

## The Relationship Between the Eleventh-Grade Students' Self-Confidence and Their Speaking Ability of SMA Ip Yakin C

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### Abstract

This study aims to determine the relationship between confidence and speaking ability of grade XI students at SMA IP Yakin Cengkareng, West Jakarta. The research method used is a correlational method with instruments like confidence questionnaires and speaking tests. Data were collected from 30 students in grade XI science who were selected through the purposive sampling technique. The results showed that there was a significant relationship between students' confidence and speaking ability, with a correlation coefficient value of 0.850, which means that alternative hypotheses were accepted. These findings suggest that increased students' confidence can have a positive impact on their speaking skills in English.

**Keywords:** Confidence, Speaking Ability, Grade XI Students, Correlation, English Learning

### Introduction

The ability to speak English has become one of the essential skills in the era of globalization, especially in the world of education and business (Andresta, 2022). English is recognized as an international language used for various communication activities, both in academic and professional contexts (Dasniar et al., 2022). As one of the four basic skills in language learning, speaking plays a key role in conveying ideas, ideas, and thoughts to others (Kartika & Sugiarti, 2021). However, the main challenge that many students, especially in developing countries such as Indonesia, face is a low level of confidence when speaking a foreign language (Azizah & Widjajanti, 2019). This can hinder the development of students' speaking skills, even after they have studied English for many years. Low self-confidence in students is often a major barrier to successful oral communication (Fakhrudin & Nurhidayat, 2020).

Several factors affect the problem of low student confidence in speaking English. First, a learning environment that is not supportive. Some teachers may focus more on the grammatical and writing aspects, so speaking skills are often overlooked in the learning process (Jalinus et al., 2017). In addition, the lack of opportunities to practice oral speaking in the classroom or the surrounding environment also exacerbates this situation (Fadilah et al., 2020). Second, psychological factors such as communication anxiety and fear of being wrong when speaking in English are also the causes of low self-confidence (Adriyawati et al., 2020). Third, lack of exposure to the use of English in everyday contexts can also affect students' confidence in using the language actively (Shen et al., 2023).

The factors mentioned above have a direct impact on students' speaking skills (Trimastuti et al., 2021). For example, a learning environment that does not prioritize speaking practice results in students only being able to understand theories without being able to apply them in real communication. High anxiety also causes students to hesitate often or even avoid speaking in English, which directly affects their fluency and fluency. As a result, even though students master grammar and have adequate vocabulary, they still find it difficult to express themselves fluently. This condition certainly hinders students' achievement in the aspect of communication skills, which is one of the important skills in the 21st century.

Self-confidence is a person's confidence in their ability to deal with various situations and complete certain tasks. In the context of language learning, confidence is a very crucial factor because it can determine the success of students in communicating effectively (Jerald & Me, 2020). Confidence in speaking English can arise from various aspects, such as a good understanding of grammar, vocabulary mastery, and public speaking experience (Rahimi, 2019). According to research conducted by Wati (2020), self-confidence affects students' ability to process information and express it in verbal form.

Speaking ability is a skill that involves using language verbally to convey meaning to others. In learning English, speaking skills include several important aspects such as grammar, pronunciation, intonation, fluency, and message relevance. As one of the productive skills, speaking ability is often measured by how well a person can convey their ideas, ideas, or opinions to others in an effective way. As stated by Tridinanti (2018), the ability to speak is greatly influenced by internal factors such as motivation and self-confidence.

This research has an element of novelty that lies in its focus on the relationship between confidence and speaking ability of grade XI students at SMA IP Yakin Cengkareng, West Jakarta. Although much research on confidence and speaking ability has been conducted, this research makes a new contribution by focusing on high school students in Indonesia, especially in the context of learning English in public schools. This study also uses a correlational approach to assess the relationship between the two variables, which has not been widely done at the secondary education level in Indonesia.

The urgency of this research lies in the need for a deeper understanding of the factors that affect students' speaking ability, especially in schools in Indonesia. In this era of globalization, the ability to communicate in English has become an urgent need, both in the world of education and in the world of work. Without good speaking skills, students will find it difficult to compete in the global arena, especially in facing the challenges of an increasingly competitive world of work. Therefore, educators and policymakers need to understand how the confidence factor can affect student learning outcomes so that appropriate steps can be taken to improve the quality of English learning in schools.

