

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Data Analysis Technique

4.1.1 Data Presentation

This research was conducted at SMA Negeri 1 Alasa in class XI Ki Hadjar Dewantara in year 2024/25. The purpose of this research is to investigate the relation between students' English speaking skill and self-confidence. The method used was a speaking test and a self-confidence questionnaire which were analyzed using statistical methods.

a. Logical Validity

The validity of the research instruments was assessed by expert validation. The speaking test and the self-confidence questionnaire were validated by experts to ensure that the items accurately measured the constructs they were meant to measure, namely the English Teacher. Judging on the expert validation results all test items and statements of the questionnaire were considered acceptable and could be used to collect data.

b. Validity and Reliability Test Result

In this section, results of the research instrument trial had presented to address the validity and reliability of the instrument used in the research. The instrument trial was undertaken to ensure that the instruments used to measure the variables are accurate and consistent, reflecting the true values of the constructs they are intended to measure (this comprises a validation stage to ensure that the instruments are compatible with the research objectives and able to produce reliable data).

1) Validity Test

a) Validation test results on speaking test

Content validity of the speaking test rubric was verified by one expert validator, that is, the English teacher in the research class. Each indicator on the rubric was assessed according to four

criteria: clarity, relevance, measurability and suitability by a 4-point Likert scale where:

- 1: Not Appropriate
- 2: Less Appropriate
- 3: Appropriate
- 4: Very Appropriate

The indicators assessed included fluency, pronunciation, grammar, vocabulary and comprehension. Raw scores and average for each of these indicators can be found below:

Table 4.1 Validation test results on variable X

No	Indicator	Clarity	Relevance	Measurability	Suitability	Average
1	Fluency	4	3	4	4	3.75
2	Pronunciation	4	3	4	4	3.75
3	Grammar	4	4	4	4	4.00
4	Vocabulary	4	3	4	4	3.75
5	Comprehension	4	4	4	4	4.00
Average						3.85

Since all indicators obtained an average score of 3.5 or above, they fall under the “Appropriate” to “Very Appropriate” category. Therefore, the speaking test rubric is declared content-valid and appropriate for assessing students’ speaking skill.

This judgment follows the suggestion of Sugiyono (2020) who explains that Likert-type scales can be used for expert validation of instruments. An average score ≥ 3.5 on a 4-point scale indicates that the instrument is valid in content.

b) Validation test results on variable Y

To find out whether the instrument item in self-confidence is valid, the method used is to compare the value of r count and r table, with a significant level is 5%. If r count > r table then the instrument is valid.

Table 4.2 Validation test results on variable Y

Item	T count	T table	Note
Y1	0.390	0.325	Valid
Y2	0.357	0.325	Valid

Y3	0.453	0.325	Valid
Y4	0.509	0.325	Valid
Y5	0.378	0.325	Valid
Y6	0.429	0.325	Valid
Y7	0.410	0.325	Valid
Y8	0.356	0.325	Valid
Y9	0.438	0.325	Valid
Y10	0.438	0.325	Valid
Y11	0.400	0.325	Valid
Y12	0.345	0.325	Valid
Y13	0.470	0.325	Valid
Y14	0.343	0.325	Valid
Y15	0.388	0.325	Valid
Y16	0.446	0.325	Valid
Y17	0.361	0.325	Valid
Y18	0.417	0.325	Valid
Y19	0.335	0.325	Valid
Y20	0.334	0.325	Valid
Y21	0.397	0.325	Valid
Y22	0.409	0.325	Valid
Y23	0.360	0.325	Valid
Y24	0.332	0.325	Valid
Y25	0.414	0.325	Valid

Source: From IBM SPSS processing Statistic 25

Based on the results of the validity test, all items in the questionnaire have r-count values greater than the r-table value (0.325). This indicates that each item is valid and can be used to measure the intended variable. Therefore, the instrument is considered to have good validity and is appropriate for use in this research.

2) Reliability test

Reliability testing is a crucial component in the validation of the reliability of instruments used to measure important variables in research. In this research instruments assessing students' English-speaking skills (variable X) and their self-confidence (variable Y) were tested in two different ways, one adapted to the type of data being collected.

