

THE CORRELATION BETWEEN SELF-CONFIDENCE, MOTIVATION, AND STUDENTS' SPEAKING ACHIEVEMENT IN SENIOR HIGH SCHOOL

Erlin Rizka Arofah

Universitas 17 Agustus 1945 Banyuwangi, 68416

Corresponding Author Email: erlinrizkaarofah@gmail.com

ABSTRACT

This study aims to investigate the relationship between self-confidence, motivation and speaking achievement. The present study used correlational research approach which examine whether two or more variables have correlation or not. There were 39 respondents that were taken 25 % from five classes in the eleventh graders at one of secondary school in Banyuwangi. The instruments used were self-confidence and motivation questionnaire and students' speaking achievement test. Pearson product moment and scatter plot in SPSS were used to analyze the data so that there was a result whether there is correlation or not. The finding revealed that there is no significant correlation between self-confidence and speaking achievement. Not only the self-confidence which is there was no correlation but also motivation and speaking achievement too.

Keywords: motivation, speaking, self-confidence

INTRODUCTION

Speaking is an important language skill that can be integrated with the other three language skills, namely listening, reading and writing. Speaking is crucial for the development of the other language arts: thinking, reading, writing and listening Farris as cited in Ardi and Martha (2005:227). First, thinking is actually cognitive process that requires a person to organize, conceptualize and clarify the ideas and feeling before saying the words. Meanwhile, in listening, a good speaker will attempt to be a good listener who is interested in understanding the ideas being discussed between the speaker and listener. Therefore, teaching speaking has become a complex process in language teaching and learning process because students are encountered with such thinking and listening process.

The teaching of speaking can become more challenging when students are reluctant to speak. MacIntyre and Gardner (1994:22) reveal that students with speaking fear have difficulty in expressing their own views and undervalue their abilities. In other words, students who have lack confidence are difficult to develop their speaking achievement. Furthermore, Tanveer (2007:22) argues that a critical challenge of most foreign language (FL) learners in language classes is speaking a foreign language. The reason why speaking is more demanding than other English skills is that speaker has to organize related information so that produce the suitable language in the same time which is different from the other language skills because the learners have much time to arrange current knowledge Shabani (2013:25). This can be problematic for learners of English because they are not only fear of making mistakes so that they have lack of confidence but also they have to manipulate information while delivering the message being discussed.

Theoretically, speaking achievement has five elements. They are accent, grammar, vocabulary, fluency, and comprehension. To achieve this, a language learner needs to succeed in doing speaking performance with an effort. Based on the standard for test construction in American Psychological Association as cited in Dasi and Algarabel (1999:44) stated that it is viewed basically as the competence a person have in an area of content. Students can achieve their speaking if they have great confidence and return. Therefore, Rubio (2007: 6) argued that there is correlation between foreign language learning and classroom activity. Actually, creating comfortable environment for students doing activities such as answer question without being afraid to make a mistake and give a positive feedback can be the way to increase students' confidence. Thus, students can build their ability in speaking without anxiety in making error.

Students' self-confidence is the most essential factor that determines learners' readiness to contribute in speaking activities in language classrooms Yashima, Zenuk-Nishide, and Shimizu (2004:61). In other words, it can be concluded that if the students can build their self-confidence, they will be good communicators. On the other hand, when the students are less in self- confidence it will create an

ineffective communication. Sometimes, lack of self-reliance occurred when the learners feel uncomfortable when using the foreign language orally Al-Hebaish (2012:61). Additionally, it can be an effect on how the students participate in learning activities. The teacher also needs to reflect on how to give motivation so that the learners can be active participation in learning.

In education, motivation has an important role to conceive efficiency on students' learning due to students' responsibility in finishing their task and accomplish their goal in classroom. Motivation also has an effect in students' success. It is supported by Ramli (2014:730) who states that it provides an opportunity to learn more about their interested, so that they can understand and able to motivated themselves because they are in their environment not under pressure.

