

THE CORRELATION BETWEEN SELF CONFIDENCE AND STUDENTS' SPEAKING PERFORMANCE AT SMP NEGERI 1 TOMBARIRI

GRACHIA. A. SILALAH, PAULA HAMPP, SARAH KAMAGI

*Faculty of Languages and Arts
Universitas Negeri Manado*

Correspondence aauthor: paulahampp@unima.ac.id

Received: 03 January 2024

Accepted: 06 February 2024

Published: 10 February 2024

Abstract: This study aims to evaluate whether there is a correlation between the level of self-confidence and students' speaking performance. The study was carried out at SMP Negeri 1 Tombariri, with research subjects totaling 28 students in the eighth grade. The data collection method used quantitative method, involving the use of self-confidence questionnaires and speaking tests, which are then analyzed through manual correlation analysis methods using the Pearson Product-Moment formula. Based on the results of the Pearson Product Moment Correlation Coefficient, the correlation between the level of self-confidence and student speaking performance (r_{xy}) is 0.832. These findings indicate that H1 is accepted while H0 is rejected, indicating a significant correlation between students' level of self-confidence and their speaking abilities at SMP Negeri 1 Tombariri, especially in English subjects. In conclusion, there is a significant correlation between students' level of self-confidence and their speaking performance. Suggestion of this research is teachers should have better sensitivity in recognizing students' personalities in order to manage them well when training students who are less active in the classroom. When carrying out the speaking learning process, teachers must ensure that the atmosphere remains relaxed and full of humor, and to give students more opportunities to practice speaking and participate in oral activities without feeling worried.

Keywords: *Correlation, Self-confidence, Speaking Performance, Teaching*

INTRODUCTION

Language has a crucial role in the intellectual, social, and emotional development of pupils. According to Liando et al., (2023); Lumentut & Lengkoan, (2021); Liando, (2010), Language is a communication tool used by humans to convey ideas, feelings, and information. Language serves not just as a topic but also as a tool for students to communicate their ideas, emotions, and feelings in everyday life, both in society and at school. Students are expected to have numerous talents after

studying the language, particularly speaking skills that will allow them to communicate appropriately and accurately. According to Rao (2019), language is a crucial communication tool in everyday life. Without communication, we will suffer (Samola, 2023).

English is a global language that acts as a communication tool that connects all nations and countries in the world (Andries & Lengkoan, 2023); (Liando et al., 2022). English has a significant role in various aspects of our lives. The use of this language is pervasive in almost all areas of human life, including education, business, social life, politics, entertainment and various other dimensions. Hampp (2019) states that teaching English should start from an early age for Indonesian students. In order to keep up with modernization, English must be taught as early as possible, because language is a matter of behavior, in this case in Indonesia. English teaching has identify the four skills, listening, speaking, reading, and writing.

Speaking is one of important skill to be mastered. Speaking is very important because by mastering speaking, students are able to make conversation, to give the ideas and to exchange the information with others. Chaney (1998:13) states that Speaking is the process of creating and sharing meaning through both verbal and nonverbal communication in a variety of situations. Self-confidence plays an important role in determining students' desire to communicate in speaking skills. This is because the level of self-confidence can provide encouragement, courage and motivation to students. According to Benabou & Tirole, (2002: 871), when learners have a high level of self-confidence, they tend to achieve optimal performance in their ability to speak fluently.

Students require a lot of self-confidence, especially in a classroom setting, to demonstrate their subject-matter expertise. Students who are confident in themselves will interact well with others, communicate effectively with their surroundings, and be more motivated to succeed academically, especially when it comes to subjects like English where proficiency in the English language is required. Speaking is one of the English skills that requires confidence. According to Rakhmat, (2005) on communication psychology book, people who lack self-confidence will avoid communication and prefer to remain silent. According to Myers, (1988:358), individuals who have self-confidence show confidence when speaking, convey words

calmly, and are able to communicate effectively and clearly using simple language. Therefore, it can be concluded that speaking performance is influenced by psychological factors, especially the level of self-confidence.

From the opinions, we can see that self-confidence has an important role in communication skills. the higher level of self-confidence, the ability to communicate will be good, in this case the ability to communicate orally or speak. From the explanation, the researcher would try to connect self-confidence and students' speaking performance with conducted research by raised the title "The Correlation Between Self Confidence and Students' Speaking Performance at SMP Negeri 1 Tombariri".

RESEARCH METHOD

This research used quantitative methods to identify the correlation between students' levels of self-confidence and students' speaking performance results. In accordance with the views of Creswell (2009), quantitative methods are approaches used to measure data involve methods based on statistics. As well, Hatch and Lazaraton (1991) stated that correlation research is used to assess the extent of the relationship between two variables; In this research, there are two variables with the first variable being student self-confidence which acts as the independent variable or variable X, and the second variable is speaking performance which is considered the dependent variable or variable Y.