Variable X (English-speaking skills) was tested using Intraclass Correlation Coefficient (ICC) as an inter-rater reliability measure. The ICC values compare the degree of agreement between two or more raters who assessed the same individuals (Ismunarti et al. (2020). Interpretation of ICC values is generally classified as follows:

- 1) Values below 0.40 suggest low reliability.
- 2) Values between 0.40 and 0.75 reflect good reliability.
- 3) Values of 0.75 or higher indicate excellent reliability.

Within Variable Y (self-confidence), the reliability of the instrument was assessed using Cronbach's Alpha—the index of internal consistency of questionnaire items. According to Sugeng (2014), the interpretation of Cronbach's Alpha values is:

- 0.00 : Unreliability
- > 0.70 : Acceptable reliability
- > 0.80 : Good reliability
- > 0.90 : Very good reliability
- 1.00 : Perfect reliability

The tables below display the outcomes of the instrument reliability assessment conducted in this research.

Table 4.3 Reliability test results on variable X

Intraclass Correlation Coefficient					
	Intraclass Correlation ^b	95% Confidence Interval		F Test with True Value 0	
		Lower Bound	Upper Bound	Value	df1
Single Measures	.747 ^a	.554	.864	6.899	34
Average Measures	.855 ^c	.713	.927	6.899	34

Source: From IBM SPSS processing Statistic 25

Based on the SPSS output, the average measures ICC value attained was 0.855, which can be considered excellent. It indicates that the speaking test instrument show good agreement between the scores assigned by the teacher and the researcher, which shows the

high reliability and consistency of the speaking test instrument in assessing students' speaking skill.

Table 4.4 Reliability test results on variable Y

Cronbach's Alpha	No of Items
.783	25

Source: From IBM SPSS processing Statistic 25

For self-confidence (Variable Y), the reliability test resulted in a Cronbach's Alpha value of 0.783, which also indicates acceptable reliability. This suggests that the questionnaire used to measure students' self-confidence is consistent and reliable.

4.1.2 Descriptive Statistics Data

According to Yellapu (2019) Descriptive statistics are summarized data in an ordered way by describing the relationship between variables in a sample or population. Descriptive statistics will be used to measure the central tendency (mean, median, mode), and standard deviation. By analyzing the descriptive statistics of students' English-speaking skills and self-confidence, researchers can determine their overall performance and variability within the sample.

Table 4.5 Descriptive Statistic Result

		ENGLISH SPEAKING SKILL	SELF- CONFIDENCE
N	Valid	35	35
	Missing	0	0
Mean		81.14	86.43
Median		84	88
Mode		88	88
Std. Deviation		7.101	5.842

Source: From IBM SPSS processing Statistic 25

Table 4.5 presents the descriptive statistical results for English-speaking skills and self-confidence. The values of mean, median, and mode describe the central tendency of students' scores, while the standard

deviation reflects the dispersion of the data. A detailed explanation of each statistical value is provided in the sections below:

a) Mean score

1. Data variable X (English Speaking Skill)

This data presents the mean score for Variable X (English Speaking Skill) based on the speaking test conducted for 35 respondents. Each respondent's score is listed under the table where the scores range from 68 to 92. This table provides a clear representation of the spread of the scores, allowing for the calculation of the mean, which serves as an average measure of the students' English speaking skill.

Table 4.6 Mean score (X)

Number of Respondent	X
R1	84
R2	88
R3	88
R4	76
R5	68
R6	84
R7	88
R8	88
R9	76
R10	80
R11	72
R12	92
R13	76
R14	76
R15	84
R16	88
R17	72
R18	76
R19	68
R20	68
R21	92
R22	80
R23	80
R24	84
R25	88
R26	80
R27	80
R28	88
R29	84
R30	84
R31	80
R32	84
R33	88

R34	68
R35	88
TOTAL	2.840

To calculate the mean score ($\bar{X}$) of the English Speaking Skill scores, the following formula is applied:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{n} \\ &= \frac{2.840}{35} \\ &= 81.14\end{aligned}$$

So, the mean score for the English Speaking Skill of the 35 students is 81.14. This indicates that, on average, the students scored 81.14 on the speaking test, reflecting their overall proficiency in English speaking based on the test results.