This study aims to identify and analyze the relationship between students' confidence and their speaking ability. Specifically, the main purpose of this study is to obtain empirical data that shows whether there is a significant relationship between the two variables in grade XI students of SMA Yakin Cengkareng, West Jakarta. In addition, this study also aims to provide recommendations that can be used by teachers and educators in developing more effective learning strategies to improve students' speaking skills through increasing self-confidence.

This research is expected to be conducted by several parties. First, for teachers and educators, this research can provide deeper insights into the importance of self-confidence in English language learning, especially in the aspect of speaking skills. By knowing the relationship between confidence and speaking ability, teachers can design teaching strategies that focus more on increasing students' confidence.

### **Research Methods**

This study is designed to provide a deep understanding of the relationship between confidence and speaking ability of grade XI students at SMA IP Yakin Cengkareng, West Jakarta. In the process, this study adopts strategies that aim to solve the problems that have been identified in English learning, especially related to students' low confidence in speaking. Therefore, the approach used in this study is designed comprehensively to provide the right solution to the existing problem.

This research was carried out at SMA IP Yakin Cengkareng, a high school in West Jakarta. The selection of this location is based on the characteristics of diverse schools, where students have different social, economic, and academic backgrounds, so it is expected to provide a representative picture of the general conditions in secondary schools in Indonesia. The research was carried out during a certain period that has been determined, starting from May 27 to May 30. The duration of this research includes the preparation stage, the implementation of data collection, and data analysis.

In this study, a qualitative approach with a descriptive focus was used to dig deeper into the relationship between students' confidence and speaking ability. The descriptive approach was chosen because it can provide a detailed description of the phenomena that occur in the field. In addition, this approach allows researchers to observe and understand firsthand how self-confidence affects students' speaking ability, as well as various factors that affect both variables. This research strategy provides space for researchers to collect empirical data relevant to the problem raised.

This study involved students of grade XI of SMA IP Yakin Cengkareng as the main population. Class XI was chosen because at this level students already have a fairly long experience of learning English, so it is expected that they have a foundation of speaking skills that can be objectively measured. In addition, students at this level tend to face more complex challenges in learning English, especially related to public speaking skills. From the existing population, 30 students were selected as research samples using purposive sampling techniques. The selection of this sample was carried out by

considering the diversity of confidence levels and speaking abilities possessed by students.

This research covers several important aspects related to confidence and speaking ability. Self-confidence is measured through several indicators that include students' confidence in public speaking, willingness to actively participate in class discussions, and ability to cope with anxiety when speaking English. On the other hand, speaking ability is measured through aspects of fluency, accuracy, pronunciation, and relevance of the content of the conversation in the context of English communication. This study focuses on how these two variables influence and contribute to the development of students' English language skills.

To obtain accurate and relevant data, this study uses two types of instruments, namely questionnaires and speaking tests. Questionnaires are used to measure students' confidence levels in various speaking situations, both inside and outside the classroom. This questionnaire is designed by considering various psychological aspects that affect self-confidence, such as feeling comfortable when speaking, anxiety about other people's judgment, and perception of personal ability to master English. Speaking tests, on the other hand, are used to evaluate students' speaking abilities directly. This test includes aspects such as fluency in speaking, proper use of grammar, clear pronunciation, and the ability to convey ideas effectively.

Data collection in this study was carried out through several systematic stages. First, the researcher explains to the students regarding the research objectives and procedures, as well as ensuring that each student understands the instruments to be used. After that, the confidence questionnaire was distributed to students to be filled out within the specified time. Students are asked to answer each question based on their personal experience and perception of their ability to speak in English.

Furthermore, the speaking test is carried out in the form of a short presentation in front of the class. Students are asked to express their opinions or tell stories about certain topics that have been prepared beforehand. Each student was given the same amount of time to speak, and the researcher and the class teacher assessed the predetermined aspects, such as fluency, pronunciation, and relevance of the speech. The data obtained from these two instruments were then analyzed to see if there was a significant relationship between students' confidence and speaking ability.

