

ANALYSIS OF THE EFFECT OF STUDENTS' SELF-CONFIDENCE ON SPEAKING SKILL

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Abstract: Based on the result of observation, there were still many students who had difficulty developing speaking skill because of the lack of self-confidence. This study aims to investigate whether students self-confidence affect's their speaking skill or not. This study used qualitative correlation method with a questionnaire, and public speaking subject score (KHS), the population of this study is English Education department class of 2017. The sample of this study is students who taking a public speaking subject. Based on the result that has been carried out it can be seen that the percentage of answer choices agree on the factors that can affect students speaking skills have a high percentage of approval by the respondents, such as motivation to speak was approved by 100% of respondents. Then the factor that can affect students confidence gets a high percentage of approval by respondents such as you are worried about making mistakes was approved by 90% respondents. The percentage result from the effect of self-confidence on speaking skill respondents answered you speak well when you are confident approved by 93.30% of respondents. From the results of the student's opinion it can be concluded that students speaking ability is influenced by self-confidence.

Key words: *Self-confidence, Speaking Skill, Impact, Motivation*

INTRODUCTION

Currently English is very important in the world of education. In Indonesia, English is a foreign language that students must learn at school (Liando and Lumettu, 2017). Because as a world language that is used internationally Indonesia has adopted English as a tool of communication to establish relationships with other countries. English,

despite its status as a second language, has become more and more popular among scholars, bureaucrats and the elites in Indonesia as the use of information technology is increasing (Liando, 2012). (Palenkahu, 2014). "Those who are learning English must be mastered four language skills, namely listening, speaking, reading and writing". Learning a language is a demand and desire for those who want to progress because language is an important aspect of human life. (Hampp et al, 2021) stated, "As a tool of communication, language is an essential part of human life". Because with language everyone can connect with one another, can share various experiences and information, and become an important means of communication, without language a person cannot develop because there is no interaction that occurs with the people around (Tatipang et al., 2021).

Nowadays many people including Indonesian learn English because English is an international language. Learning English as a foreign language helped us to communicate with others using English (Maru et al, 2020). As mentioned by (Girsang et al., 2021) There is no doubt that a child whose mental and physical capabilities lie within the normal range will grow up to acquire a language and most of the time need arises for the learning of more language(s).

The learning process is not complete without strengthening learners' characters. In a broader scope, character education not only helps students to have competence in certain fields of study but also teaches awareness of values in social life (Karisi et al, 2021). Therefore, the education process is a comprehensive effort so that students have the motivation to learn, good competencies, and a strong character for global competitiveness (Pikirang et al, 2021) and (Liando et al, 2021).

This greatly affects the learning process of students because Brown states that emotions affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques In other words, many people have to master English including Indonesian because English is very important. In Indonesia, students learn English as a foreign language. There are four skills that should be mastered by students. They are listening, speaking, reading, and writing. Among the four main language skills, the researcher focuses on speaking skills. Motivation in language

learning can be the drive that compels one to learn or study a language. In other words, motivation is the factor that spurs learners of language to learn a particular language (Behrouzi & Gholami, 2013).

There are a lot of factors that affect English speaking skills, but the researcher takes interest in self-confidence, one of the psychological factors that can influence the students' speaking skills is self-confidence. Self-confidence is one of the factors which play the important role in determining the learners' willingness to communicate the speaking skill (Aisyah, 2020) and (Ayem, 2020).

Self-Confidence is a crucial part of speaking skills because that can give enthusiasm, brave, and stimulation to the learners. Because that if the learners have high self-confidence, they will achieve the best performance in speaking skill fluently. High self-confidence can be positively correlated with oral performance. Therefore, the student who has higher self-confidence than the other students can communicate well. So, they have the speaking ability in English are better than the other students. That can be supported by the statement that situational self-confidence in communication plays an important role in determining the learners' willingness to communicate.

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 (Liando, 2012), 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.

REVIEW OF LITERATURE

Self-Confidence

Terms inclusive of "self-confidence," "self-efficacy," "perceived capability," and "perceived competence" were used to describe a person's perceived capability to perform a positive degree of performance. (Bandura, 1977) makes use of the period "self-efficacy" to describe the belief one has in being capable of execute a specific project efficaciously to attain a certain outcome (e.g., self-delight or teacher popularity) and, hence, can be taken into consideration as situationally precise self-confidence.

Self-efficacy is not concerned with an individual's skills, but, rather, with the judgments of what an individual can accomplish with those skills (Bandura, 1977). (Bandura, 1977) distinguishes between "self-efficacy" and "self-confidence": self-confidence refers to firmness or strength of belief but does not specify its direction; self-efficacy implies that a goal has been set. We do not adopt Bandura's distinction but use the term "self-confidence" because it is more familiar to most individuals.

"Self-confidence," as the term is used here, is the belief that one can successfully execute a specific activity, rather than a global trait that accounts for overall performance optimism. For example, one may have a lot of self-confidence in one's ability at golf but very little self-confidence in one's tennis skills.

Self-confidence is considered one of the most influential motivators and regulators of behavior in people's everyday lives (Bandura, 1986). Self-confidence is belief in one's own abilities, strengths, and judgment. So it can be said that self-assessment is a positive assessment that will later lead to motivation from individuals to value themselves more. Students set realistic expectations and goals, communicate assertively, and can handle criticism. On the other hand, low self-confidence might make students feel full of self-doubt, be passive or submissive, or have difficulty trusting others. Students may feel inferior, unloved, or be sensitive to criticism (Lengkoan and Hampp, 2022). Feeling confident in students might depend on the situation. For instance, students can feel very confident in some areas, such as academics, but lack confidence in others, like relationships.

Having high or low self-confidence is rarely related to students actual abilities, and is mostly based on students r perceptions (Lengkoan et al, 2022). Perceptions are the way students think about students and these thoughts can be flawed. Low self-confidence might stem from different experiences, such as growing up in an unsupportive and critical environment, being separated from students friends or family for the first time, judging students too harshly, or being afraid of failure. Students with low self-confidence often have errors in their thinking. In simple terms, it can be said as a person's belief in the symptoms of the excess aspects possessed by the individual and that belief makes their feel confident to be able to achieve various life goals.

Self-confidence is the most important factor for students because a confident attitude will make students optimistic and able to adjust to their social environment. Adler stated that the most important human need is the need for self-confidence and a sense of superiority. According to (Liando et al, 2018) "self-confidence is one aspect" the personality that is important to a person, without any trust self will cause a lot of problems in a person. Confidence is a full expression or expression passionate and impressive and in a person to shows self-esteem, self-respect, and understanding of theirsself.

