

THE CORRELATION OF INTEREST, MOTIVATION AND SELF-CONFIDENCE TO THE STUDENTS' SPEAKING ACHIEVEMENT

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ABSTRACT

This study aims to find out the correlation of interest, motivation, and self-confidence to the speaking achievement of the second-year students of English Education Department at UIN Alauddin Makassar. This study used the correlational design. This study used questionnaire and documentation. Data were analyzed using SPSS 25 program for windows. The result of this study showed that there is a low correlation of interest to the speaking achievement of the second year students of English Education Department at UIN Alauddin Makassar), there is a low correlation of motivation to the speaking achievement of the second year students of English Education Department at UIN Alauddin Makassar), and there is a low correlation of self-confidence to the speaking achievement of the second year students of English Education Department at UIN Alauddin Makassar). Therefore, it indicates that those variables did not contribute significantly to the speaking achievement of students. It indicates that there are other factors that influence the achievement of speaking skills which can be investigated by further researchers.

Keywords: interest, motivation, self-confidence, speaking achievement

ABSTRAK

Penelitian ini bertujuan untuk menggambarkan hubungan antara minat, motivasi dan kepercayaan diri terhadap prestasi belajar Speaking Mahasiswa PBI Fakultas Tarbiyah dan Keguruan UIN Alauddin Makassar. Desain penelitian ini adalah penelitian korelasi. Instrumen penelitian ini adalah angket dan dokumentasi. Data dianalisis dengan menggunakan SPSS. Hasil penelitian ini menunjukkan bahwa ada hubungan yang rendah antara minat, motivasi, dan kepercayaan diri terhadap prestasi belajar speaking mahasiswa. Hal ini berarti bahwa minat, motivasi, dan kepercayaan memiliki kontribusi/pengaruh yang tidak signifikan terhadap prestasi belajar. Hal ini mengindikasikan bahwa ada faktor lain yang berpengaruh terhadap prestasi belajar speaking yang bisa diteliti oleh peneliti selanjutnya.

Kata Kunci: minat, motivasi, kepercayaan diri, pencapaian Speaking

1) INTRODUCTION

Speaking is the ability of humans to express their ideas, feelings, and thoughts using oral speech that usually involves speakers and interlocutors. Speaking is not only use in conversation. We can talk for interactions, transactions, performance, persuading others, and sharing our information, knowledge and ideas with each other. This is very useful in our relationships, social context, and many others.

Brown (2001) says speaking as development of the relationship between speaker and listener. In addition, speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation". It means that the main objective of speaking is for communication. Brown says there are some components in speaking: grammar, vocabulary, comprehension, fluency, and pronunciation.

In order to help students, overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance condition (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activity. (Tuan and Mai, 2015).

Richard and Rogers (2001) stated that there are six components of speaking skills that are normally recognized as a crucial aspect that should be mastered those teachers and students in order to apply and practice of speaking, namely; vocabulary, grammar, pronunciation, accuracy and fluency, and comprehension.

Slameto (2013) claims there are two factors that influence students learning English. They are internal and external factors. Internal factors originate from within students and external factors are from outside of students. External factors are divided into three aspects namely family, school, and society. Internal factors are also divided into three aspects namely physical, fatigue and psychological.

According to Brown (2001) there are some factors which are included in psychological factor that influences the student performance in speaking English. They are: fear of mistake, lack of confidence, anxiety, interest, shyness and the last is lack of motivation. One of the psychological factors that influence student learning is interest. To study certain subjects, students need to have interests, including learning English, especially speaking. Students' interest in learning English is important because without interest students will not be motivated in learning.

Students' interest is one of the psychological problems. Interest has an important role in successful learning. The students' interest will make the students active and pay more attention in speaking learning process. Interest is a feeling of wanting to learn more about something or to be involved in something. Cronbach (1990) also describes and emphasizes that interest fall under the heading of personality besides motives, beliefs and attitudes, and so on. Murphy and Charles (1991)

define an interest as a response of liking. It is identified from affective response to an object or activity.

In addition, one of factors affects students in learning speaking is motivation. In the learning process, motivation can be said as an inner impulse to achieve learning activities so that learning objectives can be maintained in the educational environment; motivation is one of the most important factors to encourage students to learn more quickly and effectively. Motivation can come from students themselves who are intrinsic, or outside of students namely extrinsic. For those who have intrinsic motivation, they will have a strong responsibility for learning. Conversely, for those who have extrinsic motivation, their enthusiasm for learning depends on conditions outside themselves.

