

THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND SELF-CONFIDENCE TOWARD SPEAKING ABILITY AT THE SECOND GRADE OF SMPN 4 TOLITOLI

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ABSTRACT

The objective of this research is to find out the correlation between students' motivation and self-confidence toward speaking ability at the second grade of SMPN 4 Tolitoli. This research is correlation research. It was conducted at the second grade of SMPN 4 Tolitoli. The researcher used two kinds of instrument to collect the data of the three variables. The first instrument is Kusumaningsih's questionnaire. It consists of 28 items and 5 point likert scale of students' motivation and for self-confidence consists of 21 items and 5 point likert scale. This questionnaire used to measure the students' motivation and self-confidence. The second instrument was speaking test. For the result of speaking ability test, the researcher did not conduct the test by herself. But the result was taken from the teacher of Bahasa Inggris. The technique of collecting the data collection in this research was purposive sampling. In measuring the correlation, the researcher used SPSS 21 program in order to make easy and valid. The finding of this research are first shows the result of the students' motivation toward speaking ability was $0,032 < 0,05$. It shows that there was a significant correlation between students' motivation toward speaking ability. For the value of the coefficient correlation, it has a very weak negative correlation because the value was $-0,381$. The second, the result of self-confidence toward speaking ability was $0,168 > 0,05$. It shows that there was no significant correlation between self-confidence toward speaking ability. For the value of the coefficient correlation, it has a weak negative correlation because the value was $-0,250$. The last result is students' motivation and self-confidence toward speaking ability simultaneously was $0,065 > 0,05$ it shows that there was no correlation between students' motivation and self-confidence toward speaking ability at the second grade of SMPN 4 Tolitoli.

Key words: *Correlation, Motivation, Self-confidence, Speaking ability.*

ABSTRAK

Tujuan dari penelitian ini adalah untuk menemukan apakah ada hubungan antara motivasi siswa dan kepercayaan diri terhadap kemampuan berbicara pada kelas 2 di SMPN 4 Tolitoli. Penelitian ini adalah penelitian korelasi. Penelitian ini dilakukan pada kelas 2 di SMPN 4 Tolitoli. Peneliti menggunakan dua jenis instrument dalam mengumpulkan data dari tiga variabel. Instrument pertama adalah daftar pertanyaan dari Kusumaningsih. Terdiri dari 28 item dan memiliki 5 poin likert scale untuk motivasi siswa dan untuk kepercayaan diri terdiri dari 21 item dan 5 poin likert scale. Daftar pertanyaan ini digunakan untuk mengukur motivasi siswa dan kepercayaan diri siswa. Instrumen terakhir adalah tes berbicara. Untuk hasil dari kemampuan berbicara, peneliti tidak mengumpulkannya. Hasilnya diambil dari guru bahasa inggris. Teknik untuk mengoleksi data di dalam penelitian ini menggunakan purposive sampling. Dalam mengukur korelasinya, peneliti menggunakan program SPSS 21 agar mudah dan valid. Penemuan dari penelitian ini adalah, pertama menunjukkan hasil dari motivasi siswa terhadap kemampuan berbicara adalah $0,032 < 0,05$ yang berarti bahwa ada korelasi yang signifikan antara motivasi siswa terhadap kemampuan berbicara. Untuk nilai dari koefisien korelasinya menunjukkan bahwa terdapat korelasi negative yang lemah karena nilainya $-0,381$. Kedua, hasil dari kepercayaan diri siswa terhadap kemampuan berbicara adalah $0,168 > 0,05$ yang berarti bahwa tidak ada korelasi yang signifikan antara kepercayaan diri terhadap kemampuan berbicara. Untuk nilai dari koefisien korelasinya menunjukkan bahwa terdapat korelasi negative yang lemah karena nilainya $-0,250$. Hasil yang terakhir dari motivasi siswa dan kepercayaan diri terhadap kemampuan berbicara secara bersamaan adalah $0,065 > 0,05$ yang menunjukkan bahwa tidak ada korelasi antara motivasi siswa dan kepercayaan diri terhadap kemampuan berbicara dikelas dua pada SMPN 4 Tolitoli.

Kata kunci: *Korelasi, motivasi, Kepercayaan diri, Kemampuan berbicara*

Introduction

English is the language used as a communication medium and English is also the first international language used to interact with other people around the world. In English, speaking is really needed to be able to show ideas. It is an act of making a sound of vocal that can be used to communicate, show ideas or express the idea. In addition, it is an activity that is very beneficial for students to get a Master English language. But in fact, there are still many students' who find it difficult to speak in English.

Speaking ability is the ability of people to communicate effectively and fluency. It also the ability to say the words to express and tell the ideas and feelings verbally to others. People judge the success of speaking through their fluency in conversation so that they can express ideas clearly and can be understood. Speaking ability is very important for students'. They can show their statement and their idea correctly and can be easy to understand. Speaking ability has a relationship with the motivation. The students can show their ability of speaking if they have a motivation. Talking is a part of everyday life for what we do it given He added that speaking represented a real challenge for most language learners (Thornburry (2005: 1).

