The Correlations Among Self-Confidence, Learning Motivation, and Speaking Ability of The Eleventh Grade Students Of State Vocational High School 1 of Talang Ubi Pali

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Abstract

This thesis is concerned with the inquiry on the correlations among self-confidence, learning motivation, and speaking ability of the eleventh grade students of State Vocational High School 1 of Talang Ubi PALI. The problem of this study is to investigate the correlations among self-confidence, learning motivation, and speaking ability. The total number of the population was 226 students. The sample for this study was 34 students taken through purposive sampling technique. Data were collected by adopting questionnaire for self-confidence and learning motivation, and a test for speaking ability. Data were analyzed by using r-Product Moment and Multiple Regression. The data analysis shows that r_{yx1x2} = 0.516 with r^2= 0,267 and p-value is 0.008. This value is lower than 0.05. This is significant. So, Ha was accepted while Ho was rejected. Conclusions suggest that there are significant correlations among self-confidence, learning motivation, and speaking ability of the eleventh grade students of State Vocational High School 1 of Talang Ubi PALI.

Key Words: *Self-Confidence, Learning Motivation, Speaking Ability*.

INTRODUCTION

The ability to communicate is an important aspect of the educational curriculum for language learning. It is also an important object of evaluation [1]. As an efficient form of communication, this capacity can be developed and enhanced [2]. Students' inability to speak an outside language may potentially cause them difficulty expressing their thoughts in basic conversations.

Students who are competent in learning English, on the other hand, feel that they are not good in the course because they need self-confidence. The faith of someone in understanding the target of language learning is connected to the improvement of someone's ability to communicate. Self-confidence may be negative if the language learner considers himself to be inadequate and limited in the target language. High self-confidence, on the other hand, can be positively associated with verbal output [3]. Different factors will lower the confidence of others. Someone who is competent for a work, but who is hesitant to start the job, has low self-confidence for illustration. Cognition is the center of self-confidence, so an individual's achievement or failure is cognitively felt [4].

Moreover, students should be able to speak in English in order to become successful in learning to speak. Other than that, students should also have the ability to speak up from inside. In other words, in learning to communicate, various factors affect students.

Motivation is one of the variables that impact students in learning to communicate [5]. Motivation to learn appears to play a key role in improving the speaking capacity of students. Motivation is the drive of students who are inspired to do something from inside or outside [6]. It will give students courage to speak up while learning to speak up. Motivated learners will do everything that improves their success. The optimal way to get the best outcome would be achieved by them.

In learning to speak, all students have different motivation. Highly motivated students are a part of them. Students who are highly motivated to talk about learning will force themselves to speak up. They can overcome challenges that come to them from the inside

with power. Furthermore, motivated students always get the best outcome because their desire to learn would improve their performance. They will become the students with the most success. In contrast, low motivated students have no interest in the subject and appear to have learning disabilities [7]. Most students have a low level of motivation to learn to communicate.

A previous study entitled "The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course". [8] There is a strong positive association between the two variables. It was self-confidence and achievement in speaking. The more learners were self-confident, the higher their oral test scores were. Students with high self-confidence were prepared to attempt to speak in front of others. Lack of general self-confidence, on the other hand, contributed to a lack of interest in aiming for oral success of high quality. The study's finding also highlighted the value of increasing general self-confidence language learners in order to build their oral skills. Less confidence learners were not confident of their abilities.

Besides, other previous related study entitled "Correlation between Students' Learning Motivation and speaking Competence at SFL FKIP University HKBP Nomensen". [9] There is good correlation between students' motivation and students' speaking competence. It was proved by the analysis found that correlation between the students' learning motivation and speaking competence; variable "X" and "Y" is at the position of "0.315". Many students who have a high motivational score often have a good rating in terms of speaking skills. Motivation is a concept that is widely used as a fundamental explanation of success with regard to second language learning. [9] Students would learn the language if they are persuaded to study it.

However, based on the observation of the researcher in the classroom, she found that not all students with low self-confidence in learning to speak have a low speaking ability. On the other hand, students with high self-confidence do not always have the ability to speak English well. In addition, not all low motivated students have the low ability to speak. Highly motivated students, on the other hand, do not always have good ability to speak English.

A research location is a place where the research was carried out to obtain the required data. The research was carried out in State Vocational High School 1 of Talang Ubi PALI. The differences among the previous studies and this present study are the participants and variables.

