

Students' Self-Confidence and Their Speaking Performance during Online Learning

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Abstract: This study aims to determine the significant correlation between students' self-confidence and speaking performance during online learning for the whole semester. This study conducted a quantitative correlational research design. The sample of this study was students in the 2020 class at one university in Jambi. The data was collected with a self-evaluation questionnaire with close-ended questions. The questionnaire in the form of Google Forms was distributed via WhatsApp to 104 respondents. The data was analysed using SPSS version 25, and the correlation between the two variables was analyzed using Spearman correlation. The study revealed a significant correlation between students' self-confidence and speaking performance during online learning. The evaluation results also showed that their low level of self-confidence made their speaking performance not at a reasonable level either.

Keywords: *self-confidence; speaking; performance; online learning; correlation*

Abstrak: Penelitian ini bertujuan untuk mengetahui korelasi yang signifikan antara kepercayaan diri mahasiswa dengan performa berbicara selama pembelajaran daring selama satu semester. Penelitian ini menggunakan desain penelitian korelasional kuantitatif. Sampel penelitian ini adalah mahasiswa angkatan 2020 di salah satu perguruan tinggi di Jambi. Pengumpulan data dilakukan dengan angket evaluasi diri dengan pertanyaan tertutup. Angket dalam bentuk Google Forms disebarakan melalui WhatsApp kepada 104 responden. Analisis data dilakukan dengan menggunakan SPSS versi 25, dan korelasi antara kedua variabel dianalisis menggunakan korelasi Spearman. Penelitian ini mengungkap adanya korelasi yang signifikan antara kepercayaan diri mahasiswa dengan performa berbicara selama pembelajaran daring. Hasil evaluasi juga menunjukkan bahwa rendahnya tingkat kepercayaan diri mahasiswa membuat performa berbicara mereka juga tidak berada pada level yang wajar.

Kata kunci: *kepercayaan diri; berbicara; performa; pembelajaran daring; korelasi*

INTRODUCTION

Self-confidence is a vital aspect for every student. Regarding speaking performance, students must be confident to perform the various parts of speaking performance flawlessly. The students who participated in English course(s) in this study appear to have lower levels of anxiety compared to those who did not. In order to resolve this issue, the professors should exercise wisdom and ensure fairness by providing more opportunities for less skilled pupils to participate in class discussions, or by pairing them with more proficient peers (Abrar et al., 2016). Speaking performance is evaluated during classroom activities as learning takes place. The perfection of speaking performance depends on some factors heavily influenced by self-confidence. Self-confidence refers to a person's ability to do something boldly and without hesitation once acting (Burton, 2015). Self-confidence influences students' performance during speaking activities (Moneva & Tribunalo, 2020). Speaking itself is a productive skill that can be directly observed, and how one speaks and presents it is called a speaking performance (Louma, 2004). Fluency in speaking, word pronunciation, choice of words, and grammar are all aspects of speaking performance that can be evaluated. In the cases of online learning, observing and evaluating students' speaking performance is more difficult because students turn off their camera and microphone features (Ariani & Tawali, 2021). During class activities, students remain silent or speak nervously in a stammer and unclear voice (Pratiwi & Prihatini, 2021). This happens because students' mental state is impacted as online learning takes place. They are not ready for online learning, resulting in students lacking participation during speaking activities (Farrah & Jabari, 2020). So, self-confidence is a performance enhancer and a tool to help students overcome their problems and anxieties. It helps them to reduce their nervousness in speaking to express their opinions, increase efficiency in pronouncing words, and convey sentences clearly and without stammering (Mubarak,

Seylla Permatasari, Failasofah, Duty Volya. Students' Self-Confidence and Their Speaking Performance during Online Learning (2017). The researcher concluded that self-confidence and students' speaking performance are connected based on the abovementioned research sources.

LITERATURE REVIEW

Self-Confidence

Experts hold slightly divergent perspectives on self-confidence, although they all acknowledge that it entails having faith in oneself. Self-confidence originates inside, manifesting as the fearless and unwavering ability to perform a task due to one's capabilities (Moneva & Tribunalo, 2020). The level of self-assurance will significantly influence how students behave when learning and receiving instructions. The pupils' attitudes and performance during learning activities are impacted by their courage and confidence in their talents. Self-confidence is a self-perception that enables individuals to confront the truth, cultivate self-consciousness, maintain an optimistic mindset, and possess the capability to accomplish their aspirations (Anthony, 1992). According to Anthony's definition, self-confidence is crucial for students in online speaking learning. It helps them accept the necessity of speaking to fulfil their assigned tasks or express their opinions, such as actively participating in discussions and presenting their speaking assignments.

