THE CORRELATION BETWEEN SELF-CONFIDENCE AND SPEAKING ACHIEVEMENT OF THE UNDERGRADUATE STUDENTS OF ENGLISHdSTUDY PROGRAM OF UIN RADEN FATAH PALEMBANG

UNDERGRADUATE THESIS

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Skripsi

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kepada Yth,

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dan Keguruan UIN Raden Fatah
Palembang

di Palembang

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Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul "**THE CORRELATION BETWEEN SELF-REGULATIONS AND ACADEMIC ACHIEVEMENT OF THE UNDERGRADUATE EFL STUDENTS OF UIN RADEN FATAH PALEMBANG",** ditulis oleh saudari Ilham Al-Akbar (12250053) telah dapat dijalankan dalam sidang munaqosah Fakultas Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah terima kasih.

Wassalamu'alaikum Wr. Wb.

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STATEMENT PAGE

I hereby,

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State that:

1. All the data, information, and conclusions presented in this thesis, axcept for those indicated by the sources, are the results of my observation, process and thought with guidence of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statemement, I am willing to accept the academic sanction of the cancellation of my sarjana degree that I have received through this thesis.

Palembang, March 13rd, 2017

The Writer

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DEDICATIONS

With love, this thesis is specially dedicated to :

❖ *The Almighty God (ALLAH SWT) for giving me power, inspiration, and capacity to complete this work and also blessing me health and Islam.*

❖ *To my beloved mother and father, source of my happiness and success in life. Thank you for your long lasting love, pray, patience, and support. My Allah SWT bless them.*

❖ *To my lovely younger sister (Rahayu), and elder brother (Purwanto) for their encouragements, support and attention.*

❖ *To my dearest cousins, nieces, and nephews, thank you for sharing about life and experiences so that I could have more spirit to finish my thesis.*

❖ *To someone who always calls me as his Sunshine, who never be tired to always give me happiness and accept my mistakes without complaining.*

❖ *All of my friends, especially for my best friends and for my classmates in class PBI 2012. Thank you for the precious time we had together.*

Mottoes :

> *"Man jadda wajadda"*
>
> *(Someone who are really serious and persistent about*
>
> *his/her dreams,*
>
> *he/she will succeed).*
>
> *"...Allah will not change the condition of a people until they*
>
> *change what is in themselves..." (Q.S. Ar-Ra'd:11)*

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Palembang, Maret 2017

Writer

Lasiyah

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ABSTRACT

The objectives of the study were to find out whether or not (1) there was significant correlation between self-confidence and speaking achievement, and (2) there was a significance infuence of self-confidence on speaking achievement. The problem of the study referred to the correlation between self-confidence and speaking achievement. The study was conducted at English Education Study Program Faculty of Tarbiyah of UIN Raden Fatah Palembang. The population of the study was 481 active students of English Education Study Program Faculty of Tarbiyah of UIN Raden Fatah Palembang in academic year 2016/2017. The sample of this study was all of the fifth semester students. The total number of the students were 101 students. Since 26 were absent. Therefore, the sample of this study was 75 students. The data were collected by using self-confidence questionnaire and speaking test. The collected data were analyzed by using the correlational and regression analyses and computerized with SPSS 20. Furthermore, it was found out that there was significant correlation between self-confidence and speaking achievement. The Correlation Coefficient or r-obtained was (.681), it was higher than r-table (.227), at (p) $0.000 < 0.05$. However, further analysis using the regression analysis revealed that self-confidence influnced 46,4% to speaking achievement.

Keywords: self-confidence, speaking achievement.

CHAPTER I

INTRODUCTION

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

1.1 Background

Up to now, English is considered as a global language since it is used by most of people in the world. Furthermore, English is considered as Lingua Franca which means that English is used for communication between groups of people who speak different languages. Moreover, English is also used for communication, business, education and opportunity in general. Thus, Arango (2015) states that the importance of English cannot be denied in globalisation era. This is probably because foreign language learners attempt to learn English as an extra language in order to travel, study, and work abroad more easily and also because of the need to look for jobs in the global era (Sara, 2015; Muamaroh, 2013).

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 (Sara, 2015, p. 7). Thus, mastering speaking is an essential skill as a tool to get smooth communication. According to Richards (2008, p.19), speaking is one of the productive skills which means the students' ability to use and communicate through a language effectively. It is the process of building and sharing meaning through the use of verbal and non-verbal symbols,

in variety of contexts (Sara, 2015, p. 8). Hence, speaking is not only through using the language, but it can be via non-verbal language which include body language or gesture.

Moreover, Richards (2008, p. 19) says that every learner needs good speaking skill to communicate with other foreign learners, because the priority for many second-language or foreign language learners is to master speaking skill in English. In other words, speaking is an important skill as a tool for communication that must be one of the priority on the process of learning and teaching English. In speaking course activity, the language instructor must focus on how to assist the learners to use and communicate in English (Richards, 2008, p.19). This is very essential as Richards further says, most of English foreign language learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel, they have improved in their speaking proficiency.

Consequently, teaching English in a way that fosters students to communicate in English should get more attention. This is probably because after Indonesian students graduate from university, they will be faced by a need for spoken English, such as to take standardised international test and need to look for better jobs, where an interview in English is one of the requirements to apply for jobs in the global era. Speaking English competence is needed to enter a good school, to get a better job or to be promoted in the workplace (Siregar, 2010, p. 70). Therefore, speaking is considered as a curcial part of the language learning process.

However, Rahmani (as cited in Muamaroh, 2013, p. 20) informs that students at the university level generally are not able to communicate in English well; one of the main reasons because there is not enough English speaking practice for the students. Furthermore, Ibadurrohman (2016, p. 2) considers that in process of learning language, Indonesian students face some problems in mastering speaking skill, such as: lack of vocabulary, grammatically error, anxiety of making mistakes and lack of motivation, especially internal problem. Moreover, Arpani (2011, p. 4) states that speaking skill does not have enough portion in the process of English teaching and learning activities. Most of teachers do not focus on how to help the students use the language that is learnt by them.

Nonetheless, oral skills have hardly been neglected in EFL/ESL courses (Richards, 2008, p.19). Although speaking is considered as one of the most essential skill that must be improved and developed, but most EFL students attempt only to learn a foreign language for official exams, and they do not speak it well. Whereas, Richards (2008, p.19) state that the mastery of speaking skill in English is a priority for many second-language or foreign language learners. Kazemi, Bahremi, and Zarei (2014) argue that it is not easy to master speaking, it does not only need grammatical apprehension and vocabulary memorization. Speaking as a partical output, it is also found some internal and eksternal barrier, such as psychological, and attitudinal as an internal while some are external such as physiological, physical systematic barriers (Gurler, 2015). Gurler also assert that lack of self confidence can be thought as an of psychological barrier that makes learner hard to speak foreign language. Moreover, Juhana (2012) found

some factors in speaking which hide students from speaking activity, it must be related to psychological factors; fear of making mistakes (37%), shyness (26%), anxiety (18%), lack of confidence (13%), and lack of motivtion (6%). Additionally, Jamila (2014) who also conducted a research on the psychological factors affecting spoken English, found some factors that hide students from speaking activity; lack of self-confidence (24%), lack of practice (16%) lack of vocabulary (14%), lack of shyness and Lack of academic courses till this level (12%), lack of structure (10%), lack of training center (5%), lack of technical support from institution (2%), lack of peers to practice (4%), and suffering from inferiority complex (1%).

