

## A Correlational Study Between Student's Self- Confidence and Motivation Toward Their Speaking Achievement at English Department of Halu Oleo University

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### ABSTRACT

This research aimed to find out whether there was a significant correlation between student's self-confidence and motivation toward their speaking achievement at English Department of Halu Oleo University. This research was designed by using a correlational research. The researcher took 35 students of the seventh semester as the sample of this research and taken by purposive sampling. The instruments used to collect the data were questioner. The questioner to assess self-confidence was Confidence in Speaking questioner adapted from Griffé's (1997) and questionnaire to assess student motivation was Attitude/motivation Test battery (AMTB) adapted from Gardner (1985). To analyze the data, the researcher used correlations Pearson Product Moment to find out the correlation between student's self-confidence and motivation toward their speaking achievement based on five categories; very good, good, moderate, low and failed. The researcher uses the SPSS 20 programs as the statistical program to analyze the data. The data found that (1) there was significant correlation between self- confidence and speaking achievement because the Sig. value was  $0.00 < 0.05$  for  $N = 35$ ; (2) there was significant correlation between student's motivation and speaking achievement with high correlation level because the Sig. value was  $0.00 < 0.05$  for  $N = 35$ . From the result of the research, it can be concluded that there was a significant correlation between self- confidence and motivation toward students' speaking achievement. In other words, self-confidence and motivation (instrumental motivation compared with integrative motivation) give high contribution to speaking achievement.

### Keywords:

*self-confidence, motivation, and speaking achievement.*

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### 1. Introduction

Speaking is a crucial ability in language since it is used to convey ideas or messages, obtain information, and transmit messages to the listener. Marhamah (2017) claimed that pronunciation, vocabulary, and grammar are all factors that have a significant impact on speaking. It indicates that the law of speech must be obeyed in order to avoid misunderstandings between the speaker and the listener. As a result, they can be able to communicate effectively. One of the primaries aims of language learners is to be able to communicate in that language. Speaking is not just to convey information directly. However, speaking is the process for producing and processing information based on ideas and feeling appropriately, in order to be accepted and understood by others. Speaking is not just saying something without any points in it. In speaking, we must also pay attention to whom we speak, where we speak and what topics we will talk about. By speaking, speaker and listener might obtain knowledge

or ideas. The six points that the speaker must think about simultaneously while speaking are choosing what she or he wants to say, selecting the appropriate words to convey the meaning and the pattern she or he was going to use, using the correct arrangement of sound voice, pitch, and forms, and ensuring that she or he is saying what she or he wants to say at the appropriate time by positioning her tongue. Many students claim to have studied English for many years yet are unable to speak it accurately and clearly because they are nervous when they want to speak (Bueno, Madrid, and McLaren: 2006). It means that the ability to speak is the most difficult skill that language students have to face in learning languages.

Speaking is an oral communication that maintains a social relationship with others. Through speaking, students can communicate, exchange ideas, and convey their thoughts and express their attitudes. Students needed motivation in order they can speak, express their idea and their attitude toward learning the language. The level and type of motivation of each individual is different from the others. Each person's motivation is varied in terms of intensity and kind. In other words, not only are people's motivation levels and quantities varying, but their motivation types may also be diverse. Motivation, according to Gardner (1985), is the combination of effort, desire, and positive attitudes toward learning in order to achieve the language learning goal. It means that students must be motivated to speak the language. Some students have a high level of motivation to talk, whereas others have a low level of motivation.

According to Ihsan (2016), defined and applied the construct of motivation in the classroom is one of the most difficult problems in second or foreign language learning and teaching. Attitude and motivation are important factors in foreign language acquisition. According to Dörnyei (2005), learners with positive attitudes and high motivation tend to achieve higher language proficiency than those with negative attitudes and low motivation. It means that students are good at language achievement if the students have a positive attitude and high motivation in speaking English. According to Eshghinejad (2016), learners with a good attitude and strong motivation have the potential to make learning a second language easier. Learners who have a good attitude toward English have an interest in the language and a willingness to learn more. Learners who are highly motivated are more likely to succeed in learning a second language.

