

The Correlation between Self-Confidence and Students' English Achievement of Tertiary Students at Universitas Advent Indonesia

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Abstract

Self-confidence is one of the important factors in determine students' English achievement. This study aims to find out the correlation between self-confidence and students' English achievement and to answer the question of the hypothesis there is a correlation between self-confidence and students' English achievement. The sample of this study were 30 tertiary students of English Language Education study program at Universitas Advent Indonesia. A questionnaire was used to gather the data, the questionnaire consisted of 20 questions and used the five-point Likert scale. The questionnaire was given to the students to measure their self-confidence and then correlated the questionnaire result with the students' English achievement grade. The *Spearman's Coefficient of (Rank) correlation* was used in order to answer the question of the correlation between the self-confidence and the students' English achievement and the data was calculated using *SPSS*. The result showed that there is no significant correlation between self-confidence and students' English achievement. However, since there is no enough evidence, the H_0 cannot be rejected. For future researchers, it is recommended to do another study with enough data and evidence with different level of students and different aspect of English skills such as speaking.

Keyword: *Self-confidence, English Achievement, tertiary students*

Introduction

Persons in all corners of the world are willing to learn English, since it has important roles. Its part in life is inseparable, for where ever a person goes, English will be found from advertisements to banners on the road. Many countries in the world use English as their communication tools. Robson (2013) said that, "English is spoken at a useful level by some 1.75 billion people worldwide – that's one in every four. By 2020, we forecast that two billion people will be using it – or learning to use it. And it is the economically active, the thought leaders, the business decision-makers, the young, the movers and shakers present and future who are learning and speaking English. They are talking to each other more and more and English is the 'operating system' of that global conversation." Furthermore, English has been implemented as an official subject in the classroom (Katemba & Sitompul, 2018). In Indonesia, English is viewed not only as an indispensable vehicle of access to scholarly disciplines but also as a medium for international communication. In the case of Indonesians, there is a high level of acceptability and tolerance of the use of English because English in Indonesia considered as a Foreign Language (Marpaung, 2017). The teaching of English in the school curriculum is given a higher priority over all other foreign languages in the school systems. Thus, the teaching of English as a Foreign Language (EFL) is in fact compulsory (Katemba 2013) so students need to learn English.

Learning is a process. According to Smith (2017) learning is "the acquisition of new knowledge or skills through teaching, experience or study. It is a transformative process in which the understanding of new information can lead to changes in a person's behaviour or perception of the world around them." In the process of behaviour change, a behaviour

tendency will be influenced by 2 factors, personal factor and social factors (Gifford & Nilsson, 2014). These factors will influence in some way the result to reinforced practice.

Utama et al, (in Rosymanto, 2018), stated that there are two aspects that have influenced the English skills, linguistics and non-linguistics aspects. The linguistics aspect include grammar, word order, pronunciation, comprehension of utterance, vocabulary, and fluency and the non-linguistics aspect involve personality dimension, such as self-esteem, extroversion, motivation, intergroup climate, and self-confidence.”

Statement of the problem

This study focused on finding out the answer of this question:

1. What extend the level of English achievement of the students?
2. What extend the level of students’ self-confidence?
3. Is there a correlation between self-confidence and students’ English achievement?

Hypothesis

H_0 There is no correlation between self-confidence and students’ English achievement.

H_a There is a correlation between self-confidence and students’ English achievement.

Delimitation of the study

This study is focused on the correlation between self-confidence and students’ English achievement. The population were 30 tertiary students of English Language Education study program at Universitas Advent Indonesia with no experience living in an English speaking country and had taken English course for no longer than 3 months.

Review of Related Literature

Pearson (2007) said that. “Confidence is crucial to a happy and fulfilling life. It influences your success at work, your family life, relationships and leisure activities. It affects your performance in everything you do. A belief in oneself is without doubt the greatest asset of all. Even great wealth and fame can’t compensate for a poor self-image. People who lack confidence and self-belief always underachieve. They’re less adventurous and less likely to get the most out of life.” He continued that, “Confidence (or lack of it) is learned, mostly in the first few years of childhood. It began to take shape when you were weak and vulnerable, after which it became self-reinforcing. And anything which has been learned can be reappraised and replaced with new, superior learning.”

