

THE CORRELATION BETWEEN SELF-CONFIDENCE AND SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF ENGLISH STUDY PROGRAM OF UNIVERSITAS RIAU

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Abstract: *This research aims to find out the correlation between self-confidence and speaking ability of the second year students of English Study Program of Universitas Riau. The correlational research was used to find out the relationship between two variables. To collect the data in this research were speaking test and questionnaire. A cluster random sampling technique is used to determine the sample of the research. There were 34 students participating in this research. Oral performance was used to know the students' speaking ability and questionnaire was used to know students' self-confidence. The result of the study shows that there was a correlation between two variables. The value of correlation coefficient was 0.349. it was on scale 0.20 – 0.399 it meant that the correlation between self-confidence and speaking ability of the second year students of English Study Program of Universitas Riau categorized as low correlation. In other words, there is other factors can influence students' speaking ability. The finding could important distributions to both understand, self-confidence and speaking ability especially the relationship between the two variables.*

Key Words: *Correlation, Self-Confidence, Speaking Ability*

KORELASI ANTARA PERCAYA DIRI DAN KEMAMPUAN BERBICARA OLEH SISWA TAHUN KEDUA PENDIDIKAN BAHASA INGGRIS UNIVERSITAS RIAU

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Abstrak: Penelitian ini bertujuan untuk mengetahui korelasi antara percaya diri dan kemampuan berbicara siswa tahun kedua pendidikan bahasa Inggris Universitas Riau. Penelitian ini menggunakan penelitian korelasi yang mana bertujuan untuk mengetahui hubungan antara dua variabel atau lebih, dan cara pengumpulan data adalah menggunakan test berbicara dan kuesioner. Peneliti menggunakan teknik sampel acak area untuk menentukan sampel penelitian. Sampel yang dipilih terdiri dari 34 siswa. Tes berbicara digunakan untuk mengetahui kemampuan berbicara siswa dan kuesioner digunakan untuk mengetahui tingkat kepercayaan diri siswa. Nilai koefisien korelasi adalah 0.349. Itu berada di skala 0.20 – 0.399 itu berarti ada korelasi antara percaya diri dan kemampuan berbicara siswa tahun kedua pendidikan bahasa Inggris Universitas Riau dan dikategorikan sebagai korelasi rendah. Dengan kata lain, ada beberapa faktor lain yang bisa mempengaruhi kemampuan berbicara siswa selain dari faktor percaya diri.

Kata Kunci: Korelasi, percaya diri, kemampuan berbicara.

INTRODUCTION

Speaking is one of the important skills that people use to communicate and understand each other in their daily activities. Furthermore, speaking is a key to communicate as an interactive process of developing meaning that involves producing, receiving, and processing information. For instance, in teaching and learning process in the classroom, teacher and students will speak to communicate and understand each others.

According to Utama et al. (2013), there are two aspects to be successful in the speaking skill; linguistics aspect and non-linguistics aspect. Grammar, pronunciation, comprehension of utterance, vocabulary, and fluency are the linguistics aspects. Non-linguistics aspect involve personality dimension, such as self-esteem, extroversion, motivation, intergroup climate, and self-confidence.

Addis (2008) state that self-confidence is an attitude that is characterized by a positive belief that one can take control of his life and of his plans. It is a belief in one's abilities. People who are self-confidence are those who acknowledge their capacity to do something and then proceed to do these things. They do not rely on the approval of others.

Lee & Park (2004) state that self-confidence is the crucial part in the speaking skill because that can give enthusiasm, bravery and stimulation to the learners. Therefore, if the learners have high self-confidence, they will achieve better performance in speaking skill. Krashen and Terrell (1983) state that learner with self-confidence and good self-image tend to be more successful in speaking skill.

The second year students of English Study Program of Universitas Riau have been studying *speaking I, speaking II and speaking III* from first until third semester. Based on the researcher's experience in studying speaking class, there were many students who had less self-confidence to improve the performance in speaking, due to the lack of vocabulary, grammar, etc. Therefore, the researcher wants to know scientifically the correlation between self-confidence and speaking ability.

