

THE CORRELATION BETWEEN THE ELEVENTH GRADE STUDENTS' SELF-CONFIDENCE AND THEIR SPEAKING ABILITY AT SMA NEGERI 6 OKU, PALEMBANG SOUTH SUMATERA

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ABSTRACT

This research aimed to find out the correlation between the eleventh-grade students' self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera. The study utilized cluster random sampling to select a sample of 32 students. The study used two instruments namely a questionnaire for self-confidence and a speaking test for speaking ability. The study revealed that there is no significant correlation between students' self-confidence and their speaking ability. Specifically, the value of $r_{counted}$ was lower than r_{table} ($-0.0034 < 0.3494$) at significant level $\alpha = 0.05$ and $df = n-2$ (32). Therefore, the null hypothesis was accepted. Based on the findings, students' speaking ability is influenced by multiple factors beyond self-confidence, including both linguistic and non-linguistic aspects. Therefore, the teachers are suggested to always support students in practicing their speaking ability, even though students have low of confidence and the future research suggested to do research other factors that influence students' speaking ability. These are because the student's self-confidence doesn't directly influence their speaking ability.

Key words: *Correlation, self-confidence, and Speaking Ability*

INTRODUCTION

Language serves as our primary source of communication. It is the tool that we use to convey our thoughts and ideas to others. There are thousands of languages spoken worldwide. Every nation has its own official language used for communication among its citizens, but there is one international language that is used to communicate among nations worldwide. It is English, and in the global world, the importance of English cannot be denied or ignored (Ilyosovna, 2020)^[1].

English is spoken in numerous countries in the world, including Indonesia (Alrajafi, 2021)^[2]. According to Ernawati et al. (2021), the use of English in the delivery of learning is also chosen by several schools in Indonesia. English is used as a medium of instruction in many educational levels, starting from the early grades (in some private schools) up to university level. In the process of English language learning, students are expected to develop their competence in four skills: listening, speaking, reading, and writing^[3]. In the process of English language learning, students are expected to develop their competence in four skills: listening, speaking, reading, and writing.

Among these four language skills, speaking is generally considered to be the most demanding and

crucial to master (Zam Zam et al., 2021)^[4]. In our daily lives, most of us speak more than we write, yet many English teachers devote the majority of their class time to reading and writing practice, nearly completely ignoring speaking and listening abilities. Even though Rizkyta (2024) stated that speaking allows individuals to consider available information, analyze arguments, and express well-reasoned opinions. Effective speaking skills are necessary for everyday life, in educational contexts, social situations, and the workplace^[5].

Speaking is an activity that allows one to practice a language in everyday life. According to Widayanti et al. (2020), speaking is an interactive process of constructing shared understanding that involves producing, receiving, and processing information^[6].

Mastering speaking skills does not only master about language but also how to talk in real-world situations. Many Indonesian students do not speak English in class or in real life. This could be because English is not their first language, thus they rarely utilize it when they connect with one another. To speak English successfully, students must be in a situation where they have to speak English. In addition, students must know there are two aspects to be successful in speaking skills: linguistic and non-

linguistic aspects. The linguistics aspect deals with grammar, pronunciation, comprehension, vocabulary, and fluency, and non-linguistics aspects involve personality dimensions such as self-esteem, extroversion, motivation, intergroup climate, and self-confidence. Therefore, to be successful in communication, individuals must consider both linguistic and non-linguistic factors. From this, it can be seen that in learning to speak English, students are influenced by many factors, including self-confidence. It is one of the keys for learners to have good motivation in speaking, and also gives strong support to learn new things (Nasih et al., 2019)^[7]. However, some students do not have enough self-confidence to speak and communicate in English. According to Tridinanti (2018), most English students in Indonesia have lack of self-confidence when they are speaking, especially when speaking English in front of their classmates or audiences. Mostly, students feel nervous, afraid, and worried when they are attracting the audience's attention^[8].