In line with the research problems above this investigation is undertaken to find out whether or not: (1) there is a significant correlation between self-confidence and speaking ability of the eleventh grade students of State Vocational High School 1 of Talang Ubi PALI, (2) there is a significant correlation between learning motivation and speaking ability of the eleventh grade students of State Vocational High School 1 of Talang Ubi PALI, (3) there is a significant correlation between self-confidence and learning motivation of the eleventh grade students of State Vocational High School 1 of Talang Ubi PALI, and (4) there are significant correlations among self-confidence, learning motivation, and speaking ability of the eleventh grade students of State Vocational High School 1 of Talang Ubi PALI.

Concept of Self-Confidence

[10] Self-confidence is defined as an individual's appreciation of his abilities, self-esteem, and knowledge of his feelings of claims. [11] There are two sub-categories, intrinsic self-confidence and extrinsic self-confidence and continued his explanation as follows: the ideas and feelings about individuals being accommodated or satisfied with themselves are intrinsic self-confidence. The elements of intrinsic self-confidence are self-esteem, self-love, self-knowledge, starting concrete aims, and positive thinking. Extrinsic self-confidence is the attitude towards others and their actions. The constructing elements of extrinsic self-confidence are communication and controlling emotions.

Basically, self-confidence is an attitude that helps us to have a positive and realistic view of ourselves and our skills. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to

handle criticism, and emotional maturity [12]. Self-confidence could be a personal factor in achieving foreign language learning that plays a supporting role. Some studies suggest that without it, no language learning activities can be successfully carried out [13] [14].

Self-confidence is the assumption that success and competence can be accomplished. It is to believe yourself in order to be able to say language. Self-confidence may be about particular activities or a wider mindset you have about your life skills [15].

Based on those statements, self-confidence is an attitude of personal factor which permits people to achieve success and competence with an optimistic, rational perception, and belief.

Concept of Learning Motivation

In everything we are going to do, motivation is highly critical. It is great for us to get the best out of doing something. In addition, it requires inspiration in the teaching and learning process. Motivation makes it less demanding and more fun to teach and learn. It is really good if the teaching and learning process motivates students.

Many psychology experts have provided different motivational concepts. The ways that energize, organize and encourage actions are motivation [16]. This suggests that motivation is the process in which students are pushed and shown to do something and to continue to act continuously. Motivated students with a deep motivation would feel excited about understanding what they need. [17] Motivation is the process by which students perform activities on the basis of their goals and immediately sustain them.

In the teaching and learning process, encouragement has a vital role. Students with a higher motivation would get a greater chance than the lower one of achieving the target in their learning activities. [6] Motivation is the energy of students that inspires them to do the task from inside. It implies that motivation is important to learn to accomplish something. It is a process that organizes learners to work to achieve goals.

[18] Motivation is the concept of someone doing activity and regulating the pace of the actions. It is used to see whether students are involved in events in the classroom. The enthusiasm of students is therefore a crucial part of the teaching and learning process. It has a wonderful effect on learners to drive them to learn to fulfill their needs, aspirations, and goals.

The researcher concludes from those concepts above that learning motivation is a tool for achieving success and has an awesome effect on potential achievement. Giving inspiration to students in the teaching and learning process is a process of pushing and inspiring them to learn. Therefore, it will help students attain their goals.

Concept of Speaking Ability

Among other language skills, speaking is an important skill that must be mastered by English students. As the key criteria, it is to consider that the skill of the English students is strong or missing. From English experts, there are many meanings of speaking. The researcher, however, only selects some meanings that are important to speak about.

[19] Speaking is a desire and purpose-driven, which can include sharing ideas and views; expressing a desire or a desire to do something; negotiating and solving a specific problem or developing and sustaining social relationships and friendships. In addition, [20] speaking is the deliberate use of language to communicate meanings so that people can make sense of them.

The researcher concludes from the above definitions that speaking ability is willingness or a desire of a person to convey thoughts, ideas, and feelings to others, to negotiate, to solve problems to make, and to maintain contact, social relationship, and friendship.

METHOD
Types of Research

In this study, the writer used quantitative research with a correlational design. A

correlation study is a quantitative method of research in which the writer has three quantitative variables from the same groups of subjects. This research was conducted to know the distribution of correlation between X1 and Y, X2 and Y, Y, X1, X2, and also a correlation among X1, X2, and Y. And this research answered the formulation of the problem, test research hypothesis, and conclude the correlation among self-confidence (X1), learning motivation (X2), and speaking ability (Y) of the eleventh grade students of State Vocational High School 1 of Talang Ubi PALI.
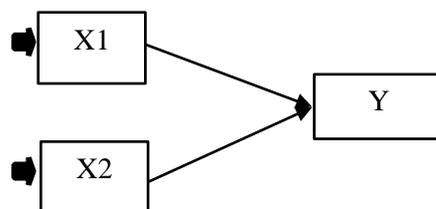
Figure 1 Research Design (Adapted From) [21]

Where:
   X1: Self-Confidence
   X2: Learning Motivation
   Y: Speaking Ability

Note:
   1)   Self-Confidence correlates to Speaking Ability.
   2)   Motivation correlates to Speaking Ability.
   3)   Self-Confidence correlates to Learning Motivation.
   4)   Self-Confidence, Learning Motivation, simultaneously correlate to Speaking Ability.