According to Gençtan, Özbey (in Ibrahim, 2016), “self-confidence is defined as an individual’s recognition of his own abilities, loving himself and being aware of his own emotions.”

Akagündüz (in Ibrahim, 2016) categorizes self-confidence into two categories, they are intrinsic self-confidence and extrinsic self-confidence. He said, “intrinsic self-confidence is the thoughts and emotions about individuals’ being reconciled or pleased with themselves. Self-esteem, self-love, self-knowledge, stating concrete aims and positive thinking are the elements of intrinsic self-confidence. Extrinsic self-confidence is also the behaviour and attitude towards others. The constructing elements of extrinsic self-confidence are communication and controlling the emotions.”

William & Burden (2004) mentioned that one of the internal factors that influence someone in learning language is confidence.

Ur (2006) said that, “Learner population differ according to various parameters; whether the learners are beginner, intermediate or advanced; whether they are young children,

adolescent or adult; their objectives in learning the language, and how they are motivated; whether their environment outside the classroom is target language or mother tongue; how heterogeneous or homogeneous the class is, the size of the group; and many more.

According to Cambridge Advanced Learner Dictionary (2008), achievement is “something very good and difficult that you have succeeded in doing.

Roysmando (2018) states that, “Self-Confidence is the crucial part ... , because that can give enthusiasm, brave and stimulation to the learners. Because that if the learners have high self-confidence, they will be achieve the best performance”

Azmah (2011) said that a person has confidence, has the desire to achieve goals. This is a big supporting factor that has big impact. Likewise the students’ achievement, students who have self-confidence will make every effort to achieve their achievement according to their abilities.

Related Study

Roysmando (2018) conducted a study entitled, “A Correlation Between Self-Confidence and the Students’ Speaking Skill.” Based on the study, he found out that the students with high self-confidence can speak fluently and clearly. Though, they have problem in the pronunciation aspect, but in general the student who has high confidence, they have speaking skill well. It showed that there is significance correlation between self-confidence and the students’ speaking skill.

Tridinanti (2018) was done a study entitled, “The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang. She found out that there is a significant positive relationship between the variables of self-confidence and learning achievement. The higher the self-confidence, the higher the speaking achievement.

A study was done by Ibrahim (2016) entitled, “Correlation between Self-confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students.” It was found that there is a significant correlation between self-confidence and speaking skill.

Arango (2015) was done a study entitled, “Students’ Self-Confidence as a Way to Improve English Oral Production in Tenth Grade Students at Ricaurte School.” The result showed a significant increase in the students’ oral production in terms of vocabulary and expressions, less grammatical errors, less hesitations, better communication, and more interaction among students.

Methodology

Research Design

The method used in this study was the Quantitative Method for measuring the data. This method was used to find out whether there is a correlation between self-confidence and the students’ achievement. According to Creswell (2008), “Quantitative method involve the processes of collecting, analysing, interpreting, and writing the results of a study. Specific methods exist in both survey and experimental research that relate to identifying a sample and population, specifying the strategy of inquiry, collecting and analysing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey or experimental study.”

There are two variables in this study, independent and dependent variables. The independent variable is the self-confidence and the dependent variable is the students’ English achievement of tertiary students at Universitas Advent Indonesia.

Sample

The sample of this research were 30 tertiary students of English Language Education study program at Universitas Advent Indonesia. They were all females with range of age 20 to 27 years old. The samples were taken from the same subject of English major.

Research Instrument

A questionnaire was used to collect the data. The questionnaire consisted of 20 questions and adopted from 3 different sources. The questionnaire was given to the students to measure their self-confidence and then correlated the questionnaire result with the students' English achievement grade.

Data Gathering and Treatment

After got permission from the class lecturer to administer the questionnaire, 30 minutes class time was used to administer the questionnaire. The students were being guided in answering the questionnaire in order to avoid misunderstanding. The questionnaire consisted 20 questions and the five-point Likert scale (Brown, 2010) was used. The explanation as follow:

5	Strongly Agree	(SA)
4	Agree	(A)
3	Unsure	(U)
2	Disagree	(D)
1	Strongly Disagree	(SD)

After administered the questionnaire, the result of the questionnaire was analysed and calculated to find the mean. The mean formula was as follow:

$$\bar{X} = (\sum X_1) / n$$

where:

\bar{X}	= Mean
\sum	= Add up
X_1	= X-Values
n	= Number of items

To answer the question, the *Spearman's Coefficient of (Rank) correlation* was used, and the data was calculated by using *SPSS*. The purpose of *Spearman's Coefficient of Correlation* is to find out whether there is or there is no correlation, significant-not significant correlation between the variables, and to test the function between the variables (Lestari & Yudhanegara, 2015).

