# The Relationship Between Self-Confidence and Speaking Ability Among the Private Islamic Junior High School Students

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**Abstract:** self-confidence has an essensial part to start any actions, especially for speaking foreign language. This research was aimed to see the relationship among students' self-confidence and speaking ability. The research's instruments were questionnaire of self-confidence and speaking ability test. This research used regression and correlation analysis to find out the relationship between the variables. The results indicated that there was a significant relationship between students' self-confidence and speaking ability. It can be concluded that there was a strong relationship between the variables. Therefore, this research suggested the importance of increasing students' self-confidence. All of these implications contribute to increasing students' speaking ability in oral descriptive essays.

*Keyword: Relationship, Self-confidence, and Speaking Ability.*

## INTRODUCTION

Nowadays, English is considered as a global language. English is one of the languages agreed upon by the West and East as the most straightforward and most unadorned language to use. It seems to indicate that English language is the official language in a large number of countries. It is estimated that almost all people in the world are learning English to communicate in term of several reasons. Several reasons to learn English languages, such as the modern world language, international economic, tourism, technology and scientific articles, and the internet that demands a good knowledge of English especially spoken language. That is to say, the English language is the most dominant business language in the world. It also has become almost necessary or mandatory for people to speak English.

In accordance, one of the skills that learned in learning the English language is speaking. Ehsan, Vida, and Mehdi (2019) argue that speaking ability is considered language learning successful. It caused by speaking likes to need courage for language learners. It takes courage for speaking to produce sounds and the knowledge of how to pronounce, deliver meaning, and turn ideas into words. Speaking also is so much part of daily life that people take it for granted. Almost people produce tens of thousands words a day, other people may produce even more than it, in terms of reaching their goals, such as politicians.

Dealing with speaking, people will forget how they once struggled to achieve this ability until they have to do it all over again in a foreign language. It is in line with Ochs and Schieffelin (2016) that speaking is the first mode in which children acquire language. It is part of the daily involvement of most people with language activities. It is also the main motor of language change. That is to say, speaking is actually an ability that seems easy to master in consequence of everyday use, but speaking is hard to even only to practice for some foreign language learners.

In addition, speaking ability requires learners to apply how to produce specific language points such as grammar, pronunciation, and vocabulary (linguistic competence), but they should also understand when, why, and what way to produce language (sociolinguistic competence). Similarly, Pakula (2019) that EFL learners usually have limited opportunities to speak up English outside the classroom. They also have limited exposure to English speakers or international community members. It seems to be one reason teachers provide more satisfying situations and activities for students to strengthen their speaking competence.

Then, speaking is a skill taught in Junior high schools in Indonesia, especially the Eight grade students. Learning English speaking objectives in the Eighth grade of junior high school facilitates students' expression of the transactional meanings and interpersonal meanings of conversation based on real life.

Moreover, students are formally asked to formally state the short functional spoken meaning and descriptive monologue based on their daily lives in spoken language. Those objectives related to syllabus indicators in the curriculum which students can explore the types of descriptive information text, students are able to identify short informative texts what they heard, students can identify the characteristics of the linguistic texts what they heard, and students are able to do it short monologue from the descriptive text. Thus, students need to develop their speaking ability in terms of achieving English learning objectives.

Meanwhile, another consideration arises on students' themselves. In the teaching and learning process, students' independence in language learning still needs to be improved. Self-confidence is believed to be one of the psychological factors influencing students in language learning. Self-confidence is the extent of confidence in the assessment of the ability to succeed. In accordance, Chandra, Wibowo and Sunawan (2019) argue that self-confidence is formed by the individual based on their belief in oneself about the ability to do something.

Moreover, self-confidence means the attitude or feeling of confidence towards students'own abilities. So, students are not too anxious about their actions. For instance, students can feel free to do the things they love. Students are responsible for their actions. Students are warm and polite in interacting with others. Students would like to accept and respect others. Students have promoted to have achievement. Students would like to recognize their own strengths and weaknesses. Besides, self-confidence is an individual's positive attitude that can positively assess himself and the environment. It is to believe in students' adequate abilities and to be aware of their abilities. Hence, self-confidence is defined as recognizing his abilities, loving himself, and being aware of his own emotions. Through self-confidence, students are able to use everything appropriately.