University students, especially English Education Study Program students of Islamic State University (UIN) Raden Fatah Palembang, need to master speaking because later on when they become teachers, they need speaking skill to transfer knowledge to the students. In process of teaching and learning, teachers have essential role in transferring knowledge to the students. If they are able to communicate better in term of transferring knowledge to the students, it will speed up the language development to the students. If the teacher cannot communicate effectively, they will have problem in the process of teaching and learning.

Self-confidence is one of the keys to the successful development of literacy, language, and numeracy skills through the skills for life strategy (Eldred, Ward, Snowdon, & Dutton, 2004, p. 6). It means that self-confidence is very important to be developed effectively. Moreover, self-confidence is a personal

factor that plays a supportive role in the achievement of foreign language learning (Rosyada, 2014, p. 3). Therefore, self-confidence is the most 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 order the students can increase their self-confidence to support and facilitate their language learning.

Burton and Platts (2006, p. 10) defined self confidence as self-assuredness, it relates to humans' believe in their ability to perform to a certain standard. Which means that self confidence as an essential attitude that make learners have a positive perception of their abilities. When foreign language learners have belief in their abilities, the learners' belief will be facilitator in their learning and engage in the task without any interferences which hide them to paticipate in oral performance (Sara, 2015). This statement is supported by Al-Hebaish (2012) who states that self-confidence is a personal factor that pays 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, p. 90), students who own high confidence will have positive and realistics perseption of themselves and their abilities. People who have high confidence may have expectations which are not realistics. However, even when some of their expectation cannot be reached, they continue to be positive and to accept themselves. Confident people also have deep faith in their future and accurately access their capabilities. Students who have low of confidence tend to avoid taking risk because they fear failure, they

generally expect to be successful. Unconfident people often put themselves down and tend to discount or ignore complements paid to them. In contrast, confident people are willing to risk the disapproval of others because they generally trust their own abilities. They tend to accept themselves; they do not feel that they have to confirm in order to be accepted. Consequently, teachers and also lecturer should understand about self-confidence in order they can identify the students' confidence. If the teachers or lecturers can identified the students' confidence, then the teachers can teach different learners successfully, and the learners can be able to gain their goals in learnig language.

Based on the informal interview with some of the students of English Education Study Program of UIN Raden Fatah Palembang who have taken all speaking course, it was found that they still had problems to get good speaking achievement, some of the students were satisfied with their speaking achievement, but some of them were not. Furthermore, the researcher also asked the students who were not satisfied with their speaking, on what reason can make the students unsatisfied with their current speaking and make the students get less effort to join oral performance. The problem of speaking was mostly caused by the feeling of shyness. They felt shy when they were asked to speak in English in front of the class and likely to be passive or chose to keep silent because they were afraid in making mistake or laughed by other students. It indicates that the cause of students hard to speak in English fluently and accurately because they were not ready for spontaneous communication. Therefore, they could not express

themselves. It also assumed that lack of self-confidence as a predictor of speaking achievement.

Some researchers have explored the correlation between self-confidence and speaking achievement. Some studies showed positive correlation. Gurler (2015) found that there was a significant correlation between self-confidence and speaking skill achievement in speaking courses of the preparatory students attending both English Language Teaching (ELT) Department and English Language and Literature (ELL) Department. Moreover, Kazemi, et al (2014) investigated the effect of self-confidence on speaking ability in EFL learners within a language institute. The data which is gained is showed facts of positive effect of self-confidence on Iranian EFL learners' speaking achievement. Further, In term of self-confidence and academic achievement in the oral presentation course of the undergraduate Englsih Major, from Taibah University, Al-Hebaish (2012) found that there was a significant correlation between those two variables. Arango (2015) also indicated that self-confidence is one of the most influental variables that affect foreign language learning in the tenth grade students at Ricaurte School.

On the contrary, Clement (1994) in the term of motivation, self-confidence and group cohesion in the foreign language classroom, he found that there is no correlatin between self-confidence and anxiety to classroom athmosphere.

As the communication and travel opportunities develop and the borders between countries are removed, speaking, as a general neglected area in language

teaching process, has to be one of the main concerns in EFL context. Self-confidence, as a facilitator to speak fluently and accurately both in mother tongue and target language, is gaining importance in communication especially in speaking. Therefore, considering all aspects stated above, the researcher retested if there is relation between self-confidence and speaking skill.

1.2 Research Problems

Based on the background, the research problems are formulated in the following questions:

1. Is there any significant correlation between self-confidence and speaking achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang?

2. Does self-confidence significantly influence speaking achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang?

1.3 Research Objectives

In accordance with the problems above, the objectives of this study are :

1. To find out if there is a significant correlation between self-confidence and speaking achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang.

2. To know if self-confidence significantly influence speaking achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang.

1.4 Significance of the Study

There are a number of benefits that hopefully can be obtained by conducting this study. This study is expected to make the students aware of self-confidence and to improve their self-confidence in order to reach the optimum result in their learning Englsih, especially speaking. This study also expected to give additional information for the development of language teaching and learning, specially in understanding self-confidence related to the speaking skill. 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 study expected to provide and share valuable information to other researchers about self-confidence and its relationship to students' speaking skill.

CHAPTER II

LITERATURE REVIEW

This chaper elaborates: (1) correlational research, (2) self-confidence, (3) speaking, (4), the effect of high and low self-confidence on speaking performance, (5) previous related studies, (6) hypotheses, and (7) criteria for testing hypotheses.

2.1 Correlational Research

Fraenkel, Wallen, and Hyun (2012, p. 331) state that correlation is used to investigate the possibility or relationships between two variables, although sometimes investigation of more than two variables are common. Furthermore, a numerical index that provides information about the strength and direction of the relationship between two variables is called as correlation coefficient. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. In addition, Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

Lodico, Spaulding, and Voegtle (2010, p. 284), provide correlation coefficient which can be seen in the following table:

Table 1
Correlation Coefficient

Interval Coefficient	Level of Correlation
0 - 0.19	No or weak relationship
0.20 – 0.34	Slight relationship
0.35 – 0.64	Moderately strong relationship
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Source : Lodico, Spaulding, and Voegtle (2010)

Creswell (2012, p. 340) state that there are two primary types of correlational research design; explanation and prediction. A correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other, it can be called as explanatory research design. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 340) demonstrate that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group-one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and the last, the researcher make interpretations or draw conclusions from the statistical test results.

Creswell (2012, p. 341) argue that prediction design is used to identify an outcome or criterion. In this form of research, the investigator identifies one or

more predictor variable and a criterion (or outcome) variable. Therefore, a predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2012, p. 341) shows that the characteristics of this design are that the researchers typically include the word "prediction" in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance.

2.2 Self-Confidence

The word confidence originated from the Latin word "confidentia" meaning "to trust" and "to have faith". In other words, self-confidence is your belief in something. Furthermore, according to Ibbadurrohman (2016), self-confidence is about someone beliefs of their self that make them achieve better than other. What the other thing is hard to achieve, the person who have better self-confidence will do it well. Therefore, self-confidence can be defined as someone's belief in their ability to success at task, based on whether or not they have been able to perform that task in the past. Learner who has high self-confidence never give up untill they can reach their goals because they believe in their abilities.

