

STUDENTS' SELF-CONFIDENCE, LEARNING STRATEGIES AND THEIR CORRELATION TO SPEAKING PERFORMANCE

Nurfiah Rahma Bahtiar, Murni Mahmud, Kisman Salija

English Department of the Faculty of Languages and Literature
State University of Makassar, Indonesia
Email: rahma.nurfiah@gmail.com

ABSTRACT

The objectives of the research were to find out the correlation between students' self-confidence and students' speaking performance, to find out the correlation between students learning strategies and students speaking performance and to find out the correlation between the students' self-confidence and learning strategies toward their speaking performance.

The researcher applied correlational research design. The participants of this research were the students from third semesters of Bosowa University. It consisted of two classes and each class consisted of 15 students. The data were obtained from questionnaire and speaking test. The data from questionnaire and speaking test were analyzed by using the Statistical Packages for the Social Science (SPSS) version 25.

The research result showed that the students of Bosowa University of Makassar have high self-confidence. It was proven by mean score 72.61 and it can be said it was in high level self-confidence, the students of Bosowa University gained a good speaking performance showed from the mean score in speaking test as 58.20 and it implied that the students achieved good classification speaking performance. The results of this research reveal that the students were high to medium category users of language learning strategies. Social strategy and metacognitive strategy are strategies that are often used by the students'. Based on the result of SPSS analysis about correlation, there was a significant influence between the students' self-confidence and speaking performance with $r = 0.546$ classified into strong category. If the self-confidence increases, speaking performance will also increase, there was a significant influence between students' learning strategies and speaking performance with $r = 0.440$ classified into strong category, and about correlational between students' self-confidence and learning strategies toward students speaking performance with $r = 0.546$ and 0.564 classified into strong category. If the self-confidence increases, speaking performance will also increase and if the learning strategies increase, the speaking performance will also increase.

Keywords: Self-Confidence, Learning Strategies, Speaking Performance

INTRODUCTION

Speaking is one of the important skills that need a lot of practicing to communicate. By speaking people are able to understand each other. People who have speaking ability will receive information better. Language is not only taught and learned, but it is used as a habit. Therefore people must be able to speak English well because people identify English proficiency with their English speaking skill. Speaking English is a big problem for most of the students. They encountered problems to undertake because learning to speak English more than knowing its grammatical and semantic rules. Burkart (1998) explains that language learners need to have three areas of knowledge involved

within speaking namely (1) mechanics of language elements (pronunciation, grammar, vocabulary) which emphasizes on use of right words in the right order with the correct pronunciation, (2) the functions of language that deals with speaking performance in the form of transaction and interaction (e.g. knowing how to change information and giving the clarity of essential message), (3) the sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants, understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason). Furthermore, students must also acquire the knowledge of how native speakers use the target language in the context of structured interpersonal exchange owing to the fact that effective oral communication is called for the speakers to use the language appropriately in various social interactions.

According to Horwitz (2001) there are some causes that affect students' speaking problems. He explained that communication apprehension as an individual's level of problems associated with either real or anticipated communication with other persons. This feeling vary greatly from person to person, and situation to situation. Horwitz explained six factors that contribute to speaking problems; they are classified into two parts; linguistic and nonlinguistic problems. Linguistic problems are divided into three called lack of vocabulary, pronunciation, and grammar. Nonlinguistic problems are also classified into three called fear of making mistake, lack of confident, and apprehension of other evaluation. . Horwitz (2001) claimed that the psychological component contributes at least as much and often more to language learning than the linguistic aspect. It means that psychological aspect is related to output process in communication. The students with high or strong affective filters will not be receptive to language input or will have difficulty in processing it.

According to some previous research that were conducted, some English Language and Education students still have a low English-speaking and problem in speaking English. Gurler (2015) which investigated the correlation between self-confidence and speaking skill of English language teaching and literature preparatory students. The results of their study indicated that there is significant correlation between self-confidence and speaking skill within the level of .01. students with high self-efficacy or confidence always show better performance than the comparative self-efficacy is lower. Furthermore, Clement, Dornyei, & Noels (1994) studied the effects of self-confidence on oral performance. The results of their study showed that the learners' willingness to communicate was determined partly by their self-confidence affected significantly on L2 learners' oral performance. They stated that if the learners were more confident, they have better oral performance.

Every student has their own ability and learning strategies. Learning strategies are steps taken by students to enhance their own learning (Oxford, 1990). According to O'Malley & Chamot (1990) good learners are aware of the learning process and of themselves as learners, and seek to control their own learning through the use of appropriate learning strategy. Since the amount of information that must be processed by language learners is high in language classroom, learners use different language learning strategies in performing the task, and processing the input they face. Language learning strategies are good indicators of how learners approach task or problems encountered during the process of language learning.