As the researcher observation and experience, most of the students think that speaking is one of the most challenging components of learning English as a foreign language. Some students feel nervous and shy if they have to speak in front of the class. They are worry about what they want to say, they must learn how to use grammar, vocabulary, and pronunciation as well as react to the person with whom they are conversing. They are too afraid of other's people opinions about them if they cannot speak. Moreover, they always think other students are smarter and have a better skill to speak English than themselves that make the students be unmotivated when they learn the language. From the student's reasons above, less of self-confidence and motivation become the reasons why it is also tough to speak in front of a class. Students that have a low level of self- confidence and motivation tend to talk after the other students have spoken in front of the class. But when the teachers or lectures ask what they think, they will say that his or her opinion is the same as

what her or his friend had said before. In other words, they have the same idea with their friends. This will happen over and over again, so they have no chance to develop their speaking skills. Students that have a high level of self- confidence and motivation tend to have a higher level of optimism and creative in speaking English. They are very confident in their performance. They are brave to convey their ideas and opinions and also to ask question if there are differences of opinion with other friends.

Teachers can provide their students the opportunity to speak and ask question about things that confuse students in the learning process. The timidity of their students may be alleviated as a result of this. Brief questions and short conversations can be used by teachers in the classroom to help students improve their speaking skills (Bashir, Azeem, & Dogar: 2016).It means that students will be brave and confident in revealing their statements in speaking process, and by the process the teachers can observe and assess all indicators of student speaking. As a result, the student speaking achievement increased.

Speaking is a sort of activity that allows people to put their language skills into practice in their daily life. Some students are still lack of confidence and motivation to communicate and converse in English. This causes teachers and friends must motivate and foster their desire to speak up. As a result, the students will be able to attain their objectives. However, if some students lack the self- confidence and motivation to speak in front of their friends or teachers, they may receive a poor mark in the speaking subject. The above facts indicate that there is a correlation between student's self-confidence and motivation toward their speaking achievement. Self-confidence and motivation will affect a person's success in speaking English. There are many obstacles preventing students from sharing their opinions. Those are shyness, nervousness, fear of making mistakes, low self-confidence, and motivation. Those qualities are the reasons why, despite having studied English from elementary school through senior high school, Halu Oleo University students usually have difficulties speaking.

Several researchers have conducted research on the correlation between self-confidence and motivation in speaking. However, these studies have reported conflicting findings. Some studies reported that motivation and self- confidence are related to speaking. Sailan, Yazid, & Normawati (2016) the reported that(1) there was a significant correlation between motivation and speaking performance that accounts for 59, 1 %, and the correlation between both of them is 769, and (2) there was a significant correlation between self-confidence and speaking performance that accounts for 74, 6%, and the correlation both of them is 864. Alfitriyani (2019)reported that the students learning motivation (X1) and students self- confidence (X2) are simultaneously effecting the students English learning achievement (Y) in SMA N 1 Srandakan. The result of this study is reinforced by the results of research by Glenda & Anstey (1990), which states that self-confidence can strengthen motivation to achieve success in learning and work. In opposite of those studies, there are studies who conducted by Nasih, Yunus, & Ramawati (2019), founded that the corelation between self- confidence and speaking performance was not significant; and Widayanti, Nafisah, Islamiyah, Munawwaroh, & Fadilah (2019)reported different results that student's motivation and self-confidence are not related to speaking. Based on the previous research above, the researcher is interested in conducting a

further empirical study on the relationship between the student's self-confidence, motivation and their speaking achievement to investigate the controversy.

## 2. Methods

In this research, the researcher used correlation research. Correlation research is quantitative method design to show the relationship between two or more variables Marguerite, Dean, & Kathrine (2006). The main objective of this research is to know the correlation between student's self-confidence (X1) and motivation (X2) toward their speaking achievement (Y) at English department student of Halu Oleo University.

The population of this research was the seventh semester student's in English Department, Faculty of Teacher Training and Education of Halu Oleo University in academic year 2017/2018. There were two classes (A and B). The total numbers of the population were 110. The samples were determined using purposive sampling technique. The samples were students in class B who have taken Speaking III course (with a minimum score C) which consist of 35 students.