Sara (2015) state that self-confidence is very important that foreign language learners may have. When learners have strong trust in their capacities, they will make them easier to learn and engage in their task without any obstacles in their performance which may hider their performance. As Preston (2001) inform that confidence is crucial to happy and fulfilling life. It gives effect

someone success at work, your family life, relationship and also leisure activities. Similarly, Wright (2009, p. 27) state that if someone hope to reach a happy relationship with someone, nothing is more essential than healthy self-esteem and also self-confidence. Self-confidence also influence every performance that you do. In addition, Sara (2015) consider that self-confidence also control all what learners do in all domains, especially their success which they all hope to gain.

The literature on the sources of developing self-confidence were driven from some factors. The first is *personal experiences*; successful experience which can enhance the development of self-confidence, beside that the failure experiences which will decrease the development of self-confidence. The second is *social messages* that is received from others, such as: families at home, friends, community, school, and peers. That is all are important for the growing of self-confidence. If a person can send or give positive messages for others, it can increase the development of high self-confidence, beside that sending negative messages decrease the level of self-confidence.

2.2.1 Indicators of Self-Confidence

Burton and Platts (2006, p. 12), proposed ten qualities of self-confidence as follows:

1. Direction and values: confident people know what they want, where they want to go, and what thing which is really important.

2. Motivation: confident people are motivated by and enjoy what to do.

3. Emotional stability: confident people will be calm and focused approach to how they are theirselves and how they are with other people as they tackle

challenges. confident people notice difficult emotions such as anger and anxiety, but they work with them well.

4. A positive mind-set: confident people have the ability to stay optimistic and see the bright side even when they encounter setbacks. confident people also hold positive regard for theirselves as well as other people.

5. Self-awareness: confident people know what they are good at, how capable they feel, and how they look and sound to others. confident people also acknowledge that they are a human being, and they don't expect to be perfect.

6. Flexibility in behaviour: confident people adapt their behaviour according to circumstance. Confident people can see the bigger picture as well as paying attention to details. Confident people take other people's views on board in making decisions.

7. Eagerness to develop: confident people enjoy stretching theirselves, treating each day as a learning experience, rather than acting as if they are already an expert with nothing new to find out. Confident people take their discoveries to new experiences.

8. Health and energy: confident people are in touch with their body, respect it, and have a sense that their energy is flowing freely. Confident people manage stressful situations without becoming ill.

9. A willingness to take risks: confident people have the ability to act in the face of uncertainty and put themselves on the line even when they don't have the answers or all the skills to get things right.

10. A sense of purpose: confident people have an increasing sense of the coherence of the different parts of their life. Confident people also have chosen a theme or purpose for their life.

2.3 Speaking

Speaking is the process of building and sharing meaning that involves producing, receiving, and processing information through the use of verbal and non-verbal symbols, in variety of contexts (Sara, 2015, p. 8). Hence, speaking is not only through using the language, but it can be via non-verbal language which include body language or gesture. Furthermore, many EFL students try to learn a foreign language in order to speak and communicate fluently. It is mentioned in the literature that, naturally, to speak means to produce some words representing one's ideas (Juhana, 2012).

In order to communicate better, speaking skill is considered as a crucial and essential skill compared with other skill for them For foreign language learner or English as foreign Language (Kazemi, et al, 2012). Moreover, the present day competitive word requires communicative competency to achieve progress in professional career. Speaking is a part of human life that cannot be sparated from someone activity. Thornbury (2005, p. 1) assert that speaking is so much part of state that speaking is so much part of daily life that human take it for granted. The main purpose of learning foreign language is to use it in meaningful and communication both inside and outside of classroom. The target of learning language and mastering speaking skill is an ability to express ideas freely and

spontaneously. By mastering speaking skill, it shows that foreign language learners are able to use the foreign language effectively which can be one of the indicators of their level.

Juhana (2012) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking. While speaking is the most important and also most of students' purpose in learning english is to use it in every single part of life.

2.3.1 Types of Speaking Performance

Brown (2004, p. 271) describes five categories of speaking skill area. Those six categories are as follows:

2.1.1. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2.3.1.2 Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes

reading paragraph, reading dialogue with partner in turn, reading information from chart.

2.3.1.3. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

2.3.1.4. Interactive

Interactive speaking is the lenght and complexity of the which includes multiple exchange or multiple participants. Intercation can take two forms of transactional language. The purpose is to exchange specific or interpersonal information and maintain social relationship.

2.3.1.5. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.3.2. Factors Affecting Speaking Achievement

Latha and Ramesh (2012, p. 2-5) state some factors affecting speaking achievement as follows :

2.3.2.1. Learners' Inhibition

The most common problem encountered by the learner in the language acquisition process is learner inhibition. Speaking activities require a learner to have all eyes on him; Exposure to an audience can often give learners stage fright. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. This results in their performance where either they make a lot of mistakes in spite of having a very good knowledge in the area or totally keeping silent.

2.3.2.2. Lack of motivation

Lower motivation levels or lack of motivation is another reason for hindering the learners from active participation in speaking activities. It leads to reluctance in active participation in the speaking activities leading to poor practice or no practice at all.

2.3.2.3. Lack of subject matter

Another common problem seen in the learners is that they think that they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they should be participating in it actively.

2.3.2.4. Lack of proper vocabulary

Next problem encountered with ESL learners is that they often have to search for an appropriate word. They don''t find one to fit into the context/content. This is because of lack of exposure to a variety of vocabulary. This also leads to failing in communicating fluently in English Language, which again leads to losing confidence and lack of motivation to speak. As a result learners make an excessive overuse of fillers in their speech and conversation or give incomplete statements.

2.3.2.5. Lack of self-confidence

A constant practice and patience are necessary to learn English Language. Learners believe that it is impossible to achieve fluency or master the language. This lack of confidence prevents them from learning the speaking skills.

2.3.2.6. Improper listening skills

The central role of listening comprehension in the second/foreign language acquisition process is now largely accepted. Listening plays an extremely important role in the development of speaking abilities. Usually, one person speaks and the other responds through attending by means of the listening process. In fact, during interaction, every speaker plays a duel role- both as a listener and a speaker. If one cannot understand what is said, one is certainly unable to respond. So, speaking is closely interwoven with listening skills.

2.3.2.7. Poor non-verbal communication

Oral communication involves a very powerful non-verbal communication system, which sometimes contradicts the messages provided through the verbal listening channel. Lack of knowledge of the nonverbal communication system of the target language usually results in the inability to pick up non verbal cues by the ESL learners, which often results in misunderstanding.

2.3.2.8. Anxiety

Speaking a Second/Foreign language in public, especially in front of native speakers often leads to anxiety. Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situation leading to discouragement and a general sense of failure in the learners. Unlike children, adults are very cautious about making errors in what ever they say. For them making errors would be a public display of ignorance which would be an obvious occasion of losing face. This is one of the major factors for the inability to speak in English.

2.3.2.9. Strong and quick learners domination in the class

A large and mixed ability class is another factor affecting the language acquisition process. In these classes we have both strong and weak learners, where the strong and quick learners are often seen to be dominating and overtaking the slow and weak learners. The weak learners don"t get opportunity in the presence of the strong ones, which results in the shrinking of the weak learners.

