

THE CORRELATION BETWEEN SELF-CONFIDENCE AND STUDENTS' SPEAKING ABILITY OF SMP NEGERI 2 DARUL IMARAH

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Abstract

This study aims at identifying and describing the correlation between self-confidence and English-speaking skill. This research was conducted because the writer wanted to see how significant the influence between self-confidence and students' speaking ability of SMPN 2 Darul Imarah Aceh Besar in class 8A. This study collected data in a different way in which this research prepared a test in form of self-introduction. Moreover, there has been no previous study that tested speaking in a way to build confidence at SMP Negeri 2 Darul Imarah Aceh Besar. The objective of this research is to know whether self-confidence has significantly influence on student' English speaking ability of SMP Negeri 2 Darul Imarah. The writer used descriptive quantitative research method. This study involved 32 students and collecting data instruments of self-confidence questionnaire and speaking test. The results of the questionnaire determine the category of high confidence, five categories from very low to very high self-confidence. The second data is speaking test using self-introduction topic. The results of the speaking test determine students' speaking skills into five categories: poor, average, good, very good and excellent. After calculating the results of students' scores in speaking and self-confidence. The writer found that students have self-confidence in the high category. Moreover, the correlation coefficient (r_{xy}) is 0.376. That means that the correlation is a low correlation. Based on the data above, the writer compared between r_{xy} and r_{table} $r_{xy}: r_1 = 0,376 > 0361$, the writer concluded that H_0 was rejected and H_1 was accepted, which means there is a correlation between students' self-esteem and their speaking ability.

Keywords: Correlation, Self-Confidence, Speaking Skill.

1. Introduction

In Indonesia, English is one of the lessons started from elementary to university level. Farid et al., (2022) mentions that English is one of the lessons started from elementary to university level English is a foreign language occupies an important position in the world of education. Sabrina et al., (2020), also reveals that there are four skills in learning English, which involves listening, reading, writing, and speaking. Speaking is a very important skill for doing English speaking development for a person who starts from scratch through language studies. As a strong means of communication, this ability can be adapted and improved (Sumardi et al., 2021). (Evilia, 2021) discusses three problems in general condition of speaking skills, which are still problematic. These problems include the students' speaking ability is still low, limited vocabulary and the learning process becomes monotonous. Therefore, the difficulty is also caused by students' of lack self-confidence. (Roysmanto, 2018), said that self-confidence is an essential part of speaking skills, because that can give energy, courage and stimulation to students. If the students have good self-confidence in speaking, they will achieve the best performance. In addition, (Muliawati et

al., 2020), defines that anxiety is a feeling of sacred to fail, including worries, apprehensions, and other negative thoughts that disturb the participant's concentration while taking the test.

2. Literature Review

Speaking

Tarigan (2008) opines that speaking is a pronunciation skill of sounds to share ideas, arguments, and senses. Therefore, speaking should be mastered by students to convey their ideas. Unfortunately, students are very insecure and it is difficult to push themselves to speak English and the place that they learn only at school (Nurhidayah, 2019). In speaking, speakers are not only expected to speak and communicate with others, they also have the elements involved in English speaking particularly; accuracy, grammar, vocabulary, pronunciation, fluency, and comprehension (Nugraha, 2018).

Self-Confidence

Evilia (2021) claims that, naturally, learning is a process that changes one's habits physically and mentally. Physically, learning requires the media, sources, places, etc. Meanwhile, the mental aspect requires background knowledge, attitude, self-confidence, etc. In conjunction with studying and speaking, confidence is an important part. To become proficient in speaking, students need not only intelligence or ability. Rosyada in (Lasiyah, 2017), suggests that self-confidence is an important factor in completing foreign language learning. According to Goleman in (Wahyuni, 2018), self-confidence is how people believe in themselves and their abilities in various situations, because self-confidence that is used by humans involves many life skills.

