



**A CORRELATION BETWEEN STUDENTS' SELF-CONFIDENCE AND THEIR ACADEMIC ACHIEVEMENT IN SPEAKING III COURSE**

*(Korelasi antara Kepercayaan Diri Mahasiswa dengan Prestasi Akademik Mereka pada Mata Kuliah Berbicara III)*

**Nurwanti & Sarniati**

**Universitas Lakidende Unaaha**

**Jalan Sultan Hasanuddin No.234, Unaaha, Konawe, Sulawesi Tenggara**

**E-Mail: [nurwantijohari@yahoo.co.id](mailto:nurwantijohari@yahoo.co.id)**

(Diterima: 01 Desember; Direvisi: 05 Desember; Disetujui: 08 Desember 2020)

**Abstract**

*This research entitled "Correlation between Students' Self-Confidence and Their Academic Achievement in Speaking III Course. The problem statement of this research was is there any significant correlation between students' self-confidence and their academic achievement in the speaking III course. The objective of this research was to find out significant correlation between students' self-confidence and their academic achievement in the speaking III course of the third semester at Lakidende Unaaha University. This research was a quantitative research that using a correlation design. The result of the research was the students of Lakidende Unaaha University had mean score of self-confidence high with score 81.10 % and mean score of academic achievement was high with score 81.75 %. Furthermore, the coefficient correlation  $r_{xy} = 0.705$ . It meant that, the correlation was high (there was correlation).*

*Keywords: self-confidence, academic achievement, speaking course*

**Abstrak**

*Penelitian ini berjudul "Korelasi antara Kepercayaan Diri Mahasiswa dengan Prestasi Akademik Mereka pada Mata Kuliah Berbicara III". Rumusan masalah dari penelitian ini adalah adakah hubungan yang signifikan antara kepercayaan diri mahasiswa dengan prestasi akademik mereka pada mata kuliah berbicara III. Tujuan dari penelitian ini adalah untuk mengetahui hubungan yang signifikan antara kepercayaan diri mahasiswa dengan prestasi akademik mereka pada mata kuliah berbicara III yang merupakan mahasiswa semester III di Universitas Lakidende Unaaha. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan desain korelasi. Hasil penelitian ini menunjukkan bahwa mahasiswa Universitas Lakidende Unaaha memiliki rerata skor kepercayaan diri tinggi dengan skor 81,10% dan rerata skor prestasi akademik tinggi dengan skor 81,75%. Selanjutnya koefisien korelasi  $r_{xy} = 0,705$ . Ini berarti, korelasinya tinggi (ada korelasinya).*

*Kata Kunci: kepercayaan diri, prestasi akademik, mata kuliah berbicara*

**INTRODUCTION**

Speaking is an activity that mostly used by people in their daily life to communicate and to interact with others. It involves the speaker who giving a message, an idea, and information, and the listener that receiving what things conveyed by the speaker. It is supported by

Thornbury (2005), stated that speaking is an activity in real life that is carried out by a speaker to convey his/her ideas interact with the listeners (p.20). It is as same case as the English students, speaking is one of the English abilities that must be learnt since it is considered as a productive ability that can help students to express

their opinion, impression so forth in speaking class.

Speaking is defined to be very significant ability for it is used for expressing ideas, getting information, and delivering messages, so it must be mastered. It is made clear by Richard (2008) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners (p.19). By giving English speaking course to students, they are expected to form a good speaking for communicating, they are able to express ideas in speaking English, especially in front of the class.

In Bueno, Madrid, and McLaren (2006), speaking is one of the most difficult skills language learners have to face (p.321). Many English students certainly get problems to express their own thought by speaking English.

In learning English as a foreign language, especially speaking, students certainly have the ease and difficult of determining either their success or failure in speaking. One of factors has a decisive role in learning of speaking, is the affective factor. It is related to one's emotional state, one of which is self-confidence. Self-confidence can affect the success or failure of a student to express their opinion in oral communication. Brown's (2000), the affective domain is the emotional side of human behavior and it involves a variety of personality aspects such as emotion, motivation, attitude, anxiety, personality, and self-confidence. Among these, self-confidence is one of the most influential variables which affect learning. It is one of the central drives in human beings and can exercise a determining influence on a person's life, for good or bad.

