

THE EFFECT OF SELF-CONFIDENCE ON THE STUDENTS' SPEAKING SKILL OF THE TENTH GRADE OF SMK PURWOSARI BOJONEGORO

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Abstract

There are a few students who have interest in English class, especially in speaking, and the rest does not want to try to speak in English, unless being forced by the teacher. According to the teacher, the students' level of speaking skill is relatively average and some of them seem like ashamed to use English in the conversation. Most of them felt unconfident, incapable, and afraid to express something in English correctly despite with their own classmates. These are the reasons why the writer wants to examine the effect of self-confidence to the students' speaking skill. The objective of study is to find out significant effect of self-confidence on the students' speaking skill of the tenth grade of SMK Purwosari Bojonegoro. This research is a quantitative research with survey technique. The research respondents were 34 students from class of X.TPM as the main respondent who were selected with simple random sampling. The analysis technique of this research was simple linear regression analysis. The result of this research was there is significant effect of self-confidence on the students' speaking skill of the tenth grade of SMK Purwosari Bojonegoro. This is caused by the calculation output of t test that said the value of $t_{calculated} > t_{table}$ ($5,883 > 2,035$). Because of the value of $t_{calculated}$ is bigger than t_{table} , so H_0 is rejected, and H_1 is accepted.

Key words: self-confidence, speaking skill

Abstrak

Masih ada beberapa siswa yang memiliki minat terhadap bahasa Inggris, khususnya dalam keterampilan berbicara, dan yang lainnya tidak ingin berbicara bahasa Inggris kecuali dipaksa oleh gurunya. Menurut gurunya, tingkat keterampilan berbicara siswa relatif rata-rata atau sedang dan beberapa dari mereka terkesan malu menggunakan bahasa Inggris dalam percakapan. Kebanyakan dari mereka merasa tidak percaya diri, tidak mampu, dan takut mengungkapkan sesuatu dalam bahasa Inggris secara benar meskipun di depan teman sekelasnya sendiri. Inilah alasan penulis untuk meneliti penelitian ini. Tujuan penelitian ini adalah untuk mencari tahu pengaruh signifikan antara kepercayaan diri sendiri terhadap keterampilan berbicara siswa kelas X di SMK Purwosari Bojonegoro. penelitian ini adalah penelitian kuantitatif dengan teknik survey. Responden penelitian ini adalah 34 siswa dari kelas X.TPM sebagai responden utama yang terpilih secara simple random sampling. Teknik analisis penelitian ini adalah analisis regresi linier sederhana. Hasil penelitian ini adalah ada pengaruh yang signifikan antara kepercayaan diri sendiri terhadap keterampilan berbicara siswa kelas X SMK Purwosari Bojonegoro. Ini dikarenakan hasil penghitungan

uji t yang mengatakan bahwa nilai $t_{hitung} > t_{tabel}$ ($5,883 > 2,035$). Dikarenakan nilai t_{hitung} lebih besar dibandingkan t_{tabel} , sehingga H_0 ditolak, dan H_1 diterima.

Kata kunci : kepercayaan diri sendiri, keterampilan berbicara

INTRODUCTION

In Indonesia, English is taught at any level of schools in Indonesia, even in elementary school. Although English is not the new things for students at senior high school, in fact, they still have many difficulties in studying English. As we know that English is not the Indonesian native language. It is difficult for the students to remember all the words in English and to understand when someone is speaking English.

The language skill achieved, is divided into two parts of language function, namely oral and written English as a means of communication. In this case, listening and speaking are oral language, while reading and writing are written language. As Guntur Tarigan (2008: 1) states that in getting language skill, we usually pass some phases in our life, namely when we were a child, originally, we started to listen, then speak up, after that, we started to read and write.

There are four basic skills being required to have in teaching English. This is in line with Tarigan's explanation about language skills, there are four elements of language in the curriculum of school, such as 1) listening skills; 2) speaking skills; 3) reading skills; and 4) writing skills (Tarigan, 2008: 1). One of the skills that will be discussed in this research is speaking skill.

Speaking is a skill of developing language in the children life, that is only preceded by skill of listening, and in that age, the skill of speaking is learnt (Tarigan, 2008: 3). The importance of learning speaking is to communicate idea and thought in foreign language, moreover, it can train someone' verbal ability. It has already been a duty of all English teachers to help their students to get their best academic achievement in speaking skill.

