
The Relationship Between Students' Self-Confidence and Their Motivation to Speak English (An Investigation at 11th Grade Students at MA Banat Thohir Yasin)

Kamilia*, Ari Prasetyaningrum, Hajriana Arfah, Usuluddin

Universitas Hamzanwadi, Indonesia

*Corresponding Author: justkmilia3@gmail.com

Article History

Received : September 06th, 2024

Revised : Oktober 17th, 2024

Accepted : November 05th, 2024

Abstract: This study aimed to find out whether there was any correlation between students' self-confidence and their motivation to speak English. This research method was quantitative with the correlational research design. The research took 20 students of the eleventh-grade students at MA Banat Thohir Yasin as the sample. The instruments used to collect the data were questionnaire and speaking test. The questionnaire to assess students' self-confidence and motivation, while speaking test to assess students in speaking English. To analyze the data, the researcher used correlations Pearson Product Moment to find out the correlation between students' self-confidence and their motivation to speak English. The research used SPSS 25 programs as the statistical program to analyze the data. The data found that (1) there was correlation between students' self-confidence and speaking with the significant value was $0.001 < 0.005$ and the correlation coefficient $r = 0.666$. (2) there was correlation between students' motivation and speaking with the significant value was $0.000 < 0.005$ and the correlation coefficient $r = 0.904$. From the result of the research, it can be concluded that there was a significant correlation between self-confidence and their motivation to speak English.

Keywords: motivation, Self-confidence, speaking.

INTRODUCTION

In learning English, we need to understand four skills, namely, listening, speaking, reading, and writing, because these four skills can help us master English easily. Speaking is one of the skills needed to learn a language, as it enables people to send and receive information or messages from others (Handini et al., 2021). By mastering speaking skills, learners can improve their ability to convey ideas, make arguments, and respond appropriately in everyday conversations. According to (Suliyati, 2021) students who cannot communicate in a foreign language will struggle to convey their ideas, even in simple conversations. Teaching and learning English aim to enable students to communicate effectively in real life. In other words, students should be able to speak English and use it practically and effectively. Developing speaking ability also aligns with the common obstacles that students face when practicing their English-speaking skills. Speaking difficulties refer to the obstacles students face in expressing themselves orally in English.

In relation to the importance of language skills, it is necessary to pay great attention to students' speaking ability. Researchers saw the condition of students at MA Banat Thohir Yasin and found that speaking English becomes a very difficult thing to do, many students still have difficulty speaking English. Some students are shy when told by their teachers; they are not confident when speaking and are afraid of making mistakes when speaking English. Besides that, some students are less interested in learning English, especially speaking. According to (Jupri, 2023) the quality of one's speaking ability is influenced by various aspects, including linguistic and non-linguistic aspects. The non-linguistic aspects needed in speaking involve teaching media, teaching techniques, social support, and psychological factors. One of the non-linguistic aspects of speaking is psychological factors that influence speaking quality sourced from motivation, interest, self-confidence, self-esteem, and self-efficacy. Based on the aspects that affect students' speaking ability, self-confidence and motivation are essential in improving English speaking ability.

According to (Zulkarnain & Widiati, 2023) self-confidence is an important and influential aspect affecting language learning, and students must develop it effectively. In learning English, self-confidence is the quality in which a student feels assured of successfully performing different activities for learning in and outside of class. Meanwhile, (Akbari & Sahibzada, 2020) said that self-confidence is defined as a student's belief or trust in performing something successfully. It indicates a person's confidence level in their ability to achieve goals or success in their daily activities. Students' motivation to speak English is also an important factor that needs to be considered. According to (Illyin et al., 2021) motivation is an influential factor that encourages and directs the behavior of students' speaking ability, both encouragement from within the students themselves or from outside and the environment. In learning language every student has different characteristic and motivation. Motivation can affect students' speaking ability because it encourages them to pursue their goals in speaking ability. Students with high motivation will study more to improve their speaking ability. According to (Sailan et al., 2017) motivation and self-confidence are important to everyone. By having motivation and self-confidence in speaking, people will have positive thinking and realistic perception of their abilities. People will not be afraid and shy to express their feelings, show their abilities, ask someone about certain things, and so on. Motivation and self-confidence are the important affective filter factors in the learning process. A person with a high affective filter will lower their intake, whereas a person with a low affective filter allows more input into their language acquisition device.