2. Data variable Y (Self-confidence)

This table presents the mean score for the variable Y (Self-confidence) based on the questionnaires data collected from 35 respondents. Each respondent's score is listed by table below where the scores range from 73 to 96. This table shows the distribution of self-confidence scores and allows for the calculation of the mean, which represents the average self-confidence level among the participants.

Table 4.7 Mean Score (Y)

Number of Respondent	Y
R1	73
R2	90
R3	88
R4	92
R5	82
R6	80
R7	94
R8	92
R9	95
R10	78
R11	89
R12	91
R13	93
R14	93
R15	91

R16	88
R17	79
R18	91
R19	92
R20	88
R21	88
R22	79
R23	79
R24	85
R25	84
R26	81
R27	89
R28	83
R29	81
R30	96
R31	89
R32	82
R33	80
R34	81
R35	89
TOTAL	3.025

To calculate the mean score for Self-Confidence, the following formula is applied:

$$\begin{aligned}\bar{X} &= \frac{\sum Y}{n} \\ &= \frac{3.025}{35} \\ &= 86.43\end{aligned}$$

Therefore, the mean score for Self-Confidence of the 35 students is 86.43. This indicates that, on average, the students scored 86.43 on the self-confidence scale, reflecting their overall self-assurance based on the collected data.

b) Median score

Median is the midpoint in a distribution: 50% of the scores are above the median, and 50% are below the median. The median of the data can be found in the table below:

1. Data variable X (English Speaking Skill)

Table 4.8 Median score (X)

Number of Respondent	X
R1	68
R2	68

R3	68
R4	68
R5	72
R6	72
R7	76
R8	76
R9	76
R10	76
R11	76
R12	80
R13	80
R14	80
R15	80
R16	80
R17	80
R18	84
R19	84
R20	84
R21	84
R22	84
R23	84
R24	84
R25	88
R26	88
R27	88
R28	88
R29	88
R30	88
R31	88
R32	88
R33	88
R34	92
R35	92
TOTAL	2.840

So, the median score for English Speaking Skill of the 35 students is 84. This demonstrates the distribution's central tendency since half of the students received scores below 84 and the other half had scores above it.

2. Data variable Y (Self-confidence)

Table 4.9 Median score (Y)

Number of Respondent	Y
R1	73
R2	78
R3	79
R4	79
R5	79
R6	80
R7	80

R8	81
R9	81
R10	81
R11	82
R12	82
R13	83
R14	84
R15	85
R16	88
R17	88
R18	88
R19	88
R20	89
R21	89
R22	89
R23	89
R24	90
R25	91
R26	91
R27	91
R28	92
R29	92
R30	92
R31	93
R32	93
R33	94
R34	95
R35	96
TOTAL	3.025

So, the median score for Self-confidence of the 35 students is 88. This indicates that half of the students scored below 88, and the other half scored above it, showing the central tendency of the distribution.

c) Mode Score

Mode is the score that is attained by more subjects than any other score. The mode of the data can be found in the table below.

1. Data variable X (English Speaking Skill)

Table 4.10 Mode score (X)

Score	Frequency
68	4
72	2
76	5
80	6
84	7
88	9
92	2
Total	35

So, the mode score for English Speaking Skill (X) is 88, as it is the score attained by more subjects (9 respondents) than any other score, showing the most frequent score in the dataset.

2. Data variable Y (Self-confidence)

Table 4.11 Mode score (Y)

Score	Frequency
73	1
78	1
79	3
80	2
81	3
82	2
83	1
84	1
85	1
88	4
89	4
90	1
91	3
92	3
93	2
94	1
95	1
96	1
Total	35

So, the mode scores for Self-confidence (Y) are 88 and 89, as both were obtained by the most respondents (4 each), indicating a bimodal distribution.

d) Standard deviation

Standard deviation is the square root of the variance of a set of scores. The standard deviation of the data can be found in the table below.

