



**THE INTERRELATIONSHIP BETWEEN
SELF-CONFIDENCE AND SPEAKING ACHIEVEMENT**

SKRIPSI

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ENGLISH EDUCATION DEPARTMENT
AUGUST 2020**



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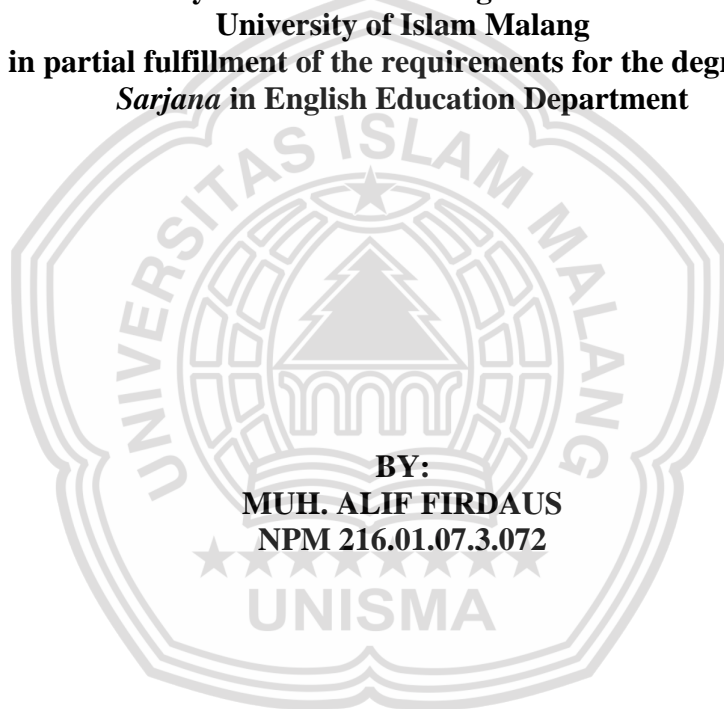
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ABSTRAK

Sebagaimana kita ketahui bahwa bahasa Inggris adalah bahasa universal, tidak dapat disangkal bahwa bahasa Inggris sangat penting. Untuk mencapai komunikasi bahasa Inggris yang efektif, siswa harus menyadari bahwa bahasa Inggris mencakup beberapa keterampilan yang perlu dikuasai, yaitu menyimak, membaca, menulis, dan berbicara. Padahal, keterampilan berbicara dianggap keterampilan yang paling sulit di antara keterampilan lainnya. Keberhasilan belajar bahasa Inggris dapat diukur dari kemampuan berbicara. Dalam pembelajaran keterampilan berbicara banyak sekali kesulitan yang harus dihadapi oleh siswa, yang paling berpengaruh adalah rasa percaya diri. Banyak siswa yang gagal dalam mempelajari keterampilan berbicara karena kurang percaya diri. Penelitian ini dilakukan dengan tujuan untuk mengetahui hubungan antara kepercayaan diri dengan prestasi berbicara pada mahasiswa Jurusan Bahasa Inggris semester 4 di Universitas Islam Malang.

Penelitian ini menggunakan desain kuantitatif untuk menghitung data numerik. Desain penelitian menggunakan desain korelasional dan independent sample t-test. Populasi penelitian berjumlah 140 siswa dan peneliti mengambil 33 siswa sebagai sampel penelitian. Data tersebut mencakup tingkat kepercayaan diri siswa dan nilai berbicara mereka.

Hasil penelitian menunjukkan bahwa sebagian besar siswa (61%) mencapai kepercayaan diri tinggi dalam mengerjakan kuesioner, sedangkan sebagian besar siswa (76%) mencapai nilai rata-rata dalam prestasi berbicara mereka. Berdasarkan hasil korelasi, data menunjukkan bahwa sig. (2-tailed) adalah 0,610 yang berarti lebih tinggi dari nilai signifikan (0,05). Dapat disimpulkan bahwa tidak ada korelasi yang signifikan antara kepercayaan diri dan prestasi berbicara. Singkatnya, hasil penelitian menunjukkan bahwa H_0 diterima dan H_1 ditolak. Sedangkan berdasarkan hasil uji independent sample t-test taraf signifikansi (p-value) sebesar .000 yang berarti p-value lebih rendah dari nilai signifikan (0,05). Dengan demikian dapat disimpulkan

bahwa terdapat perbedaan yang signifikan antara siswa yang memiliki kepercayaan diri tinggi dengan siswa yang memiliki kepercayaan diri rendah dalam prestasi berbicara. Hasil penelitian juga menunjukkan bahwa H1 diterima sedangkan H0 ditolak.

