THE CORRELATION BETWEEN CRITICAL THINKING ABILITY AND SELF-CONFIDENCE TOWARD SPEAKING SKILL AMONG THE THIRD LEVEL STUDENTS AT LANGUAGE CENTER PARE-KEDIRI

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Abstract

This study aims to find the correlation between critical thinking ability and self-confidence toward speaking skill. The method research used descriptive quantitative method design. Quantitative was related to the computation of number. The data obtained was number. Critical thinking ability data was taken from answer of test, the test contains 20 questions. Students' self-confidence and speaking skill was taken from the questionnaire, the questionnaire of self-confidence contains 10 questions and 12 questions for speaking skill. The result of this research was described descriptively based on the data gotten. In this case, the third level students at Language Center (LC) Pare-Kediri were taken as population consisting of 50 students which became a whole samples taken by Sugiyono Theory (2002). The result simultaneous correlation (Regression) which value was 39,803. The significant level is 0, 446 (b). It is 0% significant level. It means the alternative hypothesis is rejected. There is no significant simultaneous relationship between Critical thinking ability (X_1) and Self-confidence(X_2) toward speaking skill (Y) at the third level students of Language Center Pare-Kediri.

Key words: critical thinking ability, self-confidence, speaking skill

INTRODUCTION

English has been known that it's an International language. Most of the people in the world speak and learn English as a foreign to communicate to one another. According to Crystal (2000) said that "English is a global language". This statement has meaning that now era English is being used for communication by people who come from various nation in the world. One of international language as global language that used during the time is English, study media and understanding of English become the requirement which cannot be avoided.

One of the important skill in English is speaking. Speaking is one of the language skills which very important in learning a language. According to Zemach (2004), "Speaking is an important form of communication in day to day life, but it is especially important to teach in school and university". Speaking is one of the four language skills that should be acquired by the students. Speaking is an activity of using the language to express the students' ideas, feeling or desire in the written form.

The main problem which is faced by the students when they speak is the difficulty in composing the words or sentences. When they are speaking, they

constantly estimate the listener, knowledge and assumption, in order to select the language that will be interpreted in accordance with our intended meaning (Littlewood, 1984: 3). To support their speaking, they have to think critically, as conceived in this volume , involving three things: (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skill in applying those methods. Critical thinking is the objective analysis of facts to form a judgment (Glaser, 1941:1). Critical Thinking is the general term given to a wide range of cog native skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims; to discover and overcome personal preconceptions and biases; to formulate and present convincing reason in support of conclusions; and to make reasonable, intelligent decision about what to believe and what to do (Bassam, 2011: 1).

On the other side, Self-confidence is also very important to support their speaking skills. It is very important for the english learners to perform their language skills in the real situations. Krashen in Kees de Boot (2005) proposes a hypothesis called affective filter hypothesis, which states that the students who are able to prevent the negative attitude (including anxiety, lack of motivation, and self-confidence) as the filter will attain success in SLA. Brown (2007) also suggests self-confidence as one of twelve principles of language teaching. He states that the students' belief to be able to accomplish the work will be a factor that determines their success in language learning. Even, he argues that the heart of all learning is the students' belief in their ability to complete the tasks. If they firstly believe that they can do the tasks, the self-confidence will appear to motivate them in achieving and finishing the tasks. That is one of the keys to become successful in language learning.

Based on the explanation above, it can be seen that critical thinking ability and self-confidence is important to improve the students' speaking skill. In this case, critical thinking ability and self-confidence are examined its effect toward the students'speaking skill among the third level students at Language Center (LC) Pare-Kediri. This courseis chosen because it it has long-term program, various different background of the student, so we can see how critical thinking and self-confidence affect their speaking skill during their learining process.

METHOD AND RESEARCH DESIGN
In this research used archival research to collect data. It was chosen as the approach of this research. It means that the result of this research has to be explained descriptively. The data needs to be analyzed by using quantitative because it is related to the formula and number. It was used to calculate the correlation among critical thinking ability as variable X1 and self-confidence as variable X2 toward speaking skill as variable Y.

