



Communicative Competence, Self Confidence and Speaking Performance : Correlation Study

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ABSTRACT

The aim of the research was to find out the correlation among communicative competence, self-confidence and speaking performance of the tenth grade students at Senior High School PGRI number 2 Palembang. And, the study was focus to find out whether there was a correlation or not among communicative competence, self-confidence, and speaking performance. The research method was quantitative. The population of the study were all the tenth grade students of Senior High School PGRI Number 2 Palembang. The sample of the study consisted of 144 students. The Method of sampling in this research was random sampling. The technique of collecting data of students' communicative competence by using components of communicative competence test. The technique of collecting data of students' self-confidence by using questionnaire. The technique of collecting data of speaking test was from students speaking performance. The technique of data analysis used the Pearson product moment correlation. The research findings showed that F_{count} was higher than F_{table} ($15.752 > 3.28$). It means that the correlation among communicative competence, self-confidence and speaking performance was categorized in high correlation. Then it showed that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected, because $N.\text{Sig} \leq 5\%$ ($0.000 \leq 0.05$). In this case that students communicative competence and self-confidence have correlation and give influence to students' speaking performance.

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INTRODUCTION

English serves as the primary language in several countries, yet it is regarded as a foreign language in Indonesia. English is occasionally excluded from daily contacts but is employed in formal settings, such as educational

institutions and universities. Therefore, English is included as a topic in schools. Acquiring a language necessitates the development of proficiency in linguistic abilities, including listening, writing, speaking, and reading. The four skills are interrelated. It is essential for students to acquire both oral and written communication skills (Maulidasari, Tahrur, & Mulyadi, 2021).

One of the most important language skills that students should have is speaking skill. Speaking possesses a significant function in social life. Speaking is utilized in everyday life to communicate with others and establish relationships. According to Fulcher (2003), speaking is the verbal use of language to interact with other people, and it requires two or more persons to communicate in both directions. Similarly, according to Chaney (in Tridianti, 2002), speaking is an interaction process including the generation and sharing of ideas in a variety of ways through both verbal and nonverbal cues between two or more people.

In Indonesia, English is not easy. So many students are afraid of having mistakes, bad pronunciation, and certain vocabulary that they don't understand. Many students have anxiety about speaking out in class because they fear making a fool of themselves or they simply do not like the spotlight being on them. Students have nothing to say and no reason to speak up other than a nagging sense that they should be. Sometimes students feel shy, and they have nothing to say because they lack vocabulary, grammar, and good pronunciation. For this case, teachers must explain how students engage when speaking English. Speaking is one of the responsibilities in the teaching-learning process that will help students comprehend English. Having the ability to naturally communicate ideas, feelings, and thoughts orally is the goal of speaking skills. According to Thornbury (2005, p.1), speaking involves interaction. It requires the ability to cooperate in the administration of communication.

Language skills are so important. It is essential to pay close attention to, because to know how well students at the Senior High School PGRI Number 2 in Palembang are able to speak. This is especially true for tenth graders. Another thing that the writer noticed is that speaking English is getting harder, and the data shows that students are still not doing well in English class. For instance, most students don't want to learn and are afraid to say what they think and feel because they don't want to make a mistake.

For the present situation, possessing communicative competence is important due to the fact that English has emerged as a major language for global communication. The six categories of communication competence are sociocultural, discursive, linguistic, formulaic, interactional, and strategic.

Those were introduced by Celce-Murcia in 2007. Additionally, the scope of these areas and the subcomponents for each competency had been broadened. This enhances the development of English language proficiency in communication, where effective communication is characterized by a range of language skills or competencies. According to Celce-Murcia in Sidik (2018), “communicative competence” is defined as a collection of abilities that are indispensable for effective communication and enable genuine communicative language usage. The notion of communicative competence has garnered considerable scholarly interest. Prior to Hymes, several stages of evolution can be identified (Upadhyay, 2020).

In addition, as stated by Lasiyah (2017), individuals with self-confidence possess a strong belief in their abilities and are driven to surpass others. The individual possessing higher self-assurance will achieve success in the other challenging task. Self-confident individuals possess a clear comprehension of their capabilities and consistently engage in activities that align with their abilities. Confident students are not afraid to showcase their abilities. They typically excel in the classroom and are unafraid of making mistakes while learning.

An attitude of self-confidence allows us to keep an accurate and positive view of our abilities and selves. According to Sihera (2007), it is characterized by personal attributes including assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to manage opinions, and emotional maturity. One personal quality that helps people learn a foreign language successfully is self-confidence. It can either enhance or hinder academic performance. Foreign language learners who possess self-assurance tend to excel and are likely to perceive themselves as capable learners.

