

The Correlation Between Student's Self-Confidence In Their Speaking Skill

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Abstract : This research aims to find out the correlation between student's self-confident in their speaking skill. This research was conducted at SMP N 8 Satap Tondano. Descriptive quantitative survey was the method used in this research and the instrument to collect data by using a questionnaire. The questionnaire distributed to 20 students. The result of this research showed that, most of the students give positive response to the statements about their reading habits. It can be seen through the their responses in questionnaire. The researcher concluded that the students of class 7,8 and 9 at SMP N 8 Satap Tondano, English Education Department of Universitas Negeri Manado who were the samples in this study like to improving their speaking skill, feel happy, and are also excited when answer the questionnaire. It is expected that, this research can present information as reference material for the next researchers and English teachers in providing assistance, motivation to maintain good to improve teaching techniques, in order to increase and enhance their English speaking skills.

Keywords: *Self-Confidence, Improving English Speaking, Problem of Speaking, English Speaking Skill.*

INTRODUCTION

Human existence cannot exist without language, as we all know, since it serves as a means of communication for the exchange of thoughts and emotions. We can connect with a wide range of people thanks to language. Language facilitates communication, claim Liando & Lumettu (2017). Due to its role as a tool for

communication, language is an essential part of human life (Liando et al., 2022). Liando et al., 2022). It is employed to share experiences, thoughts, and feelings with other people (Lumentut & Lengkoan, 2021). Without language, people would find it difficult to interact, communicate, show sympathy, and make sense of important events. While English is a foreign language that Indonesians have acquired, several regional languages are utilized as a form of communication within their own regions in Indonesia. The primary language spoken by the Indonesian people is Indonesian.

A person who exudes self-confidence feels capable of accomplishing a wide range of life goals because he believes in all of his strengths. Speaking is the process of communicating ideas and feelings through spoken language, making sounds or uttering words, and using words to voice one's opinions. Everyone is undoubtedly capable of something, but not everyone is able to recognize this or even feels confidence in their skills. A more self-assured person is one who feels good about his talents and exhibits high levels of courage, social graces, responsibility, and self-worth.

Being confident is being able to persuade ourselves of our own skills or to form favorable opinions of both ourselves and the world around us. Confidence is a highly valuable quality in life. Students' ability to speak English better also depends in large part on their level of confidence. because it helps lessen anxiety, particularly when speaking English with someone. Every student can learn to reach their full potential, particularly in terms of honing their English speaking abilities, by having self-confidence.

The ability of a student to feel confident in their ability to effectively do various tasks both inside and outside of the classroom for the sake of learning is known as self-confidence. The researcher's definition of the impact of self-confidence on the learning process, however, refers to how different students' learning is depending on their level of confidence.

For a student to take chances and participate in learning activities, they must possess self-confidence. Students who possess self-confidence create goals for themselves and work hard to attain them without concern for the results. The belief or confidence a student has in their ability to do a task successfully is known as self-confidence.

In this study, the researcher defined "encouraging students to learn" as pushing students to engage in the activities by simplifying them, giving them hope that they can speak if they think they can, helping them reach their objectives, expressing empathy for their struggles while they were engaged in the activities, and congratulating them when they succeeded in learning the language, particularly in speaking. In speaking English classes, students with high levels of confidence in themselves could find it challenging to improve their speaking skills.

RESEARCH METHOD

This study employed a descriptive quantitative survey methodology and a questionnaire to gather data in order to determine the relationship between students' self-confidence in their speaking abilities and other factors. Additionally, surveys can assist researchers in gathering a large quantity of data quickly and affordably. Therefore, surveys are a very effective way for educators and researchers to find out more about the backgrounds, lifestyles, and interests of their students. There are two categories of surveys: longitudinal and cross-sectional. Cross-sectional surveys gather information at one specific moment from a predefined group or populations. According to Frankael, Wallen, and Hyun (2012), longitudinal surveys, on the other hand, collect data at multiple points in time in order to assess changes over an extended period of time. In this study, a cross-sectional survey was employed. Since there has only been one data gathering attempt, this design was selected.

FINDINGS AND DISCUSSION

The research was conducted at SMP Negeri 8 Satap Tondano. As explained in the previous chapter, to find out the correlation between students self-confidence in their speaking skill. this study used descriptive quantitative survey research with a questionnaire as the instrument. Researcher collecting the data by using a questionnaire through Google form with several alternative answers and Likert Scale was used.

Validity and Reliability

As previously described, the instrument needs to be measured in order to perform validity and reliability tests with the Microsoft Excel application. Twenty respondents who were not sample respondents or research respondents but shared the same characteristics as the research respondents took the instrument test in this study.

Validity

The validity of the instrument can be displayed in the table below with valid results. The calculation of the instruments' validity test is also shown in the appendix table.

Validity test result

Statement 1	r-count	r-table	result
1	0.759	0,422	Valid
2	0.706	0,422	Valid
3	0.767	0,422	Valid
4	0.588	0,422	Valid
5	0.811	0,422	Valid
6	0.759	0,422	Valid
7	0.712	0,422	Valid
8	0.561	0,422	Valid
9	0.720	0,422	Valid
10	0.767	0,422	Valid

Based on the test validity results, it can be determined that all items were declared valid. As each item shows that, $r_{count} > r_{table}$ product moment.