Self-assurance also persuades students that they can express their thoughts and convey information effectively and confidently without feeling anxious. Therefore, the more confident students are, the better they manage their anxiety, and vice versa. Self-confidence encompasses pupils' capacity to overcome challenges and their ability to present themselves to their immediate surroundings (Mastuti, 2008). Self-confidence is the mental disposition of an individual towards themselves and their environment, characterised by a strong belief in their capacity to accomplish tasks within their abilities (Mastuti, 2008). The surrounding environment can be perceived as a space where individuals convene and interact with one another in order to accomplish a goal. The ability of students to communicate and interact with each other in the classroom is considered a beneficial learning environment as it facilitates knowledge development and fosters collaborative and cooperative work. This enables students to exchange their knowledge, assist each other in overcoming learning challenges, and enhance their understanding of the course materials (Farrah & Jabari, 2020).

Regarding speaking performance in online learning, it can be understood that students who possess high self-confidence can overcome their difficulties and anxieties. This includes reducing nervousness when expressing their opinions, improving pronunciation proficiency, and conveying sentences clearly and fluently without stuttering (Mubarok, 2017). Regarding online learning, it pertains to students who struggle with being visible on the Zoom meeting screen during online classes. Self-assurance is crucial in helping students overcome their anxieties. It enables them to activate their camera and microphone and actively engage in discussions with instructors, a necessary step for success in the course. Based on the definitions offered by experts, it can be inferred that students' self-confidence substantially impacts all actions, both for students and the learning environment. The degree of pupils' self-assurance impacts their engagement with their environment when performing. A strong sense of self-assurance is necessary to accomplish any task, whether overcoming challenges or confidently showcasing students' abilities during public speaking engagements.

METHOD(S)

This study aimed to find a significant correlation between students' self-confidence and their speaking performance during online learning. The study used a quantitative correlational research design. The sample was the students who took online classes for "Speaking for Academic Purposes" in the 2020 class in semester two. The sample consists of three classes with 104 respondents. The data was collected using an adapted self-evaluation questionnaire from Heatherton and Polivy (1991). The questionnaire was distributed via WhatsApp. The researcher asked the class leaders if they agreed to participate in this study before distributing the questionnaires. The researcher distributed the questionnaire after hearing that they would participate as respondents. Then, class leaders in each class received the questionnaire URLs, which they shared with other participants through their WA groups.

The adapted questionnaire's validity and reliability have been assessed, and the results indicate that the questions are valid. The correlation coefficient from Pearson is used in SPSS to calculate the validity and reliability. According to the results of the validity calculation, *r* values sequentially are 0.626, 0.448, and 0.432, 0.634, 0.620, 0.592, 0.536, 0.526, 0.457, 0.410, 0.392 which are higher than the *r* table (for *N*=104), which is 0.191. The reliability calculation result shows that the questionnaire is considered reliable because Cronbach's alpha value is higher than 0.60, which is 0.71 (Sujarweni, 2014). The data was analysed using SPSS version 25. The researcher used a Spearman correlation to find the significant correlation between self-confidence and speaking performance.

FINDINGS AND DISCUSSION

The data from the research questionnaire's findings showed that students' self-confidence significantly correlates with their speaking performance during online learning. If a student has low self-confidence, their speaking performance will suffer, and if they have high self-confidence, their speaking performance will improve.

