



The Relationship Between High School Student's Self-Confidence and Speaking Performance

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ABSTRACT

This study aims to examine the correlation between students' self-confidence and speaking performance at SMAN 1 Candipuro. The researchers employed a quantitative research design. The sample for this research consists of students from classes XI F3 and XI F4. The sample of this study was 69 of those students. The researchers used the students' speaking test scores as the main indicator to classify them as samples for this research. To collect data, the researchers used two research instruments: a speaking test and questionnaires. The speaking test was used to measure the students' speaking abilities, the questionnaires measured their levels of self-confidence. The results of the correlation analysis showed that there is significant correlation between students' self-confidence and their speaking performance at SMAN 1 Candipuro. This is supported by a p-value of 0.392 which is lower than the alpha level of 0.753. Based on the result, it was shown that 0.392 was in interval low correlation between self-confidence and English-speaking skill. Higher self-confidence is associated with better speaking abilities. This suggests that enhancing students' self-confidence can improve their speaking skills.

Introduction

Speaking is an essential language skill that students must master, as it is fundamental for effective communication and academic success. It enables learners to articulate their thoughts, express ideas, and actively participate in the teaching-learning process Sasabone et al., (2021). Speaking is considered an interactive process as it involves communication between two or more individuals within a specific context. As a result, it varies depending on social situations; the language used in formal settings differs from that employed in informal environments Guebba (2021). Furthermore, speaking proficiency is essential beyond the classroom, as it prepares learners for real-world communication in professional and social settings. Therefore, fostering students' speaking abilities through interactive learning strategies is crucial for their success in various contexts.

Guebba (2021), categorizes speaking into three functions: interaction, transaction, and performance. Talk as interaction focuses on social relationships, while talk as transaction prioritizes information exchange and task completion. Talk as performance involves addressing an audience to entertain, inform, or persuade. These distinctions aid in understanding language use in various contexts, benefiting fields like education and communication studies. Richards (2015), highlights key speaking components: grammar, vocabulary, comprehension, pronunciation, and fluency. (Purwanti et al., 2022) speaking skills are linked to comprehension, pronunciation, grammar, vocabulary, fluency, and intonation or expression. However, in the context of learning English as a foreign language, speaking is often considered very challenging because of this complex set of skills the students have to perform when speaking in English.

According to Ummah (2019), students' success in speaking skills is generally influenced by two main aspects: linguistic and non-linguistic factors. Linguistic aspects include grammar, word order, pronunciation, comprehension, vocabulary, and fluency. Meanwhile, non-linguistic aspects involve personality traits such as self-esteem, extroversion, motivation, and self-confidence. These non-linguistic aspects are closely related to psychological or internal factors. According to Rahmaniah and Asbah (2019), several internal factors can hinder students' speaking skills, including being naturally quiet, reluctance to memorize vocabulary, lack of confidence, and fear of making mistakes. These internal factors are strongly linked to affective elements that influence language learning, such as emotions, motivation, attitude, anxiety, empathy, and self-esteem.

Self-confidence is a positive attitude that allows individuals to adapt to different environments and situations (Nadiyah et al., 2019). According to Lasiyah (2017), individuals with self-confidence believe in their abilities and are motivated to perform better than others. Those with higher self-confidence are more likely to succeed in challenging tasks. Additionally, students who have confidence will emerge independent in solving problems by not relying on those around them. Students no longer hesitate and always ask for the opinions of their peers before expressing their opinions in academic discussions in front of the class. Ceneciro et al., (2023), students should feel comfortable and confident when using English, particularly when expressing their thoughts and speaking in front of large audiences. To enhance their confidence and improve their language-learning experience, students must recognize the significant role self-confidence plays in their ability to acquire and use a new language effectively.

Dewaele & Macintyre (2022), emphasize that self-confidence in language learning consists of four key aspects that significantly impact students' English-speaking proficiency: language ability, situational confidence, communication confidence, and confidence in language potential. Language ability includes grammar, vocabulary, and pronunciation, while situational confidence relates to students' comfort in specific speaking contexts. Additionally, communication confidence reflects how assured students feel when interacting

in English, and confidence in language potential refers to their belief in their ability to continuously improve their language skills. Communication confidence reflects the ability to express ideas clearly, and confidence in language potential refers to the belief in one's ability to improve. According to MacIntyre and Gregersen (2019), these self-confidence components influence learners' willingness to speak and their overall language success. Developing these aspects helps reduce anxiety, enhance speaking skills, and improve language proficiency.