2.3.2.10. Family background

The environment and family background plays a vital role in the learning process. In a country like India majority of the people are farmers with poor educational background. Learners coming from such background when asked to take part or do a speaking activity they fail to do it. Moreover, the poor income status of the family makes the parents engage their children in petty jobs instead of sending them to schools and colleges resulting in poor speaking skills.

2.3.2.11. Rural background

Rural background of the learners where English is generally not used is another cause affecting the leaning process. Most of the learners coming from rural background are first generation learners of English Language. Their parents being farmers and uneducated, they lack guidance from their elders in this aspect. When learners of such background are asked to do a speaking activity, they end up in saying nothing. Even if they try to speak, they often tend to use their mother tongue, resulting in the failure of the learning process.

2.3.2.12. Excessive use of mother-tongue

Learners generally tend to make an excessive use of their mother-tongue when it comes to the activities in productive skills namely- speaking and writing. When the learners are asked to perform a speaking activity, they immediately start thinking about the topic in their mother tongue, frame what they want to say in their mother-tongue and then translate it into English, which often results in mistakes, in addition to this learners often tend to make use of their mother-tongue which results in losing the motive of learning the language and lack of practice.

2.3.2.13. Lack of proper orientation

Even though some learners have learnt the language at their school levels, they are unable to produce even a single sentence without grammatical error. The basic reason for this is , learning the subjects from the examination point of view. The learners, their parents as well as the teachers lay more stress on the group/core subjects and very less importance is given to English language. This attitude makes the learner ignore the language.

In order to convey meaning, the learners must have the knowledge of words and sentences. They must understand how words are segmented into various sounds, how sentences are stressed in particular ways. Grammatical competence enables speakers to use and understand the structure of English-language accurately and unhesitatingly, which contributes to their fluency.

2.3.2.14. Mother-tongue pattern and its influence

Language larners are used to a particular set of pattern of pronunciation, Intonation, stress-pattern and phonology of their mother-tongue which has an obvious impact on acquiring a foreign language. The changes in the patterns used in English and that of their mother-tongue often create confusion in the learners. They have to unlearn what they learnt in their mother-tongue and then acquire a second language. This influence of mother-tongue often becomes a major hurdle in the learning process.

2.4 The Effects of High and Low Self- Confidence on Speaking Performance

The learners' purpose in learning a foreign language is to use the language for communication with people who speak the same language. For most students, mastering speaking is the single most essential aspect of learning a second or foreign language and the students always measure their success in mastering a language by mastering the ability to carry out a conversation in the language which is learnt by them. Therefore, students need to encourage their abiliy in speaking to communicate effectively.

Brown (as cited in Al-Hebaish, 2012, p.12) claims that among four language skills, the achievement of oral performance is thought to be highly related with self-confidence. Foregn language learners cannot speak or express themselves freely and fluently without some degree of it. Thus, speaking   is influenced by self-confidence. Learners with high self-confidence have belief in their abilities to accomplish task. According to Al-Sibai (2004) confident students are willing to take a risk, engage in oral activities, trust themselves and engage in oral performance. Moreover, confident learners are goal oriented, optimistic, have ability to discuss any topics, learn from their mistakes and they consider that failur as an opportunity for them to reach their success.

In addition, Hale (2014, p. 13) states that high self-confidence results in either a better performance level or a more positive experience of the event. This means that confident students learn from their experience to develop their abilities. However, students who lack self-confidence have a low performance. Thus, low self-confidence results in either a lower performance level or less

favorable experience of the performance. Furthermore, unconfident students do not learn from their experience.

Obviously, low self-confidence and high self-confidence have different impact on the speaking performance. Self-confidence performers are more likely to gain positive results. However, low self-confidence performers are gaining negative impact on their presentation in the foreign language.

Hale (2004, p. 13) provides examples of the effects of high and low self confidence on performance as listed in the following table :

Table 2

The effect of high and low self-confidence on performance

High Self-Confidence	Low Self-Confidence
Giving maximum effort	Lack of effort
A willingness to take chances	More likely to give up
A willingness to react positively to set	Playing safe
-	Misdirected focus
backs and learn from the situation	Tendency to attribute out come of
High commitment to training	events to factors that cannot be
Strong focus on the task at hand	controlled (e.g. luck, environmental
Positive attitude and belief in own	conditions)
skills and talent.	

Source : Hale (2004)

There are a great difference in performance between students who have low self–confidence and those who have high self-confidence. Students' performance result is an indicator of their level of confidence. For example, well

delivered and effective performance is an indicator of students high self – confidence. In addition Molberg et al (2010) state that self-confidence had, in perticular, an impact on learners' oral performance. It was linked to the output they produced, thus affecting second language confidence and resulted in lower performance. As a result, self-confidence enchances or hiders the speaking skill. High confidence develops learners' oral performance. Finally, both the teachers and learners should pay attention to this affective factor in order to make progress in oral performance.

2.5 Previous Related Studies

There are some researchers that deal with speaking perfromance and self-confidence. in line with this research, there are some previous studies which are related to this investigation and discussed in this paper. Al-Hebaish (2012) from Taibah University, Kingdom of Saudi Arabia conducted a study to investigate the relationship between self-confidence and academic achievement in oral presentation, they used 53 participants of undergraduate female students of English major from Taibah University, The result of this study showed that there was positive correlation, significant correlation between self-confidece and academic achievement in oral presentation course. Those who had high score in GSC (general self-confidence questionnaire) also had high score in the oral presentation achievement test. By knowing this result, the insturctors were recomended to enhance building up their students' self-confidence in order to develop their oral performance achievement.

In addition, Kazemi, et al. (2014) investigate the effect of self-confidence and speaking achievement. In this study, has 11 students of Iran EFL learners were choosen as sample. The result revealed there is positive effect of self-confidence on Iranian EFL learners' speaking ability.

Moreover, Rosyada (2014) studied about the selationship between students' self-confidence, self-esteem,and speaking achievement of the first students of english study Program FKIP of Sriwijaya University Palembang. it was found out there was significant correlation between students' self-confidence and speaking performance. The second, there was significant correlation between students' self-esteem and speaking performance. (Abdallah & Ahmed, 2015) also investigate the impact of self-confidence on oral communication, the finding showed that the students who scored high in self-confidence questionnaire also had high score in oral communication test academic performance.

2.6 Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_o: There is no significance correlation between self-confidence and speaking achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang.

H_1: There is a significance correlation between self-confidence and speaking achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang.

2. H_o: There is no significance influence of self-confidence over speaking achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang.

   H_1: There is a significance influence of self-confidence over speaking achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang.

2.7 Criteria for Testing Hypotheses

In testing hypotheses, there are some criteria from Cohen, Mamion, and Morrison (2007, p. 536), Creswell (2012, p. 188-189), and Fraenkel, Wallen, and Hyun (2012. p 228-232). Those criteria can be seen below :

1. If *p- value* is higher than 0.05 ($p > 0.05$), H_o is accepted and H_1 is rejected.

2. If *p-value* is less than 0.05 ($p < 0.05$), H_o is rejected and H_1 is accepted.

CHAPTER III

METHOD OF RESEARCH

This chapter describes: (1) research design, (2) research variables, (3) operational definitions, (4) subject of the study, (5) data collections, (6) data instruments analysis, and (7) data analysis.

