

STUDENTS' SELF-CONFIDENCE AND THEIR WILLINGNESS TO COMMUNICATE IN ENGLISH

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ABSTRACT

This study aimed to find out the level of students' self-confidence and the level of students willingness to communicate in English. Furthermore, the main purpose of this study was to find out the correlation between students' self-confidence and their willingness to communicate in English. The researcher adapted the self-confidence questionnaire from Park and Lee. Also, the willingness to communicate questionnaire from Horwitz, Horwitz, and Cope. This study was conducted in grades 10, 11, and 12 of a private high school in North Sulawesi, who were enrolled in the first semester of the 2022/2023 academic year. The results were (1) students' self-confidence was moderate with a mean score of 3.17; (2) students' willingness to communicate in English was moderate with a mean score of 2.85; (3) there was a significant correlation between students' self-confidence and their willingness to communicate in English with $r = 0.575$ and $p = 0.000 < \alpha = 0.05$). Thus, teachers must try to motivate and find ways to help students be more confident so that the students will be more willing to communicate.

Keywords: *English, Self-confidence, Willingness to communicate*

INTRODUCTION

Self-confidence is very important. There are several views of experts regarding self-confidence. To begin with, the self-confidence that people have can influence their behavior. Oney and Oksuzoglu-Guven (2015) stated that "Self-confidence is a defining characteristic capable of influencing individuals' behavior" (p149). Moreover, self-confidence does not mean one does not care about their mistakes but the other way around. According to Adalikwu (2012), confident people are willing to admit when they make mistakes and know that their admission does not ignore their values or abilities. Lastly, self-confidence is a very influential factor in students' performance at school. Matsuda, Sae, and Gobel (2004) found that self-confidence is an important factor in students' performance in English class.

Thus, based on the experts' views, with self-confidence, people will believe in their abilities and dare to take the necessary actions in certain situations but still want to admit mistakes if they do it. No less important, self-confidence can affect students' learning.

Willingness to communicate (WTC) influences learning English because learning English is to communicate. Vongsila and Reinders (2016) claimed that the main purpose of English classes in many parts of the world is communication. Furthermore, Alenezi, Alazemi, and Alnwaiem (2021) identified several factors that influence the willingness of students to speak. They include the discussion topic, the Interlocutor's influence, shyness, self-confidence, and the class's state. Students' lack of self-confidence is often a barrier for them to communicate. Sen and Oz (2021) argued that "An individual's unwillingness to communicate may be attributed to a lack of linguistic self-confidence and communicative competence" (p. 270). In other words, self-confidence plays an important role in WTC.

The problem of low self-confidence in education can occur anywhere. The researcher took examples of schools where students experience problems with self-confidence. The first is from outside Indonesia. Low self-confidence in students is also experienced at a private high school in New Jersey. For instance, in his research, Ballane (2019) found that the results of the scale of academic self-confidence were low, and all the indicators used in measuring the instrument showed low results.

Moreover, there are students at the university who have low self-confidence. According to the results of research conducted by Laird (2005) at the University of Michigan, it was found that there were students there who had low self-confidence. Furthermore, as found by Diniyah et al. (2018) research, students in the eleventh-grade social class of SMA Putra Juang had low self-confidence. In conclusion, many students at various levels of education still have problems with their self-confidence because many have low self-confidence based on the available data.

The second problem is the low WTC. Firstly, it was found that SMK Negeri 10 Malang students have a low WTC. Rihardini, Yaniafari, and Mukminatien (2021), in their research at a secondary school in Malang, found that WTC there was low. Similarly, Ahya (2018), in his research conducted on grade IX students of YASPIA Islamic Junior High School Bekasi, found that they had low WTC. Lastly, some Japanese students also have a low willingness to communicate. Watanabe (2013), in his research, found that Japanese high school English learners' WTC was low. Thus, the problem of low WTC is still felt by many students and not only in Indonesia but also in other countries.

Moreover, the researcher also wanted to see if there is a significant correlation between students' self-confidence and their WTC. First of all, the researcher has asked the English teacher at a private high school in North Sulawesi

about students' level of self-confidence and their WTC in English. The researcher was told that at that school, there were many students who just remained silent when asked to communicate using English. This includes when they are asked to ask questions, give a response, or answer when asked a question. They are just silent and seem to have low WTC. Other than that, their teacher mentioned that one reason why many students at that school have low WTC could be because they have low self-confidence. In fact, studies show that self-confidence and WTC have a significant correlation. To begin with, Mulyono and Saskia (2020) found that WTC significantly correlated with self-confidence ($r=0.335$, $p<0.01$). Similarly, a significant correlation was found between self-confidence and WTC in Japan. In their research, Aoyama and Takahashi (2020) found that L2 self-confidence and acculturation strongly correlate with WTC. Hence, self-confidence is significantly correlated with students' WTC since the results of the previous studies have confirmed this.