Many research results reveal that there is a relationship between students' self-confidence and their motivation to speak English. The research conducted by (Sumardi et al., 2022) which shows that self-confidence affects a person's speaking ability with significant results. The title of this study is "*The Correlation Between Self Confidence and Speaking Ability of The Fourth Semester Students of Indo Global Mandiri University*". The result indicated there was a correlation between self-confidence and speaking ability of the fourth semester students of Indo Global Mandiri University. (Setyawati et al., 2023), entitled "*A Correlational Study Between Student Self-Confidence and Motivation*

Toward Their Speaking Achievement at the English Department of Halu Oleo University." The result of this study indicated that student's self-confidence and motivation toward their speaking achievement has positive correlation and the correlation value is on the "High Category". Considering that students' self-confidence and motivation play an important role in speaking achievement. Therefore, this study aims to determine the relationship between students' self-confidence and their motivation to speak English among 11th-grade students at MA Banat Thohir Yasin in the 2024-2025 academic year. The results of this study are expected to help teachers develop effective learning strategies for improving students' self-confidence and motivation to speak English.

METHODS

In conducting this study, the present researcher used a quantitative method. The researcher analyzes the data collected statistically to gain the findings. Furthermore, the research design used in this research is a correlation research design. The population in this study was the eleventh grade at MA Banat Thohir Yasin in the academic year 2024-2025. The total students of in the eleventh grade are 54 students. In this research, the researcher chose a class consisting of 20 students as the sample. The instruments used by the researcher were a questionnaire for students' self-confidence and motivation, then an oral test for speaking. Self-confidence in this study refers to students' scores on the self-confidence questionnaire result. This questionnaire is divided into three parts, namely test confidence, classroom performance, and speaking confidence. The questionnaire consisted of 20 questions. Then, the motivational questionnaire tests were adapted from Attitude/Motivation Test Battery (AMTB) by (Gardner, 2004), which consisted of 20 questions based on extrinsic and intrinsic motivation indicators. The kind of test used in this research is an oral test. It is done to know the students' speaking ability, including pronunciation, vocabulary, grammar, fluency, and comprehension. The researcher assesses students' speaking ability by taking speaking tests. In this research, there were three variables: independent variable or variable X and dependent variable or variable Y. The data were analyzed to determine whether there is a significant correlation between

student's self-confidence (X1) and motivation (X2) with speaking (Y). In describing the data, the researcher used SPSS 25 for Windows.

RESULTS AND DISCUSSION

After getting the data from students' self-confidence, motivation, and speaking, the researcher will do some steps. Analysis of descriptive statistics, normality, linearity and correlational analysis for testing hypothesis.

a. Descriptive Statistics

Descriptive statistical analysis is statistics used in analyzing data by describing the data that has been collected. Descriptive statistics in this study refer to see the data in general such as the average value (Mean), maximum (Max), minimum (Min), and standard deviation of each variable namely Self-confidence (X1), Motivation (X2), and Speaking (Y). The results of the Descriptive Statistical Test of research can be seen in the following Table 1.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self-confidence	20	43	60	50.40	5.698
Motivation	20	44	66	53.50	6.493
Speaking	20	45	70	57.75	6.973
Valid N (listwise)	20				

Based on the Descriptive Test Results above, it can be described that the distribution of data obtained by researchers is:

- Self-Confidence variable (X1), from these data it can be described that the minimum value is 43 while the maximum value is 60, the average value of Self-confidence was 50.40 and the standard deviation was 5.698.
- Motivation variable (X2), from these data it can be described that the minimum value was 44 while the maximum was 66, the average value was 53.50 and the standard deviation is 6.493.
- Speaking Variable (Y), from the data it can be described that the minimum value was 45 while the maximum was 70, the average

value was 57.75 and the standard deviation was 6.973.

b. Normality Test

The researcher used the normality test to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. The instruments would be normal distribution if the result of calculation from SPSS Statistic showed less than the result from Shapiro-Wilk table with the number of samples (n) is 20. The normality Using One-Sample Shapiro-Wilk test results can be seen below.

Table 2. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self-confidence	.125	20	.200*	.927	20	.134
Motivation	.131	20	.200*	.957	20	.485
Speaking	.153	20	.200*	.947	20	.319

Based on the Table 2 above, it can be seen that score data of self-confidence, motivation, and speaking are categorized as normally distributed because the value of significant are higher than 0,05. The significance value of X1 was 0.134, which means that $0.134 > 0.05$, the significant value of X2 was 0.485, which means that $0.485 > 0.05$ and the significant value of Y was 0.319, which means that $0.319 > 0.05$. Thus,

it can be concluded that the data are normally distributed.

c. Linearity Test

To know whether the variables were correlated linearly or not the researcher used linierity test. Based on the results of the Linearity Test analysis for variables X1 and Y, the Linearity Test for variables X2 and Y can be described in the linearity test, if the Sig.

