

THE CORRELATION BETWEEN SELF-CONFIDENCE AND SPEAKING ACHIEVEMENT OF ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 AIR SUGIHAN

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Abstract: The title of this article is “The Correlation between Self-Confidence and Speaking Achievement of Eleventh Grade Students of SMA Negeri 1 Air Sugihan”. The problem of this research was “Was there any significant correlation between self-confidence and speaking achievement of the eleventh grade students of SMA Negeri 1 Air Sugihan?” the objective of this research was “to find out whether or not there is significant correlation between self-confidence and speaking achievement of eleventh grade students of SMA Negeri 1 Air Sugihan”. The participant of this research was eleventh grade students of SMA Negeri 1 Air Sugihan. The sample of this research was 52 students. The data were collected through a ready-made questionnaire and speaking test. The result of the test was analyzed by using Pearson Product Moment Correlation. Based on the data analyses (r -obtained=0.1.000) was higher than (r -table=237). It means that it has a significant correlation between self-confidence and speaking achievement of Eleventh Grade Students’ of SMA Negeri 1 Air Sugihan.

Keywords: *self-confidence and speaking achievement*

English is considered as a global language since most people in the world use it. Furthermore, it is considered as Lingua Franca, which means that it is used to communicate between groups of people who speak different languages. Moreover, English is also used for communication, business, education and opportunity in general. According to Arango (2015), the importance of English cannot be denied in the globalization era. According to Sara (2015), speaking has become an essential skill that educational systems have to focus on by which students can pool or exchange information, share ideas and learn more about Language (p.7). Thus, mastering speaking is an essential skill as a tool to get smooth communication. According to Richards (2008), speaking is one of the productive skills, which means the students’ ability to use and communicate through a language effectively (p.19). Hence, speaking is not only through using the language, but it can also be via non-verbal language

including body language or gesture.

Kazemi et al. (2014) argue that it is not easy to master speaking. It does not only need grammatical apprehension and vocabulary memorization. According to Gurler (2015), speaking as a partial output find some internal and external barriers, such as psychological and attitudinal, as an internal, while some are external such as physiological, and physical systematic barriers. Gurler also asserts that lack of self-confidence can be thought of as a psychological barrier that makes it learner hard to speak foreign language.

According to Eldred, et al. (2004), self-confidence is one of the keys to the successful development of literacy, language, and numeracy skills through the skills for life strategy (p.6). It means that self-confidence is very important to be developed effectively. Moreover, Rosyada (2014) said self-confidence is a personal factor that plays a supportive role in achieving foreign language learning (p.3). Therefore, self-confidence is an essential quality that foreign language learner must have. Consequently, in learning a language, the learners have to be aware of the importance of self-confidence in affecting them in language learning to increase their self-confidence to support and facilitate their language learning.

Burton and Platts (2006) defined self-confidence as self-assuredness; it relates to humans' belief in their ability to perform to a certain standard (p.10). Which means that self-confidence is an essential attitude that makes learners have a positive perception of their abilities? According to Sara (2015), when foreign language learners believe in their abilities, the learners' belief will be a facilitator in their learning and engage in the task without any interference, which hides them to participate in oral performance. Al- Hebaish (2012) states that self-confidence is a personal factor that plays a supportive role in the learners' achievement of foreign language learning. In other words, where there is self-confidence, there will be good communication. From these statements, it is concluded that self-confidence is very important for the learners to succeed in achievement. In the presence of self-confidence, it will be more motivated and prefer to learn, so that students who have high confidence are more successful in

producing a good achievement. Therefore, researchers researched *The Correlation between Self-Confidence and Speaking Achievement of Eleventh Grade Students of SMA Negeri 1 Air Sugihan*.

LITERATURE REVIEW

Correlational Research

Fraenkel et al. (2012, p.331) state that correlation is used to investigate the possibility or relationships between two variables, although sometimes, investigation more than two variables are common. Furthermore, a numerical index that provides information about the strength and direction of the relationship between two variables is called as the correlation coefficient. It provides information on how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables.

If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. In addition, positive correlation is present when scores on two variables tend to move in the same direction, while negative correlation is present when the score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa. Lodico et al. (2010) provide a correlation coefficient.

Self-Confidence

Self-confidence is the students' belief in their ability that they are fully capable of accomplishing. The word confidence originated from the Latin word "confidential", meaning "to trust" and "to have faith". In other words, self-confidence is your belief in something. Furthermore, according to Ibbadurrohman (2016) self-confidence is about someone belief in their self that makes them achieve better than others. The other thing is hard to achieve, the person who has better self-confidence did it well.

Therefore, self-confidence can be defined as someone's belief in their ability

to success a task, based on whether or not they have been able to perform that task in the past. A learner who has high self-confidence never gives up until they can reach their goals because they believe in their abilities. Self-confidence is very important in almost every aspect of life. EFL learners need to perform their language skills in situations. Teacher encourages their students' contribution to their task that will make them interested. Forth, teachers give a small personal word to motivate their students. Fifth, teachers make the learning context less stressful to reduce classroom anxiety.