In reality, there are still many students who have low self-confidence in speaking English because they are afraid to make mistakes in grammar, pronunciation, and others. According to Ratih (2002) "students' success in communicating is influenced by many factors of vocabulary mastery, environment, intelligence, motivation, perceptions, cultural background, parents' economic social, teaching and learning process, teacher, curriculum material and personality". The resulting failure cannot be seen only from one side, such as accusing the teacher or the method used in the teaching and learning process. Some students admit that it is not nice to speak in front of people, even though they have prepared what to say, but their minds will suddenly disappear when they start speaking in front of the class. In other words, students feel anxious when they have to speak in front of the class. This anxiety indicates that they feel insecure about speaking. Krashen and Terrel (1983: 38) state that learners with self-confidence and good self-image tend to be more successful. Hakim (2002: 1) also said that the success of each field cannot be achieved by people without sufficient self-confidence, while Al Usqhori (2005) says that without self-confidence it is impossible to achieve success.

Lauster (2003) pointed out that self-confidence is an attitude or belief in one's abilities so that in his/her actions not too anxious, feel free to do things following the wishes and responsibilities of his/her actions, polite in interacting with others, have the encouragement of achievement and can recognize the strengths and weaknesses of yourself.

Researchers have been doing plenty of researches on the correlation of self-confidence and speaking and also how to build it. Doqaruni (2013) had researched promoting self-confidence in a foreign language classroom. He found that his students, at first, seemed passive and reticent during the class activity. He used to incorporate extra speaking activities, telling a story, and presentation activities. The result showed that an instructional methodology stressing peer collaboration as a tool for increasing the ability of the students to speak is likely to result in confidence.

Jianwei Xu (2011) also did self-confidence research. She used observation and guided interviews to get the data. She found that regarding internal factors, it was found that the learners would seem to perceive more confidence if their previously established L2 identities were confirmed.

Based on preliminary study, researcher found that students' motivation for speaking is still very lacking, the main factor that caused it is that students did not have an interest in learning speaking both in the classroom and outside the classroom. According to her/his speaking is very complicated to do where we have to try to make people who listen to understand what is being said, not to mention having to think long ago to express something. Therefore, it can be said that interest and motivation play a very important role in learning certain subjects, especially speaking. If interest is an individual's interest in a particular object that makes the individual himself feel happy then motivation is an encouragement of the needs and desires of the individual directed at the goal to obtain satisfaction from what he needs. So that it can be said that interest and motivation are interrelated. (Interview,SW, 10 October 2019).

Based on the results of early observations on English learning program of English Education Department at UIN Alauddin Makassar, the researchers found that students' speaking skills in the fourth semester are as follows; First, some students feel uncomfortable speaking English in front of the class. They do not have enough English preparation and words. Secondly, many students feel less confident in speaking English. They still think of English on a structural level. Some students feel intimidated by lecturers who give them many assignments. Also, some students cannot speak English well. They are afraid of making mistakes and they are also lacking in pronunciation because in English there are different forms between written and oral forms. Finally, most students do not have the opportunity to engage in English communication activities. Only the more intelligent students are active in communicating in English and dominating English learning in class. (Observation, 11 October 2020).

Based on the explanation above, the researchers investigate the correlational of interest, motivation, and self-confidence to the Speaking Achievement of the Second Year of English Education Department at UIN Alauddin Makassar."

2) METHOD

In this study, researchers conducted a quantitative method with a type of correlational research, to determine the correlation between the students' self-confidence and speaking achievement. According to Cresswell (2009) quantitative methods are methods used to measure data using statistical procedures. Hatch and Lazaraton (1991) state that the correlation study is used to determine the level of relations between two variables, in this study these variables are the students, interest in learning speaking, students' motivation in learning English, students' self-confidence and students' speaking achievement.

Respondents

The sample of this research is the second-year students of English Education Department who register in the 2019/2020 academic year of class PBI 1-2 (41 students) and class PBI 3-4 (41 students) with their total amount are 82 students.

Instruments

The instruments used in the research are questionnaires and documentation. According to Arikunto (2013), questionnaire is some written questions which use in obtaining information from the respondents such as a report about their personal, or anything which they know. In this research, the researcher used the Likert Scale. According to Gay (2016), a Likert scale requires an individual to respond to a series of statements. The type of questionnaire in this research is a closed-type questionnaire. The questionnaire is used to collect data on the students' self-confidence. A self-confidence questionnaire developed by Goleman (1995) is used. The total of the questionnaire will be 30 items and consist of 5 choices adopted from Likert Scale.