Deviation > 0.05, there is a linear relationship between the independent variable and the dependent variable. Based on the data calculations results, it can be described that the distribution of data obtained by researchers is:

a. Linearity test of variable self-confidence (X1) and speaking (Y)

The first linearity test was conducted between students' self-confidence (X1) and speaking (Y). According to data, the sig. value deviation of students' self-confidence is 0.013 was lower than the significant level $\alpha = 0.05$, which means that $0.013 < 0.05$, it could be concluded that the variables were correlated linearly.

b. Linearity test for motivation (X2) and speaking (Y)

The second linearity test was conducted between motivation (X2) and speaking (Y). According to data, the sig. value deviation of

students' motivation is 0,008 was lower than significant level $\alpha = 0.05$, which means that $0.008 < 0.05$, it could be concluded that the variables were correlated linearly.

d. Hypothesis Testing

The hypothesis test is intended to examine the hypothesis developed throughout the research. It is used to examine the correlation between students' self-confidence (X1) and speaking (Y) and the correlation between students' motivation (X2) and speaking (Y). The researcher used correlation Pearson Product Moment on SPSS 25 for windows to know the correlation between each variable. Based on the result of the calculation it can be interpreted as follows.

a. The correlation between Self-confidence (X1) and Speaking (Y)

Table 3. Test of correlations

		Self-confidence	Speaking
Self-confidence	Pearson Correlation	1	.666**
	Sig. (2-tailed)		.001
	N	20	20
Speaking	Pearson Correlation	.666**	1
	Sig. (2-tailed)	.001	
	N	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

From the SPSS output the value of sig. Two-tailed for the correlation between variable X1 to variable Y was $0.001 < 0.005$, which means that there is a significant correlation between variable X1 and Y. Based on the calculated r-value of the relationship between X1 and Y is $0.666 > r$ table 0.444, it can be concluded that there is a relationship between variable X1 and Y.

The criteria for the strength of the relationship between variables X1 and Y have a medium relationship. As a result, the research's first hypothesis has been accepted, and shows that H0 is rejected and H1 is accepted.

b. The correlation between Motivation (X2) and Speaking (Y)

Table 4. Test of Correlations

		Motivation	Speaking
Motivation	Pearson Correlation	1	.904**
	Sig. (2-tailed)		.000
	N	20	20
Speaking	Pearson Correlation	.904**	1
	Sig. (2-tailed)	.000	
	N	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

From the SPSS output the value of sig. Two-tailed for the correlation between variable X2 to variable Y was $0.000 < 0.005$, which means that there is a significant correlation between variable X2 and Y. Based on the calculated r value of the relationship between X2 and Y is $0.904 > r$ table 0.444 , it can be concluded that there is a relationship between variable X2 and Y. The criteria for the strength of the relationship between variable X2 and Y have a very high relationship. As a result, the second hypothesis is accepted and shows that H_0 is rejected and H_1 is accepted.

Discussion

The finding of data analysis revealed that there was a positive correlation between students' self-confidence, motivation, and students speaking at the eleventh grade of MA Banat Thohir Yasin. The result of correlation "r" product moment using SPSS program showed that the calculated value (correlation coefficient) was greater than r -table. Based on the result analysis correlation between Students' self-confidence (X1) and speaking (Y), the "r" value was 0.666 . It means that between both variables has a relationship. The criteria for the strength of the relationship between variables X1 and Y have a medium relationship. It indicates that how students think about themselves contributes to their ability to speak English. Therefore, by looking at the result of correlation between students' motivation (X2) and Speaking (Y) the coefficient of correlation was 0.904 . In other words, there is a correlation between students' motivation to students' speaking ability. The criteria for the strength of the relationship between variable X2 and Y have a very high relationship. It can be concluded that students' motivation has had a big influence on their speaking ability. Considering that students' self-confidence and motivation play an important role in speaking achievement, the teacher should design a learning approach that will help students keep their motivation and self-confidence. The teacher should also give motivation to the students to speak more and more in their daily activities to increase their speaking skill. It can be done by creating a situation that supports the students' ability to speak English. For instance, the teacher gives an award to the students that always speak in English, and gives punishment to the students that do not speak English. Therefore,

the students feel that they are forced to speak in English.

