

**THE CORRELATION BETWEEN THE ELEVENTH GRADE
STUDENTS' SELF-CONFIDENCE AND THEIR SPEAKING
ABILITY AT SMA NEGERI 6 OGAN KOMERING ULU,
PALEMBANG SOUTH SUMATERA**

THESIS



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**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY**

2025

UNIVERSITAS BUNG HATTA

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*Submitted to Fulfill a Partial Requirement for Getting an S-1 Degree at the
English Department, Teacher Training and Education Faculty, Bung Hatta
University*



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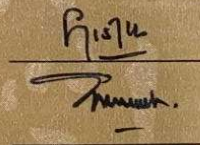
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Padang, September 2025
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ABSTRACT

Ulandari, D. (2025) *“The Correlation between the Eleventh grade Students' Self-confidence and their Speaking Ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera”*

Advisor : Dra. Ernati, M. Pd.

The purpose of this research was to find out the correlation between the eleventh-grade students' self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera. This research used a correlational design. The population was all of eleventh grade students at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera (211 students). The cluster random sampling technique was used to collect the data. There were 32 students (class XI.6) became the sample. The instruments for collecting data were a questionnaire about students' self-confidence and the speaking test.

Based on the data analysis, there was no correlation between the eleventh grade students' self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu. The result showed that the $r_{\text{calculated}}$ value was -0.0034., while the r_{table} value was 0.3494 at the significance level 0.05 and degree of freedom ($df = n-2$). Since $r_{\text{calculated}}$ was lower than r_{table} ($-0.0034 < 0.3494$), the null hypothesis, which stated that that there is no significant correlation between the eleventh-grade students' self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera, was accepted. It means that speaking ability is not influenced by self-confidence but probably there are many factors that can influence speaking ability such as linguistic and non-linguistic aspects. Based on the finding, the researcher suggested that students consistently practice their speaking ability, even though they might have no self-confidence. The teachers are suggested to always support students in developing their speaking ability, however students have low self-confidence. For other researcher the researcher suggested to do research about other factors that influence students' speaking ability.

Keywords: *Correlation, Self-confidence, and Speaking Ability*

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CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses an introduction that consists of the background of the problem, the identification of the problem, the limitations of the problem, the formulation of the problem, research hypotheses, the purpose of the research, the significance of the research, and the definition of key terms.

1.1 The Background of the Problem

Language serves as our primary source of communication. It is the tool that we use to convey our thoughts and ideas to others. There are thousands of languages in the world. Every nation has its own official language used to communicate with each other, but there is one international language that is used to communicate among nations in the world. It is English, and in the global world, the importance of English cannot be denied or ignored (Ilyosovna, 2020).

English is spoken in numerous countries in the world, including Indonesia (Alrajafi, 2021). According to Ernawati et al. (2021), the use of English in the delivery of learning is also chosen by several schools in Indonesia. English is used as a medium of instruction in many educational levels, starting from the early grades (in some private schools) up to university level. In the process of English language learning, students are expected to develop their competence in four skills: listening, speaking, reading, and writing. Among these four language skills, speaking is generally considered to be the most demanding and crucial to master (Zam Zam et al., 2021).

Rizkyta (2024) states that speaking is one of the most important skills to develop and enhance students' communication skills. Speaking is a crucial communication skill because it allows individuals to consider available information, analyze arguments, and express well-reasoned opinions. Effective speaking skills are necessary for everyday life, in educational contexts, social situations, and the workplace.

Speaking skill is considered one of the most challenging aspects of language learning. It involves not only the correct pronunciation of words but also their arrangement in oral communication. According to Leong & Ahmadi (2017), speaking skills are regarded as one of the most difficult skills of language learning because it is not just about pronouncing words but also the arrangement of words in oral communication (Leong & Ahmadi, 2017). According to Widayanti et al. (2020), speaking is an interactive process of constructing shared understanding that involves producing, receiving, and processing information. Prasejo et al. (2023) also state that speaking is one of four English skills, which is a productive skill involving two or more people in order to convey information or thoughts to others.