The instruments used to collect the data were questionnaire. The questionnaire was used to know student's self-confidence and motivation. The questioner to assess self-confidence was Confidence in speaking questioner adapted from Griffé's (1997) and questionnaire to assess student motivation was Attitude/motivation Test battery (AMTB) adapted from Gardner (1985). The type of the questionnaire was closed-ended questionnaire. The questionnaire was distributed to students who had taken Speaking III course.

Data were collected through Google form. The students were given self-confidence and motivation questionnaire. There were 24 items of self-confidence questionnaire and 24 items of motivation questionnaire. The data were analyzed to determine whether there is a significant correlation between student's self-confidence (X1) and motivation (X2) with speaking achievement (Y).

## 3. Result

The descriptive analysis consists of students' post-test in experimental and control classes, and comparison means score both of post-test. The detailed distribution of students' post-test in experimental class is described below:

**Table 1.** The Mean, Median, Mode, Standard Deviation, and Range of the Samples Statistics

		Self- Confidence	Motivation	Speaking Achievement
N	Valid	35	35	35
	Missing	0	0	0
Mean		90.69	88.46	73.65
Median		93.00	89.00	78.00
Mode		105	89 <sup>a</sup>	78 <sup>a</sup>
Std. Deviation		14.491	12.645	13.123
Range		70	72	72
Minimum		40	43	16
Maximum		110	115	88
Sum		3174	3096	2578

### a. The data of self-confidence

**Table 2.** Categorization of Students' Self-Confidence Level

Categorization	Interval	Frequency
High	>88	24
Medium	66 – 88	9
Low	<66	2

From the table above it can be seen that the first category was the students with low level of self-confidence was 2 students that have score under (<66). The second category was the students with moderate self-confidence were 9 students that have score 66 until 88. Then, there were 24 students who have the high self- confidence (>88).

b. The data of students' motivation

**Table 3.** Categorization of Students' Motivational Level

Categorization	Interval	Frequency
High	55.00 – 64.99	34
Moderate	45.00 – 54.99	0
Low	35.00 – 44.99	1

From the analysis of the data above, there were three categories of the student's motivation. The first category was the students with low level of motivation was 1 student that have score 35.00 until 44.99. The second category was the students with moderate motivation indicated 0 students that have score 45.00 until 54.99. Then, there were 34 students who have the high motivation with the interval score was 55.00 until 64.99.

c. The data of speaking achievement

**Table 4.** Rating Scale of Student's Speaking Achievement Level

Category	Score	Frequency
Good	81-100	8
Moderate	66-80	21
Low	41-65	6

Based on the table 4.6 there were 6 student categorized have low achievement, 21 students were categorized have moderate achievement, and 8 students were categorized have good achievement. It indicated that the students' speaking achievement was distributed mostly to moderate category.

**Data Analysis of Students' Self-Confidence and Motivation toward Their Speaking Achievement**

1. Normality Test

a. The Result of Normality Test of Variable X1 and Y

**Table 5.** X1 and Y Test of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Self- Confidence	.139	35	.283	.879	35	.731
Speaking Achievement	.181	35	.205	.749	35	.801

Based on the output test of normality Shapiro Wilk above, it can be seen probability value (Sig. value) of the data must be higher than alpha ( $\alpha = 0.05$ ). The data 4.8 displays the normality of the student's self- confidence and their speaking achievement. The result of normality for the self- confidence and speaking achievement are distributed normal because significant score  $>$  alpha, it was 731 and 801 ( $p$  value  $>$  0.05).

b. The Result of Normality Test of Variable X2 and Y

**Table 6.** X2 and Y Test of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Motivation	.162	35	.221	.909	35	.707
Speaking Achievement	.181	35	.205	.749	35	.801

Based on the output test of normality Shapiro Wilk above, it can be seen that the data 4.9 displays the normality of the student's motivation and their speaking achievement. The result of normality for the self- confidence and speaking achievement are distributed normal because significant score  $>$  alpha, it was 707 and 806 ( $p$  value  $>$  0.05).

2. Homogeneity Test

**Table 7.** Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Self- Confidence	5.496	8	14	.073
Motivation	4.329	8	14	.082

Based on the output of homogeneity test above, it is known that the Sig. value of the variable Self- Confidence 0.073  $>$  0.05 and Motivation 0.082  $>$  0.05. Because the significance value is  $>$  0.05, it can be concluded that the variance of the Self- Confidence and Motivation data are the same or homogeneous.

