

# The Influence of Self-Confidence on English Speaking Ability of Grade XII Students: A Study at SMKN 3 Karawang

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## Abstract

English is the main international language. In educational institutions, English is taught from an early age. Among other English language skills, Speaking is a crucial ability to develop in English. However, students continue to struggle with remembering all of the English vocabulary and speaking English in front of the class. Self-confidence is one of the factors that influence English language proficiency. Therefore, this study was done to assess the influence of self-confidence on the English speaking skill in grade XII students at SMKN 3 Karawang. This study uses quantitative research with a non-probability sampling method with a snowball sampling technique. The instrument in this study uses a self-confidence questionnaire based on Schwarzer's theory and an English-speaking ability questionnaire based on Brown's theory which was constructed by the researcher himself. Respondents in this study amounted to 240 respondents who were calculated based on the Slovin formula with a 5% error rate. The results of this study show a sig. Value.  $0.000 < 0.005$  means that self-confidence influences the ability to speak English in class XII students at SMKN 3 Karawang with a large influence of self-confidence of 15%.

**Keywords:** Speaking; Self-Confidence

## INTRODUCTION

English is taught at all educational levels in Indonesia, including elementary school. Most Indonesians are familiar with English, but they still face many challenges when learning it. As we know, English is not the mother tongue in Indonesia. It is difficult for people to remember all the words in English and understand when other people speak English (Sari et al, 2021). Among other English language skills, speaking is an important skill that individuals must master in English (Mayangsari et al., 2021). The main criterion of learning to speak English is to consider whether the individual's English language skills is it strong or still not enough. It is difficult to develop English speaking abilities and converse effectively. According to Suliyati and Syahri (2021), speaking is a speaking skill consisting of conventional verbal utterances that convey meaning. Speaking allows a person to connect and express their feelings and opinions. Language learning programs aim to develop communication skills by combining written and spoken language. The aim of teaching and learning English is so that students can use the language in real communication (Suliyati & Syahri, 2021). Several individuals, especially students and university students, experience difficulties in using English when trying to interact with other people (Sari et al., 2021). According to Nurmawati and Wa Muna (Sari et al, 2021), developing speaking skills is not an easy task. In line with research by Gürlér (2015) After years of learning, many high school students or faculty students are unable to communicate in a foreign language even at a beginner level, only academics among them can understand what they read. Brown (in Haryudin et al., 2020) defines speaking as part of a person's daily life to be able to demonstrate micro skills (linguistic competence) and macro skills (linguistic

performance) as the main foundation in speaking activities. There are five aspects of speaking ability as stated by Brown (Kurniati et al., 2015) namely comprehension is oral communication certainly requires the subject to respond, speak or start talking, grammar is regarding students' ability to manipulate structures and to distinguish correct grammatical forms according to appropriateness, vocabulary is means the correct diction used in communication, pronunciation is a way for students to produce clearer language when they speak, and fluency is the ability to read, speak, or write easily, fluently, and expressively.

According to a pre-research study conducted by researchers using a questionnaire on 50 students at SMKN 3 Karawang, 42% admitted to being able to speak English, while the remaining 58% stated that they were unable to speak English. In addition, 82% of students expressed concerns about mispronouncing words when speaking English. 62% of students believe that their surroundings have an impact on their ability to speak English. According to 62% of pupils, speaking in front of the class in English makes them anxious. The majority of students have difficulty pronouncing English sentences correctly. People continue to appear bashful and are discouraged from speaking because they fear making grammatical and pronunciation errors. Students' lack of experience with English conversation activities is one of the factors contributing to their shyness. The student's feelings of remorse and inadequacy in this case imply that they lack confidence, which affects how they talk.

English speaking ability can be caused by several factors according to Tuan and Mai (2015), namely performance conditions including time pressure, planning, performance standards, and amount of support, affective factors including motivation, self-confidence, and anxiety, listening skills, topic knowledge, and feedback during speaking activities. One of the elements influencing one's capacity to speak English is self-confidence. According to Genctan (Gürler, 2015), self-confidence is defined as an individual's recognition of his/her abilities, loving himself/herself, and being aware of his/her own emotions. Schwarzer (2014) defines self-confidence, especially through the concept of self-efficacy, as an individual's belief in his/her ability to organize and carry out the actions needed to achieve the desired results. This self-confidence includes a person's belief that he/she can overcome various challenges, complete certain tasks, and face various situations successfully. According to Schwarzer (2014), self-confidence has five aspects. First, self-efficacy is the broad conviction that one can manage a variety of life's circumstances and obstacles. The second component, optimism, is the widespread conviction that positive things will occur in the future. This is closely related to self-efficacy because optimism helps a person to remain persistent and positive in facing challenges. The third aspect, namely self-control, consists of Cognitive Self-Control, namely the ability to control thoughts and focus on goals to be achieved, as well as overcome distractions, and Emotional Self-Control, namely the ability to manage emotions, such as controlling anxiety or stress that may hinder the achievement of goals. The fourth aspect, namely coping strategies, consists of Problem-Focused Coping, namely a strategy to overcome problems by facing them directly, finding solutions, and making action plans. Emotion-Focused Coping is a strategy for managing emotions that arise from stressful situations, like pursuing relaxation techniques or looking for social support. The fifth aspect of social support is the belief that an individual has support from others who can help in difficult or stressful situations. Although the impact of self-confidence on English speaking skill is frequently covered in the literature currently in publication, the researcher would like to focus on the SMKN 3 Karawang grade XII students. In this instance, the study aims to determine the degree to which self-confidence influences one's English-speaking proficiency. This study hypothesizes that self-confidence influences English speaking ability. Thus, if H0 is accepted, then the hypothesis in this study is that self-confidence influences English speaking ability in grade XII students at