1. Data variable X (English Speaking Skill)

For Data Variable X (English Speaking Skill), the standard deviation is calculated using the following formula:

$$SD = \sqrt{SS} \text{ Where } SS = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$SS = \sum X^2 - \frac{(\sum X)^2}{n}$$

$$\begin{aligned}
&= 230.395.29 - \frac{(2840)^2}{35} \\
&= 230.395.29 - 230.445.71 \\
&= \mathbf{50.420}
\end{aligned}$$

$$SD = \sqrt{50.420} = \mathbf{7.101}$$

So, the standard deviation for the English Speaking Skill scores is 7.101, which indicates the degree of variation of the scores from the mean. A standard deviation of 7.101 suggests that the students' English speaking scores have moderate variability around the mean score.

2. Data variable Y (Self-confidence)

For Data Variable Y (Self-confidence), the standard deviation is calculated using the following formula:

$$SD = \sqrt{SS} \text{ Where } SS = \sum Y^2 - \frac{(\sum Y)^2}{n}$$

$$\begin{aligned}
SS &= \sum X^2 - \frac{(\sum X)^2}{n} \\
&= 261.412,29 - \frac{(3.025)^2}{35} \\
&= 261.412.29 - 261.446.42 \\
&= \mathbf{34.134}
\end{aligned}$$

$$SD = \sqrt{34.134} = \mathbf{5.842}$$

So, the standard deviation for the Self-confidence scores is 5.842, indicating the degree of variation of the scores from the mean. A standard deviation of 5.842 suggests that the students' self-confidence scores have moderate variability around the mean score.

4.1.3 Normality Test

Before conducting further statistical analysis, it is essential to examine whether the dataset follows a normal distribution. To control for this possibility the researcher performed the Shapiro-Wilk test, which is suitable for small-to-medium sample sizes and assessing the normality of the data by looking at the residuals of the regression analysis (the

unstandardized residuals were used in this study to examine the nonnormality of the data).

The criterion for normality is the significance level (p-value) produced by the test; if the p - value is greater than 0. 05, the residuals are normally distributed; and if the p - value is less than 0. 05, it means a deviation from normality - that is, the data are not normally distributed.

The result of the Shapiro-Wilk normality test can be found in the table below.

Table 4.12Result of Normality Testing

Tests of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Unstandardized Residual	.948	35	.097

Source: From IBM SPSS processing Statistic 25

From the table above it can be inferred that the significance value of the unstandardized residuals is 0.097, which is more than the threshold of 0.05. This means that the distribution of residuals does not differ significantly from that of a normal distribution, and hence the assumption of normality has been met, and the data are suited to some further analysis via parametric tests such as correlation and regression.

In summary, the results of the Shapiro-Wilk test suggest that the data used in this research are normally distributed, as it provides the researcher with the necessary confidence about the application of inferential statistical procedures.

4.1.4 Correlation Coefficients Test

A numerical indicator known as a correlation coefficient offers information about the strength and direction of the relationship between two variables. It provides information about how two variables are associated. More specifically: A correlation coefficient is a number that can range from -1 to $+1$, with zero standing for no correlation at all.

- a) A positive correlation exists if the value is higher than zero, means that as one variable increases, the other variable also increases.
- b) A negative correlation exists if the value is less than zero, means as one variable increases, the other variable decreases.
- c) There is no correlation between the two variables being correlated if the number equals zero, means There is no consistent pattern between the two variables; when one increases or decreases, the other shows no predictable change.

