

## **The Correlation Between Self-Confidence and Speaking Ability of Second Semester Students of English Education Study Program at Batanghari University Jambi**

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### **ABSTRACT**

The purpose of this study was to find out whether or not there was any correlation between self-confidence and speaking ability of English language learners. The problem of this study referred to the correlation between self-confidence and speaking ability. The study was conducted at the A2 Class of Second Semester Students of English Education Study Program Faculty at Batanghari University Jambi. The population of the study was 15 active students who were studying as the member of a2 class on the second semester students of English Education Study Program Teacher Training and Education Faculty of Batanghari University Jambi in academic year 2019/2020. The sample of this study was all of the A2 class of the second semester students which consist of 15 students with 4 male and 11 female students. The types of the data were quantitative. The data were obtained by using self-confidence questionnaire and speaking test and analyzed by using manual correlation analysis with Pearson Product-Moment formula. Furthermore, it was revealed that  $r$ -obtained was (.73) which the researcher concluded that the  $H_0$  was rejected and  $H_1$  was accepted. The result concluded that there was a correlation between self-confidence and the speaking ability of the second semester students of English Education Study Program at Batanghari University Jambi.

**Keywords:** *Self-confidence, Speaking Ability.*

### **INTRODUCTION**

In modernization era nowadays, English plays an important role in many parts of our life. The usage of English language can be found in almost every aspects of human life from education, international business, socials, politics, entertainment and many more. In order to keep up with the modernization, students needs to be able to communicate in English, which requires students to learn the four language skills, such as writing, listening, reading and speaking.

According to Ur (1996) speaking is considered as the most important language skill because of it's huge contribution in human communication, therefore, to learn this skill, both student and teacher have to put more attention in the learning process in order to earn the best results. Speaking is a method of communication which provides the capacity to put words together in a meaningful way to

reflect thought, opinions, and feelings (Gillies, 2017).

In learning a language, students are not only expected to learn the theories but also to practice the theories on their real life. However, according to Gurler (2015) to be able to speak, learners will encounter psychological barrier which might resulted in the lack of self-confidence that discourage learners from practicing their speaking ability.

According to Burton & Platts (2006, p. 10) self confidence is the ability to take appropriate and effective action in any situation, without self-confidence people will not be able to perform their activities freely. Gurler (2015) emphasizes that the lack of confidence not only discourage learners from speaking in foreign languages but also in daily activities, such as socializing and learning, furthermore, in some cases it also has negative impacts

in basic communication in their own mother language.

Self-efficacy and self-esteem contributes to the development of self-confidence. Self-efficacy will appear when student feels that they are capable in completing tasks, such as mastering language skills and achieving goals in the teaching learning activities. It means that self-efficacy refers to the learners belief in their ability to perform specific tasks. Meanwhile, self-esteem is the level of self-respect and worth of someone has in themselves.

The development of self-confidence is driven from some factors. First, personal experience; successful experience will enhance the development of self-confidence but failure might decrease the development of self-confidence. Second, social supports from family, friends, community, school and peers are important in the development of self-confidence.

### **SPEAKING**

According to Byrne (1984) speaking is a two-way process between speaker and listener which involves productive and receptive skill of understanding. Chaney and Burk (1998) says that speaking is not only through oral but also via non-verbal language including body language and gestures. Speaking an oral and non-verbal communication method between two or more people which purpose is to deliver some kind of message.

Kazemi, Bahremi, and Zarei (2012) stated that speaking skill is considered as a crucial and essential skill compared to other skill for the development of communication skill of foreign language learner. Nunan (1991, p. 39) stated that the success of learning a language is measured in terms of ability to fluently carry out a conversation. Moreover, communicative competency is also needed to pursue a professional career.

According to Harmer (1998) there are four elements in the speaking process, such as:

#### **1. Pronunciation**

Pronunciation is defined as the way in which language or particular word or sound is spoken. To pronounce words, we push air from our lungs up through throat and vocal cords through our mouth, past our tongue and out between our teeth and lips.

#### **2. Vocabulary**

Vocabulary plays a center role in speaking. Without having a sufficient vocabulary, it will be hard of learners to communicate or express ideas in both oral and written. Vocabulary is the foundation for comprehension. Unfamiliar words become holes in the conversation, preventing language learner from completely understand the conversation.

#### **3. Grammar**

Grammar is the system or structure of a language in general in which words are put together to form proper sentences. It involves a number of related subfields including syntax, phonetics, morphology, and semantics. Correct grammar is the key to speak English fluently and confidently, learning grammar will help language learner in avoiding errors because when grammar deteriorates, sentences could be left meaningless or difficult to understand.

