

The Influence of Self Awareness Towards Speaking Ability of The Tenth Grader of SMKN 1 Ampana Tete

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Abstract: The objectives of this research are to find out the influence of self-awareness towards the speaking ability of tenth-grade students and to find out the student's ability in speaking English. The method of this research was quantitative research with a correlation design. The population of this research was the tenth-grade students of SMK Negeri 1 Ampana Tete. The total number of the students was 78 students. There were two classes, involved one class consisted of 30 students. The sample was selected by using a purposive sampling technique. The data collection was began with the speaking test. Then, the students were asked to answer a questionnaire. After obtaining the data, the researcher analyzed the data using a Pearson Product Moment correlation method that examined the correlation between the two variables. The findings in this research show from 30 respondents there are; 80% of the students had high Self-awareness, and 17% of the students had low Self-awareness. The result of the mean score of the speaking student's score is 43. It means that students had a poor ability to speak English. The result of the correlation between Self-awareness and speaking ability is very low, it means that there is almost no influence between self-awareness and speaking ability of the tenth grade students of SMK Negeri 1 Ampana Tete.

Keywords; *Self Awareness, Speaking Ability*

1. INTRODUCTION

Speaking is an essential skill in a language. It is one the of skills besides listening, reading, and writing, Speaking is a process of communication and sharing information, knowledge, feelings, and ideas. Speaking ability becomes important in communication because if students are weak in speaking ability, they cannot express their ideas well to others. In communication, students sometimes misinterpret the meaning of the points that are conveyed to them. In addition, speaking ability can develop students' confidence because in speaking students must have a lot of practice with their friends so that their speaking ability will be better than before.

Furthermore, according to Pietriani (2021), the difficulties faced by students in speaking ability are influenced by students lack of confidence and lack of motivation, both of which are related to their emotions. It is not only intelligence that is needed to achieve success in academics but also emotion. If students can manage their emotions well, they can use their intelligence well, especially in speaking English. Several emotional matters play a role and influence student's ability to learn, one of them is self-awareness.

Besides that, Okpara and Edwin (2015: 53) explain Self-awareness consists of emotional abilities that enable us to be more effective and form outstanding relationships in social interaction. Self-awareness is the ability for one to recognize his or her emotions and their effects.

Self-awareness competencies included emotional self-awareness, accurate self-awareness, and self-confidence. Emotional self-awareness was the first component of self-awareness. This reflects the importance of recognizing one's feelings and how they affect one's performance. Accurate self-assessment involves knowing one's inner resources, abilities, and limits. People with this competency are aware of their strengths and weaknesses, reflective, learning from experience, open to candid feedback, new perspectives, continuous learning, and self-development. Self-confidence involves a strong sense of one's worth and capabilities.

However, according to the previous study by Surlitasari and Ervayuni (2021), Most of the students were not sure they could handle their confidence to speak and perform in front of the class. Their less of confidence can come from unexpected situations that happen before they speak or when they are about to perform. Those unexpected situations happened when the researcher observed the respondents' class. For example, a student who had good self-awareness observed a friend's speaking and the speaking was not good. Their beliefs in speaking skills could be influenced by their strategies and also their experiences. The students could use certain strategies or learn from their experiences. It helped them to give a good speech. Also, most of the students had many efforts to improve their abilities by trying many strategies which helped them to make good speaking. They also believed. In this study students with high self-awareness did not always have good skills

in speaking English, especially in front of the class, and this study results showed that the students' self-awareness had a low influence on their speaking ability.

Based on a conversation with one of the teachers at SMK Negeri 1 Ampapa Tete, Students' Speaking ability at SMK Negeri 1 Ampapa Tete found some problems with students' difficulties in speaking. First, the students lack vocabulary mastery. Second, the students are feeling shy and afraid of being laughed at by their friends if making mistakes when they try to speak English in front of the class. Third, students do not dare to ask questions or opinions to the teacher, they are unwilling to stand in front of the class, speak nervously, and avoid being asked by the teacher. Lastly, students in speaking ability are influenced and unconfident and can control their emotions during learning, the reason that students have low memories they are afraid when they make a mistake pronouncing a language. From the explanation above, the researcher is interested in conducting quantitative research with the correlation method, by testing at senior high school to speak in English relating their speaking ability to the influence of self-awareness.

