THE CORRELATION BETWEEN SELF-CONFIDENCE AND STUDENTS' SPEAKING ACHIEVEMENT

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Abstract

The research aims to find out is there any correlation between self-confidence and students' speaking achievement, and the research objective in research is to find out whether correlation or not of self-confidence and students' speaking achievement of 5th grade in KMI Al-Ishlah Bondowoso. This research is a quantitative research use correlation design. Data technique collection in this research use questionnaire likert scale and speaking test by ratter 1 and ratter 2. This research use Product Moment statistics calculation from Pearson to find out the correlation between self-confidence and students' speaking achievement. In this research conclude that there is positive correlation between self- confidence and students' speaking achievement. It proven in product moment testing that is Ha accepted and Ho rejected it means the significant value is 0.01 which < 0.05. and the statistics calculation data showed that is r = 0.521. with level error (α) = 0.05, and the N = 33, it is obtained rtable =344. From data calculation, it can be seen that the round is more than rtable (0.521 > 0.344). it means Ho is rejected and the Ha is accepted which means there is positive correlation between self-confidence and students' speaking achievement.

Keywords: Self confidence, speaking achievement

1. Introduction

Communication is very important thing as a media to connecting people and a form or medium for someone to exchange information, opinions, ideas, and suggestions also a form of someone's participation in something, where someone will communicate according to what is in their mind. (Soyomukti 2012:2), Not only that communication is very important, because without communicate there will be no social nature to others, and important for one's daily life. Communication also requires language that each other can understand, so it will be easier for the other person to understand what we are going

to say. There are many foreign languages that can be used as communication. one of the foreign languages we usually use is English. (Iriyani 2008), said that English is a very important language because it is a medium for interacting with people abroad, one of which is in terms of education. Ananda also explained that speaking is the most important skill among the other skill which used to connect people in daily life.

Learning English in this case is directed to four skills, involve: listening, reading, writing and speaking skills, with students mastering these four things, it can be ascertained that students' English skills can be said to be quite good, one of the things that become a reference for students in speaking English is their speaking ability. Students' speaking ability is not just speaking, but also must be able to understand vocabulary, pronunciation and also fluency in speaking. (Kazemi & Bahremi 20014:80), Not only have good in those skills, students' also have to understand the topic and the content to talking about. (Juhanna 2012: 100-110), In addition to speak fluent and understanding the content, students' also difficulties in expressing themselves to be brave in speaking English. One of the things that hinder students in speaking English is the psychological aspect of students, there are fear of making mistakes, shame, anxiety, lack of motivation and also lack of self- confidence which is one of the obstacles for students.

Therefore, the lack of self-confidence will make students more doubtful in everything they do. Hidayat (2012), Self-confidence is the belief that a person is able to behave in accordance with what is expected and desired, Self-confidence will be also make a person more confident in his abilities and talents so that students will be find it easier to express ideas and opinions that are in their minds in all fields including education, especially in terms of speaking English. Without a strong sense of self-confidence in a person, it will be increasingly difficult for someone to interact even in terms of improving their ability in foreign languages. It can be concluded that self-confidence is an influential thing for every individual, self-confidence is the main key in social life, and is also one of the success factors of a person. (Gufron & Risnawita 2011:36), Some aspects of self-confidence, namely: belief in self-ability, optimism, objectivity, responsibility, and rational and realistic, the ability to get along and the ability to accept criticism.

This is also supported by previous studies that examined the relationship between students' self-confidence and speaking ability. For example, in a study conducted by (1) Humaira Azwir (2020), entitled "An Analysis of Teacher Strategies to Encourage Students' Self-Confidence in Speaking". This research used a qualitative research, using purposive sampling technique. This study emphasizes the teacher's strategy in learning, which uses four strategies, namely: motivation, presentation, cooperative and drilling.

The results of this study are considered positive because the teacher succeeded in growing students' self- confidence. Students feel happy and enjoy in learning.

Another study by (2) Al-Hebaish (2012), majoring in English from Taibah University, Saudi Arabia with the title "The Correlation Between Self-Confidence and Academic Speaking Achievement". Researchers used 53 participants of undergraduate students majoring in English. The results of the study concluded that there was a significant correlation or relationship between self-confidence and academic speaking achievement. Those who scored high on self-confidence also scored high on their speaking achievement. With the results of this study, the instructors recommended increasing students' self- confidence to develop their speaking achievement.