O'Malley, Chamot, Stewner-Manzanares, Russo, & Kupper (1985) divided language-learning strategies into three main subcategories namely, metacognitive strategies, cognitive strategies and socio affective strategies. Metacognitive is a term to express executive function, strategies that require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or

comprehension, and evaluating learning after an activity is completed. Cognitive strategies are more limited to specific tasks in learning and they involve more direct manipulation of the learning materials itself. As the socio affective strategies, it can be stated that they are related with social mediating activity and transacting with others.

The students who have high self-confidence can perform all learning activities well rather than those with low self-confidence. Cook (2008) stated that some learners do better than other because they have better self-confidence. On the other hand students sometimes know what they want to say, but they do not know how to say it because having low self-confidence. Although we have an ability to understand our lesson, but without self-confidence we cannot practice and share what we ever know.

Based on the above explanation the researcher is interested to conduct the present research. The objectives of this study were to determine the correlation between the students' self-confidence and their speaking performance, the correlation between the students' learning strategies and their speaking performance, and the correlation between the students' self-confidence and learning strategies toward their speaking performance. Thus the research questions are as follows:

1. What is the level of students' self-confidence in speaking English of Bosowa University?
2. What is the classification of students' speaking performance in Speaking English of Bosowa University?
3. What is the most dominant learning strategy used by the students of Bosowa University?
4. What is the correlation between the students' self-confidence and their speaking performance?
5. What is the correlation between the students' learning strategies and their speaking performance?
6. What is the correlation between the students' self-confidence and learning strategies toward their speaking performance?

RESEARCH METHOD

The type of this research is correlational study. The researcher used this design because she wanted to find out the significant of correlation between students' self-confidence and their speaking performance, to find out the significant of correlation between students' learning strategies and their speaking performance and to find out the significant correlation between students' self-confidence and learning strategies toward their speaking performance. The sample was the students from third semesters of Bosowa University which consisted of two classes and each class consisted of 15 students.

To obtain the data, the researcher used questionnaire and speaking test. The first questionnaire about students' self-confidence which consist of 40 items and the second questionnaire about students learning strategies in learning English. The researcher was used the Strategy Inventory for Language Learning (SILL). The SILL questionnaire includes 40 items. The data from questionnaire and speaking test were analyzed by using the Statistical Packages for the Social Science (SPSS) version 25.

FINDINGS

1. The Level of Students' Self-confidence in Speaking English

This subsection dealt with students' self-confidence in speaking English at the Bosowa University of Makassar.

Mean Score of Students' Self-Confidence

Category	Valid	SD	Mean	Sum
Students' Self-Confidence	30	7.86	72.61	2178

The table shows the mean score of the students' Self-confidence is 72.61, the researcher interpreted by the mean score that the most of students at Bosowa University have high Self-confidence. The students mean is 72.61 and range 68-83 or it means that it is in high category of Self-confidence.

2. Students' Speaking Performance in Speaking English

This subsections deal with students' speaking performance in speaking English of the Bosowa University.

Mean Score of Students' Speaking Performance

Category	Valid	SD	Mean	Sum
Students' Speaking Performance	30	13.52	58.20	1746

The table shows that mean score of the students' speaking performance is 58.20. The researcher interpreted by the mean score that most of the students at Bosowa University have average speaking performance. The students mean is 58.20 and range is 58-72 or it means it is in average category of speaking performance.

3. The Students' Language Learning Strategies that are Frequently Used

Mean, SD, Degree, Rank of Language Learning Strategies

No	Strategies	Mean	SD	Degree	Rank
1	Metacognitive	4.28	.54	High	1
2	Social	4.22	.82	High	2
3	Affective	3.63	.81	High	3
4	Cognitive	3.52	.62	High	4
5	Memory	3.50	.61	High	5
6	Compensation	3.06	.68	Medium	6

Total Score	3.70	.46	High	
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The table shows the frequently strategies used by the students at Bosowa University are metacognitive and social strategies. Metacognitive strategies deal with helping the students to center their learning, to arrange and plan their learning, and to evaluate their learning. Meanwhile, Social strategies deals with the strategies where the students ask questions, cooperate with others, and become empathize with others.