#### **4. Fluency**

Fluency can be defined as the ability to speak clearly, easily, and reasonably quick without having to stop and pause a lot. Just like vocabulary and grammar, fluency in English is a mark of a learned person. Fluency helps the speaker to express their ideas, communicated their thoughts to people, convince, reach out to people.

Latha and Ramesh (2012, p. 2-5) stated some factors affecting speaking ability as follows: lack of confidence, family background, mother-tongue pattern and its influence, learners' inhibition, poor non-verbal communication, anxiety, rural background, lack of proper orientation, excessive use of mother tongue, lack of vocabulary, improper listening skill,

strong and quick learner domination, lack of subject matter, and lack of motivation.

### **SELF-CONFIDENCE**

The term of self-confidence came from Latin word 'confidentia' which means 'the believe' and 'to have faith.' In order words, self-confidence is a belief or faith in doing something. According to Brown (2001), p. 62) self-confidence is the learners' belief in their ability to accomplish a task. In learning, students are not only expected to learn the theories but also to practice the theories on their real life but in order to do that, students need to belief that they are able to do the task because without faith, they might feel scared and pressured and as the result, they might not be able to perform the task. Furthermore, Sara (2015) stated that self-confidence is very important for foreign language learners because by having self-confidence they can learn and participate in conversation without feeling pressured.

According to Lauster (1992) there are five aspects of self-confidence, such as:

#### 1. Confident on Their Ability

Confident people have a positive belief on themselves, know their goals and find a way to achieve it. This aspect affects almost every area of life, including thinking behavior, the ability to feel and the capability act according to every situation.

#### 2. Optimistic

Optimism is a mental attitude reflecting a belief or hope that the outcome of some specific endeavor, or outcomes in general, will be positive, favorable, and desirable. Confident people has this positive mindset when facing everything in their life and believe that negative events are temporary and manageable. In real life situations, an optimist doesn't want to see impossibilities in any situation. Meanwhile pessimistic people tend to view problems as internal,

unchangeable, and pervasive, optimistic people are the opposite.

#### 3. Objective Judgement

Confident people who has the trait of objective judgement has unbiased or detached thinking in perceiving events without distortion by personal feelings and see truth as best as they can. The ability to be objective depends on the willingness to question mental models, the lens through which we perceive, interpret and respond our world. People tend to be less objective when they are under a lot f pressure, such as: stress, low self-esteem, the habit of making assumptions and biases cloud one's ability to see fact clearly and make sound judgement.

#### 4. Responsible.

Become a responsible person means of being able to consciously make decisions, always seeking to improve themselves and willing to help people. Most importantly, a responsible person accepts the consequences of their own actions and decisions. Responsibility create such principles, morals and help you to lead you to achieve your goals and objectives in any area of your life. One of self-confident traits is the people who are confident are not hesitant to take the responsibility to take difficult tasks and are responsible enough to lead others.

#### 5. Rational and realistic.

Confident people are always trying to find the reason behind everything, they rely on facts and honest. Rationality implies the conformity of one's beliefs with one's reasons to believe, and of one's actions with one's reasons for action. To determine what behavior is the most rational, someone needs to make several key assumptions, and also needs a logical formulation of the problem. When the goal or problem involves making a decision, rationality factors in all information that is available.

## RESEARCH METHODOLOGY

The method of this research is a quantitative which applies a correlation analysis as regards the correlation between self-confidence and speaking ability. According to Creswell (2012) quantitative research is the process of collecting, analyzing, interpreting and writing the results of a study. Correlational research is a statistical test to determine the degree of relationship between variables without any manipulation in the data. The statistic that expresses a correlation statistic as a linear relationship is the product-moment correlation coefficient. It is also called the bivariate correlation, zero-order correlation, and it's indicated by an 'r' for its notation.

There are two variables in this research. The first variable is students' self-confidence as the independent variable or variable X and the second variable is speaking ability which considered as the dependent variable or variable Y.

According to Creswell (2012, p. 142) population is a small or large group of individuals who have the same characteristic. The population of this research is the second semester students of English department study program of Batanghari University.

The researcher decides to use total sampling in conducting this research in A2 class which has fifteen students. The reason why this class is being chosen is because this class is suitable as the sample of the research because they have been focusing on learning English and are expected to have basic knowledge on English and has the ability to speak on English. Their opinions as the sample of this research are considered as reasonable and good to be one of the considerations.

Research instrument techniques used in this research were as follows:

### 1. Questionnaire

According to Creswell (2012, p. 382) questionnaire is a form used in a survey design that participants in a study complete and return to the researcher.

The researcher employed a self-confidence questionnaire to find out the students self-confidence level and the questionnaire is closed type by using *Likert scale* as the scoring method.