2. METHOD

Method of this research was quantitative research with a correlation method. Arikunto (2020:4) states that the correlation method is done to determine the relationship between two variables without change and adding manipulation of data. It means the correlation aimed to investigate the extent to which one or more existing relationships. The variables of this research were the independent variable (X) Self-awareness and the dependent variable (Y) Speaking ability. The population of this research was the tenth-grade students. The total number of the students is 78 students. The sample of this research where consisted of 30 students, and the sample was taken using purposive sampling. Furthermore, in this research, the instrument used a questionnaire and a speaking test. As mentioned above, the speaking test is one of the data collection instruments. The question given is to share the students' experience with visiting a favorite place. The speaking test is given to get data from students about their opinions and feelings about the situation in their own words to collect the data, students were asked to describe their experiences.

The questionnaire was given to 30 students as the samples of this research. The result is classified into 4 categories (very low (1-25); low (26-50); high (51- 75); very high (76-100)). The questionnaire was adopted from Nugrawati S, (2016). The Self-Awareness Questionnaire in this study consists of 12 questions, 4 questions for each cluster. The answer for every item of the instrument that used the Likert scale was gradation from Strongly Agree, Agree, Disagree, and Strongly Disagree (Sugiyono, 2016: 135).

Table 1
Self-Awareness Questionnaire Specification

Variable	Indicators	Statement	No. Item	Type of Numbers
Emotional awareness	Self-aware	I know my feelings when I speak	1	+
		Sometimes I am afraid without knowing the reason	9	+
	Effects of emotion	I always find it difficult to make reason when I speak in front of my friends	7	-
		I feel that have a lot of weakness	2	-
Accurate of self awareness	Known of strength own emotion	I dislike when I get criticism from my friends	4	-
		Sureness with practice, I will succeed in speaking	3	+
		I like to monotonous activity	8	+
		I do something that can increase creativity	5	+
Self confidence	Sureness about self	I am sure with high confidence that I will do my best	10	+
		I feel confident speaking in front of my friends	12	+
	Sureness to own capability	I feel shy when I speak in front of the class	6	-
		I feel pessimist in front of my friends	11	-

Adopted from Nugrawati (2016)

Based on the table above, the positive statements show an attitude of agreement, a feeling of satisfaction, a high level, and so on from the attitude of the object being measured, and the negative statements is a statement that shows disagreement, a low level, and so on from the attitude of the object being measured.

In analyzing the data from the English-speaking test, the students were given scores based on the two English- speaking skill classifications. In this study, the researcher gave scores on the student's accuracy, fluency, and comprehensibility.

Table 2
Rating of Students' Speaking Ability

Rating	Scale	Classification
5	90-100	Excellent
4	80-90	Very good
3	70-60	Good
2	60-50	Fair
1	50-40	Poor

The researcher calculated the score of the students' self-awareness questionnaire tabulatd and dropped it into percentages using the formula:

$$\text{Score} = \frac{\text{The result of students}}{\text{Maximum Score}} \times 100$$

The result is classified into 4 categories (very low (1-25); low (26-50); high (51-75); very high (76-100)

Table 3
Degree of Likert Scale

Alternative Answer	Degree	
	Positive	Negative
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Correlation analysis was applied after analyzing the data from the self-awareness questionnaire and speaking test. To find out the correlations between self-awareness and speaking tests. Pearson –Product Moment Correlation was used. The criteria were If the p-value is higher than 0.05 ($p > 0.05$) there is no significant correlation. Meanwhile, if the p-value is lower than 0.05 ($p < 0.05$) there is a significant correlation.