There are several rules that must be obeyed when we speak English. They are pronunciation, grammar, and vocabulary (Syafitri et al., 2019). When students first start speaking English, they often make mistakes in pronunciation, grammar, and vocabulary. However, from those mistakes, they can learn to improve their speaking skill progressively. According to Utama et al. (2013), there are two aspects to be successful in speaking skills: linguistic and non-linguistic aspects. The linguistics aspect deals with grammar,

pronunciation, comprehension, vocabulary, and fluency, and non-linguistics aspects involve personality dimensions such as self-esteem, extroversion, motivation, intergroup climate, and self-confidence. Therefore, to be successful in communication, individuals must consider both linguistic and non-linguistic factors. Syafitri et al. (2019) also state that speaking cannot be successful if the students do not pay attention to linguistic and non-linguistic factors.

From several factors above, self-confidence is important for English language learners. It is one of the keys for learners to have good motivation in speaking, and also gives strong support to learn new things (Nasih et al., 2019). According to Kanza (2016), self-confidence is one of the key factors in enhancing speaking skills through presentation because, with this factor, the speaker can deliver their opinions or ideas. On the other hand, Tridinanti (2018) believes that someone who has high self-confidence will achieve positive and successful output, but most English students in Indonesia lack self-confidence when they are speaking, especially when speaking English in front of their classmates or audiences. Mostly, students feel nervous, afraid, and worried when they are attracting the audience's attention. According to Permatasari et al. (2024), students who lack confidence do not have enough motivation to participate in classroom activities and cannot achieve their goals in speaking skills. Therefore, self-confidence is the key to success in encouraging speaking skills.

Self-confidence is the students' attitude or belief that motivates and enables them to take action and choose effective strategies. This includes the

courage to face difficult situations and be confident in their decisions or opinions. Highly confident students can speak or communicate regardless of the situation inside or outside the classroom (Syafitri et al., 2019). Self-confidence is an important part of speaking ability because it can engage enthusiasm, bravery, and stimulation in the students. If students have high self-confidence, they will be able to speak better. Self-confidence is positively associated with communication skills. Therefore, the students with higher self-confidence than other students are good communicators. Şar et al. (2023) emphasize that good oral communication belongs to people who have the highest self-confidence.

According to Lar & Maulina. (2021), students' speaking ability has a significant relationship to their self-confidence. Students who believe in themselves can share their ideas clearly so that others can understand them easily. Akbari & Sahibzada (2020) state that students' self-confidence can lead them to improve participation, enjoy learning, reduce test anxiety, increase interest in goal seeking, grow comfort with their lecturers and classmates, and finally help them in sharing their experience and opinions in the class.

Self-confidence was studied by Selerang et al. (2023), entitled “The Correlation between Students' Self-confidence and Their Speaking Skills in Class XI at SMK-2 Tondano”. The result showed that there was a significant correlation between students’ self-confidence and their speaking skills in English subjects. The other study was done by Sumardi et al. (2022), entitled “The Correlation between Self-Confidence and Speaking Ability of the Tenth

Grade Students of SMAN 3 Enrekang". The study's finding was that there is a strong relationship between students' self-confidence and speaking.

SMA Negeri 6 Ogan Komering Ulu is one of the senior high schools in South Sumatera, and the researcher was one of the alumni of SMA Negeri 6 Ogan Komering Ulu. The students of SMA Negeri 6 Ogan Komering Ulu have been studying speaking since the first semester until the last semester. Based on the researcher's interview on 10Th February 2025 with the English teacher of SMA Negeri 6 Ogan Komering Ulu, many students did not have self-confidence in speaking because they had a lack of vocabulary, grammar, and poor pronunciation. However, the teacher's information was based on observation, not research. Therefore, the researcher wanted to know scientifically the relationship between self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu. The researcher would like to conduct research entitled "The Correlation between the Eleventh-Grade Students' Self-Confidence and Their Speaking Ability at SMA N 6 Ogan Komering Ulu, Palembang, South Sumatera".

