

SELF-CONFIDENCE AND SPEAKING SKILLS FOR LOWER SECONDARY SCHOOL STUDENTS: A CORRELATION STUDY

¹Nisa Arifa Nurul Aulia, ¹Tri Wintolo Apoko

¹English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia
Corresponding Author Email: nisaana86@gmail.com

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Abstract

Self-confidence is a trait that can evoke an attitude to have positive, idealistic, and optimistic thoughts about abilities. Even though there are frequent interactions between teachers and students with English in class, students still feel less confident when speaking in front of their classmates. The study was aimed to investigate the relationship between EFL students' self-confidence and their speaking skills at SMPIT Al Muchtar. The type of this study is quantitative design. The IBM SPSS Statistics application with 24 version was used to calculate. The population taken was all the eighth grade students which consisted of 108 students. There were 30 students taken using the purposive sampling technique as the respondents comprising 22 females and 8 males. Two instruments were used to collect the data, namely: a questionnaire for measuring students' self-confidence and speaking test used for speaking skills. After the data was obtained, the researcher analyzed the correlation data. It was found that there was a positive relationship between EFL students' self-confidence and speaking skills at SMPIT Al Muchtar. This proved that H_a was accepted and H_o was rejected because $0.548 > 0.361$ with a significance value of 5%. In conclusion, there was a fairly significant relationship between self-confidence and speaking skill.

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INTRODUCTION

Based on real life, EFL students are in the red zone as currently they are faced with problems in speaking English. They are confused about giving ideas in English. Most EFL students who were in lower secondary school had low vocabulary, found it difficult to translate with western accents and pronunciation (Qasim, 2021). In fact, students preferred to speak their mother tongue when they interacted with friends. They had different ways of interpreting their foreign language as this was influenced by their social conditions (Rahayu, F. E. S., & Utomo, A., & Setyowati, R., 2020). Thus, the vocabulary they learned and practiced did not develop in the speaking skills of EFL students. They were not sure of practicing speaking well, then they were punished as an effective means. However, the punishment of EFL students who did not apply English orally could have a negative impact. They were afraid to speak and to make the mistakes. Often they chose to remain silent or did not speak English in order to avoid the ridicule of friends. Sometimes they had prepared words, but they found it difficult to express them. Therefore, this incident could reduce their attractiveness to practice English orally.

Although EFL students were not attractive, speaking skills were always emphasized as a skill that needed to be developed, both in the workplace and in the academic field. However, EFL students did not get the intention and purpose of the interlocutor as long as they did not use appropriate English patterns (Rao, 2019). Speaking skills were measured through their skills in interacting orally in the target language (Purwanti, Sri E., and Yeni, 2021). Despite the

importance of speaking skills, EFL teachers often underestimated the right learning methods to improve the speaking skills of EFL students. Even though ELF students had been learning English for many years, they still had difficulty in expressing their ideas in English. To realize fluent speaking skills was not an easy task for EFL students (Audina et al., 2021a). In recognizing this problem, teachers often applied activities such as memorizing dialogues, conversations with friends, debates and group presentations. Various activities carried out by the teacher did not provide maximum results. It was because they did not design learning in accordance with the class conditions and the character of the EFL students. So, this was one of the ineffective factors in developing speaking skills.

Speaking does not only open the mouth, but also reveals some words or sentences that contain meaning in it. Therefore, EFL students needed to understand how to convey ideas orally and to know the accurate use of English (Allo & Priawan, 2019). Speaking skills provided many advantages for them. One of the advantages was broadening knowledge and adding personal experience. Besides, students not only collected information, but exchanged information related to their lives as well. Therefore, speaking skills were the main goal of EFL students to achieve success in learning English that involved some elements of speaking (Audina et al., 2021a).