However, it is not easy to master English speaking skill, as well as using it to communicate. Some people, especially students, find difficulties in using English when they are trying to interact with others. They still look hesitate to interact with their friends and their teachers by using English. The same issues can also be found in English language learning at non-speaking English schools, where most learners often seem passive, and reluctant in speaking English in the classroom (Hamouda quoted by Mastur, 2016: 1).

In addition, Nurmawati and Wa Muna, quoted by Ayem (2020: 3), have claimed that mastering speaking skill is not something easy to do. It can be seen from the reality that a lot of Indonesian English learners were still not able to speak English although they have learned the language for many years before. Speaking in front of the classroom is not easy to do for them. In fact, they know what to say, but they do not know how to say it right. By other words, they still looked shame and they did not have any encouragement to speak because to avoid making mistake both in composition and in pronunciation of the words. One reason that makes students shy is they were never involved in conversations activity.

In this case, feeling shame and incapable indicated that the students did not have self-confidence. Self-confidence influenced the process of speaking activity because language learning is a complex process that influences cognitive and affective factors which constitute the main source of individual differences in foreign language learning. According to Al-Hebaish quoted by Ayem (2020: 3), 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. It means that a student who has much self-confidence will be able to overcome fears or negative thoughts, so they will have self-control on themselves to perform among the audience, especially in speaking English in front of the class.

In learning a foreign language, vocabulary also plays an important role. It is one element that links the four language skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. The acquisition of vocabulary would help people in gaining, understanding, and also enhancing the process of knowledge transferred.

Vocabulary is one of English sub skills that must be taught to the students because vocabulary has an important role for all language skills. David Wilkins in Febriyansyah (2015: 3) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In other words, the first thing that has to be mastered by language learners in learning language is vocabulary. In listening, students' vocabulary influences their understanding toward teacher's speech, class discussion, and other speeches. The words that they choose in speaking affect how well they deliver a message. In reading, students' vocabulary affects their ability to understand and comprehend a text. In addition, dealing with writing, students' vocabulary also influences how clear they convey their thought to the reader. In conclusion, vocabulary takes an important role in equipping students to be able to communicate in English.

Based on pre observational research at SMK Purwosari Bojonegoro, through interview with an English teacher of the school, the writer found that there are a few students who have interest in English class, especially in speaking, and the rest does not want to try to speak in English, unless being forced by the

teacher. According to the teacher, the students' level of speaking skill is relatively average and some of them seem like ashamed to use English in the conversation. Most of them felt unconfident, incapable, and afraid to express something in English correctly despite with their own classmates. These are the reasons why the writer wants to examine the effect of self-confidence to the students' speaking skill.

However, speaking as a very important aspect of English language seems to have little attentions from researchers. Based on the description above, the writer is interested in investigating whether there is any significant relationship between self-efficacy and speaking ability under the title: "The Effect of Self-Confidence on the Students' Speaking Skill of the Tenth Grade of SMK Purwosari Bojonegoro".

RESEARCH METHODOLOGY

In this study, researchers used quantitative methods. Quantitative research can be interpreted as a research method based on the positivism philosophy, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, data analysis is quantitative / statistical in order to test hypotheses that have been determined (Sugiyono, 2017: 23). While the research technique used is a survey type, namely the research method used to obtain data from certain natural (not artificial) places, but the researcher performs treatment in data collection, for example by distributing questionnaires, tests, structured interviews and so on (treatment is not like in the experiment) (Sugiyono, 2013: 12).

The sample of this study was 34 students from class of X.TPM as the main respondent, meanwhile 32 students from class of X.AK as trial-test respondent at SMK Purwosari Bojonegoro.

To obtain data as material in the discussion of this thesis, the writer used

the following methods:

1. Questionnaire

This method is used to obtain independent variable data (X), namely self-confidence. In terms of measuring the questionnaire data, the writer use a closed questionnaire with an interval measurement scale because the questionnaire consists of several questions that have several available answer options. The questionnaire that the writer made consisted of 15 question items for each variable with 4 answer choices.

The way to distribute the questionnaire to the respondents of the research is by sending link Google form where they can easily get its access to answer all of the available questions. This is the only way to apply physical distancing during Covid-19 pandemic situation.