Singkatnya, dapat dikatakan bahwa siswa yang memiliki rasa percaya diri tinggi tidak menentukan prestasi berbicara yang tinggi pula. Akhirnya, para peneliti selanjutnya disarankan untuk melakukan penelitian serupa dengan investigasi yang lebih dalam.



ABSTRACT

As we know that English is the universal language, it cannot be denied that English is necessary crucially. In order to reach the effective communication in English, the students should realize that English covers several skills that need to be mastered, they are listening, reading, writing, and speaking. In fact, speaking skill is considered to be the most difficult skill among other skills. The success of learning English can be measured by the ability to speak. In learning speaking skill, there are many difficulties that should be faced by the students, the most influential difficulty is self-confidence. Many students failed in learning speaking skill because they were lack of self-confidence. This present research was conducted in order to investigate the relationship between self-confidence and speaking achievement of the 4th semester of English Department students at University of Islam Malang.

The current research applied quantitative design in order to compute the numerical data. The research design used correlational design and independent sample t-test. The population of the research consisted of 140 students and the researcher took 33 students to serve as the sample of the study. The data covered the students' self-confidence level and their speaking score.

The findings of the research indicated that the majority of the students (61%) reached high self-confidence in working on the questionnaire, while the majority of the students (76%) reached the average score in their speaking achievement. According to the correlational results, the data showed that the sig. (2-tailed) was .610 which means it was higher than the significant value (0.05). It could be inferred that there was no significant correlation between self-confidence and speaking achievement. In short, the results indicated that H_0 was accepted and H_1 was rejected. Meanwhile, based on the results of independent sample t-test, the level of significance (p-value) was .000 which means the p-value was lower than the significant value (0.05). It could be concluded that there was a significant difference

between the students who have high self-confidence and the students who have low self-confidence in their speaking achievement. The results also indicated that H_1 was accepted while H_0 was rejected.

In sum, it can be stated that the students who have high self-confidence do not determine they will achieve high speaking achievement as well. At last, the future researchers are suggested to conduct the similar study with the deeper investigation.



CHAPTER I

INTRODUCTION

This chapter introduced about the general overview of the research, it provided some information related to the background of the research, formulation of the research problems, objectives of the research, hypotheses of the research, scope and limitation of the research, significance of the research, and definition of the key terms.

1.1 Background of the Study

English crucially plays the main part in everyone's life. The importance of English in this modern era is quite huge, it cannot be denied that the usage of English has been dominating many sectors like education, business, medical, engineering, and so on. Furthermore, Kurniasih (2011) highlighted that English undoubtedly has been the most influential device of global interaction which is the most essential means of getting access to the technological, cultural and intellectual resource of the world.

In learning English there are several skills that we need to master for complete communication. There are four basic skills of English, they are listening, speaking, reading, and writing that can be divided into two categories. Husain (2015) defined that the productive skills consist of speaking and writing because the learner or the student is not only active but also creates sounds in speaking and letters or symbols in

writing, in contrast, he also defined that listening and reading are called receptive skills since the learner or the student is usually passive here and receives knowledge through listening or reading. Ananda (2017) argued that speaking is the most necessary skill among those four language skills which we use to connect and to understand one another in our everyday life. It was also stated that the success in learning English can be measured by the ability to speak, therefore speaking skill is the essential part to be mastered when learning a second language or a foreign language (Fitriani et al., 2015). Hence, the role of speaking as one of the other productive skills cannot be underestimated.

In the context of English, being able to speak English with other students or even with the foreigners can be considered as the goal of many learners of English. Difficulty faced by students in learning English as the foreign language or the second language is the speaking skill, because to speak English requires more than just knowing the grammar but also the use of English in real life (Fitriani et al., 2015). However, the biggest problem that the students faced is the anxiety of speaking in front of public. In line to this, Al-Hebaish (2012) stated that the most problematic obstacle to effective communication in the context of English is when the students lack of self-confidence. Raja (2017) believed that the students will experience fear and anxiety that lead to queasiness and excessive sweating when they become the main focus of attention as they have to converse with the audience.