The *Spearman's Coefficient of (Rank) correlation* formula was as follows:

$$\rho = 1 - \frac{6 \sum D_i^2}{n(n^2-1)}$$

where:

ρ	= Spearman coefficient (Rank) correlation
$\sum D_1^2$	= The difference between the ranks (variable X_1 rank and variable X_2 rank)
n	= The number of samples

Result and Finding

This chapter presents the findings, analysis, and the interpretation of data regarding the correlation between self-confidence and students' English achievement of tertiary students at Universitas Advent Indonesia.

Question one

What extend the level of English achievement of the students?

Table 1 showed the English score of the students where the highest valid percent was 13.3 and the lowest was 3.3.

Table 1. Engscore

	Frequency	Percent	Valid Percent	Cumulative Percent
64.00	1	3.3	3.3	3.3
68.00	1	3.3	3.3	6.7
72.00	1	3.3	3.3	10.0
73.00	1	3.3	3.3	13.3
80.00	1	3.3	3.3	16.7
81.00	2	6.7	6.7	23.3
84.00	1	3.3	3.3	26.7
86.00	2	6.7	6.7	33.3
87.00	2	6.7	6.7	40.0
88.00	2	6.7	6.7	46.7
89.00	1	3.3	3.3	50.0
91.00	2	6.7	6.7	56.7
92.00	4	13.3	13.3	70.0
93.00	4	13.3	13.3	83.3
94.00	1	3.3	3.3	86.7
95.00	2	6.7	6.7	93.3
96.00	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Question two

What extend the level of students' self-confidence?

Table 2 showed the highest mean was 4.7 and the standard deviation was 1.24152 while the lowest mean was 1.36 and the standard deviation was .43018.

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
LC1	30	2.00	5.00	3.9000	.75886
LC2	30	1.00	5.00	3.1000	.95953
LC3	30	4.00	5.00	4.7667	.43018
LC4	30	3.00	5.00	4.1667	.53067
LC5	30	2.00	5.00	3.6667	.84418
LC6	30	1.00	5.00	2.5000	1.04221
LC7	30	3.00	5.00	4.1000	.80301
LC8	30	1.00	5.00	3.1667	.87428
LC9	30	1.00	4.00	1.3667	.71840
LC10	30	2.00	5.00	3.8333	.87428
LC11	30	1.00	4.00	2.9000	.95953
LC12	30	3.00	5.00	4.5667	.56832
LC13	30	4.00	5.00	4.7000	.46609
LC14	30	1.00	4.00	3.0333	.66868
LC15	30	1.00	4.00	2.5333	.86037
LC16	30	1.00	5.00	2.8667	.93710
LC17	30	1.00	5.00	3.1000	1.24152
LC18	30	2.00	4.00	3.4000	.56324
LC19	30	2.00	5.00	3.3667	.85029
LC20	30	1.00	4.00	3.0333	.80872
Valid N (listwise)	30				

Question three

Is there a correlation between self-confidence and students' English achievement?

Table 3 showed the correlation between self-confidence and students' English achievement where the English achievement was got from the final exam grade and was calculated with the questionnaire. From the calculation, it was found out that the questionnaire questions number 8, 11, 17, 19, and 20 showed significant correlation.

Table 4. Correlations

		Engscore	LC1
Engscore	Pearson Correlation	1	-.042
	Sig. (2-tailed)		.826
	N	30	30
LC1	Pearson Correlation	-.042	1
	Sig. (2-tailed)	.826	
	N	30	30

Correlations

		Engscore	LC2
Engscore	Pearson Correlation	1	-.235
	Sig. (2-tailed)		.211
	N	30	30
LC2	Pearson Correlation	-.235	1
	Sig. (2-tailed)	.211	
	N	30	30

