

The Correlation Between Self-Confidence And Students' Speaking Ability At The Third-Year Students Of Madrasah Aliyah Al-Qasimiyah Sorek Satu

Hafizhah Arsad

Program Studi Bahasa Inggris, Jurusan Bahasa dan Seni, Universitas Riau,

Email : hafizhah.arsad0934@student.unri.ac.id

Mahdum

Program Studi Bahasa Inggris, Jurusan Bahasa dan Seni, Universitas Riau,

Email : mahdum.adnan@lecturer.unri.ac.id

Dahnilyah

Program Studi Bahasa Inggris, Jurusan Bahasa dan Seni, Universitas Riau,

Email : dahnilyah@lecturer.unri.ac.id

Alamat : Binawidya, Pekanbaru, 28293. Indonesia Contact : 083195486783

* Korespondensi penulis: hafizhah.arsad0934@student.unri.ac.id

Abstract. *The purpose of this study is to find out is there any correlation between self-confidence and the speaking ability at the third year students of Madrasah Aliyah Al-Qasimiyah Sorek Satu. This research will look at the relationship between students' speaking ability and their sense of self-confidence. According to Hatch and Lazaraton (1991), correlation studies are used to assess the degree of relationship between two variables in this research, these variables include students' speaking abilities and self-confidence. Madrasah Aliyah Al-Qasimiyah's self-confidence, the highest score for third year students of Madrasah Aliyah Al-Qasimiyah is 98.2%, they have very high self-confidence, where students hope to excel in this class. which refers to the course/class content. It can be concluded that students have a high level of general self-confidence in themselves and their abilities. The research results show that speaking skills and self-confidence are moderately and positively correlated and have a significant impact on teachers and administrators of Madrasah Aliyah Al-Qasimiyah Sorek Satu and other similar institutions. These results imply that programs that focus on increasing students' self-confidence may also benefit their speaking abilities. These findings emphasize the importance of these factors and imply that interventions that focus on both factors may benefit students' academic success and personal growth.*

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

Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat hubungan antara kepercayaan diri dengan kemampuan berbicara siswa kelas tiga Madrasah Aliyah Al-Qasimiyah Sorek Satu. Penelitian ini akan melihat hubungan antara kemampuan berbicara siswa dan rasa percaya diri mereka. Menurut Hatch dan Lazaraton (1991), studi korelasi digunakan untuk menilai derajat hubungan antara dua variabel dalam penelitian ini, variabel tersebut meliputi kemampuan berbicara dan kepercayaan diri siswa. Kepercayaan diri Madrasah Aliyah Al-Qasimiyah, nilai tertinggi siswa Madrasah Aliyah Al-Qasimiyah tahun ketiga adalah sebesar 98,2%, mereka mempunyai rasa percaya diri yang sangat tinggi, dimana siswa berharap dapat berprestasi di kelas tersebut. yang mengacu pada konten kursus/kelas. Dapat disimpulkan bahwa siswa memiliki tingkat kepercayaan diri umum yang tinggi terhadap diri dan kemampuannya. Hasil penelitian menunjukkan bahwa keterampilan berbicara dan kepercayaan diri berkorelasi sedang dan positif serta berpengaruh signifikan terhadap guru dan pengelola Madrasah Aliyah Al-Qasimiyah Sorek Satu dan lembaga sejenis lainnya. Hasil ini menyiratkan bahwa program yang berfokus pada peningkatan kepercayaan diri siswa juga dapat bermanfaat bagi kemampuan berbicara mereka. Temuan ini menekankan pentingnya faktor-faktor ini dan menyiratkan bahwa intervensi yang berfokus pada kedua faktor tersebut dapat bermanfaat bagi keberhasilan akademik dan pertumbuhan pribadi siswa.

Kata Kunci : *Korelasi, Kemampuan berbicara, Percaya diri*

INTRODUCTION

English has long been viewed as a challenging foreign language for Indonesian views. Even while it is obvious that learning a foreign language helps students achieve their existing goals, such as studying abroad or finding job in today's global economy. The importance of learning foreign language can be gauged by speaking ability to communicate effectively. As a result, it is undeniable that speaking success is crucial. It indicates that communication skills are the foundation for effective English use at school.

Speaking is one of the most fundamental skills in English. Speaking is a skill that requires communicative skills, as well as proper pronunciation, intonation, grammar, and vocabulary. Speaking exercises are difficult to attempt for a beginner. They are naturally perplexed by the norm, which includes grammar, vocabulary, pronunciation, and fluency. Some students are apprehensive about speaking up. As a result of this problem, many learners receive bad English grades.

Language is one of the systems via which people can express their emotions and interact with others. This type of construction is critical in language since we need to generate a wide range of emotions while conversing. When it comes to communication, the majority of individuals rely on language. Language's significance in our lives cannot be emphasized. It can also be used to verbally or in writing communicate thoughts, opinions, and feelings. As a result, language performs two important social purposes. It begins with establishing a social relationship.