In a separate study conducted by Gürlü (2015), self-confidence is categorized into two main types: inner confidence and outer confidence. According to their findings, inner confidence is shaped by factors such as self-acceptance, self-awareness, goal-setting, and a positive mindset. It reflects an individual's thoughts and emotions, indicating their level of contentment and inner peace. On the other hand, outer confidence is influenced by communication skills and emotional regulation. Individuals with a strong sense of inner confidence tend to have high self-esteem and a deep sense of satisfaction with themselves.

In conclusion, the background emphasizes the pivotal role of self-confidence in influencing students' speaking abilities in English. Self-confidence is identified as a critical factor that significantly impacts students' motivation, resilience, and overall language learning success. Students with high levels of self-confidence tend to be more active and engaged in learning activities, leading to improved speaking skills and academic achievements. They are less fearful of making mistakes and view errors as part of the learning process, enabling them to overcome barriers and enhance their language proficiency. Conversely, students with low self-confidence often struggle with speaking English due to feelings of insecurity, fear of ridicule, and lack of motivation. These factors hinder their ability to express themselves effectively and engage in meaningful communication. In sum, the following questions are tried to be answered within the respect of this study

1. Is there any correlation between a student's self-confidence and their speaking performance at the eleventh grade of SMAN 1 Candipuro?
2. What are the factors that make students get low self-confidence and low speaking performance at SMAN 1 Candipuro?

Research Methods

This study employed a quantitative research design, as it focused on a correlational analysis to examine the relationship between two variables: variable X (independent variable) and variable Y (dependent variable). The purpose of the correlation analysis was to assess the strength and direction of this relationship. The research was conducted at SMA Negeri 1 Candipuro, specifically among eleventh-grade students. Due to limitations set by the school teacher regarding class accessibility for teaching and research, the researchers used purposive sampling to select participants. As a result, two classes XI F3 and XI F4 were chosen, with a total sample of 69 students. To gather data, the researchers used two

instruments: a speaking test and questionnaires. Once the data was collected, the researchers applied Brown (2017), speaking scoring rubric, as it covers all five components of speaking: grammar, pronunciation, vocabulary, fluency, and coherence. His scoring system ranges from 1-4 for each category. The speaking test aimed to assess the students' speaking abilities through an oral test focused on retelling a narrative text. The researcher asked students questions about the narrative to evaluate their comprehension and their ability to express the story clearly and coherently. After collecting the data, the researchers performed tests for validity, reliability, normality, and linearity to ensure the instruments were appropriate. Once the data was deemed valid, reliable, normal, and linear, it was ready for analysis using the Pearson Product Moment Correlation Coefficient. The researchers used a questionnaire to assess the students' self-confidence. The questionnaire contained 20 statements, and the students were allowed to select one of five possible responses that best reflected their feelings and circumstances. Mustafa's Self-Confidence questionnaire was used to gather data on the students' levels of self-assurance Mustafa (2015). The scoring system for each statement was as follows: 5 points for strongly agree, 4 points for agree, 3 points for neutral, 2 points for disagree, and 1 point for strongly disagree.

Table 1. Reliability Statistic of Questionnaire

Cronbach's Alpha	N of Items
.753	20

Table 2 displays the survey's reliability data with a Cronbach's alpha of 0,753 which indicates that it is quite trustworthy. There are twenty inquiries.

Findings

To analyze students' speaking performance more comprehensively, a descriptive statistical calculation was conducted, covering the number of data points (N), minimum value, maximum value, mean, and standard deviation. These statistics provide insights into the distribution of students' speaking scores and general trends in the data. Below are the detailed descriptive statistics of the students' speaking grades.

Table 2. Descriptive Statistic of Students Speaking Grade

	N	Minimum	Maximum	Mean	Std. Deviation
Speaking Score	69	1.2	4.8	2.720	.7791
Valid N (listwise)	69				

According to the table, the speaking grade with the greatest score was 4.8 , and the one with the lowest score was 1.2. Speaking as a class, the average score is 2.720. As was already said, the purpose of this study is to determine whether speaking score correlates with student achievement. The table below shows the statements for each learning approach along with the average and the total number of responders.