In previous study, Clark (2001:94) argued that family factor can be effective in expanding students' self confidence. It can be concluded that, when the learners near with their parent, they will get high confidence and success. Additionally, Rubio (2007:7) says that lack of self-confidence can make them unmotivated in classroom activity. In fact, parents who do not want to look their children in bad time and construct the achievement with saying "You can do it", it can be a feature to foster their children' confidence. Some previous studies showed that the relationship between general self-confidence and academic achievement has been recognized in literature. The result of the research is there is a significant positive correlation between self-confidence with the respondents in language courses. Likewise, a great self-reliance can develop the students' want to exchange information and enhance proficiency in language that direct to good performance.

In foreign language settings, speaking is a challenging activity. It is supported by Demir, S (2017:1457) who states that in English language learning, speaking is the crucial skill in everyday life and students' succeed. Achievement means how the learners can develop their skill and accept the information. Theoretically speaking, it means as the understanding of the main concepts, principles, skills, strategic and addition of knowledge (Niemi, 1999:46).

In addition, Brown (1994:61) says that the achievement in speaking performance is thought to be highly correlated with self-confidence, foreign language learners cannot speak properly without the high level of self-confidence. Being afraid of making an error is one of the reasons why students could not improve their oral achievement. It happens because they are having less of self- confidence. Moreover, it is an individual factor which is supported in

teaching and learning process, without this element students cannot succeed in classroom activity.

In every language skills in learning process has differences level of difficulty, same as in speaking ability. Tanveer (2007:2) says that challenge in the most of learners in English teaching and learning process is speaking foreign language. Improving speaking achievement is likely an important one in English learning process. This statement maintained by El-sakka (2016:22) argued that speaking language classroom activities is reasonable in terms of the ability in conversation though it was thought that students would learn speaking while learning to write, read and listen, but now speaking has important skill that had to be increased.

Moreover, the students can develop their speaking achievement by building their self-confidence in English language learning. It is supported by Molberg, et al (2010:62) that the anxiety of speaking is related to low levels of confidence that create in a lower performance. Rubio (2007:60) says that when the learners in fear, uncertainty, self-doubt, unmotivated they are in low of self- confidence. On the other side, learning process needed high self-confidence that can develop learners' motivation so that they could achieve their speaking achievement. So, it is how the learners could increase their self-confidence, thus build the motivation in order to, they get high interest in learning process.

According to Cambridge dictionary, self-confidence is behaving calmly because you have no doubts about your ability or knowledge. Additionally self- confidence can be considered as a cognitive human perception how they can feel great and success (Tuncel, 2015:2575). Based on these definitions, self- confidence can be reflected as an individual intellectual sensitivity that has important role in completing fundamental of personal necessity such as pleasure and achievement. Not only in school but also in social life, such as enthusiastic in the teaching and learning activity, study hard in every time, could create an extraordinary of stimulus, and keep to be well-being. Tuncel (2015:2576) added that creating students' self-confidence environment be considered important, such as students can answer questions without fear. Besides that, Clark as cited in Tuncel (2015:2576) states that low self-confidence provided one of the critical remarkable findings. Afterward, "speaking requires a high level of self-confidence that means the state of being sure of doing something, and not being shy and aggressive in social situations (Longman Dictionary of Contemporary English)". According to, Gurler (2015:16) self-confidence as a facilitator in how speak fluently and accurately that be important one in speaking. From both of the arguments, it can be concluded that confidence in speaking is how the learners can build the skill by decreasing their afraid in communicating.

Motivation can effect in teaching learning context. Why there is students who can not feel comfort and interest in classroom activity. One of the basic cause is they can not build their impulse. The learners who have a high motivation or less of it, will get a different result in their aim of their study, because motivation can force the students' action in teaching and learning process Odera (2011:283). Thenceforth, motivation is a complicated segment of individual thinking and attitudes that effect in how people spend the time, how vitality and long to finish the mission, and feel comfort in the learning process. According to Dornyei (2001:61) motivation refers to the efforts learners make to learn a foreign language. Motivation is one of the keys that guide the rate and success of language. So, motivation is how the students can create their interest in the teaching and learning process.