Reliability

The following criteria were used to determine whether or not the instrument was reliable:

Cronbachs' Alpha Criteria

Cronbachs' Alpha Score	Level of Reliability
0.0 - 0.20	Less Reliable
>0.20 – 0.40	Rather Reliable
>0.40 – 0.60	Quite Reliable
>0.60 – 0.80	Reliable
>0.80 – 1.00	Very Reliable

The instrument reliability result are shown in the table below.

Reability test Result

Reliability Test Result		
Alpha Value	Cronbach Alpha Score	Level of Rebility
0.894	>0.80 - 1.00	Very Reliable

Based on the table above, the Alpha Value greater than Cronbach Alpha Score. It can be concluded that the instruments were very reliable.

The computation of instruments' reliability is shown in the appendix table.

Data Presentation

In this presentation of the data, the researcher showed the research findings on students' self-confident in their speaking skill . The researcher used Likert scale 5

points, such as SA= Strongly Agree, A= Agree, R=Rare, D= Disagree, and SD= Strongly Disagree.

The findings are as follows:

Response to Questionnaire in Number

STATEMENTS	SA	A	R	D	SD	Total
I believe in myself (Aku percaya pada diriku sendiri).	7	17	1	0	0	25
I will improve if I continue to study (Aku akan berkembang jika aku terus belajar).	7	15	3	0	0	25
It does not matter to make mistakes when trying a new language (tidak apa-apa jika membuat kesalahan ketika mencoba Bahasa yang baru).	5	19	1	0	0	25
I do my best, whatever the situation (aku melakukan yang terbaik, apapun situasinya).	1	17	7	0	0	25
I keep trying to learn, even if I am nervous (Aku terus berusaha untuk belajar, bahkan jika aku gugup).	2	8	13	0	2	25
I have the ability to learn English (Aku punya kemampuan untuk belajar Bahasa Inggris).	2	8	12	0	3	25
I like to study with my group members in class (Saya senang belajar dengan anggota kelompok saya di kelas).	6	10	7	0	2	25
I am a good language learner (Saya seorang pembelajar Bahasa yang baik).	6	18	1	0	0	25
If I do my best, I will achieve my learning goals (Jika saya melakukan yang terbaik, saya akan mendapatkan tujuan belajar saya).	7	17	0	0	1	25
I ask the teacher for help when needed (Saya meminta bantuan guru ketika diperlukan).	4	11	9	0	1	25

The following table are the percentage formula score for each item that was counted:

No	Statements	Percentages	
		A	D
1.	I believe in myself (Aku percaya pada diriku sendiri).	96%	4%
2.	I will improve if I continue to study (Aku akan berkembang jika aku terus belajar).	88%	12%
3.	It does not matter to make mistakes when trying a new language (tidak apa-apa jika membuat kesalahan ketika mencoba Bahasa yang baru).	72%	28%

4.	I do my best, whatever the situation (aku melakukan yang terbaik, apapun situasinya).	96%	4%
5.	I keep trying to learn, even if I am nervous (Aku terus berusaha untuk belajar, bahkan jika aku gugup).	40%	60%
6.	I have the ability to learn English (Aku punya kemampuan untuk belajar Bahasa Inggris).	40%	60%
7.	I like to study with my group members in class (Saya senang belajar dengan anggota kelompok saya di kelas).	64%	36%
8.	I am a good language learner (Saya seorang pembelajar Bahasa yang baik).	96%	4%
9.	If I do my best, I will achieve my learning goals (Jika saya melakukan yang terbaik, saya akan mendapatkan tujuan belajar saya).	96%	4%
10.	I ask the teacher for help when needed (Saya meminta bantuan guru ketika diperlukan).	60%	40%

Discussion

This section presents the results of the research that has been done. This research focuses on the correlation between student self-confidence in their speaking skill at SMP N 8 Satap Tondano. on 20 students. The discussion of this study relates to students' self-confidence. Researcher find the results after conducting research by collecting data through the Google form.

This study revealed that almost all of the students of class 7,8 and 9 to improving their speaking skill, were happy, and also excited when reading with a percentage of 96% was responded to by most of the sample. This research shows that students self-confidence not only for assignments or only during exams. Since the majority of them experience fear when speaking in English. However, they experienced anxiety and worry when their lecturers requested them to read in front of the class. Despite the fact that they can read, speak, and comprehend English words. Additionally, it is evident that the students have a high degree of confidence in themselves—roughly 68% of them, or 13 out of 20—prefer to read books in English.

Conclusion

According to the research, students who possess confidence are more likely to perform well in speaking classes because it enables them to present their points with strength and authority. Additionally, students who take English classes will also become more confident, which will strengthen their relationship with speaking. All of the participants felt that having confidence is essential to being a good speaker, and that those who do so, particularly in English classes or debate, are seen as masters of the arena, adept at debating because they know how to control their own confidence. Even with very low confidence, half of them had previously had poor confidence. However, they carried out the task because they constantly remembered the adage "practice makes perfect." In this study, there are eight individuals. While four pupils exhibit conventional self-confidence, the remaining four exhibit remarkable self-confidence. Participants with average self-confidence are essentially timid individuals who become trapped when their opponents glance at them. They mistrust their ability to communicate because they think there's something wrong with that look. Additionally, their confidence is erratic. It is contingent upon the arguments they constructed. If the argument is compelling, the confidence will support it; conversely, if the argument is unconvincing, the confidence will support it less. Those who naturally exude confidence are the participants who exhibit high levels of self-assurance. What other individuals may believe doesn't concern them. They think they can accomplish it with their own strength. Neither the strong nor the weak arguments disprove them. They just have to give it their all.

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