Within the framework of learning English, the act of speaking English necessitates a considerable degree of self-assurance. Individuals who possess a strong sense of self-assurance are less likely to experience shyness when engaging in verbal communication. They are confident in their speech. However, students with low self-assurance tend to struggle with actively communicating and speaking in a foreign language, and this difficulty may extend to their own language as well. Therefore, self-confidence is a crucial factor in overcoming significant communication obstacles and achieving native-like fluency in a foreign language (Gurler, 2015). The effectiveness of self-introduction contributes to the enhancement of a student's speaking ability and self-confidence. Consequently, students would develop self-assurance in the process of learning, teaching, and exchanging ideas.

Related to the reason in which communicative competence is considered to affect speaking in a foreign language, self-confidence plays a vital role in influencing learners' readiness to communicate and be able to communicate in English. Based on the observation in Senior High School PGRI number 2 in Palembang, tenth grade students are still not confident while their teacher asks for speaking English. The students feel fear about making mistakes when speaking English. Based on that reason, the writer is interested in exploring the relationship between communicative competence, self-confidence, and speaking performance of tenth-grade students at the Senior High School PGRI number 2 in Palembang.

RESEARCH METHOD

This research is a quantitative research approach utilizing a correlation research design (Sugiyono, 2012, p.7). This research had two independent variables: communicative competence (X_1) and self-confidence (X_2). The dependent variable is speaking performance (Y). The population for this research comprised all tenth-grade students enrolled at Senior High School PGRI Number 2 in Palembang during the academic year 2024/2025. In this process, a total of 144 students from various classes were sampled.

Research Instrument

The research instruments used in this research were a communicative competence test, a questionnaire for self-confidence, and a speaking test. The communicative competence test in this research used 15 items of tests. The FLCAS (Foreign Language Classroom Anxiety Scale), created by Horwitz (1986:43) and cited in Sidharta (2015:47), is the source of the self-confidence questionnaire. The original questionnaire consisted of 40 items. While the speaking test was utilized to assess the pupils' proficiency in speaking.

Techniques of Data Collections

The data in this research was obtained by using three different methods. The first type was a communicative competence test; its assessment is derived from the components of communicative competence. The components of communicative competence tests are grammatical competence, sociolinguistic competence, discourse competence, strategic competence, and overall reflection, which consists of 15 items of tests. After checking the validation instrument, all of the items were valid. The researcher used the criteria score for the communicative competence test in order to give each one a value for communication competence indicators. Five points on a continuum "*excellent*," "*very good*," "*good*," "*needs improvement*," and "*poor*" made up the criteria score.

The second type was a self-confidence test; it used a questionnaire to examine and gather data on the students self-confidence. The questionnaire consisted of 40 items pertaining to self-confidence. After checking the validation of the instrument, there were 20 valid items. In order to assign a value to each questionnaire for self-confidence, the researcher utilized the Likert scale score as the method for scoring the questionnaire. The scale consisted of five points on a continuum, namely "*always*," "*often*," "*sometimes*," "*seldom*," and "*never*." The score of each item was based upon the statement; it consisted of a positive statement and a negative statement.

The third type was a speaking test; its assessment was performed to evaluate the students' proficiency in verbal communication. The examination was administered in the format of an oral assessment. The researcher utilized tests as a means of gathering data. When evaluating the speaking test, the scorer was utilized the grading scale suggested by Brown (2001:405-407). The grading system utilized by inter-raters incorporates four different characteristics of speaking which consisted of four aspects: fluency, grammar, vocabulary, and pronunciation.

Data Analysis Techniques

The data was analyzed through descriptive statistical techniques. Descriptive statistical analysis was employed to provide a description of research data. It involved calculating measures such as mean, median, mode, standard deviation, and variance for each variable in order to describe the distribution of scores and characteristics of the respondents.

Examining the link between factors was the aim of the study. To examine the data, the author applied Carl Pearson's r product moment. Pre-requirement testing included the normality, homogeneity, and linearity tests. On the other hand, statistical analysis included correlation analysis and multiple regression correlation.

RESULT AND DISCUSSION

Research Result

The results of descriptive statistics are presented in Table 1, which displays the descriptive statistics for communicative competence (X_1) and self-confidence (X_2). Meanwhile, the dependent variable is speaking performance (Y).

Table 1.
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Communicative Competence	36	30	70	53.83	10.584
Self-Confidence	36	36	67	56.33	7.709
Speaking Performance	36	35	80	54.58	12.269
Valid N (listwise)					

Normality tests were conducted to assess whether the research data were normally distributed. The normality tests were performed using the Kolmogorov-Smirnov and Shapiro-Wilk tests. According to the results of the normality tests presented in Table 2, it was found that all of the data were normally distributed, as indicated by the significance values for each variable being higher than 0.05.