3.1. Research Design

In conducting this research, correlational research design was used to find out the relationship between variables and explain and interpret the results that may appear. According to Fraenkel, et al. (2012, p. 331), correlation studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common.

The procedures were: first, the researcher identified the students' self-confidence by using questionnaire and the second procedure was by using speaking monolog test, the students' speaking achievement was obtained. The next step was the researcher analyzed the correlation among variables through SPSS based on the results of the self-confidence questionnaire and speaking test, and the influence of the variable(s). Last, explanation and interpretation of the results was discussed.

The research design is as follows:

Figure 1.
The Research Design

X ——————→ Y
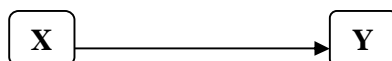
X = Students'self-confidence

Y = Students' Speaking Achievement

3.2.   Research Variables

Fraenkel et al. (2012, p. 80) argue that a common and useful way to think about variables is to classify them as *independent* or *dependent*. Moreover, Creswell (2012, p. 116) states that Independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In common sense terms, the dependent variable depends on what the independent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. In this study, the independent variable is the undergraduate EFL students' self-confidence at Islamic State University Raden Fatah Palembang, while the dependent variable is their speaking achievement.

3.3.   Operational Definitions

To avoid the possibility of misinterpretation about some terms in this research, especially those used in the title, the definitions are provided.

Correlation is a study which is used to look for the relationship between two or more variables. In this research, the researcher used two variables, the fifth semester of undergraduate EFL students' self-confidence and their speaking achievement.

Self-confidence refers to students' ability to have positive and realistic views of themselves and their situation toward speaking. In this research, the students' self-confidence were identified by using self-confidence questionnaire provided by Mustafa (2015) which had been answered by the students.

Speaking achievement refers to students' speaking score that were obtained from the students' speaking test on the given topic. The test is in the form monolog (short speech), and then rated with indicators: fluency, pronounciation, grammar, vocabulary, and comprehension.

Then, *undergraduate students of English Education Study Program* refer to the undergraduate students whose major is English Education at Islamic State University (UIN) Raden Fatah Palembang.

3.4. Subject of the Study

To get the data of study, this research needed a subject. The subject of the study was Undergraduate English Education Study Program Students of UIN Raden Fatah Palembang.

3.4.1. Population

According to Creswell (2012, p. 142), population is a <u>group</u> of <u>individuals</u> who have the same characteristics and from which a sample can be taken. The population of this study was all of the active students of English Education Study Program of Islamic State University Raden Fatah Palembang in the academic year 2016-2017. The distribution of population of the study can be seen as follows:

Table 3
Distribution of Population

No	Semester	Number of Students
1	I	153
2	III	128
3	V	101
4	VII	97
Total		481

Source: English Education Study Program of UIN Raden Fatah Palembang
academic year 2016/2017.

3.4.2. Sample

Fraenkel et al. (2012, p. 91) define a sample in a research study as the group on which information is obtained. The sample of this study was taken by using purposive sampling method. According to Johnson and Cristensen (2012, p. 235), purposive sampling is used in both qualitative and quantitative reserach. They also assert that in purposive sampling, the researcher specifies the characteristics of population of interest and tries to locate individuals who has those characteristics. Moreover, Creswell (2012, p. 206) adds that in this method, the researchers intentionally select individuals and sites to learn and understand the central phenomenon. In purposive sampling, the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics. It is a nonrandom sampling technique in which researcher solicits persons with specific characteristics to participate in a research study.

In this study, the students' self-confidence and their speaking achievement were correlated. Therefore, in order to know the students' speaking achievement, a group of students who have already taken all the speaking courses (Speaking I, Speaking II, and speaking III, and speaking IV) from the population were considered as the sample. For that reason, the number of the probable sample were 103 students. In contrast, the students of the first and the third semester were not taken as the sample because they have not taken and finished with Speaking I, Speaking II, Speaking III and Speaking IV courses yet.

According to Fraenkel et al. (2012, p. 102), a sample should be as large as the researcher can obtain with a reasonable expenditure of time and energy. Moreover most researchers mention the minimum acceptable sample size for a correlation study is considered by to be no less than 30 (Fraenkel, Wallen & Hyun, 2012, p. 338; and Lodico et al, 2010, p. 278). The distribution of sample can be seen in the following table :

Table 4

Distribution of Sample

No.	Class	Number of Students
1.	PBI 1	26
2.	PBI 2	21
3.	PBI 3	26
4	PBI 4	28
	Total	101

Source: English Education Study Program of UIN Raden Fatah Palembang academic year 2016/2017).

3.5. Data Collection

To obtain the data, the writer used two instruments, the instruments are :

3.5.1. Questionnaire

Fraenkel et al. (2012, p. 125) state that in a questionnaire, the subjects respond to the questions by writing or, more commonly, by marking an answer sheet as their self-report data collection instrument that each participants fills out as part of a study. To obtain the information about students' self-confidence, self-confidence questionnaire developed by Mustafa in 2015 was used. The questionnaire consists of sixteen items. The questionnaires were rated by using Likert-Scale with five options: (Always) rated 5, (Often) rated 4, (Sometimes) rated 3, (Rarely) rated 2, and (Never) rated 1. The self-confidence questionaire was distributed before the speaking test was conducted (see appendix A).

3.5.2. Speaking Test

In this study, to obtain the students' speaking achievement, speaking monolog test (short speech) was used. In this test the students were tested individually. The researcher has prepared two topics. Before the test begun, the students were given instruction about the speaking test (see appendix B). The students should choose one of available topics. They were called one by one based on their attendance list. And before the students begin to speak, they were given time to think about the topic that was already chosen. Each participant was given three minutes to deliver presentation and convey the fact, opinion, and idea

related to the topic. The following is the category of students' speaking achievement.

3.6. Data Instrument Analysis

In data instrument analysis, there are two steps which examined; validity and reliablity test.

3.6.1. Validity Test

Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use (creswell, 2012, p. 159). According to Fraenkel (2012, p. 148), there are three kinds of validity; Content-related evidence of validity, Criterion-related evidence of validity, and Construct-related evidence of validity.

3.6.1.1. Validity of Questionnaire

Self-confidence questionnaire which was used in this study is ready-made by Mustafa (2015) and it had been validated to measure students' confidence by using square root of the (reliability coefficient).

The author of the questionnaire has tried out the questionnaire in order to validate the questionnaire instruments. The subjects of tried out to students drawn from the Departement of English, College of Languages, Sudan University of Science and Technology. There were 2100 copies of the self-confidence questionnaires were distributed to the respondents. It was note from the result that the validity coefficient of self-confidence questionnaire was 0.93. Thus, the self-confidence questionnaire was valid.

3.6.1.2. Validity of Speaking Test

In this research, content validity was used to find out the validity of the speaking test by having expert judgment. There were three raters evaluating the speaking test to check the appropriateness of the topics in speaking test. The raters were the lecturer and instructor at English Study Program Tarbiyah of Islamic State University Palembang who have experience in teaching and learning process in classroom and competent in speaking skill. In this research the writer provide three topics of the speaking tests such as "Corruption in Indonesia", "The effect of Gadget in Education Nowadays", and "The Importace of Mastering English in Globalisation Era". After discussing with the validators, it is suggested to use two out of those three topics. For that reason one of the topics was not used in this research. The result from each rater was calculated in order to get the mean score. At last, the appropriateness of the test will be obtained. And the result of the validity of the speaking test is 'appropriate' which was assumed to be valid.