Therefore, several aspects used in the research are based on the Gufron's and Kumara's theory, there are: self-confidence, optimism, objective, responsible, rational and realistic, the ability to get along and the ability to accept criticism. Based on the research above, there are several differences between previous research and the research that will do by the researcher. The differences include the context of the research being studied, besides that the researcher used a lower class or level in this study, and the purpose in this research is to find out the correlation between self-confidence and students' speaking achievement.

2. Method

In this study, was used correlation design to determine the correlation between two or more variables. This study was designed to determine the relationship between two variables, namely the level of self-confidence and speaking achievement, the questionnaire was adapted from Gabriella Tenerezza thesis and was valid by the psychology lecturer, and the speaking test was from the researcher which was valid by 3 validator of English education lecturer.

The questionnaire was distributed to the student' to fulfil 52 question item and assessed by the researcher based on the 7 indicators of self-confidence, and the speaking test was assessed by the researcher and the teacher as rater 1 and rater 2 based on the 5 aspects of speaking achievement.

3. Findings and Discussion

Students' speaking achievement was assessed by the teacher and the researcher as the rater 1 and the rater 2, it can be seen in table 1.

Table 1. Students' Speaking Achievement

No.	Students' Initial	Interrater 1	Interrater 2	Average
1.	RSK	19 (76)	20(80)	78
2.	KHB	17 (68)	17 (68)	68
3.	LNA	19 (76)	19 (76)	76
4.	LARP	17 (68)	17 (68)	68
5.	M	18(72)	18(72)	72
6.	ASA	20 (80)	20 (80)	80
7.	DAH	17 (68)	17 (68)	68
8.	VS	19 (76)	19 (76)	76
9.	NK	18 (72)	18 (72)	72
10.	QUA	18 (72)	18 (72)	72
11.	IDP	19 (76)	19 (76)	76
12.	SH	21 (84)	21 (84)	84
13.	DK.	20 (80)	20 (80)	80
14.	AA	18 (72)	18 (72)	72
15.	RZNH	18 (72)	19(76)	76
16.	NKN	18 (72)	19 (76)	76
17.	MNS	19 (76)	19 (76)	76
18.	SBK	21 (84)	21 (84)	84
19.	JSNS	20 (80)	20 (80)	80
20.	NH	19 (76)	20 (80)	78
21.	APJ	18 (72)	18 (72)	72
22.	ANH	19 (76)	20 (80)	78
23.	NN	20 (80)	20 (80)	80
24.	GAK	21 (84)	21 (84)	84
25.	NRH	19 (76)	19 (76)	76
26.	NSY	19 (76)	20 (80)	68
27.	KIP	21 (84)	21 (84)	84
28.	FI	20 (80)	20 (80)	80
29.	NAR	18 (72)	18(72)	72
30.	DN	25 (100)	25 (100)	100
31.	SH	19 (76)	17 (68)	72
32.	SDA	17 (68)	20 (80)	74
33.	DKNF	17 (68)	20 (80)	74
34.	HR	16 (58)	19 (76)	67
35.	SNC	19 (76)	20 (80)	78
Average total				**76,31**

From the data above, it shows that students who have a minimum score in the speaking achievement test are 67 and the highest score is 100, and the average score obtained is 76.31. Meanwhile, Students' self-confidence score was assessed by the researcher used likert scale based on the 7 aspects of self-confidence, the students' score for self-confidence are as below:

Table 2. Student' Self-Confidence Score

No.	Students' Name	Questionnaire Score	No.	Students' Name	Questionnaire Score
1.	RSK	139	19.	JSN	148
2.	KHB	127	20.	NH	142
3.	LNA	132	21.	APJ	140
4.	LARP	129	22.	AN	134
5.	M	127	23.	NN	145
6.	ASA	143	24.	GA	140
7.	DAH	143	25.	NR	140
8.	VS	128	26.	NSY	131
9.	NK	140	27.	KIP	148
10.	QUA	145	28.	FI	136
11.	IDP	132	29.	NA	140
12.	SH	140	30.	DN	148
13.	DK.	147	31.	SH	131
14.	AA	139	32.	SDA	140
15.	RZN	136	33.	DK	142
16.	NK	145	34.	HR	138
17.	MN	133	35.	SNC	145
18.	SBK	145	**Average total score**		**138,8**

Based on the data above that, 127 and the maximum score obtained is 148, and the average score obtained is 138,8.