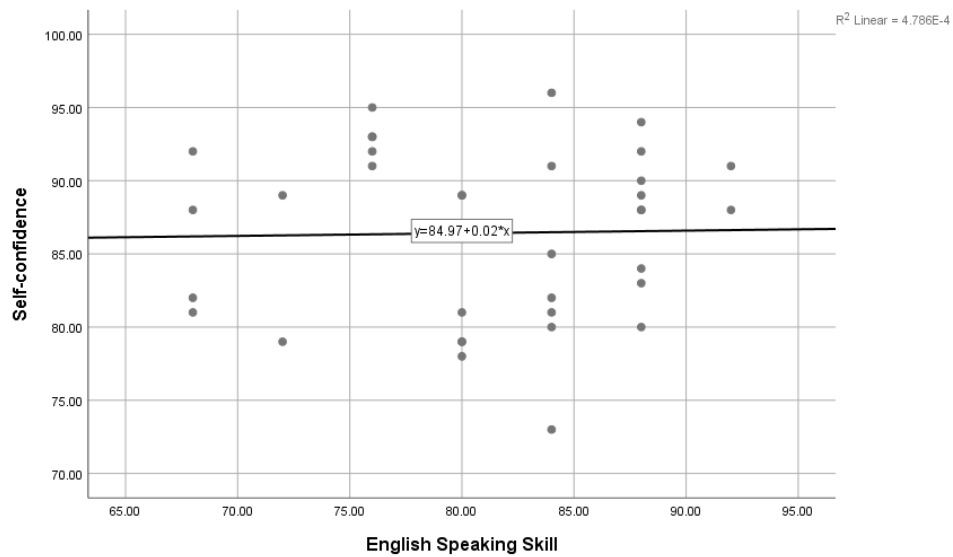
Table 4.13Correlation Coefficient

Correlations			
		English Speaking Skill	Self-Confidence
English Speaking Skill	Pearson Correlation	1	.022
	Sig. (2-tailed)		.901
	N	35	35
Self-confidence	Pearson Correlation	.022	1
	Sig. (2-tailed)	.901	
	N	35	35

Source: From IBM SPSS processing Statistic 25

Based on the table above, the Pearson correlation value between English Speaking Skill and Self-confidence is 0.022. Since this figure is slightly above zero, it suggests a positive direction in the relationship. However, the strength of the correlation is very low, indicating that the two variables are almost unrelated in this context. Moreover, the significance value (p-value) is 0.901, which is far higher than the standard threshold of 0.05, meaning the relationship is not statistically significant. In other words, there is no meaningful connection between English Speaking Skill and Self-confidence among the participants involved in this research.

To further support the correlation analysis between English Speaking Skill and Self-confidence, a scatter plot with a regression line is presented below.



Source: From IBM SPSS processing Statistic 25

This chart shows the distribution of data and the relationship between two variables. The straight line drawn shows whether the relationship is positive or negative, and how closely the data follows that pattern. If the line is sharply slanted, the relationship is strong. But if the line is almost flat like here, the correlation between the two is very low.

To better understand the strength level of this correlation, refer to the interpretation guide below:

Table 4.14 Interpretation of the correlation coefficient

Correlation Coefficient Interval	Range of Relationship
0.00 - 0.199	Very Low
0.20-0.399	Low
0.40-0.599	Medium
0.60-0.799	Strong
0.80-1.000	Very strong

Source : According to Bank et al. (2020).

According to this classification, the correlation value of 0.022 is in the very low range, which confirms that there is almost no relationship between the two variables. Therefore, although the direction of the correlation is technically positive, it is statistically insignificant. As a result, this research concludes that English speaking skill is not related to self-confidence.

4.1.5 Simple Linear Regression Analysis

English speaking ability is the independent variable (X) in this research, and self-confidence is the dependent variable (Y). To determine the degree of correlation between students' self-confidence and their skill to speak English, a straightforward linear regression test was used.

The results of the simple linear regression analysis using SPSS are presented in Table below.

Table 4.15 Simple Linear Regression Analysis

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	84.968	11.663		7.286	.000
	ESS	.018	.143	.022	.126	.901

Source: From IBM SPSS processing Statistic 25

Based on the table above, the simple linear regression equation is formulated as follows:

$$Y=a+bX$$

From the results, the constant value (a) is 84.968, and the regression coefficient (b) for English speaking skill is 0.018. Thus, the regression equation is written as:

$$Y = 84.968 + 0.018X$$

This equation suggests that with every increase in English speaking ability, self-confidence is expected to rise by a corresponding amount based on the regression coefficient. However, the significance value (Sig.) obtained is 0.901, which is much higher than the threshold of 0.05, indicating that the relationship between English Speaking Skill and Self-confidence is not significant. Therefore, the regression coefficient does not predict self-confidence in a reliable or statistically significant way in this research. The standardized Beta coefficient is 0.022, indicating a very low positive relationship between these two variables. In conclusion, there is a positive relationship between English speaking skill and self-confidence.