Table 3. Self-Confidence For Mastering Language Skill

No	Statement	N	Mean
Q1.1	When I say a simple sentence, I can pronounce almost any word correctly.	20	3.45
Q1.2	When I say a simple sentence, I can pronounce all the words fluently	20	3.52
Q1.4	I master almost all the vocabulary given by the teacher	20	2.77
Q1.5	I can pronounce a sentence grammatically correctly.	20	3.29
Q1.8	I can easily pronounce any vocabulary given by the teacher.	20	2.96
Q1.9	When I say a simple sentence, I can distinguish between verbs, nouns, adjectives, etc.	20	3.03
Mean			3.17

Self-confidence in mastering language skills involves pronunciation, fluency, vocabulary, grammar, and self-efficacy. A student questionnaire with six statements showed a high confidence level, with an overall average score of 3.17. Notably, Q1.2 scored 3.52, indicating strong pronunciation confidence, especially in simple sentences. This suggests positive self-evaluation in spoken language skills. Glover (2018), states that self-confidence is key to learners' willingness to communicate, directly affecting speaking proficiency. MacIntyre et al., (2019) further emphasize that higher confidence boosts engagement, risk-taking, and skill development. This study's high Q1.2 score on pronunciation underscores the need to build confidence in articulation and clarity. Positive feedback, speaking opportunities, and a supportive environment can help reduce anxiety.

Table 4. Self-Confidence Problems

No	Statement	N	Mean
Q2.15	I am not confident when pronouncing vocabulary in English	20	3.00
Q2.17	With the shortcomings I have, I am pessimistic about doing the work of the teacher.	20	2.71
Q2.18	Compared to other students, I am a student who is weak in English lessons, especially speaking.	20	3.16
Q2.20	However I tried, I wasn't sure I could speak English	20	2.59
Mean			2.86

Self-confidence problems in English-speaking skills include fear of mistakes, negative self-perception, social comparison, and accent insecurity. A student questionnaire with four statements showed a general consensus on confidence levels, with an average score of 2.86, indicating strong self-assurance. Notably, Q2.18 scored 3.16, highlighting pronunciation as a key concern needing attention. (Oney & Oksuzoglu-Guven, 2015), note that self-confidence issues in language learners stem from fear of mistakes, lack of exposure, and limited practice. These factors often cause anxiety and hesitation, especially in pronunciation. Addressing these challenges can help improve speaking confidence and overall proficiency. In addition,

(Perkins & Sarris, 2021), suggests that addressing self-confidence problems requires a multifaceted approach, including fostering emotional stability, promoting self-awareness, and providing consistent positive reinforcement. For learners struggling with pronunciation, targeted interventions such as pronunciation drills, peer practice, and constructive feedback can help alleviate insecurities and build confidence in articulating vocabulary accurately. By addressing self-confidence problems, educators can empower students to overcome their apprehensions and engage more actively in language learning.

Table 5. Self-Confidence In Achieving Goals

No	Statement	N	Mean
Q3.10	When the teacher uses colloquial sentences to ask questions, I can answer them	20	2.93
Q3.11	When the teacher orders random students to compose a sentence, I am the first to do it.	20	2.23
Q3.16	I feel confident when answering questions from teachers in class	20	2.86
Q3.19	I'm not afraid to ask the teacher if there is something I don't understand or know.	20	3.62
Mean			2.91

Self-confidence in achieving goals can be analyzed through key components such as competence, initiative, risk-taking, openness to learning, and overcoming fear of judgment. Based on a student questionnaire with four statements, the results showed an overall confidence level of 2.91, indicating strong self-assurance. Notably, Q3.19 received the highest agreement (3.62), highlighting students' confidence in seeking help from teachers. This suggests a positive learning attitude where students actively use available resources. Recent studies support the idea that self-confidence is closely linked to goal achievement, as individuals with high confidence are more likely to set challenging goals and persist in attaining them (Latham & Seijts, 2016). Glover (2018), highlights the role of motivation and self-confidence in language learning, stating that confident students are more likely to set and achieve academic goals. Strong self-belief fosters persistence, reduces anxiety, and enhances performance. The high consensus on Q3.19 reflects students' proactive approach to learning by seeking clarification from teachers. Therefore, fostering self-confidence through goal-setting, a growth mindset, and academic support is essential for student success.