English is a global language spoken by many people in many countries throughout the world. People in the United Kingdom use English to communicate with one another. One of the most widely spoken languages is English. Many countries around the world speak English. The first foreign language picked has been English in the Indonesian school curriculum. It's true because Indonesian government recognizes the importance of English. Any part of the international world plays a significant function. Not just as a subject, but also as a teaching and learning medium the process of learning. As a result, Indonesians will become a person who is both intelligent and skilled, and who is prepared to handle both national and international challenges and international cooperation.

Beside this, many individuals consider speaking to be the most important skill. Speaking, according to Lumettu and Runtuwene, is one of the four main language abilities. We strive to talk smoothly and correctly because we want to communicate with people, often face-to-face and in real time. Speakers must be better at producing ideas and processing words according to the context they speak about, because speaking's general job is to lubricate the

social machinery Acquiring proficiency in a foreign language needs more than a mere understanding of grammatical and semantic conventions. Learners must also possess an awareness of how native speakers employ the spoken language within interpersonal contexts. Effective communication poses a challenge for individuals who are acquiring a new language, as engaging in social interactions requires proficiency in language usage.

One notable transformation in oral skills pedagogy, influenced by this theory, is the shift away from exclusively emphasizing the development of students' grammatical competence. This change marks a departure from earlier language teaching techniques that placed significant emphasis on this aspect. Today's teachers are expected to strike a balance between an emphasis on accuracy and a focus on fluency. The fact that spoken English is virtually usually achieved through engagement with at least one other speaker is perhaps the most difficult component of it. Speaking ability is influenced by a number of things. Personality is one among them. Individual disparities occur among second language learners, and this is obvious. According to Burns, the act of speaking is a multifaceted psycholinguistic phenomenon that encompasses intricate cognitive, linguistic, and motor abilities. Numerous language instructors maintain the belief that the proficiency of their students' speaking skills plays a pivotal part in determining their achievements or setbacks in the process of language acquisition.

Furthermore, there are other factors that influence human behavior when speaking. Speaking, according to Rai, is a crucial aspect of behavior. All factors that influence human behavior have an impact on speaking. There are numerous factors that influence human behavior. Self-assurance is one of the factors. In all speaking circumstances, self-assurance is required. Furthermore, Rowson stated that people who can boldly talk will be able to achieve their goals without bullying others. Furthermore, Rowson claims that the most significant component of speaking is our inner voice, self-confidence, attitude, values, views, and prejudices. It indicates that other factors influence how people speak. The amount of self-confidence was one of the factors. Clearly, speaking abilities and self-confidence are linked.

Furthermore, students' self-confidence can be influenced both adversely and positively. Self-confidence is an intrinsic attribute that plays a significant role in facilitating the attainment of proficiency in acquiring a foreign language. According to several research, it has been argued that the successful implementation of language learning activities is contingent upon a particular factor (Huitt, 2004; Khodadad, 2003, as quoted in Hayti, 2008; Brown, 1994). Heyde (year) suggests that students' self-confidence could be negatively impacted when they perceive themselves as having deficiencies and limitations in acquiring proficiency in the target

language. Conversely, the act of engaging in public speaking can have a beneficial impact on an individual's self-assurance. In essence, the level of self-assurance among students is contingent upon their self-perception, specifically in the context of English language proficiency.. Students with positive self-confidence believe they can communicate in English. Students, on the other hand, believe they lack the ability to communicate in English and have low self-esteem. Students' self-confidence can have a beneficial or bad impact depending on how they think.

Self-confidence affects speaking abilities, as explained above. Furthermore, students who lack self-confidence may find it difficult to learn speaking. Students who possess a positive sense of self-confidence will find it easier to communicate in English. On the contrary, pupils who possess low self-confidence may have challenges when it comes to expressing themselves in the English language. Furthermore, the pupils' self-perceptions have a significant role in this matter. In summary, self-confidence can exert either a positive or detrimental influence on one's speaking proficiency.

METHODOLOGY

The Data Collection Technique

The researcher employed a questionnaire to collect data on students self-confidence and interview on speaking ability. The result to find out is there any correlation between self confidence and speaking ability. First, The questionnaire consisted of 35 questions divided into three sections. The first section included demographic questions, such as name and class . The second section included 10 items adapted from the RSES, which assessed participants' overall self-esteem and self-worth. The third section included 25 items designed to assess various aspects of self-confidence and speaking ability, including perceived self-efficacy, anxiety, motivation, and actual speaking performance. Next, The data for this study were collected through interviews with three judges who evaluated the speaking ability of 55 third-year students at Madrasah Aliyah Al-Qasimiyah. The interviews were conducted over a period of 1 day and were focused on the topic of hobbies.