Based on the explanation above, the researcher decided to conduct a research entitled "The Correlation between Self-Confidence and Speaking Ability of The Second Year Students of English Study Program of Universitas Riau".

METHODOLOGY

Participants of the Research

The participants of this research were the second year students of English Study Program of Universitas Riau. The sample was selected by using a clusterrandom sampling technique. The number of the sample is 34 students.

The Data Collecting Technique

To collect the data, it is necessary to use speaking test and questionnaire. The result of the test is to find out whether there is a signifcant correlation between self-

confidence and speaking ability of the second year students of English Study Program of Universitas Riau.

First test was speaking test which used to know students' speaking ability. Before the test started, the students were given an instruction about the test. The students should choose one of the available topics. They were called one by one based on their attendance list. Before the students began to speak, they were given time to think about the topic that was already chosen. Each participant was given one to two minutes to deliver the presentation and convey some facts, opinions, and ideas related to the topic.

The data collection was held on March 5, 2019. The researcher distributed questionnaires and the students filled the questionnaires. Students did the speaking test right after they finished and handed in the questionnaires.

The Data Analyzing Technique

This research used tests to collect data in order to find out the result of students' self-confidence and speaking of the second year students of English Study Program of Universitas Riau. To calculate students' self-confidence score, students' speaking score, median and mean score, the normality and reliability of the test and r -value or the correlation of two variables Microsoft Excel 2007 and SPSS 17.0 for windows was used.

Research Findings

The description of the speaking score can be seen in Table 4.1 as in the following:

Table 4.1 Statistical Score for Speaking

Speaking Ability		
N	Valid	34
	Missing	0
Mean		58.4314
Median		57.3333
Mode		60.00 ^a
Std. Deviation		8.26152
Variance		68.253
Minimum		46.67
Maximum		86.67

a. Multiple modes exist. The smallest value is shown

Based on the calculation of empirical score using SPSS 23.00, it can be seen that the mean score of speaking is 58.43. The median score of speaking is 57.33. The mode or the score that appears the most is 60. The highest score of speaking test is 86.67 while the lowest score is 46.67. The standard deviation is 8.26 with variance 68.25. The classification of the students' speaking scores can be seen on Table 4.2:

Table 4.2 The Interpretation of Data Analysis of Students' Speaking Score

Score	Classification	Frequencies	Percentage
90 – 100	Very Good	0	0%
80 – 89	Good	2	6%
70 – 79	Average	0	0%
60 – 69	Poor	13	38%
≤ 59	Very Poor	19	56%
TOTAL		34	100%

Table 4.2 shows that, the rate percentage of the students score in speaking from 34 students, there were 2 (6%) students obtained good and 13 (38%) students obtained poor but most of the students obtained very poor 19 (56%). Therefore, it can be concluded the students' speaking ability is overall in very poor level.

Table 4.3 Statistical Score for Self-Confidence

Self-Confidence		
N	Valid	34
	Missing	0
Mean		72.5588
Median		71.5000
Mode		74.00
Std. Deviation		10.79616
Variance		116.557
Minimum		55.00
Maximum		100.00

According to Table 4.3, the average score of the students's self-confidence questionnaire is 72.56. The median score is 71.50. The mode is 74. The highest score of self-confidence is 100 while the lowest score is 55. The standard deviation is 10.79 with variance of 116.56. The classification of the students' scores can be seen on Table 4.4:

Table 4.4 The Interpretation of Data Analysis of Students' Self-Confidence Score

Score	Classification	Frequencies	Percentage
81 – 100	Very High	7	20%
61 – 80	High	23	68%
41 – 60	Average	4	12%
21 – 40	Low	0	0%
1 – 20	Very Low	0	0%
TOTAL		34	100%

Table 4.4 indicates that there were 7 (20%) obtained very high self-confidence, and 4 (12%) obtained average high self-confidence but most of the students 23 (68%)

obtained high score in self-confidence. Therefore, it can be concluded the students' self-confidence is overall in high level.