Speaking

According to (Simbolon, 2015) defines that speaking or speaking is a language skill that is developed in a child's life. This speaking skill can be obtained through the ability to listen. When the child is listening, eating at the same time will learn speaking skills. Speaking or the ability to speak in English has an important role in communication. Speaking skills can be obtained by applying three things, namely introducing a new language, training, and communicative activities. When speaking in English, there is a research and implementation process. The introduction and use of this foreign language will increase diversity and communication skills (Wamnebo et al, 2018).

.Speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to

converse or to express a sequence of ideas fluently. Furthermore, (Zerubavel, 2020) said that "*Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari*". It means that speaking as the way of communication influences our individual life strongly. Speaking is defined as the development of a relationship between the listener and the person speaking. The main purpose of speaking is to create communication by expressing it creatively.

According to (Saed et al, 2021) Speaking as a meaningful oral practice so that people must understand every word he says because he uses a foreign language. This speaking ability will help someone to express their interesting ideas verbally Some of the meanings of speaking according to the experts above, students can see and learn to motivate them to improve their speaking skills in English. Speaking skills are productive abilities that will support students to communicate more easily. The most effective way to communicate is through speech (Paranduk et al, 2021). Thus, speaking skills are a vitally important method of communication. Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the message known. Speaking in front of many people will make students more confident in carrying out an activity and also face various problems. Students will be confident to do anything even though other people think it is impossible to do because students self-confidence has increased drastically.

RESEARCH METHOD

The research method is a scientific way to gain facts with a specific purpose and use. Based on this, four keywords need to be considered, namely: scientific method, data, purpose, and usability. The scientific method means that research activities are based on scientific characteristics, namely rational, empirical and systematic. This is a qualitative research study. According to Bogdan and Taylor in (Arikunto, 2010), a qualitative method as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. So, the type of research used by the researcher is descriptive qualitative.

In line with (Sugiyono, 2018;213), qualitative research methods are research methods based on philosophy, which are used to examine scientific conditions (experiments) where researchers as instruments, data collection techniques, and qualitative analysis emphasize more on meaning. Qualitative research methodology aims to analyze and describe phenomena or research objects through social activities, attitudes, and perceptions of people individually or in groups.

In addition, The population of the study is all English Education Department student classes of 2017. The Sample was taken from students taking the public speaking subject s. Public speaking is an elective subject, only the students taking this subject were involved with a total of 30 students.

1. Closed Questionnaire

Closed questionnaire is a questionnaire in which there are alternative answers that have been determined by the questionnaire loader. The answer can be in the form of a yes or no answer, or multiple choice so that the resource person (read: respondent) does not have the opportunity to fill in with their own answer. Meanwhile, (Arikunto, 2010) said that a closed questionnaire is a questionnaire that is presented in such a way that the respondent only needs to put a tick (√) in the appropriate column or place.

2. Questionnaire

Questionnaires According to (Sugiyono, 2018), the questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. Questionnaires are several written questions that are used to obtain information from respondents in the sense of reports about themselves or things they know. In this study, the researcher used a closed questionnaire, a closed questionnaire is that the respondents just choose the answers that have been provided in the questionnaire..

3. Documentation

The Score of student speaking skill taken from their KHS in the form of public speaking subject score.

FINDINGS AND DISCUSSION

Respondents Overview

The type of data used in this study is primary data obtained from the answers of respondents (students) by filling out questionnaires distributed through social media 'WhatsApp' and seeing the results of public speaking courses through typical students. In this study, the respondents were active students majoring in English education for the 2017 academic year with a sample of 30 students. Because the public speaking is an elective subject, only students who take the public speaking course are the research respondents.

Description of the Questionnaire for an investigation into The Effect of student self-confidence on speaking skill

Questionnaire for an investigation into The Effect of student self-confidence on speaking skill:

NO.	Factors affecting students' speaking skills (Faktor mempengaruhi kemampuan berbicara siswa)	YES YA	NO TIDAK
1.a	Time for preparation (<i>Waktu untuk persiapan</i>)	27 (90%)	3 (10 %)
1.b	Pressure to perform well (<i>Tekanan untuk melakukan yang terbaik</i>)	27 (90%)	3 (10 %)
1.c	Listeners' support (<i>Dukungan pendengar</i>)	26 (86,7%)	4 (13,3%)
1.d	Confidence (<i>Percayadiri</i>)	29 (96,7%)	1 (3,3%)
1.e	Anxiety (<i>Kekhawatiran</i>)	26 (86,7%)	4 (13,3%)
1.f	Motivation to speak (<i>Motivasi untuk berbicara</i>)	30 (100%)	0 (0%)
1.g	Afraid to make a mistake (<i>Takut melakukan kesalahan</i>)	23 (76,7%)	7 (23,3)

What affects students' self-confidence? (*Apa yang mempengaruhi kepercayaan diri anda ?*)

NO.	Factors affecting students' Self-confidence (<i>Faktor yang mempengaruhi kepercayaan diri siswa</i>)	YES YA	NO TIDAK
2.a	students are worried about making mistakes (<i>Kamu khawatir akan membuat kesalahan</i>)	27 (90%)	3 (10%)
2.b	Students are fearful of criticism or losing face (<i>Kamu takut akan kritikan atau merasa malu</i>)	21 (70%)	9 (30%)
2.c	Students cannot think of anything to say (<i>Kamu tidak memiliki sesuatu untuk dikatakan</i>)	14 (46,7%)	16 (53,3%)
2.d	Students are shy (<i>Kamu merasa malu</i>)	18 (60%)	12 (20%)
2.e	Students can't speak well (<i>Kamu tidak bisa berbahasa dengan baik</i>)	20 (66,7%)	10 (33,3%)

The effect of confidence on speaking skill (*Pengaruh kepercayaan diri pada kemampuan berbicara*)

NO.	How self-confidence affects speaking ability (<i>Bagaimana kepercayaan diri berpengaruh pada kemampuan berbicara</i>)	YES YA	NO TIDAK
3.a	Students speak well when students are confident (<i>Kamu berbicara dengan baik saat percaya diri</i>)	28 (93,3%)	2 (6,7)
3.b	Students are afraid to speak because students feel not confidence (<i>Kamu takut berbicara karena merasa tidak percaya diri</i>)	23 (76,7%)	7 (23,3%)
3.c	Better speaking skills when not in front of many people (<i>keterampilan berbicara yang lebih baik ketika tidak di depan banyak orang</i>)	26 (86,7%)	4 (13,3%)
3.d	Students get nervous easily when students speak because many people are watching (<i>Kamu mudah gugup saat berbicara karena banyak orang yang menonton</i>)	23 (76,7%)	7 (23,3%)
3.e	Students feel very anxious when students have to speak in front of many people (<i>Anda merasa sangat cemas ketika</i>	23	7

harus berbicara di depan banyak orang)

(76,7%) (23,3%)