To get the data population and sample was taken in this research. The population was Language Center students. The limitation of the subject of this research is only the third level students. In here, the third level students are

divided into 2 classes, A and B. In every class the total students are about 25. The total population is 50 students.

Finally, the reasearcher took a whole population as sample. The sample was taken randomly theory of Sugiyono. Then, the researcher gave questionnaire to the students. There was related to self-confidence and speaking skill. And then there as a test related to critical thinking ability. The test of critical thinking ability contains 20 questions. Students' self-confidence questionnaire contains 10 questions and 12 questions for speaking skill questionnaire.

RESULT AND DISCUSSION

After treatment and test were given, the researcher had overall scores of critical thinking ability, self-confidence, speaking skill. Below is the statistical counting score of three variables by using SPSS.

Result of Critical thinking ability (X_1)

It can be seen in the table 4.1 below that the mean of variable X_1 is 69,10. Median this variable is 85,00. Mode of variable is 95. Then Std. Deviation is 34,651. The last data shown is percentiles. There are 4 percentiles found there. They are percentile 25, 50, 70 and 75. The values are 50,00, 85,00, 95,00, 95,00. The descriptive statistic computation above is also used to compute the inferential statistic in this research, namely correlation.

Table 4.1 Descriptive Statistic of variable X_1 (Critical thinking ability)

Statistics

Critical Thinking Ability

|		
N	Valid	50
	Missing	0
Mean		69,10
Std. Error of Mean		4,900
Median		85,00
Mode		95
Std. Deviation		34,651
Variance		1200,704
Range		95
Minimum		5
Maximum		100
Sum		3455
Percentiles	25	50,00
	50	85,00
	70	95,00
	75	95,00

From the table above, it can be seen the variety of scores in variable X_1 (Reading Habit). There are 50 numbers of cases (N). It means the sample taken is amounted 50. From the sample, there are 14 kinds of scores which arises here from the lowest until the highest. It means that the score was various. The lowest score of variable X_1 was 5 and the highest one was 100. There was 7 numbers of lowest score and 8 number of highest score. To make it clearer, there was also served chart of each variable.

Table 4.3 Categorization of Variable X_1 (Critical thinking ability)

NO	INTERVAL	FREQUENCY	STUDENTS	PRECENTAGE
1	VERY GOOD	81 – 100	28	56%
2	GOOD	61 – 80	9	18%
3	FAIR	41 – 60	1	2%
4	BAD	21 – 40	2	4%
5	VERY BAD	0 – 20	10	20%
	TOTAL	100	50	100%

From the table 4.3 can be seen that there was 28 students who had very good Critical thinking ability and the precentage is 56%, 9 students get good score of critical thinking ability and the precentage is 18%, 1 students get fair score of Critical thinking ability and the precentage is 2 % and 2 students got bad score and there was 10 students got very bad score of Critical thinking ability and the precentage is 94%. Besides of the frequency, it is also served the diagram of the students' Critical thinking ability. The diagram is as below:

Figure 4.4 Diagram of Critical thinking ability (X_1)
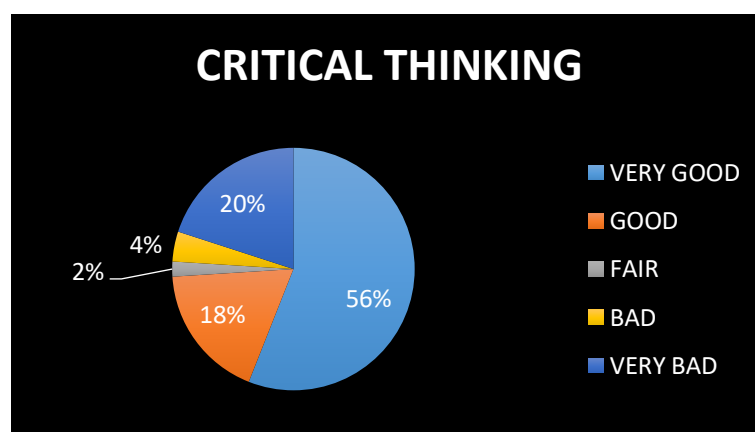
Result of Self-Confidence (X₂)