The data obtained from the results of questionnaires and speaking tests were analyzed using correlation techniques. This technique was chosen because it can illustrate how strong the relationship between the two variables studied, namely confidence and speaking ability. In addition, correlation analysis also allows researchers to determine whether the association found is positive, negative, or no relationship at all. In this case, the correlation coefficient obtained from the data analysis will be the basis for concluding whether the research hypothesis is accepted or rejected.

To ensure that the instruments used in this study have high validity and reliability, several testing steps are carried out. The validity of the questionnaire was tested by comparing the results obtained with previous theories and research on self-confidence. In

addition, the speaking test was also validated through an initial trial conducted on a group of students who were not included in the research sample. The reliability of the instrument is measured using an internal consistency test technique, which aims to ensure that the instrument provides consistent results when used in different situations.

### **Results and Discussion**

This research was conducted on grade XI students at SMA IP Yakin Cengkareng, West Jakarta. The total population of grade XI students in this school consists of three classes, namely XI IPA, XI IPS 1, and XI IPS 2, with a total of 71 students. However, for this study, the researcher used a purposive sampling technique, which means that only 30 students were selected as research samples. This sample was taken from class XI Science because this class is considered to have varying levels of English proficiency, so it is more representative for the analysis of confidence and speaking ability in English.

The students who were the research sample had diverse social and academic backgrounds. Most students have been learning English since elementary school, but their level of confidence in speaking English still varies, from very confident to very low. This is the basis for this research to explore the relationship between students' confidence and their speaking skills, as well as to find solutions that can improve both aspects. This study focuses on two main variables, namely student *self-confidence* and student *speaking ability*. These two variables are measured using different instruments, but they complement each other.

Self-confidence is defined as a person's confidence in their ability to deal with various situations, including public speaking. In the context of this study, students' confidence was measured through a questionnaire that included various psychological aspects, such as feeling comfortable speaking in English, anxiety when speaking in public, and confidence in their English language skills. This questionnaire consists of 20 questions, which are divided into 10 positive questions and 10 negative questions. Each question is measured using a Likert scale with a value range of 1 to 5, where 1 indicates a very low level of confidence and 5 indicates a very high level of confidence.

Students' speaking abilities are measured using a speaking test that covers several important aspects, such as speaking fluency, pronunciation, grammar, and the relevance of the content of the conversation. Students are asked to give a short presentation on a specific topic in front of the class, and the assessment is carried out by researchers and English teachers based on the aspects that have been mentioned. Speaking scores were also measured using the Likert scale with a value range of 1 to 5, where 1 indicates very low speaking ability and 5 indicates excellent speaking ability.

The total sample used in this study was 30 students from class XI Science. The data collected consisted of two types, namely the results of the confidence questionnaire and the results of the speaking test. Each instrument provided quantitative data that was then analyzed using Pearson's correlation technique to identify the relationship between the two variables. The data collected from the questionnaire results included 600-point data (30 students  $\times$  20 questions), while the data from the speaking test results included 120-point data (30 students  $\times$  4 assessment aspects).

## **Research Findings**

### ***Student Confidence Level***

Based on the results of the confidence questionnaire, it was found that the level of student confidence varied from low to high. The average level of confidence of students is at a score of 3.4 on a scale of 5, which indicates that most students have a moderate level of confidence. However, some students have a very low level of confidence (score of 2 or less), as well as some students who have high confidence (score of 4 or more). Public speaking anxiety and concerns about grammar are the two main factors that cause low student confidence.

### ***Students Speaking Skills***

The results of the speaking test show that students' speaking skills also vary. The average student's speaking ability score was 3.2 on a scale of 5, which indicates that most students have fairly good speaking skills, but there is still room for improvement. Aspects of pronunciation and speaking fluency are the two aspects that score the highest, while the grammar and relevance of the content still need to be improved. Students with low confidence tend to have difficulty using proper grammar and often hesitate when speaking, while students with high confidence are more fluent and better able to convey their ideas.