4.1.6 Hypothesis Testing (t test)

To ascertain whether two sets of scores differ significantly at a given probability threshold, the t test is utilized (Gay et al. 2012:351). In determining hypothesis decisions by using the t test statistics can be seen from the results of t count compared to t table with the test criteria as follows as follows:

- a) If $t_{count} > t_{table}$ then H_0 is rejected and H_1 is accepted (there is a correlation)
- b) If $t_{count} < t_{table}$ then H_0 is accepted and H_1 is rejected (no relationship), according to Bank et al. (2020).

Table 4.16 hypothesis testing

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	84.968	11.663		7.286	.000
	ESP	.018	.143	.022	.126	.901

Source: From IBM SPSS processing Statistic 30

In the data shown in Table 4.15, the t value for the constant is 7.286, and for the variable English speaking skill, it is 0.022. The calculated t value for English speaking skill is 0.022, while the critical t value (t table) for a significance level of 0.05 is 2.035. Since the calculated t value (0.022) is smaller than the critical t value (2.035), H_0 is accepted and H_1 is rejected, meaning that there is no statistically significant relationship between English speaking skill and self-confidence in this research.

Thus, it can be concluded that based on the results of the t-test, there is no significant relationship between English Speaking Ability and Self-Confidence in the sample.

4.2 Discussion

4.2.1 The Interpretation of the Research Result

This research was conducted to find out whether there is a significant correlation between students' English speaking skill and their

self-confidence. The data were collected from 35 students through two instruments, namely a speaking test and a self-confidence questionnaire. The speaking test was scored based on five components: fluency, pronunciation, grammar, vocabulary, and comprehension. The questionnaire measured students' level of self-confidence using indicators such as belief in oneself, optimism, responsibility, rational thinking, and objectivity.

The data were analyzed using parametric statistical analysis with the help of SPSS version 25. The result of the Pearson Product Moment correlation test showed that the correlation coefficient was 0.022, and the significance value was 0.901. These values clearly show that there is no significant correlation between the two variables. The correlation is very low and the p-value is far above the standard significance level of 0.05, which means that the null hypothesis was accepted.

This finding indicates that students who are confident do not always have strong English speaking skill, and students who have good speaking skill are not always confident. The result was also supported by classroom observation. Some students were able to speak clearly in English using appropriate vocabulary, correct grammar, and understandable pronunciation, but they looked nervous and hesitant when performing in front of the class. On the other hand, there were students who appeared very confident and expressive when speaking, but their speech lacked fluency and grammatical accuracy.

It can be interpreted that English speaking skill and self-confidence are two different aspects that do not always grow together. Speaking skill is built through practice, language knowledge, and exposure, while self-confidence is influenced by personality, emotional readiness, and classroom support. Teachers should understand that a confident student may not always perform well in speaking, and a student with strong speaking skill may still lack confidence when presenting in public.

In hypothesis testing, researchers must consider the possibility of error. A Type I error occurs when the null hypothesis is rejected even

though it is actually true. A Type II error occurs when the null hypothesis is accepted even though it is false. In this research, the null hypothesis was accepted, and the statistical result strongly supports that decision. Since the correlation was very low and the significance level was far from the standard threshold, the conclusion is statistically correct. Therefore, this research did not experience a Type I or Type II error.

In summary, the result of this research shows that there is no significant correlation between students' English speaking skill and their self-confidence. Each variable should be treated and developed separately in the learning process. Speaking skill must be improved through training and language activities, while self-confidence should be nurtured through emotional support, encouragement, and positive classroom interaction.

4.2.2 The Research Result versus the Latest Related Research

The result of this research revealed that there is no significant correlation between students' English speaking skill and their self-confidence. Although the average speaking skill and self-confidence scores were relatively high, the statistical analysis showed a very low relationship between the two variables. The correlation coefficient was only 0.022, with a significance value of 0.901, which means the correlation, was not statistically significant.

