THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND SPEAKING ACHIEVEMENT

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ABSTRACT: Students should be relaxed and confident while using English as they are expected to be bolder than ever while sharing their thoughts or ideas and speaking in front of big audiences. In order to boost their confidence and make language learning easier, learners must understand how their self-confidence affects their ability to learn a language. The goal of the study was to determine whether or not there was a link between students' speaking proficiency and their confidence in the tenth grade at UPT SMA Negeri 06 Ogan Ilir. The study participant was all the tenth-grade students of UPT SMA Negeri 06 Ogan Ilir. The sample of the study consisted of 124 pupils chosen by using total sampling. This study was conducted using a correlation research approach. The questionnaire and oral test were both utilized to gather the data. The Pearson Product Moment correlation analysis was employed for analyzing the data. Based on the findings, it was discovered that the correlation coefficient of r-obtained (0.274), at p-value: 0.0020.05, and it was greater than r-table (0.176). It implied that speaking proficiency and student self-confidence were related. It was evident that students' self-confidence played a significant role in earning a high speaking achievement score.

Keywords: *self confidence, speaking achievement*

HUBUNGAN ANTARA PERCAYA DIRI DAN PRESTASI BERBICARA SISWA

ABSTRAK: Siswa harus santai dan percaya diri saat menggunakan bahasa Inggris karena mereka diharapkan lebih berani dari sebelumnya sambil berbagi pemikiran atau ide mereka dan berbicara di depan audiens yang besar. Untuk meningkatkan kepercayaan diri mereka dan membuat pembelajaran bahasa lebih mudah, pelajar harus memahami bagaimana kepercayaan diri mereka mempengaruhi kemampuan mereka untuk belajar bahasa. Tujuan dari penelitian ini adalah untuk mengetahui ada atau tidaknya hubungan antara kemampuan berbicara siswa dengan kepercayaan diri mereka di kelas sepuluh di UPT SMA Negeri 06 Ogan Ilir. Peserta penelitian adalah seluruh siswa kelas sepuluh UPT SMA Negeri 06 Ogan Ilir. Sampel penelitian terdiri dari 124 murid yang dipilih dengan menggunakan total sampling. Penelitian ini dilakukan dengan menggunakan pendekatan penelitian korelasi.Kuesioner dan tes lisan keduanya digunakan untuk mengumpulkan data. Analisis korelasi Pearson Product Moment digunakan untuk menganalisis data. Berdasarkan temuan tersebut ditemukan bahwa koefisien korelasi r-obtained (0,274), pada p-value: 0,0020,05, dan lebih besar dari r-table (0,176). Ini menyiratkan bahwa kemampuan berbicara dan kepercayaan diri siswa terkait. Terbukti bahwa kepercayaan diri siswa memainkan peran penting dalam mendapatkan nilai prestasi berbicara yang tinggi.

Kata Kunci: *percaya diri, prestasi berbicara*

INTRODUCTION

S peaking is verbal communication that it is necessary to share information and ideas. Speaking is given the highest priority in the language. Students must acquire great speaking abilities, and teachers must understand how to effectively teach speaking (Saeed Al-Sobhi & Preece, 2018). Speaking abilities are always regarded as the most crucial aspect of language acquisition by English students. Every learner intends to speak fluently even under circumstances (Shofi, 2020).

Speaking involves not only language production skills but also sociolinguistic competence, such as knowing when, why, and how to use language. The linguistics aspect and the non-linguistics aspect are the two requirements for success in speaking. (Utama et al., 2013). Grammar, pronunciation, sentence comprehension, vocabulary, and fluency are linguistics-related concepts. Personality traits including self-esteem, extroversion, motivation, intergroup dynamics, and confidence are included in the non-linguistic aspects of language. In short, to be succesfull in doing communication, someone shoulf consider linguistics and non linguistics aspects.

Nonetheless, students still have trouble speaking. Speaking has several issues. These issues are (a) a lack of vocabulary, (b) grammatical errors, and (c) poor pronunciation (Fitriati & Jannah, 2016). The students struggled with a variety of issues, including a lack of vocabulary, difficulty pronouncing words, fluency, and difficulty stringing words together into phrases (Ihsan & Wahidah, 2019). The students seemed lack of vocabulary, lack of pronunciation and felt shy when the teacher asked them to speak English in front of the class. In reality, students' language mastery is still limited. Because of their linguistic limitations, students find it challenging to communicate their views (Rahmat, 2019). Based on the interview with English teacher of SMA N 6 Ogan ilir, it was found that students were lack of vocabulary and pronunciation so that they were afraid to practice speaking activities in front of the class.