According to, Aggarwal and Goel (2012:90) Self-Confidence is "fundamentally an attitude which allows us to have a positive and realistic perception of ourselves and our abilities". In other words, it is how the individual recognize with their abilities and being aware of their own emotions. Then Akagunduz as cited in Gurler (2015:15) divided it into two categories: intrinsic self-confidence, extrinsic self-confidence. In this segment contains

the activities and manner towards others. The constructing elements of extrinsic self-confidence are communication and controlling emotions. In fact, it is like family environment, school environment, and the community of environment.

Additionally, according to Sar, Avcu and Isiklar (2010:15) there are two factors that found from the research, namely inner and outer confidence. The elements of inner self-confidence are the love of own self, self-knowledge, set of the goal, and thinking positively. Next, in outer confidence is an ideas and feelings of a person that explain how the others can be peace with themselves.

In this study, according to Self-Determination Theory (SDT) Deci & Ryan (2000:55) and the types of motivation are categorized into intrinsic and extrinsic motivation. There are two kinds of motivation. It is supported by Decy and Ryan (2000:58) says that intrinsic motivation “defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence”. The learners who have motivation intrinsically, they will do the task in classroom well without pressure and also with a great interest and on contrary. In addition, there are two argued about this topic. First, Ramli (2014:726) add that intrinsic motivation is how the students’ attitude, interest and their intelligence. For example, when teaching and learning process is satisfying and meaningful, when what is learned is understood to be of value by the learner and when there is confidence and aim, then motivation will be intrinsic, create a benefit Decy and Ryan (2000:59).

Extrinsic motivation contrasts with intrinsic motivation, which refers to do an activity simply for the enjoyment of the activity itself, rather than its instrumental value for example, a student who does her homework only because she afraid with punishment of her parents. And it is extrinsically motivated because she is doing

something in order to reach the distinguish result from the sanctions, it effects from family, school, and the community environment (Bakar, 2014:726).

From both of explanation in the elements of motivation, Self- Determination Theory (SDT) Deci & Ryan (2000:60) argue that core difference between intrinsic motivation and extrinsic motivation is that intrinsic motivation refers to doing something because it is essentially interesting or enjoyable while extrinsic motivation refers to doing something because it leads to a divisible outcome. In the classroom situation, extrinsic motivation can find in different ways. For example, praise, teacher rewards, and the expectation of good grades can all act as extrinsic motivators and are not necessarily bad Covington and Mueller (2001:158).

Indeed of every aspects, there are effect in self-confidence and motivation in Foreign Language Learning. Low self-confidence and motivation can make students get uncomfortable atmosphere in the classroom. These will be explained in below. Self-confidence is a personal factor that pays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without it Al-Hebaish (2012:61). When there is less of self-confidence, and return, “learners suffer from uncertainty, insecurity, fear and social distance” Rubio (2007:7).

Later, Bakar (2014:730) argues that the students’ can encourage their motivation in learning process when there are supports team like teachers, staff, parents, and also their community, where they can give a good learning environment, as well as methods in teaching and learning process so that the student can like in what they learned. Afterward, use cooperative goals learning activities in which every participant has an important role to play in completing a task can help to increase the students’ motivation.

METHOD

Research Design

This research is regarded as a correlational study. Correlational study can be defined as a statistical test used to determine the tendency or pattern for two or more variables or sets of data to vary consistently, Kothari (2004:5). Then correlational study is a design that helps the researcher to predict the score and explain the relationship among variables or between point A and B. There are three variables in the research they are two predictive variables and one of the dependent or criterion variable. In this study, while the predictive variables are self-confidence and motivation, the dependent variable is speaking achievement. Next, this research is trying to investigate whether or not there is a correlation between self-confidence and speaking achievement, then motivation and speaking achievement in senior high school in Banyuwangi.

Participants

In this study, the researcher recruited the eleventh graders as the participants from three majors: natural sciences, social sciences and Islamic education. Due to limitation of the classes, the researcher can investigate only 5 classes which is taken randomly in the eleventh grades as the participants.

Moreover, the sample takes only 25 % of the populations. It is supported by Kothari (2004:61) the probability of drawing one more element in the third draw is 1/4. The sample who was taken randomly samples from each class in the 5 classes. The result, there are 39 students from 151 participants in the school who will be selected as the respondents in this research.

