
The Correlation Between Self Confidence and Speaking Ability of The Fourth Semester Students of Indo Global Mandiri University

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Abstract: *Speaking is the ability to communicate in everyday life. Being fluent in speaking a specific language becomes a goal in learning the language. In speaking, self-confidence generally appears to be one of the vital variants that may promote either failure or success in language learning. Hence, the purpose of this study was to investigate the correlation between student confidence and speaking ability. This research method was quantitative, and correlation was the design of this study. The research sample was the fourth semester students of Indo Global Mandiri University, which consisted of 37 students. Purposive sampling technique was applied to select the sample and used two types of instruments to collect data from two variables. The data were obtained through giving questionnaires and speaking test to student. In analyzing the data, the researcher correlated the results of the questionnaire and the speaking test results using Pearson Product Moment Correlation. The result of the r count after the data was calculated is 0.694. This value showed that self-confidence and speaking ability have a positive correlation. It was shown by Pearson correlation that the result of the r count is between 0.40 and 0.70. Thus, the students' self-confidence and speaking ability had significant correlation between the two variables. It suggested that the students needed to maintain their confidence while also improving their speaking ability so that they could speak with fluency and accuracy.*

INTRODUCTION

In the current age of globalization, communication with people all over the world may be accomplished in a short amount of time. Obviously, a language of instruction is required in order to readily access and converse with people from all over the world. Almost everyone in the world utilizes English as a teaching language. As a result, English has evolved into an international language that is utilized to suit the needs of worldwide communication. Mar'at (2009, p.235) states English for most Indonesians is the language foreign or can be said to be the second language of a child, so interference easily occurs because it often uses the structure of the first language in the second language. Students' confidence in language learning is one of the most significant factors

which drive or inspire them to reach their goals. Confidence strategies may help students develop positive expectations and attitudes for successful achievement in language learning. Many factors contribute to self-confidence, including insecurity, fears of making mistakes, and concerns that the opponent will not understand what you are saying. Brown (2000, p.90) claims that self-confidence is one of the most influential variables influencing learning. It is one of the central drives in humans and can have a significant impact on a person's life. In other words, a person with high self-confidence has a realistic view of themselves and their abilities which drives them to persevere in their efforts. In this case, a positive attitude on the part of the teacher is essential to aid students in receiving the knowledge. Basic skills and teacher creativity are needed to motivate and help students to easily absorb the material being taught so that students are confident and in the end, they are skilled in English.

Ewert and Lidster (2011) states that the four skills that we need to learn are reading, writing, listening, speaking, and the components of those, such as grammar, pronunciation, vocabulary, and others. Another researcher, Syahril (2020, p.24) defines that there are four skills that students who are learning English as a second language (ESL) should master. Speaking is one of important English skills that should be mastered by students besides reading, writing and listening. The functions of speaking skill are to express an idea, someone's feeling, thought, and it express spontaneously and orally. Students can deliver ideas and maintain social relationships by communicating with others if they have good speaking skill. Some students believe that mastering the fundamentals of a language is the result of effective English study. They also share information with others through class communication and presentations with peers.

Speaking is defined as one of the productive skills that could be a determining factor in someone's success in learning English. Speaking is also one of the most difficult skills for most English language learners. In speaking English, beginners may make many mistakes. These mistakes might help them improve their English skills, such as vocabulary and grammar. They also learn about intonation in speaking as one of the important aspects of speaking skills while practicing. It is to mention that from the communicative point of view, speaking has manifold aspects, comprising two main classes, namely; accuracy and fluency. Accuracy entails the right use of grammar rules, vocabulary, and pronunciation; and fluency, which is the ability to keep going when speaking spontaneously. (Gower et al., 1995).

According to Watkins (2005), the most challenging aspects of teaching English in speaking are fluency and accuracy. Even after completing their studies and gaining extensive knowledge of grammar and vocabulary, many students struggle to achieve a level of fluency. In language teaching, learners need a balance in developing fluency and accuracy. Even if students are fluent in grammar and have a large vocabulary, speaking will still be challenging for them, which will affect their fluency and accuracy. However, speaking in a language that is not their mother tongue is not easy, especially if students do not have confidence. When students do not want to talk about the language they are talking about, it can be a problem for them or make them fail in their proficiency. Al Hosni (2014, p. 6) states that students think making mistakes in speaking in front of their classmates is very embarrassing, which results in students preferring not to talk to avoid such situations.

Christopher (2006, p.42) establishes that there are so many obstacles in increasing the ability to speak as a practical result, such as psychological, physiological, physical, systematic, and attitude. Lack of confidence is included in psychological obstacles and mindsets that make it difficult for students to speak fluently in foreign language and even in their mother tongue. Gürler (2015, p.25) suggests that self-confidence significantly contributes to students' willingness to

communicate in a foreign language. Speaking requires a high level of confidence, which means being sure to do something and not being shy and aggressive in social situations. Confidence is one of the keys to break down some major communication barriers.

