

**THE CORRELATION BETWEEN SELF-CONFIDENCE AND SPEAKING
ACHIVEMENT OF ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 AIR
SUGIHAN**

THESIS

BY

DENI ENDAH PRATIWI

NIM 372017008



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
*UNIVERSITAS MUHAMMADIYAH PALEMBANG***

DECEMBER 2021

**THE CORRELATION BETWEEN SELF-CONFIDENCE AND SPEAKING
ACHIVEMENT OF ELEVENTH GRADE STUDENTS OF SMA NEGERI 1**

AIR SUGIHAN

THESIS

Presented to

Univesitas Muhammadiyah Palembang

In Partial Fulfillment of the Requirements

For the Degree of Sarjana in English Education

BY

DENI ENDAH PRATIWI

NIM 372017008

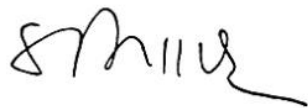
**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
*UNIVERSITAS MUHAMMADIYAH PALEMBANG***

December 2021

This thesis written by Deni Endah Pratiwi has been examined and certified to be examined

Palembang, 27 December, 2021

Advisor I,

A handwritten signature in black ink, appearing to read 'SMIU' with a long horizontal stroke extending to the right.

Sherly Marliasari, S.Pd., M.Pd

Advisor II,


A handwritten signature in black ink, appearing to read 'Sri Hartati' with a long horizontal stroke extending to the right.

Dr. Sri Hartati, M.Pd

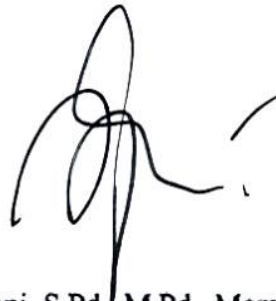
This is to certify that Sarjana's thesis of Deni Endah Pratiwi has been approved by the Board of Examiners as one of the requirements for the Sarjana Degree in English Education Study Program



Sherly Marliasari, S.Pd., M.Pd., Chairperson

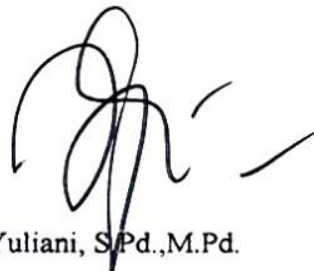


Dr. Sri Hartati, M.Pd., Member



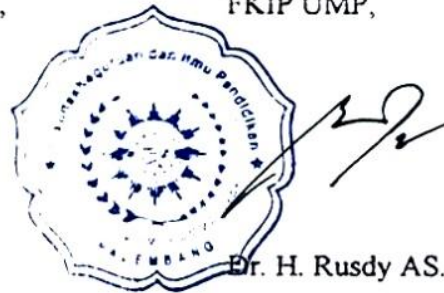
Sri Yuliani, S.Pd., M.Pd., Member

Acknowledged by
The Head of
English Education Study Program,



Sri Yuliani, S.Pd., M.Pd.

Approved by
The Dean of
FKIP UMP,



Dr. H. Rusdy AS., M.Pd.

SURAT PERNYATAAN KEASLIAN KARYA

Saya yang bertanda tangan di bawah ini :

Nama : Deni Endah Pratiwi

Nim : 372017008

Program Studi : Pendidikan Bahasa Inggris

Telpon/HP : 0822-6946-2397

Menyatakan bahwa skripsi berjudul :

“The Correlation between Self-Confidence and Speaking Achivement of Eleventh Grade Students of *SMA Negeri 1 Air Sugihan*”

Beserta seluruh isinya adalah benar merupakan hasil karya seni dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 27 Desember 2021

Yang menyatakan,



Deni Endah Pratiwi

NIM. 372017008

MOTTO AND DEDICATIONS

- ✓ **It may not be easy and tiring, but hold on to your faith. Your struggle to make your better**

This thesis is dedicated:

- ✓ **My beloved parents, (Budiman) and (Damiyati). Thank you so much for the endless loves, pray, and financial support. I'm nothing without you, you are my great parents. I love you**
- ✓ **My beloved brother, (Risfian Udi Pramuja S.Ag), you are the best brother that I have in my life. I love you**
- ✓ **My aunt, (Istiyanti), thanks for your support and pray**
- ✓ **My cousin, (Fariz Moh Elais, S.Ag) and (Dhany Nuzula Synta, Amd.Keb), thank you for always supporting me**

ABSTRACT

Pratiwi, DE. 2021. The Correlation between Self-Confidence and Speaking Achievement of Eleventh Grade Students of SMA Negeri 1 Air Sugihan. This thesis by English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisor (I) Sherly Marliasari, S.Pd., M.Pd, (II) Dr. Sri Hartati., M.Pd.

Key Words: Self-Confidence and Speaking Achievement

The title of this thesis was “The Correlation between Self-Confidence and Speaking Achievement of Eleventh Grade Students of SMA Negeri 1 Air Sugihan”. The problem of this research was “Is there any significant correlation between self-confidence and speaking achievement of eleventh grade students of SMA Negeri 1 Air Sugihan?” the objective of this research was “to find out whether or not there is significant correlation between self-confidence and speaking achievement of eleventh grade students of SMA Negeri 1 Air Sugihan”. The participant of this research was eleventh grade students of SMA Negeri 1 Air Sugihan. The sample of this research was 52 students. The data were collected through a ready-made questionnaire and speaking test. The result of the test was analyzed by using Pearson Product Moment Correlation. Based on the data analyses (r -obtained=0.1.000) was higher than (r -table=237). It means that it has a significant correlation between self-confidence and speaking achievement of Eleventh Grade Students’ of *SMA Negeri 1 Air Sugihan*.

ACKNOWLEDGMENT

All praises and thank to ALLAH SWT because of the mercy and blessing that the researcher could finish this thesis as one of the requirements for obtaining Sarjana Degree (S1) in English Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang.

First of all, the researcher would like to express his deepest gratitude to two advisors, Sherly Marliasari, S.Pd., M.Pd. And Dr. Sri Hartati, M.Pd. for their valuable advice sincere help encouragement and guidance during the process of writing of this thesis. Her also very grateful to the Head of English Education Study Program, and to the Dean of Faculty of Teacher Training and Education of Universitas Muhammadiyah Palembang.

In addition, all love and great respect would like to researcher express to her beloved parents, brother, big family, teachers, lectures and friends for their prayer, support and love. Thank you so much for all the things we have shared and through.

The researchers realize that the thesis is really far from being perfect. That is why all comments, critics, and suggestions are welcomed for the thesis. The last, she hopes that this thesis will be useful for the people who read it and for another researcher in the future.

Palembang,

The Researcher

DEP

CONTENTS

	Pages
TITLE.....	i
AGGREMENT PAGE.....	ii
APPROVAL PAGE	iii
AUTHENTICITY OF WORK.....	iv
MOTTO AND DEDICATION.....	v
ABSTARCT	vi
ACKNOWLEDGEMENTS.....	vii
LIST OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDICES.....	xi
 CHAPTER 1 INTRODUCTION	
A. Background	1
B. Research Problem.....	3
C. Limitation of the Research	3
D. Formulation of the Problem	3
E. Objective of the Research	4
F. Significance of the Research.....	4
G. Hypotheses	4
H. Criteria for Testing the Hypotheses	5
 CHAPTER II LITERATURE REVIEW	
A. Correlational Research	6
B. Self-Confidence.....	7
C. Characteristic of Self-Confidence	9
D. Factors Affecting Self-Confidence	9
E. Speaking.....	10
F. Speaking Achievement.....	11
G. Types of Speaking Performance	11
H. Factors Affecting Speaking Achievement	13