Research Subjects and Data
       The subjects in this study comprised the eleventh grade students of of State Vocational High School 1 of Talang Ubi PALI. Sampling was taken through a purposive sampling technique. In this study, in collecting the data the writer used two kinds of instruments, namely test and questionnaire. An oral test is the sort of test used in this study. It is done to consider the speaking ability of the students and to collect information on the self-confidence of students and the learning motivation of students, the researcher used the questionnaire. The instrument used had been validated through content and construct validity. For construct validity, it was conducted from the tryout results.
       In this study, the data were analyzed using the statistic formula r-Product Moment and Multiple Regression. The statistic formula r-Product Moment was utilized to analyze and answer the research problem: the first, the second, and the third.While Multiple Regression was applied to test whether variables X_1 (self-confidence), X_2 (learning motivation) have significant correlations with variable Y (speaking ability). Multiple Regression analysis is intended to find out the correlations among three variables.

RESULTS AND DISCUSSION
Results
       The calculation of the data used IBM SPSS Statistics 25. The result of calculation and hypothesis testing can be seen as follows:

Correlation between self-confidence and speaking ability (research problem no. 1)
       The result of the calculation is presented in Table below.

Table 1. Correlation between self-confidence and speaking ability

Correlations		Self-Confidence	Speaking Ability
Self-Confidence	Pearson Correlation	1	.380[*]
	Sig. (2-tailed)		0.27
	N	34	34
Speaking Ability	Pearson Correlation	.380[*]	1
	Sig. (2-tailed)	0.27	
	N	34	34
**. Correlation is significant at the 0.05 level (2-tailed).			

The result of the correlation coefficient between students' self-confidence and their speaking ability is r_{yx1} = 0,380 with r^2 = 0,145 (14,5%). Table 1 shows that p-value is 0,027. This value is lower than 0,05. This is significant. So Ha is accepted while Ho is rejected. Therefore there is a significant correlation between self-confidence and speaking ability.

Correlation between learning motivation and speaking ability (research problem no. 2)
The result of the calculation is presented in Table below.

Table 2. Correlation between learning motivation and speaking ability

Correlations		Learning Motivation	Speaking Ability
Learning Motivation	Pearson Correlation	1	.464[**]
	Sig. (2-tailed)		.006
	N	34	34
Speaking Ability	Pearson Correlation	.464[**]	1
	Sig. (2-tailed)	.006	
	N	34	34
**. Correlation is significant at the 0.01 level (2-tailed).			

The result of the correlation coefficient between students' learning motivation and their speaking ability is r_{yx2} = 0,464 with r^2 = 0,216 (21,6%). Table 2 shows that p-value is 0,006. This value is lower than 0,05. This is significant. So Ha is accepted while Ho is rejected. Therefore there is a significant correlation between learning motivation and speaking ability.

Correlation between self-confidence and learning motivation (research problem no. 3)
The result of the calculation is presented in Table below.

Table 3. Correlation between self-confidence and learning motivation

Correlations		Self-Confidence	Learning Motivation
Self-Confidence	Pearson Correlation	1	.365[*]
	Sig. (2-tailed)		.034
	N	34	34
Learning Motivation	Pearson Correlation	.365[*]	1
	Sig. (2-tailed)	.034	
	N	34	34
**. Correlation is significant at the 0.05 level (2-tailed).			

The result of the correlation coefficient between students' learning motivation and their speaking ability is r_{x1x2} = 0,365 with r^2 = 0,133 (13,3%). Table 3 shows that p-value is

0,034. This value is lower than 0,05. This is significant. So Ha is accepted while Ho is rejected. Therefore there is a significant correlation between self-confidence and learning motivation.

Correlations among self-confidence, learning motivation and speaking ability (research problem no. 4)

The result of the calculation is presented in Table below.