Table 6. Self-confidence in a positive mind-set

No	Statement	N	Mean
Q4.3	I'm sure I will get a good grade in the speaking category.	20	3.23
Q4.6	I'm not afraid of making mistakes in speaking English	20	3.41
Q4.7	I'm sure I can have a conversation (conversation) in front of my classmates.	20	3.10
Q4.12	In my opinion, pronouncing a sentence in English is not difficult.	20	2.67
Q4.13	I feel confident in my ability to learn English	20	3.20

No	Statement	N	Mean
Q4.14	In my opinion, memorizing vocabulary is difficult, but I believe I can do it.	20	3.80
Mean			3.25

Self-confidence in a positive mindset includes self-assurance, resilience, competence, and openness to learning. A student questionnaire showed a 3.25 confidence score, with Q4.14 scoring 3.80, reflecting strong belief in English proficiency. Brokowski C (2019), emphasizes that a positive mindset boosts motivation and resilience, crucial for language learning. Fostering self-confidence is essential for improving language skills. Educators can support this by promoting a growth mindset, providing constructive feedback, and encouraging students to view challenges as learning opportunities. With confidence and a positive outlook, students engage more and achieve proficiency. Assessing students' speaking skills shows confidence plays a key role. Confident students participate actively, use language effectively, and stay motivated. Those with low confidence, especially in pronunciation, may hesitate due to fear of mistakes. Supportive learning environments help reduce anxiety and build confidence. A positive mindset fosters resilience and perseverance, leading to continuous improvement. Understanding confidence levels helps educators provide tailored guidance, boosting engagement, motivation, and proficiency.

To examine the correlation between self-confidence and speaking performance, it is essential to calculate the correlation coefficient, as this allows us to understand the strength and direction of the relationship between these two variables. The purpose of analyzing this correlation is to determine whether higher levels of self-confidence are associated with better speaking performance. By examining the correlation, we can identify key factors that contribute to improved speaking skills and use this information to inform teaching strategies aimed at enhancing students' language proficiency.

Table 7. Correlation between the Students' Self-Confidence and Speaking skill

		Speaking Score	Self-confidence
Speaking Score	Pearson Correlation	1	.392
	Sig. (2-tailed)		.087
	N	69	20
Self-confidence	Pearson Correlation	.392	1
	Sig. (2-tailed)	.087	
	N	20	20

Based on the data presented above, it can be concluded that these students have higher speaking skills than the average student population. The correlation between the two variables is indicated by a Pearson correlation value of 0.392, indicating a positive relationship between the students' use of learning strategies and their academic success as demonstrated by their score skill. This result makes sense given the assumption that the integration of all language learning strategies improved learning outcomes. This is also true because each method for learning a language has advantages of its own that help pupils learn both language and subject matter.

Discussion

The aim of this study is to determine if there is a correlation between speaking ability and student self-confidence among eleventh-grade students at SMAN 1 Candipuro, as outlined in the first chapter. To answer the research question, the researchers carried out an analysis, following several steps: research design, data collection, data analysis, and, finally, drawing conclusions. In this study, the researchers used two instruments to collect data. The first was a questionnaire, which the students completed to assess their level of self-confidence. The second instrument was a speaking test, administered in class to gather data on the students' speaking performance.

After reviewing the questionnaire results regarding students' self-confidence in mastering English language skills, it is clear that most students display strong confidence. This is evident in their ability to accurately pronounce words, comprehend grammatical structures, and expand their vocabulary. Their high confidence in pronunciation indicates that they are comfortable with fluency, although they still face challenges in acquiring vocabulary. In addition, students show a positive attitude toward learning English, as seen in their active participation in class discussions, eagerness to practice speaking, and persistence in overcoming language challenges. These positive behaviors significantly contribute to their overall self-confidence in using English effectively. By achieving a high level of proficiency in language skills, students can communicate confidently in English. This supports Ghafar (2023) findings, which emphasized that self-efficacy, or confidence in one's abilities, plays a crucial role in language learning success. Aoyama & Takahashi, (2020), assert that self-confidence significantly influences the willingness to communicate in a second language. Additionally, Yousefabadi et al., (2022), highlight motivation and confidence as essential psychological factors for language learning success. These findings underscore the importance of fostering self-confidence through effective teaching practices, classroom interaction, and vocabulary development strategies to support students in mastering English.