After getting the scores of the students' speaking and self-confidence score as presented in Table 4.2 and 4.5, the data was statistically computed to find out the correlation between the two variables. As stated in the previous chapter, the r-value was computed using Pearson Product moment formula. Table 4.5 presents the result of the computation of correlation coefficient.

Table 4.5 Correlation

		X	Y
Speaking Ability	Pearson Correlation	1	.349*
	Sig. (2-tailed)		.043
	N	34	34
Self-Confidence	Pearson Correlation	.349*	1
	Sig. (2-tailed)	.043	
	N	34	34

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, the correlation value of self-confidence and speaking ability of the second year students of English Study Program of Universitas Riau is 0.349. In which it can be said the correlation between the two variables is a positive correlation. Based on the interpretation by Sugiyono (2017) which has been mentioned in the previous chapter, if the correlational value is between 0.20 and 0.399, it can be confirmed that the two variables has "Low Correlation".

DISCUSSIONS

Based on the findings and the presentations of the data, it is found that the level of students' speaking score in very poor level are 19 students (56%), 13 students (38%) are in poor level, 2 students (6%) are in good level. The data also that indicates the total mean score of students' speaking score is 58.43. Therefore, it can be concluded the students' grammatical is overall in very poor level.

Furthermore, the result of students' self-confidence score shows that there is 4 student (12%) in average level, 23 students (68%) are in high level, 7 students (20%) are in very high level. The data also that indicates the total mean score of students' self-confidence score that is 72.55. Therefore, it can be concluded that the students' self-confidence score is overall in high level.

From those data, the self-confidence and speaking ability of the second year students of English Study Program of Universitas Riau are correlated. It can be seen from the r-value that the significance is 0.349 (35%). It can be concluded that the correlation between self-confidence and speaking ability of the second year students of English Study Program of Universitas Riau is low correlation (Sugiono, 2017).

According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers. Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which leads to their silence during the whole class activity.

It can be concluded that the students low in academic achievement in English not only influenced by the psychological area but also it can be influenced by the difficulties of the English itself, especially in speaking. On the other words the students' score in speaking can be influenced by some elements in speaking itself such as, the students have poor vocabulary or the unfamiliar topic when they asked to speak in the class, awareness to speak because they did not have enough knowledge about how to pronounce the English words, and the last is they are afraid for making a mistake in on grammar.

CONCLUSIONS AND SUGGESTIONS

Conclusions

According the result of the data the researcher found that, the second year students of English Study Program of Universitas Riau had high self-confidence 23 (68%) with the mean score 72.55, but very poor in speaking skill 19 (56%) with the mean score 58.43. Furthermore, the coefficient correlation (r_{xy}): 0.349 the correlation was low. It meant ha is accepted. On the other words there was a correlation between self-confidence and speaking ability of the second year students of English Study Program of Universitas Riau and the level of correlation was low correlation.

Mubarok (2017) states that there are several factors that affect English speaking. They are listening comprehension, grammatical accuracy, pronunciation, accent, vocabulary, appropriateness of answers, and organization of ideas, fluency, enthusiasm, motivation, self-confidence, paralinguistic communication skills and length of answer.

Suggestions

From the conclusions, the researcher would like to propose some recommendations related to the students' problem in speaking and confidence :

1. Students are recommended to practice more in speaking to make your speaking improve. For example, by joining an English club, English debating forum and try to speak English in daily conversation and also just say out what you want to say when your teacher ask you to speak.
2. Lecturers are recommended to understand students' interests and feelings, choose the best teaching method to keep the learners' involved in the speaking activity.

Also praise the students to speak English, build a friendly relationship with students, make them feel very happy in the class and have a feeling of great enthusiasm and eagerness to study English in general and speak English in particular. In addition, teachers should know when and how to correct the students' mistakes so that they are not afraid of making mistakes.

3. Other Researchers are recommended to analyze and evaluate the instrument carefully furthermore, they have to consider and choose carefully the suitable instrument of her/his research.

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