Regarding speaking skills, students' self-confidence is a strong indicator to show speaking performance. Gürler (2015) asserted that self-confidence is crucial to start any action, especially for English speaking performance. Having sufficient confidence in speaking ability means that students have a greater interest in speaking, make more constant efforts, and show more incredible perseverance in facing difficulties when presenting in front of the class. For example, Students who have high self-confidence will perform their speaking tasks well with confidence. When they forget what they want to deliver based on their preparation, they can manage it well. Additionally, self-confidence is one aspect that can be used to measure students' ability to speak psychologically. Therefore, speaking requires the physiological competence and physical appropriateness of the environment; then, grouping the studies under speaking ability and self-confidence subtitles would be a better fit to investigate.

Several studies have been shown that students' self-confidence influences speaking achievement. Carnegie (2017) assert that self-confidence is very influential in improving students' speaking abilities. Hutchinson (2019) researched the relationship between learners' self-confidence and their listening and speaking skill proficiency. In this regard, he used a case study with 98 first-year students in the Department of service Industry and Language Innovation at Kasetsart University. The instrument of the study was a questionnaire. The finding showed that students strongly support the importance of self-confidence as an influential factor in improving their speaking performances. Also, safari (2016) also conducted a study on self-confidence in speaking ability. This study aimed to determine the comment strategy has a significant effect on teaching speaking and the correlation between students' self-confidence and speaking ability. In this regard, quasi-experimental design and non-equivalent control group design were conducted. The instruments were pre-test, post-test, and questionnaires. The results showed that comment strategy has a significant effect on students' self-confidence in their speaking ability, and there is a correlation between students' self-confidence and their speaking ability.

However, concerning the issue above, it can be conceptualized that speaking ability is the product of oral performance affected by many variables, including self-confidence. In order to get the required standard, when the oral speaking performance is in standardized level such as in Junior high school level, incredibly descriptive essay. So that, the purpose of this research is intended to find out whether there is a

relationship among students' self-confidence on their speaking ability at the Eight grade students of Islamic Junior High School of Assaadah Tajurhalang.

## METHOD

The research applied a survey method with a quantitative approach by conducting a correlational study designed by multiple regression. Correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two data sets to vary consistently (Creswell 2012). The correlational design does not attempt to manipulate or interfere with any variables, but it is used to predict if the variables share the same variance.

### *Place and Time of the Research*

The researchers conducted this research at the Eighth grade of Islamic Junior high school Assa'adah Tajurhalang. It is located at Jl. Amd Rt.05/02 Kec. Tajurhalang, Kab. *Bogor* Prov. Jawa Barat. The research was conducted in the second semester in August – December, during the academic year 2023/2024.

### *The Population and the Sample of the Research*

A population is a group of individuals who have the same characteristic (Creswell, 2012). This research population was all the Eight grade students of Islamic Junior High school Academic year 2023/2024. The total number of Eight-grade students was 140. The reason for choosing the Eighth grade is that the writer took the descriptive text as her instrument for measuring students' speaking ability and is taught for the Eight-grade students.

In this research, the whole samples of the research were taken from the population. However, the population was not all taken to be investigated. There were only some samples of the population were taken. To avoid error sampling and to get a confidence level, the sample was taken based on Isaac and Michael's Table of the sample. Referring to that table, the researchers used 5 % significance level. Therefore, the sample that should be taken was 100 students. The sample was chosen by simple random sampling, which means the writer chose 100 students as samples randomly. So, everyone had the same probability to be chosen. These are the following steps that the researchers used to take the sample in her research:

1. The researchers wrote the number of students on folded paper
2. Then the researchers put the papers into a can, a glass
3. Next, the researchers randomized the name of the students and shook the container until the researchers found out 100 samples of the students
4. After randomizing the names of the students, the researchers took them as the sample of research

After having done the steps above, the researchers could find out the students samples.

