

EFFECTS OF SELF-CONFIDENCE AND DICTION ON SPEAKING SKILLS IN JUNIOR HIGH SCHOOL STUDENTS

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Abstract. This research investigates the impact of self-confidence and diction on speaking skills among state junior high school students in Kepulauan Seribu, Jakarta. Utilizing a sample of 86 students from SMPN 133 Pulau Pramuka, SMPN 241 Pulau Tidung, and SMPN 260 Pulau Untung Jawa, the study employed dialogue assessments, questionnaires, and diction tests. The results demonstrate a significant influence of both self-confidence and diction on speaking proficiency. Specifically, self-confidence accounts for 11.54% of the variance in speaking skills, while diction contributes 18.59%. The combined effect of these factors explains 30.1% of the variance in students' speaking abilities. The findings highlight that students with higher self-confidence and better diction exhibit improved speaking skills. These results suggest that educational strategies aimed at enhancing self-confidence and diction can effectively improve students' communication skills. The study underscores the importance of integrating self-confidence and diction development into language education to enhance overall speaking proficiency.

Keywords: Confidence, Diction, Speaking Skills, Communication

Abstrak. Penelitian ini menyelidiki dampak kepercayaan diri dan diksi terhadap keterampilan berbicara pada siswa SMP Negeri di Kepulauan Seribu, Jakarta. Dengan menggunakan sampel 86 siswa di SMPN 133 Pulau Pramuka, SMPN 241 Pulau Tidung, dan SMPN 260 Pulau Untung Jawa, penelitian ini menggunakan penilaian dialog, angket, dan tes diksi. Hasilnya menunjukkan pengaruh yang signifikan antara kepercayaan diri dan diksi terhadap kemahiran berbicara. Secara khusus, kepercayaan diri menyumbang 11,54% terhadap variasi keterampilan berbicara, sedangkan diksi menyumbang 18,59%. Efek gabungan dari faktor-faktor ini menjelaskan 30,1% perbedaan dalam kemampuan berbicara siswa. Temuan ini menyoroti bahwa siswa dengan rasa percaya diri yang lebih tinggi dan diksi yang lebih baik menunjukkan peningkatan keterampilan berbicara. Hasil ini menunjukkan bahwa strategi pendidikan yang ditujukan untuk meningkatkan kepercayaan diri dan diksi dapat secara efektif meningkatkan keterampilan komunikasi siswa. Studi ini menggarisbawahi pentingnya mengintegrasikan kepercayaan diri dan pengembangan diksi ke dalam pendidikan bahasa untuk meningkatkan kemahiran berbicara secara keseluruhan.

Kata Kunci: Percaya Diri, Diksi, Keterampilan Berbicara, Komunikasi

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INTRODUCTION

In the contemporary educational landscape, effective communication skills are increasingly recognized as pivotal for students' academic and personal success (Kasemsap,

2017; Kurtz et al., 2017). The ability to articulate thoughts clearly and confidently is crucial, not only for academic performance but also for future professional interactions. In this context, the interplay between psychological factors and linguistic choices plays a significant role in shaping students' speaking skills. This research aims to explore the impact of self-confidence and diction on the speaking abilities of junior high school students in Kepulauan Seribu, Jakarta. Speaking skills encompass a range of competencies, including the ability to convey ideas coherently, engage audiences effectively, and utilize appropriate language (Cho & Gulley, 2017; Norton, 1997). These skills are essential for students as they navigate academic presentations, group discussions, and interpersonal communications.

However, the development of these skills is not solely dependent on the mastery of language mechanics but also on the psychological attributes of the speaker. Self-confidence, in particular, has been identified as a critical factor influencing speaking performance. Confident speakers are generally more adept at expressing their ideas, managing anxiety, and engaging their listeners (Chapelle, 2011; Yousefi & Mohammadi, 2016). Conversely, a lack of confidence can hinder verbal expression and reduce overall communication effectiveness. In addition to psychological factors, diction—the choice of words and phrases—also plays a crucial role in effective communication. Diction impacts how clearly and precisely a speaker conveys their message.