This result is in contrast with the findings from a research conducted by Sumardi et al. (2022), who examined tenth-grade students at SMAN 3 Enrekang. They discovered a moderate correlation ($r = 0.55$) between speaking skill and self-confidence. Their study concluded that students with high self-confidence tended to perform better in speaking. The difference in findings might be influenced by the learning environment, students' personality types, or other psychological factors not examined in this research.

On the other hand, the result of this research is similar to the findings of Palopo (2022) at SMAN EX Palopo. They also found no significant correlation between self-confidence and speaking performance. The

students in their research had varying speaking scores, but the correlation analysis showed that self-confidence did not significantly affect their speaking skill. This supports the finding of the present research, in which students who appeared confident were not always the ones with strong speaking skills, and vice versa.

Additionally, the findings also align with the result from Audina et al. (2021) at UIN Raden Fatah Palembang. Their research on undergraduate EFL students also found no significant relationship between students' self-confidence and their speaking achievement. They suggested that other factors such as anxiety, classroom atmosphere, and teaching methods might play a more dominant role than self-confidence alone.

From classroom observation and experience during the research, it was also clearly seen that some students were able to speak English fluently but lacked the confidence to perform in front of the class. Meanwhile, there were also students who were highly confident speaking in front of others, but their speaking skill was still lacking in aspects like fluency, pronunciation, grammar, vocabulary, and comprehension. This real-life observation supports the result of the statistical analysis that self-confidence and English speaking skill do not always go hand in hand.

In conclusion, the result of this research shows that having good English speaking skill does not always mean the student is confident to speak in front of others. Likewise, being confident does not guarantee that the student has mastered English speaking skill. This highlights that self-confidence and speaking skill should be treated as two separate areas of development in English language learning.

4.2.3 The Research Result versus the Theory

Many recent theories emphasize that self-confidence is an important factor that supports the development of English speaking skill. According to Lauster in Fadhilah (2023), self-confidence is described as a person's positive attitude that helps them to form a positive view of themselves and the situations around them. In this sense, students who

have high self-confidence are expected to face speaking tasks with readiness and courage, while those who lack confidence are more likely to experience anxiety, insecurity, and hesitation, especially when speaking in front of the class.

Furthermore, Mega et al.(2020) also stated that self-confidence is built through several psychological aspects, such as self-concept, identity, and self-efficacy. These components work together to shape how students view themselves and their abilities. Students who believe in their potential are more likely to participate actively in classroom speaking activities, take risks in using English, and speak without excessive fear of making mistakes. This theoretical view strongly supports the idea that self-confidence should have a positive impact on English speaking skill.

Additionally, Dita et al. (2023), explained that self-confidence affects how students behave in oral communication. Confident students are often more expressive, more engaged, and more persistent when facing difficulties in speaking tasks. Based on these theories, it would be expected that there is a positive correlation between self-confidence and English speaking skill.

However, the result of this research shows a different reality. The statistical analysis revealed no significant correlation between students' English speaking skill and their self-confidence. The correlation coefficient was only 0.022, with a significance value of 0.901, which is far above the standard limit of 0.05. This means that there was almost no connection between how confident students felt and how well they performed in speaking English during the test.

This finding, although contrary to the theories, reflects what was actually observed during the research. In the speaking test session, it was clearly seen that some students were able to speak English fluently, with good grammar, pronunciation, and vocabulary, but they looked nervous, shy, or even avoided eye contact while speaking in front of the class. On the other hand, there were students who showed great confidence, spoke

loudly and enthusiastically, but their speaking performance was weak, full of grammar mistakes, poor vocabulary, and unclear pronunciation.

This indicates that while self-confidence helps students feel brave to speak, it does not guarantee the accuracy or quality of their spoken English. Likewise, some students who have good speaking skills may not appear confident due to emotional or psychological factors, such as fear of judgment, classroom anxiety, or previous negative experiences.