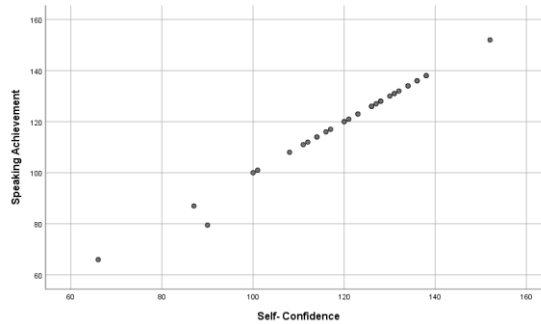
3. Linearity Test

**Table 8.** The Result of Linearity Test of Student's Self- Confidence on speaking Achievement

		Sum of Squares	Df	Mean Square	F	Sig.
Speaking Achievement * Self- Confidence	(Combined)	2375.172	20	118.759	.478	.936
	Between Groups	1.528	1	1.528	.006	.939
	Deviation from Linearity	2373.645	19	124.929	.503	.919
	Within Groups	3480.355	14	248.597		
Total		5855.527	34			

Based on the result of the linearity test above, it is known that the Sig. deviation from linearity between student's self- confidence and their speaking achievement is .919  $>$  0.05. It means that there is a linear correlation between student's self- confidence and their speaking achievement.

**Chart 1.** The Scatter Plot Graph of the Variable (X1) and Variable (Y)



Based on the Scatter Plot graph above, it can be seen that the data plot points from a straight-line pattern from the bottom left to the top right. This showed that there is a linear positive relationship between the variable of Self- Confidence (X1) and the variable Speaking Achievement (Y).

4. Finding on Students’ Self-Confidence and Their Speaking Achievement

**Table 9.** Relationship between Self- Confidence and Speaking Achievement

		<b>Correlations</b>	
		Self- Confidence	Speaking Achievement
Self- Confidence	Pearson Correlation	1	.716**
	Sig. (2-tailed)		.000
	N	35	35
Speaking Achievement	Pearson Correlation	.716**	1
	Sig. (2-tailed)	.000	
	N	35	35

Based on the table 4.13, the score of the of the correlation between self-confidence and speaking achievement calculated by the correlation Pearson Product Moment. It was found that the R value was 716 this shows a “high correlation”. Then, the probability value (Sig. F Change) = 0.00. Because the value of Sig. F Change 0.00 < 0.05. Then the decision is H1-1 is accepted and H0-1 is rejected.

This means: Self- Confidence are significantly correlated with Speaking Achievement.

5. Finding on Students’ Motivation and Their Speaking Achievement

**Table 10.** Relationship between Motivation and Speaking Achievement

		<b>Correlations</b>	
		Motivation	Speaking Achievement
Motivation	Pearson Correlation	1	.634*
	Sig. (2-tailed)		.000
	N	35	35
Speaking Achievement	Pearson Correlation	.634*	1
	Sig. (2-tailed)	.000	
	N	35	35

Based on the table 4.14 above, the score of the correlation between motivation with speaking achievement calculated by the correlation Pearson Product Moment. It was found that the R value was 634\*. It is showed a high correlation. Then, the probability value (Sig. F Change) = 0.00. Because the value of Sig. F Change 0.00 < 0.05. Then the decision is H1-2 is accepted and H0-2 is rejected.

This means: Motivation are significantly correlated with Speaking Achievement.

#### 4. Discussion

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". According to table 4.2, there are 24 students are categorized as having a high self- confidence level ( $>88$ ), 9 students are categorized as having a medium level of self- confidence level (66-88), and there also 2 students are categorized as having a low self- confidence level ( $<66$ ) in. Based on table 4.4 there are 34 students are categorized as having a high level of motivation (55.00- 64.99), no students are categorized as having a medium level of motivation (45.00-54.99), and there also 1 student are categorized as having a low level of motivation (35.00-44.99). Furthermore, the maximum and minimum values are explained in table 4.6 of the score of student's speaking achievement. There are 8 students who get the maximum score (81-100) in the "good" category, 21 students who get "moderate" category (66-80) and there are also 6 students who gets the "low" category (41-65).