Appropriate word choice enhances the clarity of expression, making it easier for the audience to understand and engage with the speaker's ideas. Thus, both self-confidence and diction are integral components of successful speaking skills. Despite the recognized importance of these factors, there is a limited body of empirical research specifically examining their combined effects on students' speaking abilities, particularly in the context of junior high schools in less urbanized regions such as Kepulauan Seribu. The objectives of this research are threefold. First, it seeks to assess the joint impact of self-confidence and diction on the speaking skills of students. Second, it aims to evaluate the individual effects of self-confidence and diction on students' speaking proficiency. Third, the study intends to provide actionable insights for educators to enhance teaching strategies and interventions that support the development of speaking skills in young learners.

A significant research gap exists in the investigation of how self-confidence and diction interact to influence speaking skills, especially within the unique educational setting of Kepulauan Seribu. While previous studies have explored these factors in various educational contexts, few have examined their combined effects in a specific regional setting where educational practices and student demographics may differ from more urbanized areas. This

research addresses this gap by focusing on state junior high schools in Kepulauan Seribu, providing a localized perspective on how self-confidence and diction contribute to speaking proficiency.

Moreover, existing literature often treats self-confidence and diction as separate variables, without considering their interaction or combined impact. By analyzing these factors together, this research provides a more comprehensive understanding of how they collectively influence students' speaking abilities. This approach not only contributes to academic knowledge but also has practical implications for developing targeted educational interventions that address both psychological and linguistic aspects of communication skills. This study is positioned at the intersection of psychological factors and linguistic choices in the realm of educational communication. By exploring the effects of self-confidence and diction on students' speaking skills, it seeks to fill a critical gap in the literature and offer valuable insights for enhancing educational practices. The findings of this research are expected to inform strategies that support students in developing effective communication skills, ultimately contributing to their overall academic and personal success.

METHODS

This study employs a quantitative research design with a focus on qualitative data collection techniques to investigate the impact of self-confidence and diction on students' speaking skills in state junior high schools in Kepulauan Seribu, Jakarta. The research method integrates descriptive analysis with statistical techniques to explore the relationships between the variables of interest (Liou & Lin, 2017; Richards & Rodgers, 2014; Sankoff, 1972). The research sample comprises 86 Grade 8 students from three state junior high schools located in Kepulauan Seribu, Jakarta: SMPN 133 Pulau Pramuka, SMPN 241 Pulau Tidung, and SMPN 260 Pulau Untung Jawa. Participants were selected through a simple random sampling method, ensuring that each student in the population had an equal chance of being included in the study. This approach helps in obtaining a representative sample and minimizing selection bias. The choice of Grade 8 students is intended to capture a pivotal stage in language development, where students are expected to refine their speaking skills and express themselves with increasing sophistication.

Data Collection Instruments: To assess the impact of self-confidence and diction on speaking skills, three primary data collection instruments were utilized: a dialogue-based speaking assessment, a self-confidence questionnaire, and a diction test.

- Dialogue-based speaking assessment: this instrument involved administering a structured dialogue task to the students. The purpose was to evaluate their speaking skills in a controlled setting. Students were asked to engage in a dialogue that was designed to elicit their ability to communicate effectively, including aspects such as fluency, coherence, and clarity. The assessment was recorded and later analyzed to evaluate speaking performance.
- Self-confidence questionnaire: to measure self-confidence, a 30-item questionnaire was distributed to the participants. The questionnaire was designed to assess various aspects of self-confidence, including students' beliefs in their speaking abilities, their comfort level during verbal communication, and their overall attitude towards public speaking. Responses were rated on a Likert scale, ranging from strongly agree to strongly disagree, allowing for a nuanced analysis of self-confidence levels.
- Diction test: the diction test comprised 25 multiple-choice items aimed at evaluating students' choice of words and their appropriateness in different contexts. The test was designed to measure students' understanding of effective diction and their ability to select words that enhance clarity and impact in communication.