Therefore, this research suggests that although theory states that self-confidence should support speaking skill, in real practice, the two variables are influenced by different aspects. English speaking skill depends more on linguistic competence, continuous practice, and exposure to English, while self-confidence is shaped by psychological readiness, emotional stability, and supportive environments. Theories help us understand the ideal condition, but real classroom settings reveal that the relationship is not always linear or predictable.

In conclusion, the result of this research provides a valuable counterbalance to theory. It shows that even though theories expect a strong link between self-confidence and speaking skill, in this case, the students' confidence level did not determine their speaking performance. This finding reminds us that teachers must approach both aspects—language ability and emotional readiness—as two different goals in teaching English, which may grow at different speeds and require different strategies to develop effectively.

4.2.4 The Research Result Implication

The result of this research provides several important implications, especially for students, English teachers, and future researchers. Even though many people assume that students who are confident will automatically speak English well, the findings in this research show that the relationship between self-confidence and English speaking skill is not always direct or guaranteed. Because of that, each of these groups can learn something valuable from the findings.

For students, this research reminds them that being confident is not the only key to success in speaking English. There are students who may feel brave to speak, but if they do not have strong grammar, vocabulary, or pronunciation, their performance will still be limited. On the other hand, students who are good at speaking English but shy to express themselves should not feel hopeless. They are actually capable, they just need more time and support to feel comfortable speaking in front of others. This means that students should focus on improving both their speaking skill and their self-confidence, but not rely only on one of them. Confidence can help, but without practice and knowledge, it is not enough.

For English teachers, the result of this research gives a clear message that they should not assume confident students are automatically good speakers, or that quiet students are not capable. Teachers need to support both the technical side of language learning (like fluency, grammar, and vocabulary) and the emotional side (like building trust, reducing fear, and creating a safe classroom). Speaking skill and self-confidence may need different strategies to develop. Teachers can include more practical speaking activities while also giving encouragement and positive feedback to build students' confidence step by step. Understanding this balance is very important for successful English teaching.

For future researchers, this research opens the opportunity to explore other factors that might influence English speaking skill more directly than self-confidence. Since this research found no significant correlation between the two, it suggests that variables like speaking anxiety, learning motivation, language exposure, or instructional media might play a bigger role. Future research can also examine how speaking skill grows in different learning environments or with different teaching methods. In addition, researchers may want to explore the relationship between confidence and speaking skill more deeply by including qualitative data, such as interviews or classroom observation, to understand students' behavior beyond just numbers.

In conclusion, the findings of this research have practical value. They show that speaking skill and self-confidence should not be treated as one and the same. Each has its own challenges and needs to be supported through specific methods. By understanding this, students, teachers, and researchers can help improve English learning in a more realistic and meaningful way.

4.2.5 Limitation of the Research

This research was carried out seriously and carefully, but like most research, there are still some limitations that need to be explained. The first limitation is in the number and location of participants. The research only involved 35 students from one class in the eleventh grade. This number was enough to support the data analysis, but it may not fully represent the situation of other students in different schools, grades, or regions. Students in other places may have different learning experiences, English levels, or levels of confidence, which can affect the result if applied outside the current setting.

The second limitation is related to the data collection process. The speaking test was done in front of the class while being recorded. Some students may have felt nervous or less comfortable when speaking, which could influence their performance. In the questionnaire, students answered based on their own understanding of the statements. Even though the instructions were explained clearly and students took the process seriously, there is still a chance that some answers did not fully reflect their real feelings due to personal interpretation or pressure during the activity.

The third limitation is the focus of the research, which only looked at self-confidence as the psychological factor. In reality, English speaking skill can be influenced by many other things, such as motivation, anxiety, interest in English, support from the teacher, or classroom activities. Because this research only studied one variable, it cannot fully explain all the reasons behind students' speaking performance.

In conclusion, this research still gives important information, especially about the fact that English speaking skill and self-confidence are not always connected. Even with these limitations, the research result can still be useful for English teachers, students, and future researchers who want to understand the complex relationship between skill and psychology in learning English. These limitations also give ideas for further research with more participants, more variables, or different methods.