Table 4.5 Descriptive Statistic of variable X_2 (Self-confidence)

Statistics

Self-Confidence

|		
N	Valid	50
	Missing	0
Mean		88,28
Std. Error of Mean		,641
Median		89,00
Mode		90
Std. Deviation		4,531
Variance		20,532
Range		22
Minimum		73
Maximum		95
Sum		4414
Percentiles	25	86,00
	50	89,00
	70	90,00
	75	91,00

From table above, it can be seen that the mean of variable X_2 was 88,28. Median this variable is 89,00. Mode of variable was 90. Then Std. Deviation was 4,531. The last data shown is percentiles. There are 4 percentiles found there. They are percentile 25, 50, 70 and 75. The values are 86,00, 89,00, 90,00, 91,00. The descriptive statistic computation above is also used to compute the inferential statistic in this research, namely correlation. Based on the table above, it can be seen that number of cases/ total frequency, valid score, percentage of valid score, and cumulative percent of each score. From the table above, it can be seen the variety of scores in variable X_2 (Self-confidence). There are 50 numbers of cases (N). It means the sample taken is amounted 50. From the sample, there are 16 kinds of scores which arises here from the lowest until the highest. It means that the score is various. The lowest score of variable X_2 is 73 and the highest one is 95. There was 1 number of lowest score and 3 number of highest scores. To make it clearer, there was also served chart of each variable. It shows number of each score in bar graph. The chart of Self-confidence can be seen in figure 4.2 from this data, it can be measured how much the value is. So that, it can be seen clearer about what the researcher wants to show. This table is formed based on SPSS standard table.

Table 4.7 Categorization of Variable X_2 (Self-confidence)

NO	INTERVAL	FREQUENCY	PRECENTAGE	QUALIFICATION
1	VERY GOOD	81 – 100	47	94%
2	GOOD	61 – 80	3	6%
3	FAIR	41 – 60	0	0%
4	BAD	21 – 40	0	0%
5	VERY BAD	0 – 20	0	0%
	TOTAL	100	50	100%

From the table 4.7 can be seen that there were 47 students who have very good self-confidence score and the precentage is 94%, 3 students get good score of self-confidence and the precentage is 6%, and there is no student who got fair, bad, and very bad score. Besides of the frequency, it is also served the diagram of the students' self-confidence. The diagram is as below:

Figure 4.8 Diagram of Self-confidence (X_2)
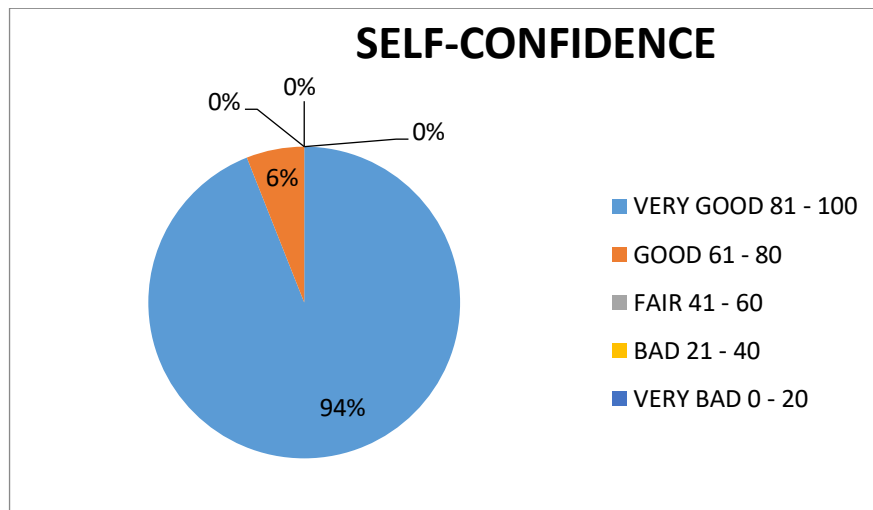
Result of Speaking Skill (Y)

