The Use of Online Resource on Students's Self Confidence, Learning Motivation, and Speaking

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Abstract — This study was aimed to find out whether there was a positive correlation among online resource and students' self-confidence, learning motivation, and speaking. The method of the research applied correlation research. The population of this research consists of one class, the first grade of SMAN 1 Woha Bima. The sampling technique used in this research was surfeited sampling technique. Questionnaire was used to collect data dealing with self-confidence and learning motivation, while oral test was used to collect data dealing with speaking performance. The collected data were analyzed by using Pearson product moment to measure correlation between self-confidence (X1) and speaking (Y) and measure correlation between learning motivation (X2) and speaking (Y). Further, F-test was used to measure multiple correlations among the variables with the significant level 5%. Based on the result of analysis, it was found out that the $f_{value} > f_{table}$ or $8.208 > 3.39$ which means that the value of f_{value} was higher than f_{table} and it can be concluded that self-confidence, learning motivation and speaking skill has correlation in online resource.

Keywords – online resource, self-confidence, motivation, speaking

I. INTRODUCTION

Speaking, among the four basic language skills is an exclusive importance in daily life and it is a vital complementary tool in communication. Brown stated that speaking is productive skill that can be directly and empirically observe, those observations are invariably collared by the accuracy and fluency [1]. Teaching speaking requires more attention to the learner's performance. Learners must give more efforts to master the speaking skill because they do not use the language in the daily life. A teacher should create a good atmosphere in the classroom to enhance the speaking performance of the students.

Moreover, speaking activities do not work in the classroom because many factors prevent students to speak English with their friends. Spoken language is development of the ability to interest successfully in the language and this involves comprehension as well as production [2]. Online resource is digital technology which is comfortable to apply and easy to use in daily life. Online resource can help the learner and teacher to find out material for the purpose of teaching and learning. The use of online resource such as YouTube, Google, and Gmail etc. can provide videos, picture and textbook, then it makes teaching learning process more effective and build up student's self-confidence and motivation.

The students with low self-confidence were based on negative concept on their mind and this means that the students do not believe their own ability. Low self-confidences can make students afraid and be more pessimist to do something, so lot of students sometime were failed and more extremely they did not want to do some tasks, and this may mean that they have got lose before fighting. There are mainly four important aspects of confidence and those are: Willingness, optimism, affection, and self-reliance [3].

Motivation refers to reasons that underline behavior that is characterized by willingness and volition. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Motivation is some kind of internal drive which pushes someone to do things in order to achieve something [4]. In other words, motivation is study of why people think and behave as they do. In ARCS Model of Motivational Design Theories, there are four steps for promoting and sustaining motivation in the learning process: Attention, Relevance, Confidence, and Satisfaction [5].

According to Zoltan, proximal sub goals may have a powerful motivating function in that they mark progress and provide immediate incentive and feedback [6]. The difficulty of a goal influences the amount of effort a learner believes to be necessary to complete the task. Based on some problems above, the researcher conducted research which related to the students 'online resource' 'self-confidence', 'motivation' and speaking skill performance.

II. METHOD

This research belongs to quantitative research with non-experimental study. The researcher used correlation research as research method especially explanatory design. Explanatory Design is correlational design in which the researcher is interested in knowing the extent to which two variables or more co-vary, that is where changes in one variable are reflected in changes in the other [7]. Surfeited sampling also is part of non-probability sampling. Based on construct above, the researcher took all students, 28 students, as the population as well as the sample of the study [8].

To measure self Confidence, the researcher used questionnaire which consists of 40 items, the questionnaire has 4 options (always, often, seldom, never). To measure motivation, the researcher used questionnaire which consists of 20 items with 5 options (not true, slightly true,

moderately true, mostly true, and very true). And to measure speaking performance, the researcher used oral test in the form of audio recordings. The students made presentation about self-introduction in front of the class, then the researcher measured the students' speaking performance by using five indicators of speaking. Technique of data analysis was the way used by the researcher in analyzing the collected data. In this research, the techniques of data analysis were divided into some types, namely: Descriptive analysis, Pearson Product Moment, multiple correlations and multiple significant correlations.

III. Results and Discussion

In finding the data needed, the researcher used the tests, which were Self-Confidence test as the X_1 variable, Motivation Test as the X_2 variable, and Speaking Test as the Y variable.

- Having tested the students' Self-confidence, the researcher found that there were a lot of students (26 students) were in the "Fairly confident" criteria, meanwhile 2 students were in the "Confident" Criteria in the self-confident level.

- Having tested the students' Motivation, the researcher found that there were more than half students (15 students) were in the "Good" criteria, meanwhile 13 students were in the "Very good" level of motivation.

- Having tested the students' Speaking performance, the researcher found that there were more than half students (19 students) were in the "Good" criteria, meanwhile 9 students were in the "Very good" Criteria in speaking ability. Based on the result of the statistical computation, it is found that the f_{value} > f_{table} or 8.208 > 3.39 on the degree of freedom of 25 students (28-2-1=25). Thus, the researcher concluded that there is a significant correlation between self-confidence, motivation and speaking skill.

Considering the findings of this study, it is encouraged that English teachers train the students to be active and self-confident in the process of teaching and then create comfortable situation during the teaching learning process, so that the students will be interested in learning English especially in improving their speaking skill. The students should keep trying to do the best in keeping the confidence and motivation level as high as they can because it is one of many ways to enrich their speaking ability. Further, it is expected that other researchers will conduct the similar study with broader scope to have more advantageous and benefit to the development of English education.

IV. Conclusion

Speaking in English is one of the four language skills and it is a bit difficult to be mastered by students of English as a foreign language. There are some factors which may influence the students' speaking performance, such as self-confidence, learning motivation, etc. The result of this research shows that there is a significant correlation among online resource, self-confidence, learning motivation, and speaking performance of the students. The students with high self-confidence and motivation levels tend to have better performance in speaking. Thus, teachers should build the students' self-confidence and motivation when trying to improve their speaking performance.

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