Table 2.
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Communicative Competence	.129	36	.140	.961	36	.225
Self-Confidence	.186	36	.113	.929	36	.123
Speaking Performance	.133	36	.110	.938	36	.143
a. Lilliefors Significance Correction						

Homogeneity tests were conducted to assess whether the research data were homogeneous. The homogeneity tests were performed using the Levene Statistic tests. According to the results of the homogeneity tests presented in Table 3, it was found that all of the data were homogeneous, as indicated by the significance values for each variable higher than 0.05.

Table 3.
Tests of Homogeneity

	Levene Statistic	df1	df2	Sig.
Communicative Competence	4.159	9	17	.060
Self-Confidence	2.796	11	16	.030
Speaking Performance	1.255	11	16	.330

Linearity tests were conducted to assess whether the two variables (X and Y) in the sample data had a significant linear connection. According to the

results of the homogeneity tests presented in Table 4 and 5, it was found that communicative competence (X_1) and Self-confidence (X_2) had a linear relationship on speaking performance (Y), as indicated by the significance values for each variable higher than 0.05.

Table 4.

Linearity Test of Communicative Competence and Speaking Performance

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Speaking Performance Communicative Competence	Between Groups	(Combined)	1685.417	19	88.706	.396	.072
		Linearity	2395.681	1	2334.321	21.205	.000
		Deviation from Linearity	1678.929	18	93.274	.416	.962
	Within Groups		3583.333	16	223.958		
	Total		5268.750	35			

Table 5.

Linearity Test of Self-Confidence and Speaking Performance

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Speaking Performance Self-Confidence	Between Groups	(Combined)	3557.083	18	197.616	1.963	.086
		Linearity	2477.356	1	2477.356	24.605	.000
		Deviation from Linearity	1079.728	17	63.513	.631	.824
		Within Groups	1711.667	17	100.686		
	Total		5268.750	35			

The first hypothesis was the correlation between communicative competence and speaking performance. Product moment correlation analysis was used. The outcome is shown below.

Table 6.
Correlation Between Communicative Competence
and Speaking Performance

		Communicative Competence	Speaking Performance
Communicative Competence	Pearson Correlation	1	.752
	Sig. (2-tailed)		.000
	N	36	36
Speaking Performance	Pearson Correlation	.752	1
	Sig. (2-tailed)	.000	
	N	36	36

According to Table 1 above, the correlation coefficient for the Pearson product moment was 0.752. Based on the degree of freedom calculation, it was known that $df = N - nr$ in order to demonstrate the value of " r ". With $r_{table} = 0.329$, the Pearson correlation score was higher than r_{table} ($0.752 > 0.329$), and a sig. (2-tailed) of $0.000 < 0.05$, indicating that speaking performance and communicative competence were significantly correlated.

The second result was the correlation between self-confidence and speaking performance. Product moment correlation analysis was used. The outcome is shown below.

Table 7.
Correlation Between Self-Confidence and Speaking Performance

		Self-Confidence	Speaking Performance
Self-Confidence	Pearson Correlation	1	.686
	Sig. (2-tailed)		.000
	N	36	36
Speaking Performance	Pearson Correlation	.686	1
	Sig. (2-tailed)	.000	
	N	36	36

According to Table 2 above, the results showed that there was a high correlation (0.686) between speaking performance and self-confidence at the significance level of 0.01. After that, it was compared to the r_{table} ($0.686 > 0.329$), and the 2-tailed sig. was $0.000 < 0.05$, indicating that speaking performance and self-confidence were significantly correlated.

The third result was the correlation among communicative competence, self-confidence, and speaking performance. The researcher employed the multiple regression correlation method to assess speaking performance, self-confidence, and communication competence. By analyzing the result of all variables, the result could be seen below.

Table 8.
Multiple Regression Correlation (F-test)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2573.298	2	1286.649	15.752	.000 ^b
	Residual	2695.452	33	81.680		
	Total	5268.750	35			

Based on the result above, it could be known that F_{count} was 15.752 and the sig. score was .000. Following verification at the F_{table} , the F_{table} score was 3.28. The significant score was 0.000. According to the results, the significant score was lower than α ($0.000 < 0.05$) and F_{count} was higher than F_{table} ($15.752 > 3.28$).