Table 4.9 Descriptive Statistic of variable Y (Speaking Skill)

Statistics

Speaking Skill

N	Valid	50
	Missing	0
Mean		80,36
Std. Error of Mean		,693
Median		80,00
Mode		80
Std. Deviation		4,902
Variance		24,031
Range		22
Minimum		70
Maximum		92
Sum		4018
Percentiles	25	78,00
	50	80,00
	70	82,00
	75	83,00

The table above showed the descriptive statistic of the variable Y. It contains mean, median, mode, standard deviation, variance, range, minimum, maximum, sum and percentiles. From table above, it can be seen that the mean of variable Y is 80,36. Median of this variable is 80,00. Mode of variable is 80. Then Std. Deviation is 4,902. The last data shown is percentiles. There are 4 percentiles found there. They are percentile 25, 50, 70 and 75. The values are 78,00, 80,00, 82,00 and 83,00. The descriptive statistic computation above is also used to compute the inferential statistic in this research, namely correlation.

Based on the table, it can be seen the variety of scores in variable Y (Speaking skill). There are 50 numbers of cases (N). There are 18 kinds of scores which arises here from the lowest until the highest. The lowest score of variable Y is 70 and the highest one is 92. From this data, it can be measured how much the value is. So that, it can be seen so clear about what the research shown. This table is formed based on SPSS standard table

Table 4.11 Categorization of Variable Y (Speaking skill)

NO	INTERVAL	FREQUENCY	STUDENTS	PRECENTAGE
1	VERY GOOD	81 – 100	22	44%
2	GOOD	61 – 80	28	56%
3	FAIR	41 – 60	0	0%
4	BAD	21 – 40	0	0%
5	VERY BAD	0 – 20	0	0%
	TOTAL	100	50	100%

The table 4.3 above shows that Speaking skill at the third level students of Language Center Pare-Kediri. It can be seen that 22 students have very good Speaking skill and the precentage is 44%, 28 students have good Speaking skill and the precentage is 56%, and there is no student who got fair, bad, and very bad score of speaking skill.

The students here have very good qualification in speaking skill with number of frequency 22 students and good qualification 28 students. It means that the third level students of Language Center Pare-Kediri have good level in Speaking skill. Besides of the frequency, it is also served the diagram of the students' Speaking skill. The diagram is as below 4.11

Figure 4.12 Diagram of Speaking Skill (Y)
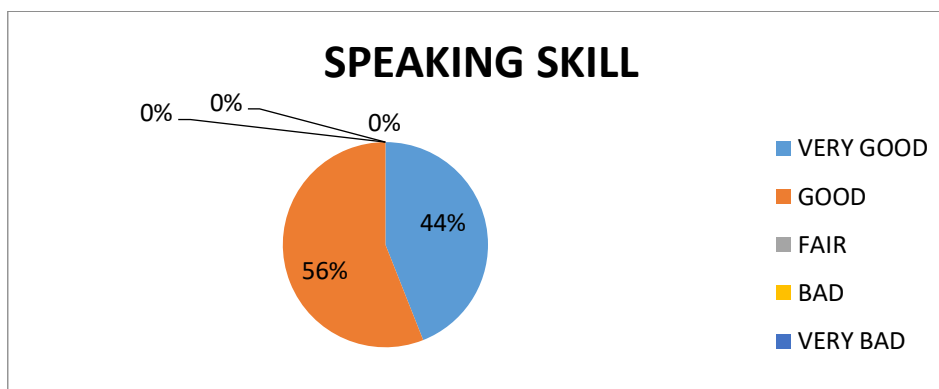
The Result Of Simultaneous Effect Between Critical Thinking Ability And Self-Confidence Toward Speaking Skill

This research is purposed to find out the effect between critical thinking ability and self-confidence toward speaking skill at the third level students of Language Center Pare-Kediri. The alternative hypothesis which stated that there is significant effect between Speaking skill and Self-confidence toward Speaking skill at the third level students of Language Center Pare-Kediri can be rejected by the descriptive analysis of all variables and the regression correlation computation. The next, the correlation value is served at SPSS table. The table

shows the variables used in regression. They are Students' Critical thinking ability (X_1), Self-confidence (X_2) and Students' Speaking skill (Y).

