

# THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND SPEAKING ABILITY AT TENTH GRADE STUDENTS OF SMAN 5 KABUPATEN TANGERANG IN ACADEMIC YEAR 2018/2019

Iin Seftiani<sup>1</sup>, Agus Mulyana<sup>2</sup>, Tenia Ramalia<sup>3</sup>

<sup>1</sup>English Language Education, FKIP, Universitas Islam Syekh - Yusuf  
email: iinseftiani25@gmail.com

<sup>2</sup>English Language Education, FKIP, Universitas Islam Syekh - Yusuf  
email: amulya@unis.ac.id

<sup>3</sup>English Language Education, FKIP, Universitas Islam Syekh - Yusuf  
email: tramalia@unis.ac.id

## **Abstract**

This research was conducted at SMAN 5 Kabupaten Tangerang. The aim of this research to whether there was the correlation between students' self-confidence and speaking ability. The population of this research was the tenth grade students at SMAN 5 Kabupaten Tangerang. The samples are 40 students of X Social 2. This research used correlational research. The researcher used Questionnaire and speaking test to collect data. Based on test hypotheses, it has been found that the correlation coefficient between students' self-confidence and speaking ability is 0,460. It shows that the variable has correlation from 40 students which their speaking ability is influenced by their self-confidence. The result of hypotheses is alternative hypotheses (Ha) is accepted and the null hypotheses (Ho) is rejected. In addition, the research was seen if the students' self-confidence and speaking ability have a significant positive correlation between students' self-confidence and speaking ability at tenth grade of SMAN 5 Kabupaten Tangerang in Academic Year 2018/2019.

**Keywords:** *Self-confidence, SMAN 5 Kabupaten Tangerang, speaking ability,*

## **Abstrak**

*Penelitian ini dilakukan di SMAN 5 Kabupaten Tangerang. Tujuan penelitian ini adalah untuk mengetahui apakah ada hubungan antara kepercayaan diri dan kemampuan berbicara siswa. Populasi dalam penelitian ini adalah siswa kelas X di SMAN 5 Kabupaten Tangerang. Sampelnya terdiri dari 40 siswa X IPS 2. Penelitian ini menggunakan penelitian korelasional. Peneliti menggunakan Kuesioner dan tes berbicara untuk mengumpulkan data. Berdasarkan uji hipotesis, telah ditemukan bahwa koefisien korelasi antara kepercayaan diri siswa dan kemampuan berbicara adalah 0,460. Ini menunjukkan bahwa variabel tersebut memiliki hubungan dari 40 siswa yang kemampuan berbicaranya dipengaruhi oleh kepercayaan diri mereka. Hasilnya adalah hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Selain itu, penelitian ini dilihat apakah kepercayaan diri siswa dan kemampuan berbicara memiliki hubungan positif yang signifikan antara kepercayaan diri dan kemampuan berbicara siswa di kelas sepuluh SMAN 5 Kabupaten Tangerang pada Tahun Akademik 2018/2019.*

**Kata Kunci:** *kemampuan bicara, kepercayaan diri, SMAN 5 Kabupaten Tangerang*

## **1. Introduction**

Speaking is a second skill that has an important role in communication. In addition, speaking is a part of everyday life that everyone should develop in a subtle and detailed language (Gan, 2013).

By speaking, students can convey information, ideas, and maintain social relationships with others. However, it happens in English lessons in Indonesia where teachers always give the students theory and seldom practice as well as

speaking English. Therefore, many students can not apply English in speaking daily activities.