Most of the students who feel anxious while speaking in public generally tend to avoid the situation where they have to perform, but when they face such situation,



they endure intense anxiety. Fitriani et al., (2015) stated that the sense of anxiety is one of the affective variables which has a bad influence on preventing the students to learn a foreign language successfully.

Several previous studies with the same topic were done by the experts. The first study was carried out by Roysmanto (2018) entitled "*A Correlation between Self-confidence and the Students' Speaking Skill*". The research applied correlational research which the main purpose was to find out the relationship among variables. There were two variables in this study, the independent variable was self-confidence and the dependent variable was students' speaking skill at the third semester of the English Department of Swadaya Gunung Jati University. In this study, the researcher used random sampling and took 40 students as the random sample from the population which consisted of 240 students. There were two techniques of collecting data in this study, they were questionnaire and interview. The researcher provided a questionnaire in order to find out the students' self-confidence level, the researcher also did an interview to identify the students' speaking skill. Based on the data analysis, the researcher indicated that the students who have high self-confidence, they accomplished high score in the questionnaire, while students who achieved high score in the interview means that they were able to answer the questions of the interview clearly and fluently. In this study, the researcher concluded that there was a significant correlation between self-confidence as the variable "X" and speaking skill as the variable "Y". It was suggested for the teachers to increase the students' speaking skill by giving the students the opportunity to share their opinion or to speak

in English. It was also added that the teachers should make the class to be the English area that means the students would get accustomed to speak freely or at least they would not feel afraid of making mistakes while speaking in English.

Another study was carried out by Tridinanti (2018) entitled “*The Correlation among Speaking anxiety, Self-confidence, and Speaking Achievement of Undergraduate EFL Students of Tridinanti University Palembang*”. In this study, the researcher tried to investigate the relationship among three variables which were speaking anxiety, self-confidence, and speaking achievement. The study applied correlational design in order to analyze the numerical data of those three variables. The research took place in Tridinanti University Palembang. The results of the research indicated that there was a significant correlation between the students’ speaking anxiety and the students’ speaking achievement. The data showed that the level of significance (p-value) was 0.010, which was lower than the significance value (0.05). Another analysis indicated that there was no significant correlation between self-confidence and speaking achievement. Since the level of significance (p-value) was 0.425, that was higher than the significance value (0.05).

There were several aspects that were not clearly described by the previous researchers. According to the previous study conducted by Roysmanto (2018), the researcher only described the mean score of speaking score without describing the range score obtained from the speaking score. Furthermore, another gap was found on another previous study conducted by Tridinanti (2018), the researcher did not present

the prediction factor of the result which showed no correlation between self-confidence and speaking achievement. Therefore, this research was conducted to carry out further investigations, including the presentation of complete data information.

According to the explanation above, the researcher intended to conduct a research entitled “The Interrelationship between Self-confidence and Speaking Achievement” of 4th-semester students of English Department at University of Islam Malang.

1.2 Research Problems

The research problems are formulated as follows:

1. Is there any significant correlation between self-confidence and speaking achievement of 4th-semester students of English Department at University of Islam Malang?
2. Is there any significant difference between students of 4th-semester of English Department at University of Islam Malang who have high self-confidence and those who have low self-confidence in their speaking achievement?

1.3 Objectives of the Research

Based on the research problems, the main objective of this research is to know whether there is a correlation between self-confidence and speaking achievement of the 4th-semester students of English Department at University of Islam Malang, in

order to reach this main objective, the researcher presents several sub-objectives as follows;

1. To investigate the relationship between self-confidence and speaking achievement of 4th-semester students of English Department at University of Islam Malang.
2. To find out whether there is a significant difference between students of 4th-semester of English Department at University of Islam Malang who have high self-confidence and those who have low self-confidence in their speaking achievement or not.