Self-confidence questionnaire, in the questionnaire used in the research is self-confidence questionnaire which was developed by Sweeney, E and Farmer R (1994:297). It consisted of statements that related with students' self-confidence in speaking skill achievement. Furthermore, students are required to respond using a four-point Likert scale ranging from strongly disagree, disagree, agree, to strongly agree. Additionally, the scale is a numeric response scale used to indicate the participants' rating or level of agreement in the statements. The questionnaire used restricted item, where the items do not give respondents an option to respond in their own opinion, but the item is classified to the limited number of options provided by the researcher

Motivation questionnaire, the researcher used motivation questionnaire which is adapted from Payne (2007:13) that was review about the development of the Academic Writing Motivation Questionnaire (AMWQ) because there is a limitation in motivation of speaking questionnaire. There are 14 items of the questionnaire. The questionnaire was originally written in English, but it is translated into Bahasa Indonesia to make the participants easier to complete the questionnaires. The translation version is verified by two consultants in the study. Besides that, there is a verification sheet to assured the directions and focuses of the evaluation of the speaking self-confidence questionnaire and speaking motivation questionnaire.

Speaking achievement test, the research uses description test because it is based on the recommendation given by the English teacher of the eleventh grades and related with the students' learning material. In this test, the researcher gives 3 pictures. They are, Raditya Dika, Danang, and Lalu Muhammad Zohri. In the study, there are 39 participants in the test. Every students will get 3 minutes to prepare and 2 minutes for their performance. The researcher asks the participants to stay inside the office so that, other respondents do not know the picture first. So, there will be 195 minutes to conduct the students' speaking achievement test.

Data Collection Method

In this research, the researcher distributed self-confidence and motivation questionnaires to participants who had been chosen randomly. After the researcher distributed all of the questionnaires to participants, the researcher explain how to fill the questionnaire. The numbers of self-confidence and motivation questionnaire is 25 items. Afterward, the researcher set the time allocation to complete the questionnaires for about an hour. It was the minimum time for the samples to fill out the questionnaires which has provided by the researcher. Then, the respondents should fill out the questionnaire by giving sign (\surd) in the provided column. Additionally, the researcher also given an instruction to the all participants to give some reasons about why they like or dislike to speak English below of the questionnaire column. In order to, the researcher could investigate why the respondents like and dislike in their speaking activities.

To complete the data, speaking score is also obtained by testing the students' speaking achievement of the eleventh grades. The score is taken by two scorers inside the classroom in order to the participants could focus on the speaking test. When the test occurred outside the class, the participants will focus on all of activities in the school. So, the researcher chooses to do the test inside the classroom. The research described in the table below:

Data Analysis

The researcher analysed the data by using Pearson Product-moment correlation through SPSS to control all correlations. In this research there are three research questions, they are, Self-confidence and Students' Speaking Achievement. In this point, self confidence and students' speaking achievement analyzed in SPSS so that the researcher can know is there correlation between both of the variables. The second data, the researcher will be collected is the motivation of students' speaking questionnaire then analyze it, in order to distinguish the result of correlation between motivation and speaking achievement. The last data that will be collected by the researcher is the correlation between self-confidence, motivation and students' speaking achievement. After finding both of the data, the researcher also analyses the score of the students' speaking achievement.

FINDINGS AND DISCUSSION

Finding

In this point, the researcher had two variable that have been analysed in SPSS, the first varibale is self-confidence and the second is students' speaking achievement score. In this research, there are two null hyphotesis. One of them is there is no correlation between self-confidence and students' speaking achievement. The table (1) is description of finding the coefficient correlation.