Based on the researcher's experience during *Program Pengalaman Lapangan (PPL)* on 11 January to 1 March 2018 at SMAN 5 Kabupaten Tangerang, there were some difficulties faced by tenth grade students in speaking ability. The researcher found that most of the students have some difficulties in developing ideas when they spoke English. When the students are asked to speak in English, most of them are difficult to find what they want to speak. The students seemed lack of vocabulary, pronunciation and felt shy when the teacher asked them to speak English in front of the class. The other problem faced by students is that most of them argue that speaking is the most difficult skill to learn English and many students cannot use English verbally, this is because they have no confidence in expressing their opinions. The researcher found that most of the students have some difficulties in developing self-confidence. Self-confidence is very important in the learning process, especially in learning to speak English as a foreign language. According to Oney & Oksuzoglu-guven (2015), "Self-confidence is a defining characteristic capable of influencing individual's behaviour". Students are expected to be more courageous to give opinions and speak in front of many people with confidence and students should feel comfortable and confident in practicing their English.

Based on the statements above, the researcher is interested in conducting this research in order to determine the correlation between students' self-confidence and speaking ability. The main reason for chose this topic is to know what

the correlation between self-confidence and speaking ability. Therefore, the researcher would like to conduct the research under the title "*The Correlation between Students' Self-Confidence and Speaking Ability at Tenth Grade Students of SMAN 5 KabupatenTangerang in Academic Year 2018/2019*".

### **Speaking Ability**

According to Nunan (2003), speaking is an oral skill that can produce a systematic direct speech to convey a meaning. As social man, people always interact and communicate with each other. According to Richards, Yule, and Bora in Ounis (2017) definition of Speaking is the aspect of language interaction that is used to encourage social relationships, promote emotional intelligence, and fulfill an important purpose in conveying ideas or opinions to others. In general, speaking is a productive skill which means the ability to use language in order to communicate effectively with others. While, According to Celce-Murica in (Derakhshan, Khalili, & Beheshti, 2016)states "speaking is a complex skill, which should be taught everywhere, and it is a skill that learners learn better in group". The ability to speak is learned by learners in the school, the teacher must create the condition of the students in learning to speak especially for the speaking class. Therefore, Speaking is the process of building and sharing meaning thought in verbal and symbol of varieties in context. Speaking ability can be expressed as the ability to use language accurately to express the meaning of getting information from others in any situation.

### **Self – confidence**

According to Suratno & Hutabarat (2018), Self-confidence is the need for one's self esteem to gain self-satisfaction

in the ability and appearance to become more competent, productive in all aspects of life. However, people who have self-confidence are willing to admit their mistake it's because they know that recognition will not influence their value and their ability in front of public (Notwendig, 2010:12). In addition, McIntyre in Gürler (2015) suggested that self-confidence is very influential on students in communicating, especially in speaking English. In other words, self-confidence is a key characteristic to start any action especially for speaking.

Therefore, self-confidence is ability to develop the abilities, the potential, and talent to be used correctly. Self-confidence is a very valuable attribute in a person in a social life, without confidence will cause many problems in a person.

## **2. Research Methodology**

The research was conducted at SMAN 5 Kabupaten Tangerang. The school is located on JL. Selembaran Kecamatan Kosambi Kabupaten Tangerang-Banten. The researcher chose this school because there were some problems in students' speaking. The research took from January to July 2018. The method of this research used correlational research. To collect the data of the research, technique of questionnaires and speaking test are applied. The researcher gave the questionnaire of the students' self-confidence in speaking. Moreover, the researcher was given a speaking test used Picture-Cued Tasks of speaking, and get the result of it. After collecting the data from Questionnaire and Speaking test, the researcher was sum and found the result. Finally, the researcher was found out whether there is a correlation between them or not.

The population of this research was the tenth grade students at SMAN 5 Kabupaten Tangerang. According to (Sugiyono, 2017, p. 117) "population is a generalization region consisting of objects or subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions". There are twelve classes which divided into two majors; science and social. Science class has five classes and Social class has seven classes. Each class consists of 36-40 students.

In this research, the researcher was took only one class as the sample of the research using Purposive sampling technique Based on the researcher's knowledge and teacher's recommendation, the researcher was choose X Social 2 class which consists of 40 students as the sample of the research. According to (Sugiyono, 2017, p. 118) "sample is part of the number and characteristics possessed by that population".