Creswell (2012, p. 142) stated that, population refers to a group of individuals, both on a small and large scale, who have similar characteristics. In the context of this research, the population were students in class VIII of SMP Negeri 1 Tombariri, which is divided into four classes. Arikunto (2013) stated that, a sample refers to a small portion of the population that is represented in a study. In this research, the sampling technique used was purposive sampling technique. The researcher's decision to use a purposive sampling technique was based on the results of preliminary research and interviews at the school. Researchers believe that class VIII A can provide accurate and representative information for all students in the school regarding the relationship between self-confidence and speaking performance.

Therefore, the researcher chose class VIII A as the research sample, which consisted of 28 students with details of 14 males and 14 females.

Instruments in research act as tools for collecting data. In this research, the instruments used involved tests and questionnaires. To evaluate speaking performance, researchers used an oral test which was carried out using a systematic method and used a speaking guidance rubric. Meanwhile, to measure the level of self-confidence, researchers used a questionnaire consisting of written questions, The type of questionnaire applied is a closed questionnaire, which was adopted from the Coopersmith scale and consists of 25 questions about self-confidence. The scoring scheme includes categories: Strongly Agree (SS) = 1, Agree (S) = 2, Disagree (TS) = 3, Strongly Disagree (STS) = 4. After the data were obtained, the data will be analyzed by using Pearson Product Moment Formula and the result will be determined by using correlation coefficient provided by Arikunto (2013) which shown in the table bellow:

Table 1. Classification of Correlation coefficient level

r values	Interpretation
0.800-1.00	High
0.600-0.799	Quite high
0.400-0.599	Fairly low
0.200-0.399	Low
0.000-0.199	Very low (there is no correlation)

FINDINGS AND DISCUSSION

There were two kinds of research findings in this research: (1) the resulted of students self-confidence as the variable X and (2) the resulted of students speaking performance as variable Y. The resulted of both tests can be seen in the table bellow:

Table 2. Students' Self-Confidence and Speaking Score

N	X	Y
SP	58	80
LS	57	73
RMT	46	60
RG	45	40
HIT	46	46
PT	34	20
CGG	47	46
CB	63	93
DKL	47	73
IC	61	93
RJ	34	20
EIR	45	20
AL	45	20
GH	37	20
AKNS	48	40
TSD	47	46
LT	64	93
FD	47	20
CK	51	80
APK	48	20
RT	49	20
FS	46	40
KK	52	80
AOK	52	73
VM	49	46
LA	64	80
MP	60	93
SA	55	86
TOTAL	1397	1521

N = Research sample

X = Total score from questionnaire students' self-confidence

Y = Total score from students' speaking performance

Table 3. The Process of computing r_{xy}

No.	Name	X	Y	X^2	Y^2	XY
1.	SP	58	80	3364	6400	4640
2.	LS	57	73	3249	5329	4161
3.	RMT	46	60	2116	3600	2760
4.	RG	45	40	2025	1600	1800
5.	HIT	46	46	2116	2116	2116
6.	PT	34	20	1156	400	680
7.	CGG	47	46	2209	2116	2162
8.	CB	63	93	3969	8649	5859
9.	DKL	47	73	2209	5329	3431
10.	IC	61	93	3721	8649	5673
11.	RJ	34	20	1156	400	680
12.	EIR	45	20	2025	400	900
13.	AL	45	20	2025	400	900
14.	GH	37	20	1369	400	740
15.	AKNS	48	40	2304	1600	1920
16.	TSD	47	46	2209	2116	2162
17.	LT	64	93	4096	8649	5952
18.	FD	47	20	2209	400	940
19.	CK	51	80	2601	6400	4080
20.	APK	48	20	2304	400	960
21.	RT	49	20	2401	400	980
22.	FS	46	40	2116	1600	1840

23.	KK	52	80	2704	6400	4160
24.	AOK	52	73	2704	5329	3796
25.	VM	49	46	2401	2116	2254
26.	LA	64	80	4096	6400	5120
27.	MP	60	93	3600	8649	5580
28.	SA	55	86	3025	7396	4730
Σ	28	1397	1521	71479	103643	80976

Table 3 provides an explanation of the values for variable X (student self-confidence questionnaire scores), X^2 (Total square of student self-confidence), Y (Student speaking skill score), Y^2 (Total square of student speaking skill), and XY (Total product of students' level of self-confidence and speaking skills in English). The researcher computed the following data using the Pearson Product Moment Correlation method in order to explain the research findings:

Based on the data above, researcher get:

$$N : 28$$

$$\Sigma x : 1397$$

$$\Sigma y : 1521$$

$$\Sigma x^2 : 71479$$

$$\Sigma y^2 : 103643$$

$$\Sigma xy : 80976$$

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

$$r_{xy} = \frac{28(80976) - (1397)(1521)}{\sqrt{[(28 \cdot 71479 - (1397)^2)] [28 \cdot 103643 - (1521)^2]}}$$

$$r_{xy} = \frac{2267328 - 2124837}{\sqrt{[2001412 - 1951609] [2902004 - 2313441]}}$$

$$r_{xy} = \frac{142491}{\sqrt{[49803] [588563]}}$$

$$r_{xy} = \frac{142491}{\sqrt{29312203089}}$$

$$r_{xy} = \frac{142491}{171208}$$

$$r_{xy} = 0,832$$

Based on the Pearson Product Moment Correlation Coefficient, the correlation value between students' self-confidence and speaking performance, or r_{xy} , reached 0.832. These findings indicate that the research hypothesis (H1) is accepted, while the null hypothesis (H0) is rejected, indicating that there is a strong correlation between students' level of self-confidence and their speaking performance at SMP Negeri 1 Tombariri. This means that students' self-confidence had correlation with their performance in speaking. This result can be happened since self-confidence was the dominant factors at affected speaking performance. secondly, based on the results of observations made by the researcher during the research, the students had several problems when speaking English, for example when they wanted to introduce their name, when the researcher asked them, when the researcher asked them to answer question, even when the researcher asked them to repeat the sentence that the researcher had just said, they refuse to speak. After the researchers asked them why they were afraid to speak English, Their answer is because they are not confident, embarrassed if they make a mistake later. From this explanation it can be seen that self-confidence has a correlation with students' speaking performance. This is because if students continue to feel embarrassed to speak, they will not be able to assess their performance in speaking and their performance in speaking will be stuck at that level and do not develop. This can be seen from the data that was collected which show that the students' level of self-confidence is low and their speaking performance are also poor.

CONCLUSION

Based on analysis and discussion of the data the researcher put following conclude and suggestion. The aims of the study to find out whether there is any correlation between self-confidence and students' speaking performance or not. Based on the resulted of Pearson Product moment correlation, indicate that there was a correlation between self-confidence and speaking performance at SMP Negeri 1 Tombariri especially Eight Grade students with correlation coefficient $r_{xy}=0,832$. This means that there was high correlation between self-confidence and students speaking performance of the Eight Grade students at SMP Negeri 1 Tombariri. From these results, it can be concluded that self-confidence has a dominating influence on the speaking performance of eight grade students at SMP Negeri 1 Tombariri. When students' self-confidence levels are high, this also has a positive impact on their speaking performance. Based on the explanation the researcher suggest that English teachers should have better sensitivity in recognizing students' personalities in order to manage them well when training students who are less active in the classroom. When carrying out the speaking learning process, teachers must ensure that the atmosphere remains relaxed and full of humor, and to give students more opportunities to practice speaking and participate in oral activities without feeling worried.

REFERENCES

- Andries, F., & Lengkoan, F. (2023). The Importance of Students' Perception of Online Learning During Pandemic. *International Journal of Applied Business and International Management (IJABIM)*, 8(2), 142-152.
- Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Benabou, R., & Tirole, J. (2002). Self-Confidence and Personal Motivation. *Quarterly Journal*, 117(3), 871.
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication in Grades K-8*. Allyn and Bacon, Order Processing, PO Box 11071, Des Moines, IA 50336-1071.

- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. California: SAGE Publications, Inc.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative research (4th ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.
- E Hatch & Lazaraton, (1991), *The Research Manual: Design and Statistics for Applied Linguistics*, Boston, Massachusetts: A Division of wadsworth, Inc, p.23.
- Hampp, P. (2019). Use of Songs in Teaching Simple to be and Past Tense. *Teaching Journal of English Language and Literature Teaching*.
- Liando, N. V., Dallyono, R., Tatipang, D. P., & Lengkoan, F. (2023). Among English, Indonesian and local language: Translanguaging practices in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, 13(1).
- Liando, N. V. F., Tatipang, D. P., Tamboto, G., Poluan, M., & Manuas, M. (2022). Pictures as a Learning Media in Teaching Vocabulary. *Jurnal Ilmiah Universitas Batanghari Jambi*, 22(3), 1944-1949.
- Liando, N. V. (2010). Students' vs teachers' perspectives on best teacher characteristics in EFL classrooms. *TEFLIN Journal*.
- Lumentut, Y., & Lengkoan, F. (2021). The relationships of psycholinguistics in acquisition and language learning. *Journal of English Culture, Language, Literature and Education*, 9(1), 17-29.
- Myers, D. G. (1988). *Social Psychology*. New York: McGraw-Hill.
- Rakhmat, J. (2005). *Psikologi Komunikasi*. Bandung: Remaja Rosdakarya.
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6–18.
- Samola, N. F. (2023). The Implementation of Games in Vocabulary Learning at the English Education Department FBS UNIMA. *Journal of English, Culture, Language, Literature, and Education*, 11(1), 125-145.