### 2. Speaking Test

Speaking test is employed to obtain the participants' speaking ability in this research. The A2 class students as the sample are asked to give monologue individually which topics are prepared as: 1) Movies and songs impact on your English ability, 2) English usage in social media. The speaking score is calculated based on the Speaking assessment categories by Douglas Brown (2003, p. 172-173). The test scoring has four aspects which scored one for the lowest level to five for the highest level.

After the data were collected, validity, reliability, normality and linearity test were employed to check the data instruments. When the data were considered valid, reliable, normal and linear, the data were ready to be analyzed by using Pearson Product-Moment Correlation Coefficient

The result will be determined by using the correlation coefficient provided by Lodico, Spaulding, and Voegetle (2010), which shown in the table below

**Table 1. Correlation Coefficient**

Interval Coefficient	Level of Correlation
0 - 0.19	No or weak relationship
0.20 - 0.34	Slight relationship
0.35 - 0.64	Moderately strong relationship
0.65 - 0.84	Strong
0.85 - 1.00	Very strong

Source: Lodico, Spaulding, and Voegetle (2010, p. 284)

## FINDINGS

There were two kinds of research findings in this study: (1) the result of students' self-confidence as the variable X, and (2) the result of students'

speaking ability or the variable Y. The result of the both tests can be seen in table below:

**Table 2. Students’ Tests Results**

No	Respondents	Self-Confidence (X)	Speaking Ability (Y)	XY	X <sup>2</sup>	Y <sup>2</sup>
1	Student 1	89	70	6230	7921	4900
2	Student 2	85	65	5525	7225	4225
3	Student 3	84	75	6300	7056	5625
4	Student 4	98	90	8820	9604	8100
5	Student 5	92	70	6440	8464	4900
6	Student 6	70	60	4200	4900	3600
7	Student 7	66	65	4290	4356	4225
8	Student 8	97	95	9215	9409	9025
9	Student 9	62	70	4340	3844	4900
10	Student 10	56	65	3640	3136	4225
11	Student 11	81	75	6075	6561	5625
12	Student 12	67	60	4020	4489	3600
13	Student 13	98	85	8330	9604	7225
14	Student 14	87	75	6525	7569	5625
15	Student 15	75	75	5625	5625	5625
<b>Total</b>		<b>1207</b>	<b>1095</b>	<b>89575</b>	<b>99763</b>	<b>81425</b>

Kolmogorov-Smirnov was used to see the normality. The results of normality test which shown above indicated that the data from each variable are distributed normally and appropriate for the data analysis which coefficients .948 for self-confidence and .444 for speaking ability. However, the linearity test result showed that the deviation from linearity between self-confidence and speaking ability (sig) was .357 or higher than .05, which the result could be assumed as linear. The analyze the hypotheses, the formula of Pearson Product Moment was conducted in this research. The result of the analysis can be seen below:

$$\begin{aligned}
 r_{xy} &= \frac{N\Sigma xy - (\Sigma x) \cdot (\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2] \cdot [N\Sigma y^2 - (\Sigma y)^2]}} \\
 &= \frac{15 \cdot 89.575 - 1.207 \cdot 1095}{\sqrt{[15 \cdot 99763 - (1207)^2] \cdot [15 \cdot 81.425 - (1.095)^2]}} \\
 &= \frac{1.343.625 - 1.321.665}{\sqrt{[1496445 - 1.456.849] \cdot [1.221.375 - 1.199.025]}} \\
 &= \frac{22.350}{\sqrt{39.565 \cdot 22.350}} \\
 &= \frac{885.366.560}{21.960} \\
 &= 29.755 \\
 &= 0,73
 \end{aligned}$$

Based on Pearson Product Moment Correlation Coefficient, the correlation coefficient or the  $r_{xy}$  is 0.73 is higher than the level of correlation probability which score is 0.00. The result indicated that the  $H_0$  is rejected and the  $H_1$  is accepted which means that there was a correlation between self-confidence and speaking ability of the A2 class of second semester students of English Education Program of Batanghari University.

Based on the correlation coefficient proposed by Lodico et al (2010, p.284), the degree of correlation between the students’ self-confidence to their speaking ability was strong with the  $r_{xy}$  is 0.73. The data showed that there was a strong relationship between the self-confidence and the speaking ability of the A2 class students on second semester of English education study program at Batanghari University Jambi.

**DISCUSSIONS**

The discussions are made based on the result of data analyses in order to strengthen the value of this study. Based on the data, there was a strong correlation between self-confidence and speaking ability.

