THE CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND THEIR SPEAKING ABILITY AT SMPN 2 KADIPATEN

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Abstract

This study aims to identify the correlation between students' self-confidence and their speaking ability of seventh-grade students at SMPN 2 Kadipaten. This study was designed to investigated the correlation between two variables. There was self-confidence as the independent variable and speaking ability as the dependent variable. This study involved 43 students as a sample of seventh-grade at SMPN 2 Kadipaten. As a tool to measure self-confidence, a questionnaire adopted from Lauster (2012) was used, and speaking score from English teacher was used to measure speaking ability. After conducted validity and reliability tested, the researcher distributed the self-confidence questionnaire to the sample. Then, used *T-test Correlation* in *SPSS 25*. The data was analyzed with the correlation between self-confidence and speaking ability. The results showed that the sig_{value} of $0.757 > 0.05$ and the $r_{value} = 0.049$. The alternative hypothesis H_a was rejected, and the null hypothesis H_0 was accepted. Therefore, self-confidence was not correlated with the speaking ability of seventh-graders at SMPN 2 Kadipaten.

Keywords: *Correlation, Self-confidence, Speaking Ability*

INTRODUCTION

Self-confidence is a crucial personality trait that fosters learning and drives students toward success (Andayani & Afiatin, 1996; Fitri, Zola, & Ifdil, 2018; Ifdil, Denich, & Ilyas, 2017). It develops as students actively participate in the learning process and interact with their environment. Individuals who lack confidence frequently grapple with a negative self-image and self-doubt, which may result in social withdrawal. Furthermore, confidence plays an essential role in shaping an individual's personality (Ghufron & Risnawita, 2020), and its absence can present numerous challenges. According to Rini (2002), self-confidence is a positive belief that allows individuals to perceive themselves and their surroundings favorably. Additionally, Azizah and Djamilah Bondan Widjajanti (2019) highlight that self-confidence involves a person's belief in their ability to achieve goals, maintain an optimistic outlook, and assume responsibility for their actions and decisions.

English is widely recognized as a global language and a fundamental tool for international communication (Sneddon, 2003). Consequently, this highlights the essential necessity of acquiring

proficiency in a foreign language, particularly English, in order to achieve success in both academic and professional fields (Sinaga, 2010).

According to Hornby (1995) defines speaking as the act of verbally articulating ideas, interacting with others, and exchanging thoughts through language. Likewise, Brown (2004) describes speaking as the process of selecting and employing linguistic elements, such as vocabulary, grammar, and discourse structures. Furthermore, Nunan (1999) asserts that mastering the skill of speaking involves more than merely producing correct grammar, pronunciation, and vocabulary; it also requires an understanding of the appropriate context, purpose, and timing. Moreover, Nupus and Parmiti (2017) argue that speaking skills extend beyond the mere articulation of words or sounds, as they also involve the effective communication of ideas, concepts, and emotions in order to achieve specific goals.

The Definition of Self-Confident

Hakim (2002) defines self-confidence as the belief an individual has in their abilities, which empowers them to pursue life goals with determination. Similarly, Mastuti (2008) describes self-confidence as a positive attitude that enables a person to evaluate both themselves and their environment in an optimistic manner. Moreover, self-confidence is considered a key factor in achieving self-acceptance, as it equips individuals to face challenges, tackle new problems, maintain self-assurance during adversity, and cultivate a positive outlook without excessive concern for external circumstances (Surya, Putri, & Mukhtar, 2017). Furthermore, Hakim (2002) asserts that self-confidence is essential for fulfilling various human needs, emphasizing that the freedom of thought and emotion is crucial, since those who possess such freedom are more likely to develop self-confidence.

The Definition of Speaking

Caroline (2005) highlights the essential role that speaking plays in communication, contending that it is a core language skill that students must develop. Additionally, the mastery of speaking is crucial, as it supports and strengthens other language skills (Tarigan, 1986). Moreover, Nunan (2003) classifies speaking as a productive skill, underscoring its significance in the process of learning and teaching English. Speaking involves the construction of sentences to convey emotions, thoughts, ideas, and feelings (Aprinawati, 2017; Melasarianti, 2018; Tambunan, 2018). Furthermore, proficiency in speaking enables effective communication and the clear exchange of

ideas. Consequently, these interrelated aspects prompted the researcher to examine whether there is a relationship between students' self-confidence and their speaking ability at SMPN 2 Kadipaten.

METHOD

Research Design

Creswell (2012) states that correlational designs rely on correlation statistics to assess and quantify the strength of the relationship between two or more variables or sets of scores. Accordingly, this study aims to explore how the independent variable, self-confidence, impacts the dependent variable, speaking ability.

Population and Sample

The population for this study comprised 124 seventh-grade students from SMPN 2 Kadipaten. For the sampling process, the researcher utilized a stratified random sampling technique, selecting students from classes A and B. Moreover, stratified random sampling involves dividing the population into specific subgroups, referred to as strata, and subsequently drawing random samples from each of these strata (Isaac & Michael, 2015). Researcher used sampling techniques from the population used the *Slovin Formula* as followed:

$$n = \frac{z^2 \times p \times (1 - p)}{E^2}$$

$n =$ Sample size required

$Z =$ The z score corresponding to the desired confidence level (in this case, if we use a 15% margin of error, then we would look for a Z score for $\alpha = 0.15/2 = 0.075$, since the normal distribution was symmetrical, so we look for a Z scored in the 0.925 or 1-0.075 range).