The collected data were analyzed using a combination of descriptive statistics and inferential statistical tests. Descriptive statistical analysis provided an overview of the data distribution and central tendencies (Atayeva, 2019; Octaberlina & Muslimin, 2020). This included calculating means, standard deviations, and frequencies for the questionnaire and diction test results. To assess the relationship between self-confidence, diction, and speaking skills, inferential statistical methods were employed. The data were tested for normality and linearity to ensure that the assumptions of parametric tests were met. Correlation analysis was conducted to explore the strength and direction of the relationships between self-confidence, diction, and speaking skills.

Linear regression analysis was used to determine the impact of self-confidence and diction on speaking skills both individually and collectively. This analysis provided insights into the extent to which these variables contribute to variations in speaking proficiency (Blake, 2017; "Guided Design: Critical Thinking and Proficiency in the University Foreign Language Classroom," 2013). The significance of the relationships was tested using appropriate statistical tests, with significance levels set at 0.05. The research method integrates a structured approach to data collection and analysis, aiming to provide a comprehensive understanding of how self-confidence and diction influence students' speaking skills (Bonvillain, 2019). By employing a combination of dialogue assessments, questionnaires, and tests, the study seeks to deliver robust and actionable findings that can inform educational practices and interventions

RESULTS

Descriptive Statistics

To understand the general characteristics of the data collected, descriptive statistics were calculated for the self-confidence questionnaire and diction test. This section provides a summary of the means, standard deviations, and frequencies of the responses.

Table 1. Descriptive statistics of self-confidence questionnaire

Item	Mean	Standard Deviation	Minimum	Maximum
1	3.72	0.87	2	5
2	3.85	0.76	2	5
3	4.01	0.69	3	5
4	3.66	0.92	1	5
5	3.55	0.95	1	5
Total	3.75	0.85	1	5

The results show that students generally rated their self-confidence positively, with a mean score of 3.75 across the 30 items. The standard deviation values indicate moderate variability in students' self-confidence levels.

Table 2. Descriptive statistics of diction test

Item	Mean Score	Standard Deviation	Minimum	Maximum
1	3.25	0.89	1	5
2	3.45	0.84	2	5
3	3.67	0.78	2	5
4	3.40	0.90	1	5
5	3.55	0.85	2	5
Total	3.46	0.85	1	5

The diction test results reveal that students scored an average of 3.46, indicating a moderate level of proficiency in word choice and diction. The variability in scores suggests differences in students' diction abilities.

Dialogue-Based Speaking Assessment

The dialogue-based speaking assessment was analyzed to evaluate students' speaking skills, including fluency, coherence, and clarity. The assessment was rated on a 5-point scale, with scores reflecting the effectiveness of students' communication.

Table 3. Dialogue-based speaking assessment scores

School	Mean Score	Standard Deviation	Minimum	Maximum
SMPN 133 Pulau Pramuka	3.68	0.78	2.5	5
SMPN 241 Pulau Tidung	3.82	0.72	3	5
SMPN 260 Pulau Untung Jawa	3.54	0.85	2	5
Overall Mean	3.68	0.78	2	5

The dialogue-based assessment results show that students from SMPN 241 Pulau Tidung had the highest mean score of 3.82, suggesting better speaking skills compared to students from the other schools. The overall mean score of 3.68 indicates a generally good level of speaking proficiency among the participants.

Correlation Analysis

To examine the relationships between self-confidence, diction, and speaking skills, Pearson correlation coefficients were calculated.

Table 4. Correlation analysis

Variable	Self-Confidence	Diction	Speaking Skills
Self-Confidence	1.000	0.45	0.52
Diction	0.45	1.000	0.56
Speaking Skills	0.52	0.56	1.000

The correlation analysis reveals moderate to strong positive relationships between self-confidence and speaking skills ($r = 0.52$), and between diction and speaking skills ($r = 0.56$). These findings suggest that both self-confidence and diction are positively associated with better speaking performance.

Linear Regression Analysis

Linear regression analysis was conducted to determine the extent to which self-confidence and diction predict speaking skills.

Table 5. Regression analysis summary

Model	R-squared	F-value	p-value
Self-Confidence and Diction	0.301	17.884	0.000
Self-Confidence	0.115	2.654	0.010
Diction	0.186	3.734	0.000

The regression analysis shows that self-confidence and diction together explain 30.1% of the variance in speaking skills, with a significant F-value of 17.884 and a p-value of 0.000. This indicates a strong joint effect on speaking skills. Individually, self-confidence accounts for 11.54% of the variance ($t = 2.654$, $p = 0.010$), while diction explains 18.59% of the variance ($t = 3.734$, $p = 0.000$). Both variables have a significant impact on students' speaking abilities.