1.2 The Identification of the Problem

There are several factors that make students have trouble mastering speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension (Wahyuniati et al., 2020). According to Haidara (2016), most of the psychological factors affecting students' English speaking performances are: the fear of making mistakes, shyness, hesitation, and a lack of confidence. Besides that, Illyin et al. (2019) state that the effective factors that influence

students' speaking ability are motivation and self-confidence. Therefore, if students are more confident, their speaking abilities will also be better.

Many students of SMA Negeri 6 Ogan Komering Ulu have various problems with speaking. Some of the problems are that they do not have self-confidence, they are afraid of making mistakes when they express their ideas, and they are also judged by the people around them.

Based on the researcher's interview in February 2025 through WhatsApp with eleventh-grade students of SMA Negeri 6 Ogan Komering Ulu, there were some difficulties faced by eleventh-grade students in speaking ability. The researcher concluded that most students have some difficulties in speaking English. The students seemed to lack vocabulary and pronunciation, and also felt shy when they spoke English. They are afraid of making mistakes and getting judged by the people around them. The other problem faced by students is that most of them argue that speaking is the most difficult skill to learn, and many students cannot use English verbally because they do not have confidence in expressing their opinions. In short, it can be seen that most of the students have some difficulties in developing self-confidence.

From the explanation above, the researcher concluded that the students' problems at SMA Negeri 6 Ogan Komering Ulu are:

1. Most students seldom use English in the classroom, and also in real communication.
2. Most students have lack of vocabulary, grammar, pronunciation, comprehension, and fluency

3. Most students are afraid of making mistakes and getting judged by people around them when speaking English
4. Most students have some difficulties in developing self-confidence when they speak English.

1.3 The Limitation of the Problem

Based on the identification of the problem above, the researcher was interested in conducting this research to find out the correlation between students' self-confidence and their speaking ability. The main reason for choosing this topic was to know whether self-confidence has a relationship with speaking ability or not. Therefore, the researcher decided to conduct research entitled "The Correlation between the Eleventh-Grade Students' Self-Confidence and Their Speaking Ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera".

1.4 The Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the research problem as follows: "Is there any significant correlation between eleventh-grade students' self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera?"

1.5 The Hypotheses

Based on some related references about self-confidence and speaking ability, the hypotheses were formulated as follows:

- a. Null hypothesis (Ho): There is no significant correlation between the eleventh-grade students' self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera.

- b. Alternative hypothesis (H_a): There is a significant correlation between the eleventh-grade students' Self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera.

1.6 The Purposes of the Research

The purpose of this research was to find out the correlation between the eleventh-grade students' self-confidence and their speaking ability at SMA Negeri 6 Ogan Komering Ulu, Palembang South Sumatera.

1.7 The Significance of the Research

The researcher hoped that the English teachers and students can get benefit from this research. For English teachers, this study provided the results to enhance their knowledge about the correlation between the eleventh-grade students' self-confidence and their speaking ability. This study would lead the teacher to help students have self-confidence when the students are asked to speak English. The teacher can create a more engaging and effective learning environment for the students so that they have confidence in speaking. For the students, the results of this research would inform them about the correlation between students' self-confidence and their speaking ability. By knowing the correlation between students' self-confidence and their speaking ability, students could develop their speaking ability by considering their self-confidence. This research highlighted the importance of self-confidence in improving speaking skills. Students could also try hard to improve their self-confidence step by step, so that their speaking skills can also be improved.

1.8 The Definition of Key Terms

To avoid misunderstanding and misinterpretation in reading this research, the researcher gave definitions of the terms as follows:

- a. Correlation research is a type of study that attempts to determine the existence and extent of a relationship between two or more quantifiable variables (Refnita, 2018).
- b. Speaking ability is the ability to articulate ideas and information by expressing ideas in actual communication.
- c. The student's speaking ability is the student's score in speaking.
- d. Self-confidence is a student's attitude or belief in their speaking ability, resulting in actions that are free from excessive anxiety.