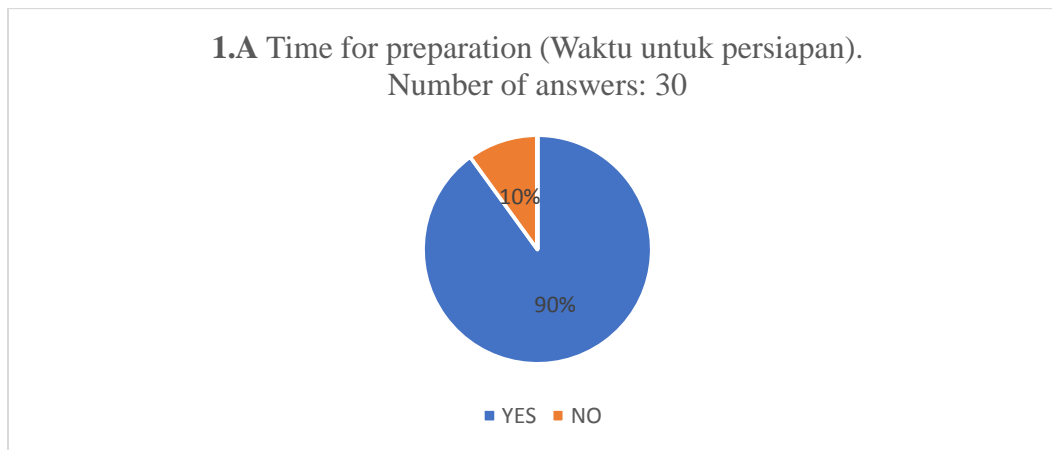
Give students r opinion (*Berikan pendapat anda*)

In students r opinion, does self-confidence affect students r speaking skill? please explain (*Menurut anda, apakah kepercayaan diri berpengaruh pada kemampuan berbicara anda? Tolong jelaskan*)

Thank students very much for taking students r valuable time to complete this survey. Students r opinions are greatly appreciated. (*Terimakasih atas waktu yang telah kamu luangkan untuk menyelesaikan survei ini. Pendapat kami sangat kami hargai*).

Form answer chart.

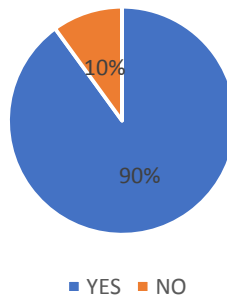
1. What factors affect students r speaking performance? (Faktor apa yang mempengaruhi kemampuan bicara kamu?)



1. A From the answer diagram above, it can be seen that 90% of respondents or 27 students agree that 'time for preparation' affects speaking skills, students need time to prepare before daring themselves in front of many people. And 10% of respondents or 3 students disagreed with the 'time for preparation' effect on students' speaking ability.

1. B Pressure to perform well (Tekanan untuk melakukan yang terbaik)

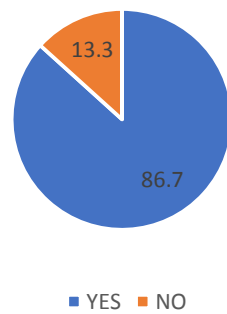
Number of answers: 30



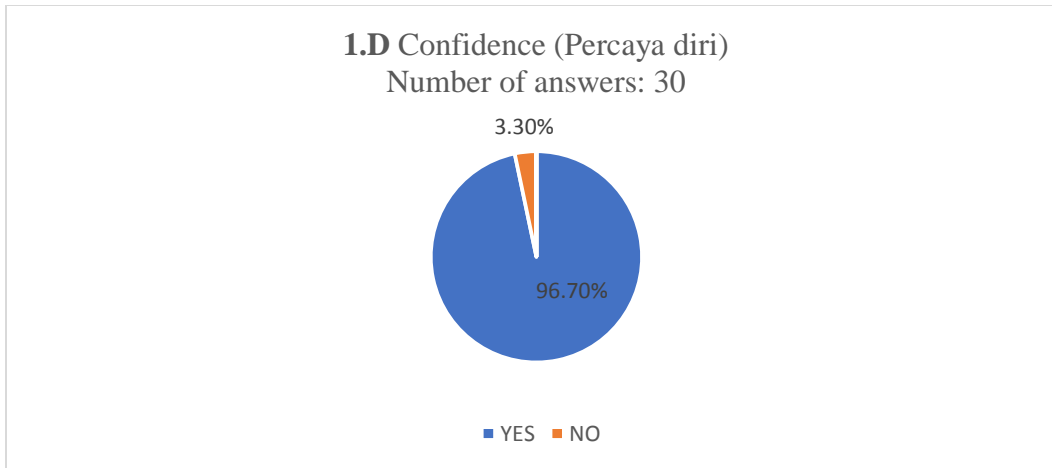
1. B From the answer diagram above, it can be seen that 90% of respondents or 27 students agree that the 'pressure to do the best' affects students' speaking ability. Many students feel pressure to do their best when they have to speak in front of large crowds. And 10% of respondents or 3 students disagreed with the 'pressure to do the best' effect on students' speaking ability.

1.C Listeners' support (Dukungan pendengar)

