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STUDENTS' SELF-CONFIDENCE AND THEIR SPEAKING ABILITY: A CORRELATION STUDY IN MTSN 2 IN TANGGAMUS

Renza Afrilia

UIN Raden Intan Lampung
renzaafrilia@radenintan.ac.id

Iwan Kurniawan

UIN Raden Intan Lampung
iwankurniawan@radenintan.ac.id

Abstract: The purpose of this study was to determine whether or not there is a correlation between students' self-confidence and speaking ability of eighth-grade bilingual students, semester one of MTSN 2 Tanggamus. The subject of this study was eighth-grade bilingual students' semester one of MTSN 2 Tanggamus, consisting of 32 students with 8 males and 24 females. The type of data used is quantitative data. Data were obtained from speaking tests and self-confidence questionnaires. This study was conducted systematically by providing speaking tests and self-confidence questionnaires. After calculating the results of students' scores in speaking and self-confidence, the researcher found that students had low self-confidence with an average score of 69.03 and in speaking ability with an average score of 63.13. Furthermore, the correlation coefficient (r_{xy}) is 0.962. This means that the correlation is very high (there is a correlation). Based on the data above, the researcher concluded that H_a is accepted and H_0 is rejected. This means that there is a correlation between self-confidence and the ability to speak English of bilingual eighth-grade students in the first semester of MTSN 2 Tanggamus.

Keywords:

Correlation, Self-Confidence, Speaking Ability

A. INTRODUCTION

In Indonesia, students typically study English for 6 to 12 years. Because they have been studying English since elementary school, the quality of English for today's young generation must be higher, particularly in speaking. However, why were there so many Indonesian people who could not speak English, especially in public? According to Bashir, speaking is a skill required to produce an utterance or sentence in oral form. According to him, this skill is more difficult than others because it involves more than just words. Speaking is a skill that most English learners struggle with. This is one of the skills that can be used to assess someone's progress in learning English (Bashir et al. 2011). Many students have studied English for a long time, from elementary to high school, but many also achieve high scores in grammar or written English tests. However, it turns out that many people still struggle to speak English well and fluently. Perhaps because they understand what they write and read but struggle to express it verbally.

Self-confidence plays an important role in communication play, specifically in the learners' willingness to communicate. Because self-confidence influences their abilities. Oral performance can be positively correlated with high self-confidence. As a result, a student with more self-confidence than the other students can communicate effectively. This is supported by the statement that situational self-confidence in communication is important in determining learners' willingness to communicate (Park & Lee, 2005)

There are numerous factors that influence English speaking skills, but the researcher is particularly interested in self-confidence. Self-confidence is one of the psychological factors that can influence students' speaking skills. Self-confidence is one of the factors that influence a learner's willingness to communicate their speaking ability. Self-confidence is an important aspect of speaking skills because it can provide learners with enthusiasm, bravery, and stimulation. Because learners who have a high level of self-confidence perform best when it comes to speaking fluently. Oral performance can be positively correlated with high self-confidence (Tridinanti, 2019). So researcher can conclude, students who have more self-confidence than other students can communicate effectively. As a result, they outperform other students in terms of their ability to speak English. This is supported by the statement that self-confidence in communicating is important in determining students' willingness to communicate.

According to Liando, loss of confidence will eliminate students' focus and interest in learning, in addition, students need motivation to expended attention when they learning in foreign language. For example, students are not confident in learning English because they are too afraid to make mistakes in speaking skills, They were afraid and shy to practice with the target language, in this case, the target language is English because they were worried to make a mistake. They thought if they make a mistake the teacher will get angry and the peers would ridicule them. So, they preferred to quit and sit passively. In other words, a state of self-confidence can encourage or prevent learning. Anxious students will have difficulties in

following lessons. They may learn less and also may not be able to demonstrate what they have learned. Even worse, In other words, anxiety can hinder the students from attaining the objectives of their English learning (Liando, 2012).

Self-Confidence is essential in developing good communication skills, particularly in public speaking. Public speaking necessitates not only fluency but also self-assurance. Self-confidence is an individual's positive attitude that allows him to face his environment or situation (Arina, 2011). There are some students had difficulty speaking due to a lack of confidence, and they also lacked practice at school or at home. So, it was a problem for students to speaking. And also, students do not have the desire to be able to speak, lack to practice at school and at home is also a factor why students have difficulty speaking, and also students who are always afraid of being wrong in speaking because they feel lacking in vocabulary and grammar.

Based on the preliminary research in MTSN 2 at the Eight Grade of Bilingual Class through observation, this bilingual class is a class that requires students to speak two languages, namely English and Arabic. The researcher found that the students have difficulty in speaking ability, some of students do not have the confidence to speak English even though in that class it is mandatory to use English.

Furthermore, the researcher interviewed an English teacher as well as a bilingual class administrator. The teacher name is Jhon Baitullhaq, he said there are many students struggled to speak and to remain silent when the teacher asked them to speak English, but there were also students whose interest in speaking English was strong and their abilities were superior, even if not perfect (Baitilhaq, 2023). In addition, the researcher interviewed several students, some of whom stated that they lacked confidence in speaking English. Several factors contributed to students' lack of confidence. Students are anxious or nervous about speaking English because they have difficulty thinking of English vocabulary in English because they believe vocabulary in English is difficult to pronounce, they have difficulty determining which words are tenses in English, and they are embarrassed to speak English. In short, some students lack confidence while others are confident when speaking.