In Higgins (1996), self-confidence is defined as individual or appraisal of themselves, whether they approve or disapprove of themselves, like or dislike themselves (p.1073). Self-confidence is an

emotional perception of a person towards himself, whether he is more accepting of his strengths or weaknesses, whether he believes in his abilities or not, and he loves himself or not. Furthermore, a students who having high self- confidence can effortlessly express their opinion in speaking, on the other hand, students that having low self-confidence feel afraid, anxious, and hesitate to speak.

After doing pre-observation in speaking III course class, the researchers conclude that the students are active in the class, especially when conducting discussions group. Each student has different abilities, such as there are students who very active in the classroom, some are unremarkable in learning, and there are also students who being quiet silent, or commonly is called by passive. Also, there some students that are very fluent and are also not fluent in speaking English, but the message that delivered by each student is easy to be understood by others. So, it can be stated that, in this speaking III course, the students have different levels of self-confidence, such as there some students are very confident and others are less confident of their ability in speaking.

So, the previous explanations above lead to the researchers to know whether there is a significant correlation between students' self-confidence and their academic achievement in speaking III course or not of the third semester students at Lakidende Unaaha University.

## **THEORITICAL REVIEW**

As supported by many reseachers, translation and interpreting can be perceived as the process that allows the transfer of sense from one language to another, rather than the transfer of the linguistic meaning of each word.

### **1. Speaking**

Brown (2004) argues that speaking is an interactive process of constructing

meaning that involves producing, receiving, and processing information (p.140). Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts (p.13). Finnochiaro and Brumfit (1983) propose that speaking means giving oral expression to thoughts, opinions, and feelings in terms talk or conversation (p.400). Brown, Burns, and Joyce in Florez (1999) defined that speaking as the constructing meaning process by producing, receiving, and processing information interactively (p.1). Furthermore, according to Gumperz (1999), speaking is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretation (p.101).

In addition, Fulcher (2003) states that speaking is the language use to communicate with others verbally (p.23), and in Brindley (1994) defines speaking as an oral skill that is used to express a person's understanding, convey intended meaning accurately with sufficient vocabulary, use language in appropriate contexts, and interact with other speakers fluently. Some of the meanings may be able to be understood automatically while others may need to be processed first.

Therefore, based on the experts, explanation above, the conclusion can be drawn, speaking is an oral skill to express understanding through a meaning-building process that involves producing, receiving and processing information, which is in the form of thoughts, opinions, and feelings that delivered accurately and interactively in various contexts.

## **2. The Function of Speaking**

Brown and Yule (1989:1-9) states that make a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relation, and the transactional functions, which focus on the exchange of information. There are three functions of

speaking in which each of the speech activity is quite distinct in terms of form and function, and each requires different teaching approach, as follow :

### **a. Speaking as Interaction**

Speaking as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greeting, engage in small talk, recount recent experience, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others.

### **b. Speaking as Transaction**

Speaking as transaction refers to situation where the focus is on what is said or done. Making the message oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other. In such transaction, speaking is associated with other activities.

### **c. Speaking as Performance**

This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcements, and speeches. Speaking as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g., a speech of welcome, telling the story, the presentation of chart), and it also closer to written language than conversational language.

## **3. Speaking Course**

Speaking is one of the important courses that have to be mastered by students in learning English. Hornby (1994) says that speaking is not only uttering ideas in or mind, but also delivering and presenting new information to other people (p.398). It is a ways to present new language English orally. Speaking is an act of express one's ideas, feeling, purpose, and thought orally. Nunan (1991) says that to most people, mastering speaking is the single most

important aspect of leaning a second language, and success is measured in terms of the ability to carry out a conversation in the language (39).

