A CORRELATIONAL STUDY BETWEEN STUDENTS' SELF-CONFIDENCE AND SPEAKING ABILITY AT NINTH GRADE STUDENTS OF SMP N 5 SURAKARTA IN 2022/2023 ACADEMIC YEAR

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ABSTRACT

The purpose of this study was to know whether there is significant correlation between students' self-confidence and speaking ability at ninth grade students of SMP N 5 Surakarta. In this research there are two variables , self-confidence as the independent variable, and speaking ability as the dependent variable. To gather the data, a questionnaire and a speaking ability test were used. The results of this study were determined through a quantitative method, and 252 ninth grade students from SMPN 5 Surakarta were involved in the population. From these students, 31 were selected as samples by the researcher. The researcher used a questionnaire with 30 statements to measure students' level of self-confidence. After analyzing the data, it was determined that their level of confidence was high and their level of speaking ability was good. It based on the result of Pearson's Correlation Method, the correlation value was 0.726. This means that the correlation level is high and there is a positive significant correlation between students' self-confidence and speaking ability and the standard correlation range is between 0.60 and 0.799. This confirms that null hypothesis was rejected and alternative hypothesis was accepted. The data from ninth grade students at SMP N 5 Surakarta shows a significant correlation between students' self-confidence and speaking ability.

Key words: *Speaking Ability, Correlational Study, Self-confidence,*

INTRODUCTION

Richard says speaking is one of the most important skills for creating a language. He says speaking is a productive skill that allows people to communicate and utilize languages effectively. Speakers can express thoughts and opinions anytime through speaking.

Anyone hoping to master conversing must consider both linguistic and non-linguistic aspects. This includes understanding vocabulary, grammar, pronunciation, word order and how language is used. Extra non-linguistic aspects include the self-esteem and confidence of the speaker, as well as their motivation and extroversion.

Learning a new language requires a lot of motivation. Self-confidence is an important part of this; it leads learners to have a good mindset. Self-confidence also helps them learn new things because it motivates them to keep going. Additionally, Verma and Kumari asserted that confidence can be seen in optimistic people. This is one reason why many people believe that speakers of different languages have higher self-esteem than others.

Self-confidence is the belief in one's ability to perform to a certain standard. It's also referred to as self-assuredness and is considered an essential attitude. Self-confidence helps learners to find new challenges in their learning and improve their abilities. Burtton and Platts noted in 2006 that learners with high self-confidence find new challenges in their learning.

Students often struggle to speak fluent English; it is not their first language and they rarely practice it. They are hesitant to make mistakes when speaking and they are afraid of public speaking. Students often request answers in a non-oral form such as written questions. They claim they can't speak well because they aren't used to speaking in public and rarely practice in their daily lives.

According to Goel and Aggarwal in 2012, the most necessary quality for a language learner is self-confidence. Confident people have faith in their abilities, believe in their future and see themselves positively. Their self-confidence has a supporting effect on their language learning— it's the most essential personal quality they can possess. Confident learners take chances that may lead to failure because they expect success. Students who aren't confident in themselves tend to not take risks. They also regularly discount compliments they receive and put themselves down.

Students of SMP N 5 Surakarta have a difficult speaking fluent English in front of their class. Concerned they will make mistakes or be ridiculed, they are likely to remain silent or shy when communicating spontaneously. The researcher hypothesizes that a lack of self-confidence leads to a lack of ability to express oneself fluently and accurately. The study hoped to prove that students with low self-confidence wouldn't be able to speak confidently. The researcher planned to conduct a correlation study titled "A Correlational Study Between Student"s Self-Confidence and Speaking Ability at Ninth Grade

Students of SMP N 5 Surakarta in 2022/2023 Academic Year."

METHOD

This research study used a quantitative approach to determine the correlation between students' self-confidence and speaking ability. This involved measuring students' confidence with research instruments, gathering data, and then analyzing it in order to test certain hypotheses. Furthermore, quantitative research is an approach that examines the relationship between variables through examining certain populations or samples. Based on the philosophy of positivism, this method tests objective theories related to variables and their relationships.

A correlational research design is used when a researcher wants to measure two variables and determine their relationship. For this research, the two variables were self-confidence, denoted by X, and students' speaking ability, denoted by Y. By using instruments to measure these two variables, the results can be further analyzed with statistical procedures.

Cresswell stated in 2008 that correlational design is a method used in quantitative research. It involves an investigator looking for the connection between two or more topics by using correlational analysis. Ary further explains that investigators can use this method to analyze two variables in one topic. In 2010, he stated that correlational research involves the use of tests and questionnaires to analyze the correlation between two variables. Results were analyzed using Pearson Correlation Product Moment, and

they were in line with Cresswell's statement.

RESULT AND DISCUSSION

A. Result of The Research

1. The Self-Confidence Questionairre

The researcher used 30 items for the test, which was used to measure self-confidence. The results showed that the lowest score was 61 and the highest score was 90. The average score for self-confidence was 74.5.

Table 4. 1 Self-Confidence (X)

Score	Frequency	Precentage
80-100	25	81%
60-79	6	19%
50-59	0	-
0-49	0	-

In Table 4.1, the scores of students' self-confidence are shown in a frequency distribution. The table shows that 26% of students scored between 61 and 65 on the scale.

Additionally, 19% scored between 66 and 70, 13% scored between 71 and 75, 10% scored between 76 and 80, and 3% scored between 81 and 90.