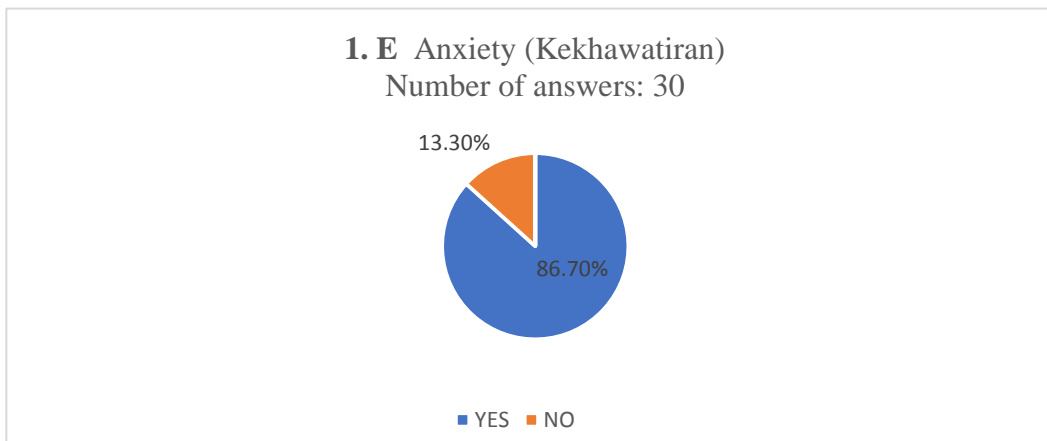
Number of answers: 30



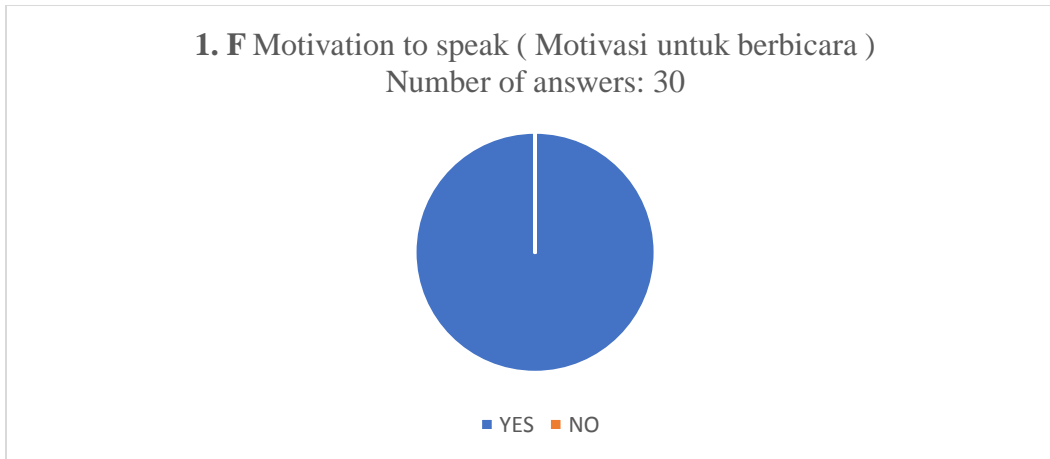
1. C From the answer diagram above, it can be seen that 86.70% of respondents or 26 students agree that 'listeners' support' affects students' speaking ability, students will need support from listeners because when students speak in front of many people, the response from listeners will affect their level of confidence. and speaking skills. And 13.30% of respondents or 4 students disagree that 'listeners' support' affects students' speaking ability.



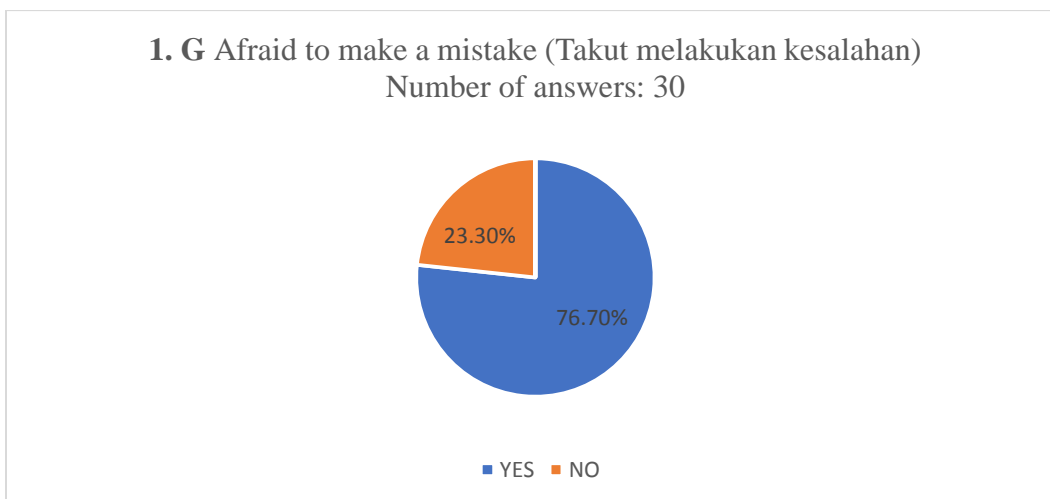
1. D From the answer diagram above, it can be seen that 96.70% of respondents or 29 students agree that self-confidence affects students' speaking skills, students need the confidence to be able to speak in front of many people, students who are not confident will have difficulty speaking in front of many people. in front of many people. And 3.30% of respondents or 1 person disagreed that 'confidence' had an effect on students' speaking ability.



1. E From the answer diagram above, it can be seen that 86.70% of respondents or 26 students agree that anxiety affects a person's speaking ability a person will not be confident to speak in front of many people when he feels anxious, and 13.30% of respondents or 4 students do not agree that anxiety affects a person's speaking ability.

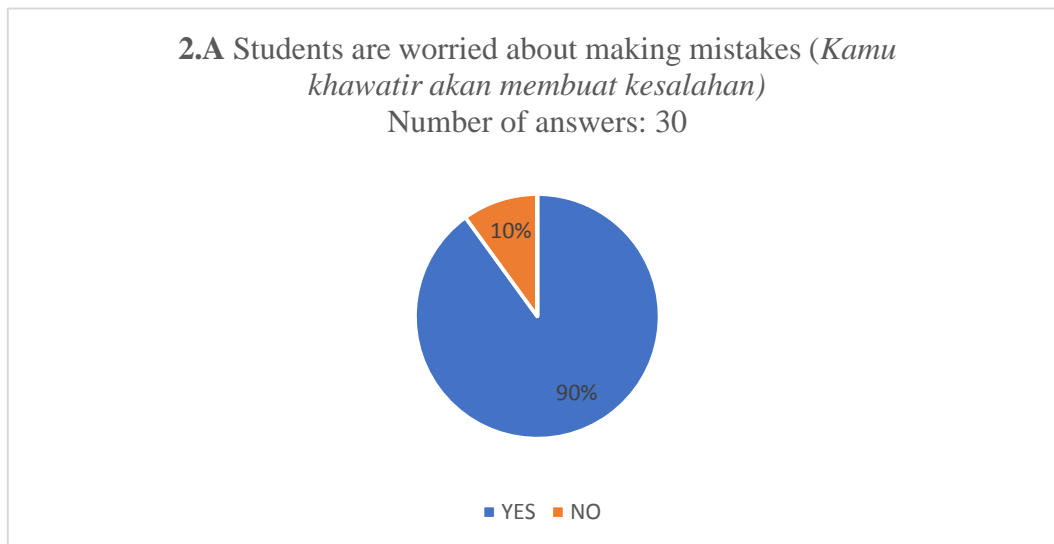


1. F From the answer diagram above, it can be seen that 100% of respondents or 30 students agree that 'Motivation to speak' affects students' speaking ability, students need the motivation to be able to speak in front of many people. In the absence of motivation, students' ability to speak will not be good.