However, especially in Indonesia, someone who can speak English looks amazing in front of a large crowd. For example, students who can speak English while learning English will receive more attention from their friends. The students will gain confidence when other students give compliments and make other students inspired because they can speak English fluently. Fatimah (2019) states in another study that speaking is a tool for communication and conveying information or messages. Some aspects of speaking are critical, such as pronunciation, vocabulary, and grammar. It implies that we should pay attention to the rules of speech between the speaker and the listener to avoid miscommunication.

Brown (2001, p.270) states that there are some features that make speaking a difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction. Besides the students' lack of vocabulary, their lack of confidence to speak and their judgment of English as a difficult subject make speaking as the difficult language skill. Speaking English is a productive skill that requires a lot of activities during the learning process. Speaking skills that they learn can build self-confidence. Students should also take risks as they learn how to speak English. They will gain confidence as a result of their bravery. When they are confident, they will speak more fluently.

Students' lack of self-confidence is another internal barrier to second language learning. Fitria (2015, p.3) defines that five main senses become weaknesses and constraints in a relevant way that often arise when dealing with English is laziness, shame, fear, feeling boredom, and lack of confidence in students. According to Lauster's theory (2003 in Wahyuni, 2014, p.54), "the characteristics of a confident person, namely: a) Believe in ability own, b) Acting independently in making decisions, c) Having a sense positive about yourself, d) Dare to express opinions."

Foreign language learners with high self-confidence are more likely to believe that they are skilled learners. On the other hand, when self-confidence is low, learners feel uncertain and insecure when speaking. This may be argued by Gregersen and Horwitz (2002) who assert that learners' confidence degree is strongly related to their fear of making mistakes, because learners always want to save their positive image or impression in the mind of their teachers and peers alike; this may cause them anxiety and thus, lower their confidence to take risk talking. Self-confidence is something in our minds. It is our psychology that every human being has. However, even though every human has it, some of them are unable to feel it or bring it up on their own.

Some people will appear silent, afraid to share ideas or speak in public and feel uncomfortable expressing themselves. Molberg (2010) assumes that self- confidence particularly influences learners' oral performance since the output produced affects their communicative competence. The apprehension of speaking is strongly related to low levels of confidence and resulted in lower performance. The above problems happen because they do not have enough trait confidence or they cannot achieve self-confidence on their own and this problem is also happened in one of the study programs in Indo Global Mandiri University namely English Education.

After classifying the students' responses from the interview that the researcher had done, the response showed that the students were highly anxious about their speaking class, they expressed weaknesses in their beliefs about their oral capacities. Therefore, students need more oral practice in speaking class. Certain individuals appeared to have been influenced by affective factors, such as lack of self-confidence, shyness, anxiety and nervousness, interest or the lack of interest afraid of losing face and motivation which affect their learning process.

English education is one of the study programs at University of Indo Global Mandiri Palembang that prepares students to become good instructors in the future. There are four most important courses in this study program, namely (reading, writing, listening, and speaking). Speaking English as a foreign language necessitates the mastery of four abilities. One of them is the ability to communicate. As stated above, speaking is the ability to communicate in everyday life. Even though they have taken speaking classes for four semesters, most English students often have difficulties speaking English. Many students' speaking skills are not up to standard, such as lack of practice, especially in their confidence in speaking English. To have good English speaking skills, the students are expected to be able to build, develop and show their confidence using English in any situation. Besides that, through confidence, the students learn to use English as a daily communication tool.

This study was undertaken by the researcher because it is important for the students to get more interaction and practice their English speaking in order to master their English speaking skills well. The researcher believed that self-confidence influences students' speaking performance and plays an important role for students to perform well when speaking English as well as reducing students' discomfort and anxiety. Therefore, the main objective of this research was to find out whether there is or not a correlation between self-confidence and speaking ability of the fourth semester students of Indo Global Mandiri University.

RESEARCH METHODOLOGY

In this research, the researcher used a design which was called correlational research. It is a kind of correlational research design that focuses on knowing the correlation between students' self-confidence as the independent variable and speaking ability as the dependent variable which uses the quantitative method. The population of this research was students at the Fourth Semester of English Education Study Program of Indo Global Mandiri University. In this research, the researcher used purposive sampling, where one class was taken as a sample which consisted of 37 students.

