

THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND THEIR SPEAKING SKILLS

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Abstract:

The aim of this research intends to find out whether there is significant correlation between students' self-confidence and their speaking skills or not. This study was conducted at SMK Negeri 2 Tondano. The subject of this study consisted of 30 students. The data of the sample were obtained from questionnaires and data of speaking skills taken from mid test scores speak English of the first semester. The data of this study were analyzed statistically with Pearson Product Moment Correlation. The findings show that there is a high relationship correlation between students' self-confidence and their speaking skills. This was shown by the correlation of $r_{xy} = 0.632$. this correlation was significant and greater than 0.374 at the 0.05 level of significant. Based on the result it can be conclusion that students' self-confidence is very strongly correlates with students' speaking skills. The suggestions of this research is the teacher should more often provide material that can involve students' in the classroom, so they can participate in learning and not feel bored and teacher has to be more creative in the teaching and learning process.

Keywords: *Vocabulary, Teaching, Self-Confidence, Speaking Skills*

INTRODUCTION

English is a foreign language in Indonesia. English is only used as a medium of instruction in a few sectors, not as a daily medium of instruction (Liando, Tatipang & Lengkoan, 2022). The demand for fluent English speakers in Indonesia is rising as more people throughout the world gain an understanding of technology and science. Therefore, in Indonesia, English has been officially taught in schools since Indonesia proclaimed its independence until now. The National Education

Curriculum sets English as the main subject that students need to learn in every school (Manuas, Tatipang & Pratasik, 2022). This can be seen from the rise of international standard schools and the increasing number of English visitors being offered.

Learning how to speak English is one of the skills that students must acquire in order to learn the language, and improving one's English speaking abilities can help one succeed in learning a language. Every individual also speaks their native tongue, which is the language that is spoken in their nation. Wibowo claims that language is a system of arbitrary, conventional articulation (created by the device) and meaningful sound symbols that is utilized by a group of people as a communication tool to give life to feelings and thoughts (2001:3). Speaking is an essential component of all languages, notwithstanding its important. Speaking up more in class or everyday conversation still has its challenges. One of the abilities that must be mastered in the field with the interlocutor is speaking, Astrawan (2013). In speaking skills, one must master the good pronunciation of the intended language.

Because of global rivalry, the need to study abroad, and other factors, today's world demands that every student speak a lot of English. To be able to speak well, students must learn about the factors that affect English speaking skills first. This is because speaking abilities are used as speech enhancers to produce sentences that are understandable to listeners. Speaking skills are used to improve speech intelligibility for effective communication. Henry Guntur Tarigan (1983:15), speaking skills are the ability to articulate words in a way that conveys thoughts, ideas, and feelings. Information is communicated to the listener through the use of combinations of pitch, stress, and co-placement.

The fact that English is not commonly used in ordinary discourse means that many students in public schools have fewer opportunities to develop their language skills, which makes them reluctant to use the language (Lengkoan, Andries & Tatipang, 2022). Students, however, have a strong desire to talk for a variety of reasons. Interesting lessons, such as making games out of every question or piece of material presented, ensure that the class atmosphere is not boring and that the

study environment is friendly so that some students are brave enough to answer or discuss with teachers or friends, while others are afraid to speak English because they don't want to make mistakes in pronouncing words or conveying ideas orally. Speaking a foreign language requires thinking and involves affective factors, one of which is self-confidence. Self-confidence plays a role in providing enthusiasm and motivation for individuals to react appropriately to an event that comes their way. Those who have self-confidence are usually easy to communicate with, and are very sociable. If a person has self-confidence, they will be able to do anything according to their goals. However, being confident without rational reasons is extremely dangerous, as it leads to failure rather than success.

Usually, students don't have much self-confidence because they are insecure. A person is said to be insecure when they show hesitation in making a decision, like not daring to speak and closing themselves off. Lack of self-confidence stems from a lack of appreciation for one's abilities, which causes one to withdraw from their surroundings. The more a person is not confident, the less he can determine his goals properly. A personal aspect that supports the success of learning a foreign language is self-confidence. High self-confidence enhances performance and fosters a sense of competence in foreign language learners. Conversely, people experience doubt and insecurity when they lack self-confidence. Students' English speaking skills can increase along with their self-confidence if they continue to be confident in their speaking skills, and vice versa. Confidence is an important factor in speaking skills, and the increase in self-confidence correlates with students' speaking skills. Roysmanto's (2018) assertion that "If the learner has strong self-confidence, they will get the best outcome in fluent speaking skills" lends credence to this idea. This means the students' self-confidence correlates with their speaking skills.

The writer believes that self-confidence can make students more active in class and motivated to have good performances. Self-confidence can reduce students' discomfort and anxiety when they speak English, which is why the writer is interested in conducting this research. With the title "The Correlation of Students' Self-Confidence and Their Speaking Skills," (class XI, SMK-2 Tondano).

RESEARCH METHOD

This study uses quantitative methods. Research that uses numbers as its data is referred to as "quantitative research." Because the subject or focus of the research can be measured, data in quantitative research is presented as numbers. These variables can be measured, frequently with the aid of devices, in order to facilitate statistical analysis of numbered data Creswell, 2009. Another source claims that quantitative data analysis is a potent research method with origins in the positivist tradition. Despite being widely employed in large-scale research, it can also be helpful in more focused investigations Cohen, Manion, & Morrison, 2007. Ibrahim and Nana Sudjana 2001 claim that a study based on assumptions is classified as quantitative research if the variables are.