Meanwhile, teachers may run into some speaking-related problems when encouraging students to talk in class. Students are sometimes hesitant to speak up in class because they are concerned about making mistakes and fearing criticism, as well as being embarrassed by the other students' focus on them (Ratnawati & Sulastri, 2019). The students' reluctance to speak English was influenced by unfavorable feelings and emotions such as shyness, worry, unease, particularly when speaking in front of others, fear of making mistakes and getting laughed at, lack of confidence, and doubt. When they attempted to speak English, they encountered these feelings and emotions (Ambalegin et al., 2017). In addition, Jamila (2014) found some factors that prevent students from engaging in speaking activity, including: lack of structure (10%), lack of training center (5%), lack of technical support from institution (2%), lack of peers to practice with (4%), and experiencing insecurity. In summary, both internal and external barriers might prevent someone from communicating. Internal barriers include psychological and attitudinal issues, whereas external barriers include physiological and physical systems.

Due to their general struggles with using foreign languages to express their thoughts clearly, many language learners find it challenging to communicate in spoken form (Leong & Ahmadi, 2017). Students are prepared for what they will say in the source language, but when they must convert to the target language (English), they frequently lack the confidence and confusion necessary to combine and apply the accomplish the purpose that is required. In other words, the problem in speaking can

inhibit the speaker to express their ideas. It is clear that developing self-confidence is essential for developing speaking abilities.

Self-confidence is needed to be developed effectively. Self-confidence is an individual's positive attitude that allows him to cope with the environment or scenario in which he finds himself (Nadiah et al., 2019). Self-efficacy, self-esteem, and self-compassion are the three characteristics that might affect a person's level of self-confidence. Self-confidence is associated to success, academic success, conciliation, and a person's well-being, among other things (Perkins, 2018). An individual quality that helps with language learning success is self-confidence. It is a way of thinking that enables us to have a positive and realistic perspective on who we are and what we are capable of (Audina et al., 2021). Students should be relaxed and confident while using English, as they are expected to be more bold while sharing their thoughts and speaking in front of big audiences. In order to boost their confidence and make language learning easier, learners must understand how their self-confidence affects their ability to learn a language.

In addition, one of the non-linguistic factors that can influence a student's ability to speak is confidence (Prastyawan et al., 2021). This has a significant supporting role and an enormous effect. Students with self-confidence will work hard to achieve their goals in accordance with their skills, just like they do with their academic performance. Moreover, self-confidence is a personal characteristic that assists to foreign language learning success (Suliyati & Syahri, 2021). In other words, having self-confidence is essential to starting any action, especially speaking. Consequently, self-confidence is the power to develop one's potential, talents, and skills.

Furthermore, Self-confidence is crucial for thriving in social situations. A person's social life depends greatly on their level of self-confidence; without it, they will face many difficulties. In order to feel good about oneself and improve productivity in all areas of life, one needs to have self-confidence in both their abilities and attractiveness (Suratno & Hutabarat, 2018).

Moreover, there is a relationship between students' self-confidence and speaking ability. Students that are confident in their talents succeed in school because they never give up and trust in themselves (Tridinanti, 2018). Learners who strongly believe in themselves will find it easier to participate in their tasks and learn new things without encountering any performance barriers. Speaking skills will be improved in students who have a high level of self-confidence (Mayangsari et al., 2021). Thus, a confident individual may handle the circumstance they are in. They can finally accomplish their objective.

Additionally, while some students have high self-esteem, some have poor self-esteem. Students who have higher levels of self-confidence than those who have lower levels tend to be more active in class. They are not frightened to make minor blunders or errors when speaking since they see it as a necessary part of the learning process. They have the bravery and self-confidence to try again and again if they make a mistake (Mubarok, 2017). Speaking skill and student confidence will both be affected by (Seftiani et al., 2018). When people have poor self-confidence, it is difficult for them to improve (Aries & Islamiah, 2020). That implies that the pupils' self-confidence affects how well they talk. Low self-confidence among pupils also results in lower speaking skills. This conclusion shows that a student's speaking abilities will improve with increased self-confidence. So that, the study's goal was to determine whether there was a

relationship between speaking proficiency and student self-confidence at the tenth grade at UPT SMA Negeri 06 Ogan Ilir.