FINDINGS AND DISCUSSIONS

This research is about the correlation between self-confidence and the students' speaking skill and describes the condition of the students' speaking ability at the fourth semester of English department of Indo Global Mandiri University. To find out both answers, the steps are as follows:

First, the researcher conducted a self-confidence test through a distributed questionnaire to know the confidence of students. The researcher asked students to fill out a Google form containing a self-confidence questionnaire, which was divided into three parts: general confidence test, classroom performance test, and speaking confidence test. To find out how much the student's speaking score, the researcher required the students to collect their speaking assignment in Speaking III based on the lecturer's lesson plan. They had to record and upload it on Google Drive followed by sending a link to the researcher. After collecting students' speaking performance that have been accumulated online through videos, two raters participated in the assessment. Based on the results, in general the speaking skill of the students at the fourth semester of English department of Indo Global Mandiri University are fairly good. It can be seen that when they have been given the questions, they answer them correctly. Besides that, they also pronounced the word almost clearly, whereas they still needed many times to find the vocabulary and arrange it into the utterance. It was supported by the mean of their speaking skill score, which is 59.73, which according to the table of students' mastery measurement by Harmer (2001) is good. This scoring

rubric was chosen because it corresponds to the level of English taught in class. It indicates that they speak comfortably with a lot of pauses and hesitation, and also low in accuracy because there were frequent lapses in vocabulary use. Overall, the students' speaking performance in presenting the movie review was at a fairly good level.

Second, the researcher calculated and analyzed the data of documentation and questionnaire to find out whether there is a significant correlation or not between self-confidence and the students' speaking ability. In the calculation data result, the students that have high score in the questionnaire of self-confidence also have high score in the speaking score. Based on the analyzed data results, the students that had high confidence did well in speaking. Exactly, in the fluency aspect, they speak slowly with frequent pauses. Thus, while they may struggle with pronunciation, the student with high confidence generally has good speaking skills. In short, it showed that there is a significant correlation between self-confidence and the students' speaking skill at the fourth semester of English department of Indo Global Mandiri University.

Based on the data analysis, the following conclusion can be drawn in this study: First, the condition of confidence of the students in general; they have moderate confidence. The mean of the questionnaire results that matched in level of confidence position is 94.43, which in the position of nearly 99 approaches a high level of confidence. Second, the students understood what they were saying, but they could not speak fluently. It can be seen from the data result that the correlation coefficient was 0.694, proving that the value of "r" based on degrees of freedom calculation showed that $df = 35$ and $r \text{ table} = 0.325$. The results revealed that $r \text{ observed} 0.694$ was 5% higher than $r \text{ table} 0.325$. Since there was positive correlation between self-confidence and speaking results, it can be inferred that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It can be seen from the mean of the speaking skill score which is 59.73, the two raters used the oral English rating scale made by Harmer (2001) showed fairly good level. It means that the hypothesis is accepted and it can be concluded that there is a correlation between self-confidence (X) and the students' speaking skill (Y) at the fourth semester of English department of Indo Global Mandiri University in academic year 2021/2022.

The researcher makes the following recommendations based on the examination of the data and its findings: First, English teacher is a motivator, thus the teacher should support the students to increase their speaking skill. The teacher should not only give the students the material but also give them the opportunity to practice speaking English. For example, the teacher decides to use English or makes the English area as their place to talk in English. Second, there are two aspects to speaking skill: linguistic and non-linguistic. As a result, an English teacher should be concerned with both the linguistic and non-linguistic aspects of speaking, such as confidence. For example, the teacher gives tips to the students on how to increase their confidence or how to solve their problems when they talk, etc. Third, the teacher should also give motivation to the students to speak more and more in their daily activities to increase their speaking skill. It can be done by creating a situation that supports the students' ability to speak English. For instance, the teacher gives an award to the students that always speak in English, and gives punishment to the students that do not speak English. Therefore, the students feel that they are forced to speak in English. Because of that, the students will enjoy speaking English.

CONCLUSION

Based on the research findings and discussions, there was a correlation between self-confidence and speaking ability of the fourth semester students of Indo Global Mandiri University. The results revealed that $r \text{ observed} 0.694$ was 5% higher than $r \text{ table} 0.325$. Since there was

positive correlation between self-confidence and speaking results, it can be inferred that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. The researcher draws the following conclusion in light of the research results and discussions: First, the confidence of the fourth semester students of Indo Global Mandiri University was categorized as “low” in the English teaching and learning process. It indicates that some of the students in the fourth semester are not confident in their abilities and also have negative judgments about themselves. Second, students’ speaking ability of the fourth semester of Indo Global Mandiri University was categorized as fairly “good”, which indicates students of the fourth semester speak comfortably with a lot of pauses and hesitation, and also low in accuracy because there were frequent lapses in vocabulary use. Third, the correlation between students’ self-confidence and their speaking ability in the fourth semester was high (positive correlation). It means that there is a significant correlation between students’ self-confidence and speaking ability in the fourth semester students of Indo Global Mandiri University where r_{xy} (0.694). It indicates that the way students think about themselves has had a big influence on their fluency and accuracy in speaking English.

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