$p =$ Estimated proportion in the population

$E =$ Margin of error

$n = \dfrac{1.96 \times 0.5 \times (1 - 0.5)}{0.15^2}$

$n = \dfrac{3.8416 \times 0.25}{0.0225}$

$n = \dfrac{0.9604}{0.0225}$

$n = 42.684$

Data Collection & Data Analysis

The researcher utilized both a questionnaire and the English-speaking scores provided by the teacher to gather data. The questionnaire method required participants to respond to questions prepared by the researcher, with predefined answer choices available. Furthermore, each student received a questionnaire and completed it according to the outlined indicators. In addition to this, the researcher acquired the English-speaking scores for the seventh-grade students from the English teacher at SMPN 2 Kadipaten.

FINDINGS AND DISCUSSION

This study evaluated students' self-confidence by collecting data from a sample of 43 seventh-grade students at SMPN 2 Kadipaten through a 15-item questionnaire. Additionally, the statistical hypothesis was tested using a *T-test* in *SPSS 25* to determine whether a correlation exists between students' self-confidence and their speaking ability H_a or if no such correlation exists H_0. Moreover, the researcher examined the relationship between these two variables, with the findings presented in Table 1.

Table 1. Output T-Test Correlation

Sample Correlation			
	N	Correlation	Sig.
Self-confidence & Speaking Ability	43	-.049	.757

Table 1 displays the results of the *T-test Correlation* analysis conducted using *SPSS 25*. With a sample size (N) of 43, the correlation coefficient between self-confidence and speaking ability was -0.049, indicating a slight negative correlation. However, this value is very close to zero, suggesting a very weak correlation. The significance value^{sig} was 0.757, which is well above the significance level of 0.05, indicating that there is no significant correlation between students' self- confidence and their speaking ability.

Therefore, with a sig^{value} of $0.757 > 0.05$, the null hypothesis H_0 is accepted, and the alternative hypothesis H_a is rejected. This means that the data analyzed did not show a significant correlation between students' self-confidence and their speaking ability.

Table 2. Output Regression

ANOVAa					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.340	1	.340	.097	.757b
Residual	143.939	41	3.511		
Total	144.279	42			

a. Dependent Variable: Speaking Ability
b. Predictors: (Constant), Self-confidence

The ANOVA linear regression test conducted in *SPSS 25* revealed an F^{value} of 0.097 and a significance value^{sig} of 0.757. The F-value of 0.097 indicates that the variability in the linear model was not significant enough to conclude that the model was a good fit. The significance value exceeding 0.05 suggests that the model's explanatory power is minimal, indicating no significant influence of students' self-confidence on their speaking ability.

The correlation analysis yielded a correlation coefficient of -0.049 and a sig^{value} of 0.757, based on a sample size of 43 students. This very weak negative correlation indicates that there is no significant relationship between self-confidence and speaking ability, as reflected by the high significance value. Therefore, H_0 is accepted, and H_a is rejected.

The findings indicate that students' self-confidence does not have a significant effect on their speaking ability, potentially due to nonverbal factors and the complex nature of social interactions (Knapp, 2002). While some research suggests a positive relationship between confidence and communication skills (Avcu & Isiklar, 2010), this study did not find a direct influence of self-confidence on speaking ability. Consequently, a more comprehensive investigation is needed to thoroughly understand the factors affecting students' speaking skills beyond just self-confidence.

CONCLUSION

The data analysis revealed no significant correlation between self-confidence and speaking ability among seventh-grade students at SMPN 2 Kadipaten. The correlation coefficient was -0.049, which falls into the category of very weak correlations. The significance value^{sig} was 0.757, which exceeds the threshold of 0.05, indicating that the result is well beyond the significant range. The sample size was 43 students. These findings suggest that there is no meaningful correlation between students' self-confidence and their speaking ability. The low correlation coefficient reflects a very weak relationship, and the regression analysis with a sig^{value} of 0.757 confirms that self-confidence does not significantly affect speaking ability. The dependency was only 2%, as summarized in the T-test results.

Therefore, based on the analysis, the alternative hypothesis H_a was rejected and the null hypothesis H_0 was accepted. Future research should consider the following points for a more comprehensive understanding.

For Students

Students are encouraged to develop a positive mindset to enhance their confidence in expressing ideas, opinions, and thoughts to educators, peers, and the school community.

For Schools

To improve the effectiveness of interactions between teachers and students, schools should enhance guidance and counseling services. Additionally, schools should regularly evaluate the learning outcomes and teaching methods employed by teachers to better support students in confidently expressing their ideas, opinions, and thoughts.

For Next Researchers

Future researchers should focus on refining the scale of the instruments used and ensure a thorough alignment between the attitude scale and the indicator grid. They may also consider integrating additional variables with the current study variables for a more comprehensive analysis.

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