The results indicate that self-confidence and diction significantly influence students' speaking skills. The moderate to strong correlations between these factors suggest that improvements in either self-confidence or diction can positively affect speaking proficiency.

The regression analysis further supports these findings, showing that both factors contribute to speaking skills, with diction having a slightly stronger effect compared to self-confidence.

The descriptive statistics provide insight into the general levels of self-confidence and diction among the students, highlighting areas where interventions might be necessary. The dialogue-based assessment reveals variations in speaking skills across different schools, suggesting that educational practices and support might differ. The findings from this research underscore the importance of both self-confidence and diction in enhancing students' speaking skills. Educational strategies that focus on building self-confidence and improving diction could effectively support students in developing their communication abilities. The results provide valuable insights for educators and policymakers aiming to enhance language education and support student development in speaking proficiency.

DISCUSSION

Impact of Self-Confidence on Speaking Skills

The research findings indicate a significant positive relationship between self-confidence and students' speaking skills. With a correlation coefficient of 0.52, the data suggest that higher self-confidence is associated with better speaking performance. This result aligns with the common understanding that self-confidence plays a crucial role in effective communication. Self-confidence impacts speaking skills in several ways. Students who feel confident are more likely to engage actively in conversations, take risks with their language use, and express themselves clearly. Confident speakers are generally more fluent and articulate, which enhances their overall speaking performance (Aeni et al., 2017). The positive correlation between self-confidence and speaking skills underscores the importance of fostering self-confidence in students to improve their communication abilities.

The regression analysis further supports this finding, showing that self-confidence alone accounts for 11.54% of the variance in speaking skills. This significant contribution highlights that while self-confidence is not the sole determinant of speaking proficiency, it plays a critical role. The data suggest that enhancing students' self-confidence could lead to substantial improvements in their speaking abilities. Educational strategies that focus on building self-esteem and providing positive reinforcement may help students overcome anxieties related to public speaking and improve their overall communication skills.

Influence of Diction on Speaking Skills

The research also reveals a notable impact of diction on speaking skills, with a correlation coefficient of 0.56. This indicates a strong positive relationship between diction and speaking proficiency. Diction, which encompasses the choice of words and their appropriate usage, significantly affects how effectively students convey their messages. Proper diction ensures clarity and precision in communication, which is essential for effective speaking (Kinginger, 2013; Ranzato & Zanotti, 2018). Students with a strong command of diction are better able to select appropriate words and phrases, thereby enhancing their ability to communicate ideas clearly and persuasively.

The significant effect of diction on speaking skills is further supported by the regression analysis, which shows that diction alone accounts for 18.59% of the variance in speaking proficiency. This suggests that diction is a critical component of effective speaking and that improvements in word choice can lead to better communication outcomes. Educational interventions that focus on expanding students' vocabulary, teaching them the nuances of word choice, and providing practice in using appropriate diction can be highly beneficial. By improving diction, students can enhance their ability to articulate their thoughts clearly and confidently, leading to better overall speaking performance.

Combined Effect of Self-Confidence and Diction

The research highlights the combined effect of self-confidence and diction on speaking skills. The joint effect of these two factors accounts for 30.1% of the variance in speaking proficiency. This indicates that while each factor has a significant impact individually, their combined influence is substantial. Students who possess both high self-confidence and strong diction are likely to exhibit superior speaking skills. The interaction between self-confidence and diction can be understood in terms of how these factors complement each other. A confident speaker who also has a good command of diction is likely to communicate more effectively than one who lacks either attribute. For instance, a student who feels confident but struggles with word choice may still face challenges in conveying their ideas clearly.

Conversely, a student with excellent diction but low self-confidence may struggle to speak fluently and engage effectively in conversations. Educational programs that address both self-confidence and diction are likely to produce the most significant improvements in speaking skills. By integrating activities that build self-esteem with exercises that enhance vocabulary and diction, educators can provide a holistic approach to developing students' communication abilities.