The Data Analyzing Technique

This research used to collect data to find out the results of students' self-confidence and speaking ability at the third year of students Madrasah Aliyah Al-Qasimiyah Sorek Satu. To calculate students' self-confidence and speaking ability score, the normality and realibility of the value of the correlation of two variables through Microsoft Excel and SPSS was used.

Research finding

Table 1. 1 The Interpresentation of Data Analysisi of Students' Self-confidence score

Classification	Frequency	Percentage (%)
Self-confidence		
Very Low	0	0%
Low	0	0%
High	1	1.8%
Very High	54	98.2%
TOTAL	55	100

It shows that the rate percentage of the students score in Self-confidence from 55 students, there were 1 (1.8%) student obtained high score and 54 (98.2%) students obtained very high. Therefore, it can be concluded the students' Self-confidence is overall in very high level.

Table 1. 2 The Interpresentation of Data Analysisi of Students' Speaking Ability Score

Classification	Frequency	Percentage (%)
Speaking Ability		
Failed	16	29.1%
Poor	10	18.2%
Averenge	14	25.5%
Good	7	12.7%
Very Good	8	14.5%
Total	55	100%

Indicates that there were 16 (29.1%) obtained Failed, 10 (18,2) obtained Poor, 14 (25.5%) obtained Averenge, 7 (12.7%) obtained Good and 8 (14.5%). To better understand the students' answers, the writer also broke down each statement of interview and showed the student's grouping.

Table 1. 3 Correlation Analysis

Correlations Analysis

		Self-confidence	Speaking Ability
Self-confidence	Pearson Correlation	1	.451**
	Sig. (2-tailed)		.001
	N	55	55
Speaking Ability	Pearson Correlation	.451**	1
	Sig. (2-tailed)	.001	
	N	55	55

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

Based on the provided table, the correlation coefficient between self-confidence and speaking ability is 0.451. Using the correlation classification by Sugiyono (2009) the number is included

in the range of moderate correlation category. Owing to this, it can be inferred that there is a moderate correlation between the self-confidence and speaking ability Madrasah Aliyah Al-Qasimiyah Sorek Satu

DISCUSSION

The present study successfully established a significant correlation between self-confidence and speaking ability of the third-year students of Madrasah Aliyah Al-Qasimiyah Sorek Satu. The moderate correlation coefficient of 0.451 indicates that the two variables have a positive association, with self-confidence being a predictor of speaking ability. This finding lends support to previous research indicating that learners' self-confidence of their speaking abilities can influence their willingness to engage in speaking tasks and their motivation to improve their speaking ability.

This study underscores the importance of cultivating self-confidence in language learners as a means of promoting speaking ability. Future research may explore interventions aimed at enhancing learners' self-confidence in speaking, such as self-confidence training or activities that encourage learners to take risks and engage in speaking tasks. Overall, the results of this study contribute to our understanding of the complex interplay between self-confidence and language proficiency and have practical implications for language teachers and learners alike.

CONCLUSION

Overall, the study offers insightful information about the connection between speaking skill and self-confidence among third-year students at Madrasah Aliyah Al-Qasimiyah Sorek Satu. The findings emphasize the significance of these factors and imply that interventions that focus on both factors may be advantageous for students' academic success and personal growth.

SUGGESTIONS

1. Students To increase your confidence and sharpen your speaking abilities, practice speaking in class on a regular basis and take part in speaking exercises. Establish attainable objectives for your language study.
2. Teachers and lecturers Establish a safe space in the classroom where kids feel appreciated and inspired to speak up. Increase the number of speaking exercises you include in your classes to assist students in developing their public speaking confidence.

3. Schools Put in place projects or programs that are aimed at boosting students' self-confidence when learning a language. Give pupils the chance to take part in speaking events and activities outside of the classroom.
4. Researchers Lastly, for researchers, keep researching the connection between speaking proficiency and self-confidence in various classroom environments and student demographics. Examine the efficacy of programs meant to boost language learners' self-confidence.

REFERENCES

- Bashir, Marriam, Muhammad Azeem, Ashiq Hussain Dogar. 2011. *Factor Effecting Students' English Speaking Skills*. British Journal of Arts and Social Sciences Vol.2 No.1
- Brown, H. Douglas. 2000. *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*. California: Longman.
- Brown, H. Douglas. 2003. *Language Assessment Principles and Classroom Practices*. California: Longman.
- Harris, David . 1969. *Testing English as a Second Language*. US: McGraw-Hill Book Company.
- Juhana. 2012. *Psychological Factors that Hinder Students from Speaking in English (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia)*. Journal of Education and Practice Vol 3, No 12
- Lumettu and Runtuwene, *Developing the Students' English Speaking Ability Through Impromptu Speaking Method*. Journal of Physics: Conference Series, Vol. 953, Issue 1 (January 2018), p. 2.