

# **The correlation Between Motivation and Self-Confidence on Students' Speaking Performance at Islamic Religion Education Study Program Faculty of Tarbiyah IAIN Kendari**

**Prof. Dr. H. Zalili Sailan M.Pd, Dr. H. M. Yazid A.R.G., L.C., M.Pd., Normawati., M.Pd**

1. Halu Oleo University  
Telp/Fax: (0401) 3127187  
Email :Zalilisailan@gmail.com
2. Halu Oleo University  
Telp/Fax: (0401) 3127187  
Email : myazid98@yahoo.com
3. IAIN Kendari  
Telp/ Fax: 0401 3193710  
Email :normawati.als@yahoo.com

**Abstract:** This study aimed to find out: (1) the correlation between motivation and students' speaking performance; (2) the correlation between self-confidence and students' speaking performance; (3) the simultaneous contributed of motivation and self-confidence toward speaking performance; (4) which variable serves as the better predictor on speaking performance. Population of the study was 520 university students. Samples were determined using, firstly, a stratified random sampling; secondly simple random sampling, the resulting in 84 samples of the second, the fourth, the sixth, and eighth semester of Islamic religion education study program Tarbiyah Faculty of IAIN Kendari in academic year 2015/2016. Data analyzed descriptively by conducting correlational design and multiple linear regressions using the SPSS 22. Data were collected by using questionnaires, speaking test and interview. The result finding showed that (1) there was a significant correlation between motivation and speaking performance. The contribution of motivation on speaking performance 59,1%, the correlation both of them ,769.\*\* (2) there was significant correlation of Self-confidence on speaking performance that's accounts for 74,6%, and the correlation both of them ,864.\*\* (3) motivation and self-confidence contributed simultaneously toward speaking performance 79, 5%,  $R^2$  is 0,795. and the rest 29,1% accounted for the other variable. (4) this can be showed self-confidence is better predictor on speaking performance than motivation.

**Key words:** Motivation, Self-Confidence, Speaking Performance.

## 1. Introduction

Speaking is a tool to communicate with other people, without having high motivation students will get many troubles to speak English in the classroom. Students who enter the classroom to learn English may have various motivational orientations. Some students are highly motivated whereas, others may lack of motivation. Motivation are inner psychological drives that impel people to action<sup>1</sup>. Arguing in similar vein, contents that motivation is referred to as the “neglected heart”<sup>2</sup>.

A significant number of research studies regarding the importance of motivation in foreign language learning,<sup>3</sup> has been conducted in the field

Meanwhile the role of student self-confidence in foreign language learning is also well documented. Self-confidence is also considered to be one of the affective filters that can either promote or hamper language acquisition and language learning in general.

Self-confidence, is particularly important as far as speaking performance is concerned., in his socio-educational model, argues that there are three components; they are cognitive characteristics, attitude and motivation, and personality attributes. In personality attributes there are several variables namely anxiety, self-confidence, self esteem, tolerance of ambiguity, and extroversion/introversion.<sup>4</sup>

Both of Krasen and Gardner aren't elaborate which one is better correlation on speaking Performance. That's why the researcher want to know which one is better correlation on speaking performance at the Study Program of Islamic Religion Education in the Faculty of Tarbiyah IAIN Kendari.

Based on the above descriptions the writer formulates some research questions, they are:

- 1) Is there any significant correlation between motivation and students' speaking performance?
- 2) Is there any significant correlation between self-confidence and students' speaking performance ?
- 3) What is the simultaneous contribution of motivation and self-confidence toward students' speaking performance?
- 4) Of the two independent variables, which variable serves as the better predictor of students' speaking performance ?