4. The Correlation of Students' Self-confidence toward their Speaking Performance

The Correlation of Students' Self-confidence toward Speaking Performance

		Self-confidence	Speaking Performance
Self-confidence	Pearson Correlation	1	.546**
	Sig. (2-tailed)		.002
	N	30	30
Speaking Performance	Pearson Correlation	.546**	1
	Sig. (2-tailed)	.002	
	N	30	30

** . Correlation is significant at the 0.05 level (2-tailed).

Based on the result of the correlation analysis, it can also be found the large contribution of Self-Confidence toward Speaking Performance assessed by looking for the coefficient of determination with the formula: $r^2 \times 100\% = (0.546^2 \times 100\% = 30\%)$. The significant value showed that there is a strong enough significant correlation from Self-Confidence toward Speaking Performance because $0.002 < 0.05 / 0.001 < 0.05$ where 0.05 is a significant level.

5. The Correlation of Students' Learning Strategies toward their Speaking Performance

The Correlation of Students' Learning Strategies toward Speaking Performance

		Learning Strategies	Speaking Performance
Learning Strategies	Pearson Correlation	1	.440*
	Sig. (2-tailed)		.015
	N	30	30
Speaking Performance	Pearson Correlation	.440*	1
	Sig. (2-tailed)	.015	
	N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the result of the correlation analysis, it can also be found the large contribution of Learning Strategies toward Speaking Performance assessed by looking for the coefficient of determination with the formula: $r^2 \times 100\% = (0.440^2 \times 100\% = 20\%)$. The significant value showed that there is a strong enough significant correlation from Learning Strategies toward Speaking Performance because $0.002 < 0.05 / 0.001 < 0.05$ where 0.05 is a significant level.

6. The Correlation of Students' Self-Confidence, Learning Strategies toward their Speaking Performance

The Correlation of Students' Self-Confidence, Learning Strategies toward their Speaking Performance

		Self-Confidence	Speaking Performance	Learning Strategies
Self-Confidence	Pearson Correlation	1	.546**	.564**
	Sig. (2-tailed)		.002	.001
	N	30	30	30
Speaking Performance	Pearson Correlation	.546**	1	.440*
	Sig. (2-tailed)	.002		.015
	N	30	30	30
Learning Strategies	Pearson Correlation	.564**	.440*	1
	Sig. (2-tailed)	.001	.015	
	N	30	30	30

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

* . Correlation is significant at the 0.05 level (2-tailed).

Based on the result of the correlation analysis, it can also be found the large contribution of students' self-confidence, learning strategies toward their speaking performance assessed by looking for the coefficient of determination with the formula: $r^2 \times 100\% = (0.546^2 \times 100\% = 30\%)$ and $(0.564^2 \times 100\% = 32\%)$. It means that the contribution of students' self-confidence, learning strategies toward their speaking performance is 62%. The rest 38% was determined by other variables that are not described at this discussion. The significant value showed that there is a strong enough significant correlation from students' self-confidence, learning strategies toward their speaking performance because $0.002 < 0.05 / 0.001 < 0.05$ where 0.05 is a significant level.

DISCUSSION

1. The Level of Students' Self-Confidence

The description of research result on the students' level of self-confidence in speaking English shows that the students' gain high self-confidence category. From the data it can be said that the most students have high level of self-confidence in speaking

English. There are several factors which influenced the students' level of self-confidence in speaking English. The most crucial factor was the students' goal in speaking English. The other factors are from direct which are family, friends and environment and indirect factors such as, practice, anxiety and shyness in speaking English.

2. The Students' Speaking Performance

The descriptive research result shows that the students' speaking performance gained good category. Although the students felt excited in and got good score in speaking achievement test, it did not mean that they were perfect in speaking. The problem faced by students is how to pronounce the words, lack of vocabulary and grammar. So they still made mistake in term of accuracy, fluency, and comprehensibility. Below are the explanations of each indicator of speaking and the students' deficiencies or mistakes made by the students in speaking.

The more self-confident learners were, the higher were their scores in the oral test. Highly self-confident learners were ready to try speaking in front of others. Lack of general self-confidence, on the other hand, resulted in lack of interest to strive for high quality oral performance. Less confident learners were not certain of their abilities. They tended to try less which in turn led to low levels of achievement.