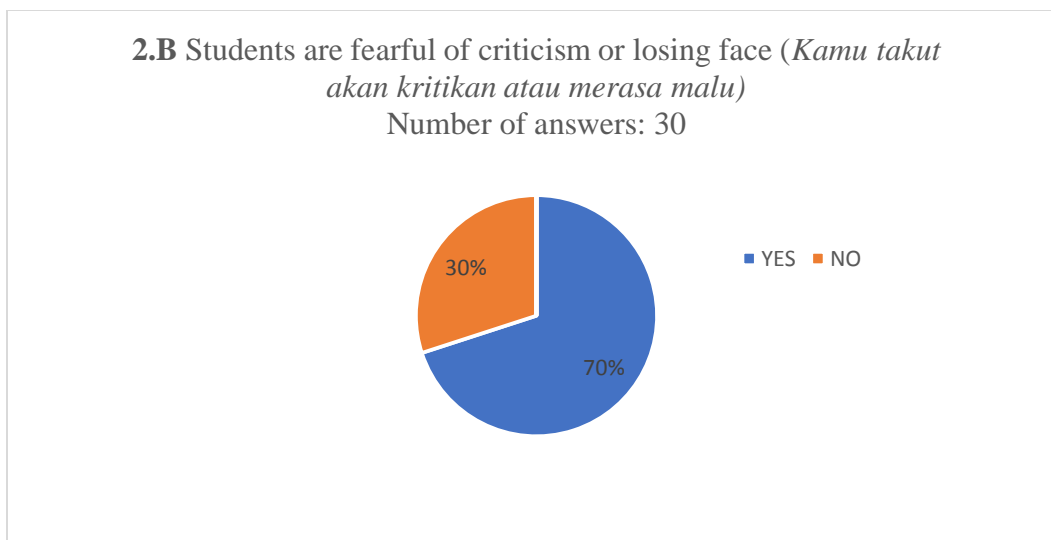


1. G From the answer diagram above, it can be seen that 76.70% of respondents or 23 students agree that 'fear of making mistakes is one of the things that affect one's speaking ability. A person's speaking ability will not be optimal when someone is afraid to make mistakes when speaking in front of many people. And 23.30% of respondents or 7 students disagree that 'fear of making mistakes' affects one's speaking ability.

2. What affects students r self-confidence? (Apa yang mempengaruhi kepercayaan diri anda ?)

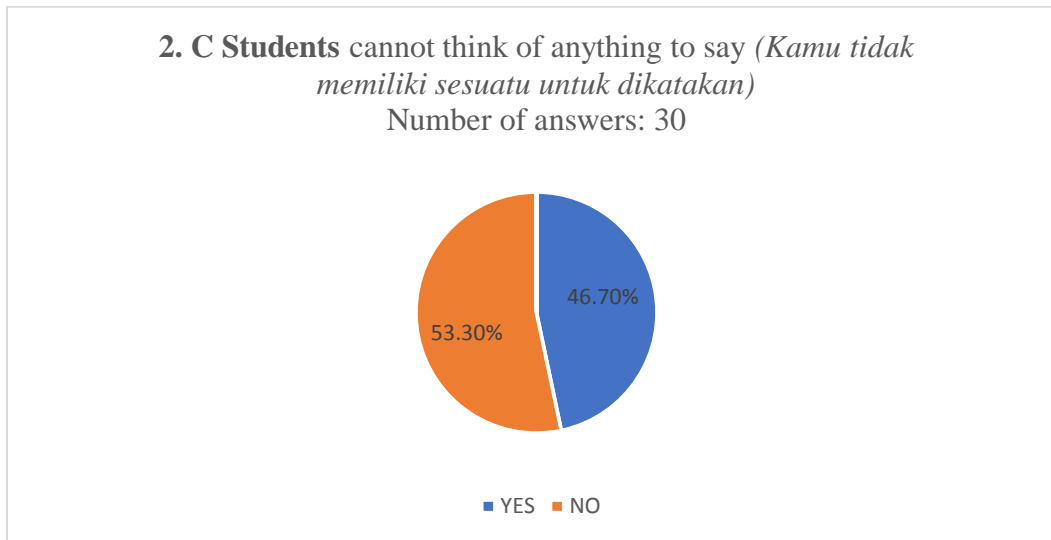


2.A From the answer diagram above, it can be seen that 90% of respondents or 27 students agree that 'Students are worried about making mistakes' affect a person's self-confidence when someone feels worried that all their self-confidence will be affected, especially when someone has to speak in front of a lot of people. people and he is worried that he will make a mistake then his confidence will affect his speaking ability. And, 10% of respondents or 3 students disagree with 'Students are worried about making mistakes' that can affect a person's confidence.

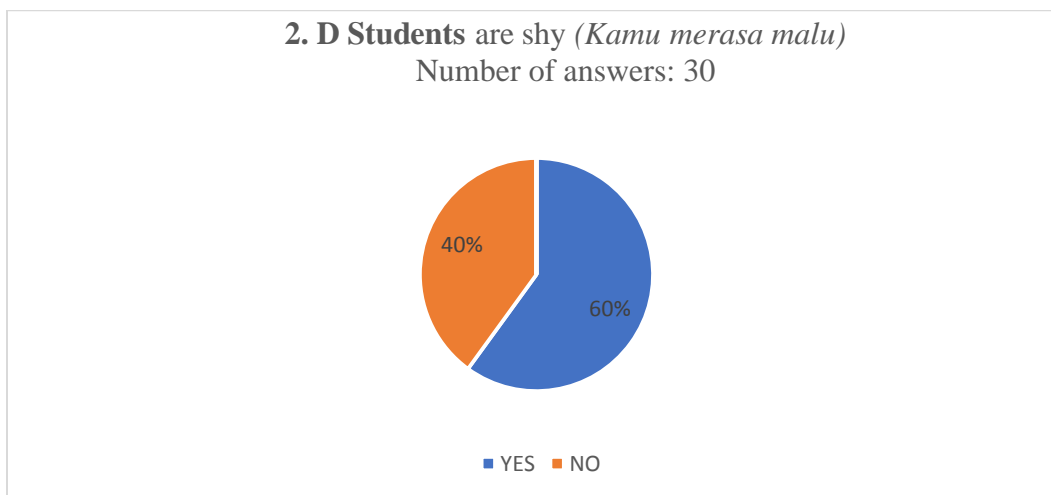


2. B From the answer diagram above, it can be seen that 70% of respondents or 21 students agree that 'Students are fearful of criticism or losing face' affects one's self-

confidence. When a person has to speak in front of many people and he is afraid of criticism from the audience or feels embarrassed when speaking in front of many people, his confidence level will affect his speaking ability. And, 30% of respondents or 9 students disagreed that 'Students are fearful of criticism or losing face' can affect one's self-confidence.