3.6.2. Reliability Test

According to Creswell (2012, p. 159), reliability means that scores from an instrument are stable and consistent. Internal consistency reliability refers to a measure of the degree to which the items or parts of a test are homogeneous, equivalent or consistent with each other.

3.6.2.1. Reliability of the Questionnaire

The reliability of the self-confidence questionnaire has been checked by creator. Further, Spearman-Brown equation was used to calculated the reliability

coefficient using split-half method. Split-half coefficicient value was .87 (high reliable) for overall score of self-confidence questionnaire. Therefore, the questionnaire is adequate for research and an individual assessment.

3.6.2.2. Reliability of Speaking Test

Further, the reliability of speaking test was obtained by having the score from expert jugments. Since it was measured as the result of three expert judments. The result showed that speaking test with topics, content, and rubric were absolutely appropriate, and instruction and time allocation were appropriate. All in all, speaking test was reliable.

3.7. Data Analysis

After all the results of instruments have obtained, the researcher analyzed the data. The steps are:

3.7. 1. Questionnaire Analysis

Firstly, the data from questionnaire was analyzed to determine the students' self-confidence by observing the mostly checked item in the 'always, often, sometimes, rarely and never' column.

The following table shows the categories of Self-confidence level by Mustafa (2015) :

Table 8

Self-Confidence Interval

Score	Categories
61-80	high confidence
38-60	average
16-37	Low confidence

Source : Mustafa (2015)

The data obtained from the questionnaire was analyzed by using percentage analysis. The formula is shown in the following :

$$P = \frac{F}{N} \times 100\%$$

Where :

P : Percentage of students' choice

F : Total of students' choice

N : Total number of sample students

3.7.2. Speaking Test Analysis

The writer recorded the students' speaking performance in classroom. The students' speaking test was analyzed by the three raters, those who validate the speaking test, by using the rubric for oral presentation assessment from Brown (2004, p. 172-173). There were three raters, the total points from them determined the students' speaking achievement.

Table 5

Interpretation of Speaking Score

No	Score Interval	Category
1	21 – 25	Very Good
2	16 – 20	Good
3	10 – 15	Average
4	5 – 9	Poor
5	0 – 4	Very Poor

(Source : Brown, 2004)

3.7.3. Correlation Analysis

To analyze the data obtained from the questionnaire and students' speaking achievement in order to find out the correlation coefficient between variable X and variable Y, the Statistical Package for Social and Science (SPSS) computer program was employed. To find out the correlation between students' self-confidence (X) as a whole and their speaking achievement (Y), Pearson – Product Moment Correlation Coefficient was used.

To interpret the correlation coefficient, the following criterion from Lodico et al. (2010, p. 284) was used :

Table 9

Correlation Coefficient

Interval Coefficient	Level of Correlation
0 - 0.19	No or weak relationship
0.20 – 0.34	Slight relationship
0.35 – 0.64	Moderately strong relationship
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Source : Lodico, Spaulding, and Voegtle (2010)

3.7.4. The Regression Analysis

In this study, the Regression Analysis was applied to see whether predictor variable significantly determine criterion variable. It was used to find whether variable X (students' self-confidence) signicantly contribute to variable Y (students' speaking achievement). Regression Analysis can be applied if there was a correlation between those two variables. In addition to, all the statistically calculation above will be completed by SPSS (Statistical Package for Social Science). To decide whether there is a significant relatonship between the variables in the linier regression coefficient is interpreted a Pearson *r,* with a score typically from +1.00 to -1.00 (Creswell, 2012, p.351).

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) researh findings, (2) statistical analyses, and (3) interpretations.

4.1. Research Findings

There were two kinds of research findings in this study: (1) the result of students' self-confidence, and (2) the result of students' speaking achievement.

4.1.1 Results of Students' Self-Confidence

The total active students in the fifth semester of English Education Study Program were 101 students. However, 75 students participated in this study, and 26 students did not attend when conducting this study, because they had to attend their final examination. The 16 items of self-confidence questionnaire by Mustafa (2015) were used to investigate the participants' self-confidence. The self-confidence questionnaire was rated by using Likert scale. In scoring the students' self-confidence, 16 items were calculated based on the scale.

The result of self-confidence questionnaire can be seen in the descriptive statistics below:

Table 8

Descriptive statistics of self-confidence

	N	Range	Minimum	Maximum	Sum	Mean
Self-confidence	75	17,00	57,00	74,00	4860	64,80
Valid N (listwise)	75					

Based on the desriptive statistical analysis of self-confidence questionnaire above, the mean score of self-confidence was 64.80, the median score was 65.00, the maximum score was 74.00 and the minimum score was 57.00. Meanwhile, the range of the self-confidence questionnaire is 17.00 and the sum score of self-confidence was 4860.00. The mean score (64.80) indicated that the level of the fifth semester students' self-confidence of English Education Study Program of UIN Raden Fatah Palembang was high.

The distribution of students' self-confidence can be seen in the table below:

Table 9

Distribution of Students' Self-Confidence

Categories	Frequency	Percentage
High confidence	60	80%
Average	15	20%
Low confidence	-	-
Total	75	100%

It was revealed that from the questionnaire, the three levels of self-confidence were all perceived by the students with different numbers; (80%) 60 of the students had high level self-confidence, (20%) 15 students had average self-confidence, and there is (0%) 0 students who had low self-confidence level (See Appendix H).

4.1.2 Result of Students' Speaking Achievement

Since only 75 questionnaires which the researcher analyzed, the researcher also analyzed 75 students' speaking achievement.

The result of descriptive statistics of speaking achievement can be seen below:

Table 10

Descriptive statistics of students' speaking achievement

	N	Range	Minimum	Maximum	Sum	Mean
Speaking Achievement	75	10,00	11,67	21,67	1312,00	17,49
Valid N (listwise)	75					

Based on the desriptive statistical analysis of speaking for the participants is shown above, the mean of the speaking scores for the participants was 17.49. The range score of the students' speaking achievement was 10.00. The maximum score was 21.67 and the lowest score was 11.67. Weanwhile, the sum score was 1312.00. The mean score (17.49) indicated that the level of speaking achievement of participants was good.

The distribution of the speaking achievement results can be seen in the table below:

Table 11

Distribution of Students' Speaking Achievement

No	Score Interval	Number of Students	Category	Percentage
1	21 – 25	6	Very good	8%
2	16 – 20	58	Good	77,33%
3	11 – 15	11	Average	14,67%
4	6 – 10	-	Poor	-
5	0 – 5	-	Very poor	-

Based on the distribution above, the result showed that (8%) 6 students had very good speaking achievement. (77,33%) 58 students had good speaking achievement. (14,64%) 11 students had average speaking achievement. On the contrary, none of them had poor and very poor speaking achievement (see appendix I). Thus, it can be assumed that most of the fifth semester students of English Education Program of UIN Raden fatah Palembang had good speaking achievement.

4.2 Statistical Analyses

There were three statistical analyses that the researher applied in this study:

1. The statistical analysis of normality and linearity
2. The statistical analysis of correlation analysis between students' self-confidence and their speaking achievement in all participants.