Additionally, according to the researchers' observations, the research involving these two variables in one study is lacking because most studies raise the self-confidence variable with learning achievement. For example, in his research, Tridinanti (2018) found that self-confidence has a significant correlation with speaking achievement, with results $p = 0.01$. Thus, the researchers were interested in conducting a study on students' self-confidence and their WTC in English.

LITERATURE REVIEW

Students' self-confidence can be referred to as students being comfortable communicating or expressing opinions to teachers, parents, or other friends without fear of making mistakes. Ningsi (2020) stated that people with self-confidence can follow lessons well, express opinions, and are willing to accept other people's opinions with a positive attitude. In addition, self-confidence is also a belief in one's success. According to Feltz (2007), self-confidence believes that a person can successfully carry out the desired behavior. Moreover, self-confidence has two aspects, namely general confidence and specific confidence. General self-confidence is a sign of a person's development at an early age. In contrast, special self-confidence is a mental and emotional state that can change when faced with certain tasks or situations (Axelrod, 2016). The indicators of self-confidence, namely situational confidence, communication confidence, language potential confidence, and language ability confidence in this research, are adapted from Park and Lee (as cited in Ningsi, 2020).

WTC is a concept in communication. WTC consists of several factors. According to Nande (as cited in Rihardini, Yaniafari, and Mukminatien, 2021), linguistic and non-linguistic factors contribute to students' WTC in using English. The linguistic factors that contribute to students' WTC in English include

vocabulary and grammar. In contrast, the non-linguistic factors that contribute to students' WTC in English are Interlocutor, motivation, and anxiety.

Previous studies have been conducted on students' self-confidence and their WTC in English. For instance, Diniyah et al. (2018) found that students in the eleventh-grade social class of SMA Putra Juang had low self-confidence. In addition, low self-confidence in students is also experienced at a private high school in New Jersey. Ballane (2019) found that the results of the scale of academic self-confidence were low, and all the indicators used in measuring the instrument showed low results. Moreover, Laird (2005) also found that the level of students' self-confidence is low. In regard to students' WTC in English, Rihardini, Yaniafari, and Mukminatien (2021) found that students' WTC at that school was low. Ismail and Ali (2021) conducted a study to find out whether there is a correlation between Turkish EFL Learners' WTC in English, self-efficacy perceptions, and self-confidence. They found that self-confidence is significantly correlated to WTC. Lastly, Sener (2014) also conducted a study on Turkish ELT students' willingness to communicate in English and found that self-confidence is one factor that significantly correlates to students' WTC in English.

RESEARCH METHOD

This study was quantitative. This research is called quantitative research because the reporting uses numbers. Quantitative research includes various methods using statistical or numerical data. This study also used descriptive and correlational methods. This quantitative study aimed to determine the level of students' self-confidence and their level of WTC in English. The respondents of this study were 95 students of grades 10, 11, and 12 of a private high school in North Sulawesi enrolled in the first semester of the 2022-2023 academic year. The instruments used in collecting the data were a questionnaire adapted from Park and Lee (as cited in Ningsi, 2020) and a questionnaire adapted from Rihardini, Yaniafari, and Mukminatien (2021) originally from Horwitz, Horwitz, and Cope (1986). To find out the levels of students' self-confidence and their WTC in English, the MEAN score was used. Additionally, to find out the correlation between the two variables, the *Pearson Product-moment Correlation Coefficient* was used.

FINDING

The average value of students' self-confidence is 3.17 (see Table 1). The results showed that the level of students' self-confidence was moderate. Furthermore, Table 1 also shows the mean scores of each sub-scale of students' self-confidence. As shown in the table, Situational Confidence has the lowest mean ($M = 3.00$), and Communication Confidence has the highest mean ($M =$

3.30). Third, Language Potential Confidence is 3.26. Lastly, Language Ability Confidence is 3.10. The results showed that the level of each sub-scale of students' self-confidence was at a moderate level.

Table 1. The Mean Scores of Self-confidence with Each Sub-scale

	N	Min	Max	Mean	Std. Deviation
Situational Confidence	91	2.64	3.27	3.00	.32131
Language Ability Confidence	91	2.62	3.75	3.10	.47112
Language Potential Confidence	91	2.31	3.87	3.26	.64618
Communication Confidence	91	2.52	3.85	3.30	.60742
Overall Self-confidence	91	2.10	4.40	3.17	.48187
Valid N (listwise)	91				

Furthermore, the average value of students' willingness to communicate is 2.85 (see table 2). The results showed that the level of students' WTC level was at a moderate level. Table 2 also shows the mean scores of each sub-scale of students' WTC. As shown in Table 2, the sub-scale with the highest mean score is Interlocutor, with a mean score of 3.16. The next one is motivation, with a mean score of 3.01, and then vocabulary, with a mean score of 2.98; followed by grammar, with a mean score of 2.76; and the last one is anxiety, with a mean score of 2.50. The results showed that the level of each sub-scale of students' WTC was at a moderate level. In addition, this shows that the Interlocutor has the highest mean score.