In general, the definition of motivation is a powerful driver in students for them to take action in positive terms. Motivation is also a mobilizer and a guide for students. Motivation is the main driver for taking an action. People that have high motivation are people who think the best in their lives. Motivation is very important for students because they can always use the motivation as a puller for them to achieve something. Motivation in learning is something that encourages, drives, and engages every student in learning (Endang Sri Astuti, 2010).

Self-confidence is an important capital to achieve success in any field and in any case. And each person has a different capacity of self-confidence. Self-confidence is very important for everyone, because it can support or open their way to the better performance in showing their abilities. Self-confidence has a strong role for someone in showing their abilities. The students that have a high self-confidence, is the students who can always think perfectly and always do the best in every performance of them. Self-confidence is a relatively fixed assessment of oneself, of abilities, talents, leadership, initiatives, and other traits, as well as condition that characterize human feelings (Iswidharmanjaya and enterprise, 2014: 20-21).

Based on the researcher experiences, when PPL at the second grade of SMPN 4 Tolitoli they have some problem with their speaking ability especially in fluency even though they have a motivation and self-confidence. They are interactive in the classroom, they are interested in learning English and when they are appointed to come forward in front of the class to present about the material, they are also very enthusiasm to show their best. But when learning English, they are difficult to speak in English fluently. The researcher interested took this research because the researcher would like to find out is there any correlation between students' motivation and self-confidence toward speaking ability or not. Related to the previous statement, the researcher wanted to conduct a research entitled "a correlation between motivation and self-confidence toward speaking ability at the second grade of SMPN 4 TOLITOLI ".

The researcher need to examine the correlation between students' motivation and self-confidence toward speaking ability because the researcher's interested with some previous studies that related to the correlation between students' motivation and self-confidence toward speaking ability. So the researcher is motivated to examine those variables to the different subjects which are students at the second grade of SMPN 4 Tolitoli.

There are numerous scientist have reported uncovering the identification of understudies accomplishment in the correlation between students motivation and self-confidence toward

speaking ability. The first, Kusumaningsih (2017) “*The Correlation Between Students’ Motivation and self-confidence toward speaking ability at the first grade students of MAN Sukoharjo in the academic year*”. The result of the research, it can be concluded that there is positive correlation between students’ motivation and self-confidence toward speaking ability. The second, Khoirunniswah, Agustin (2005) “*The Correlation Between Student’s Self-Confidence And Speaking Achievement (A Survey At The First Grade Of English Department Of Muhammadiyah University Of Surakarta)*”. The Results: there is significant correlation between self-confidence and speaking achievement. The last, Yulis, 2016. “*The correlation between students’ motivation and their speaking skill at 8th grade in MTSN Rambah*”. The writer uses purposive in taking the sample. Results: There is correlation between two variables above. The different between the three previous studies: first, the researcher applies purposive sampling and the place is SMPN 4 TOLITOLI. But the previous study use random sampling and the place of the research is *MAN Sukoharjo in the academic year*. Second, the researcher just uses purposive sampling, uses speaking ability, and uses three variables but the previous study use multistage sampling and random sampling, used speaking achievement, and just used two variables. Third, the researcher use three variables and uses speaking ability but the previous study just used two variables and used speaking skill.

There are three research questions of this research. The first, is there any correlation between students’ motivation toward speaking ability. The second, is there any correlation between students’ self-confidence toward speaking ability. The third, is there any correlation between students' motivation and self-confidence simultaneously towards speaking ability. And there are three objectives of the study. The first is to find out the correlation between students’ motivation toward speaking ability. The second is to find out the correlation between self-confidence toward speaking ability. The third is to find out the correlation between students’ motivation and self-confidence simultaneously toward speaking ability.

Research Method

In this research, the researcher used quantitative research method as the methodology. The researcher got the data with the collection and analysis data in numeric. The researcher know the level of correlation between three variables. According to Suryabrata, correlation research is the research which is the aim to detect the level of relationship based on the coefficient correlation. With this quantitative research method, the researcher wanted to know the correlation between students’ motivation and self-confidence toward speaking ability at the second grade of SMPN 4 Tolitoli. The result from quantitative research was taken from collecting the data namely questionnaires and test of speaking. This research was conducted from the students at second grade of SMPN 4 Tolitoli.

1. Findings and Discussions

1.1 The Result

1. The correlation between students' motivation (X1) and speaking ability (Y)

Correlations

		MOTIVATION	SPEAKING ABILITY
MOTIVATION	Pearson Correlation	1	-.381*
	Sig. (2-tailed)		.032
	N	32	32
SPEAKING ABILITY	Pearson Correlation	-.381*	1
	Sig. (2-tailed)	.032	
	N	32	32

The first result is, the coefficient correlation value is -0,381. It means that there is a very weak negative correlation between students' motivation and speaking ability. Furthermore, the significant 2-tailed value is 0,032 then the value $0,035 < 0,05$. It means that there is significant correlation between students' motivation and speaking ability. So in the first hypothesis is H_0 rejected and H_a accepted.