Self-confidence is the students' attitude or belief that motivates and enables them to take action and choose effective strategies. This includes the courage to face difficult situations and be confident in their decisions or opinions. (Syafitri et al., 2019)^[9]. Self-confidence is an important part of speaking ability because it can engage enthusiasm, bravery, and stimulation in students. According to Şar et al. (2023), good oral communication belongs to people who have the highest self-confidence^[10]. Based on the explanation above, we can conclude that self-confidence is positively associated with communication skills. Students who have lack confidence do not have enough motivation to participate in classroom activities and cannot achieve their goals in speaking skills. Therefore, the students with higher self-confidence than other students are good communicators.

Based on the description above about students' perceptions of speaking, it is considered that many Indonesian students have lack of self-confidence to speak English. Actually, Self-confidence is a crucial factor in language learning, deeply intertwined with the affective domain of human behavior. It encompasses a positive belief in one's abilities and the capacity to control one's life and plans. Individuals with self-confidence possess a strong sense of self-worth, acknowledge their strengths, and are not overly reliant on external validation. Therefore, it can help the students to achieve their goals.

Here are some things that influence students' self-confidence. According to Markway & Ampel (2018), the factors that contribute to low self-confidence are the combination and interaction of each person's experiences in different ways. It depends on someone's genes, cultural background, early experiences, and other aspects of their^[11]. Al-Hebaish (2012) also adds that self-confidence stems from several factors. The most important factors are: (1) individual experiences, where achievements foster the growth of strong self-confidence, while the experiences of failure have the opposite effect, and (2) social feedback received from others. From the description above, those factors can be broadly categorized as individual and social factors. Individual factors include past experiences, current emotional state, and personal beliefs about their abilities. Social factors encompass peer pressure, fear of judgment, and the quality of feedback received from others^[12].

Based on the previous research by Selerang et al. (2023), entitled "The Correlation between Students' Self-confidence and Their Speaking Skills in Class XI at SMK-2 Tondano". The result showed that there was a significant correlation between students' self-confidence and their speaking skills in English subjects^[13].

The second previous research was done by Sumardi et al. (2022), entitled "The Correlation between Self-Confidence and Speaking Ability of the Tenth Grade Students of SMAN 3 Enrekang". The study's finding was that there is a strong relationship between students' self-confidence and speaking^[14].

The third previous research was done by Audina et al. (2021), their research entitled "The Correlation between Self-Confidence of the Undergraduate EFL Students and Their Speaking Achievement". The findings of this researcher showed that there was no significant correlation between students' self-confidence and their speaking achievement in the Undergraduate EFL Students of English Education Study Program at UIN Raden Fatah Palembang^[15].

Based on some previous research above, there are some pros and cons to the research. On the other hand, highly self-confident students do not always have good speaking ability. Therefore, the researcher needed further research because the researcher wanted to correlate both in senior high school, especially in SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera and intended to do research entitled

“The Correlation between the Eleventh-Grade Students' Self-Confidence and Their Speaking Ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera”..

METHOD

The researcher used correlational research method for this research. Gay et al. (2012) state that correlational research involves collecting data to determine the degree to which a relation exists between two or more quantifiable variables^[16]. Similarly, Refnita (2018) states that correlation research involves collecting data in order to determine whether a relationship exists between two or more quantitative variables, and to what degree it exists^[17].

The objective of the present study is to correlate the eleventh grade students' self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatra. Thus, the correlational research design is adopted. The population of this study was 211 students divided into 6 classes. The subject of this research was 32 students. In taking a sample, the researcher used cluster random sampling techniques. It means the researcher chose one class to be a sample, and the sample selected was class XI.6.

The instruments of this research were the questionnaire and speaking test. To see the validity of questionnaire, the researcher used content validity. And the researcher used the Cronbach's Alpha technique by using SPSS version 25 technique to support the reliability of the questionnaire and the researcher classified it into the following criteria suggested by Arikunto (2014)^[18].