Ur (1991:120) declares that of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing (p.120). Because of the importance of mastering speaking, students especially who focusing on learning English must learn speaking. Finally, universities become speaking as a course to make students learn well speaking theoretically and practically. Even, in English education department, speaking it is a compulsory course that must be learned by all students.

Thus, it can be stated that speaking course is a compulsory course that must be learned by students. It teaches the theory of speaking, how to speak fluently, how to pronounce the words correctly, how to express ideas in the right way, how to have high self confidence in expressing views, so forth. In the other words, speaking course improve the students' speaking ability.

#### **4. Self-Confidence**

Lauster (1992) states that self-confidence is an attitude or feeling confident in the ability of self so that the person concerned is not too anxious in his action, feel free to do things and take responsibility for his actions, warm, and polite in interacting with others, have encouragement to participate and get to know the advantages and disadvantages (p.4). Mutluer (2006), self-confidence is a sense that has been present in every individual since their childhood and that has two main components such as lovability and competence (p.8). According to Brown (2001), self-confidence is the students' belief in their

ability that is fully capable of accomplishing a task (p.62).

Yoder & Procter (1998), self-confidence is an expression or expression that is full of enthusiasm and impressions and in a person to show their self-esteem, self-respect, and understanding of themselves (p.4). In addition, Cox (2002) defines that self confidence in general is an important part and a person's personality characteristics that can facilitate one's life. Furthermore, it is also said that low self-confidence will have a negative influence on one's appearance (p.28). In Angelis' (2005), self-confidence is born from the awareness that if you decide to do something, something that must be done (p.5). Based on the previous explanations, it could be concluded that self-confidence is a belief to do something as a personal characteristic which they can believe in self-ability, optimism, responsible and realist. Self-confidence will come from an individual who has the determination to do anything, until the goal he wants to be achieved.

#### **5. Theory of Bandura**

Bandura in Manasseh (2015) stated that self-efficacy is the belief, or confidence, that one can successfully execute a behavior required to produce an outcome such that the higher the level of self-efficacy, the more an individual believes he or she can execute the behavior necessary to obtain a particular outcome. The students will gain a sense of self-efficacy when they see themselves mastering abilities and achieve goals in the teaching learning activity. The self-efficacy comes in when the students feel they are capable of completing a given task. It means that self efficacy refers to the students' belief in their capacity to perform and handle specific tasks (p.170).

Self-confidence is closely related to self-esteem and self-efficacy. There is also a well-accepted definition of self-esteem

by Coopersmith in Zare and Riasati (2007) as follow:

*“By self-esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individuals convey to others by verbal reports and other overt expressive behavior”* (p.219).

## RESEARCH METHOD

This research's research method is descriptive research with qualitative analysis (Bin Tahir et al, 2020). According to descriptive research, research is conducted to

This research was a quantitative research that using a correlation design, which consists of two variables. The first variable is the students self confidence. It is an independent variable symbolized by X and the second variable is the students' academic achievement and it is a dependent variable symbolized by Y.

This research was conducted at Lakidende Unaaha University, that being located at “Jl. Sultan Hasanuddin, No. 234, Unaaha, Konawe district, Southeast Sulawesi. The population in this research was the third semester of English Department at Lakidende University who enrolled in academic year 2019/2020, and the total population was 41 students. The sampling technique in this research used Non probability technique, that was a saturated sample or often called by Total sampling, the sample was 41 students.

The instruments of collecting data used were questionnaire that being collected from the Self-Confidence Questionnaire (SCQ) constructed by

Griffee (1997) and the grade of speaking academic achievement that obtained from the speaking lecturers.

The data was analyzed by using SPSS (version 16.0). Before analyzing the data, the researcher used statistical technique, which consisting of descriptive analysis and inferential analysis.

## DISCUSSION

### 1. Result

#### a. The mean score of self confidence

Table of the mean score of students' self confidence

Mean score	81.10
------------	-------

The analysis of mean score of students' self-confidence showed that self-confidence of the third semester at Lakidende university was high. Based on the result of calculated by used Lakidende Unaaha University scoring criteria, the mean score of self-confidence had interval criteria is 76-85 with composition category is high.