Confidence will bring us to what we want and it is also in language learning. In the speaking ability of course we must to be confident, to perform ourselves in that culture. As Preston (2001) informs, that confidence is crucial to a happy and fulfilling life. It gives effect someone success at work, your family life, relationship and also leisure activities. Self-confidence also influences every performance that you do. In addition, Sara (2015) considers that self-confidence also control all that learners do in all domains.

Speaking Achievement

According to Sara (2015), speaking is the process of building and sharing meaning that involves producing, receiving, and processing information through verbal and non-verbal symbols, in various contexts (p.8). Hence, speaking is not only through using the language, but it can also be via non-verbal language including body language or gesture.

Furthermore, many EFL students try to learn a foreign language in order to speak and communicate fluently. Juhana (2012) states it in the literature that, naturally, speaking means to produce some words representing one's ideas. Kazemi, et al (2012), to communicate better, speaking skill is considered a crucial and essential skill compared with other skill for them for foreign language learner or English as foreign Language. Thornbury (2005) asserts that speaking is so much part of the state that speaking is so much part of daily life that humans take it for granted (p.1). The main purpose of learning foreign Language is to use it in meaningful and communication both inside and outside of the classroom. The target of learning Language and

mastering speaking skills is the ability to express ideas freely and spontaneously. By mastering speaking skills, it shows that foreign language learners can use the foreign language effectively, which can be one of the indicators of their level.

RESEARCH METHODOLOGY

In this research, the researcher used quantitative research to answer research questions, especially correlational design. Correlational design was used in this research because this research aims to find out whether or not there is a significant Correlation between Self-Confidence and Speaking Achievement of Eleventh Grade Students of *SMA Negeri 1 Air Sugihan*. In conducting this research, the correlational research design was used to find out the relationship between variables and explain and interpret the results. According to Fraenkel, et al. (2012), correlation studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common (p.331).

RESULT AND DISCUSSION

RESULT

The Result of Students' Self-Confidence Questionnaire

There were 52 students who returned the questionnaire sheet out of 108 the eleventh-grade students of *SMA Negeri 1 Air Sugihan* in the academic year 2020/2021.

	N	Minimum	Maximum	Mean	Std. Deviation
Self-confidence	52	71	99	88.19	7.690
Valid N (list wise)	52				

From the descriptive statistics table above, it was found that the minimum of self-confidence questionnaire was 71. The maximum self-confidence questionnaire was 99. The mean of self-confidence was 88.19, and the standard deviation was 7.690.

The Result of Students' Speaking Test

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking Test	52	11	19	16.63	1.621
Valid N (list wise)	52				

From the descriptive statistics table above, it was found that the mean of the speaking test was 11. The maximum of the speaking test was 19. The mean of the speaking score was 16.63, and the standard deviation score was 1.621.

The Result of Correlation between Self-Confidence and Speaking Achievement

		speaking test	self-confidence
speaking test	Pearson Correlation	1	1.000**
	Sig. (2-tailed)		.000
	N	52	52
self-confidence	Pearson Correlation	1.000**	1
	Sig. (2-tailed)	.000	
	N	52	52

The table above showed that students' self-confidence had a significant correlation with the students' speaking achievement (r -obtained = 1.000) was higher than (r -table = 273). Then the level of probability (p) significance (sig.2-tailed) was .000. It shows that p (.000) was lower than .05. It means that there was correlation between students' self-confidence and students' speaking achievement of SMA Negeri 1 Air Sugihan.

DISCUSSION

From the analysis of the result of the self-confidence questionnaire and speaking achievement test, the researcher found a significant correlation between students' self-confidence and students' speaking achievement. There was average correlation. Since the r -obtained (1.000) was higher than r -table (273), then the level of probability (p) significance (sig.2-tailed) was .000. It shows that p (.000) was lower than .05. It means that there was a significant correlation between self-confidence and speaking achievement. Since the value of r -obtained was higher than r -table, the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected.

CONCLUSION AND SUGGESTION

The researcher found that there was correlation between students' self-confidence and speaking achievement. The result showed that r -obtained was higher than r -table. Based on the findings on the previous chapter, the researcher concluded that there was a correlation between self-confidence and students' speaking achievement of SMA Negeri 1 Air Sugihan. The level of the correlation was very high correlation. It was very high correlation because it was seen from the table of r -value interpretation. It showed that 0.800 to 0.100 indicate very high correlation. The result of Pearson Product Moment correlation was 1.000. It means that the level of correlation was very high correlation.

After knowing that there was a significant correlation between self-confidence and speaking achievement of the eleventh grade students of SMA Negeri 1 Air Sugihan, the researchers would like to offer some suggestions to teachers and students of SMA Negeri 1 Air Sugihan. The teachers of SMA Negeri 1 Air Sugihan should communicate with the students about self-confidence because self-confidence is the key to self-motivation. We cannot live well without confidence in various things including optimizing students' achievement. For the students, they have to pay more attention to their self-confidence in the process of learning speaking. Somehow,

considering the characteristics of students' self-confidence contributes to the students' achievement.

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