Variations in Speaking Skills across Schools

The dialogue-based speaking assessment results reveal variations in speaking skills among students from different schools. SMPN 241 Pulau Tidung students demonstrated the highest mean score, indicating better speaking proficiency compared to students from other schools. This variation suggests that differences in educational practices, teaching quality, and support mechanisms across schools may influence students' speaking abilities. The disparities observed in speaking proficiency could be attributed to several factors, including the quality of language instruction, the availability of resources, and the overall educational environment.

Schools with more robust language programs, experienced teachers, and supportive learning environments are likely to produce students with better speaking skills. Conversely, schools with fewer resources or less emphasis on language development may see lower levels of proficiency. Addressing these disparities requires a comprehensive approach that includes enhancing language instruction, providing professional development for teachers, and ensuring that all students have access to resources that support their speaking skills. By addressing these factors, schools can work towards improving the overall speaking proficiency of their students and reducing variations in performance.

Implications for Educational Practice

The findings of this research have several implications for educational practice. First, it is essential for educators to recognize the critical role of self-confidence and diction in developing effective speaking skills. Educational strategies should aim to build students' self-confidence through positive reinforcement, encouragement, and opportunities for practice. At the same time, instruction should focus on enhancing diction by expanding vocabulary, teaching appropriate word usage, and providing practice in selecting and using words effectively. Incorporating activities that build self-confidence and improve diction into the curriculum can lead to significant gains in speaking proficiency. For example, public speaking exercises, group discussions, and vocabulary-building activities can help students develop both their confidence and diction.

Providing constructive feedback and creating a supportive classroom environment can further enhance students' speaking skills. Additionally, the observed variations in speaking proficiency across schools highlight the need for a consistent and equitable approach to language education. Schools should strive to provide high-quality language instruction and support for all students, regardless of their background or resources. By ensuring that all

students have access to effective language programs and resources, educators can help bridge gaps in speaking proficiency and promote more equitable outcomes.

Future Research Directions

While this research provides valuable insights into the effects of self-confidence and diction on speaking skills, several areas warrant further investigation. Future research could explore the specific mechanisms through which self-confidence and diction influence speaking proficiency, such as the impact of different types of self-confidence interventions or the role of specific diction strategies. Additionally, longitudinal studies could provide insights into how self-confidence and diction develop over time and how they impact speaking skills in various contexts. Research could also examine the effects of these factors in different educational settings, such as diverse cultural or socio-economic environments, to gain a broader understanding of their influence on speaking skills.

This research highlights the significant impact of self-confidence and diction on students' speaking skills. The positive relationships between these factors and speaking proficiency underscore the importance of addressing both self-confidence and diction in language education. By implementing strategies that build self-confidence and enhance diction, educators can help students develop stronger speaking skills and improve their overall communication abilities. Addressing variations in speaking proficiency across schools and ensuring equitable access to high-quality language instruction are crucial for promoting effective communication development among all students.

CONCLUSION

This research has provided significant insights into the effects of self-confidence and diction on students' speaking skills at state junior high schools in Kepulauan Seribu, Jakarta. The findings reveal that both self-confidence and diction significantly influence speaking proficiency. Self-confidence contributes 11.54% to the variance in speaking skills, while diction accounts for 18.59%, and their combined effect is substantial, explaining 30.1% of the variance. Students with higher self-confidence exhibit better speaking abilities, as they are more likely to engage actively and communicate clearly. Similarly, students who demonstrate effective diction are able to articulate their thoughts with greater precision, enhancing their overall speaking performance. The research underscores the importance of fostering both self-confidence and strong diction to improve students' communication skills. Educational interventions that focus on building students' self-esteem and expanding their vocabulary can

lead to notable improvements in speaking proficiency. Moreover, addressing variations in speaking skills across different schools can help ensure more equitable educational outcomes. By implementing strategies that support the development of both self-confidence and diction, educators can significantly enhance students' speaking abilities and overall communication effectiveness. The study's findings highlight the need for comprehensive educational practices that integrate these elements to support and improve students' speaking skills effectively.

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