3. Research Method

In this research, the writer used descriptive quantitative research. The research location was conducted to obtain data and information relating to research problems. The location of this research was SMP Negeri 2 Darul Imarah which is located on Cot Reubek Street V, Garot No. 34, Kec. Darul Imarah Kab. Aceh Besar and has 211 students from 7 classes. This study employed Purposive Sampling as a sample technique which is carried out by taking subjects not based on level, random or area but based on the existence of a specific purpose (Arikunto, 2010). The data obtained from questionnaire in skala likert and a speaking test used rubric of speaking assessment. The score of students' self-confidence is calculated by using calculation rubric from (Sugiyono, 2013) as presented in the following table

Table 1. The Indicators of Likert Scale

No	Alternative Answer	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly disagree	1

The writer collected the analysis carried out by analyzing the level of students' speaking skills from five elements; grammar, vocabulary, comprehension, fluency and pronunciation. The scoring of students' speaking skill was used the following formula (Azizah, 2016)

$$\frac{\text{Students Score}}{\text{Maksimum Score}} \times 100$$

Definition:

Students score = The number of scores obtained by students.

Maximum score = Multiplication of the highest rate (5) with 5 elements; grammar, vocabulary, comprehension, fluency and pronunciation.

Then, the data was analyzed by using correlation analysis as suggested by Falah (2022). Thus, Pearson Product Moment was utilized to discover the correlation between self-confidence and speaking ability. The formula is presented below:

$$r = \frac{n (\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n (\sum X^2) - (\sum Y^2)] [n (\sum Y^2) - (\sum X^2)]}}$$

Definition:

R = Correlation Coefficient

$\sum x$ = Number of observations of variable X

$\sum Y$ = Number of observations of variable Y

$\sum XY$ = the sum of the results of the multiplication of variables X and Y

$\sum X^2$ = The sum of squares of the observation of the variable X

$\sum Y^2$ = The sum of squares of the observation of the variable Y

$(\sum X)^2$ = The sum of squares of the number of observations of the variable X

$(\sum Y)^2$ = The sum of squares of the number of observations of the variable Y

n = amount of data

The interpretation of correlating finding used in table of correlation coefficients followed Aisyah's model (2020) as presented in table below:

Table 2. Classification of Correlation Coefficients

Correlation Coefficients	The interpretation
0.0 – 0.199	No Correlation
0.20 – 0.399	Low Correlation
0.40 – 0.599	Medium Correlation
0.60 – 0.799	High Correlation
0.80 – 1.00	Perfect Correlation

Next, the writer calculated the variable of X and variable of Y used contribution coefficients formula as follows:

$$KD = r^2 \times 100\%$$

KD = Coefficients of Determination

r^2 = Correlation Coefficient

The last step is the writer is looking for Df-degree of freedom to search for t-table or to determine whether the data is significant or not used the formula below:

Df = n-2

Df = Degree of freedom

n = Number of students

4. Results and Discussion

Results

The writer used the Pearson Product Moment formula for the correlation between self-confidence and speaking ability. It can be seen in the table:

Table 3. Students Speaking and Self-Confidence Score

<i>Students (N)</i>	<i>Self-Confidence (X)</i>	<i>Speaking Test (Y)</i>	X^2	Y^2	$X.Y$
Student 1	90	84	8100	7056	7560
Student 2	79	72	6241	5184	5688
Student 3	81	68	6561	4624	5508
Student 4	64	64	4096	4096	4096
Student 5	81	80	6561	6400	6480
Student 6	76	72	5776	5184	5472
Student 7	55	64	3025	4096	3520
Student 8	77	72	5929	5184	5544
Student 9	77	76	5929	5776	5852
Student 10	71	84	5041	7056	5964
Student 11	93	84	8649	7056	7812
Student 12	91	86	8281	7396	7826
Student 13	78	69	6084	4761	5382
Student 14	85	74	7225	5476	6290
Student 15	68	88	4624	7744	5984
Student 16	71	72	5041	5184	5112
Student 17	68	80	4624	6400	5440
Student 18	76	56	5776	3136	4256
Student 19	60	52	3600	2704	3120
Student 20	60	56	3600	3136	3360
Student 21	60	73	3600	5329	4380
Student 22	68	76	4624	5776	5168
Student 23	62	84	3844	7056	5208
Student 24	79	84	6241	7056	6636
Student 25	94	72	8836	5184	6768
Student 26	76	64	5776	4096	4864
Student 27	63	52	3969	2704	3276
Student 28	85	56	7225	3136	4760
Student 29	60	40	3600	1600	2400
Student 30	60	60	3600	3600	3600
Student 31	85	52	7225	2704	4420
Student 32	70	64	4900	4096	4480
TOTAL	2363	2230	178203	159986	166226

