

The Correlation between EFL Students' Self-Confidence and English Speaking Anxiety of Pasifik Morotai University

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ABSTRACT

This study aims to identify the relationship between English speaking anxiety and self-confidence of students in the Morotai Pacific University English education study program. The research method used is a correlational quantitative and descriptive approach. A convenience nonrandom sampling technique was used to select the sample. The sample of this study consisted of 54 students of the English Education study program at the Pacific University of Morotai. This data was analyzed through the Pearson Correlation Test. The results showed that most of the students of the English Education Study Program at the Pacific University of Morotai were afraid or hesitant to make mistakes in front of classmates and even lecturers. It is proven by the average Fear of Negative Evaluation (FE) is 31.44. 2) Respondents in this study had a moderate level of anxiety. The correlation coefficient regarding speaking anxiety and students' self-confidence was found to be $r = -0.018$ at a significance level of $p = 0.896$. Based on these findings, it was stated that there was no significant relationship between English speaking anxiety and self-confidence in students of the English Education Study Program.

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1. INTRODUCTION

Speaking ability is essential for learners to interact efficiently in spoken expression. Students' inability to communicate in a foreign language can make them extremely difficult to express themselves even within daily communication. Furthermore, one of the primary goals of a language acquisition strategy is to increase speaking abilities and to combine spoken and written language. Language acquisition entails the use of language from both spoken and written forms, as well as the ability to convey emotions, ideas, and perceptions in a variety of circumstances. It is challenging for EFL learners to become fluent in speaking because it is affected by a variety of factors, which include effective factors.

Anxiety appears to be the major element that has a crippling impact on students' oral performance among the many affective factors that affect foreign language learning (Hanifa, 2018). Basically someone who has high anxiety will feel nervous and be on the wrong level

Anxiety is a major problem in speaking acquisition by language learning in the context of language instruction. Anxiety is a sensation that is deeply connected to the psychological structure of people that are having emotions that are out of the ordinary (Tercan & Dikilitaş, 2015). On the same line, Krashen's theory concerning 'the affective filter hypothesis' emphasizes that when the affective filter is strong, variables such as low motivation and negative attitudes toward the language being learned hinder the intake of information for processing (Krashen, 1985). Thus, anxiety is a piece of the learner's affective filter that can obstruct the learning process of another language. However, several factors are believed to influence students' speaking anxiety. Fear of making errors, fear of negative evaluation, the paranoia of speaking to others, and unexpected questions were also considered to be the key causes of the students' speaking anxiety (Ibrahim & Hamad, 2021). Horwitz et al., (1986) has developed three complementary components of foreign language anxiety theory, this theory includes communication apprehension, fear of negative evaluation, and test anxiety. This theory can be illustrated such as communication apprehension is the students do not feel confident doing communication to the front of the others by using target language due to insufficient language acquisitions particularly in speaking and listening skills. Fear of negative evaluation is addressed to the students do not see language errors as a natural piece of the learning activity on the contrary as an intimidating personal image, and even this is regarded as the negative evaluations root both from teachers and peer-group. Test anxiety is regarded as a test circumstance in particular verbal production rather than a suitable moment for improving both communication and skills (Ansari, 2015). Another study is revealed by Al-Khotaba et al. (2019), EFL learners with low language anxiety had higher oral achievement, while EFL learners who feel hesitation in the learning environment had lower L2 language achievement.