3. RESULTS AND DISCUSSION

3.1 Result Questionnaire Self-awareness by Students

The questionnaire is used to find out the students of self awareness. Based on the questionnaire that was distributed in the following results were obtained:

Table 4
The Questionnaire Recapitulations of Self-awareness by Students

No	Statement	Answer			
		SA	A	D	SD
1	I know my feelings when I speak	36%	50%	14%	0%
2	I feel that have a lot of weakness	10%	36%	44%	10%
3	Sureness with practice, I will succeed in speaking	50%	47%	0%	3%
4	I dislike when I get criticism from my friends	24%	26%	34%	16%
5	I do something that can increase creativity	44%	40%	14%	3%
6	I feel shy when I speak in front of the class	16%	36%	34%	14%
7	I always find it difficult to make reason when I speak in front of my friends	10%	26%	60%	3%
8	I like to monotonous activity	14%	44%	40%	3%
9	Sometimes I am afraid without knowing the reason	20%	30%	34%	16%
10	I am sure with high confidence that I will do my best	47%	44%	3%	6%
11	I feel pessimist in front of my friends	20%	50%	20%	10%
12	I feel confident speaking in front of my friends	56%	54%	10%	0%

Table 1 above presents the result of students' self-awareness related to their speaking ability in the classroom. From the Table, it can be seen that the percentage of students' answers are different. To get a clear picture of the questionnaire data, the researcher explained the whole answer.

Table 1 shows, that 15 students (50%) chose Strongly Agree with the statement “sureness with practice, I will succeed speaking”. Researchers concluded that half of the students there strongly known of strength own emotions. They believed that with continued practice, their speaking ability would get better.

Next, Table 1 shows that chose to Agree 18 students (60%) with a negative statement question number 7. The researcher concludes, that students find it difficult to speak in front of their friends to start a conversation, because of their poor speaking even in simple conversations they would read in their respective books. In brief, students prefer to choose to Agree with the statement above. It means strong known strength own emotion dominated student’s mindset in the tenth-grade students.

Further, Table 1 shows that 15 students (50%) chose to Disagree with the statement “I feel pessimist in front of my friends”. In conclusion, half of the students were optimistic that saying sentences in English even though it was difficult, they still wanted to try even with limited vocabulary. It means half of the students had to sureness to own the capability.

Then, in Table 1 from question 12 there were 17 students (56%) chose Strongly Agree and feel confident about their potential in learning English. While less of students feel unconfident about their potential to learn English. So, the researcher concluded that most of the students strongly the sureness about self-worth.

Table 5
Score Self-awareness of Students

Score	Classification	Frequencies	Percentage
76-100	Very High	1	3%
51-75	High	24	80%
26-50	Low	5	17%
1-25	Very Low		
Total		30	100%

From the table shows that there were no students who scored very low, and there is only 1 student 3% can reach the Very High classification, while most students 24 or 80% of the sample obtained high scores, and 5 students or 17% obtained low scores, from of 30 respondents. Meanwhile the researcher concluded that self-awareness in SMK Negri 1 Ampana Tete was high.

3.2. Result of Students Speaking Ability

The research was obtaThe research The research was obtained by asking students to describe their favorite place according to the instructions and giving 5-10 minutes and recording it. The following table shows the result data of the students’ speaking ability score taken from the Speaking test.

Table 6
Frequency and Percentage of Students Score

Score	Classification	Frequencies	Percentage
90-100	Excellent	1	3%
80-90	Very Good	24	80%
70-60	Good	5	17%
60-50	Fair	3	10%
50-40	Poor	27	90%
Total	Poor	30	100%

The table above shows that none of the students got excellent and very good, and neither did fairly score in accuracy and fluency. The highest score of students 3 or 10% could reach Fair classification, whereas most of the students 27 or 90% from the sample obtained a Poor score. Based on the table above, the researcher concluded that the speaking ability in SMK Negri 1 Ampana Tete was poor.

3.2.1 Correlation between Self-awareness and Speaking Ability

The result of the correlation coefficient obtained from applying Pearson’s product moment formula between Self- awareness and students’ Speaking Ability was no correlation. The table below describes the results of the correlation analyzed between the two variables:

Table 7
The Correlation of Self-Awareness and Speaking Ability

Self-Awareness			Speaking Ability
Self-Awareness	Pearson Correlation	1	.054
	Sig. (2-tailed)		.775
	N	30	30
Speaking Ability	Pearson Correlation	.054	1
	Sig. (2-tailed)	.775	
	N	30	30

** . Correlation is significant at the 0,01 level (2-tailed).

Based on the table above it can be interpreted that the significantly with sig. value is $0.775 > 0.05$ and the $r_{\text{count}} = 0.054 < r_{\text{table}} 0.0361$, it can be concluded there was no correlation or significant relationship between Self-awareness and Speaking ability. The correlation value for self-awareness and speaking ability is 0.775, So, it is concluded there was a very low or no correlation between the Self-awareness variable and the Speaking ability variable. Furthermore, The result correlation test presented in Table 4.5 above, a significance value or r_{table} is $0.054 > 0.0361$ therefore, there was no influence between students' self-awareness toward speaking ability of the tenth-grade students of SMKNegri 1 Ampana Tete, it means that the alternative hypothesis (H_a) was rejected and the Null hypothesis (H_o) was accepted.