Some theories suggest that the way of communication between speaker and listener is to use speech to convey the meaning which involves non-verbal communication. There are three components that can help to be successful in speaking. They are speakers, listeners, and utterances (Vanderkevent, 1990). Conveying meaning had also to be in accordance with the context of the conversation and easy to understand since speaking was the ability of EFL students to release their voices and express their thoughts (Lingga et al., 2020). This is reinforced by Sri Erma P. & Melda Yeni saying that speaking skills could be measured through their skills in interacting orally in the target language (Purwanti, Sri E., and Yeni, M., 2021). So, speaking was the delivery of meaningful messages to the interlocutor until an interactive process occurred between the speaker and the listener (Suryadi, 2018).

Moreover, EFL students also need strong motivation to practice speaking skills. They needed motivation to keep improving their English speaking skill. They could take part in some discussions, activities, and tasks using English. They believed that making communication in English all the time with teachers and classmates might increase their self-confidence, boost their motivations, and enhance their English speaking (Alotumi, 2021). Communication was created as there were several internal factors to be able to become confident students. These factors greatly affected their behavior when speaking. Having self-confidence needed to look at themselves and judge them. If they thought they could do anything, then they were up for the challenge. Despite facing tough problems, they easily found the best solution to improve themselves (Moneva & Tribunalo, 2020).

Self-confidence is the key to success in English speaking skills (Hasan et al., 2020). According to Anish in (Burton, Kate & Platts, 2006), self-confidence has a clear advantage. Examples could be (1) having a belief in being able to overcome and achieve desires that are considered difficult by others, (2) being a motivator to stop worrying while speaking, and (3) being able to solve problems from the smallest to the biggest. EFL students who are confident in their abilities are able to overcome their fears and negative thoughts so that they will speak English fluently (Audina et al., 2021b; Kinasih & Olivia, 2022). They believed that they could achieve their goals and dreams. Thus, students' self-confidence was one of the factors that encourage student progress in participating in learning activities (Akbari & Sahibzada, 2020). Nevertheless, EFL students experienced a lack of confidence in communicating. When they had a dialogue with their peers, they were afraid of making mistakes in the use of grammar, pronunciation, or vocabulary. This caused pressure on EFL students, and they could not express ideas simply. Therefore, EFL students did not become optimistic people in improving skills and

were reluctant to interact. The students who did not have self-confidence, they would not dare to speak English fluently (Hasan et al., 2020).

If they felt confident in their strengths, they were never worried about the results of their performance (Tridinanti, 2018). So, self-confidence would act to accept themselves. People who were confident would show themselves that they were capable of doing their job because confidence was the basic foundation for success in any field. To be lucky people, they never felt burdened to do the work they wanted. Also, they were able to be responsible for good or bad results, behaved politely when interacting with others, became high achievers, and realized their strengths and weaknesses (Utomo & Maratus, 2021).

In addition, activity could increase high self-confidence in speaking English to other people (Hasan et al., 2020). The achievement of success in speaking English could be seen from the way messages or information was conveyed in an appropriate and orderly manner. To be successful in speaking, EFL students had to own high self-confidence. Therefore, the involvement of self-confidence could encourage EFL students mentally to speak English. On the other hand, the acquisition factors that affected students' speaking skills included not only internal factors, but also external ones to improve their speaking skills. To improve the speaking skills of EFL students, they could make habits through their hobbies such as listening to songs, watching movies, and accessing websites. They could apply it to their daily activities after studying more deeply. Many opportunities that EFL students got from real situations (Ikromova, 2021). So, learning media was an encouragement for EFL students to improve their speaking skills.

According to Kate Brutton and Brinley Platts, there were ten core indicators of self-confidence that they can explore in depth (Burton, Kate and Platts, 2006) such as direction and value, motivation, emotional stability, positive mindset, self-awareness, flexibility in treatment, desire to grow, health and energy, willingness to face uncertainty, and a sense of purpose. Based on some definitions of self-confidence, it can be concluded that self-confidence is believing in themselves that they can achieve their goals in accordance with expectations. They must be optimistic even though there are many obstacles that must be faced. EFL students who have high self-confidence always think positively and dare to take risks because self-confidence is a person's capital to live their lives. They are able to adapt themselves in various conditions. This allows EFL students to overcome their inner anxiety. Therefore, those who have high self-confidence are calm and confident in their abilities.

