THE CORRELATION BETWEEN STUDENTS' SELF CONFIDENCE AND SPEAKING ACHIEVEMENT AT TWELFTH GRADE OF SEKOLAH MENENGAH KEJURUAN (SMK) NEGERI 2 KOTABUMI NORTH LAMPUNG ACADEMIC YEAR 2020/2021

[1]Tamara Evilia
[1]evliatamara0705@gmail.com

[1]University of Muhammadiyah Kotabumi

Abstract: Speaking is ability to produce sound of word to deliver meaning, express ideas, concept and opinion in thinking or feeling. Speaking has a very important in human life, because speaking is the common language skill to be used in communication. However, to perform effective and efficient speaking and to get sufficient achievement is not easy. Self confidence become base element that must be owned for getting success. Based on the problem, the pupose of this research was to investigate the correlation between students' self confidence and speaking achievement at twelfth grade of Sekolah Menengah Kejuruan (SMK) Negeri 2 Kotabumi North Lampung academic year 2020/2021. Population in this research were 349 students which sample were taken through cluster random sampling technique in which there were 31 students. The instrument used to collect data were speaking test and questionnaire of self confidence. Then, the data was analyzed by using correlation Pearson Product Moment. Based on the analysis, it was found that r_{xy} is higher than $r_{table\ (31)(0.05)}$ or $0.430 > 0.355$. While, from the calculation of t-test, it was gotten that $t_{observed}$ was higher than $t_{table\ (31-2)(0.05)}$ or $2.566 > 2.045$. Based on the result, it can be concluded that H_a that said there is significant correlation between students' self confidence and speaking achievement at twelfth grade of Sekolah Menengah Kejuruan (SMK) Negeri 2 Kotabumi North Lampung academic year 2020/2021 was accepted.

Keywords: *Speaking Achievement, Self Confidence, Student's*

INTRODUCTION

Speaking holds important role for human in various daily activities. Speaking is one of language skills that serves to convey information verbally. In addition, speaking becomes important since speaking should be mastered by students to deliver their ideas or opinion. Being able to speak fluently and correctly is the main objective of every language learner. In addition, students as speaker were required to have skill in communication, in expressing thoughts, ideas, and feelings, and in capturing and conveying the information

---

[1])Mahasiswa Universitas Muhammadiyah Kotabumi

they receive when they are speaking. Not everyone has the ability to speak properly and correctly. The problems are first, the students' speaking ability is still low. This condition is triggered by their limited vocabulary. The third problem is also related to the previous problem. Limited vocabulary makes students are hard to express their ideas and thoughts. Anther problems felt because of the learning process of students where learning proces becomes monotonous because of dominantly by one way teaching. This condition also affects to the students' result of speaking achivement, that was still low. Therefore the difficulty is also caused by the students that lack of self confidence. Based on the elaboration above, this research was done to investigate the correlation between students' speaing achievement andtheir self confidence.

THEORY REVIEW

1.   Speaking achivement

Speaking is the process of making sound of a word. Tarigan (2008:16) states,

"speaking is a skill to say articulation of sounds to express the ideas, opinions, and feelings". In addition, speaking becomes important since speaking should be mastered by students to deliver their ideas or opinion. According to Brown (2007:122) speaking is as a part of work or academic study. Cameron (2002:40) says that speaking is the way to express the meaning, ideas, opinion, and statement by language. Through speaking, someone can convey their intelligence, thoughts freely and spontaneously.

After learning speaking, students are hoped to have proper ability. It can be masure by looking their achievement. Achievement is a thing that has done successfully, especially using someone own effort and skill (Hornby, 2010:11). Simply, studnets achievement can be seen from their gotten score after passed a test.

it can be concluded that speaking achievement is the result of an activity in showing the progress of development and mastery in producing sounds words in order

to communicate ideas, feelings, or even opinion in a day by using certain grammar and rules.

a. Teaching Speaking

Teaching and learning process is one cyclus which cannot be separated each other. Therefore, the goal of teaching speaking is to provide students with the ability to communicate efficiently. In addition, according to Tarigan (2008:16), the aim of teaching speking is to provide the studets with ability to communicate efficiently. Also, to Bygate in Pawlak (2011:3), the study of speaking is like the study of other uses of language is properly an interdisciplinary field. Furthermore, it involves understanding the psycholinguistic and interpersonal factors of speech production, the forms, meanings, and procces involved, and how there can be develoved. The students are able to make themselves understand about using their proficiency in mastering language.

b. Speaking Process

Speaking process teaches students how to develop their ideas orally. According to Bygate in Luoma (2004:104) views speaking as a speaker-internal process, first level of analysis is three processing stages: planning, selection and production.