The second instrument is the students speaking scores documentation after studying series of speaking subject in three semesters (Speaking for General Communication, Speaking in Professional Context, and Speaking for Academic Purposes). Sugiyono (2015) state that documentation is a method used to obtain data and information in the form of books, achieves, documents, written number and pictures in the form of reports and information that can be support the research.

Procedures

To obtain the data, the researcher used a questionnaire and speaking score documentation. The questionnaire aims to find out the level of students' self-confidence in speaking learning. It is the technique of collecting data by giving the respondents a list of questions in written form. Because the learning process is still online, the researcher distributed online questionnaire. The researcher distributed a Google form to students which contained interest questionnaires, motivation questionnaires, and self-confidence questionnaires, and then the students filled out the questionnaire using their mobile phone. After that, the researcher collected the questionnaire that has been responded by students. The researcher calculates the questionnaire by using Microsoft excel. The last procedure is the researcher gives a score to students' responses by using the likert scale. After that the researcher used documentation of students speaking score to collect the data of speaking achievement. The procedure of this research is, the first the researcher take the students' speaking score after studying the series of speaking for three semesters (Speaking for General Communication, Speaking in Professional Context, and Speaking for Academic Purposes) that had been given by the speaking lecturer in the department. And then, the researcher averaged the students' score. Data got were analyzed using SPSS.

3) FINDINGS AND DISCUSSION

Classification of Students' Interest

The percentage of students' interest in learning speaking of the second-year student of English education department at UIN Alauddin Makassar rates based on the questionnaire of 82 students from the two classes. It can be seen that of the 82 students, there were 12 (14.6%) students who got very high score, 57 (69.6%) students who got high score, 12 (14.6%) students who got moderate score, and there was 1 (1.2%) student who got the low score. The highest score of students' interest was 123 and the lowest score was 64.

Classification of students' motivation

The percentage of students' interest in learning speaking of the second-year student of English education department at UIN Alauddin Makassar rates based on the questionnaire of 82 students from the two classes. It can be seen that of the 82 students, there were 11 (13.4%) students who got very high score, 59 (72%) students who got high score, 11 (13.4%) students who got moderate score, and there was 1 (1.2%) student who got low score. The highest score of students' motivation was 125 and the lowest score was 64.

Classification of Students' Self-Confidence Score

The percentage of student self-confidence of the second-year students of English Education Department at UIN Alauddin Makassar rate based on the questionnaire from 82 students, most of the students 55 with percentage 67.0% obtained high self-confidence, there were 25 with percentage 30.4% students who obtained average self-confidence and there were 2 with percentage 2.4% students who obtained low self-confidence.

Classification of Speaking Achievement

The percentage of speaking achievement of the second-year students of English Education Department at UIN Alauddin Makassar showed that from 82 students, there were 71 students with percentage 86.5% obtained very good speaking achievement, there were 9 students with percentage 11% had good speaking achievement, there was 1 student with percentage 1.2% obtained poor speaking achievement, and then there was 1 student with percentage 1.2% obtained very poor speaking achievement. Thus, the researcher can be assumed that most of the students in academic year 2019/2020 of English Education Department at UIN Alauddin Makassar had very good speaking achievement.

The Mean Score of students' interest, motivation, Students Self-Confidence and Speaking Achievement

The mean score of interest was 95.6 categorized as high classification, the mean score of motivation was 96.1 categorized as high classification, and the mean score of speaking achievement was 94.1 also categorized as high classification.

The mean score of students' self-confidence and speaking achievement showed that the mean score of self-confidence was 91.1 and the mean score of speaking achievement was 94.1.

To find out the correlation coefficient, the questionnaire scores (interest and motivation) as the X variable and the students' speaking scores as the Y variable were calculated using the Product Moment Correlation by SPSS 22 program for windows.

The correlation of students' interest toward the speaking achievement

Based on the data analysis using SPSS25 program for windows, it can be seen in the figure below:

Correlations between interest and speaking achievement			
		Interest	Speaking
Interest	Pearson Correlation	1	-.123
	Sig. (2-tailed)		.269
	N	82	82
Speaking	Pearson Correlation	-.123	1
	Sig. (2-tailed)	.269	
	N	82	82

In the table above, it can be seen in the Pearson correlation between interest and speaking that the number was -0.123. This figure shows that the two variables have a weak correlation because it was below 0.5. The negative sign (-) indicates the opposite relationship, if the interest was high then the speaking was low, and vice versa. Then seen from the significant value, based on the probability value: if the probability value was > 0.05 then there was no correlation and vice versa if the probability value was < 0.05 then there was a correlation. The probability value of sig. (2-tailed) interest with speaking = $0.269 > 0.05$ which means there was no significant correlation.