The researcher found several previous studies related to this research. One relevant study found that there was a significant relationship between students' self-confidence and their speaking skills (Hasan et al., 2020). Their results showed that the significant level was at the number 0.700 which means strong and the junior high school students were found to have high self-confidence when speaking English. Another study found that students who had high self-confidence could have a strong influence on their speaking skills (Rumapea, Ella Pratiwi and Wennyta, 2020). However, this result is in contrast to what (Sari, Riva Silvia and Dewi, 2021) found. They stated that the level of students' self confidence toward their speaking is low with a value of 0.286. From previous studies, this current study on EFL students' self confidence in relation to their speaking skill in the lower secondary school is a rare undertaking. Thus, it is necessary conduct a study to investigate the relationship between self-confidence and speaking skill of the students.

RESEARCH METHOD

Research Design

The design of research used was a survey providing a quantitative description of variables and answering the question about the relationship between variables (Creswell, 2018). There were two variables in this study. They were self-confidence as independent variable and

speaking skill as dependent variable. Thus, this survey design would answer the research question if there was a positive association between self-confidence and speaking skill for lower secondary school students. The population of the research was all the students of Integrated with SMPIT located in Bekasi that consisted of 108 students. The samples used in this research were 30 students that comprised 22 female students and 8 male students as the respondents taken purposively.

Instruments

There were two kinds of instruments used in this research. The first one is the questionnaire which was to measure the students' self-confidence. Before this questionnaire was used, it would be tested for the validity and reliability. The questionnaire consisted of 30 with negative and positive questions to be answered by the respondents. The Likert scale questionnaire ranged from Strongly Agree, Agree, Disagree, Strongly Disagree. Based on the results of the validity test, 26 self-confidence statements were declared valid and 4 invalid statements consisting of the numbers 9, 19, 24, and 30. The four statements were declared invalid as the *r*-result was smaller than the *r*-table, namely 0.361 with a significance level of 5%. After gaining valid data, the researcher conducted a reliability test to show the extent to which a tool could be trusted. It was found that reliability coefficient of the questionnaire was 0.868 considered very reliable. Secondly, to measure the students' speaking skills, a speaking test was used. This test was done by speaking in pairs. There were two raters to give the scores of speaking. Every two students were asked to present their performance to tell an experience during Eid al-Fitr in pairs. The components to consider were pronunciation, vocabulary, grammar, fluently, and comprehension. The ratings have a numeric value ranging from 1 to 5 points for each speaking test component (Brown, 2003).

Data Analysis

In quantitative research, the researcher used descriptive and inferential statistics in analyzing the data by looking at the results through IBM SPSS Statistics for 26 version. Descriptive statistical techniques are used to describe sample data without any conclusions that apply to generalizations. Descriptive statistical technique aims to determine the value of sum, average, mode, mean, standard deviation, percentage calculation (Sugiyono, 2016). In addition, the EFL student self-confidence questionnaire data was distributed into three categories, namely low, medium, and high (Azwar, 2017). Empirical scores were used to categorize EFL students' self-confidence. Furthermore, the data were processed using inferential statistical techniques used for hypothesis testing. The product moment correlation was then used to test the hypothesis.

Before the hypothesis was tested, a normality test and a linearity test were conducted to find out whether the data was normal and linear by using the One-Sample Kolmogorov-Smirnov Test with the following conditions: if the significance value 0.05, the data could be normally distributed. Meanwhile, the decision making for the linearity test was that if the significance value of the deviation from linearity was more than 0.05. To interpret the results of data analysis, a table of interpretation of the correlation coefficient is used in the following:

Table 1
Pearson Correlation Category

Coefficient Interval	Relationship Level
0.80-1,000	Very strong
0.60-0.799	Strong
0.40-0.599	Strong enough
0.20-0.399	Low
0.00-0.199	Very low

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In the research findings section, the data findings were presented in descriptive and inferential data analysis techniques. This data was collected through a questionnaire which was used as an instrument of students' self-confidence and an EFL student's speaking test which was used as an instrument of speaking skills. It covers the relationship between students' self-confidence and students' speaking skills at lower secondary school. Here is the results of descriptive statistics on self-confidence of EFL students in the table below.