Table 1. The Number of Correlations

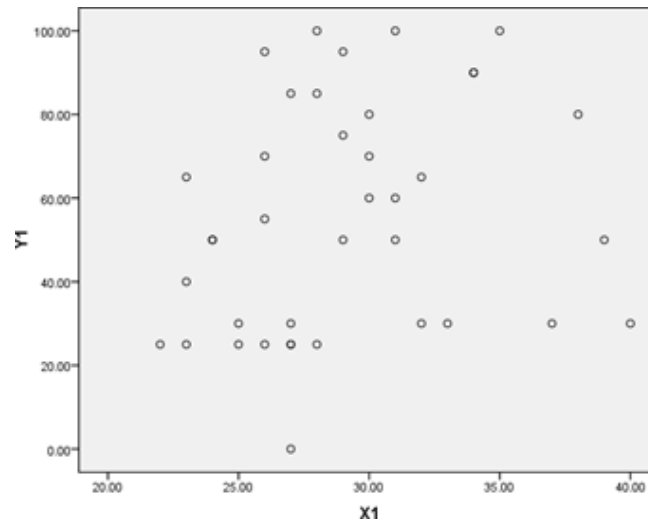
		X1	Y1
X1	Pearson Correlation	1	.227
	Sig. (2-tailed)		.165
	N	39	39
Y1	Pearson Correlation	.227	1
	Sig. (2-tailed)	.165	
	N	39	39

Based on the table above, the coefficient of pearson correlation or r is

0.227. Temporary, the significance or p was 0.165. If $P = 0.165$ and > 0.05 . Then H_0 was not rejected and H_a was rejected. So that there is no correlation in both of the variables. In other words, there is no correlation between self-confidence and

students' speaking achievement. The respondent who has high self-confidence uncertain also has the high speaking achievement.

The diagram of scatter plot below was the detail of finding if there is no correlation between self-confidence and students' speaking achievement. At least the researcher had two scores a graphs, it called a scatterplot. It was a visual representation of the data that has been collected in the study. Researchers had to select the score for one variable to be plotted on the x-axis (the horizontal of graph)n and y-axis (the vertical axis of graph). Below was the scatter plot diagram,



As shown in table (1), there were X1 and Y1. X1 means Self-confidence and then Y1 was students' speaking achievement. The diagram presented that there is no significant correlation between self-confidence and students' speaking achievement because the scatter plot did not designate the linear pattern in correlation between two variables. But, this variables did not indiate linear pattern. According to, Creswell (2008:4) no linear association is indicated if there is no relationship between variables.

The researcher had two research questions, this point is the second one. The data of correlation between motivation and students' speaking achievement has analyzed by using pearson product moment. Where the table of correlation below examined the H_0 was there is no correlation between motivation and students' speaking achievement. The following table is the finding of coefficient correlation.

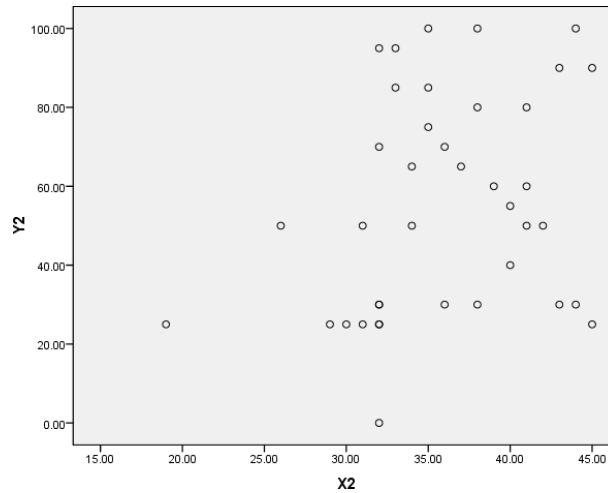
Table 2. Correlations

		X2	Y2
X2	Pearson Correlation	1	.281
	Sig. (2-tailed)		.083
	N	39	39
Y2	Pearson Correlation	.281	1
	Sig. (2-tailed)	.083	
	N	39	39

As presented in the table (2) above, the output number revealed that p or significance was 0.083 and if $p > 0.05$, so H_0 was not rejected and coefficient pearson correlation was found 0.281. It can concluded that there is no significant correlation between both of

variables namely motivation and students' speaking achievement. The respondent who has high motivation did not specify has the speaking achievement too.

Scatter plot in below was to know whether there is correlation or not in the variables. The finding of correlation between motivation and speaking achievement can be comprehend in the following diagram below.



Based on the scatter plot, X2 and Y2 were the researcher variables, X2 means the motivation questionnaire and Y2 was respondents' speaking achievement score. The scatter plot shown no correlation because there is no indication in linear pattern. The variables can have the significant correlation if the pattern is positive linear. In other words, if the spot in the scatter plot spread such as in the diagram above. It means the motivation did not have correlation with students' speaking achievement.