Furthermore, in this research was tested the data of analysis assumption includes testing of data normality and data linearity. According to Ghazali (2016: 154) suggests that "the normality test aims to find out whether each variable is normally distributed or not". In this research, the researcher used the Kolmogorov-Smirnov (K-S) method. Whereas, according to (Priyatno, 2014), Test of linearity is used to determine the linearity of data, namely whether two variables have a linear relationship or not. This test used as a prerequisite in Pearson correlation analysis or linear regression. In addition, the researcher used Simple Linear Regression to analyze the linear relationship between the independent variable and the dependent variable.

Regression Equation:

$$\hat{Y} = a + bX \quad (1)$$

### 3. Research Findings and Discussion

The researcher showed the result of the analysis in this research used SPSS 24 version. The result of the analyzing data can be seen in table 1.

**Table 1. Descriptive Statistic of Speaking Score**

	N	Min	Max	Mean	Std. Deviation
Speaking	40	17	24	20.75	1.691
Valid N (list wise)	40				

Based on the result of students' speaking ability research (Y) it was found that the lowest score owned by respondents was 17 and the highest score was 24. Based on calculator, it was obtained the number of sample was 40 mean 20, 75 and standard deviation 1,691.

**Table 2. Data Description of Self Confidence**

	N	Min	Max	Mean	Std. Deviation
Self-confidence	40	148	180	170.42	6.831
Valid N (list wise)	40				

Based on the result of students' self-confidence research (X) it was found that the lowest score owned by respondents was 148 and the highest score were 180. Based on calculator, it was obtained that the sample of class was 40; mean 170, 42 and standard deviation was 6,831.

#### a. The Test of the Analysis Assumptions

##### 1) Test of Normality

In this test, the researcher used the Kolmogorov-Smirnov test by using SPSS version 24.0 to find out the normality of the data in students' self-confidence and speaking ability. Based on the data

collected as indicated on the description of the data, before testing and analyzing the data, it must first quality for normality the test. Normality test is done to find out whether each variable is normally distributed or not. If the significant value  $> 0.05$  then  $H_0$  is accepted and  $H_a$  is rejected, otherwise if the significant value is  $< 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. The complete result of the normality test can be seen in a table 3.

**Table 3. The Result of Normality Test**

One-sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		40
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	1.50125395
Most Extreme Differences	Absolute	.101
	Positive	.101
	Negative	-.078
Test Statistic		.101
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>
a. Test distribution is normal b. Calculated from data c. Lilliefors Significance Correction d. This is a lower bound of the true significance		

Based on table 3, it can be seen that the number of samples included in this research is 40 students. Kolmogorov – Smirnov test statistic value is 0.101 and significant value (Asymp. 2-tailed Sig) is 0.200  $> 0.05$ , it means that residual data is normally distributed or  $H_0$  is accepted.

##### 2) Test of Linearity

The result of linearity test can be seen in table 4. Based on the table, it can be seen the deviation from linearity is 0,108  $> 0, 05$ . It can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, so there is linearity between self-confidence and speaking ability.

**Table 4. Test of Linearity Variable X and Y**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Speaking Self-confidence	Between Groups	(combined)	70.583	16	4.411	2.480	.023
		Linearity	23.603	1	23.603	13.268	.001
		Deviation from Linearity	46.980	15	3.132	1.761	.108
	Within groups		40.917	23	1.779		
			111.500	39			

**b. Data Analysis**

**Table 5. Test Simple of Linearity Regression**

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.460 <sup>a</sup>	.212	.191	1.521	2.079

a. Predictors (Constant), Self-Confidence  
 b. Dependent Variable: Speaking

Based on table 5, it can be seen R Square the value of correlation (R) is 0.212 with percentages of the influence of self-confidence toward speaking ability which called determinant coefficient is 21%. It means the influence of self-confidence toward speaking ability is 21% while the residual is influenced by other variables.

To find out the result of correlation test between self-confidence and speaking ability, it can be seen in table 6.