---

<sup>1</sup> Nunan et al, 1999

<sup>2</sup> Rost, cited in Ajomshoa & Sadighi, 2015

<sup>3</sup> Ajomshoa & Sadighi, 2015, Mahdi, 2015, Liu, 2010, Fallah, 2014, Arao, 2002 Belmechri & Mummel, 1998, Dörney, 1994, 2003 Gardner, 1998

<sup>4</sup> Garner, 1990 cited in Nitta, 2006

## 2. Literature

### 2.1 Motivation

#### 2.1.1 Definition of Motivation

Motivation is individual reason for behaving in a given manner and in a given situation. However, it also means impulse, emotion or desire that moves one to a particular action or to do something and keep on doing it. Consequently, if a person has a reason to perform an action, he/she has high motivation, and a person who does not have significant reason, she/he has low motivation.<sup>5</sup>

It is undebatably true that motivation is one of the key factors influencing the success of foreign language learning <sup>6</sup>

#### 2.1.2 The L2 Motivational Self-system

The second language motivational self system represents a major movement of previous motivational thinking by its explicit utilization of psychological theories of the self system. Indeed, the researchers of L2 motivation have always believe that a foreign language is not just can be learnt on the same way for the other academic subjects but more than mere communication computing and have therefore a case taken paradigms that linked L2 to the individual's personal 'core', forming an important part of someone's identity. Thus, proposing a system that explicitly focuses on aspects of the individual's self is compatible with the whole-person perspective of past theorizing. <sup>7</sup>

L2 motivational theory is Motivation theory who developed by Dörnyei. In this theory He suggests that motivation is based on three main considerations such as 1). The ideal L2 self, the future image one has of oneself as a L2 user according to someone own wishes. Ideal L2 self, which is the L2 specific facet of one's “ideal self”: if person would like to become speaks an L2, the “ideal L2 self is a powerful motivator to learn the L2 because of the desire to doing the discrepancy between our actual and ideal selves. Traditional integrative and internalized instrumental motives would typically belong to this component. 2). The ought-to L2 Self, which concerns the feature that one believes one ought to meet expectations and to prevent reasonable negative outcomes. This dimension corresponds very higgins's ought self and thus to the more extrinsic (i.e. less internalized types of

---

<sup>5</sup> Mahdi, 2015

<sup>6</sup> Ibid, Ely, 1986, Williams & Burden, 1997, Brander, 2013

<sup>7</sup> Dörney, 2009

instrumental motives. The future image one has of oneself as an L2 user according to what others think.

and the last is the L2 learning experience, this concerns the impact of the teacher, the curriculum, peer group or experience of success or failure. Mean L2 learning experience, which concerns situated, 'executive' motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success).<sup>8</sup> It is this precise theory that I have chosen to investigate in this paper.

## 2.2 Self-Confidence

### 2.2.1 Definition of self-confidence

The concept of self-confidence is closely related to self-esteem, both share a common emphasis on individual's perception of his or her abilities as a person.<sup>9</sup>

Self-confidence is one of the variables of affective filter. Self-confidence is considered to be a significant factor, which profoundly influence the learners' language performance. The learners who lack of confidence are usually found to be extremely fearful and timid, reluctant to express their opinions an unable to utter a complete meaningful sentence in class.

### 2.2.2 Components of Self- Confidence in Speaking English

According to Park & Lee (2005), There are four components of self confidence that affect students' performance in speaking English;<sup>10</sup> they are:

#### 2.2.2.1 Language Ability Confidence

Language ability confidence relates to students' confidence of English learning ability and their present English ability.

#### 2.2.2.2 Situational Confidence

Situational confidence focuses on students' self-confidence in speaking. According to James and Nightingale (2005) situational confidence refers to self esteem theory.<sup>11</sup>

### 2.2.2.3 Communication Confidence

Communication confidence shows students' communicating ability in English. In WTC theory, this term is well known as linguistic self-confidence that was first defined as self-rated language proficiency and the lack of anxiety<sup>12</sup>.