The purpose of this study was to find out the students' Self-Awareness towards Speaking Ability at SMK Negeri 1 Ampana Tete and their Speaking Ability. To strengthen the value of this study the interpretations are made based on the result of data analyses. According to the findings, there was a very low or no correlation between self-awareness and Speaking ability, which means that there is no influence of the tenth grade of SMK Negeri 1 Ampana Tete. Furthermore, most of the students at SMK Negeri 1 Ampana Tete are still poor at speaking English. Some students sometimes when learning, will not go inside; according to them, speaking English is very difficult because they do not have a basic or from junior high school. Students in that class very rarely practice talking to their friends, and even in simple sentences, such as greeting sentences, they are embarrassed and afraid of being laughed at by each other. When asked to speak in front of the class, all students write down the sentences they will say, they cannot speak if they do not bring a cheat book.

This study support by Surlitasari and Ervayuni's (2021) and Adelia E, et al (2022) the study found that emotional intelligence has very low correlation with speaking performance, because the most influent factor on speaking performance comes from linguistics respondents' difficulties in pronounce some English words, most of the respondents can't speak English fluently because they have limited vocabulary. Respondents always hesitate to say a few words and think too long to connect the next sentence. Also, most of the students made many efforts to improve their abilities by trying many strategies which helped them to make good speaking. They also believed in their strategies, and although sometimes the result was not good enough the students had high self-awareness in applying their strategies, especially in managing their speaking production, controlling the body movement, and delivering the content of the speaking. In this study, students with high self-awareness did not always have good skills in speaking English especially, in front of the class. In general, having high self-awareness may help and support the students in many aspects of speaking skills.

On the contrary, Pietriani (2021) and Karmia (2018) found that students' emotional intelligence has a positive and significant correlation to students' speaking ability. The data were applied on questionnaires, oral test, and person product moments to find that the correlation. By having emotional intelligence students tent to speak fluency, even though they still make mistakes on several aspects, such as; pronunciation, grammar, vocabulary, and comprehensibility. However, students have good speaking in public because they can control do not worried about mistakes and enjoy speaking freely. This study is partly in line with this research which has the same independent and dependent variables. The difference is that self-awareness in this study is in line with speaking ability. In addition, the two instruments used in this study have similarities.

Moreover, Qowimah et al. (2012) found that self-confidence and self-awareness were positively related to effective communication, it can be said that self-awareness has more influence on effective communication and Self-confidence has a considerable influence on the process of effective communication. In other words, self-confidence has a close relationship with an individual's ability to communicate. Self-confident individuals tend not to experience difficulties in dealing with new environments. interpersonal skills towards secondary school student's academic achievement. Nugrawati (2016:38) stated that self-confidence was an indicator that was very high or strong among the other indicators of self-awareness. It means that self-confidence is needed when the students speak, especially in front of the class. In part with the present study, both of the studies have the same independent variable. This study investigated as whole and subscales of self-awareness. Each subscale of self-awareness affected English language competencies, especially speaking ability.

In summary, the researcher concluded total contribution of students' self-awareness and their speaking ability shows a significant relationship and mutual influence. However, from all the above findings, the factor of students' English competence is very low. Although students' self-awareness is high, they cannot show good speaking performance. The findings of this study may have some implications for language teachers, future researchers, and students.

4. CONCLUSION

Based on the results and discussion, it can be concluded that there is no influence between self-awareness and speaking ability of the tenth grade Student of SMK Negeri 1 Ampara Tete. The result from the questionnaire shows, that 80% or 24 students obtained high scores which indicates that Self-awareness is high. Then, the result of the speaking test is very low which indicates that of the students' speaking skills is poor their mean score is 43.

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