The students with self-confidence will be able to overcome fears or negative thoughts, making it easier for them to communicate, particularly during the oral presentation in front of the class. Students who can communicate fluently and confidently as a result of their high self-confidence can increase their academic achievement in the speaking course because they meet the criteria of the assessment on speaking skill (Nadia, 2011). Students can try public speaking to boost their self-confidence because public speaking entails delivering material in front of a large audience. Public speaking is becoming increasingly useful in everyday life, particularly in speech communication. Many people, particularly students, are unaware of the benefits of public speaking. It allows them to increase their level of confidence in their speech, engage in social conversations with greater assurance, approach others, and express themselves freely in any situation (Pratama, 2011).

Self-confidence is essential for students in social situations as well as academic achievement. In general, students who have high self-confidence achieve higher

levels of success. As a result, based on background of the problems, the researcher carried out a research project entitled –TheCorrelation Between Self-confidence and Their Speaking Ability in MTSN 2 Tanggamus In the Academic Year of 2023/2024||

B. RESEARCH METHODOLOGY

The design in this study has used a correlation study. According to Fraenkel et al, correlation research also known as associational research, studies the relationship between two or more variables without attempting to influence them (Frankel, 2011). The reason of choosing the method is the researcher wants to know about the relationship among self-confidence and speaking ability based on correlation coefficient. Sugiyono provides an additional definition. Quantitative method can be defined as a research method based on the philosophy of positivism, which is used to examine certain populations or samples, collect data using research instruments, and analyze quantitative/statistical data, with the aim of testing established hypotheses. In this study, the sample taken is all eighth grade bilingual students at MTSN 2 Tanggamus. The researcher has taken one class as a sample. The sample that has been taken for this study is a bilingual eighth grade class consisting of 32 students. In this study, to analyze the data, the researcher has used the product moment correlation coefficient⁷.

C. RESULT AND DISCUSSION

The researcher administered a self-confidence test using a distributed questionnaire to determine the students' self- confidence score. The study was carried out on October 16, 2024, in the bilingual eighth-grade class at MTSN 2 Tanggamus. Students were asked to complete a self- confidence questionnaire using a Google form. Following the completion of the questionnaire, the author uses the Google Form application to compile the responses from the students. Descriptive analysis of the self-confidence questionnaire is shown above in Table. The writer concludes that the lowest score in the self-confidence test is 48 and the highest score is 87.

On October 19, 2024, bilingual eighth grade pupils at MTSN 2 Tanggamus took the researcher's speaking exam. Students must select one of two topics—favorite music or favorite movie—from the options provided by the researcher for this test. Students create a monologue that will be evaluated in class by the English teacher and the researcher after deciding on a presentation topic. The researcher gave them 5 minutes to prepare their performance. The test lasts about 2 to 5 minutes. From the data above, the writer concludes that the lowest score in the Speaking Ability test is 45 and the highest score is 80.

The researcher compared these results with the scores of the students' speaking ability. To find out and analyze data, researchers used the SPSS program to make it more apparent. The assessment of the two tests of student's self-confidence and

speaking ability showed whether the correlation for the two subjects was accepted or rejected.

Based on the correlation analysis conducted, the correlation coefficient between students' self-confidence and their speaking ability was found to be 0.962. This indicates a very strong positive correlation between the two variables. The degrees of freedom (df) were calculated as $df = N - nr$, where $N = 32$ and $nr = 2$, resulting in $df = 32 - 2 = 30$. The critical value of r at the 0.01 significance level for 30 degrees of freedom is 0.361. The observed correlation coefficient of 0.962 significantly exceeds this critical value. Consequently, the findings indicate a strong positive relationship between self-confidence and speaking ability. Therefore, it can be inferred that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected, confirming that higher levels of self-confidence are associated with improved speaking abilities.

Finally, this study concluded that the strong correlation between self-confidence and speaking ability indicates that the better the students' self-confidence, the better their English-speaking ability. This is because a good level of self-confidence indicates a low level of anxiety during speaking, so students have a greater tendency to speak, which helps the development of their speaking ability.

D. CONCLUSION

This study used a correlational design to determine whether there is a significant correlation between students' self-confidence and speaking ability of bilingual class VIII students of MTSN 2 Tanggamus in the 2023/2024 academic year. This study is expected to report the results of the study based on the questions raised in the previous chapter in this study. Based on the statistical calculations in the previous chapter, a very strong positive correlation was found, indicating that self-confidence has a significant effect on students' speaking ability. Data analysis using SPSS version 25 shows that the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_o) is rejected. The Pearson correlation test produces a 2-tailed significance value of $p < 0.000$, which is below the threshold of 0.05, confirming the significance of this relationship. Therefore, it can be concluded that self-confidence significantly affects students' speaking performance, which emphasizes the importance of fostering self-confidence in language learning to improve speaking skills.

Based on the results of the study, a correlation coefficient of ($r = 0.962$) (p value = 0.000) was obtained, which means that there is a positive relationship between students' self-confidence and speaking ability. High self-confidence will lead to high speaking ability, while low self-confidence will lead to low speaking ability. Furthermore, the level of correlation between the two variables was strong, according to the interpretation of Pearson Product-Moment. Correlation r_{xy} is in the range of 0.8-1.0 which means it has a strong correlation. In addition, the researcher suggest that students gain self-awareness so that they can increase their confidence in speaking through speaking ability.

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