I. The Effects of High and Low Self-Confidence on Speaking Performance	15
J. Previous Related Study	16

CHAPTER III RESEARCH METHODOLOGY

A. Method of Research	18
B. Research Variables.....	19
C. Operational Definition	19
D. Population and Sample.....	20
1. Population	20
2. Sample.....	20
E. Technique for Collecting the Data	21
1. Questionnaire	21
2. Speaking Test.....	22
F. Data Instruments Analysis	23
1. Validity Test.....	23
2. Reliability.....	24
G. Rater.....	24
H. Technique for Analyzing the Data	24

CHAPTER IV FINDINGS AND INTERPRETATION

A. Research Findings	26
1. The Result of Students' Self-Confidence Questionnaire	26
2. The Result of Students' Speaking Test	28
B. Pearson Product-moment Correlation Analysis	29
C. Interpretation.....	29

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusion.....	31
B. Suggestions	31

REFERENCES

APPENDICES

LIST OF TABLES

Tables	Pages
1. Correlation Coefficient.....	7
2. Distribution of Population.....	20
3. Distribution of Sample	21
4. The Grading System of Students' Speaking Test Oral Proficiency Scoring Categories	22
5. The Descriptive Statistics of Self-Confidence Questionnaire.....	25
6. Table of r Value Interpretation.....	26
7. The Frequencies of Self-Confidence Questionnaire	26
8. The Descriptive Statistics of Speaking Test.....	28
9. The Frequencies of Students Speaking Score	28
10. The Correlation Between Self-Confidence and Speaking Achievement.....	29

LIST OF APPENDICES

Appendices	Pages
1. Questionnaire	36
2. The Critical Value of r-table	38
3. Usul Judul Skripsi	39
4. Surat Tugas Pembimbing Proposal	40
5. Kartu Bimbingan.....	41
6. Undangan Seminar Proposal	42
7. Daftar Hadir Penguji Proposal	43
8. Daftar Hadir Simulasi Proposal Mahasiswa.....	44
9. Surat Tugas Pembimbing Skripsi.....	45
10. Surat Permohonan Riset dari Kampus	46
11. Surat Telah Melaksanakan Penelitian	47
12. Kartu Bimbingan Kemajuan Skripsi	48
13. Surat Persetujuan Mengikuti Ujian Skripsi.....	51
14. Undangan Ujian Skripsi	52
15. Daftar Hadir Dosen Penguji Skripsi.....	53
16. Bukti Perbaikan Skripsi.....	54
17. Curriculum Vitae.....	55

CHAPTER 1

INTRODUCTION

This chapter presents: (1) background of the research, (2) problems of the research, (3) objectives of the research, and (4) significance of the research.

A. Background

English is considered as a global language since the most people in the world use it. Furthermore, English is considered Lingua Franca, which means that English is used to communicate between groups of people who speak different languages. Moreover, English is also used for communication, business, education and opportunity in general. According to Arango (2015), the importance of English cannot be denied in the globalization era. According to Sara (2015), Speaking has become an essential skill that educational systems have to focus on by which students can pool or exchange information, share ideas and learn more about Language (p.7). Thus, mastering speaking is an essential skill as a tool to get smooth communication. According to Richards (2008), speaking is one of the productive skills, which means the students' ability to use and communicate through a language effectively (p.19). Hence, speaking is not only through using the language, but it can also be via non-verbal language including body language or gesture.

Kazemi, Bahremi, and Zarei (2014) argue that it is not easy to master speaking. It does not only need grammatical apprehension and vocabulary memorization. According to Gurler (2015), speaking as a partial output, it is also

found some internal and external barriers, such as psychological and attitudinal, as an internal, while some are external such as physiological, physical systematic barriers. Gurler also asserts that lack of self-confidence can be thought of as a psychological barrier that makes it learner hard to speak foreign Language.