2. Speaking Ability Test (Y)

The data from the speaking test where participants told themselves revealed the lowest score as 70, the highest score as 90 and an overall mean of 80. This information is shown in table 4.2.

Table 4.2. Speaking Ability (Y)

Score	Frequency	Precentage
61-65	8	26%
66-70	4	13%
71-75	6	19%
76-80	4	13%
81-85	6	19%
86-90	3	10%

Table 4.2 shows that out of 31 students, 81% earned an excellent score and 19% earned a good score. No stuents were categorized as average or poor;

the data was considered well organized.

B. Discussion

1. The Analysis of Students' Self-Confidence (X)

Data showed that students strongly agreed with positive statements and strongly disagreed with negative statements. This indicates that students have a high self-esteem, which means they feel confident tackling basic challenges in the classroom.. The results also show that the low confidence score is 61 points, the high confidence score is 90 points, and the average confidence score is 74.5.

The results showed that most students had high self-confidence. Having a high level of confidence indicates a belief in one's ability to perform.

Students with high confidence levels have positive views of their abilities that are based in reality. They are shameless, motivated and enjoyably shameless; additionally, they believe in their abilities. Goel and Aggwaral note this fact in a 2012 study.

The students of SMPN 5 Surakarta had remarkably high confidence in themselves. They were aware of their confidence level and believed they were capable of performing at a certain standard. According to Burton and Platts, this is because high self-confidence is believed to mean that students have the ability to perform with the standards they believe in. According to Nurhalilas article Self Confidence as an Essential

Attitude, originally published in 2018, confidence is a vital attitude that can improve the way people see themselves. As stated in Avcu and Isiklars work, as cited in Nurhalilas work, confidence leads to effective communication especially when speaking.

2. The Analysis of Students' Speaking Ability (Y)

Out of all students surveyed, 80% had good speaking abilities. However, some students were hesitant to speak due to issues with pronunciation. The data was collected via a speaking test; it was then analyzed by the researcher. Harmer's scoring system was used for the analysis, which is based on data from 2001.

81% of students scored a very good grade with occasional minor mistakes in grammar and good speaking fluency. No students scored poor or very poor; in fact, no student scored below good. A comfortable speaking speed with occasional pauses or trouble was present in all students. Additionally, they had clear ideas and good pronounciation. Over 19% of students got a good grade in their category. Their speech was slowed down with many hesitations and pauses due to problems with their pronunciation.

Speaking requires a degree of self-assurance. Students should realize this when speaking. They should try their best to be confident when speaking; this will improve their overall score. The students should also regularly practice speaking in order to improve their fluency, good grammatical understanding and good pronunciations. Although their initial

score was fine, they could get even better results by improving their confidence and ability to speak.

The researcher concluded that there was a positive correlation between students' self-confidence and their speaking ability. Based on this, it can be assumed that students who are good at speaking English have high confidence in themselves. On the other hand, students who aren't good at speaking English have low confidence. This is due to the hypothesis test's assumption that students with high confidence are those who speak good English.

3. **Correlation Between Students' Speaking Ability and Self-Confidence.**

From the data of students' speaking ability and self-confidece, it can be seen that the result of speaking skill was higher, it can be caused that speaking skill was influenced not only by the high of the self-confidence, but also there are some factors, there are fluency and accuracy of the speaking indicators. It was proved by the result of the computation of r- observation (r_{xy}) using Pearson Product Moment correlation, which r_{xy} 0.726 was higher than rtable for the level of significant 1% for df = 29 students the rtable was 0.470 and the level of significant 5% for df = 29 students the rtable was 0.367. The correlation between the two variables is high because their r-value is 0.726. This can be seen in the table below, which shows a Product Moment correlation index, or r_{xy}:

Table 3.5 Degree of Pearson

"r" value of product moment	Interpretation
0.00-0.199	Considered as no correlation
0.20-0.399	Low correlation
0.40-0.599	Medium correlation
0.60-0.799	High correlation
0.80-1.00	Perfect correlation

Product Moment

The correlation between two variable values self-confidence and speaking ability is shown to be high by the result rxy = 0.726. Additionally, the 2022/2023 ninth grade students at SMPN 5 Surakrta showed a positive correlation between self-confidence and speaking ability based on this result.

The significant level of this study was 1% and 5%. The data correlation showed that the correlation coefficient between students' self-confidence, X, and speaking ability, Y, was 0.726 with a df of 29 and a significance level of 5%. The rtable calculated was 0.367 with a df of 29; the significance level for this calculation was 1%. Using the Ha < rtable method indicated that the alternative hypothesis or Ha for this study was accepted. This meant that there was a positive correlation between self-confidence and speaking ability; students' high confidence levels would be followed by good speaking abilities..

CONCLUSION

The purpose of this study was to determine whether there is a significant correlation between students' confidence and speaking ability. The study involved two variables: self-confidence and speaking ability. The researchers found a strong correlation between two variables. The researcher concluded that:

1. The level self-confidence of ninth grade students of SMP N 5 Surakarta is on high level. The self-confidence score range is between 61 and 90 with a lowest score of 61. The

score range's highest mark is 90, and the average score is 74.5.

2. The ninth grade students of SMPN 5 Surakarta tested highly when it came to speaking ability. Their lowest score was 70, highest score was 90 and 80 was their average score.

3. There is a significant correlation between students' self-confidence and speaking ability at ninth grade students of SMP N 5 Surakarta. It can seen from the result of correlation coefficient which rvalue is 0.726.

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