2. Test

According to Arikunto (2010: 266), test can be used to measure basic ability and achievement or attainment. In this study, the writer used one kind of tests, namely oral test. The oral test was used to obtain the data for the students' speaking skill variable (variable Y).

In processing the data, the writer used simple linear regression analysis statistical techniques with the help of the *Statistical Product and Service Solution (SPSS) ver. 22 for windows*. The data analysis technique has several stages, namely:

1. Test Variable Data Instruments

The stages are as follows:

a. Validity test

To prove whether the instrument items were valid, the writer used *Pearson's Product Moment correlation analysis* where the value of each questionnaire item would be compared with the critical price of 0.3. If an item has a performance value correlation coefficient equal to or more than the critical price, it is considered valid.

b. Reliability Test

Reliability is a measure of

the level of consistency, level of reliability, or level of "trustworthiness" of an instrument (Arifin, 2008: 117). To test the reliability of the instrument items, the writer used calculations with the *Cronbach's Alpha formula*.

The test value obtained from the above formula will be proven by comparing it with the determining limit value, namely 0.6. It is said to be reliable or the instrument is feasible, if the alpha value is \geq the determining value.

2. Test Prerequisite Analysis

In this study, the data analyzed were in the form of statistics. Therefore, it must be tested first through several stages of testing to meet the requirements, including the normality test and linearity test.

a. Normality test

The normality test aims to determine the distribution of data in the variables used in the study. Data that is good and suitable for use in research is data that has a normal distribution (Sujarweni, 2012: 31). The normality test uses the *Kolmogorov Smirnow analysis*.

From the results of the above calculations, it is said that the data is normally distributed if the value of Sig. $>$ 0.05 and it is said that the data is not normally distributed if the value of Sig. $<$ 0.05.

b. Linearity Test

The linearity test is a test tool needed to determine the form of the relationship that occurs between the variables being studied. This test is a test to see whether there is a significant linear relationship between the two variables being studied (Wibowo, 2012: 72). Linearity testing in this study used the Test for Linearity at SPSS.

From the results of these calculations, it is said that a variable has a linear relationship

with other variables if the significance value is less than 0.05.

3. Hypothesis testing

If the research data has met the requirements for analysis, then hypothesis testing can be done. Hypothesis testing is performed using *simple linear regression analysis*. The steps are as follows:

a. T test

The t test is to determine the effect of the independent variable partially on the dependent variable, whether the effect is significant or not (Priyatno, 2009: 50). The level of acceptance criteria used is the t_{count} value with a significance of 5%.

If the significance value of $t_{count} > 5\%$, then the alternative hypothesis is accepted. However, if the significance value of $t < 5\%$, the alternative hypothesis is rejected.

b. Finding the Coefficient of Determination (R²)

The coefficient of determination is used to see the extent to which the former model can explain the actual conditions. This value is a measure of the accuracy/suitability of the regression line obtained from estimating the observed or researched data.

If (R²) is obtained close to 1 (one), it can be said that the stronger the model explains the relationship of the independent variable to the dependent variable. Conversely, if (R²) gets closer to 0 (zero), the weaker the influence of the independent variables on the dependent variable.

DATA ANALYSIS AND DISCUSSION

Data Analysis

1. Prerequisite Analysis Test

Prerequisite analysis test in this research covers normality and linearity test where the outputs can be seen in the information below.

a. Normality test

Normality test aims to find out data distribution in the

variable used in the research. To test normality of data, the writer used analysis of *Kolmogorov Smirnov* where the calculation assisted by program *Statistical Product and Service Solution (SPSS) ver. 22 for windows* whose result was shown in the table.

It can be known that all variables have normal data distribution. It is caused of the gain of Sig. value of each variables of the research are bigger than critical one.

b. Linearity test

To test linearity of the research variables, the writer used *Test for Linearity* with rule that is independent and dependent variables have linear correlation, if Sig. value is smaller than alpha one ($\alpha = 0,05$) (Sig. < alpha). To calculate it, the writer used program *Statistical Product and Service Solution (SPSS) ver. 22 for windows*.