### 2.2.2.4 Language Potential Confidence

Language potential confidence indicates the confidence in the future regarding to their English ability. Individual's confidence can affect their choice, persistence, and also their performance.<sup>13</sup>

## 2.3 Motivation and Self-confidence in speaking

Motivation and Self-confidence are important thing for everyone. By having motivation and self-confidence in speaking, people will have positive thinking and realistic perception on their abilities. People will not be afraid and shy to express their feeling, showing their abilities, asking someone about certain things and so on. Motivation and self-confidence are the important affective filter factors in learning process, the person who has high affective filter will lower their intake, whereas person who has low affective filter allow more input into their language acquisition device.<sup>14</sup>

## 2.4 Speaking Performance

### 2.4.1 Definition of speaking performance

Speaking is sounds which are produced by the movements of speech organs and perceived by the ear. He gives addition that speaking involves the act of receptive and productive and participation, the use of face muscles and the movements of whole body.<sup>15</sup> states that "speaking is considered as crucial part of language learner<sup>16</sup>. It requires students to realize that the ability to speak language as product of language learner must be mastered by them".

Good (1959) states that when performance is related to expressive activity it means; (1) The making or doing of something as a means of learning conforming knowledge, (2) The use of language

---

<sup>8</sup> Ibid,

<sup>9</sup> Dörnyei, 2005 cited in Al-Hebaish, 2012

<sup>10</sup> Park & Lee, 2005

<sup>11</sup> James & Nightingale, 2000 cited in Fallah, 2014

---

<sup>12</sup> Clement, 1980

<sup>13</sup> Wigfield & Eccles, 2000 cited in Fallah, 2014

<sup>14</sup> Du, 2010

<sup>15</sup> Widdowson, 1978

<sup>16</sup> Stoval, 1998, p.13

(possibility of other medium of communication in an endeavor to express concept of feeling<sup>17</sup>.

### 2.4.2 Speaking English as a foreign language

English as foreign language (EFL) is learned by the people whose mother tongue is not English language, they are already using another language in their speaking, for example Indonesia language, Makassar language, Bugis language, Buton language, Tolaki language, Muna language, Java language, etc.

Speaking is not easy for all EFL learners, not all language learners who have been studying English after many years can communicate fluently and accurately because they lack necessary knowledge. Speaking needs accuracy and fluency to make the listener understand the essence of conversation. When the listener mastered language successfully, it implies that her/his English speaking in understand and has produce it both accurately (correctly) and fluency (receiving and conveying message easily)<sup>18</sup>.

## 3. Methodology of the study

### 3.1 Design of the study

The Correlation method was used in this study. correlational research as the studies in which the purpose is to discover relationships between variables through the use of correlational statistics<sup>19</sup>.

There are two kinds of variable this research, Speaking Performance as the dependent variable (Y) while motivation (X<sub>1</sub>) and self-confidence (X<sub>2</sub>) as the independent variables.

### 3.2 Instruments of the Study

The instruments of this research the first are questionnaires which consist of motivation and self-confidence questionnaire, the second is speaking test. Video recorder also will be used to record students' speaking performance and the last instrument is interview to know the detail information students' reason why the variable as the better predictor on students' speaking performance.

### 3.3 Procedure of Data collection

#### 3.3.1 Questionnaires (Motivation and Self-Confidence)

Questionnaire, speaking test will be administered to the participants involved in the study.

<sup>17</sup> Good, 1959

<sup>18</sup> Ur, 1996

<sup>19</sup> Gall & Borg, 2007

The score obtain from this instrument will be put into the SPSS (computer software version 22) for further analysis.

### 3.3.2 Speaking test

- 1) Each student will give 3 - 4 minutes to deliver the short presentation.
- 2) The students performance revealed by observing their fluency and their accuracy

## 3.4 Technique of Data analysis

To analyze the data, the researcher will do some steps. Analysis of classical assumption, Descriptive analysis, correlational analysis, simple regression analysis and multiple regression analysis.