SMKN 3 Karawang. If  $H_a$  is accepted, then the hypothesis in this study is that self-confidence does not influence English speaking ability in grade XII students at SMKN 3 Karawang.

## METHOD

### A. Research Design

This study uses quantitative methodology to assess how self-confidence affects the English speaking ability of grade XII students at SMKN 3 Karawang. This study uses a descriptive survey-based research design. This type of research involves quantitative data that can be presented in numerical form, such as test scores or how often someone uses a particular feature of a multimedia program, or it can describe categories of data, such as gender or communication patterns when using technology in group settings (Ghanad, 2023). This study uses one independent variable and one dependent variable. According to Sugiyono (2019), an independent variable is a variable that influences, causes, or results in the emergence of another variable or a dependent variable. Self-confidence is an independent variable in this study. According to Sugiyono (2019), a dependent variable is a variable that is influenced or results in the emergence of another variable or a dependent variable caused by an independent variable. The ability to speak English is the study's dependent variable.

### B. Population and Sample

Students from SMKN 3 Karawang were chosen as the research's participant population. The findings of pre-research interviews with instructors at SMKN 3 Karawang served as the basis for choosing the school for this study. The sample for this research was class XII students at SMKN 3 Karawang taken from the entire population using the Slovin formula. From this formula, a 5% error rate is used, so the sample of participants to be used in this study will be 240 people.

### C. Instrument

In this study, the researcher used two questionnaires: the self-confidence questionnaire and the English-speaking competence questionnaire. The self-confidence questionnaire was created by the researcher based on aspects of Schwarzer's theory (2014). This questionnaire consists of 10 favorable items and 10 unfavorable items. The English-speaking ability questionnaire was created by the researcher based on aspects of Brown's theory (Kurniati et al., 2015) consisting of 10 favorable items and 10 unfavorable items. The questionnaire in this study has four answer choices, namely VA (Very Appropriate), A (Appropriate), NA (Not Appropriate), and VI (Very Not Appropriate). Each answer is based on a weighting of one to four values. To avoid unclear answers, the researcher provides four answer choices to eliminate neutral answers. These two questionnaires measured students' self-confidence and English-speaking ability. Before being distributed, these questionnaires were tested for validity and reliability before conducting the research. Validity test through questionnaire try out to 30 respondents in grade X and grade XII. In the case of reliability test for two questionnaires. 17 items are appropriate for use in research, according to the results of the self-confidence questionnaire, which included the results of two unsuccessful items (items 2, 6, and 13). The English-speaking ability questionnaire's validity test revealed that every item was appropriate for use in research. In the self-confidence questionnaire, the Cronbach's Alpha produced for the reliability test was 0.878 for 17 items, followed by the results of the reliability of the English-speaking ability questionnaire of 0.924 for 20 items.

### D. Data Analysis

In this study, the hypothesis is tested using a straightforward linear regression test to see if the value is reached. Decision-making is based on if the significance value is less than 0.05 ( $p < 0.05$ ), this indicates an influence between research variables (Sugiyono, 2018). In this study, additional analysis tests were also carried out using the coefficient of determination test as a measure to determine the ability of each variable used (Sugiyono, 2018). In this study, categorization testing was also carried out. According to Azwar (2018), the categorization test is used to organize individuals into groups based on a continuum of traits ranging from low to high categorization refers to the division of levels into three categories, namely high, medium, and low, where researchers group respondents into having low, medium, and high lifestyles and low, medium, and high consumer behavior. SPSS software, version 26.0, was used for all data analysis tests in this study.

## RESULTS AND DISCUSSION

### Results

The following findings were derived from SMKN 3 Karawang's self-confidence in English speaking abilities using a straightforward linear regression analysis:

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2151.959	1	2151.959	42.151	.000 <sup>b</sup>
Residual	12150.641	238	51.053		
Total	14302.600	239			

a. Dependent Variable: English-Speaking Ability

b. Predictors: (Constant), Self Confidence

Based on the table above, because the significance value of the simple linear regression test is  $0.000 < 0.05$ , then the research hypothesis is accepted ( $H_a$ ) and rejected ( $H_0$ ), which shows that self-confidence affects the English speaking ability of class XII students at SMKN 3 Karawang.

### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.388 <sup>a</sup>	.150	.147	7.145

a. Predictors: (Constant), Self Confidence

b. Dependent Variable: English-Speaking Ability

R Square 0.150 indicates that self-confidence influences the English-speaking ability of class XII students at SMKN 3 Karawang by 15%, with the remainder impacted by other variables.