#### b. Mean score of students' academic achievement

Table of the mean score of students' academic achievement

Mean score	81.75
------------	-------

The analysis of mean score of students' academic achievement showed that the academic achievement in speaking course was high. Based on the result of calculated by used Lakidende Unaaha University scoring criteria, the mean score of self-confidence had interval criteria is 76-85 with composition category is high.

#### c. Descriptive analysis of self-confidence

To know the mean score of data students' self-confidence, the researchers used SPSS 16.0. The results were presented in the table below.

Table of descriptive statistics of self - confidence

Statistics		Self Confidence
N	Valid	40
	Missing	0
Mean		81.10
Median		80.50
Mode		8 <sup>0</sup>
Std. Deviation		3.003
Range		11
Minimum		76
Maximum		87

The table above showed obtained that the total valid was 40 students and none of the total missing. There are also the mean score was 81.10, the median score was 80.50, the mode score was 8<sup>0</sup>, the standard derivation score was 3.003, the range score was 11, the minimum score was 76, and the maximum score was 87.

**d. Descriptive of analysis students' academic achievement**

To know the mean score of data students' academic achievement, the researcher used SPSS 16.0. The results were presented in the table below.

Table of descriptive analysis of academic achievement

Statistics		Academic achievement
N	Valid	40
	Missing	0
Mean		81.75
Median		81.25
Mode		83 <sup>a</sup>
Std. Deviation		3.208
Range		12
Minimum		77
Maximum		89

**Statistics**

		Academic achievement
N	Valid	40
	Missing	0
Mean		81.75
Median		81.25
Mode		83 <sup>a</sup>
Std. Deviation		3.208
Range		12
Minimum		77
Maximum		89

a. Multiple modes exist. The smallest value is shown

The table above showed that students' academic achievement in speaking III course obtained the mean score was 81.75, the median score was 81.25, the mode score was 83, the standard derivation was 3.208, the range score was 12, the minimum score was 77, the maximum score was 89.

**e. Correlation of self-confidence and academic achievement**

Correlation testing this research used the product moment to known correlation between students' self-confidence and their academic achievement. The result calculation correlation analysis could be seen on the table below.

Table of the result of correlation

Correlations		
	Self Confidence	Academic achievement
Self Confidence	Pearson Correlation	1
	Sig. (2-tailed)	.000
	N	40
		40

Academic achievement	Pearson Correlation	.705**	1
	Sig. (2-tailed)	.000	
	N	40	40

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

The table above, showed that the calculation results of SPSS summary model was 0.705.

Based on the table interpretation of correlation coefficient could be stated that this research had correlation level high where the correlation coefficient between self-confidence and academic achievement was 0.705.

## 2. Discussion

By the analyzing of data, students of the third semester at Lakidende Unaaha University obtained high self-confidence with the mean score 81.10 and students' academic achievement was high with mean score 81.75.

The researcher also found a significant correlation between students' self-confidence and their academic achievement in speaking course. The result value of correlation coefficient obtained was 0.705, while the interpretation of correlation level coefficient had interval 0.60 until 0.779 was high. It means that, the level of correlation coefficient of two

variables was high. In other words, there is a significant correlation between students' self-confidence and their academic achievement of the third semester at Lakidende Unaaha University.

From the result above, the researchers compared the analyzed result with Bandura theory in Manasseh (2015) who stated if students have a high self-confidence, so they would reach a good academic achievement. Then, from the result comparison obtained that the result this research is still related to theory of Bandura, it could be concluded that the higher self- confidence students, so also the higher academic achievement students (p.170).

## CLOSING

According the result of the data the researcher found that, students of the third semester at Lakidende Unaaha University had high self-confidence with the mean score 81.10 and students' academic achievement was high with mean score 81.75. Furthermore, the coefficient correlation was 0.705, the correlation was high (there was a correlation), on the other words, there was a significant correlation between students' self-confidence and students' academic achievement of Speaking III course of the third semester at Lakidende Unaaha University.