## 4. Finding and discussion

### 4.1 Findings

#### 1) The Result of normality Test of Variable X<sub>1</sub> and Y

**Table 5.13 Result of Normality Test of the Variables Using One-Sample Kolmogorav-Smirnov Test**

	Motivation		Speaking Test	
	Statistic	Sig.	Statistic	Sig.
Normality Test	.200	.100	.200	.100

*Note: a. Lilliefors Significance Correction*

Basic on the table, sig value 0,200 > 0,100 (the standard alpha used), it can be concluded the X<sub>1</sub> and Y has been distributed normally.

#### 2) The Result of normality Test of Variable X<sub>2</sub> and Y

**Table 5.14 Result of Normality Test of the Variables Using One-Sample Kolmogorav-Smirnov Test**

	Self-Confidence		Speaking Test	
	Statistic	Sig.	Statistic	Sig.
Normality Test	.168	.100	.168	.100

*Note: a. Lilliefors Significance Correction*

The Standard alpha value of this research is 0.100. As shown in the above table alpha-value 0,168 which indicates variable X<sub>2</sub> and Y were normally distributed.

#### 3) The Result of normality Test of Variable X<sub>1</sub>, X<sub>2</sub> and Y

**Table 5.15 Result of Normality Test of Variables Using One-Sample Kolmogorav-Smirnov Test**

Variable	Normality Test Statistic	Significance
Motivation	0,200	0,200
Self-Confidence	0,200	0,200
Speaking Performance	0,200	0,200

As shown in the table, the significant alpha-value is 0,200, it indicates that assumption normality of variable  $X_2$ ,  $X_1$ , and Y are normally distributed.

**The result of Linearity Test**

**Table 5.16 The Result of linearity Test of students' Motivation on speaking Performance**

Variable	Linearity Test Statistic	Significance
Motivation	0,000	0,000

**Table 5.17 The Result of Linearity Test for Students' Self-Confidence on Speaking Performance**

Variable	Linearity Test Statistic	Significance
Self-Confidence	0,000	0,000

From two table above (table 5.16 and 5.17) the value of the linearity for students' motivation and students' self-confidence (sig) are 0,000 and 0,000 both of the score were lower than 0.100, it can be conclude the data was linear each other.

**The result of Multicollinearity Test**

**Table 5.18 The result of Multicollinearity Test**

Variable	Tolerance	VIF
Motivation	0,494	2,023
Self-Confidence	0,494	2,023

Based on the table 5. 18, tolerance value  $0,494 > 0,100$  the VIF value is  $2,023 < 0,100$ . (a VIF greater) Which means there no are apparent multicollinearity among the independent variables to dependent variable.

**The Result of Heteroscedacity Test**

**Table 5. 19 The Result of Heteroscedacity Test**

Variable	Heteroscedacity Test Statistic	Significance
Motivation	0,326	0,326
Self-Confidence	0,814	0,814

Basic above table sig. value of motivation is  $0,326 > 0,100$  and sig. value of self-confidence is 0,814. Altogether we can said that there isn't heteroscedacity in the model.

**Hypothesis Testing for the first Research Question**

“Is there any significant correlation between motivation and students' speaking performance?”

**Table 5.21 The Computation Result of Correlation of Students' Motivation on Speaking Performance**

Statistic	Value
Pearson Correlation Coefficient (r)	0,769
Significance (2-tailed)	0,000

Based on the table, it can be concluded that, the Pearson correlation (correlation coefficient or r counted) 0,769, it indicates a high correlation both of motivation and speaking performance. The sig. (2-tailed) is 0,000, it can be concluded that,  $H_0$  was rejected and  $H_1$  was accepted.

**Hypothesis Testing for the Second Research Question**

**“Is there any significant correlation between self-confidence and students’ speaking performance?”**

**Table 5.24 The Computation Result of Correlation of Students’ Self-Confidence on Speaking Performance**

Statistic	Value
Pearson Correlation Coefficient (r)	0,864
Significance (2-tailed)	0,000

As shown in the table, the Pearson correlation (correlation coefficient or r counted is 0,864 table 4.17 (table correlation), the point 0,864 indicates strong correlation. Since The sig. (2-tailed) is 0,000 which is means the correlation between self-confidence and Speaking Performance is significant.  $H_1$  Accepted.