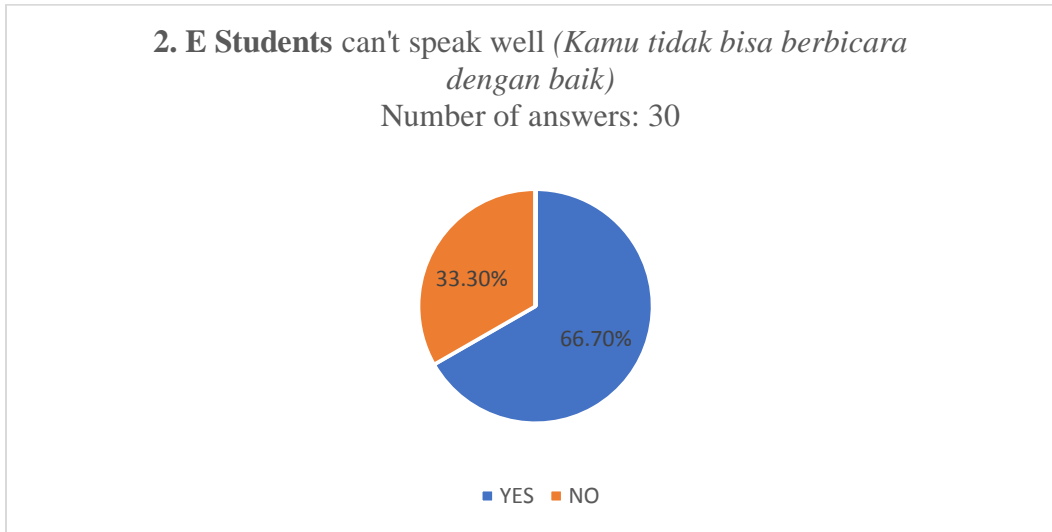


2. C From the answer diagram above, it can be seen that 46.70% of respondents or 14 students agree that 'Students cannot think of anything to say' affects a person's confidence when they have to speak. And 53.30% of respondents or 16 students disagree that 'Students cannot think of anything to say' can affect students' self-confidence. So sometimes students are not confident to speak not because they cannot think of anything to say.



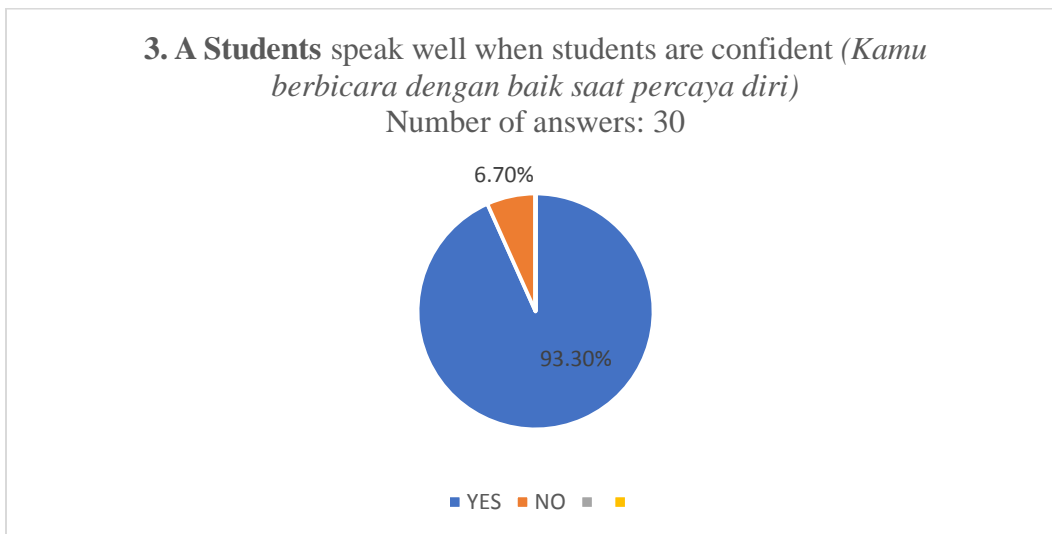
2. D From the answer diagram above, it can be seen that 60% of respondents or 18 students agree that 'Students are shy' affects students' self-confidence. shyness will

make students not confident to speak and 40% of respondents or 12 students do not agree that 'students are shy' affects students' confidence to speak.



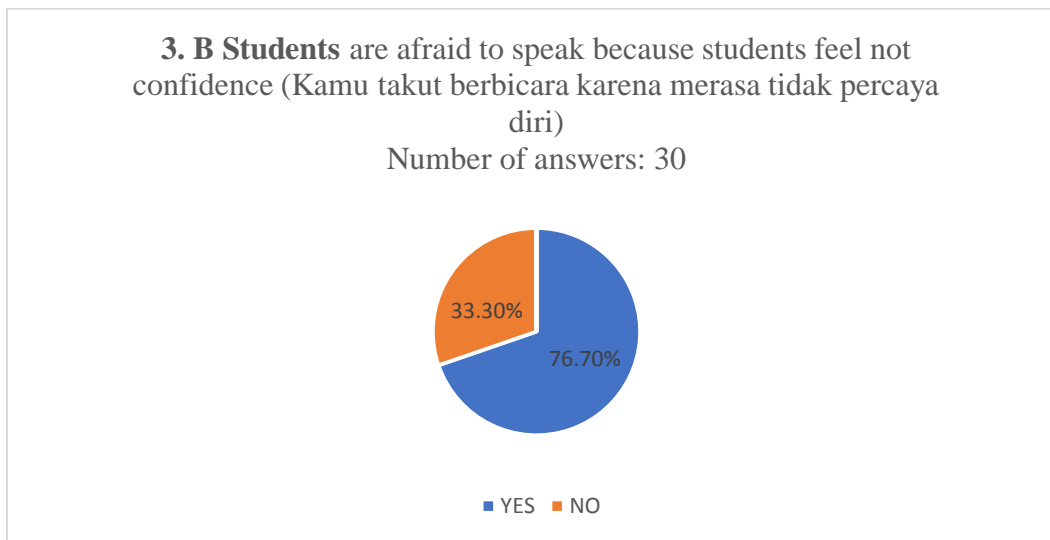
2. E From the answer diagram above, it can be seen that 66.70% of respondents or 20 students agree that 'Students can't speak well' can affect students' self-confidence. Students will not be confident to speak when they cannot speak well. And 33.30% of respondents or 10 students disagree that 'Students can't speak well' can affect students' self-confidence.