The purpose of conducting a categorization test is to place individuals into groups based on a continuum of traits measured from low to high (Azwar, 2018).

### 1) Self Confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	164	68.3	68.3	68.3
	High	76	31.7	31.7	100.0
	Total	240	100.0	100.0	

According to the results in the table above, there are 164 people with medium self-confidence (68.3%), 76 people with medium self-confidence (31.7%)

### 2) English Speaking Ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	8	3.3	3.3	3.3
	Medium	151	62.9	62.9	66.3
	High	81	33.8	33.8	100.0
	Total	240	100.0	100.0	

If we look at the results in the table above, it can be seen that the subjects who have the ability to speak English in the low category are 8 people with a percentage of 3.3%, it can be seen that the subjects who have English speaking ability in the medium category are 151 people with a percentage of 62.9%, while the subjects with high English-speaking ability are 81 people with a percentage of 33.8%.

## Discussion

The goal of this research was to assess the impact of self-confidence on English speaking skill at SMKN 3 Karawang. This study employed a survey methodology. A quantitative or numerical description of a population's trends, attitudes, or opinions is produced by survey research by analyzing a sample of the population. It entails gathering information through organized interviews or questionnaires in order to extrapolate findings from a sample to the entire population. The goal of this approach is to generate numerical data that can be inspected and subjected to statistical analysis. After collecting respondent data, the researcher ran a test to examine the results on each scale. The hypothesis test findings indicated that the sig. According to the value of  $0.000 < 0.05$ ,  $H_a$  was approved and  $H_0$  was denied. This led to the conclusion that self-confidence affects English speaking skills in grade XII students at SMKN 3 Karawang. Mayangsari et al. (2021) said that self-confidence is defined as an individual's appreciation of



his abilities, self-esteem, and knowledge of his feelings of claims. An attitude of self-confidence enables us to see ourselves and our skills in a realistic and positive light. This is characterized by personal traits such as assertiveness, optimism, enthusiasm, compassion, pride, independence, trust, the ability to deal with criticism, and emotional maturity (Mayangsari, et al., 2021). According to Nety (2020), increasing students' self-confidence is one way to overcome students' lack of self-confidence. This view does not exclude the possibility that students' self-confidence affects their English-speaking skills. Speaking is becoming a crucial ability for students looking to progress in their careers. The deliberate use of language to communicate meaning so that others can understand it is also known as speaking. Speaking involves the production, receiving, and processing of information and is an interactive process of meaning creation. Accordingly, it also explains that speaking involves expressing ideas and opinions, expressing desires or passions to do something, negotiating and/or solving a particular problem, or building and maintaining social relationships and friendships (Nety et al., 2020). According to Tatar (in Nety et al., 2020), speaking is regarded as a productive ability, and no one can disagree that active involvement in class is critical to language learning success. According to additional analysis tests using the coefficient of determination test, self-confidence influences English speaking skill by 15%, whereas other characteristics influence it by 85%. According to Tuan and Mai (2015), other factors that influence performance conditions include time pressure, planning, performance standards, and amount. Motivation and anxiety are two examples of affective factors. Listening skills, topical knowledge, and feedback during speaking tasks. In the categorization test of the self-confidence variable, the value was dominated by the medium category of 164 with a percentage of 68.3%, followed by the high category of 76 people with a percentage of 31.7%. In the research of Kansil et al. (2022), self-confidence is a belief in one's abilities, strengths, and self-assessment. One may argue that self-evaluation is a constructive evaluation that will thereafter inspire others to value themselves more. Students are able to take constructive criticism, speak assertively, and set reasonable expectations and goals. Students with low self-esteem, on the other hand, may feel unsure, passive, or submissive, as well as struggle to trust others. Students may feel inferior, unwanted, or vulnerable to criticism (Lengkoan & Hampp, 2022). Depending on the circumstance, students' self-esteem might change. For instance, they might be extremely confident in one area, like their academics, but less confidence in another, like their relationships. In the English-speaking ability categorization test, it can be seen that the subjects who have the ability to speak English in the low category are 8 people with a percentage of 3.3%. it was seen that the subjects who had medium English-speaking ability were 151 people with a percentage of 62.9% while the subjects with high English-speaking ability were 81 people with a percentage of 33.8%. Considering the classification exam results, Low self-confidence in students does not always translate into poor English speaking abilities. Good English-speaking abilities are not always a sign of a confident student.

## CONCLUSION

According to previous research, self-confidence influences students' English-speaking skills at SMKN 3 Karawang. This study accepts the hypothesis ( $H_a$ ) and rejects the hypothesis ( $H_0$ ) based on the findings of a simple linear regression test ( $0.000 < 0.05$ ). This demonstrates that self-confidence influences the ability to speak English in class XII students at SMKN 3 Karawang. The determination coefficient test revealed that self-confidence had a 15% influence on the ability to speak English among class XII students at SMKN 3 Karawang, with the remainder influenced by other variables.

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