2. The correlation between self-confidence (X2) and speaking ability (Y)

Correlations

		SELF- CONFIDENCE	SPEAKING ABILITY
SELF-CONFIDENCE	Pearson Correlation	1	-.250
	Sig. (2-tailed)		.168
	N	32	32
SPEAKING ABILITY	Pearson Correlation	-.250	1
	Sig. (2-tailed)	.168	
	N	32	32

The second result, the coefficient correlation value is -0,250. It means that there is a very weak negative correlation between self-confidence and speaking ability. For the significant 2-tailed value in this table is 0,168 then the value $0,168 > 0,05$. It means that there is no significant correlation between self-confidence and speaking ability. So in the second hypothesis is H_a rejected and H_o accepted.

3. The correlation between students' motivation and self-confidence toward speaking ability

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.414 ^a	.172	.115	1.92685	.172	3.007	2	29	.065

Predictors: (Constant), SELF-CONFIDENCE, MOTIVATION

The third result, Based on the table of the correlation between students' motivation and self-confidence toward speaking ability above, it can be concluded that the significant 2-tailed value is 0,065 then the value $0,065 > 0,05$. It means that there is no significant correlation between students' motivation and self-confidence toward speaking ability. So in the third hypothesis is H_a rejected and H_o accepted.

1.2 Discussion

The researcher discuss the result of the data analyze from the questionnaire of motivation and the questionnaire of self-confidence. She also discuss the result of the data analyzed from the test of speaking ability. The purpose are first, to know is there any correlation between students' motivation and speaking ability. The second, know is there any correlation between self-confidence and speaking ability. The last, to know is there any correlation students' motivation and self-confidence toward speaking ability.

There are some steps that the researcher took in this research. The first step, the researcher gave the questionnaire for the students to know the students' motivation. It consists of 28 numbers adopted from Kusumaningsih 2017. After the researcher collected the data, the researcher checked the respondents if they fills all items or not. Then, the researcher make the recapitulation of students' motivation data. And the result are for the low motivation is $79-87=3,1\%$, moderate motivation is $88-97=31,2\%$, and high motivation is $98-106=65,6\%$. So, the result for the highest category came from the high category.

The second step, the researcher gave the questionnaire for the students to know the self-confidence. It consists of 21 numbers adopted from Kusumaningsih 2017. After the researcher collected the data, the researcher checked the respondents if they fills all items or not. Then, the researcher make the recapitulation of self-confidence data. The result are The students that have low self-confidence is $66-72=52,3\%$, moderate self-confidence is $73-79=85,7\%$ and high self-confidence is $80-88=14,2\%$. Based on the table, the result for the highest category came from the moderate category.

The third step, the researcher took the data of the student results of speaking ability. For the result of speaking ability, the researcher took the result from the teacher of Bahasa Inggris. Then, the researcher make the recapitulation of speaking ability data.

The fourth step, the researcher used the normality test to know if the data was normal or not. The researcher tests the normality of students' motivation questionnaire, questionnaire of self-confidence and students result of speaking ability of the fluency. The result of the students' motivation found that the test of statistic 0,178 was higher than 0,05. So the result was distributed normally. The result of self- confidence found that the test of statistic 0,183 was higher than 0,05. So the result was distributed normally. Then, The result of speaking ability found that the test of statistic 0,135 is higher than 0,05. So the result was distributed normally.

The last step was analysis hypothesis. The researcher used SPSS 21 program. For the first hypothesis, the researcher put the data of students' motivation and speaking ability into SPSS 21 program to get the value. There was a very weak negative correlation between students' motivation and speaking ability because the coefficient correlation value is -0,381. Furthermore, the result of significant 2-tailed was $0,032 < 0,05$ and shows that there was a significant correlation between students' motivation toward speaking ability. The second hypothesis, the researcher put the data of self-confidence and speaking ability into SPSS 21 program to get the value. There was a very weak negative correlation between self-confidence and speaking ability because the coefficient correlation value is -0,250. Furthermore, the result of significant 2-tailed was $0,168 > 0,05$ and shows that there was no significant correlation between self-confidence toward speaking ability. The third, the researcher put the data of students' motivation and self-confidence toward speaking ability simultaneously into SPSS 21 program to get the value. The result was $0,065 > 0,05$. It was found that there was no correlation simultaneously between students' motivation and self-confidence toward speaking ability.

2. Conclusion

Based on the findings and discussions, it can be concluded that:

1. There was a significant correlation between the students' motivation toward speaking ability, this result was obtained based on $0,032 < 0,05$ and it has a very weak negative correlation because the coefficient correlation value was -0,381.
2. There was no significant correlation between self-confidence toward speaking ability, this result was obtained based on $0,162 > 0,05$ and it has a very weak negative correlation because the coefficient correlation value was -0,250. .
3. There was no correlation between students' motivation and self-confidence toward speaking ability. The result was obtained based $0,065 > 0,05$.

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