Correlations

		Engscore	LC8	LC9	LC10	LC11	LC12
Engscore	Pearson Correlation	1	.391*	-.084	-.022	-.451*	-.174
	Sig. (2-tailed)		.033	.660	.909	.012	.359
	N	30	30	30	30	30	30
LC8	Pearson Correlation	.391*	1	-.101	.038	-.185	-.197
	Sig. (2-tailed)	.033		.597	.844	.328	.298
	N	30	30	30	30	30	30
LC9	Pearson Correlation	-.084	-.101	1	.265	.405*	-.104
	Sig. (2-tailed)	.660	.597		.156	.026	.584
	N	30	30	30	30	30	30
LC10	Pearson Correlation	-.022	.038	.265	1	.144	.266
	Sig. (2-tailed)	.909	.844	.156		.448	.155
	N	30	30	30	30	30	30
LC11	Pearson Correlation	-.451*	-.185	.405*	.144	1	.234
	Sig. (2-tailed)	.012	.328	.026	.448		.213
	N	30	30	30	30	30	30
LC12	Pearson Correlation	-.174	-.197	-.104	.266	.234	1
	Sig. (2-tailed)	.359	.298	.584	.155	.213	
	N	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

		Engscore	LC13	LC14	LC15	LC16	LC17
Engscore	Pearson Correlation	1	.146	.287	-.029	-.269	-.452*
	Sig. (2-tailed)		.443	.124	.880	.150	.012
	N	30	30	30	30	30	30
LC13	Pearson Correlation	.146	1	-.188	.241	.063	.173
	Sig. (2-tailed)	.443		.320	.200	.740	.361
	N	30	30	30	30	30	30
LC14	Pearson Correlation	.287	-.188	1	.028	-.158	-.129
	Sig. (2-tailed)	.124	.320		.883	.405	.498

	N	30	30	30	30	30	30
LC15	Pearson Correlation	-.029	.241	.028	1	.220	.562**
	Sig. (2-tailed)	.880	.200	.883		.244	.001
	N	30	30	30	30	30	30
LC16	Pearson Correlation	-.269	.063	-.158	.220	1	.279
	Sig. (2-tailed)	.150	.740	.405	.244		.136
	N	30	30	30	30	30	30
LC17	Pearson Correlation	-.452*	.173	-.129	.562**	.279	1
	Sig. (2-tailed)	.012	.361	.498	.001	.136	
	N	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Engscore	LC18	LC19	LC20
Engscore	Pearson Correlation	1	.299	-.350	.187
	Sig. (2-tailed)		.108	.058	.323
	N	30	30	30	30
LC18	Pearson Correlation	.299	1	-.389*	.424*
	Sig. (2-tailed)	.108		.034	.020
	N	30	30	30	30
LC19	Pearson Correlation	-.350	-.389*	1	-.369*
	Sig. (2-tailed)	.058	.034		.045
	N	30	30	30	30
LC20	Pearson Correlation	.187	.424*	-.369*	1
	Sig. (2-tailed)	.323	.020	.045	
	N	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

Discussion

From the result showed that there is no significant correlation between self-confidence and students' English achievement. Because of there is no enough evidence to reject the H_0 hypothesis, the H_0 will be accepted if there is enough evidence provided for this research. There are some questions showed a significant correlation between self-confidence and students' English achievements as presented at Chapter 4. However, some studies conducted by Roysmando (2018) entitled "A Correlation between Self-Confidence and the Students' Speaking Skill", Tridinanti (2018) entitled "The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang", Ibrahim (2016) entitled "Correlation between Self-Confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students", and Arango (2015) entitled "Students' Self-Confidence as a Way to Improve English Oral Production in Tenth Grade Students at Ricaurte School" were proved that there is a correlation between self-confidence and students' achievement especially in speaking skills.

Conclusion and recommendations

Conclusion

As a conclusion based on findings and analyzing the data even the result showed that there is no significant correlation between the self-confidence with the students' English achievement, the researcher concludes that self-confidence is have a positive effect to students' English achievement as proved by other researchers through their studies.

Recommendations

1. For teacher. As a teacher it is important to build and maintain the students' self-confidence in order for them to achieve good achievement with their English.
2. For the students. Maintaining and developing a self-confidence in related to the English achievement will give positive effect on the English ability.
3. For future researchers. It is recommended for the future researchers to do this research with enough evidence and data and with different levels and context.

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