METHODOLOGY

1. Method

    This study used a correlational research strategy to identify the relationships between variables before interpreting and explaining any potential findings.

2. Population and Samples

    The population of this study was all the tenth grade students of UPT SMAN 06 Ogan Ilir. Using a total sampling technique, the sample for this investigation was collected. 124 students made up the sample as a whole.

3. Techniques in Collecting the Data

    Speaking exam and questionnaire served as the instruments. In this study, an oral test that took the form of a narrative text and had five subjects was utilized to measure the students' speaking proficiency. Mustafa's self-confidence questionnaire was used for gathering information regarding pupils' levels of self-assurance (Mustafa, 2015). Twenty items make up the questionnaires. The Likert scale was used to score the questionnaire, and there were five possible responses: strongly agree (5 out of 5), agree (4 out of 5), disagree (3 out of 3), disagree (2 out of 2), and strongly disagree (1 out of 1).

Table 1. Questionnaire of Self-Confidence

No.	Statement	1 (SD)	2 (D)	3 (U)	4 (A)	5 (SA)
1.	When I say a simple sentence, I can pronounce almost any word correctly.					
2.	When I say a simple sentence, I can pronounce all the words fluently.					
3.	I'm sure I will get a good grade in the speaking category.					
4.	I master almost all the vocabulary given by the teacher.					
5.	I can pronounce a sentence grammatically correct.					
6.	I'm not afraid of making mistakes in speaking English.					
7.	I'm sure I can have a conversation (conversation) in front of my classmates.					
8.	I can easily pronounce any vocabulary given by the teacher.					
9.	When I say a simple sentence, I can distinguish between verbs, nouns, adjectives, etc.					
10.	When the teacher uses colloquial sentences to ask questions, I can answer them					
11.	When the teacher orders random students to compose a sentence, I am the first to do it.					
12.	In my opinion, pronouncing a sentence in English is not difficult.					
13.	I feel confident in my ability to learn English.					
14.	In my opinion, memorizing vocabulary is difficult, but I believe I can do it.					
15.	I am not confident when pronouncing vocabulary in					

English.

16.	I feel confident when answering questions from teachers in class.
17.	With the shortcomings I have, I am pessimistic about doing the work of the teacher.
18.	Compared to other students, I am a student who is weak in English lessons, especially speaking.
19.	I'm not afraid to ask the teacher if there is something I don't understand or know.
20.	However I tried, I wasn't sure I could speak English.

4. Techniques in Analyzing the Data

The Pearson - Product Moment Correlation Coefficient was used to determine the relationship between students' overall self-confidence (X) and their speaking proficiency (Y).

FINDINGS AND DISCUSSION

The data collected in this study were interpreted based on the result of the questionnaire given information into correlation between students' self-confidence and speaking achievement at UPT SMAN 6 Ogan Ilir. There were 20 items of the statement given to 124 samples of the tenth grade students of UPT SMAN 6 Ogan Ilir. All of the statements were about self-confidence in speaking.

From the questionnaire, it was found that most tenth grade students of UPT SMAN 6 Ogan Ilir had good self-confidence. It could be seen from a total of 124 students there were 34 students (27.4%) had high confidence category and 90 students (72.6%) had average category. Students who were indicated have high self-confidence would have belief in their self to perform their ability. It is supported by Sovianti (2020) that clarified that students' self-confidence will appear to inspire them in achieving and finishing the assignments if they perceive that they can perform the activities. In addition, students who had high self-confidence were enjoyable, unashamed, motivated and believe on their ability. In the process of teaching and learning, students who had high self confidence prefer to work individually and independently.

Table 2. Distribution of Students' Self Confidence

No	Score Interval	Category	Frequency	Percentage
1	67 – 100	High Confidence	34	27.4%
2	33 – 66	Average	90	72.6 %
3	0 – 32	Low Confidence	0	0 %
	Total		124	100 %

Based on the finding, it showed that the scores of speaking test of the tenth grade students at UPT SMAN 6 Ogan Ilir were 102 students (82.2%) who were in good category. It was happened because most students could say simple sentences and understood with a certain accent easily. Then the students also knew the vocabulary so they could speak fluently and could say the word correctly. It could be seen from the questionnaire number 8, 66 (53.2%) students agree that they could easily pronounce any vocabulary given by the teacher.