Based on the information on the table above, it shows that the gain of value Sig. of variable X with variable Y is 0,003. Thus, it can be known that Sig. value < alpha value or $0,003 < 0,05$, so the writer can conclude that between variable X (self-confidence) and variable Y (speaking skill) have linear correlation

2. Hypothesis Test

Hypothesis test in this research used analysis technique of simple linear regression where the writer used program *Statistical Product and Service Solution (SPSS) ver. 22 for windows* in processing data.

It can known that $t_{calculated}$ value is 5,883. According to the gain of the output of the table above, it can be known that the value of $t_{calculated} > t_{table}$ ($5,883 > 2,035$). Because of the value of $t_{calculated}$ is bigger than t_{table} , so H_0 is rejected, and H_1 is accepted. Then, the writer can conclude that there is significant effect of self-

confidence on the students' speaking skill of the tenth grade of SMK Purwosari Bojonegoro.

Discussion

At this sub chapter, the writer will discuss again the result that has been obtained through empirical discussion on the prior sub chapter by calculating statistically to prove the research hypothesis and answer the statements of the problems. This research is about the effect of self-confidence on the students' speaking skill of the tenth grade of SMK Purwosari Bojonegoro. The obtained data was from questionnaire shared to the respondents of the research, namely 34 students from class of X.TPM at SMK Purwosari Bojonegoro.

According to the output of statistic data, it has been known that there is significant effect of self-confidence on the students' speaking skill of the tenth grade of SMK Purwosari Bojonegoro. This is caused by the calculation output of t test that said the value of $t_{\text{calculated}} > t_{\text{table}}$ ($5,883 > 2,035$). Because of the value of $t_{\text{calculated}}$ is bigger than t_{table} , so H_0 is rejected, and H_1 is accepted.

Meanwhile, according to the output of coefficient determination (R^2), it could be known that the gain of R^2 value is 0,520. Then, the contribution of independent variable to dependent variable is 52%, whereas the rest of percentage is 48% influenced by another factor that was not also investigated in this research. Thus, it can be concluded that the effect of self-confidence on the students' speaking skill of the tenth grade of SMK Purwosari Bojonegoro is 52%.

Based on the statistic result above, the writer can state that the main key to study English, especially in speaking skill, is self-confidence. It is not complete when there is a smart student in English language skill, but there is no intention or bravery to practice or show it off. This is just because English is a language lesson that should be practiced continuously in order the ability or the knowledge will not disappear easily.

In fact, the problem of self-confidence depends on the students themselves. Self-confidence will emerge itself if there is support from the surroundings, in this case, namely friends, teachers, and parents. By the existence of positive people who able to give support and encouragement, so the students will be motivated to practice. It is as stated by Triyono (2014: 43) that self-confidence is a positive attitude of an individual which enables him to develop a positive assessment of himself and the environment/situation he is facing. This does not mean that the individual is capable and competent in doing everything by himself, high self-confidence actually refers to the existence of several aspects of the individual's life where he feels competent, believes and believes that he can because of the support of experience, actual potential, achievements, and realistic expectations of oneself.

CONCLUSION AND SUGGESTION

In this part, the writer would like to draw a conclusion based on the result of the study which has been discussed in the previous chapter. There is significant effect of self-confidence on the students' speaking skill of the tenth grade of SMK Purwosari Bojonegoro. This is caused by the calculation output of t test that said the value of $t_{\text{calculated}} > t_{\text{table}}$ ($5,883 > 2,035$). Because of the value of $t_{\text{calculated}}$ is bigger than t_{table} , so H_0 is rejected, and H_1 is accepted.

Based on the conclusion stated above, so the writer can give some suggestions to any related sides with the case investigated in this research, such as:
1. To English teachers at SMK Purwosari Bojonegoro

For all English teachers at the school, it is advisable to maintain the students study's enthusiasm, especially in English lesson at pandemic condition nowadays by giving support and encouragement both morally and spiritually. Besides, English teacher is allowed to create studying format that can

encourage the students to dare to show their skill in English, especially in speaking.

2. To students

To be able to practice English well, the students must practice it together with study group mates or their classmates in order to be able to share or deliver their skill when the study activity is still online system like nowadays.

3. To next researcher

For next researcher, It is hoped that this scientific thesis can give inspiration and idea for all researchers in education field who want to do the same case in research form so that the discussion in this research will be able to complete the next research.

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