**Hypothesis Testing for the Third Research Question**

**“What is the simultaneous contribution of motivation and self-confidence toward students’ speaking performance?”**

**Table 5.27 The Computation Result of Correlation of Students’ Motivation and Self-confidence on Speaking Performance**

Statistic	Value
Pearson Correlation Coefficient (r)	0,769
Significance (2-tailed)	0,000

Simultaneous correlation elaborate the correlation between the independent variables (X1 and X2) and dependent variable (Y) are for motivation is ,769\*\* . and for self-confidence is ,864\*\* . To put it simply there is correlation between motivation and self-confidence on speaking performance. It means  $H_0$  is rejected.

**Hypothesis Testing for the Fourth Research Question**

**“Of two independent variables, which variable Serves as better predictor of Students’ Speaking Performance”?**

**Table 5.32 The regression equation for the Partial Test (T-test)**

Variable	Standardized Coefficient	Partial Correlation	Significance
Motivation	0,313	0,313	0,000
Self-Confidence	0,641	0,641	0,000

From above table we can see the Standardized Coefficient of motivation is 0,313 and Self-confidence is 0,641. It means that Self-Confidence was higher than Motivation on the other word Self-Confidence as the better predictor on students’ Speaking Performance.

**4.2 Discussion**

The first hypothesis of this research is correlation of Motivation and Students’ Speaking Performance. The coefficient correlation both of them was 0,769\*\* with sig (2-tailed) is 0,000. Basic on table r coefficient correlation 0,769 indicates high correlation.

The second hypothesis of this research testing revealed the correlation of Self-Confidence and Students’ Speaking Performance The correlation of self- Confidence is 0,864. The point 0,864, indicates

very strong. The sig. (2-tailed) is 0,000 which is means the  $H_0$  rejected.

The third hypothesis allowed the correlation of Motivation and Self-confidence on students' Speaking performance or simultaneous correlation of motivation and Self-Confidence toward Speaking Performance According to the coefficient determination  $R^2$  0,795 or 79, 5%. We can said that that motivation and self-confidence give the meaning speaking performance as much as 0,79%, and the rest 29,1% not included in this model.

The fourth hypothesis testing to known which variable serves as the better predictor on students' speaking performance. 0,313 for motivation and 0,641 for Self-confidence. It mean that Self-Confidence was higher than Motivation on the other word Self-Confidence as the better predictor on students' Speaking Performance.

## 5. Conclusions and Suggestion

### 5.1 Conclusion

- 1) There is a positive correlation between motivation and students' speaking performance. It was based on the correlation coefficient from SPSS calculation R counted 0,769, and the sig. (2-tailed) is 0,000.while  $R^2$  is 0,591 or 59,1%, and beta value is ,769. it indicates a high correlation.
- 2) There is a positive correlation between self-confidence and students' speaking performance. It explains around 74,6%, R is 0.864. the Pearson correlation or R counted is 0,864 and that implies the correlation both of them is high.
- 3) Motivation and Self-Confidence simultaneous has a positive contribution on students' speaking Performance. It's showed by the result of  $R^2$  (R square) is 0,795 or 79, 5% contribution of motivation and self-confidence on speaking performance and the rest 29,1% accounted for the other variable.
- 4) Self-Confidence serves as better predictor on students' speaking Performance. It explained around 8,961 % of the total variance in speaking, it's indicates that the Self-Confidence can predicts or contributes as much as 8,961 %, whereas motivation only accounts for 4.373 % of total variance in speaking can predicts or contributes to the students' speaking performance. That is supported by interview data, there are 20 students' has researcher interview, twelve of them claims that self-confidence has more correlation than motivation on speaking performance.