### ***The Relationship Between Confidence and Speaking Ability***

The results of the correlation analysis showed that there was a significant relationship between students' confidence and their speaking ability. The value of the correlation coefficient obtained is 0.850, which indicates that there is a strong positive relationship between these two variables. This means that the higher the student's confidence level, the better their speaking skills in English. In contrast, students who have low self-confidence tend to have lower speaking skills.

These findings are consistent with previous research results that suggest that self-confidence plays an important role in the success of verbal communication. Confident students tend to be more active in classroom speaking, more courageous in expressing their opinions, and better able to overcome anxiety when speaking in public.

### ***Factors Affecting Student Confidence***

From the results of questionnaires and short interviews with several students, several factors were found that affect students' confidence in speaking English. First, the experience of public speaking is one of the important factors. Students who frequently speak in front of the class or participate in activities such as debates or presentations tend to have higher self-confidence. Second, support from teachers and peers also affects students' confidence levels. Students who feel supported by their teachers and peers tend

to be more confident in speaking. Third, the perception of English language ability is also a significant factor. Students who feel that they have a good grasp of grammar and vocabulary tend to be more confident than students who feel that they do not have a good grasp of English.

### ***Factors Affecting Students' Speaking Ability***

Students' speaking skills are influenced by several factors, including vocabulary mastery, grammar, and pronunciation. Students who have a broad vocabulary mastery tend to be better able to express their ideas fluently and clearly. Conversely, students who have trouble remembering vocabulary tend to pause or hesitate more when speaking. Pronunciation is also an important factor, where students who have good pronunciation tend to be more confident in speaking and easier to understand by listeners. In addition, students who frequently practice speaking outside of the classroom, both with friends and with strangers, show significant improvements in their speaking skills.

## **Analysis of Findings and Discussion**

### ***Relevance of Findings to Existing Theories***

The findings of this study support previous theories that emphasize the importance of self-confidence in the success of language learning. As stated by Brown (2007), self-confidence is one of the key factors that affect students' ability to speak a foreign language. The results of this study are also consistent with the results of Nunan's (1999) research, which shows that students who have high confidence tend to be more active in communicating and more successful in improving their speaking skills.

### **Discussion**

Based on the results of the research that has been presented previously, it was found that there was a significant relationship between students' confidence and their speaking ability. A correlation coefficient value of 0.850 indicates that the higher the student's confidence level, the better their speaking ability in English. In this section, the results will be discussed in depth to answer the problems raised in this study, analyze the causes and proposed solutions, and compare the results with the findings of previous research to show the novelty of this research.

The issue of confidence in learning English, especially in speaking skills, is an urgent problem to be overcome. As identified in the background of this study, low student confidence is one of the main obstacles in mastering speaking skills. Factors such as discomfort when speaking in public, anxiety about grammatical errors, as well as fear of negative judgments from friends or teachers, cause students to be unable to speak fluently even if they have sufficient knowledge of English.

This situation shows that education in Indonesia, especially in English teaching, still does not pay enough attention to the aspect of developing students' confidence. Students are often only trained in grammar and vocabulary but are rarely allowed to practice speaking skills in situations that encourage active participation. As a result, many students master the theory but are less able to apply it in real communication. This is one

of the main causes of students' low speaking ability, which ultimately prompted researchers to explore the relationship between confidence and speaking ability in this study.

### ***Analysis of Causes and Factors Affecting Self-Confidence***

From the results of the questionnaire used in this study, several factors were found that affect the level of student confidence. One of the main factors is the experience of public speaking. Students who had more opportunities to speak in front of their peers, both in the form of presentations in class and extracurricular activities such as debates, showed higher levels of confidence than students who rarely spoke in public. This is in line with the findings of Bandura (1997), which shows that direct experience plays an important role in shaping a person's self-confidence.

In addition, social support from teachers and peers also affects students' confidence levels. Students who feel supported by their environment tend to be more confident in speaking English. According to the social support theory of Cohen and Wills (1985), the existence of emotional support and recognition from others can increase an individual's perception of his abilities. In the context of education, teachers who give praise or positive encouragement can help students feel more confident in their abilities.