1.4 Hypotheses of the Research

1. The alternative hypothesis (H_1) states;
 - There is a correlation between self-confidence and speaking achievement of 4th-semester students of English Department at University of Islam Malang.
 - There is a significant difference between students of 4th-semester of English Department at University of Islam Malang who have high self-confidence and those who have low self-confidence in their speaking achievement.
2. The null hypothesis (H_0) describes;
 - There is no correlation between self-confidence and speaking achievement of 4th-semester students of English Department at University of Islam Malang.

- There is no significant difference between students of 4th-semester of English Department at University of Islam Malang who have high self-confidence and those who low self-confidence in their speaking achievement.

1.5 Significance of the Research

The researcher hopes the results of this current study might give benefits both practically and theoretically for teachers and future researchers.

1. Practical significance: the confidence of the learners may be improved by providing activities wrapped with a convenient atmosphere so that the learners will get accustomed to speak freely without feeling anxious or afraid to make a mistake.
2. Theoretical significance: it is hoped that this research could be beneficial to be a material reference for future researchers that will conduct the research with the similar subject.

1.6 Scope and Limitation of the Research

In this research, the researcher focuses on how self-confidence and students' speaking achievement affect each other, the researcher takes 33 of the 4th-semester students of English Department at the University of Islam Malang as the sample of this study. This study consisted of self-confidence as X variable and speaking achievement as Y variable, and it is addressed to the 4th-semester students at University of Islam Malang.

The researcher unexpectedly was unable to collect the data because there is a global pandemic (COVID-19). Indonesian government gave orders to temporarily stop teaching and learning activities outside the home, such as learning in schools and especially in universities due to a case of a virus. This means everyone around the country should isolate themselves without doing activities that can trigger the spread of the virus. The students who should've been the sample of the research went home due to this Corona virus outbreak. Therefore, doing a face-to-face interview in order to know how self-confidence affects the 4th-semester students' speaking achievement is not possible.

The researcher finds another alternative way to investigate the correlation between self-confidence and speaking achievement.

1.7 Definition of the Key Terms

In order to avoid misinterpretation and misunderstanding, the researcher presents the following definition of key terms.

1. The interrelationship is how two or more variables are connected and influenced one another. In this context, the researcher wants to examine more deeply about the relationship between self-confidence as Y variable and the speaking achievement as X variable.
2. Self-confidence in this case means a crucial aspect in public speaking. This feeling reflects that the students do not feel some of things that commonly occur such as

shyness, nervousness, and afraid of making mistakes when speaking in front of a large number of people.

3. Speaking achievement in this context means the students' original score of mid-term test which has not been converted or added with other scores by the lecturer of Speaking IV.



CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher discussed a summary of the research, including conclusion from the overall research findings discussed in the previous chapter. Several suggestions were also presented by the researcher in this chapter.

5.1 Conclusion

The results of the correlation between self-confidence and speaking achievement with using Pearson Product-moment Correlation indicated that the level of significance (p-value) was at .610 which means it was higher than the significant value (.05). It indicated that the null hypothesis (H_0) was accepted while the alternative hypothesis (H_1) was rejected. It can be concluded that self-confidence and speaking achievement were not correlated each other, it means the students' level of self-confidence does not determine their speaking achievement.

The next results of the independent sample t-test in analyzing the comparison between the students who had high self-confidence and the students who had low self-confidence in speaking achievement showed that the level of significance 2-tailed (p-value) was at .000, it means that the p-value was lower than the significant value (.05). Therefore, it can be inferred that the alternative hypothesis (H_1) was accepted while the null hypothesis (H_0) was rejected. The researcher concluded that

there was significant difference between the students who had high self-confidence and the students who had low self-confidence in their speaking achievement.

5.2 Suggestions

In this section, the researcher pointed out several suggestions that were worth considering.

5.2.1 Suggestions for Teachers

1. It was highly recommended for the teachers to create the teaching and learning activities wrapped with the convenient atmosphere so that it is not possible for the students to feel shy, nervous, or anxious that prevents them to boost their self-confidence.
2. Teaching and learning activities should be more dominant on the students where they will be accustomed to express their ideas or opinions without feeling things that could possibly lead them to be afraid to do so.

5.2.2 Suggestions for Future Researchers

The future researchers are expected to pay more attention to the selection of questionnaires as the research instruments, because if the questionnaire applied is suitable, it might give more precise results. It is also highly recommended for future researchers to use more reputable questionnaire.

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