3. The Students' Language Learning Strategies that are Frequently Used

As it was mentioned that Oxford (1990) classifies six language learning strategies (LLSs) namely memory, cognitive, compensation, metacognitive, affective, and social strategies. The results of this research show that the language learning strategies used by the students at Bosowa University, as measured by the SILL questionnaire ranges from high (4.28) to medium (3.06). The use of language learning strategies employed by the students is ranged from most frequent to the least frequent, namely: 1) Metacognitive Strategies, 2) Social Strategies, 3) Affective Strategies, 4) Cognitive Strategies, 5) Memory Strategies, and 6) Compensation Strategies. Therefore, the results reveal that among the six categories of language learning strategies, metacognitive and social strategies are the frequently strategies used by students at Bosowa University. Metacognitive strategies deal with helping the students to center their learning, to arrange and plan their learning, and to evaluate their learning. Meanwhile, social strategies facilitate the language learning through interactions with others. These strategies cover three sets of strategies, they are asking questions, cooperating with others and empathizing with others.

4. The Correlation of Students' Self-confidence toward their Speaking Performance

The result of the research showed the correlation coefficient between Self-confidence and speaking performance was $r = 0.546$ and the significant (2-tailed) test of regression was 0.002. This implied that the null hypothesis (H_0) was rejected that there is no any significant correlation between self-confidence and speaking performance and it means that alternative hypothesis (H_1) was accepted that there was a significant correlation between self-confidence and their speaking performance.

In this research, the analysis of students' speaking performance can be categorized as sufficient. It indicates that speaking performance can be one of factors that determine the success of students' self-confidence in speaking.

5. The Correlation of Students' Learning Strategies toward their Speaking Performance

The result of the research showed the correlation coefficient between Learning Strategy and speaking performance was $r = 0.440$ and the significant (2 tailed) test of regression was 0.001. This implied that the null hypothesis (H0) was rejected that there was not any significant correlation between learning strategies and speaking performance and it means that alternative hypothesis (H1) was accepted that there was a significant correlation between learning strategies and their speaking performance.

In subject areas outside of L2 learning, the use of learning strategies is demonstrably related to student achievement and proficiency. According to Schmeck (2013), a learning strategy disembodied from personality-related factors is "only a short-term prop from learning". The flow of this correlation shows that self-confidence infest a high succession toward learning strategy and speaking performance. This is absolutely necessary for students in the readiness to face their future workplace, and not only scientifically but also practically.

6. The Correlation of Students' Self-Confidence and Learning Strategies toward their Speaking Performance

The result of the research showed the correlation coefficient between students' self-confidence, learning strategies toward their speaking performance was $r = 0.546$ and 0.564 and the significant (2 tailed) test of regression was 0.001 and 0.002. This implied that the null hypothesis (H0) was rejected that there was not any significant correlation between students' self-confidence, learning strategies toward their speaking performance and it means that alternative hypothesis (H1) was accepted that there was a significant correlation between students' self-confidence, learning strategies toward their speaking performance.

Self-confidence gives high contribution to speaking ability. Then, it also means that the improvement of self-confidence will be followed by the improvement of students' speaking ability. Self-confidence which considered as a spirited behavior for effective speaking. Students with high self-confidence succeed in their performance and take a part in oral expression tasks. On the other hand, students with low self-confidence will have poor performance. Hence, definitely they will never improve their English speaking.

The result of the research showed that there is significant correlation between students' self-confidence, learning strategies toward their speaking performance. This data result is supported by Hismonoglu (2000) the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. From the findings, it can be stated that learning strategies are important for the students to increase their speaking skill. Moreover, Richards (1992) says that learning strategies are intention, behavior, and thoughts used by the students during learning. Furthermore, the appropriate strategy which is applied by the students that is believed to make them successful in learning speaking and supporting students' effort to learn speaking.

CONCLUSIONS

Based on the research findings and discussion in previous chapter, the researcher concludes that:

1. The students of Bosowa University of Makassar have high level category of self-confidence in speaking English. It was proven by mean score 72.61 in range score 68 – 83 which implied students' high level of self-confidence.
2. The students of Bosowa University of Makassar gained a good classification speaking performance which showed in the mean score of their achievement test as 58.20, and it were in range score 58 – 72 or it implied that the students achieved good classification speaking performance.
3. The result of this research reveals that the students at Bosowa University of Makassar were high to medium category users of language learning strategies. Therefore, metacognitive and social strategies were the frequently strategies used by the students.
4. There was significant correlation between the students of Bosowa University of Makassar self-confidence and speaking performance. If the self-confidence increases, speaking performance will also increase.
5. There was significant correlation between the students of Bosowa University of Makassar learning strategies and speaking performance. If the learning strategies increase, the speaking performance will also increase.
6. There was significant correlation between the students' of Bosowa University self-confidence and learning strategies toward their speaking performance. If the self-confidence increases, speaking performance will also increase and if the learning strategies increase, the speaking performance will also increase.

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