**Table 6. The Result of Test Determine t<sub>count</sub>**

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	sig.
1 (constant)					
Self-Confidence	1.341	6.081	.220	.827	
	.114	0.36	.460	3.194	.003

a. Dependent Variable: Speaking

The values in the output are then entered into the regression equation as follows:

$$Y = 1,341 + 0,114 X$$

- a. The constant value (a) is 1,341; it means if the confidence value is 0, so confidence value is 1.341.
- b. The value of the regression coefficient variable Speaking ability (b) is 0.114; it means that every increase in confidence is 1 unit, it will improve speaking by 0.114 units assuming other variables are fixed in value.

Based on test hypotheses above, it has been found that the correlation coefficient between students' self-confidence and speaking ability is 0,460. It

shows that the variable has correlation from 40 students which their speaking ability is influenced by their self-confidence and 21% while the residual is influenced by other variables. The result of hypotheses is alternative hypotheses (Ha) is accepted and the null hypotheses (Ho) is rejected.

Therefore, it can be concluded that there are several reasons why many students prefer to be quiet when learning to speak in class. The most important reason is the lack of confidence, shame, fear of making mistakes, and lack of motivation. In addition, students claim that they need more support and motivation from their teachers from oral expressions to feel more comfortable and confident. Therefore, that high level of confidence is important to improve their speaking skills.

Based on the explanation above, the researcher assumes that speaking ability is more effective with self-confidence because to actually get somewhere in life, you need to quantify confidence. It needs to define the task for which the learners need to be confident so that they can execute it successfully. It means that the students who have high self-confidence will have good speaking in English.

**4. Conclusion**

The research was seen if the students' self-confidence and speaking ability have a positive correlation, and the relationship was shown by the correlation coefficient R = 0, 460 and comprehension at the significance level of 0.05. Based on the formulation of the problem, the research objectives, the hypotheses testing and the analysis result, it can be concluded that there was a significant positive correlation between students' self-confidence and speaking ability.

This conclusion reveals that the better students' self-confidence, the better

speaking ability will be. On the other words, the lower students' self-confidence and the lower speaking ability will be. It means that the students' self-confidence

influences their speaking ability. If the students' self-confidence is low, their speaking ability is lower too.

## 5. References

- Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL Learner 's Speaking Ability , Accuracy and Fluency, *6*(2), 177–186. <https://doi.org/10.5539/ells.v6n2p177>
- Gan, Z. (2013). Understanding English speaking difficulties : an investigation of two Chinese populations. *Journal of Multilingual and Multicultural Development*, *34*(3), 231–248. <https://doi.org/10.1080/01434632.2013.768622>
- Ghozali, Imam. (2016). *Aplikasi Analisis Multivariate dengan Program SPSS*. Cetakan VIII. Semarang: Badan Penerbit Universitas Diponegoro.
- Gürler, İ. (2015). Correlation between Self- confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students, *1*(2), 14–19.
- Notwendig, K. R. (2010). *Personal Confidence & Motivation*.
- Nunan, D. (2003). *Practical English Language Teaching*. (D. Nunan, Ed.) (first Edit). New York: McGraw-Hill.
- Oney, E., & Oksuzoglu-guven, G. (2015). Confidence: A Critical Review of the Literature and An Alternative Perspective for General and Specific Self-Confidence 1. *Psychological Reports: Mental & Physical Health*, *116*(1), 149–163. <https://doi.org/10.2466/07.PRO.116k14w0>
- Priyatno, D. (2014). *SPSS 22: Pengolah Data Terpraktis*. Yogyakarta: C. V Andi Offset.
- Siregar, S. (2013). *Metode Penelitian Kuantitatif* (First edit). Jakarta: Kencana.
- Sugiyono. (2017). *Metode Penelitian Pendidikan "Pendekatan Kuantitatif, Kualitatif, dan R&D"*. Bandung: Alfabeta.
- Suratno, & Hutabarat, Z. S. (2018). The Influence of Social Support, Self Confidence, and Motivation to Economic Learning Results Class XI SMK Negeri 2 JambiCity,21. <https://doi.org/https://doi.org/10.1051/shsconf/20184200021>