Table 2
Description Data of Self-confidence

No	Category	Interval	Frequency	%	Mean	Stdv	Max	Min	Sum
1	Low	X < 69	3	10%					
2	Average	69 <= x < 85	20	67%	77.37	8.092	98	67	2321
3	High	X >= 85	7	23%					
Total			30	100%					

Based on the table above, there were 10% of students who had low self-confidence, 67% of students who had moderate self-confidence, and 23% of students who had high self-confidence. So, the results show that the self-confidence of EFL students was at the moderate level. Furthermore, in the description of the speaking skill data, a speaking test which was related to retelling the past was used. The assessment components taken for the speaking test were vocabulary, fluency, pronunciation, grammar, and comprehending. The following are the results of descriptive statistics from speaking skills.

Table. 3
Description Data of Speaking Skill

No	Category	Interval	Students	%	Mean	Stdv	Max	Min	Sum
1	Very Good	21-25	22	73%					
2	Good	16-20	8	27%					
3	Average	11-15	0	0%	21.97	2.109	25	18	659
4	Poor	6-10	0	0%					
5	Very Poor	0-5	0	0%					
Total			30	100%					

From the table above, it was found that there were 73% of EFL students who had English skills in the very good category and 27% of EFL students in the good category. In conclusion, the skills of EFL students were mostly in the very good category. Before the hypothesis testing, the following is described the result of normality test in the table 4.

Table 4
Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std.Deviation	1.76349722
Most Extreme Differences	Absolute	.081
	Positive	.081
	Negative	-.056
Test Statistic		.081
Asymp. Sig. (2-tailed)		.200 ^{c,d}

- a. Test distribution is normal.
- b. Calculated from data.
- c. Liliefors Significance Correction
- d. This is a lower bound of the true significance

The data could be said to be normally distributed if the significance value is more than 0.05 and vice versa. Based on the results of the normality test, it was known that the significance value was $0.200 > 0.05$; thus, it could be concluded that the residual value was normally distributed. After the data was found normal, the next one to do the prequired test was a linearity test as it could be seen the result in table 5.

Table. 5
Linearity Test
ANOVA Table

			Sum of Square	df	Mean Square	F	Sig.
Speaking Skill*Self Confidence	Between Groups	(Combined)	65.800	20	3.290	.469	.924
		Linearity	38.779	1	38.779	5.525	.043
		Deviation from Linearity	27.021	19	1.422	.203	.998
Within Groups			63.167	9	7.019		
Total			128.967	29			

Based on the data obtained, it showed that the significance value of deviation from linearity was $0.998 > 0.005$. so, the data were linear.

As the data were already normal and linear, the correlation analysis was used to test the hypothesis. The result of the analysis is described below.

Table. 6
Correlation Analysis
Correlations

		Self Confidence	Speaking Skill
Self Confidence	Pearson Correlation	1	.548**
	Sig. (2-tailed)		.002
	N	30	30
Speaking Skill	Pearson Correlation	.548**	1
	Sig. (2-tailed)	.002	
	N	30	30

The table above showed that the significance value of 0.002 was less than 0.05, so it shows that these two variables had a relationship. Furthermore, the data also showed that the Pearson correlation r was 0.548. It could be interpreted that there was a positive relationship between self-confidence and speaking skills for lower secondary school students. It meant that the higher the confidence of EFL students was, the higher their speaking skills would be. Based on the interpretation of the Pearson Product Moment Correlation Coefficient, as t -observed was at 0.548, and it ranged at 0.41 – 0.60, it indicated that the degree of correlation was moderate. To find out how much EFL students' self-confidence could affect the speaking skills, the results can be seen in the table below:

Table. 7
Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.548 ^a	.301	.276	1.795
a. Predictors: (Constant), Self Confidence				

The table above explains that the correlation or relationship (R) value was 0.548. From the output, the coefficient of determination (R square) was 0.301 which meant that the effect of self-confidence on the speaking skill was 30.1%. In other words, self-confidence contributed 30.1% to improve students' speaking skill. Thus, there were other factors (69.9%) affecting English speaking skill of lower secondary school students.