Basic (2011) points out that speaking anxiety is not a taking priority issue in education; one explanation for this may be that speaking anxiety is not viewed as a major issue in language learning so that is seen as a social challenge. Nonetheless, since oral proficiency is a large part of the English course, speaking hesitant learners have a more lot difficulty achieving the educational goals than those of other learners. To promote communication in the lecture, it is critical to create a positive environment where almost every individual can feel comfortable and is encouraged to communicate verbally. Purba & Setiawan (2021), identify a variety of factors that influence the students' success during a presentation. They are a basic standard of English proficiency or linguistic knowledge, an inadequacy of understanding of the issue, the facilitator's responses, not being actively involved in the process, a lack of self-confidence, and their preparation to speak freely by performing the presentation. Students' oral communication complexities are classified into two main categories: intelligence and emotion, for instance, self-confidence (Jaya et al., 2019). Besides, Cheng et al. (2008) argue that learning anxiety in L2 class, according to their findings, language acquisition is a strong aspect of speaking anxiety, while L2 writing anxiety is special skill anxiety. Furthermore, Tridinanti's study (2018) reveals that self-confidence is a substantially stronger predictor of the students' speaking achievement compare to speaking anxiety. The development of general self-confidence occurs during childhood and is the product of a combination of interpersonal and intrapersonal interactions (Harris, 2009; Brown, 2006). Besides, Al-Hebaish (2012) mentions the major factors that support building self-confidence, such as personal experiences, as well as social feedback received from another. So that the form of self-confidence becomes the main factor for someone in doing something. If someone has strong self-confidence then he will very easily carry out their work

The students of the English Education study program at Universitas Pasifik Morotai are required to master both oral and written communication. The majority of the students are capable of written communication compare to oral communication. The students have a high interest to spend their time practicing grammar and vocabulary drills rather than oral practice. Oral communication occurs only in the classroom instructional; instead, sometimes the English lecturers combine source language and

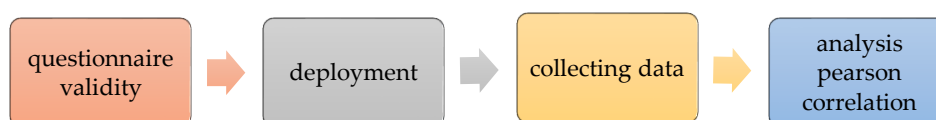
target language for the students easy to catch the materials. Finally, the oral communicative skills are ignored and students have little opportunity to express the idea in oral communication due to a lack of practice in real-life situations. Besides, the English education study program accepts the graduate of high school without consideration of their English proficiency level score. Students who do not have basic in English tend to take longer and find it difficult to understand the English lesson itself. This becomes the biggest phenomenon that should be tackled by the English lecturer while they are teaching in the EFL classroom. As a result, the EFL students find it stressful during the English learning process particularly when they were required to speak in the class or conduct presentations by using English. Most of them were found have lack self-confidence to deliver the presentation through oral communication. Moreover, self-confidence is considered as one of the indicators that play a fundamental effect on students' communication.

The ELF students' self-confidence has a previous studies before, as like exploring the effects of flipped classroom model implementation on efl learners' self-confidence in english speaking performance that show FCM contributes significantly to the progressive improvement of students confidence in English speaking performance over time (Al-Marroof & Salloum, 2021), and the research of The Internet in EFL teacher education: Investigating the possibilities and challenges in an Egyptian pre-service that show This qualitative case study report displayed the participant pre-service teachers' thinking through cycles of constructing and reconstructing her personal theories about grammar teaching (Ibrahim & Hamad, 2021).

Based on previous articles, the renewal of this paper is investigates the correlation between self-confidence and speaking anxiety in English to the 2nd, 4th, 6th, and 8th-semester students of the English education study program at Universitas Pasifik Morotai.

2. METHODS

The sample of this research consisted of 54 students. Moreover, the university students who were chosen as respondents were the university students in the 2nd, 4th, and 6th, and 8th semesters. The type of this research method was quantitative and using a Descriptive Correlation approach (see Apriyanto & Anum, 2018; Ayu et al., 2020; Dalman et al., 2020; Kusuma & Apriyanto, 2018; Subyantoro & Apriyanto, 2020). A convenience nonrandom sampling technique was used to select the respondents who participated in this research. The population on this research was all students of the English Education study program at Universitas Pasifik Morotai (Unipas). The university students who participated in this research came from the Faculty of Teacher Training and Education, English Education Study Program instrument that used is questionnaire was developed with some indicators dealing with self-confidence and speaking Anxiety, the questionnaire consist of 57 quetions (21 quetions of Speaking Anxiety and 36 quetions of Self- Confidence) . A tool used in this study namely the questionnaire of self-confidence And EFLAS (English Foreign Language Anxiety Scale). It was provided in the Google-form platform. The link was shared through the Whatsapp application and respondents were asked to fulfill the questionnaires voluntarily. This data was analyzed through Pearson Correlation Test.