Table 3. Distribution of Students' Speaking Achievement

No	Score Interval	Number of Students	Category	Percentage
1	67 – 100	0	Very Good	0
2	33 – 66	120	Good	82.2%
3	0 – 32	22	Poor	17.8%
Total		124		100%

Furthermore, based on the result of the Pearson Product-Moment Correlation, it was found that there was a significant correlation between students' self-confidence and speaking achievement at the tenth grade of UPT SMAN 06 Ogan Ilir. Based on table of index correlation, it could be seen that the correlation coefficient was in between the *r* score interval: 0.20- 0.399. It inferred that the correlation was categorized into low correlation. However, the correlation was still found between students' self-confidence and speaking achievement at the tenth grade stduents of UPT SMAN 06 Ogan Ilir.

Table 4. Correlation between the Students' Self-Confidence and Speaking Achievement

		Self Confidence	Speaking
Self Confidence	Pearson Correlation	1	.274**
	Sig. (2-tailed)		.002
	N	124	124
Speaking	Pearson Correlation	.274**	1
	Sig. (2-tailed)	.002	
	N	124	124

**. Correlation is significant at the 0.01 level (2-tailed).

Futhermore, there was a correlation because students who had the higher level of self-confidence, they could also had the higher oral presentation scores. It could be seen from questionnaire number 6, 52 (41.9%) students were agree if they were not afraid of making mistakes in speaking English. From questionnaire number 16, 52 (41.9%) students were agree if they felt confident when they answered questions from the teacher in class. From questionnaire number 9, 74 (59.6%) students were agree if they could also distinguish between verbs, nouns, and adjectives when they said a simple sentence. Also from questionnaire number 7, 44 (35.4%) students were agree if they had a conversation with their friends, they were easily able to pronounce the word with any vocabulary. It was because they felt confident in their ability to learn English, especially speaking. Hence, students who had high confidence could get a better score in speaking. It was in line with Hasan, Hanafi, and Sadapotto (2020), the impact of self-confidence on oral communication was significant (Hasan et al., 2020). Seftiani, Mulyana and Ramalia (2018) reported that there was a strong link between pupils' self-confidence and their willingness to communicate (Seftiani et al., 2018). Beside, Tridinanti (2018) explored that the achievement of speaking has a close correlation to self-confidence. Students that are self-confidence earn better results (Tridinanti, 2018) .

The data proved that pupils who performed well academically also performed well in the oral communication test when they had high self-confidence scores on the questionnaire. When the students have a strong level of self-confidence, they will do better in their speaking skills (Anggraini et al., 2019). Students with strong self-confidence are confident in their capacity to do tasks. The fact that students from UPT SMAN 6 Ogan Ilir were aware of their performance in terms of confidence could also be a factor. They made an effort to make themselves more self-assured and convinced

of their courage in taking risks. Akbari and Sahibdaza (2020) revealed that students' self-confidence had an impact on their learning in terms of engagement, goal-setting, and establishing an interest in lessons (Akbari & Sahibzada, 2020). Self-confidence and communication skills had a close relationship (Gürler, 2015). According to Anwar (2016), the pupils' self-confidence could be affected by the panel discussion. The frequency of engagement among friends, such as sharing, talks, and presentations, naturally shapes individual self-confidence. Finally, It was discovered that speaking proficiency and student self-confidence correlated significantly in the tenth grade at UPT SMA N 06 Ogan Ilir.

CONCLUSION

This study was conducted to investigate whether or not there was a correlation between the tenth grade students' self-confidence and speaking achievement at SMAN 6 Ogan Ilir. Based on the result, it was found that r-obtained was 0.274 was higher than *the r-* table (0.176), *p* (0.002) was lower than 0.05. It was indicated that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Hence, the pupils' speaking proficiency at SMAN 6 Ogan Ilir in the tenth grade and self-confidence were significantly correlated. Speaking achievement of the tenth-grade pupils at SMAN 6 Ogan Ilir was primarily influenced by their level of self-confidence. High self-confidence among pupils had a positive impact on how well they spoke.

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