The subject of the research was students of class XI majoring in UPW SMK Negeri 2 Tondano the academic year 2021/2022, which consisted of 30 students. In this study, the writer used questionnaires and tests. The writer will receive a questionnaire in order to gather information on the specific methodology. The test's objective is to assess a student's ability to comprehend and produce spoken words. The test that is used by the writer is an oral one. In the technique of data collection, there are two steps to collecting the data. The first step was a questionnaire about self-confidence and speaking skills. Through the use of questions or by getting students to respond to the statements in the questionnaire, a sample of their opinion is obtained. The questionnaires for this research have positive and negative statements with four options for each statement. They strongly agree (SA), agree (A), disagree (DA), and strongly disagree (SDA). The score for each option is 4, 3, 2, 1 for the positive statement and the negative statement. The second steps are an oral test for speaking. Data on English speaking skills would be taken from students' mid-test in the second semester and scores of students' self-confidence will be collected using 30 items questionnaire adapted from (Finch, 2004).

FINDINGS AND DISCUSSION

To determine the correlation, the writer used the Pearson product moment correlation between students self-confidence and their speaking skills. Formula to see the value of a significant relationship between the two variables, namely the independent variable (X) and the variable (Y). Data on English speaking skills are taken from students' oral tests. The writer asks the students to introduce themselves in front of the class for a minimum of 2 minutes and a maximum of 5 minutes, then the writer takes notes. And scores of students' self-confidence were collected using 30-item questionnaires, which were distributed to 30 respondents. The questionnaires consist of 20 positive questions and 10 negative questions. The data was presented in table form as follows:

Table 1. The students' self-confidence and speaking skills scores.

N	X	Y
1	52	46
2	47	44
3	41	43
4	50	47
5	44	37
6	52	43
7	31	40
8	46	45
9	44	45
10	43	42
11	50	43
12	44	40
13	44	44
14	49	44
15	46	38
16	42	43
17	41	43
18	48	42

19	43	41
20	47	40
21	39	44
22	38	35
23	37	36
24	38	38
25	43	46
26	50	45
27	34	36
28	46	40
29	51	46
30	39	39

N: The number of subjects (sample of this research)
X: The questionnaires scores of students' self-confidence
Y: The scores of speaking English skills

Table 2. The process of computation of rxy.

N	X	Y	X ²	Y ²	XY
1	52	46	2704	2116	2392
2	47	44	2209	1936	2068
3	41	43	1681	1849	1763
4	50	47	2500	2209	2350
5	44	37	1936	1369	1628
6	52	43	2704	1849	2236
7	31	40	961	1600	1240
8	46	45	2116	2025	2070
9	44	45	1936	2025	1980
10	43	42	1849	1764	1806
11	50	43	2500	1849	2150
12	44	40	1936	1600	1760
13	44	44	1936	1936	1936
14	49	44	2401	1936	2156
15	46	38	2116	1444	1748
16	42	43	1764	1849	1806
17	41	43	1681	1849	1763
18	48	42	2304	1764	2016
19	43	41	1849	1681	1763
20	47	40	2209	1600	1880
21	39	44	1521	1936	1716
22	38	35	1444	1225	1330
23	37	36	1369	1296	1332

24	38	38	1444	1444	1444
25	43	46	1849	2116	1978
26	50	45	2500	2025	2250
27	34	36	1156	1296	1224
28	46	40	2116	1600	1840
29	51	46	2601	2116	2346
30	39	39	1521	1521	1521
$\Sigma X=1319$			$\Sigma Y=1255$		
$\Sigma X^2=58813$			$\Sigma Y^2=52825$		
$XY=55492$					

Table 2 explains the scores in X (The questionnaires scores of students' self-confidence), X² (The sum of squared of students' self-confidence), Y (The scores of students speaking skills), Y² (The sum of squared of students speaking skills), and XY (The sum of the product of paired in students' self-confidence and their speaking skills in English).

The writer computed the following data using the Pearson Product Moment Correlation method in order to explain the research findings:

$$r_{xy} = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[n \Sigma X^2] - [n \Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{30(55492) - (1319)(1255)}{\sqrt{[30(58813) - (1319)^2] - [30(52825) - (1255)^2]}}$$

$$r_{xy} = \frac{1664760 - 1655345}{\sqrt{[1764390 - 1739761] - [1584750 - 1575025]}}$$

$$r_{xy} = \frac{9415}{\sqrt{[24629] - [9725]}}$$

$$r_{xy} = \frac{9415}{\sqrt{14904}}$$

$$r_{xy} = \frac{9415}{14904}$$

$$r_{xy} = 0,632\%$$

Df=N-2, df=30-2=28, and $\alpha=0.05$, the critical value of person product moment correlation r(table) is 0.374.

CONCLUSION

Based on the discussion and analysis of the data the writer put the following conclusion and suggestion. The aim of this research was to describe the correlation between student self-confidence and the student speaking skills in English subjects. The result showed that there was a significant correlation between students' self-

confidence and their speaking skills in English subjects. The correlation between students' self-confidence and their speaking skills in English subjects, in this research, was 0.632. It meant that the null hypothesis was rejected and the alternative hypothesis was accepted. There was a high relationship correlation between students' self-confidence and their speaking skills in English subject. It was concluded that there was a significant correlation between students' self-confidence and their speaking skills in English subjects. Based on the conclusion, it could be suggested that. English teachers should be more responsive in order to examine the student personalities in order to be controlled to train students who are less active in the classroom. Related to the material of the lessons, the teacher has to master the material well before teaching, and then the English teacher has to be more creative in the teaching and learning process. Last but not least, the students can improve their speaking skills in English by daring them to ask questions and learn to memorize/master vocabulary in order to improve how they read English sentences. And the writer suggests that students can improve their speaking skills by watching English films. Because some students think that watching English films has a more direct effect on listening skills than speaking skills

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