Discussion

The research was aimed at investigating the relationship between EFL students' self-confidence and speaking skill in lower secondary school. Based on the results, it was found that the correlation coefficient between the confidence of EFL students and their speaking skills in SMPIT Al Muchtar was 0.548. In other words, there was a positive relationship between self-confidence and speaking skill. The result also showed that 67% of students had moderate self-confidence and 23% of students had high self-confidence to produce speaking skills where 73% of students were in the very good category and 27% of them were at the good category.

In the context of teaching English, mainly in speaking English, teachers were trying to design learning activities in small group discussions such as in pairs and group interview technique. The students were in groups discussing one topic within certain length of time. The speakers were in front of the class delivering their speech in English. The speakers seemed to be active and confident (Maca, 2020; Lume & Hisbullah, 2022). However, the other situation was about how teacher performed his/her speaking activities with lack of practice for the students. This was influenced by the lack of teachers' practical knowledge development (Webster, 2019; Anabel & Simanjuntak, 2022). These two situations become the reflections of teaching spoken speaking facilitated by teachers to anticipate in the future.

The result of this hypothesis test proved that there was a relationship between EFL students' self-confidence and their speaking skills. It could be said that speaking skills had a close relationship (Lar and Maulina, 2021). EFL students would communicate well if they felt confident about their ideas in English. Despite the wrong use of language structures, they had high self-confidence to practice. On the other hand, they would have the most dangerous barrier if they did not feel confident to speak effective English.

Another study found that speaking skill was an art that was created and possessed by a person naturally, especially English so that fluency, grammar, pronunciation, and understanding became a picture in speaking skills (Sihotang et al., 2021; Suparlan, 2021). Therefore, all the language aspects could be achieved if EFL students had self-confidence while learning English. Thus, self-confidence greatly affected the development of EFL students in speaking English (Lingga et al., 2020; Hadi, Zaitun, & Suni, 2021). On the other hand, low self-confidence could be considered the most dangerous barrier (Lar and Maulina, 2021). In addition, having low vocabulary, not mastering grammar, and fear of being ridiculed were resulted in low self-confidence of EFL students (Rahayu, A. S. et al, 2020). EFL students could solve their problems through belief in themselves (Widiyono, Y., Rochimansyah, and Jannah, 2020).

The fact showed that 30.1% of EFL students' self-confidence could affect EFL students' speaking skills. Then, 69.9% was influenced by other factors. Having self-confidence encouraged EFL students to talk English bravely and actively with their classmates; conversely, they did not try to speak, they did not have self-confidence (Sudirman, Andi M., Junaid, Rusdiana, & Tamallo, 2020).

This current study was conducted in one of Islamic private lower secondary schools in Bekasi with 30 samples. Thus, this result could not represent all the students in Indonesia describing the students' English speaking skill which was influenced with 30.1% of self-confidence. In addition, the speaking test for the students was limited to one topic on Eid al-Fitr celebration to tell in pairs.

CONCLUSION

Based on the discussion, it is then inferred that there was a fairly relationship between the EFL students' self-confidence and their speaking skill at SMPIT Al Muchtar as r -observed was 0.548 which indicated that the score was greater than the r -table 0.361 with a level of 5%. It is therefore recommended that teachers should encourage the students to practice speaking more often to boost their self-confidence. In addition, students' self-confidence could be created by having positive thinking and showing love for oneself. When students could do these two things, they would be able to speak English without any fear.

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