Picture 1. Flowchart of research

3. FINDINGS AND DISCUSSION

The questionnaires were administered among 54 English Education Study Program students (2nd, 4th, 6th, and 8th Semester) of Universitas Pasifik Morotai. The result of deployment questionnaires can be show in Table 1.

	Frequency	Valid Percent	Cumulative Percent
Semester			
2	31	57.4	57.4
4	4	7.4	64.8
6	15	27.8	92.6
8	4	7.4	100.0
Total	54	100.0	

Table 1. Frequency of Respondents

Can be seen from table 1 that show the number of respondents of the 2nd Semester was higher than the others.

Table 2. Validity Test of Speaking Anxiety Scale

Variable	Item Number	Valid items number	r-table	Validity Indexes
Speaking Anxiety	28	21	0.266	0.319- 0.859

The data show that the number of items were 28, but the valid number of items were 21. The degree of freedom ranges from 0.319 to 0.859. The r-critic Product Moment of the significance level of 5% was discovered to be as high as 0.266. As a result, the degree of freedom of this variable was greater than the r-table, and the 21 item numbers remained accurate.

To measure reliability in this research, the researcher used Cronbach's Alpha coefficient.

Table 3. Reliability Test of Speaking Anxiety Scale

Variable	Cronbach's Alpha
Speaking Anxiety	0.609

Cronbach's Alpha was used to assess their reliability. According to the table above, the average alpha for all components was 0.609, which is the result of questionnaire considered medium.

Table 4. Validity Test of Self-Confidence Scale

Variable	Item Number	Valid items number	r-table	Validity Indexes
Self-confidence	58	41	0.266	0.275- 0.760

From the test results of indicator self-confidence, the 41 items have valid criteria, while 17 items were obtained as invalid criteria. r -table with 5% of significance level on self-confidence scale was identified as 0.266 and the degree of freedom range fall within 0.275 to 0.760. Thus, the degree of freedom of self-confidence indicators was found to be higher compare to the r -table, so the indicators is valid.

Table 5. Reliability test of Self Confidence

Variable	Cronbach's Alpha
Self-confidence	0.713

The adapted questionnaire's Cronbach coefficient alpha was calculated to be 0.713, indicating satisfactory internal consistency, that show the questionnaire of self-confidence is reliable.

Table 6. Indicators of Speaking Anxiety

	M	Std.	Mini	Maxi
	ean	Deviation	mum	mum
Communication Apprehension (CA)	27.28	4.177	18	35
Test Anxiety (TA)	30.72	5.178	20	41
Fear of Negative Evaluation (FE)	31.44	6.581	21	69
Total	89.44	15.936	59	144

The questionnaire was measured through a likert scale ranging from 1) totally disagree, 2) disagree, 3) doubtful, 4) agree, and 5) totally agree.

The questionnaire was graded on a five-point Likert scale: totally disagree, disagree, doubtful, agree, and totally agree. From the table above, the researcher found that the majority of students report that they feel afraid and worry about making mistakes in front of their classmates and even the lecturer. It is proved by the mean of Fear of Negative Evaluation (FE) was 31.44. Most of the students' perceptions of other students and the lecturer together with the fear of being embarrassed and criticized in front of the whole class troubled many students and engendered speaking anxiety. Besides, the Test Anxiety (30.72) mean score and Communication Apprehension (27.28) take second and third place.

Table 7. Anxiety Level Categorization (Mikulincer et al., 1990)

Scale	Level Categorization
$X \geq 130.5$	Very high
101.5-130.5	High
72.5-101.5	Medium
43.5-72.5	Low
$X \leq 42.5$	Very low

Based on the criteria of speaking anxiety level mentioned above, the researcher concluded that the respondents in this study have a medium level of anxiety since their total score fell within the range of 72.5 to 101.5.