The third analysis was to find answer about correlation between self- confidence, motivation and students' speaking achievement is calculated by using Partial correlation in SPSS 16 version. This analysis was different with the way to find the correlation above. Because there were three variables of the predictor variables and the dependent variable. The predictors were self-confidence and motivation while the dependent variable was students' speaking achievement.

Table 3. Model Summary

Model	R	Square	Adjusted Square	R	Std. Error of the Estimate	Change Statistics
1	.286 ^a	.082	.031		21.83261	Sig. F Change .216

a. Predictors: (Constant), motivation, self-confidence

Based on the table (3) above can be presented that coefficient correlation was (R=0.286) if the result in 0.286 so it means that the level of correlation correlation in self-confidence, motivation and speaking achievement was weak correlation and significance = 0.216. So, if the significance >0.05, so there is no correlation. Meanwhile, to know the number of probability correlation about this data can be seen the table below.

Table 4

		ANOVA ^b				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1523.373	2	761.686	1.598	.216 ^a
	Residual	17159.858	36	476.663		
	Total	18683.231	38			

a. Predictors: (Constant), motivation, self-confidence

b. Dependent Variable: Speaking achievement test

To know the number of probability correlation above the output of the table (12) was found 0.216. It can be seen that the number was > 0.05 that there was not significant. The answer of the analysis that H_0 was not rejected and H_a was rejected. It can be concluded that there is no significant correlation between self-confidence, motivation and students' speaking achievement.

Discussion

In the study, researcher wanted to know whether or not there is the correlation between self-confidence, motivation and students' speaking achievement. The data found that there is no correlation in both of research questions. The first analysis correlation between self-confidence and speaking achievement found ($p = 0.131$ and $r = 0.246$). The second, there is no significant correlation in motivation and speaking achievement, because $r = 0.298$ and it was more than (> 0.05) and $P = 0.065$. It contrary, in the earlier research, self-confidence and motivation had the correlation with students' speaking achievement.

Then the researcher also found the correlation between self-confidence, motivation and speaking achievement. The probability correlation was found 0.216. It can be seen that the number was > 0.05 so that there was not significant. In conclusion, there is no significant correlation between self-confidence, motivation and students' speaking achievement.

In the previous study that held by Gürler (2015) argued that there is significant correlation between self-confidence and speaking skill within the level of .01. This study was designed to find out the relation between self-confidence and speaking achievements. Within the findings that were examined in this study, it was observed that there is a statistically significant correlation between self-confidence and speaking achievement. But, it was different with the finding in the research because there was no significant correlation between self-confidence and students' speaking achievement.

According to, Doan (2011:205) motivation is one of the basic factors that affect in the success of students' foreign language learning. Doan, (2011:214) argued that to encourage students' motivation especially in speaking, the teacher should play an active role for example in the English speaking class, there is a needed as warm up, while the students' speak until they post speaking should be applied. Because it can be influential factors that help students' stimulate. In addition, Choosri and Intharaksa (2011:12) argued that there was significantly positively correlation between motivation and English learning achievement because $r = .184$, $p < 0.05$. The research also found that motivation be a important factor where the teacher had to implement and develop a strategy to increase students' motivation.

Because there was limitation in the research about self-confidence and motivation with speaking achievement which is found no significant correlation. The researcher found the factor that effect the significancy. It was supported by Wahyu (2011), one of the factor that there is no correlation in the research is the different context, it was how the respondents who had high self-confidence uncertain they can increase in the speaking achievement and same as the motivation and speaking achievement. The respondents who had high motivation

in language teaching and learning uncertain they can speak fluently in their speaking achievement. On the other hand, the researcher also found the respondents' condition in the school. Because the research conducted in Islamic high school, so that it can be others indication if the respondents more than interest in religion than in English learning. Based on the opinion that there was in below self-confidence questionnaire found that the respondents thought that there is no more time and activity in speaking. So, they could not explore their speaking. The solution of the study was the students' activities especially in speaking English can be more increased in the teaching and learning. So that, there was raising in students' speaking achievement. So that, the students can balance their achievement between religion and English achievement.