Table 1
Students Self-Evaluation on Their Confidence

Questions	SDA	D	A	SA	mean	St. d	Level
I can speak calmly without feeling tense or sounding nervous	8 7.7%	45 43.3%	49 47.1%	2 1.9%	2.43	0.66	Low
I am not motivated to speak because I believe my speaking is not good enough	16 15.4%	47 45.2%	37 35.6%	4 3.8%	2.72	0.77	Low
I feel happy and relaxed while I speak without worrying about other people's opinions about my speaking.	2 2.9%	34 32.7%	54 51.9%	13 12.5%	2.74	0.71	Low
I speak confidently and without hesitation, so my words are well-conveyed	54 7.7%	8 51.9%	39 37.5%	3 2.9%	2.35	0.67	Low
I cannot speak coherently	0 0%	47 45.2%	53 51%	4 3.8%	2.41	0.56	Low
I am unable to get directly to the point I want to convey	1 1%	43 41.3%	55 52.9%	5 4.8%	2.38	0.59	Low

The results of Table 1 show that the mean calculation results show that students' self-confidence is low. This low level of self-confidence causes students to be less confident in correctly doing the good things listed in the table and to do the negative ones frequently.

First, 49% of the students responded that they could speak calmly without feeling nervous, which showed high self-confidence. Students who lack confidence feel uneasy as they must speak throughout the learning process and struggle to overcome nervousness. It is this fear of making mistakes that lowers the confidence to come to a speaking performance calmly.

Second, 60,5% of students oppose the idea that they are not motivated to speak because their speaking is not good enough. Students who are confident in themselves are more motivated to participate actively in online speaking classes. Students discover that online learning makes it much simpler to present their assignments and express their ideas rather than in offline classes.

Third, 64,4% of the students agree that speaking without concern for other people's opinions makes them happy and relaxed. Students can improve their self-confidence by taking speaking classes online because they do not interact with their classmates or lecturers in person, which minimises their nervousness as they only meet through a monitor (Dieni & Mahanani, 2022).

Fourth, 40,4% of the students agree that they speak confidently and without hesitation to convey their words well. Students who have high self-confidence are those who are appropriately assertive. Students with high self-confidence are better at expressing themselves in words because it helps them overcome their fear of delivering unorganised or unclear information (Pratiwi & Prihatini, 2021).

Fifth, 54,8% of students agreed that they could not speak coherently. Lack of self-confidence may be to blame for this. Students with solid self-confidence have the bravery to participate actively in a class by speaking out and giving good performances. Confidence encourages students to express their ideas clearly and in a unity of ideas so that their performance does not appear flawed (Mubarok, 2017).

Last, 57,6% of the students' answers agreed that they could not speak directly to the point they wanted; this showed that they were not confident enough to do so. This is in line with the statement that students' levels of self-confidence impact how well they do on performance tasks. Confident students may finish their performances well and get to the point of the topic that must be conveyed (Moneva & Tribunalo, 2020).

Table 2.
Students' Self-Evaluation of Their Speaking Performance

Questions	SDA	D	A	SA	mean	St. d	Level
I can speak fluently without rushing or making mistakes	6 8.7%	69 66.3%	24 23.1%	2 1.9%	2.18	0.60	Low
I have confidence in the grammar that I use in speaking	9 8.7%	61 58.7%	32 30.8%	2 1.9%	2.25	0.63	Low
I can pronounce words accurately as long as I speak, even when I am nervous	4 3.8%	51 49%	47 45.2%	2 1.9%	2.45	0.60	Low
I am not sure if the vocabulary I use in speaking is suitable for the context that I refer to	1 1%	29 27.9%	66 63.5%	8 7.7%	2.21	0.59	Low
I feel my performance is terrible when I am nervous and use many fillers in my speaking	2 1.9%	11 10.6%	66 63.5%	25 24%	3.09	0.64	Moderate

As Table 2 shows, the mean value results reveal that most speaking performance is classed as low unless it is a negative statement. Low self-confidence may contribute to this and have an unfavourable effect on speaking performance.

First, 75% of students disagree that they can speak without rushing and making mistakes. This shows that their speaking performance may not be good enough. This is due to students' low self-confidence, making them extremely nervous and focusing only on finishing their performance as quickly as possible. This leads to rushing to speak and making many mistakes.

Second, 67,3% of students mentioned that they were unsure of the grammar they use during speaking performance. Students encounter linguistic challenges when taking online speaking classes. They only speak the first sentences that come to mind during their speaking performance because they lack confidence and are terrified of making grammatical mistakes (Pratiwi & Prihatini, 2021).

Third, 52,8% of students admitted that when they were nervous, they could not accurately pronounce words during speaking performance. Students who struggle with anxiety face fear, nervousness, and worry that they will make mistakes during speaking. Students' anxiety makes them feel insecure about performing well. Because of the pressure of speaking in front of others, students occasionally make mistakes, such as mispronouncing words and repeating them until they get it right.