From analyzing the data above, the correlation coefficient between interest and speaking achievement was obtained -0.123 it means that between both variable categorized as very low correlation.

The correlation of students' motivation toward the speaking achievement

The result of Pearson Product Moment in this research can be seen in the table below:

Correlations between motivation and speaking achievement			
		Motivation	Speaking
Motivation	Pearson Correlation	1	-.130
	Sig. (2-tailed)		.243
	N	82	82
Speaking	Pearson Correlation	-.130	1
	Sig. (2-tailed)	.243	

N	82	82
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In the table above, it can be seen in the Pearson correlation between motivation and speaking that the number was -0.130. This figure shows that the two variables have a weak correlation because it was below 0.5. The negative sign (-) indicates the opposite relationship, if the motivation was high then the speaking was low, and vice versa. Then seen from the significant value, based on the probability value: if the probability value was > 0.05 then there was no correlation and vice versa if the probability value was < 0.05 then there was a correlation. The probability value of sig. (2-tailed) motivation with speaking = $0.243 > 0.05$ which means there was no significant correlation.

From analyzing the data above, the correlation coefficient between motivation and speaking achievement was obtained -0.130 it means that between both variables categorized as very low correlation. It can be seen at simple classification table by Arikunto 2013.

The Correlation of Self-Confidence and Speaking Achievement

The result of Pearson Product Moment in this research can be seen in the table below:

		Self-Confidence	Speaking Achievement
Self-Confidence	Pearson Correlation	1	-.036
	Sig. (2-tailed)		.747
	N	82	82
Speaking Achievement	Pearson Correlation	-.036	1
	Sig. (2-tailed)	.747	
	N	82	82

Based on the Pearson Product Moment Correlation Coefficient above, the correlation coefficient or r obtained -0.036. This figure shows that the two variables have a weak correlation because it was below 0.5. The negative sign (-) indicates the opposite relationship, if the interest was high then the speaking was low, and vice versa. Then seen from the significant value, based on the probability value: if the probability value was > 0.05 then there was no correlation and vice versa if the probability value was < 0.05 then there was a correlation. The probability value of sig. (2-tailed) interest with speaking = $0.747 > 0.05$ which means there was no significant correlation.

The result indicates that the correlation coefficient between self-confidence and speaking achievement was obtained -0.036, it means that between variable Self-Confidence (X) and Speaking Achievement (Y) had a very low correlation

Discussion

The result of this study has a different result with the previous related findings from Sri Serawati (2018) and Utami (2018) that found that that there was significant or positive correlation between students' interest in speaking and their speaking achievement, and from Indri Theresya (2018) found

that that there was positive correlation between students' motivation and their speaking achievement at universitas Kristen Indonesia.

The result of this study also has a different result with the previous related findings conducted by Lasiyah (2017), who has found that there was a relationship between self-confidence and speaking achievement. In hence, the students speaking achievement in the second year students of English Education Department at UIN Alauddin Makassar on most of students' have low score in speaking but they have high self-confidence.

Based on Arikunto's classification of correlation, the correlation of two variables (self-confidence and speaking achievement) could be classified as low correlation. Low correlation was caused by a lack of self-confidence in students. Furthermore, several factors that cause lack of self-confidence because the students have awareness to speak, such as awareness to make mistake in pronunciation, awareness in making mistake in grammar and also lack of vocabulary. As stated by Goel and Aggarwal (2012) who said that students with average self-confidence are likely to think about goals that are extremely low and would protect from the anxiety or failure. Students who had low confidence feeling shy and fear making mistakes.

In addition, Sara (2015) pointed out that students who own good self-confidence also control all what learners do in all areas, especially their success which they all hope to gain. Students who have high self-confidence in learning English especially in speaking usually have higher speaking achievement compared to those who have low or negative self-confidence. On the other hand, students who have low self-confidence usually can't success in academics, especially in English communicative ability.

CONCLUSION

1. The result of the correlation coefficient of students' interest in speaking achievement was -0.123. The results showed that there was very low correlation between students' interest toward the speaking achievement.
2. The result of the correlation coefficient of students' motivation in speaking achievement was -0.130. The results showed that there was very low correlation between students' motivation toward the speaking achievement.
3. The result of the correlation coefficient of students' self-confidence in speaking achievement was -0.036, it meant that there was no correlation between students' self-confidence and speaking achievement in the second-year students of English Education Department at UIN Alauddin Makassar.

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