CONCLUSION

Based on the findings and discussion of the research. It can be concluded as follows; **1)** Correlation analysis revealed there was a positive and significant correlation between students' self-confidence and speaking with the correlation coefficient $r = 0.666$, and the significant value is $0.001 < 0.005$. As a result, the first hypothesis was accepted. **2)** Correlation analysis revealed there was a positive and significant correlation between students' self-confidence and speaking with the correlation coefficient $r = 0.904$, and the significant value is $0.000 < 0.005$. As a result, the second hypothesis was accepted. It shows that the two variables (X1 and Y) have a positive correlation with a medium level at 0.666 . Then, variables (X2 and Y) have a positive correlation with a very high level at the points of 0.666 and 0.904 . Furthermore, from the result above, it is considered that the higher self-confidence and motivation to speak English, the better speaking ability will be achieved by the students. The students who have high self-confidence and motivation will make an effort to follow the learning process intensively, and they learn the lesson as well as possible not only in the school but also out of the school. They are motivated to practice their speaking. Moreover, motivated students usually feel enjoyable in their learning.

ACKNOWLEDGMENT

All praises be to Allah Subhanahuwata'ala the Almighty for all mercies and blessing and for enabling the present researcher. The researcher would like to acknowledge the greatest appreciation to the following people who have helped, guided, and encouraged the researcher. Thank you to the lecturers, the school that allowed the researcher to carry out the research, my beloved family and all those who have guided, helped, provided opinions, enthusiasm, and useful advice to the researcher to complete this research.

REFERENCES

- Akbari, O., & Sahibzada, J. (2020). Students' Self-Confidence and Its Impacts on Their Learning Process. *American International Journal of Social Science Research*, 5(1),

- 1–15.
<https://doi.org/10.46281/aijssr.v5i1.462>
- Gardner, R. C. (2004). Attitude / Motivation Test Battery : International AMTB Research Project. In *The University of Western Ontario*. The University of Western Ontario.
- Handini, B. S., Prasetyaningrum, A., Jaelani, S. R., & Azima, M. F. F. (2021). An Analysis on Students' Difficulties in Speaking. *Humanitatis : Journal of Language and Literature*, 7(2), 187–192.
<https://doi.org/10.30812/humanitatis.v7i2.1248>
- Illyin, I., Hanifah, G. N., & Yuniarti, S. (2021). The affective factors influencing students' speaking ability. *UAD TEFL International Conference*, 2, 146.
<https://doi.org/10.12928/utic.v2.5749.2019>
- Jupri, J. (2023). Psychological Factors Towards Speaking Ability At The First Semester Of English Departement Students In UNDIKMA. *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan*, 4(4), 1251.
- Sailan, Z., ARG, Y., & Normawati, N. (2017). The correlation Between Motivation and Self-Confidence on Students' Speaking Performance at Islamic Religion Education Study Program Faculty of Tarbiyah IAIN *ELT-Lectura*, 2.
<http://journal.unilak.ac.id/index.php/ELT-Lectura/article/view/484%0Ahttps://journal.unilak.ac.id/index.php/ELT-Lectura/article/download/484/351>
- Setyawati, S. M., Alberth, & Sapan, Y. (2023). A Correlational Study Between Student's Self- Confidence and Motivation Toward Their Speaking Achievement at English Department of Halu Oleo University. *Journal of Teaching of English*, 8(1), 48–57.
- Suliyati, S. (2021). The correlations among motivation, self-confidence, and speaking ability of the eighth grade students. *JPGI (Jurnal Penelitian Guru Indonesia)*, 6(2), 591.
<https://doi.org/10.29210/021094jppi0005>
- Sumardi, A. P., Dollah, S., & Farahdiba, S. (2022). The correlation between self confidence and speaking ability of the tenth grade students ' of SMAN 3 Enrekang. *Journal of Excellence in English Language Education*, 1(4), 361–369.
<https://ojs.unm.ac.id/JoELEE/article/view/37955/17658>
- Zulkarnain, & Widiati, B. (2023). *Self-Confidence, Self-Efficacy and Speaking Ability in Support of Successful*. 5(1), 203–222.
<https://transformasi.kemenag.go.id/index.php/journal/article/view/292>