The result of the testing after finding out the correlation coefficient of student's self-confidence (X1) and speaking achievement (Y) at English Department of Halu Oleo University shows that the Sig. value was  $0.00 < 0.05$  for  $N = 35$ . The correlation coefficient that indicated by an R value was  $0.716^{**}$ , this shows a high correlation. Based on the table 4.13, the probability value (Sig. F Change) = 0.00. Because the value of sig. F Change  $0.00 < 0.05$ . Then the decision is H1-1 is accepted and H0-1 is rejected. It means that the coefficient between student's self- confidence and speaking achievement has high correlation level. In conclusion, there is significant correlation between self-confidence (X1) and speaking achievement (Y). In other words, student's self-confidence gives high contribution to speaking achievement. The result above is also related to previous study conducted by Tridinanti(2018). She found that variables (self- confidence and speaking achievement) had a significant correlation at the fifth semester students. Similarity, Mustofa (2008) found that there is positive influence on self-confidences toward learning achievement. Furthermore, instrumental motivation had a higher overall score than integrative motivation, with instrumental motivation (1575)  $>$ integrative motivation (1396).

The result of the testing after finding out the correlation coefficient of student's motivation (X2) and speaking achievement (Y) at English Department of Halu Oleo University shows that the Sig. value was  $0.00 < 0.05$  for  $N = 35$ . The correlation coefficient that indicated by an R value was  $0.634^*$ , this shows a high correlation. Based on the output table 4.11, the probability value (Sig. F Change) = 0.00. Because the value of sig. F Change  $0.00 < 0.05$ . Then the decision is H1-2 is accepted and H0-2 is rejected. It means that the coefficient between student's motivation and speaking achievement has high correlation level. In conclusion, there is a significant correlation between self-confidence and motivation toward student's speaking achievement. Self- confidence variables are the most dominant variables in increasing student's speaking achievement than motivation. It was proven by results of the Pearson Product Moment Correlation coefficient was  $0.716^{**}$  greater than the results of the Pearson



Product Moment Correlation of motivation was 0.634\*. It means that self- confidence, motivation includes instrumental motivation compared to integrative motivation give high contribution to speaking achievement.

After finding out the correlation coefficient between variables (X1) and (X2) to (Y), the researcher concluded that the correlation between students' self-confidence and motivation toward their speaking achievement is significant. In other words, there is a positive correlation between students' self-confidence (X1) and motivation (X2) toward their speaking achievement (Y). It means that the higher the student's self-confidence and motivation levels the better their score on speaking tests.

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. As a result, it can help students improve their speaking skills.

## **5. Conclusion**

The findings of this study revealed that there is a significant correlation between self-confidence (X1) and motivation (X2) toward speaking achievement(Y) at the seventh semester students of Halu Oleo University. The result of the correlation coefficient of student's self- confidence (X1) and speaking achievement (Y) shows that student's self- confidence and speaking achievement has high correlation level. It means that student's self- confidence gives contribution to speaking achievement. In the same way, the correlation coefficient of student motivation (X2) and speaking achievement also has a high level of correlation. That also means there is a link between motivations that can drive students to improve their speaking skills. In conclusion, there is a significant correlation between self- confidence and motivation toward student's speaking achievement.

This is also the same as the results of this study which showed that there are self-confidence and motivation can effects student performance. The main implication derived from the study in general refers to all university lecturers and specifically at Halu oleo University lecturers to use present studies to encourage students to develop self-confidence and motivation since it has a high effect on students' performance. The lecturers must know that self-confidence and motivation can increase students speaking achievement. Therefore lecturers can do some strategies when teaching speaking to provide more practice for the students to speak in front of the class, and to be more focused on improving the student's integrative motivation and self-confidence. Then, this study may be a significant prior study that may be used by another researcher to do more research on the relationship between self-confidence and motivation to increase speaking achievement. The researcher suggests using interviews to explore in-depth information about what causes students to be unconfident and unmotivated in learning to speak and it is expected can boost students' self-confidence and motivation in speaking.

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