Table 8. Classification of Self-Confidence Indicator

Indicators	M ean	Std. Deviation	Minim um	Maxi mum
Believes in their abilities	6 0.37	6.752	48	77
Act independently in making decisions	6 1.87	7.140	52	101
Have a positive sense of self	5 6.30	7.859	40	92
Dare to express opinions	3 1.15	3.322	23	42

As seen in the table above, the recapitulation of each indicator from self-confidence of 54 students was presented clearly through the table. The dominant of indicator was Act Independently in Making Decisions while the fourth rank was Dare to Express Opinions.

Table 9. Correlation Criteria

Pearson Correlation Range	Level
0,00-0,20	There is no correlation
0.21-0.40	Moderate
0.61-0.80	Substantial
0.81-1.00	Complete

Based on the Correlation Criteria, it was determined that students' self-confidence has a complete correlation with speaking anxiety if the total scores of the items exceed the scale number. Meanwhile, if the Pearson value is 0.21-0.40, there is a mild correlation and no correlation if the Pearson value is 0.00-0.20.

Table 10. Pearson Correlation Test

		Variable _X	Variable Y	Variabel_ _
Self-Confidence_ (x)	Pearson Correlation	1		-.018
	Sig. (2-tailed)			.896
	N	54		54
Speaking Anxiety_(Y)	Pearson Correlation	-.018		1
	Sig. (2-tailed)	.896		
	N	54		54

The Pearson Product Moment correlation coefficient was used to examine the relationship between the independent variable (self-confidence) and the dependent variable (speaking anxiety). The correlation coefficient regarding students' speaking anxiety and self-confidence was found to be $r = -0.018$ at a significance level of $p = 0.896$. Speaking anxiety has no substantial relationship with self-confidence since this significant value (0.896) was greater than 0.05.

As a result, educators must motivate students to communicate in front of the class, primarily to improve students' self-confidence when they are communicating in English. In line with the study has been carried out by Al-Hebaish (2012), the findings revealed that there is a positive correlation between general self-confidence and academic performance. Those who perform well on the academic also perform well on the oral achievement test. Language teachers are advised to work on increasing their students' self-confidence to improve their verbal performance achievement. However, Al-Khotaba et al (2019) reveals that language anxiety has a major negative impact on respondents' speech achievement. In other words, a 1% increase in anxiety would contribute to an 88.8 percent decrease in the speaking output of EFL learners.

Another proof that the researcher found was the majority of the English Education Study Program students at Universitas Pasifik Morotai felt afraid or hesitant about making mistakes in front of their classmates and even the lecturers. It is proved by the mean of Fear of Negative Evaluation (FE) was 31.44. This finding in line with the previous study has been conducted by Ansari (2015), a variety of reasons may account the students are adamantly opposed to taking part in public speaking events. Ansary's study shows that students' reluctance is not due to a lack of understanding of the importance of learning English, carelessness, or lack of enthusiasm in English. The statements of these students provided clear evidence that they did not engage in speaking practice because they felt they were not good at speaking. As a result, they worry that their peers will judge them negatively. Another argument comes from Woodrow (2006), there was evidence of two sorts of anxiety language, namely; learners retrieval intervention and skills deficiency. He says that communicating with native speakers was the most common cause of anxiety. Yim (2014) states that learners' self-perceptions of their level of English are significant in causing English language learning anxiety. As a consequence of the findings, students should be motivated to rate themselves more favorably in English to eliminate their anxiety levels when learning English. Kocak (2010) defines the formula to reduce Foreign Language Anxiety, according to Kocak due to participants expressed discomfort as a result of not having enough opportunities to practice, the educator should concentrate more on speaking practices after completing the syllabus requirements. Besides, a common source of anxiety among the students was a lack of vocabulary, grammar, and syntax skills, therefore, vocabulary, grammar, and syntax practice is the essential key to reduce the Foreign Language Anxiety, thus, the students would be able to talk proficiently if they learned how to integrate complex and compound sentences to create longer and more effective sentences.