3. The effect of confidence on speaking skill (*Pengaruh kepercayaan diri pada kemampuan berbicara*)

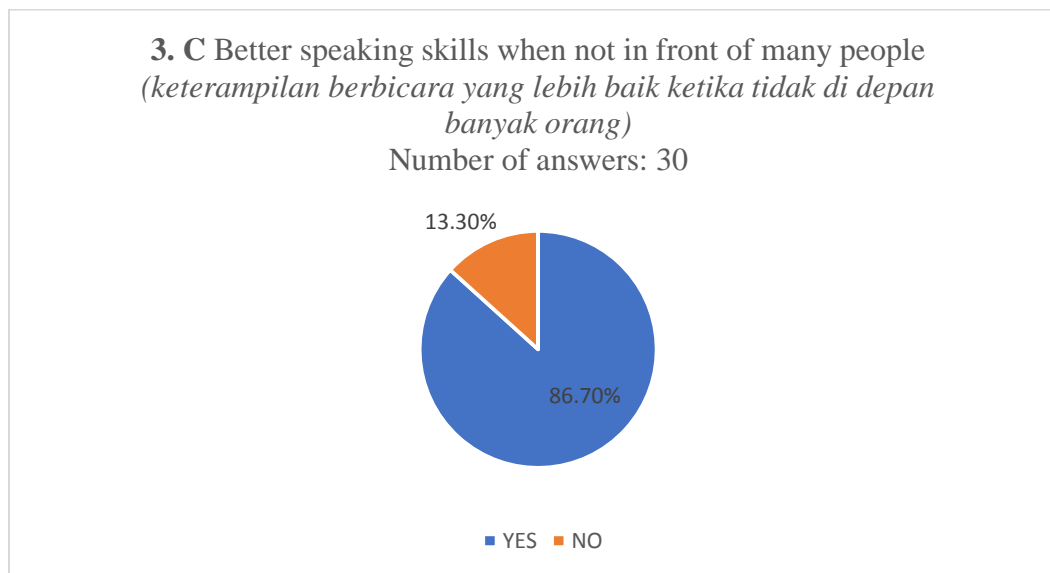


3. A From the answer diagram above, it can be seen that 93.30% of respondents or 28 students agree that 'they can speak well when students are confident. The sign that self-confidence affects students' speaking skills, confident students will find it easier to

speaking even in front of many people. On the other hand, students who are not confident will have difficulty speaking. And 6.70% of respondents or 2 students disagree.

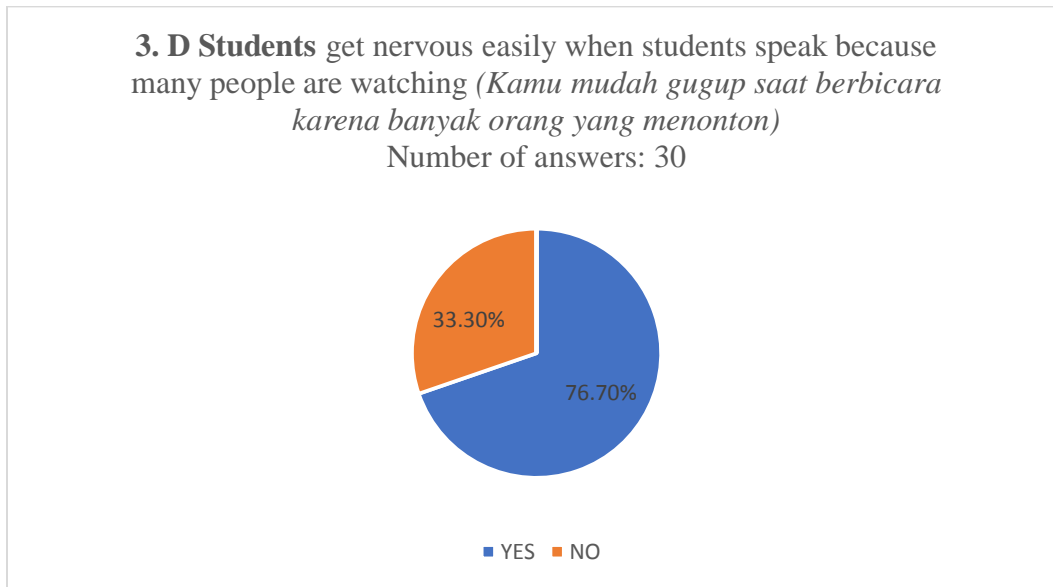


3. B From the answer diagram above, it can be seen that 76.70% of respondents or 23 students agree that 'they are afraid to speak because students feel not confidence'. This also indicates that students' self-confidence affects their speaking skill. When students are afraid to speak they will feel insecure. On the other hand, when students feel confident, they will not be afraid to speak up. And 33.30% of respondents or 7 students disagree that when they are not confident they will feel afraid to speak.

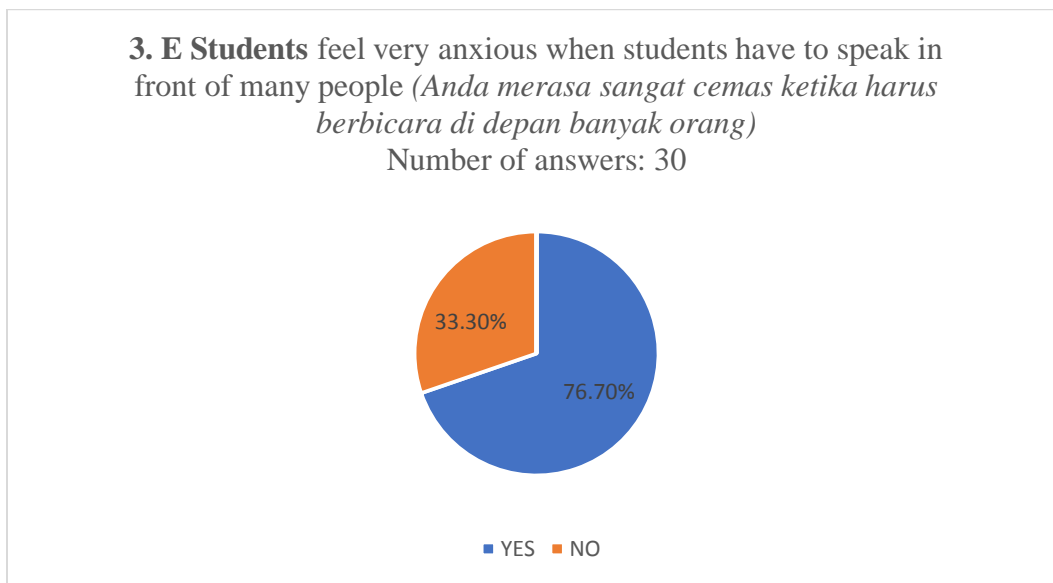


3. C From the answer diagram above, it can be seen that 86.70% of respondents or 26 students agree that they have 'better speaking skills when not in front of many people'. The student's speaking skill will indeed be better when not in front of many people and the influencing factor is the student's confidence. When students feel confident, in front

of many people or not, their speaking skills will remain good. And 13.30% respondents or 4 students disagree that they have better speaking skills when not in front of many people.



3. D From the answer diagram above, it can be seen that 76.70% of respondents or 23 students agree 'they get nervous easily when they speak because many people are watching'. It's easy to be nervous is one indication that someone is lacking in confidence. When a person has to speak and is watched by a lot his confidence and speaking skill will be affected. And 23.30% of respondents or 7 students disagree that 'they get nervous easily when they speak because many people are watching'.