### *The Technique of Data Collection*

The data collection method in this research consists of two types of instruments: the test (the speaking ability test) and the questionnaire. To measure students' self-confidence researcherss gave them 20 questionnaires online (Google form). Furthermore, a speaking ability is measured by giving the speaking ability test through video, the students will be given three topics in which the students were free to choose. The self-confidence questionnaire. Here, the following briefly procedure of administering the tests and non-test:

1.   **The Procedure of Self-Confidence Questionnaire**
   a.   The researchers sent out the link of an online questionnaire (Google Form) of self-confidence questionnaire by WhatsApp Messenger into the class group.
   b.   The students were asked to fill in the full name, class grade, and the attendee's number.
   c.   The students were asked to read the direction of the questionnaire.
   d.   The students had to do and complete 20 self-confidence questionnaires.
   e.   After the students have completed the questionnaire, the students' answers will be analyzed.

2.   **The Procedure of Speaking Performance Test**
   a.   The researchers distributed the instruction of speaking performance test to the students by WhatsApp Messenger into the class group.
   b.   The students must download the instruction of speaking performance test in WhatsApp Messenger from the class group.
   c.   The students were asked to fill in the full name, class grade, and the attendee's number.
   d.   The students were asked to choose one of the topics among three determined topics in WhatsApp Messenger for the group of class.
   e.   The students were asked to make a video about describing the topic orally in 2-3 minutes.
   f.   The students were asked to upload the video into google drive link provided.
   g.   After the students have finished sending the videos, their speaking performance test will be scored and the results are analyzed by using speaking assessment rubric

After collecting the data, the researchers calculated the data using *Pearson Product Moment* in SPSS (Statistical Package for Social Science) version 21.

**FINDINGS**

Self-confidence is the second variable measured in this research. The data were measured using a questionnaire consisting of 20 statements and five choices. In this questionnaire, students have measured their self-confidence on their English speaking in three indicators. They are ability, assurance, and volunteer engagement. The data were obtained by distributing a self-confidence questionnaire through a google form. Table 1 shows that the maximum self-confidence score on English Speaking is 98, the minimum score is 44, the range score is 54, the mean score is 73.52, and the standard deviation is 12.924. After knowing the score interpretation, most students got 73.52 for their Self-confidence questionnaire. Then, it can be said that students mostly have a high confidence level on English speaking reflected from their score in table 4.4 that they most obtained 73.52, which consisted of intervals 68-84.

In addition, Speaking ability is the dependent variable measured in this research. The speaking ability test concerned the students' ability to describe people, animals, and things orally. Then, the data were obtained from students' speaking abilities. Therefore, students are asked to take 2-3 minutes of speaking performance through a video. Moreover, the aspects assessed were accent, grammar, vocabulary, fluency, and comprehension adopted from Arthur Hughes's speaking rubric. Table 1 indicates that the minimum score is 30 while the maximum score is 92. Furthermore, most students got 70.59. Then, it can be said that students mostly have a good English speaking ability reflected from their score in table 4.5 that they most obtained 70.59, which consisted of 63-72.

**Table 1.** The distribution of a descriptive statistic

| Variable | Mean | SD | Category | Maximum | Minimum |
|---|---|---|---|---|---|
| Self-Confidence | 73.52 | 12.924 | Very low (>36) | 98 | 44 |
| | | | Low (36-52) | | |
| | | | Medium (52-68) | | |
| | | | High (68-84) | | |

| | | | Very High (84-100) | | |
|---|---|---|---|---|---|
| Speaking Ability | 70.59 | 14.654 | Poor (>25) | 92 | 30 |
| | | | Bad (26-32) | | |
| | | | Enough (33-42) | | |
| | | | Fair (43-52) | | |
| | | | Average (53-62) | | |
| | | | Good (63-72) | | |
| | | | Very Good (73-82) | | |
| | | | Well Done (83-92) | | |
| | | | Excellent (93-99) | | |

### *Correlation between students' Self-confidence and speaking ability*

The correlation between self-confidence and speaking ability was analyzed. Table 3 illustrates the result of this analysis. It was found that the coefficient of self-confidence is 0.816, which means categorized as very strong. Moreover, the significance value obtained from the calculation is 0.000 and is lower than 0.05. Therefore, it indicates a significant correlation between self-confidence (X) and speaking ability (Y).