First, based on the result of Pearson Product-moment correlation showed that there was correlation between self-confidence and speaking ability of the A2 class of second semester students of English Education Program of Batanghari University ( $r=0.73$ ). This means that students’ self-confidence had relation to their performance in speaking ability. This result can be happened

since self-confidence was the dominant factors at affected speaking ability. The explanation to support this finding is that from the beginning of the first semester the participants had been involved in English speaking practices and assignment or explores English speaking materials and interaction from printed textbooks, English speaking environment, online media, classroom activities and social networks.

Furthermore, the students of English Education Study Program of Batanghari University are used to develop their self-confidence in classes. Most of the classes are based on the students' activeness which expected students to perform their English in front of the class, this made them tried to push themselves to be a confident person, believe on their capability and learn how to be brave in taking risks. Sara (2015) discussed that believing your own ability will facilitate the learners to engage in tasks without any interference which might pull them to participate in oral performance.

The result of this present study is in agreement with Gurler (2015) which indicated that there was a positive statistically significant correlation in the level of .01 between the Iranian students' self-confidence and speaking achievement with  $r=.35$ ). Furthermore, the participants who are aware of their own abilities, love themselves and aware of their own emotions have higher marks from their speaking courses than those who are unwilling to communicate and lack enough self-confidence.

Nevertheless, the result of the students' speaking test showed various results. The first, none of the students (0%) obtained are in poor and very poor category. Next, (53%) 8 students obtained good category. It displays clear ideas and speak fluently. The students have competence in pronunciation but lack of grammatical apprehension. Occasionally they make some mistakes in using grammar. The last, (47%) 7 students obtained very good category. Their speaking contained good

pronunciation, clear ideas, minor mistake in grammatical, and good fluency in speaking.

According to the result of speaking ability, the level of students speaking ability were in good level category. To improve their speaking score, the students have to be aware about the importance of self-confidence and try to challenge their self to be more confident. The most significant activities to improve students' speaking skill is to practice their English ability more often in order to make them accustomed in expressing their ideas, practice a good grammatical apprehension, learn the right way to pronounce words, and to train their fluency.

Based on the result of the self-confidence questionnaire, (67%) 10 students had very high confidence. The result indicated that most of the students had very high self-confidence. Students who were indicated to have very high self-confidence would belief in their self to perform their tasks and are enjoyable, unashamed, motivated and believe on their ability. Furthermore, (33%) 5 students were on the high category. Students with high self-confidence would dare to ask questions and giving answers in classroom whenever they feel that they would not make mistakes. During the process of teaching and learning speaking, the language instructors should maintain a relaxing and humorous atmosphere; design interesting activities and encourage students to practice more often. It would make them more active in process of learning and teaching and could reduce their shyness and they would not have fear in making mistakes.

The result of this present study was in line with (Al-Hebaish,2012) In term of self-confidence and academic achievement in the oral presentation course of the undergraduate English Major, from Taibah University. He indicated that there was a significant relationship between students' self-confidence and their speaking achievement with ( $r- .707$ ). The study

showed that the higher the participants' level of self-confidence, the higher were their oral presentation scores and conversely participants with low self-confidence had lower scores. In other words, the participants' level of general self-confidence was a significant predictor for their academic achievement.

On the contrary, Clement (1994) was conducted a study at a Budapest School. In the study, he could not find out any positive relationship among the variables. It indicated that self-confidence and anxiety have no relationship with classroom atmosphere.

Finally, this study was successful in investigating the correlation between self-confidence and the speaking ability of the A2 class students on second semester of English education study program at Batanghari University Jambi.

### **CONCLUSIONS AND SUGESTIONS**

Based on the findings and interpretations of the study, some conclusions were drawn:

1. Based on the result of Pearson Product moment correlation, there was a correlation between self-confidence and speaking ability of the A2 class of second semester students of English Education Program of Batanghari University ( $r_{xy} = 0.73$ ). This means that there was a relationship between self-confidence and speaking ability of the A2 class students on second semester of English education study program at Batanghari University Jambi.
2. Based on the findings, it can be concluded that the self-confidence gives dominant effect through speaking ability of the A2 class students on second semester of English education study program at Batanghari University Jambi. When students' self-confidence was high and it also gave good influence on their speaking ability.

Based on the conclusions addressed above, some suggestions were delivered:

1. For Students  
Students have to be aware about self-confidence importance on learning process and willing to challenge themselves on building self-confidence to achieve the best results of learning.
2. For English Lecturers

During the process of teaching and learning speaking, the language instructors should maintain a relax and humorous atmosphere; design interesting activities and give more time for practice to encourages students to speak and participate in oral activities without feeling anxious.

3. For Other Researchers

To get the best results on collecting research data, it is recommended to make sure that the respondents are free from classes and in healthy or well condition and also feel comfortable.

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