## REFERENCES

- Angelis, Barbara De. 2005. *Kepercayaan Diri*. Jakarta: Gramedia Pustaka Utama.
- Bin Tahir, S. Z., Hanapi, Hajar, I., & Suriaman, A. (2020). Avoiding Maluku Local Languages Death Through Embedded Multilingual Learning Model. *Uniqbu Journal of Social Sciences*, 1(1), 53–60. <https://doi.org/https://doi.org/10.4732/3/ujss.v1i1.10>
- Bin Tahir, S. Z. (2015a). Multilingual Behavior of Pesantren IMMIM Students in Indonesia. *Asian EFL Journal*, 86, 45–64. <http://asian-efl-journal.com/9108/teaching-articles/2015/07/volume-86-august-2015-teaching-article/>
- Bin Tahir, S. Z. (2017). Multilingual Teaching and Learning At Pesantren School in Indonesia. *Asian EFL Journal*, 98, 74–94. <http://hdl.handle.net/10535/10267>
- Brown, H. (2000). *Personality Factors. Principles of Language Learning and Teaching*. New York: Pearson education.

- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Beijing: Language Teaching and Research Press.
- Brown, D. H. (2004). *Language Assessment*. San Francisco: Longman.
- Brown, G., and Yule, G. (1989). *Teaching the spoken language*. UK: Cambridge University Press.
- Brindley, S. (1994). *Teaching English*. London: Routledge.
- Bueno, A., D. Madrid and N. McLaren (eds.). (2006). *TEFL in Secondary Education*. Granada: Editorial Universidad de Granada.
- Chaney, A. L. (2002). *Teaching oral communication in grades k-8*. Boston: Allyn & Bacon.
- Cox, H. R. (2002). *Sport psychology concepts and applications*. Dubuque: Wm.C.
- Florez, Mary Ann C. (1999). Improving Adult English Language Learners' Speaking Skill. Retrieved on January, 25 2019. From [www.marshalladulthoodeducation.org](http://www.marshalladulthoodeducation.org).
- Finocchiaro, M., & Brumfit, C. (1983). *The Functional-Notional Approach from Theory to Practice*. Oxford: Oxford University Press, Inc.
- Fulcher, G. (2003). *Testing Second Language Speaking*. Malaysia: Pearson Education Limited.
- Gumperz, J. (1999) 'Sociocultural knowledge in conversational inference'. In Jaworski, A. and Coupland, N. (eds.) *The Discourse Reader*. Oxon: Routledge.
- Higgins, E. (1996). The 'Self-Digest': Self-Knowledge Serving Self-Regularity Functions. *Journal of Personality and Social Psychology*, 30, 1-46.
- Hornby. (1994). *Advance Learners' Dictionary*. New York: Oxford Dictionary Press.
- Lauster, P. (2003). *Selbstbewusstsein*. (L. Yarbas, Trans. Izmir: Ilya.
- Manasseh N. Iroegbu. 2015. *Self Efficacy and Work Performance: A Theoretical Framework of Albert Bandura's Model, Review of Findings, Implications and Directions for Future Research*. Nigeria: University of Uyo. Retrieved on January, 25 2019. From <http://Sciencepublishinggroup.com/j/pbs>
- Mutluer S (2006). The role of moral values in forming self-confidence. Graduatedthesis. Ankara University, social sciences institute. Ankara.Turkey.
- Nunan, D. 1991. *Research method in Language Learning*. New York: Cambridge University Press
- Richards, Jack C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press.
- Schmitt, M (1997), *Vocabulary description, acquisition and pedagogy* Cambridge: Cambridge University Press.
- Thornbury, S. (2005). *How to Teach Speaking*. London: Longman.
- Atmosudirdjo, Prajudi. 1986. *Dasar-Dasar Ilmu Administrasi*. Jakarta: Ghalia Indonesia.