Table 4.13 Coefficient Correlation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square	F	df1	df2	Sig. F
1	,184[a]	,034	-,007	4,920	,034	,822	2	47	,446

a. Predictors: (Constant), SELF-CONFIDENCE, CRITICAL THINKING ABILITY

Based on table 4.12, the value of R is 0,184 (a), R Square is 0,034, Adjusted R Square is -0,007, the Standard Error of the Estimate is 4,920, R Square Change is 0,034 and Sig. F Change is 0,446.

Table 4.14 the Significance of Regression

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	39,802	2	19,901	,822	,446[b]
	Residual	1137,718	47	24,207		
	Total	1177,520	49			

a. Dependent Variable: SPEAKING SKILL

b. Predictors: (Constant), SELF-CONFIDENCE, CRITICAL THINKING ABILITY

The table shows the multiple correlations between Critical thinking ability and Self-confidence toward speaking skill. The table contained number of regression, number degree of freedom and significant level. The effect used here simultaneous correlation (Regression) which value was 39,803. The significant level is 0, 446 (b). It is 0% significant level. It means the alternative hypothesis is rejected. There is no significant simultaneous relationship between Critical thinking ability (X_1) and Self-confidence(X_2) toward speaking skill (Y) at the third level students of Language Center Pare-Kediri

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The Result of Partial Relationship between Critical thinking ability and Self-confidence toward Speaking skill

There are some results of the partial relationship between Critical thinking ability and Self-confidence toward speaking skill.

1. The Result of the Relationship between Critical thinking ability and Speaking skill Controlled by self-confidence.

Correlation Between Critical Thinking Ability and Speaking Skill
Controlled by Self-Confidence

Correlations

Control Variables			SPEAKING SKILL	CRITICAL THINKING ABILITY
SELF-CONFIDE NCE	SPEAKING SKILL	Correlation	1,000	,049
		Significance (2-tailed)	.	,737
		Df	0	47
	CRITICAL THINKING ABILITY	Correlation	,049	1,000
		Significance (2-tailed)	,737	.
		Df	47	0

From the calculation, the correlation between Critical thinking ability (X_1) and Speaking skill (Y) controlled by Self-confidence (X_2) is 0,049, or 4,9% and the significance level in 2-tailed is 0,737. So, according to Sugiyono (2013), the correlation between Critical thinking ability (X_1) and speaking skill (Y) controlled by Self-confidence(X_2) is in very low correlation category.

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2. The Result of The Relationship Between Self-confidence and Speaking   skill Controlled by Critical thinking ability.

Correlation Between Self-Confidence and Speaking Skill Controlled
by Critical Thinking Ability

Correlations

Control Variables			SPEAKING SKILL	SELF-CONFIDENCE
CRITICAL THINKING ABILITY	SPEAKING SKILL	Correlation	1,000	-,168
		Significance (2-tailed)	.	,248
		Df	0	47
	SELF-CONFIDENCE	Correlation	-,168	1,000
		Significance (2-tailed)	,248	.
		Df	47	0

From the calculation, the correlation between Self-confidence(X_2) and Speaking skill (Y) controlled by Critical thinking ability (X_1) is -0,168 or -16,8% and the significance level in 2-tailed is 0,248 So, according to Sugiyono (2013), the correlation between Self-confidence (X_2) and Speaking skill (Y) controlled by Critical thinking ability (X_1) is in very low correlation category.

CONCLUSION

Before Based on the result of the data's computation using regression correlation. The simultaneous correlation (Regression) value is 39,803. The significant level is 0,446 (b), It is more than 5% significant level. It means the alternative hypothesis is rejected or there is no significant simultaneus relationship between Critical thinking abilityand Self-confidence toward speaking skill at the third level students of Language Center Pare-Kediri.

So, the alternative hypothesis is not accepted.

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