The writer input the data into Pearson Product Moment formula as shown in the following calculation:

$$r = \frac{n (\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n (\sum X^2) - (\sum X)^2] [n (\sum Y^2) - (\sum Y)^2]}}$$

$$= \frac{32 (166,226) - (2,363)(2,230)}{\sqrt{[32 (178,203) - (5,583,769)] [32 (159,986) - (4,972,900)]}}$$

$$\begin{aligned} &= \frac{5,325,760 - 5,278,942}{\sqrt{[(5,702,496) - (5,583,769)][(5,109,952) - (4,972,900)]}} \\ &= \frac{49,742}{\sqrt{(118,727)(146652)}} \\ &= \frac{49,742}{\sqrt{17,411,552,004}} \\ &= \frac{49,742}{131,952} \\ &= 0,376 \end{aligned}$$

Based on the calculation above, the coefficient of the correlation between self-confidence and students' English speaking is 0,376. This shows a 100% positive correlation with a range of 0.20 - 0.399, indicating a low correlation. The writer then calculated the x and y contribution coefficient of determination as follows:

$$\begin{aligned} KD &= r^2 \times 100\% \\ &= 0,376^2 \times 100\% \\ &= 0,14138 \times 100\% \\ &= 14\% \end{aligned}$$

The involvement of self-confidence in students' speaking ability is around 14% with another 86% determined by other factors. After getting the score, the writer is looking for Df-degree of freedom to search for t-table:

$$\begin{aligned} Df &= n-2 \\ &= 32-2 \\ &= 30 \end{aligned}$$

It was found that the degree of freedom with a significance of 5% is 0,361. Therefore, when compared between rxy and r-table rxy: $r_1 = 0,376 > 0,361$. It means H_0 is rejected and H_a accepted.

Discussion

The purpose of this study is to find evidence regarding this relationship between students' self-confidence and students' speaking ability in second semester at SMP Negeri 2 Darul Imarah Aceh Besar in 2023. There were two instruments used in this study. The first instrument the writer provided a questionnaire to measure the level of self-confidence possessed by each student and students were asked to fill in the level of approval of 20 statements that have been provided by the writer.

The average value of each instrument studied. The average self-confidence score of the 32 students was 73,84 while the average score speaking skills of 32 students was 69,68. When the instrument was analyzed for the correlation between the two using the formula from Pearson's Product Moment, the correlation results were found to be 0,376. There was a positive indication with low correlation.

Related to this matter, it was known that determination efficiency is 14%. This means that the ability to speak of Grade VIII A students of SMP Negeri 2 Darul Imarah were influenced by their self-confidence, and 86% are influenced by other factors. After observing, the writer found that when students filled out the questionnaire, the students were very confident when answering the questionnaire. It was not in accordance with what they presented in front of the class to do the second instruments; it was speaking test.

There were several external factors that influenced students' speaking. For some of the students, the speaking test made them feel nervous when dealing with their friends, afraid of being laughed at, embarrassed and even afraid of the sound recordings used by writer to record their voices. It took quite a long time for writer to persuade students. Consequently, research in class 8A was carried out for 3 days due to the readiness of students and also the absence of students. With a significant 5%, it is known that the r_t value is 0.361, so when compared with the rxy value, it becomes $0.361 < 0.376$. Therefore, it can be concluded that H_a is accepted and H_0 is rejected. So, there was a correlation between students' speaking ability and their self-confidence.

5. Conclusions

The average self-confidence of SMPN 2 Darul Imarah Aceh Besar was 73, 84. It was categorized into "High". The average value of the second-year students' speaking ability of SMPN 2 Darul Imarah Aceh Besar was 69.5. It was categorized to a "very good" level. There was a correlation between self-confidence and in Students' speaking ability. This is categorized into the level of "Low Correlation" (0,376). It can be said that the self-confidence of SMPN 2 Darul Imarah Aceh Besar made a positive contribution in speaking ability. The involvement of self-confidence in students' speaking ability is around 14% with another 86% determined by other factors. Based on the findings, it can be concluded that self-confidence had a dominant effect on students' speaking achievement. It also depended on the classroom atmosphere, anxiety, and motivation. These things had a good effect on their speaking ability.

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