According to Eldred, Ward, Snowdon and Dutton (2004), Self-confidence is one of the keys to the successful development of literacy, Language, and numeracy skills through the skills for life strategy (p.6). It means that self-confidence is very important to be developed effectively. Moreover, Rosyada (2014) said self-confidence is a personal factor that plays a supportive role in achieving of foreign language learning (p.3). Therefore, self-confidence is an essential quality that foreign language learner must-have. Consequently, in learning a language, the learners have to be aware of the importance of self-confidence in affecting them in language learning in to increase their self-confidence to support and facilitate their language learning.

Burton and Platts (2006) defined self-confidence as self-assuredness; it relates to humans' belief in their ability to perform to a certain standard (p.10). Which means that self-confidence is an essential attitude that makes learners have a positive perception of their abilities? According to Sara (2015), when foreign language learners believe in their abilities, the learners' belief will be a facilitator in their learning and engage in the task without any interference, which hides them to participate in oral performance. Al- Hebaish (2012) state that self-confidence is a personal factor that plays a supportive role in the learners' achievement of foreign language learning. In other words, where there is self-

confidence, there will be good communication. According to Goel and Aggarwal (2012), students who have high confidence will have positive and realistic perception of themselves and their abilities (p.90).

From these statements, it is concluded that self-confidence is very important for the learner to succeed in achievement. In the presence of self-confidence, it will be more motivated and prefer to learn, so that students who have high confidence are more successful in producing a good achievement. Therefore, researchers researched *The Correlation between Self-Confidence and Speaking Achievement of Eleventh Grade Students of SMA Negeri 1 Air Sugihan*.

B. Research Problem

The problem is the correlation between self-confidence and speaking achievement of the Eleventh-grade Students *SMA Negeri 1 Air Sugihan*.

C. Limitation Of The Research

The limitation of the problem only focused on the correlation between self-confidence and Speaking Achievement of the Eleventh-grade Students *SMA Negeri 1 Air Sugihan*.

D. Formulation Of The Problem

Based on the limitation of the problem, the problem of this research formulated as follows “Is there any significant correlation between self-confidence and speaking achievement of the Eleventh-grade Students of *SMA Negeri 1 Air Sugihan*?”

E. Objectives of the Research

In accordance with the problems above, this research aims to find out if there is a significant correlation between self-confidence and speaking achievement of the eleventh grade students of *SMA Negeri 1 Air Sugihan*.

F. Significance of Research

There are several benefits that hopefully can be obtained by conducting this research. This research is expected to make the students aware of self-confidence and improve their self-confidence to reach the optimum result in their learning English, especially speaking. This research also expected to give additional information language teaching and learning, especially in understanding self-confidence related to the speaking skills.

Hence, by understanding what self-confidence is and its importance in speaking, it is expected that it can help the language instructors to find the solution on how to increase students' self-confidence and facilitate the students in mastering speaking as the purpose of learning Language. Furthermore, this research is expected to provide and share valuable information to other researchers about self-confidence and its relationship to students' speaking skills.

G. Hypotheses

The hypotheses of this research are as follow:

Ha: There was significant correlation between Self-Confidence and Speaking Achievement of Eleventh Grade Students of *SMA Negeri 1 Air Sugihan*.

Ho: There was no significant correlation between self-confidence and Speaking Achievement of Eleventh Grade Students of *SMA Negeri 1*

Air Sugihan.

H. Criteria for Testing the Hypotheses

Sugiyono (2016) mentions that the criteria of testing the hypotheses in measuring correlation are as follows:

1. If the p-output is lower than 0,05, H_0 is rejected and H_a . So there is a correlation between Self -Confidence and speaking achievement.
2. If the p-output is higher than 0,05, H_0 is accepted, and H_a is rejected. So, there is no correlation between Self-Confidence and Speaking Achievement (p.2.57).