Table 4. Correlations among self-confidence, learning motivation and speaking ability

			Model Summary		
Model	R	R Square	Adjusted R Square	F Change	Sig. F Change
1	.516 a	.267	.219	5.639	.008

a. Predictors: (Constant), X2, X1

The result of the correlations coefficient among students' self-confidence, students' learning motivation, and their speaking ability is $r_{yx1x2} = 0,516$ with $r^2 = 0,267$ (26,7%). Table 4 shows that p-value is 0,008. This value is lower than 0,05. This is significant. So Ha is accepted while Ho is rejected. Therefore there are significant correlations among self-confidence, learning motivation, and speaking ability.

Discussion

The result from first hypothesis proved there is significant correlation between self-confidence (X1) and speaking ability (Y). The result shows $r_{yx1} = 0,380$ with $r^2 = 0,145$. It means there is a very weak correlation between self-confidence and speaking ability, and the contribution of students' self-confidence to students' speaking ability is 14,5% while another 85,5% is influenced by other factors. Language learners perform well in terms of self-confidence. It is assumed that the achievement of oral success is connected with self-confidence.

The result from second hypothesis proved there is significant correlation between learning motivation (X2) and speaking ability (Y). The result shows $r_{yx2} = 0,464$ with $r^2 = 0,216$. It means there is a medium correlation between learning motivation and speaking ability, and the contribution of students' learning motivation to students' speaking ability is 21,6% while another 78,4% is influenced by other factors. In learning, motivated learners more often than not feel enjoyable. It makes it less difficult for them to speak openly wherever they are, even though English is a foreign language.

The result from third hypothesis proved there is a significant correlation between self-confidence (X1) and learning motivation (X2). The result shows $r_{x1x2} = 0,365$ with $r^2 = 0,133$. It means there is a very weak correlation between self-confidence and learning motivation, and the contribution of students' self-confidence to students' learning motivation is 13,3% while another 86,7% is influenced by other factors. If people have self-confidence, their information would be more detailed, they are growing to get so much data from the stuff they are reading, and they are getting something. Self-confidence, in other words, is necessary in our lives. Subsequently, motivation can be said as an internal drive for achieving learning activity in the learning process so that the object of the subject learning can be sustained within the educational environment.

The result from fourth hypothesis proved there are significant correlations among self-confidence, learning motivation, and speaking ability. The result shows $r_{yx1x2} = 0,516$ with $r^2 = 0,267$. It means that there are medium correlations among self-confidence, learning motivation and speaking ability simultaneously, and the contribution of students' self-confidence and students' learning motivation to students' speaking ability is 26,7% while another 73,3% is influenced by other factors. Students with high self-confidence were

prepared to attempt to speak in front of others. Lack of general self-confidence, on the other hand, contributed to a lack of interest in aiming for oral success of high quality. Moreover, motivation plays a critical role in building student self-competencies that allow them make efforts to achieve their goals. They will learn more so that their English gets better and, especially in speaking, they will be able to specify their opinion in the target language.

CONCLUSIONS

In line with the results that have discussed, it is necessary to draw the following conclusion: (1) there is a significant correlation between self-confidence and speaking ability of the eleventh grade students of State Vocational High School 1 of Talang Ubi PALI. Students can gain a strong result in speaking ability by possessing high self-confidence, (2) there is a significant correlation between learning motivation and speaking ability of the eleventh grade students of State Vocational High School 1 of Talang Ubi PALI. The higher learning motivation to speak, the greater potential for speaking, is considered to be attained by the students, (3) there is a significant correlation between self-confidence and learning motivation of the eleventh grade students of State Vocational High School 1 of Talang Ubi PALI. If students have low self-confidence, learning will not inspire them. It means they would have low enthusiasm for learning, and (4) there are significant correlations among self-confidence, learning motivation, and speaking ability of the eleventh grade students of State Vocational High School 1 of Talang Ubi PALI. Self-confidence and motivation are a major factor in building the ability to speak. Students with a high level of self-confidence will demonstrate stronger speaking skills. In addition, students who are highly motivated to learn will be more successful in learning speaking skills.

AUTHOR'S CONSTRIBUTION

The author gives some contribution as follows: (1) students can develop their phrase of speech ability because sentence is an essential feature of language communication and students should also have confidence in the practice of speaking, (2) by understanding the contribution of the speaking ability, the teacher should enhance their students' speaking ability and the teachers need to find out the other appropriate method, technique, or material to teach speaking, (3) the further researcher should have more advancement in doing the similar research at that point the result can accomplished contributions for education. Further researchers moreover have to do more creative in the study about speaking to discover the other factor that can improve speaking ability, and (4) research results can be used by institutions (PGRI University of Palembang and State Vocational High School 1 of Talang Ubi) to expand the horizon for students and teachers who are currently studying and teaching there. Finally, to improve this article, any remarks, comments, and criticisms are very much welcome.

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