## 4.2 Suggestions

Based on findings of the study, the researcher give suggestions, as following: For the lecturers; In Improving students' speaking Performance, it's important for the lecturer to give the students' motivation in learning and help increase the students' self-confidence so they could believe themselves, Believe that they are capable in speaking English. For the Students; The students should be improve their motivation in speaking performance. The students may express their idea in front of the people because they have capable in speaking.

## REFERENCE

Czxc

- [1] Al-Hebaish, S. M. (2012). "The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course." *Theory and Practice in Languages Studies* 2(1): 59-65.
- [2] Arao, H. (2002). "'Motivational Development in Learning Foreign Languages'." *Forum of International Development Studies* 22.
- [3] Belmecheri, F. H., K (1998). "'Orientations and Motivation in the Acquisition of English as a Second Language Among High School Students in Quebec City.'" *Language Learning* 48 (2) 219-244.
- [4] Clement, R. (1980). *Etnicity, Contact and Communicative Competence in a Second Language*. In H. Giles, W.P.Robinson, & P.M. Smith (Eds), *Language: Social Psychological Perspective* (pp.146-154), Oxford: Pergamon Press.
- [5] Dornyei, Z. (1994). "Motivation and Motivating in the Foreign Language Classroom." *The Modern Language Journal* Vol.78, No 3.
- [5] Dornyei, Z., and Murphey, T (2003). *Group Dinamics in the Language*

- Classroom. Cambridge, Cambridge University Press.
- [7] Dornyei Zoltan, U., E (2009). "Motivation Language Identity and L2 Self " Bristol: Multilingual Matters.
- [8] Ely, C. (1986). "An analysis of Discomfort, risk-taking, Sociability and Motivation in the Second Language Classroom." *Language Learning* 36: 1-25.
- [9] Fallah, N. (2014). "Willingness to communicate in English, communication self-confidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: A structural equation modeling approach." *Learning and Individual Differences*.
- [10] Gall, M. D., Gall, J.P., Borg, W.R. (2007). *Educational research: An Introduction* (8th ed). Boston, Pearson Education, Inc.
- [11] Gardner, R. C. (1968 ). ""Attitude and Motivation: Their Role in Second Language Acquisition."" *TESOL Quarterly* 2 (3).
- [12] Good, C. V. (1959). *Dictionary of Education*. New York :, Mc.Grow Hill Book Company.
- [13] James, C. N., K. (2005). *Self-Esteem, Confidence and Adult Learning*. England & Wales, National Institute of Adult Continuing Education.
- [14] Lee, H. P. A. R. (2005). "L2 Learners' Anxiety, Self-Confidence and Oral Performance." *Proceedings of the 10th Conference of Pan-Pacific Association of Applied Linguistics* (pp.107-208).
- [15] Leila Anjomshoa, F. S. (2015). "The important of motivation in second Language Acquisition." *IJSELL* volume 3(Issue 2).
- [16] Liu, X. (2010). "Arousing the College Students' motivation in speaking English through Role-Play." *International Educational Studies* Vol 3(1): 136-137.
- [17] Mahdi, D. A. (2015). "Motivation Reluctant EFL Students to Talk in Class: Strategies and Tactics." *Theory and Practice in Languages Studies* 5(8): 1703-1709.
- [18] Nitta, T. (2006). "Affective, cognitive and social factors affecting Japanese learners' learnness of English in Cape Town."
- [19] Nunan, D. (1999). *Practical English Language Teaching*. Mc:Graw-Hill.
- [20] Stoval, G. (1998). *Modules for Professional Preparation of Teaching Assistant in Foreign Language*. Washington DC, Center for Applied Linguistic.
- [21] Ur, P. (1996). *A Course in Language Teaching*. London, Cambridge University Press.
- [22] Widdowson, H. G. (1978). *Teaching Language as Communication*. New York.