In the last, the result of the analysis showed which is there was no significant correlation between self-confidence and speaking achievement. It is the same as motivation, because there is no significant correlation between motivation and students' speaking achievement. Self-confidence, motivation, and students' speaking achievement also results the same thing.

CONCLUSION

The research have done in Islamic school of the eleventh graders with 39 samples to collect the data and analyze it. There were some limitations in this study, so that it can affect in the result of the correlation. First, the result of respondents' information in filling the questionnaires. Because the researcher can not know whether there was the respondents who lie or not. The second, limitation in the class that given by school so that the researcher only focus in the eleventh graders with 25 % samples in each class and there were 39 samples. Because, the limitation of sample also be one of the factor that effect in the result of correlation Wahyu (2011). It can be concluded that there is no significant correlation. the researcher tried to report the weakness of the research that indicated there is no significant correlation. First, the time of speaking achievement test. Second, the respondents environment and their interest.

REFERENCES

- Aggarwal P and Dr. Goel, M. (2012). A Comparative Study of Self Confidence of Single Child and Child with Sibling. *International Journal of Research in Social Sciences*. V. 2. Issue 3. 89-98.
- Agustina, L and Hamdu, G. (2011). Pengaruh motivasi belajar siswa terhadap prestasi belajar IPA di sekolah dasar. *Jurnal Penelitian Pendidikan*. V.12. No.1. 90-96.
- Algarabel, S, and Dasi, C. (2001). The definition of achievement and construction of tests for its measurement: a review of the main trends. *Direccion General de Investigation Cientifica y Tecnica*. No. 22, 43-66
- Ardi, H and Martha, K, R. (2013). Teaching speaking fluency by using reader theatre strategy to students at senior high school. *Journal of English Language Teaching*, V.2. No. 1, 303-313.
- Aregu, B. B. (2013). Self-efficacy, self-esteem, and gender as determinants of performance in speaking tasks. *Journal of Media and Communication Studies*. V. 5(6), 64-71
- Bakar, R. (2014). The effect of learning motivation on student's productive competencies in vocational high school, west Sumatra. *Internation Journal of Asian Social Science*. V. 4 (6), 722-732
- Behesti, F, Khalili, N.A and Derakhshan, A. (2016). Developing EFL learner's speaking ability, accuracy and fluency. *English Language and Literature Studies*. V.6. No.2, 177-186

- Brown, G. & Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: Cambridge University Press.
- Brown, H.D (2001). *Teaching by principles an integrative approach to language pedagogy*. White Plains, NY:Longman. 75.
- Choosri, C and Intharaksa, U. (2011). Relationship between motivation and students' English learning achievement: a study of the second year vocational certificate level Hatyai technical college students. *The 3rd International Conference on Humanities and social sciences*, 2. 1-15.
- Clark, E.R. (2001). Family support and substance use outcomes for persons with mental illness and substance use disorders. *Schizophrenia Bulletin*, V.27. No.1, 93-102.
- Covington, V.M and Mueller, J.K. (2001). Intrinsic versus extrinsic motivation: an approach/avoidance reformulation. *Educational Psychology Review*, V.13. No.2, 157-176.
- Creswell, J. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. New Jersey: Pearson: Merrill Prentice Hall.
- Davies, B. (2017). Motivate. *English teaching professional*. Issue 112.
- Deci, L. E and Ryan, M.R. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Education Psychology* 25, 54-67
- Demir, S. (2017). An evaluation of oral language: the relationship between listening, speaking, and self-efficacy. *Universal Journal of Educational Research* 5(9). 1457-1467.
- Doan, D.H. (2011). Motivation in the development of English speaking skills by second year tourism major students at Sao Do University. *VNU Journal of Science, Foreign Languages* 27. 205-215.
- Dornei, Z. (2001). *Motivation strategies in the language classroom*: Cambridge University Press.
- Elliot, J.A and Church A.M. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of personality & social psychology*. V.71. No.1. 218-232.
- El-Sakka, F. M. S. (2016). Self-regulated instruction for developing speaking proficiency and reducing speaking anxiety university students. *English Language Teaching*. V. 9. No. 12, 22-33
- Fardous, N and Afzal, T.M. (2016). Students' preferences of technology usage for their learning engagement. *American Journal of Educational Research*, 2016, V.4. No. 10, 749-751
- Gardner, R.C and MacIntyre, P.D. (1991). An instrumental motivation in language study: Who say it isn't effective. *Studies in second Language Acquisition*, 13, 57-72.
- Gurler, I. (2015). Correlation between self-confidence and speaking skill of English language teaching and English Language and literature preparatory students. *Research Article Curr Res Soc Sci*.V. 1 (2), 14-19
- Hebaish, M. S. (2012). The correlation between general self-confidence and academic achievement in the oral presentation course. *Theory and Practice in Language Studies*. V. 2. No.1, 60-65
- Hughes, A. (2003). *Testing for language teachers (Second Edition)*. New York: Cambridge University press
- Isiklar, A, Avcu, R, and Sar, H.A. (2010). Analyzing undergraduate students' self-confidence level in terms of some variables. *Procedia Social and Behavioral Science*, 5, 1205-1209
- Kothari, C.R. (1990). *Research Methodolgy methods & technique*. New Age International (p) Limited. New Delhi: Second Revised Edition