Planning means the process that learners need to know information and interaction routines and they need to keep building an image of the ongoing conversation in their mind. Selection means learners use their knowledge of lexis, phrase and grammar to choose how to say what they want to say. The last stage is production. Production activities are closely related to the time-bound nature of speaking.

c. Principles for Teaching Speaking

In order to achieve the gols of learning process, the teaching speaking must be done regularly, following some procedures, and aspects that must be

considered includes the teaching speaking. According to Brown (2007:331) there are focus on both fluency and accuracy, provided intrinsically motivating technique, encouraging the use authentic language in meaningful contexts, providing appropriate feedback and correction, and give students opportunities to initiate oral communication.

d.   Assessing Speaking

Assessing speaking is the way to measure the ability in speaking. That is such an assessment of the students' performance to know the students' responses to a question, a comment, or to try out a new word or structure. Weir (2005:195–196) says that the teacher must give attention on the analytic speaking criteria, namely; fluency, pronunciation, vocabulary, grammatical, and interactional strategies to give score the students' speaking that indicates their achievement.

2.   Self Confidence

Naturally, learning is a process that change someone's habit physically and mentally. Pysically, learning need media, source, place, etc. While, mentally aspects need the background knowledge, attitude, self confidence, etc.

In relation of learning speaking, self confidence becomes important aspect. To perform good speaking, students not only need intellectuality or ability. Rosyada (in Lasiyah, 2017:13) stated that self confidence plays important factor in the achievement of foreign langueage learning.

According to Goleman in Mieke (in Wahyuni, 2018:31), self-confidence is how someone believe in their ownself and abilities in many situations. It is because human use self confidence affect to many life skills. Some studies have explained that the success of language learning activities will not be achieved without self confidence (Huitt, 2004 & Khodadad, 2003, cited in Hayati 2008,; Brown, 1994, in Mubarok: 3). This means that, having

proportional self confidence influence to the speaking performance that affected speaking achievement also for all language learning.

a. Aspects of Self Confidence

Self confidece also affected by the relation with other, as the result of eperience of interaction to other, and how other treat us. According to Lauster in Rustanto (in Dinata, 2014:17–18), a person who has positive self confidence has the following aspects such self confidence, optimism, objective, responsible, rational, and realistic.

b. Strategies for Developing Self Confidence

Previous description has stated that self confidence is innate ability

However, that is not means that self confidence cannot be developed, it is because self confidence is dinamic. According to Preston (2007: 14 in Wahyuni, 2018:35), self confidence can be

developed by following some strategies, they are:

1. Practice Self-accepting

2. Focus in the Achievement

3. Positive Affirmations

4. Objectively self-evaluation

5. Dare to take a risk

RESEARCH METHOD

The resarch method of this research is correlational research. The population in this research was all students at twelfth grade of Sekolah Menengah Kejuruan (SMK) Negeri 2 Kotabumi North Lampung academic year 2020/2021. While, the sample was taken by cluster random sampling. Based on sampling technique, it was gotten that one class named XII AK 1.

In conducting the research, the researcher used two kinds of instrument. The first is questionaire for variableself confidence. While, for the speaking achievement, the students takes the students' score from the teacher having passed the speaking test.

Having made by the researcher, the isntrument was given to the sample. The students are ask to fill the questionaire given, then send it back to the researcher. While, for the speaking achievement data was collected from the teaher's data.

The last, the data was analyzed by using certain steps. The first is measuring for the validity and reliability of the instrument. Having passed this steps, the instrument used to collect the data, then, the data was analized by using normality test (liliefors's test), homogeneity test (Barlet's test), and the last to find the correlation between two variable it was used hypothesis test (correlation product moment test). For measuring the significant test, the correlation was tested by using t-test.

RESULT AND DISCUSSION

The first steps in conducting the research was doing tryout to measure the validity and reliability of the isntrument. Form the calculation of validity of instrument slef-confidence, it was found 27 items valid from 30 item tested. Meanwhile, for the validity of instrument speaking achievement was claimed of expert judgement. The second steps was measured for the reliability. The calculation of eliability test resulted that $r_{observed}$ was greater than r_{table} (0.855 > 0.349), it means that the instrument was reliable. Besides, the calculation of reliability of speaking achievement was found that $t_{observed}$ was higher than t_{table} (9.98 > 2.14). that measured it was reliable.

Having found the valid and reliable instrument, the isntrument wa given to the sample for collecting the data. Then the calculation was contimued to analyzed by using statistic parametric. Firstly, the researcher analyzed the normality and homogeneity of the data. the summary of the test was described in the following table.

TABLE 1
THE SUMMARY OF NORMALITY TEST

Variables	$L_{observed}$	L_{table}	Result
X (Self Confidence)	0.0794	0.1591	Normal
Y (Speaking Achievement)	0.1462	0.1591	Normal

TABLE 2
THE SUMMARY OF HOMOGENEITY TEST

$\chi^2_{observed}$	χ^2_{table}	Conclusion
0.096	5.99	Homogeneous

Based on the table 1 above, it was concluded that data which came from the students' self confidence (X), and speaking achievement(Y) had normal distribution. Then for homogeneity test, from the table 2 above, it was concluded that the data from the students' self confidence (X), and speaking achievement(Y) had same variance or homogenous, because $\chi^2_{observed}$ was smaller than χ^2_{table}.