3. The statistical analysis of regression analysis between students' self-confidence and their speaking achievement in all participants.

4.2.1. Normality test and Linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS 20th version for windows. As parametric statistics, in term of correlation and regression were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

To find out whether the distribution is normal or not, the result of the normality test can be seen on the table below :

Table 12

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Self-Confidence	Speaking Achievement
N		75	75
Normal Parameters[a,b]	Mean	64,8000	17,4933
	Std. Deviation	3,56409	1,88431
Most Extreme Differences	Absolute	,111	,077
	Positive	,111	,077
	Negative	-,096	-,069
Kolmogorov-Smirnov Z		,961	,664
Asymp. Sig. (2-tailed)		,314	,770

a. Test distribution is Normal.

45

The data is interpreted normal if p> 0,05. If p< 0,05, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table above indicated that the data from each variable were all normal and appropriate for data analysis with coeficients .314 for self-confidence and .770 for speaking achievement (see appendix J).

The normal Q-Q plot of each variable is illustrated in the following figures:

Figure 2. Distribution of Self-Confidence Data
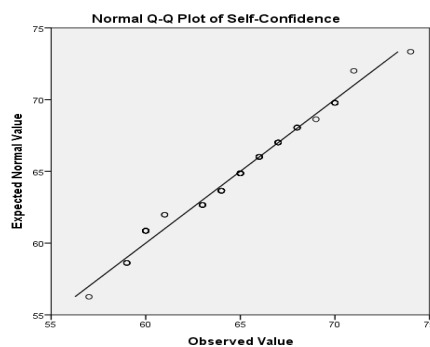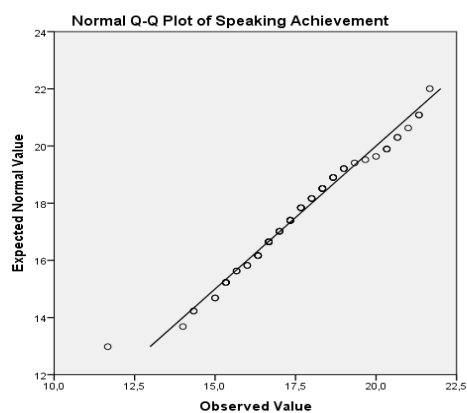
Normal Q-Q Plot of Self-Confidence

Figure 3. Distribution of Speaking Achievement Data

Normal Q-Q Plot of Speaking Achievement

4.2.1.2 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If probability is more than .05, the two variables are linear. To find out whether the distribution of the data is linear or not, the result of the linearity test can be seen on the table below:

Table 13

Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking Achievement * Self-Confidence	Between Groups	(Combined)	147,353	13	11,335	5,992	,000
		Linearity	121,824	1	121,824	64,399	,000
		Deviation from Linearity	25,529	12	2,127	1,125	,358
	Within Groups		115,394	61	1,892		
	Total		262,747	74			

Based on the table above, the results showed that the deviation from linearity between self-confidence and speaking achievement (sig) was .358 or higher than .05, which the result could be assumed that it was linear (see appendix M).

4.3 Correlation between Students' Self-Confidence and Their Speaking Achievement

This section answered the first research problem by analyzing the result of desriptive statistics for the Self-Confidence questionnaire and speaking ahievement.

The result of Pearson Product Moment in this research can be seen in the table below :

Table 14

Correlation between Students' Self-Confidence and Their Speaking Achievement

Correlations

		Self-Confidence	Speaking Achievement
Self-Confidence	Pearson Correlation	1	,681[**]
	Sig. (2-tailed)		,000
	N	75	75
Speaking Achievement	Pearson Correlation	,681[**]	1
	Sig. (2-tailed)	,000	
	N	75	75

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

Based on Pearson Product Moment Correlation Coeficient above, the correlation coeficient or the *r*-obtained (.681) was higher than *r*-table (.227), then the level of probability (*p)* significance (sig.2-tailed) was .000. It means that *p* (.000) was lower than .05. The result indicated that there was a was positive significance correlation between self-sonfidence and speaking achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang (see appendix N). Based on the correlation coefficient proposed by Lodico et al. (2010, p. 284), the degree of correlation coefficient was strong relationship.

4.4 Influence of Students Self-Confidence on Their Speaking Achievement

This section answered the second research problem by analyzing the result of desriptive statistic for self-confidence questionnaire and speaking achievement.

In addition, since there was a significant correlation between the self-confidence and speaking achievement, it can be inferred that students' self-confidence has significant influence on their speaking achievement. However, regression analysis was still used to find out if students' self-confidence influenced their speaking achievement. The result can be seen in the table below:

Table 15

The Regression Analysis of Students' Self-Confidence and Speaking Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-5,835	2,941		-1,984	,051
	Self-Confidence	,360	,045	,681	7,944	,000

a. Dependent Variable: Speaking Achievement

The results indicated that the students' self-confidence influenced speaking achievement significantly with t_{value} (7.944) was higher than t_{table} (1.993) with sig. value (.00) was lower than probability (.05). Therefore, there was a significant influence between self-confidence toward speaking achievement of the Undergraduate Students of English Education Study Program at UIN Raden Fatah

Palembang. It means that there was a significant influence of students' self-confidence on their speaking achievement (See appendix O).

Table 16

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,681[a]	,464	,456	1,38941

a. Predictors: (Constant), Self-Confidence

In addition, to know the percentage of self-confidence influence on speaking achievement, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was .464. It means that students' self-confidence gave significant effect in the level of 46,4 % toward speaking achievement, and 53,6% was unexplained factors value.

4.3. Interpretation

The interpretations are made based on the result of data analyses in order to strengthen the value of this study. Based on the findings, there was a significant correlation between self-confidence and speaking achievement. Also, there was a significant influence of students' self-confidence on their speaking achievement.

First, based on the result of Pearson Product Moment correlations, it was found that there was a positive and a significant correlation between self-confidence and speaking achievement of undergraduate EFL students of English Education study program at UIN Raden Fatah Palembang (*r*- .681). This means that students' self-confidence had relation to their performance in speaking

achievement. The result can be happened since self-confidence was one of the dominan factors that effected speaking achievement. The explanation to support this finding is that from the beginning of the first semester the participants had been involved in English speaking practices and assignments or explores to English speaking materials and interactions from printed textbooks, online media, English speaking environment, classroom environment and social networks. Brown (2004, p. 142) stated that speaking consists of micro skills and macro skills. He explained that micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal unit. Other ways, Macro skill involve larger elements such as fluency, discourse, function, style, cohesion, nonverbal communication, strategic option, situations and goals. Also, Richards (2008, p. 20) indicated in designing speaking activities or instructional materials recognize very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.

Furtheremore, it might be because EFL students of English Education Study Program of UIN are aware of their self-confidence performance. They tried to push themselves to be confident person, believe on their capability brave in taking risk. Burton and Platts (2006, p. 10) argued that students who have high self-confidence they believed in their ability to perform to a certain standard. Which means that self confidence as an essential attitude that make learners have a positive perception of their abilities. Sara (2015) explained having belief in their

abilities, the learners' belief will be facilitator in their learning and engage in the task without any interferences which hide them to paticipate in oral performance.