**Table 3.** Correlation between adjective mastery and speaking ability

| | | Y | X |
|---|---|---|---|
| Y | Pearson Correlation | 1 | $.816^{**}$ |
| | Sig. (2-tailed) | | .000 |
| | N | 100 | 100 |
| X2 | Pearson Correlation | $.816^{**}$ | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 100 | 100 |

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

### DISCUSSION

Speaking is an essential element for students in order to communicate and get new knowledge. Speaking is an act of communication in which people having interaction and conversation has happened. It is in line with Taylor (2018), who noted that speaking is an oral interaction involving two or more people interacting to share opinions. In this case, students should realize that speaking ability is an essential ability to be acquired. Related to this current study, students seem to recognize that they must have the ability to speak English. The mean score shreds of evidence this obtained 70.59, which is included in the good level category. Therefore, students need speaking ability to communicate with others.

Furthermore, in completing assignments given by teachers, the students need self-confidence. Self-confidence defines students' belief in their ability that is fully capable of accomplishing a task (Hutchinson, 2019). Students'confidence in accomplishing their assignment to produce good results and succeed in explaining and getting good results. In addition, Langer (2016) argued that confidence could proceed to believe that a person can succeed in a task. Particularly, students' self-confidence in a spoken descriptive essay, Griffe (as cited in Doqaruni, 2014) hypothesized three leading indicators underlying confidence speaking English: ability, assurance, and willing engagement. He defined ability as a command of

grammar, vocabulary, and pronunciation, assurance as a feeling of security and comfort in speaking English, and willing engagement as one who is glad to speak English with native speakers of English. Hence, these three indicators must be attached to students in increasing their speaking ability.

In short, the current study indicates that self-confidence determine students' speaking ability. Therefore, the study results proved that and self-confidence positively and significantly affect speaking ability. It means that the students who have high self-confidence will get the better speaking ability. In other words, students' speaking is good and well organized. Consequently, teachers should push them to be confident in order to get high scores in speaking tests.

## CONCLUSION

### Conclusion

This study examined the relationship between self-confidence and their speaking ability. The correlation analysis results proved a significant and positive relationship between students' self-confidence and speaking ability. Thus, the hypothesis stated that a relationship between students' self-confidence and their speaking ability is accepted. Moreover, the relationship between the two variables is strongly categorized. It means that students' self-confidence contributes to their improvement of speaking ability.

To sum up, this current study reveals a relationship between students' self-confidence on their speaking ability. This finding was found in the context of the private Islamic junior high school of Assa'adah Tajurhalang. However, further study needs to confirm this finding since this research was done in a small area with few samples. Further research with more significant samples and locations might have different results and conclusions.

### Suggestion

The researchers gave some suggestions to students, teachers, and further researchers. The recommendations are summarized as follows:

First, it belongs to students. To improve students' speaking ability, students need to have adjectives lists and high self-confidence. This study suggests improve their self-confidence in increasing their speaking ability. Furthermore, self-confidence is needed to overcome obstacles in speaking ability. Students are expected to speak confidently without any shyness.

Second, it belongs to teachers. The result showed that self-confidence could influence students' speaking ability. Therefore, teachers can concern on their students who got the lowest score in speaking to develop self-confidence. The teacher should always use an exciting teaching method and try to help students solve their problems.

Third, it belongs to further researchers. As shown in this study, there are still many problems, such as the research population. Further researcherss can apply a larger population to get more comprehensive research. Theoretically, they can use it compared to other studies in educational research. Practically, they can use the information to further research aspects that might contribute to speaking ability. Moreover, it is also suggested to collaborate with raters who have many experiences on the speaking assessment to get valuable results.

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