Based on the questionnaire results concerning students' self-confidence issues in English-speaking skills, it is apparent that most students experience challenges at a moderate level. These challenges are reflected in several aspects of speaking, such as comparing themselves to peers, doubting their abilities, and struggling with pronunciation. However, students also demonstrate a positive attitude toward learning English, including persistent efforts to speak despite their lack of confidence, a willingness to correct mistakes, and an understanding that consistent practice can improve their speaking skills. This reflects an optimistic approach to overcoming language difficulties. With enhanced self-confidence in speaking, students will be more capable of communicating in English fluently and confidently. This is in line with Meškauskienė (2017), Sociocultural Theory, which highlights that learning takes place through social interactions, and that confidence can be developed in supportive environments. Furthermore, Fatima et al., (2020), assert that linguistic self-confidence significantly influences second language communication and engagement. Obligatoria et al., (2023), also emphasizes the crucial role of output in language learning,

noting that it aids in developing both confidence and fluency. Additionally, Karsudianto (2020), Socio-Educational Model suggests that motivation and confidence are key components in achieving language proficiency. Therefore, to support students in overcoming their lack of confidence, it is essential to implement effective teaching strategies, such as creating a supportive and encouraging learning environment, providing constructive feedback, and promoting gradual speaking practice. These strategies will help students build their confidence in using English effectively.

The questionnaire results reveal that students face moderate challenges in English-speaking skills, such as self-comparison, self-doubt, and pronunciation difficulties. Despite these struggles, they maintain a positive attitude, showing persistence, a willingness to correct mistakes, and recognition that practice improves proficiency. This aligns with Lantolf's sociocultural theory, which emphasizes learning through social interaction in supportive environments (Lantolf et al., 2020). Furthermore, recent research highlights that linguistic self-confidence significantly influences second language communication (Ebn-Abbasi et al., 2024). Dewaele & Macintyre (2022), also emphasize the role of confidence in promoting fluency. To enhance students' self-confidence, effective teaching strategies such as encouraging participation, constructive feedback, and structured speaking practice are essential.

The questionnaire results indicate that students generally exhibit a moderately high level of confidence in maintaining a positive mindset toward learning and speaking English. They demonstrate resilience, motivation, and a willingness to improve despite challenges. Most students feel confident speaking without excessive fear of mistakes and believe in their ability to achieve good grades. However, pronunciation remains a concern for some, and minor hesitations persist in conversational engagement. These findings align with Audina et al., (2021), the correlation between self-confidence of the undergraduate EFL students and their speaking achievement, which emphasizes the role of self-image and motivation in language learning success. Additionally, recent studies highlight that self-confidence significantly influences language performance, while a positive mindset fosters persistence and achievement. To strengthen students' confidence, educators should encourage a growth mindset, support risk-taking in language use, and provide constructive feedback.

The results of the correlation test reveal a low positive correlation of 0.392 between students' self-confidence and their speaking skills. This indicates a weak relationship between the two variables, suggesting that as students' self-confidence increases, their speaking skills tend to improve, although the connection is not very strong. Despite this, there is still a significant correlation between speaking skills and student confidence. In conclusion, the study found a low positive correlation between students' speaking abilities and their self-confidence levels. The study's findings have important implications for educators, students, parents, and future researchers in the field of foreign language teaching. These results align with Parmata (2022), who also found a low correlation between self-confidence and English-speaking ability among eighth-grade students at SMP 1 Blahbatuh,

with a correlation of 0.321. Similarly, Gurler (2015), discovered a positive statistically significant relationship between speaking proficiency and self-confidence.

Conclusion

This study proposes to discover the level of student's speaking performance and to examine the correlation between self-confidence and speaking performance at SMAN 1 Candipuro were correlated. Based on the Pearson correlation coefficient of 0.392, it can be concluded that language learning techniques are positively correlated with academic success as measured by speaking ability and confidence. This implies that pupils' academic success increases as they employ learning tactics more frequently. If kids don't use as many learning strategies, their learning achievement may suffer. The findings of this study may have pedagogical ramifications, and teachers should be concerned about how their pupils are using their learning tools. It's crucial for students to recognize the language learning techniques that work best for their learning preferences and to employ as many of these techniques as they can in order to keep improving their academic performance. It is hoped that more people will participate in the study to enhance the findings for potential future scholars working in the same subject. It is also essential that further researchers look at the impact that various language learning methods have on students' academic performance.

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