Based on the criteria of speaking anxiety level, the researcher declares that the respondents in this study have a medium level of anxiety since their total score fell within the range of 72.5 to 101.5. Abdullah & Abdul Rahman (2010); Djaguna et al (2020) according to the study's results, the majority of the students has a moderate level of anxiety. Foreign Language Anxiety was significantly related to geographical context, interaction overseas, the prevalence of acquisition, self-perceived verbal performance, linguistic proficiency levels, and intensity of language utilization. The results imply that it occurs both within and outside of the classroom, but that the sources differ and that the essence of the experience can adjust as individuals outside the learning environment obtain a higher sense of control (Jiang & Dewaele, 2020). Besides, Zhou (2016) claims that students who experienced social-anxiety problems in language learning particularly an apprehension of speaking in public tend to act such as feeling less independent, had relatively weak cooperative learning orientations and were less competitive in their EFL learning. His finding has also revealed that students' autonomy boosts both a direct and indirect impact on foreign language learning. Conversely, Park & French (2013) Tries to analyze the level of anxiety from the gender side, the findings reveal that females are confirmed higher levels of anxiety compare to males, females and extreme anxiety learners gained better scores unlike males and low anxiety students. However, Husain et al (2020) express the correlation between students' English speaking anxiety with personality type both introvert and extrovert. The result indicates that there is no substantial difference in the terms of speaking anxiety between students with introverted and extroverted personalities.

Tsiplakides (2009) claims that having students involved in speaking activities are the first step in reducing anxiety. Second, it is important to create a welcoming classroom environment. The ultimate point is that educators must act as researchers around their classroom instruction. Before implementing techniques to help students resolve Foreign Language Anxiety, promote inspiration, and improve foreign language output, educators should get to understand the students, students' behavior regarding language input, and shed light on the reasons for their poor performance and reluctance to participate in speaking activities. Megawati et al (2020) explore some strategies to reduce foreign language anxiety. Megawati and friends mention some strategies in reducing speaking anxiety such as; following the English culture, preventing visual contact with friends or instructors, being optimistic, pleasant, and comfortable, and often exercising with different individuals can help to minimize English speaking anxiety. Tercan & Dikilitaş (2015) add that levels of anxiety vary depending on the type and meaning of speaking. Students, in particular, report less anxiety when speaking in non-threatening situations. The research has consequences for teachers and curriculum developers in terms of teaching and assessing speaking skills. Instead of one-shot exam tests, speaking skills should be taught in socially non-threatening environments to improve learner success. Integrated personal emotion detection system aids are believed to be able to eliminate foreign language anxiety, thus increasing the efficacy of instruction in speaking classes (Chen & Lee, 2011). Therefore, Lu et al (2019) adopt authentic English language videos on EFL user speakers to reduce students' speaking anxiety. The finding shows a marginally dramatic change in the students' entire learning behaviors, with an especially noticeable improvement in their communication apprehension. Students' speaking abilities improved dramatically as well, adding credence to the influence of authentic English-language videos on EFL user speakers. Besides, Atas (2015) believes that drama strategies greatly reduced EFL learners' speaking anxiety. Conversely, Jaya et al (2019) claim that Project-based learning (PBL) can be a successful tool for teaching speaking, and growing students' self-confidence.

As previously mentioned, the results of this study revealed that there was no significant correlation between self-confidence and speaking anxiety to the English Education Study Program students of Universitas Pasifik Morotai. The finding showed that the Pearson correlation value was -0.018 and the significance level of p was 0.896. Contrary to the study that has been done by Tridinanti (2018), the finding of her study shows that even though there is no major relationship between speaking anxiety and speaking achievement. Speaking achievement has a strong association with self-confidence ($p = .01$). That is, self-assured students outperform their peers.

4. CONCLUSION

Based on these findings, it was stated that there was no significant relationship between English speaking anxiety and self-confidence in students of the English Education Study Program. That is, other indicators play a major role in students' speaking anxiety, for example, lack of practice in speaking English both inside and outside the classroom, as well as lack of mastery of language mastery. As a result, English lecturers should pay attention to this phenomenon to consider the most efficient way to handle the class and increase the attractive class atmosphere. The researcher's suggestions for further research can be implemented by English lecturers to be more consistent in using English fully during classroom teaching, as well as when delivering content or management techniques in the teaching and learning process, as well as looking at several factors that affect students' abilities.

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