THE CORRELATION BETWEEN THE THIRD YEAR STUDENTS' SELF-CONFIDENCE AND PUBLIC SPEAKING ABILITY AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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Abstract

The aim of this research is to correlate the third year students' self-confidence and public speaking ability at English Department of Bung Hatta University. The design of this research was correlation research. The total number of population members of this research was 112 students. In this research the researcher used cluster random sampling technique to establish the sample. The researcher took 30 students as the sample. The researcher used two kinds of instruments; questionnaire and speaking test. The researcher did try out for the test because those were nonstandard ones. This research result was found in general that there was significant correlation between the third year students' self-confidence and public speaking ability at the level of significance 0.05 and the degree of freedom (df=n-2). It means that if the students have high self-confidence, the students have good ability in public speaking. Based on the result above, the researcher gives suggestion to the lecturer and the students. The lecturer should encourage the students' self-confidence in public speaking and the students should increase their self-confidence in public speaking in order to increase their public speaking ability.

Key words: Correlation, Self-Confidence, Public Speaking

Introduction

English is an important language in the world because English is an international language. In learning English, there are four skills that should be mastered by the students. They are listening, speaking, reading and writing. All of them are related to each other and cannot be separated.

Speaking skill is very necessary in our lives. Someone can be categorized as a good speaker if he or she is able to make interlocutor understand to his or her utterance. Speaking is used to communicate

one's thought into the other person and speaking is used to convey an idea or message to express the idea or feeling clearly. As we know, speaking appears as one of the important skills to get a good job. Many job vacancies need applicant who has mastered speaking ability as the one of qualification to be hired in the company. Regarding the importance of speaking, speaking skill is learnt by language learner. The teacher should create the condition that could motivate the students in learning speaking especially for public speaking. Public speaking is the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners. It is closely allied to "presenting". Besides that, among many factors that influence one's ability in speaking in front of many people, self-confidence is assumed to be mostly considered.

When we want to speak in front of many people we should have self-confidence. The best way to build self-confidence in public speaking is to practice what you have learned. This will begin in the classroom setting. From all of the statement above, self-confident has important contribution in influencing our performance in public speaking.

The third year students of English Department of Bung Hatta University have studied public speaking in the fifth semester. Based on the researcher's experience in studying public speaking and information from students and lectures, most students had little self-confident in public speaking lesson and low grade in public speaking and at the third year students of 2012/2013.

Self-confidence has important contribution role in public speaking that influences our performance, but human life needs a power to build it. Wiranegara (2010:3) states that people who have self-confidence is someone who knew her and her ability to use her abilities to do something without being subject to the approval of others to acknowledge the truth. Self-confidence can help us in many situations likes in public speaking performance. Confidence means that you should believe in yourself and you should be sure of your ability then someone else will believe you (Nurinda, 2012:8). Wiranegara (2010:3) states that the people who are confidence will take every opportunity as advantage in front of his eyes and don't let the shy and beat yourself to do, so to take every opportunity as advantage and learn about your fears and defeat.

Public speaking is a means of communication or the containers during a conversation that requires feedback. Olii (2008:37) states that in the world, communication is composed of communicators, messages, and communicant where all of this will serve through the media which in public speaking activities play a role as communicators.

Research Method

This research was correlational study between students' self-confidence and public speaking ability. The researcher used a correlational design because it correlated between two variables. They were the correlation between students' self-confident and public speaking ability. Correlation research is type of descriptive research that describes an existing condition. It will collected the data in order to determine of significant correlation between two variables.

The desigh of this research was shown in the following diagram:

| Variable X | ←——→ | Variable Y |
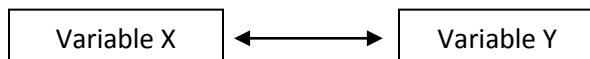
Where

1.   Free variables X was the students' self-confidence (Free variable)

2.   Variable Y was the students' public speaking ability

3.   The symbol " ←——→ " shows the correlation between students' self-confidence and students' public speaking ability.

a. Population

According to Gay (1987: 102), population is the group of interest to the researcher. It means the group to which the researcher likes the results of the study to be generalized. The population of this research was all of the third year students of English Department of FKIP Bung Hatta University 2012/2013. The total number of population members can be seen on the following table.

TABLE 3.1

The Total Number of Population Members

Number	Class	Number of Population Member
1	Class A	37
2	Class B	37
3	Class C	38
	TOTAL	112

Source: English Department

b. Sample

Referring to the table above the total number of population members of this research was 112 students. Because the number of population members was large, the researcher took sample. Gay (1987:101) states that sampling is the process of selecting a representative number of individuals out of larger group. In this research the researcher used cluster random sampling technique to take sample because those of the classes have the same characteristic but distributed in three classes. As Gay (1987:110) states that cluster sampling is sampling in which group of people, not individual is randomly selected. The researcher chose one class by making small pieces of paper for all the classes. Then the researcher put all of the pieces of paper into a box. The box was shaken and the researcher took one of the papers with close eyes. The name of the class in the paper that has been taken became the sample. It was class B consisting of 37 students.