However, the lack of exposure to the use of English in everyday contexts is also a factor that inhibits students' confidence. Students who only use English in class tend to feel awkward and hesitant when speaking outside of the school environment. This limited exposure makes students less familiar with the language, which in turn lowers their confidence.

### **The Relationship Between Confidence and Speaking Ability**

The results of this study strongly show that there is a significant relationship between students' confidence and speaking ability. This is in line with previous studies that emphasized the importance of self-confidence in mastering speaking skills. For example, Brown (2007) showed that self-confidence has a direct impact on students' ability to speak, where more confident students tend to participate more actively in conversations and are more fluent in conveying their ideas.

In addition, this study also found that fluency and pronunciation are the two aspects of speaking ability that are most influenced by students' confidence levels. Confident students tend to speak more fluently and use clearer pronunciation, while students who lack confidence tend to speak hesitantly and often mispronounce them. This supports the view of Nunan (1999) who states that self-confidence is one of the main keys to the success of oral communication.

Based on the findings of this study, several solutions can be proposed to improve students' confidence and speaking skills. One of the most effective solutions is to increase the frequency of speaking practice in class. Teachers need to provide more opportunities for students to speak in public, both in the form of presentations, group discussions, and debate activities. Additionally, creating a supportive learning environment, where



students feel safe to speak without fear of being judged or criticized, will also help boost their confidence.

Teachers can also use student-centered learning strategies, such as role-playing or simulation of real situations, where students must use English to communicate. This strategy will not only help students improve their speaking skills but will also strengthen their confidence in using English outside of the classroom context.

In addition, social support from teachers and peers needs to be strengthened. Teachers should provide constructive and positive feedback to students after they have spoken, as well as encourage other students to provide support and appreciation for their peers' efforts. This will create a more supportive environment, which will ultimately increase students' confidence and speaking skills.

If the proposed solutions are implemented, the impact will be very significant on the development of students' speaking skills. First, by increasing the frequency of speaking practice in class, students will be more accustomed to using English in the context of daily communication. This habit will improve their fluency in speaking, as well as make them more confident when it comes to public speaking.

Second, by creating a supportive learning environment, where students feel safe to express themselves without fear of negative criticism, students will be more motivated to participate in speaking activities. Social support from their teachers and friends will help strengthen their confidence, which in turn will improve their speaking skills.

Third, the long-term impact of this increase in confidence and speaking ability is an improvement in students' overall communication skills. Good English speaking skills will provide great benefits to students in the world of work, where effective oral communication is one of the most sought-after skills. In addition, the confidence gained from public speaking experience will help students in various aspects of life, both in academic and professional settings.

This research makes a new contribution to understanding the relationship between students' confidence and speaking ability, especially in the context of secondary education in Indonesia. Although previous research has shown a positive association between confidence and speaking skills, this study provides a new perspective by focusing on grade XI students in high school, a group that has not been widely explored in similar studies.

In addition, this study also uses a stronger correlational approach than previous studies, most of which only use a descriptive approach. By using Pearson's correlation analysis, this study can provide stronger empirical evidence regarding the relationship between the two variables. The finding that the correlation coefficient of 0.850 shows a very strong relationship between confidence and speaking ability is a significant contribution to the existing literature.

In terms of novelty, this research also provides practical solutions for educators to increase students' confidence in speaking English. By emphasizing the importance of public speaking experience and social support in self-confidence development, this study

offers a more comprehensive approach to dealing with the problem of low speaking skills among students in Indonesia.

### Conclusion

Based on the explanation and calculation of the test which was given to the students in the previous chapter using the Pearson Product Moment Formula, it resulted in the " $r_o$ " correlation of 0.850. With  $df= 30$  in 0,05, the significant standard got " $r_t$ " table 0.349. In other words, the  $r$  observe is higher than the  $r$  table ( $r_o > r_t$ ). As a consequence, the work hypothesis was accepted and the null hypothesis was rejected. It can be concluded that there is a relationship between the eleventh-grade students' self-confidence and their speaking ability of SMA IP Yakin Cengkareng West Jakarta.

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