After that the researcher conducted the hypothesis test by using Product Moment Correlation formula, and then continued by significant test. The following table was the summary of hypoteses test and significant test.

TABLE 3
THE SUMMARY OF HYPOTHESIS TEST

Observed	Result
r_{xy}	0.430
r_{table}	0.355
Conclusion	H_a is accepted, H_0 was rejected

TABLE 4
THE SUMMARY OF SIGNIFICANT TEST

Observed	Result
$t_{observed}$	2.566
t_{table}	2.045
Conclusion	$t_{observed}$ was higher than t_{table}
Description	The correlation is significant.

The analysis data's on table 3 above resulted that r_{xy} was 0.430 while r_{table} was 0.355. This makes H_a was accepted. This means that there was correlation between students' self confidence and speaking achievement at twelfth grade of Sekolah Menengah Kejuruan (SMK) Negeri 2 Kotabumi North Lampung academic year 2020/2021. Furthermore, in order to know the significant of the correlation to the whole population, it was done a significant test. Then, the significant test on table 4 also showed that the correlation was also significant, that means the correlation between self confidence and speaking achivement can be generalized. It was proved that $t_{observed}$ was higher than t_{table} or 2.566 > 2.045. In short, it can be said that there was significant correlation between students' self confidence and speaking achievement at twelfth grade of Sekolah Menengah Kejuruan (SMK) Negeri 2 Kotabumi North Lampung academic year 2020/2021.

The analysis data's result showed that r_{xy} was 0.430 while r_{table} was 0.355. furthermore, it was proved that $t_{observed}$ was higher than t_{table} or 2.566 > 2.045. In short, it can be said that there was significant correlation between students' self confidence and speaking achievement at twelfth grade of Sekolah Menengah Kejuruan (SMK) Negeri 2 Kotabumi North Lampung academic year 2020/2021.

This research result was also suitable with Rosyada (in Lasiyah, 2017:13) stated that self confidence plays important factor in the achievement of foreign langueage learning. Furthermore, studies found that no language learning activities will achive the goals successfully without self confidence (Huitt, 2004 & Khodadad, 2003, Brown 1994 in Mubarok, page 3). These proved that self confidence become impportant to be developed effectively by students. Self confidence relates on the students' desire to achieve the goals of learning process.

In addition, in this discussion, students' self confidence cannot be

separated with students' speaking achievement especially. Therefore, in regard with this case, if students have high self confidence, they will have good speaking achievement too. Otherwise, it can be concluded that students' self confidence is component which has important contribution to students' speaking achievement.

CONCLUSION AND SUGGESTION

Based on the analysis of the data in previous chapter, the hypothesis test resulted that r_{xy} (0.430) was higher than r_{table} (0.355), and the significant test resulted that $t_{observed}$ (2.566) was higher than t_{table} (2.045). Therefore, the researcher concluded that there was significant correlation between students' self confidence and speaking achievement at twelfth grade of Sekolah Menengah Kejuruan (SMK) Negeri 2 Kotabumi North Lampung academic year 2020/2021.

Refers to discussion and conclusion previously described, the researcher proposes some suggestions related to this research for the following parties:

1. For the Students

   For having good speaking achievement, students should also have high self confidence to perform good speaking.

2. For the Teacher

   Teacher should maximize the students' self confidence to support students' speaking achievement.

REFERENCES

Brown, H.D. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy, Third Edition*. New York: Pearson Education.

Dinata, Ridho Marta. 2014. *Correlation between Self Confidence and Speaking Ability at The Twelfth Grade Students of Madrasah Aliyah Negeri (MAN) Kotabumi North Lampung Academic Year 2013/2014*. Skripsi Tidak Diterbitkan. STKIP Muhammadiyah Kotabumi Lampung.

Hornby, A.S. 2010. *Oxford Advanced Learners' Dictionary.* New York: Oxford University Press.

Lasiyah. 2017. *The Correlation Between Self-Confidence and Speaking Achievement of the Undergraduate Students of English Study Program of UIN Raden Fatah Palembang.* Skripsi Diterbitkan. Universitas Islam Negeri Raden Fatah Palembang.

Louma, Sari. 2004. *Assessing speaking*. New York : Cambridge University.

Mubarok, Teten Mohamad Sapril. *The Correlation Between Students' Self Confidence and Their Speaking Skill (In The Second Grade of The English Education Department of STKIP Garut)*. Skripsi Diterbitkan. Universitas Garut.

Tarigan, Henry Guntur. 2008. *Menulis Sebagai Salah Satu Keterampilan Berbahasa*. Bandung: Angkasa.

Wahyuni, Mita. 2018. *Correlation Study Between Students' Self-Confidence and Their Speaking Achievement at the Second Grade of SMP Al-Islam Surakarta in Academic Year 2017/2018*. Skripsi Diterbitkan: IAIN Surakarta.

Weir, J.C. 2005. *Language Testing and Validation.* New York: Palgrave Macmillan.