REFERENCES

- Abdallah. S., & Gasm, A. (2015). The impact of self-confidence on EFL Sudanese tertiary level students. *International Journal of Information Research and Review*. 2(9), 1093-1106.
- Addis.S. (2008).Self-confidence. Cited
[Http://www.roughnotes.com/rnmagazine/2008/august08/08p036.htm](http://www.roughnotes.com/rnmagazine/2008/august08/08p036.htm).
- Al-Hebaish, S. M. (2012). The correlation between general self-confidence and academic achievement in the oral presentation course. *Theory and Practice in Language Studies*. 2(1), 60-65.
- Arango, P. H. (2015). *Students' self-confidence as a way to improve oral production in the tenth grade students at recourse school*. (Master's Thesis). Liber University, Bogota, Columbia.
- Brown, H. D. (2004). *Language assessment: Principle and classroom practices*. (4th Ed.). New York, NY: Pearson Education, Inc.
- Burton, K., & Platts, B. (2006). *Building self-confidence or dummies*. Chi Chester, England: John Willey & Sons.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative research* (4th Ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Elderred, J., Ward, J., Snowdon, K., & Dutton, Y. (2004). *Catching confidence: The nature and role of confidence-Ways of developing and recording changes in the learning context*. NIACE. Retrieved from <http://shop.niace.org.uk/catching-confidence.html>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to evaluate research in education* (8th Ed.). New York, NY: McGraw-Hill.
- Goel, M., & Aggarwal, P. (2012) A comparative study of self-confidence of single child and child with sibling. *International Journal of Research in Social Sciences*, 1(3), 89-98.
- Gurler, I. (2015). Correlation between self-confidence and speaking skill of English language teaching and literature preparatory students. *Agra Ibrahim Cecum University, Faculty of science and Letters, Department of English Language and literature*, 1(2), 14-19.
- Ibadurrohman, M. B. (2016). *Study on students, lack of confidence in speaking class at English teacher education department UIN Sunan Ampel*.

- (Undergraduate's Thesis). State Islamic University Sunan Ampel, Surabaya, East Java.
- Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (4th Ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Juhana, (2012). Psychological factors that hinder students from speaking in English class: A case study in a Senior High School in South Tangerang, Banten, Indonesia. *Journal of Education and Practice*, 3(12), 100-110.
- Kazemi, S. A., Bahremi., & Zarei, L. (2014). The effect of self-confidence on speaking ability in EFL. *Global Journal of Multidisciplinary and Applied Science*. 2(3), 80-82.
- Lee. & Park. n.d. (2004). L2 Learners' Anxiety, Self-Confidence, and Oral Performance. Kunsan National University, Concordia University.
- Lodico, M. G., Spaulding, D. T., &Vegetal, K. H. (2010).*Methods in Educational Research: From Theory to Practice* (2nd Ed.).San Francisco, CA: Wiley.
- Muamaroh. (2013). *Improving Indonesia University Students' Spoken English Using Group Work and Cooperative Learning* (Doctoral dissertation). Charles Darwin University, Darwin, Australia.
- Mustafa, E. (2015). *Psychological factor affecting Sudanese EFL learners' oral performance. A case study of Sudan University of Science and Technology.* (A Thesis Degree of M.A in English Language). Sudan University, Sudan.
- Utama., I. M. (2013). The Effect of Teaching Strategy to Students' Self Confidence and Speaking Competency of The Second Grade Student of SMPN 6 Singaraja. *Journal Program Pascasarjana Universitas Pendidikan Ganesha*.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge, England: Cambridge Press University.
- Rosyada, A. R. (2014). *The correlation among self-confidence, self-esteem, and speaking performance of the first year students of English study program.* (Unpublished Undergraduate's Thesis). Sriwijaya University, Palembang, South Sumatera.
- Sara, B. (2015). *Investigating the effects of self-students' self-confidence on their oral performance.* (Master's Thesis). Biskara University, Republic of Algeria.
- Sugiyono and Wibowo, Eri. 2004. *Statistika untuk Penelitian dan Aplikasinya dengan SPSS*. Bandung: Alfabeta.

Thornbury, S. (2005). *How to teach speaking*. Essex, UK: Pearson Education Limited.

Wright, J. H. (2008). *Building self-confidence with encouraging words*. Friendswood, TX: Total Recall Publications, Inc.