Normality Test

Normality test, which aims to determine whether the independent variable and the dependent variable have a normal distribution or not. in this study is the One-Sample Kolmogorov-Smirnov helped by SPSS 28.00, the result can be seen in table 3:

Table 3. The Normality Test

One-Sample Kolmogrov-Smirnov Test			Unstandardized Residual
N			35
Normal Parameters[a,t]	Mean		.0000000
	Std. Deviation		0.36595453
Most Extreme Difference	Absolute		.116
	Positive		.116
	Negative		-.092
***est Statistics			.116
Asym Sig (2-tailed)[c]			200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.262
	99% Confidence Interval	Lower Bound	.25'
		Upper Bound	.274

a. Test distribution is normal
b. Calculated from data
c. Lilliefors Significance Correlation
d. This is a lower bound of the true significance
e. Lilliefors' method based on 10000 monte Carlc Sample s with starling seed 334431[65]

It can be seen that the significant value (p value) based on the mean shows 0.200> 0.05. It can be concluded that the data above was normal.

Product Moment Testing

The product moment test was conducted to measure the relationship between variable 1 and variable 2,and also to measure whether there was a relationship between self-confidence and students' speaking achievement, to determine the correlation between and self-confidence and speaking achievement by using the Pearson Product Moment formula. The result of Product Moment by Pearson testing by SPSS 28.00, it can be seen in table 4:

Table 4. Pearson Product Moment Helped by SPSS 28.0

Correlation		Speaking	Self-Confidence
Speaking	Pearson Correlation	1	.521[**]
	Sig. (2-tailed)		.001
	N	35	35
Self-Confidence	Pearson Correlation	.521[**]	1
	Sig. (2-taied)	.001	
	N	35	35

The data equation between the two variables shows 0.01 which is a significant of 0.05, and the data result that 0.01 < 0.05 it can be concluded that there is a relationship between self-confidence and students' speaking achievement

Hypothesis Testing

After going through three stages of data analysis, the researchers then proceeded to the hypothesis testing stage, namely:

a. If the result of calculation data rxy is smaller than rtable, rxy ≤ rtable, so (Ho) null hypothesis is accepted and alternative hypothesis (Ha) rejected.
b. If the result of calculation data is more significance that the rtable, rxy ≥ rtable, so the null hypothesis (Ho) is rejected if the significance values (Ha accepted)

From data calculation, it can be seen that the rcount is more than rtable(0.521 > 0.344). it means Ho is rejected and the Ha is accepted which means there is correlation between self- confidence and students' speaking achievement. To prove the significant of the correlation between self-confidence and students' speaking achievement, the researcher test the hypothesis testing:

If $\rho > 0.05$, it means Ho accepted and Ha rejected

If $\rho < 0.05$, it means Ha accepted and Ho rejected

From the data above the significant value = 0.01 < 0.05, which prove that ha is accepted and Ho is rejected, it means there is correlation between self-confidence and students' speaking achievement.

4. Conclusion

Based on the data collection, the researcher found there is correlation between self-confidence and students' speaking achievement, it proves that the high level of self-confidence related to the level of students' speaking achievement, the result of the data calculation by the SPSS 28.00 showed that there is correlation between self-confidence

and student speaking achievement it is proven The data equation between the two variables shows 0.01 which is a significant of 0.05, and the data result that 0.01 < 0.05 it can be concluded that there is a relationship between self-confidence and students' speaking achievement, and also proven by the hypothesis testing, the result showed that is r = 0.521. with level error (α) = 0.05, and the N = 33, it is obtained rtable = 344. From data calculation, it can be seen that the rount is more than rtable (0.521 > 0.344). it means Ho is rejected and the Ha is accepted which means there is correlation between self-confidence and students' speaking achievement.

It is expected that this research useful for several parties as a overview and guide, the researcher also hopes that the next research have more positive implication in increasing the level of students' speaking achievement. And this research hopes can improve students' self-confidence higher.

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