- Lum, R. (2014). Podcast and self reflection activities for the development of learner autonomy, self-confidence and practice. *E-journal on information technology and language practice*. V. 2, 17-27
- MacIntyre, P.D & Gardner, R.C. (1994). The subtle effect of language anxiety on cognitive processing in the second language. *Language learning*, 44, 283-305.<http://dx.doi.org/10.1111/j.1467-1770.1994.tb01103.x>.
- Molberg, K.H. (2010). The consequence of motivation and linguistic self- confidence to pupil's oral interaction. Thesis. Universitetet I Thomsø.
- Niemi, H. (1999). *In search of powerful learning environments for teacher education in the 21st century*. University Library. Oulu, Finland.
- Odera, Y. F. (2011). Motivation: the most ignored factor in classroom instruction in Kenyan secondary schools. *International Journal of Science and Technology*. V. 1. No. 6, 283-288
- Palmer, E. (1953) *Teaching the core skills of listening and speaking*. Alexandria: ASCD
- Payne, R.A (2012). *Development of the academic writing motivation questionnaire*. Athens, Georgia: The University of Georgia.
- Richards, C.J. (2008). *Teaching listening and speaking from theory to practice*. New York: Cambridge University Press
- Rubio, F. (2007). *Self-esteem and foreign language learning*. Newcastle: Cambridge Scholars Publishing
- Ruiz-Primo, et al. (1998). Performance assessment in the service of evaluating science education reform. ERIC. 1-28.
- Shabani, B.M. (2012). Levels and sources of language anxiety and fear of negative evaluation among Iranian EFL Learners. *Theory and Practice in Language Studies*, V.2. No.11, 2378-2383
- Shabani, M.B (2013). The effect of background knowledge on speaking ability of Iranian EFL learners. *International SAMANM Journal of Marketing and Management*. 1, 25-33.
- Shimizu, K, Zenuk-Nishide, L and Yashima, T. (2004). The influence of attitudes and effect on willingness to communicate and second Language communication. *Language Learning*, V.54.No.1, 119-152
- Sinwongsawat, K. (2012). Rethinking assessment of Thai EFL learners' speaking skills. *Language testing in Asia*. V. 2, 75-85
- Sweeney, E and Farmer, R. (1994). Are you speaking Comfortably? Hong Kong Polytechnic University. *English Language*, 293-304
- Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language (Unpublished master thesis)*. Glasgow:University of Glasgow.
- Tuncel, H. (2015). The relationship between self-confidence and learning turkish as a foreign language. *Educational Research and Reviews*. V. 10(18), 2575-2589.
- Yashima, T., Zenuk-Nishide, L. & Shimizu, K. (2004). The influence of attitudes and affect on willingness to communicate and second language communication. *Language Learning*, 54, 119-152.
- Yazdani, S and Habibi, S. (2016). Is there any relationship between self-efficacy and oral presentation ability of TEFL students in the class?. *International journal of advanced biotechnology and research*. V. 7. No. 4, 590-596