- 0.81-1.00: Very High Reliable
- 0.61-0.80: High Reliable
- 0.41-0.60: Moderate Reliable
- 0.21-0.40: Low Reliable
- 0.00-0.20: Very Low Reliable

The questionnaire covered 4 indicators: (1) believe in your own abilities, (2) act independently in making decisions, (3) have a positive self-concept, and (4) dare to express an opinion and it consists of 20 items. The researcher wrote the questionnaires in the Indonesian language to make it easier for the students to answer the questionnaires. Based on the analysis, it was found that the reliability index of the

questionnaire was 0.742. It means the reliability index of the questionnaire was high

To collect the data of speaking ability, the researcher used a speaking test. To have a valid test of speaking, the researcher used content validity in this research. And to see the reliability of the test the researcher used the inter-rater technique by using two scorers (scorer 1 and scorer 2). The media for recording the students' voices is a cell phone. Before the students spoke in front of the class, the researcher explained what they would do while they were performing. The students are asked to do a monologue by choosing one of topics provided below.

- 1) Describing Yourself
- 2) Describing My Favorite Person
- 3) Describing Myself
- 4) Describing My Best Experience
- 5) Describing My Bad Experience
- 6) Why Is English Important
- 7) Visual Guide: Steps To Make A Butterfly Origami

The researcher gave 2-5 minutes for each student to speak in front of the class.

To analyze the data, the researcher correlated the data on students' self-confidence and their speaking ability by using the Pearson Product Moment formula. To find out whether there is a significant correlation or not, the researcher compared the value of r and r_{table} at the level of significance 0.05 and the degree of freedom ($df=n-2$). After doing the analysis, the researcher interpreted the coefficient correlation between the second grade students' self-confidence and their speaking.

FINDINGS AND DISCUSSIONS

Based on the result of data analysis, the researcher found that the value of the coefficient correlation between students' self-confidence and their speaking ability was -0.0034. It means that there is no correlation between the eleventh grade students' self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera. To see whether such correlation is significant or not, it was compared with the value of r_{table} at significant level $\alpha = 0.05$ and $df = n-2$ (32). As a matter of fact, the value of r was 0.3494. It means that was lower than r_{table} ($-0.0034 < 0.3494$). It can be stated that there is no significant correlation between students' self-confidence and their speaking ability.

Therefore, the Null Hypotheses (Ho) stating that “there is no significant correlation between the second grade students’ self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera” was accepted.

Since the value of r was lower than $(-0.0034 < 0.3494)$, it can be interpreted that students’ self-confidence and their speaking ability did not significantly correlate. There are two aspects that influence speaking skills they are linguistic and non-linguistic aspects. The linguistic aspects are: grammar, pronunciation, comprehension, vocabulary, and fluency, and non-linguistic aspects involve personality dimensions such as self-esteem, extroversion, motivation, intergroup climate, and self-confidence. So the researcher emphasizes that the eleventh-grade students of SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera might have other dominance factors that correlate with their speaking.

CONCLUSIONS AND SUGGESTIONS

Based on the finding of this research it can be concluded that the correlation between the eleventh grade students’ self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera was not significant and the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.

After conducting research and obtaining the results of the correlation between the eleventh grade students' self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera, the researcher would like to make suggestions to students, teachers and other researchers. Students are suggested consistently practice their speaking ability and keep trying to speak in front of an audience because students with low self-confidence can develop strong speaking skills because self-confidence doesn't directly determine speaking ability. Speaking proficiency is influenced by various factors, including linguistic elements like grammar and pronunciation, as well as non-linguistic factors such as motivation and the learning environment. Therefore, English teachers are suggested to explore other potential variables that may influence speaking ability. For future researchers, it is recommended to do research about other variables that might affect speaking ability, such as learning motivation and habits, using different research methods to gain a deeper understanding..

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