

The second aspect is acting independently in making decision. Students can act in making decisions about what is done independently without the involvement of others. The statements are sited on item 6,7,8,9 and 10. The result of questionnaire shows that most of students agreed that they feel happier if they can be independent, solve their problem without help of others, take actions that they think good without harming others, able to accept failure as bad as it is and like to do something by their self.

The third aspect is having positive self-concept. Having a positive self-concept is a good judgment from our self, whether from the views or from actions taken that

caused a positive sense of self and its future. The statements are cited on items 11,12,13,14 and 15. The result of the questionnaire shows that students agreed that they admire themselves for who they are, accept every criticism from others for their good, do not despair when their opinion is rejected by others.

The last aspect is dars to express an opinion. In this case students are able to express something without any coercion or thing that can inhibit them to express feeling. The statements are cited on items 16,17,18,19 and 20. From the result of the questionnaire, most of the students agreed they feel confident when express opinion in front of other people, students also not afraid if their opinion is rejected by others. Beside that they can respect other people who have different opinion with them. Some students also agreed that they do not feel pressured when say something to other and they like to receive advice from others. The finding shows that most of the students have high confidence. However there were several students who gave answer hesitate, disagree and strongly disagree but the result of students score shows generally students got high confidence.

The researcher also found that there were students who mix between English into Bahasa. They did it when convey their story. Students felt confused about what should they said therefore they used Bahasa. For example: *Once upon a time I and my friend fishing in in swing bridge in behind apa le?* The other example was: *My memorable ex, apa itu?* Beside that some student mixes between English and Bahasa to complete the sentence for example: *My favorite ples is masjid.* Muysken (2000) defines code-mixing as all cases where lexical items and grammatical features from two languages appear in one sentence. In terms of the definition from Bhatia and Ritchie (2004), code-mixing refers to the mixing of various linguistic units (morphemes, words, modifiers, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence. More specifically, code-mixing is intrasentential and is constrained by grammatical principles. Despite these definitions, the reasons why the students switch their utterance and mix their languages is not because of their lack of vocabulary but because they try to deliver better meaning related to the topic that they learn.

Although the results of students' self-confidence showed a fairly high number but did not occur in students' speaking performance. Students have speaking performance was still lacking. This is indicated by student scores criteria which various. Therefore self-confidence does not have correlation with speaking performance of students in SMAN EX Palopo.

4. Conclusion

Based on the findings above the researchers conclude that most of the students got high confidence. It was proven by students' answer toward the questionnaire that consists of 20 statements refers on Lauster's theory namely believes in its own ability, acting independently in making decision, having a positive self-concept and dare to express an opinion. Meanwhile from the result of speaking test, students got various score from very poor to good. There is no student in the level of very good. In this research the researcher used speaking performance scoring system by Heaton. The component of speaking scoring consists of fluency and accuracy. Furthermore the result

of correlation analysis revealed that there is not correlation between students' self-confidence and speaking performance. The result of p-value (0.088) is higher than 0.05. It means that H₀ is accepted and H₁ is rejected. Therefore there is no correlation between students' self-confidence and speaking performance in SMAN EX Palopo.

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