In this research, the researcher used two kinds of instrumentation; they were questionnaire and speaking test. Questionnaire was used to collect the data of students' self-confidence and speaking test was to collect data about students' public speaking ability. In educational research the questionnaire and the test are very important.

a. Questionnaire

Researcher used the questionnaire form as an instrument to collect data on students' self-confidence. A tool used in this study was self-confidence scale modification, namely the questionnaire of self-confidence by Peter Lauster. The questionnaire consisted of 20 items and it is based on the following indicator:

a. A sense of security.
b. a normal ambition
c. sure to self-centered
d. self-help
e. Selfless
f. Optimistic

This questionnaire was the form of the sentence serves in indicator statement questionnaire should be answered by the subject with five answer options or alternatives, namely always, often, sometime, hardly ever and never. The subjects are free to choose one of the five alternative answers to suit the circumstances of themselves and their feelings. For the score for each statement, 5 point for always, 4 point for often, 3 point for sometimes, 2 point for hardly ever and 1 point for never.

The researcher tried out the questionnaire as the nonstandard instrument

(the instrument made by researcher) and in order to analyze the reliability of the questionnaire. To know the reliability of the questionnaire, first the researcher used Variant Formula (Arikunto,2010:227) and then the researcher used interval Alpha formula. Arikunto (2010:239) states that Alpha formula is used to find out the reliability of instrumentation that scores are not 1 and 0.

The Variant Formula:

$$\sigma^2 = \frac{\sum x^2 \frac{(\sum X)^2}{N}}{N}$$

Alpha Formula:

$$r_{11} = \left(\frac{k}{(k-1)}\right) \left(1 - \frac{\sum \sigma b^2}{\sigma^2 t}\right)$$

Where:

r_{11} =Reliability of instrumentation

K = Total number of question or statement

$\sum \sigma b^2$ = Calculation of Varians Score for Each Item

$\sigma^2 t$ = Total of Varians

The result of the reliability of questionnaire was 0.82 and categorized very high correlation (See Appendix 3).

b. Speaking Test

The researcher used speaking test to get data on speech ability. To have validity of the test of speech test, the researcher used content validity in this research. Arikunto (2010:67) states that to get valid test, it should be constructed based on curriculum, syllabus and teaching materials of public speaking class. It means that, the test is fitted with the materials that have been learnt by the students.

In this research, to see the reliability of speaking test, the researcher used inter-rater technique. There were two scorers to evaluate students' speech; they were scorer 1 and scorer 2. Inter-rater technique is used to minimize the subjectivity in scoring. The first scorer was the researcher and the second scorer was Yeyen Kaswina because she is good in speaking.

To see the correlation of two scorers, the researcher used Pearson Product Moment Formula by Arikunto (2010:72) as follows:

$$r\text{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2}}$$

Where:

r_{xy} : The coefficient correlation between two variables of the test (x and y variables)

X   : The score of the first scorer

Y   : The score of the second scorer

N   : The number of the students who follow the test.

Finding and Discussion

Finding

From the data analysis, it was found the value of r-counted was 0.75. The value

of t-table was 2.048 with level of significance 0.05 and the degree of freedom (df=n-2). To test hypothesis, the researcher compared the t-counted with t-table. Hypothesis was acceptable if the t-counted was higher than t-table. It means that t-counted was higher than t-table (5.4904 > 2.048). The correlation between students' self-confidence and public speaking ability was significant. Therefore, the hypothesis that stated "There is significant correlation between students' self-confidence and public speaking ability of third year students of English Department of Bung Hatta University.

Discussion

The result of data analysis showed there was significant correlation between students' self-confidence and their public speaking ability. Its index coefficient correlation was 0.72. In relation to the classification of the correlation elaborated by Arikunto (2010), the correlation of two variables could be classified as high correlation. If there is increasing students' self-confidence, automatically the grade of public speaking ability also increases.

Conclusion

Based on finding as already discussed in the previous chapter, the researcher pointed out the following conclusions:

There was a positive correlation between students' self-confidence and public speaking ability of third year students of English Department of Bung Hatta University. It was proved by the value of t-counted (5.4904) is higher than t-table (2.048) with level significant high correlation.

Based on the conclusions above, some suggestions can be presented as follows:

1. After reading of this result, the students should increase more their self-confidence in public speaking because self-confidence and public speaking have significant relationship.

2. The public speaking lecturer should encourage the students' self-confidence to increase the students' self-confidence in public speaking. So that, if the students have high self-confidence, the students have good mark in public speaking.

inspiration and good health during conducting until accomplishing this thesis, entitled "The Correlation Between the Third Year Students' Self-Confidence and Public Speaking Ability at English Department of Bung Hatta University". The primary aim of this thesis is to complete a partial fulfillment for getting the strata one (S1) degree at Faculty of Teacher Training and Education Bung Hatta University.

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