3. E From the answer diagram above, it can be seen that 76.70% of respondents or 23 students agree that 'they feel very anxious when students have to speak in front of

many people. Anxiousness is one of the psychological factors that arise due to a person's lack of confidence. When a person's self-confidence is affected, the ability to speak will be disturbed, and 33.30% of respondents or 3 students disagree that 'they feel very anxious when students have to speak in front of many people'.

4. Give students r opinion (Berikan pendapat anda)

In students r opinion, does self-confidence affect students r speaking skill? please explain (Menurut anda, apakah kepercayaan diri berpengaruh pada kemampuan berbicara anda? Tolong jelaskan)

28 Answer

1) Ya..

2) *Ya, jika kita tidak mempercayai diri kita, maka kita juga tidak bisa Melakukan sesuatu yang dari diri kita. Karena berbicara butuh kepercayaan Diri. "Just be students r self"*

3) Yes. Because self-confidence is an important part of speaking skills, it can give enthusiasm, courage and stimulation to listeners.

4) I think it is very influential for me personally. Because if I don't believe in myself, then I will feel nervous which can lead to mistakes in speaking and acting in public.

5) Because concern of making mistakes, thus affecting our speaking. it takes confidence to be able to appear in public in a relaxed manner without any feeling like pressured.

6) *Iya berpengaruh, karena Kepercayaan diri dapat menambah kemampuan dalam berbicara kita di depan umum dengan percaya kita merasa mampu terhadap apa yg dibicarakan dan mmbuat orang lain merasa mengerti terhadap apa yang di ungkapkan.*

7) Self-confidence can affect on my speaking English, because if I get my confidence, and I believe that I can do it, so it can be run well. However, if I not believe myself, so what all that I'd prepared before will be useless.

8) Yes, because Self-confidence is an important part of speaking skills, because it can give a person's desire, courage in expressing his opinion.

9) *Iya, kepercayaan diri sangat dibutuhkan dalam Public Speaking*

10) Yes, *kepercayaan diri sangat mempengaruhi mulai dari proses dan cara saya mempersiapkan segala sesuatu sampai pada penyampaiannya nanti. Kalo soa lkritikan, saya rasa tidak berpengaruh secara signifikan karena yang penting sudah selesai dan terlewati, dan saya cenderung hanya memilah-milah apa yang membangun dan apa yang tidak.*

- 11) Menurut saya kepercayaan diri sangat mempengaruhi kemampuan berpikir dan juga berbicara karena dengan kepercayaan diri kita mampu memberikan argumentasi dan kita tidak akan gugup dalam berbicara di depan banyak orang
- 12) Iya, karena jika tidak percaya diri akan membuat diri saya gugup dan itu sangat berpengaruh dalam berbicara di depan umum. Untuk itu saya harus membangun kepercayaan diri agar tidak gugup dalam berbicara di depan umum dan harus juga mempersiapkan diri sebelum berbicara di depan umum.
- 13) Self-confidence memang sangat berpengaruh pada kemampuan berbicara, because when we have self-confidence saat berbicara maka semua akan berjalan baik.
- 14) Sangat berpengaruh. Karena ketika saya tidak percaya diri saya akan terbata-bata dalam berbicara dan saya akan mengalami kecemasan yang berlebihan tetapi sebaliknya ketika percaya diri saya akan bisa berbicara dengan baik dan dapat mengutarakan semua yang ingin saya utarakan.
- 15) I think self-confidence affects speaking skills because when it comes to speaking in front of many people I can't speak well because I got anxious
- 16) Yes, kepercayaan diri sangat berpengaruh dalam kemampuan kita berbicara karena saat kita percaya diri disitulah kita dapat banyak bicara dengan jelas dan tidak tahu malu.
- 17) Yes, because confidence is the basis for me to dare to do anything according to facts and data. Without self-confidence, I may be reluctant to say anything. In the end, what I want to say cannot be conveyed.
- 18) Iya, karena dengan percaya diri kita bisa lebih mudah dalam berkomunikasi dan berbicara di depan umum
- 19) Yes, In my opinion self-confidence have an effect for my speaking.
- 20) highly affected, because self-confidence can motivate us to improve our ability to speak in public and if we don't get confident then we hardly have anything to say
- 21) Yes. Self-confidence affects me when I speak to other people especially in front of many people. When I feel less confident, I find it difficult to speak so that my interlocutor cannot clearly understand what I am saying. Therefore it is important to instill self-confidence to support speaking skill.
- 22) Ya, kepercayaan diri sangat berpengaruh bagi kemampuan berbicara terutama ketika saya harus tampil di hadapan orang lain dalam kurun waktu tertentu, jika tidak ada kepercayaan diri saya akan sangat kesulitan menyampaikan apa yang hendak saya sampaikan, biasanya karena factor gugup, dan perasaan gugup akan muncul ketika saya tidak percaya diri, saya takut orang lain tidak akan memahami apa yang hendak

saya sampaikan, oleh karena itu saya lebih sering menghindari yang namanya berbicara di depan umum, dan lebih suka berbicara secara personal atau 4 mata.

23) *Ya, kepercayaan diri mempengaruhi kemampuan berbicara dan penguasaan materi.*

24) Yes, Because confidence is a capital primarily to appear in public in front of a lot of people.

25) Yes, Yes, Yes

26) *Sangat berpengaruh karena dengan kepercayaan diri kita dapat berbicara dengan lancar tanpa terbata-bata dan dapat menyampaikan maksud kita dengan baik.*

27) Yes. Because self-confidence can help someone to push themselves more daring to do something new. Especially in public speaking

28) Yes

CONCLUSION

Primarily based on the final result of the research that has been done, it is able to be concluded that the elements which can effect college students speaking ability which includes motivation to speak was accepted by 100% of respondents. Then, the factor which could affect students' self-assurance receives a excessive percent of approval by respondents such as students are worried approximately making errors changed into permitted via 90% respondents. The proportion result from the impact of self-confidence on speaking talent respondents replied students communicate well while students are assured accredited via 93.30% of respondents. And the consequences of the scholar's opinion the researcher concluded that scholars speaking abilities is encouraged by way of Self-confidence. From the end result of the studies that has been done students' self-confidence impacts students' ability to talk. Then the writer suggests: instructors must pay greater interest to college students' Self-confidence in the learning method, especially of their speaking potential. due to the fact students Self-confidence impacts the students' talking ability. Students to increase self-confidence inside the learning process, in particular Self-confidence in talking skills because while college students have excellent self-confidence, students' talking abilities may be top. because student self-confidence affects talking capacity. It's miles recommended to do similarly study in this subject matter.

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