Fourth, 28,8% of students disagree with the idea that they are unsure whether the vocabulary they choose in speaking is context-appropriate. Students are confident in their use of vocabulary in online learning classes due to interactions with teachers and the experience gained from the speaking activity in offline classes (Vindiyasari et al., 2022). On the other hand, students' self-confidence can be affected by various factors, leading to various results, one of which is that students become nervous and doubtful. Hence, they use the vocabulary they remember momentarily (Hidayati, 2021).

Last, the majority of students, 71.1%, felt that using too much filler made their performance worse. The use of filler when speaking is unavoidable, but using too much filler can undoubtedly interfere with the speaking process itself; listeners can lose their focus on the information conveyed by the speaker (Srinivas, 2019). excessive use of filler interferes with the speaking process; this is usually caused by the speaker

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The Correlation Analysis

The researcher calculated the correlation between the two variables—students' self-confidence and their speaking performance—using the SPSS (Statistical Package for the Social Science) version 25. In this study, the researcher used the Spearman correlation coefficient formula to get the results of the hypotheses being tested due to the usage of ordinal data. The calculation is shown in the table below:

Table 3
Analysing of the data

		Self-confidence	Speaking performance
Spearman's rho	Self-confidence	Correlation Coefficient	1,000
		Sig. (2-tailed)	,000
	Speaking performance	Correlation Coefficient	,364**
		Sig. (2-tailed)	,000
		N	104

According to Table 3, Spearman's correlation coefficient indicates a 0.364 correlation between students' self-confidence and speaking performance. The result means there is a *strong correlation* between the two variables.

Table 1.4
Table of categorisation of the strength of the correlation

No	r value	Interpretation
1	0.00	No correlation
2	0.01-0.09	Nonsensical correlation
3	0.10-0.29	Moderate correlation
4	0.30-0.49	Strong correlation
5	0.50-0.69	Very strong correlation
6	0.70-0.89	Nearly perfect correlation
7	>0.90	Perfect correlation

The calculation result shows a *strong correlation* between the two variables because of the coefficient correlation of 0.364, which is within the range of 0.30 - 0.49. There is a significant correlation between students' self-confidence and their speaking performance during online learning, as the -p-value (0.000) is smaller than the significance level (0.50) since the significance level is 5%. The correlation is positive because the Spearman correlation value is a positive number. It indicates a directional correlation between the two variables, such that speaking performance increases when students' self-confidence does, and conversely when self-confidence decreases. If a student has low self-confidence, their speaking performance will suffer, and if they have high self-confidence, their speaking performance will improve. The results of the evaluation of this study on the self-assessment carried out by students also showed that low self-confidence made their speaking performance not at a reasonable level either.

CONCLUSION AND SUGGESTION

The researcher concluded that there is a significant correlation between students' self-confidence and their speaking performance during online learning. Their confidence affects their speaking performance in various ways. Their confidence affects their fluency, accuracy, grammar, and vocabulary during speaking performance. Students who lack confidence lack the motivation to participate in classroom activities. They

Seylla Permatasari, Failasofah, Duty Volya. Students' Self-Confidence and Their Speaking Performance during Online Learning will either remain silent or speak in a stammer and unclear voice in a nervous manner. They suffer in performance like misspelling and mispronunciation of words, the sentences they utter are ambiguous, and they use a lot of filler and unnecessary movements. Otherwise, students with solid confidence can overcome difficulties and perform well. They can control their nervousness and facial expressions, giving an outer appearance of a calm, tension-free attitude. They express themselves directly and straightforwardly and keep their voice intonation for others to understand clearly.

The researcher eventually offered several suggestions based on the previously mentioned conclusion. Suggesting that students gain more confidence in speaking through online learning is critical. Students must feel confident so that their speaking performance becomes better. There are a lot of positive things that can be implemented during online learning to improve students' self-confidence in speaking. The researcher contends that lecturers should have the ability to encourage students to speak with confidence. For students to feel comfortable expressing their thoughts without worrying about being judged, lecturers have to create a comfortable learning environment. The researcher also suggests correlating self-confidence and speaking performance with a more detailed test tool and speaking test scores.

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