The result of this present study is in agreement with Gurler (2015) indicated that there was a positive statistically significant correlation in the level of .01 between self-confidence and speaking achievement with r=.35). Furthermore, participants who are aware of their own abilities, love themselves or aware of their own emotions. Who have higher marks from their speaking courses than those who are unwilling to communicate and lack enough self-confidence. This positive correlation, as Avcu and Işıklar (2010) stated the individuals who constitute confidence have effective communication skills, especially in speaking. Related to this present study, students who achieve high level of speaking indicates good confidence in presentation. Besides, they are also confidence and sociable in other programs.

Nevertheless, from the students' speaking achievement, showed various results. The first, none of the students (0%) obtained poor and very poor category. Next, (14,67%) 11 students had average category. It assumed that students who had average category made some common mistakes and usages in pronounciation, vocabulary and grammatical error. Furthermore, (77.33%) 58 students obtained good category. It displays clear ideas and speak fluently. The students have competence in pronounciation but lack of grammatical apprehension. Occasionally they make some mistakes in using grammar. The last, (8%) 6 students obtained very good category. Their speaking contained good

pronounciation, clear ideas, minor mistake in grammatical, and good fluency in speaking.

In relation to the result of speaking achievement, the whole data of students' speaking achievement by using descriptive statistic in SPSS 20, the mean score was (17.49). In other words, the level of students speaking achievement were in good level category. To make them better on their speaking score, the students have to aware about the importance of self-confidence and try to force their self to be confident people. The most important the students should be usual to practice speaking, in order to make them better in expressing their ideas, good grammatical apprehension, good pronounciation, and could speak fluently.

Based on the result of questionnaire, (20%) 15 students had average self-confidence. Students with everage self-confidence would be rather passive in communication, in some situations they would be affraid to express their ideas and tend keep silent. As stated by Goel and Aggarwal (2012, p. 90) who said that students with average self-confidence are likely to think about goals that are extremely low and would protect them from the anxiety of failure. In addition, students who had low self-confidence were feeling shy, and fear making mistake. To teach the students who had average and low self-confidence, the lecturer and language instructors are recommended to give them task in a group because they usually prefer to work in a group. In the process of learning and teaching, the language instructors or lecturers could devide them in some groups and give them some topics which could be discuss with their group. Furthermore, during the process of teaching and learning speaking, the language instructors should maintain a relax

and humorous atmosphere; design interesting activities and give more time to practice. It would make them more active in process of learning and teaching and could reduce their shyness and they would not have fear in making mistakes.

Furthermore, (80%) 60 students had high self-confidence category. The result indicated that most of the students had high self-confidence category. Students who were indicated have   high self-confidence would have belief in their self to perform their ability. In line with this, Goel and Aggarwal (2012, p. 90) state that students who had high confidence would have positive and realistics perseption of themselves and their ability. In addition, high self-confidence students were enjoyable, unashamed, motivated and believe on their ability. In process of teaching and learning, theses kind of students prefer to work individually and independently. In teaching the students who had high self-confidence, the language instructors or lecturers are recommended to give them individual task.

The result of this present study was in part with (Al-Hebaish, 2012) In term of self-confidence and academic achievement in the oral presentation course of the undergraduate Englsih Major, from Taibah University. He indicated that there was a significant relationship between students' self-confidence and their speaking achievement with (r- .707). The positive correlation showed that the higher the participants' level of self-confidence, the higher were their oral presentation scores and conversely participants with low self-confidence had lower scores. In other words, the participants' level of general self-confidence was a significant predictor for their academic achievement.

On the contrary, Clement (1994), This study was conducted in Budapest Scool. In his study, could not find out any positive relationship among the

variables. It indicated that self-confidence and anxiaty have no relationship with classroom athmosphere.

Second, students' self-confidence influenced their speaking achievement. Who enjoy higher levels of self-confidence are more sociable, having willingness to take risk, flexibility in behaviour, positive mind-set, motivated and more prepared to share their opinions with others. Furthermore, Sara (2015) assert that students who own good self-confidence also control all what learners do in all domain, especially their success which they all hope to gain. Students who are highly self-confidence in learning English especially in speaking usually have higher speaking achievement compare to those who are low or negative self-confidence. Other ways, who have low self-confidence usually can not success in academic especially in English communicative ability.

The result of this present study was in part with Arango (2015), he found that self-confidence is one of the most influental variables that affect foreign language learning in the tenth grade students at ricaurte school. Since having high confident and able to do things as well as most other people. They almost did not have negative response to themselves and felt that they have number of qualities. Due to the fact, Goel and Aggarwal (2012, p. 90) indicated that students who have high confidence will have positive and realistics perseption of themselves and their ability, and students with low self-confidence are likely to think about goals that are extremely low and would protect them from the anxiety of failure. Interplay with this present study that each level of self-confidence implicates different functions. It cased that low self-confidence students were feeling shy,

and fear making mistake. On the contrary, high self-confidence students were enjoyable, unashamed, motivated and believe on their ability.

In short, the total contribution of students' self-confidence and their speaking achievement showed significant relationship and influence. However the unexplained factors also had contribution on students' speaking achievement. The findings of the study may have some pedagogical implications for foreign language teachers, course designers, parents, next researchers, and students.

Finally, this study was successful in investigating the correlation and the influence between self-confidence and speaking achievement of the Undergraduate Students of English Education Study Program at UIN Raden Fatah Palembang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents, (1) conclusions, and (2) suggestions based on the findings of the research

5.1. Conclusions

Based on the findings and interpretations of the study, some conclusions were drawn:

1) There was a relationship between self-confidence and speaking achievement of the Undergraduate Students of English Education Study Program at UIN Raden Fatah Palembang.

2) Based on the finding, it can be concluded that the self-confidence gives dominant effect through speaking achievement of the Undergraduate Students of English Education Study Program at UIN Raden Fatah Palembang. When students' self-confidence was high, it also gave good effect on their speaking achievement.

3) In this study, the other factors such as motivation, anxiety, classroom atmosphere, and teaching method also gave dominant influence through speaking achievement. Therefore, not only students' self-confidence which effected their speaking achievement.

5.2. Suggestions

Based on the conclusions addressed above, some suggestions were delivered:

1) For Students

For the students, they have to pay more attention to their self-confidence in process of learning speaking. Somehow, considering the characteristics of students' self-confidence, there are some of them that gain benefit for the students. If the students can reinforce those characteristics, it can be helpful for them to make them be better in mastering English.

2) For the English Lecturers

Language instructors, specially for those who teach speaking courses are recommended to increase and reinforce the students' self-confidence through creating supportive classroom environment that encourages them to speak and participate in oral activities without fear. They can support positive thinking and fight negative views and beliefs. During the process of teaching and learning speaking, the language instructors should maintain a relax and humorous atmosphere; design interesting activities and give more time to practice. Furthermore, considering that speaking as one of productive skills, the teachers have to motivate the students to practice speaking a lot.

3) For the Other Researchers

To achieve better finding, other researchers are recommended to make sure that the respondents are in well condition such as feeling confortable when taking the data. Then, when conducting the research, it will be better when they do not have any examination. After that, the next researchers should prepare the best location in taking the data which could support them in responding the instruments. Furthrmore, it is recommended that other researchers to do and to extend more variables in order to reveal any aspects that support, enhance, and develop the quality of the researches of speaking skill.

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