Table 9.
The Coefficients Regression (T-test)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	16.232	14.181		1.145	.261
	Communicative Competence (X_1)	1.157	.145	.465	5.084	.000
	Self-Confidence (X_2)	1.107	.199	.435	5.572	.000

Based on the table above, the t_{table} was ($\alpha/2 ; n-k-1$) = 2.037. From the result, it could be known that significant score of communicative competence (X_1) was 0.000 and t_{count} was 5.084. According to the preceding t-test, if sig. score $< (0.05)$ or $t_{\text{count}} > t_{\text{table}}$, then there is a significant regression of Variable (X_1) on Variable (Y). From the result, it could be known that the significant score was 0.000. It was lower than α ($0.000 < 0.05$) and t_{count} was 5.084. It was bigger than t_{table} ($5.084 > 2.037$). In other word, it could be concluded that communicative competence (X_1) was significant regression on speaking performance (Y).

On the other hand, the significant score of self-confidence (X_2) was 0.000. and t_{count} was 5.572. According to the preceding t-test, if sig. score $< (0.05)$ or $t_{\text{count}} > t_{\text{table}}$, then there is a significant regression of Variable (X_2) on Variable (Y).

From the result, it could be known that the significant score was 0.000. It was lower than α ($0.000 < 0.05$) and t_{count} was 5.572. It was bigger than t_{table} ($5.572 > 2.037$). In other word, it could be concluded that self-confidence (X_2) was significant regression on speaking performance (Y).

Discussion

There were any significant link between the two variables in the first finding, according to the data analysis, which shows correlation between students' speaking skill and their communication capacity. The results imply that there was meaningful relationship between students' speaking performance and their communicative skills, which supports the idea that a number of factors could affect their speaking abilities. Therefore, communicative competence and students' speaking ability in this study, it is a crucial component of the classroom setting.

The association between speaking performance and self-confidence was the second finding. The speaking performance of students and their level of self-confidence were favorably correlated. It was assumed that there were some potential elements influencing the students' speaking performance because of the result showing a substantial association between their speaking performance and their level of self-confidence. As stated by Brown (2007) "confidence-building strategies such as positive reinforcement and creating a supportive learning environment lead to better speaking performance. Speaking performance and self-confidence are strongly positively correlated. Learners who are confident in their speaking abilities tend to perform better in terms of fluency, coherence, and engagement. Therefore, fostering self-confidence is key to helping learners excel in speaking tasks.

Additionally, the association between speaking performance, self-confidence, and communication competence was the last finding. Speaking performance, self-confidence, and communication skills were significantly correlated. It was assumed that there were some potential elements influencing the students' speaking performance because of the result showing a substantial association between their speaking performance and their level of communicative competence and self-confidence. As told by Brown (2007) "students who feel confident in their communicative abilities are more likely to engage in speaking tasks.

CONCLUSION

The author discovered the research findings after examining the data collection. The first result is to answer the first research question, "Are there any significant correlation between communicative competence and students'

speaking performance?". From the result, it could be known that sig. (2-tailed) score was lower than α ($0.000 < 0.05$) and the Pearson product moment was higher than r_{table} ($0.752 > 0.329$). In other word, (H_a) was rejected and (H_o) was accepted. It could be concluded that there was any significant correlation between communicative competence and speaking performance to the tenth grade students at Senior High School PGRI Number 2 in Palembang in academic year 2024/2025.

The second result is to answer the second research question, "Are there any significant correlation between self-confidence and students' speaking performance?". From the result, it could be known that sig. (2-tailed) score was lower than α ($0.000 < 0.05$) and the Pearson product moment was higher than r_{table} ($0.686 > 0.329$). In other word, (H_a) was rejected and (H_o) was accepted. It could be concluded that there was any significant correlation between students' self-confidence and speaking performance to the tenth grade students at Senior High School PGRI Number 2 in Palembang in academic year 2024/2025.

The third result is to answer the third research question, "Do students' speaking abilities, self-confidence, and communication competence significantly correlate with one another?". From the result, it could be known that the significant score was $0.000 < 0.05$ and F_{table} ($15.752 > 3.28$). In other word, (H_a) was rejected and (H_o) was accepted. It could be concluded that there was any significant correlation among communicative competence, self-confidence, and speaking performance to the tenth grade students at Senior High School PGRI Number 2 in Palembang in academic year 2024/2025.

From the results above, the researcher sums up that both communicative competence and self-confidence are the factor that influence students speaking at the tenth performance grade students of SMA PGRI 2 Palembang. Moreover, communicative competence and self-confidence are both crucial for effective speaking performance. They are interdependent, as competence builds confidence, and confidence facilitates the use of competence. Together, they form a powerful combination that enables speakers to perform well in oral communication tasks.

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