Table 2. The Mean Scores of Students' WTC with Each Sub-scale

	N	Minimum	Maximum	Mean	Std. Deviation
Anxiety	91	2.22	2.65	2.50	.24134
Grammar	91	2.59	2.93	2.76	.24088
Vocabulary	91	2.84	3.14	2.98	.21757
Motivation	91	3.01	3.01	3.01	.00000
Interlocutor	91	3.14	3.19	3.16	.03108
Overall WTC	91	1.50	4.70	2.85	.68482
Valid N (listwise)	91				

Pearson Correlation Coefficient was employed to find out the correlation between students' self-confidence and their WTC. The finding showed that the $r = 0.575$ and $p = 0.000 < \alpha = 0.05$ (see Table 3). Since the p -value was lower than $\alpha = 0.05$, it can be concluded that there is a significant correlation between students' self-confidence and their WTC. Thus, the hypothesis stating "There is a significant correlation between students' self-confidence and their WTC" is accepted. This result indicates that the more confident the students are, the more willing they are to communicate in English. Likewise, a significant correlation between students' self-confidence and their WTC was found by Sener (2014).

Table 3. Correlation Between Students' Self-confidence and Their WTC

		WTC
Self-confidence	Pearson Correlation	0.575**
	Sig. (2-tailed)	0.000
	N	91

DISCUSSION

The result of the moderate level of students' self-confidence is also similar to the result of Nadiah (2019), whose research was held in the Speaking Class of the Department of English Education at Walisongo State Islamic University for the 2018/2019 academic year and Ningsi (2020) who conducted a study at Senior High School 12 Pekanbaru. In their studies, it was also found that students' self-confidence was at a moderate level. Nadiah explained several factors that might contribute to their moderate level of self-confidence. The factors include a negative mindset, lack of motivation, lack of practice, lack of vocabulary, lack of ability, and lack of preparation. Thus, these same reasons might also help explain why the students at the school understudy have moderate self-confidence.

Moreover, in regard to the results of each of the sub-scales of students' self-confidence, the results are similar to the results obtained by Khajavy et al. (2014). They found that the level of Communication Confidence among the students at the location where the study was conducted was moderate. They also stated that the classroom environment was an important factor in influencing their level of Communication Confidence. Also, based on the same research, Communication Confidence has an influence on a person's self-confidence. This might could also be the reason why the Communication Confidence level of the students at the school understudy is higher than the other sub-scales.

In contrast to the result obtained in this study, Rihardini, Yaniafari, and Mukminatien (2021), who conducted a study at SMA Negeri 12 Pekanbaru, found that the students at SMA Negeri 12 Pekanbaru have low WTC. According to

Rihardini, Yaniafari, and Mukminatien, linguistic and non-linguistic factors can contribute to students' willingness to communicate. Linguistic factors that can contribute are students' mastery of vocabulary, grammar, and pronunciation. In other words, when students master vocabulary, grammar, and pronunciation, they might be willing to communicate in English. Also, Rihardini, Yaniafari, and Mukminatien explained that non-linguistic factors that can contribute are a student's motivation, anxiety, shyness, and many other factors depending on the student's personality. Thus, the student's ability in vocabulary, grammar, and pronunciation, also their anxiety and shyness, might contribute to their WTC in English, which in this case was found to be moderate. Moreover, Rihardini, Yaniafari, and Mukminatien believed that Interlocutor is an important factor influencing students' WTC. This might also be the reason why the Interlocutor level of the students at the school understudy is higher than the other factors, although the levels of all sub-scales are at the moderate level.

The results of the significant correlation found in this study show that self-confidence is one of the factors that are significantly correlated to students' WTC. Moreover, the result of the positive correlation indicates that the higher their self-confidence, the higher their WTC in English. Sener (2014) found that low self-confidence makes WTC also low. In addition, Fatima et al. (2020) believed that affective factors, which may include self-confidence, contribute to students' WTC. In other words, when students are anxious to learn English, they might not be willing to communicate in English, wherein when they are confident, it can help them to have WTC in English. Therefore, the importance of self-confidence in students' WTC might explain why students' self-confidence correlates significantly to their WTC. Thus, educators need to encourage students to be more confident in themselves by advising them not to be afraid of making mistakes in their learning.

CONCLUSION

Based on the results of the study, it is concluded that the students had self-confidence, although it is just moderate. Likewise, they are willing to communicate in English, although their willingness was just moderate. Finally, the students' moderate level of self-confidence is positively related to their moderate level of WTC in English. In other words, students will be more willing to communicate in English when they are more confident with themselves.

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