Introduction

Background of The Study

Speaking is a vital yet challenging skill for high school students learning English. It requires spontaneous language use, which often leads to anxiety and hesitation, especially in public speaking situations. Classroom observations at SMA Muhammadiyah 2 Sidoarjo revealed that many students lacked confidence, relied on written scripts, and avoided eye contact during speaking tasks. These issues indicate that speaking difficulties are not only linguistic but also psychological. Therefore, this study examines how students' perceptions of their public speaking performance affect their confidence in using English for communication.

Research Gap

Data collection Gap

Previous Research	This Research
• Nada (2021): Found that anxiety lowers speaking performance, but ignored students' self-perception. • Fitriani et al. (2015): Linked confidence to speaking issues, but used a qualitative method only. • Aqso et al. (2023): Stated that confidence improves public speaking, but didn't study perceived performance in formal tasks.	• **This study** explores students' own perception of their public speaking performance and how it affects their confidence. • Uses a **quantitative correlational approach** to examine the statistical relationship between the two variables.

Research Question & Objective

- **Research Question**

Is there a relationship between students' perceived public speaking performance and their confidence in English communication?

- **Objective of the study**

To examine the correlation between these two variables among high school students.

Methods

- **Design**

Quantitative Correlational

- **Participants**

33 students of XI-11, SMA Muhammadiyah 2 Sidoarjo

- **Instrument**

  1. Self-confidence questionnaire (adapted from GSE scale)
  2. Speaking performance test (dialogues based on textbook themes)

- **Assessment Criteria**

Grammar, Vocabulary, Comprehension, Fluency, Pronunciation

- **Data Analysis**

Spearman-Rank Order Correlation

Results

Normality Testing Outcomes

	Kolmogorov-Sminorv[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Confidence	0.161	33	0.029	0.917	33	0.015
Speaking Performance	0.179	33	0.009	0.921	33	0.020

Shapiro-Wilk Test Results:
- Confidence → Sig. = 0.015
- Speaking Performance → Sig. = 0.020

- Since both significance values are less than 0.05, the data do not follow a normal distribution.

- Therefore, the Spearman Rank-Order Correlation test was used to examine the relationship between the two variables.

Results

Nonparametric Correlation

			Confidence	Speaking Performance
Spearman's rho	Confidence	Correlation Coefficient Sig. (2-tailed) N	1.000 . 33	0.609** 0.000 33
	Speaking Performance	Correlation Coefficient Sig. (2-tailed) N	0.609** 0.000 33	1.000 . 33

Note: ** Asterisks denote significance at the P<0.01 threshold in a two-tailed correlation test.

- There is a moderately strong positive correlation between students' perceived public speaking performance and their confidence in English communication.

- Since p < 0.01, the result is statistically significant. This means that students who believe they perform well in public speaking tend to feel more confident communicating in English.

Discussion

- **The Relationship Between Perception and Performance**

Observational data in this study also showed that confident students maintained better eye contact, showed less anxiety, and spoke more fluently. Conversely, less confident students frequently paused, avoided eye contact, and relied heavily on written texts.

- **Supporting Theory**

This correlation is well explained by Bandura's Social Cognitive Theory, particularly the concept of self-efficacy. Students who believe in their abilities are more motivated to take communicative risks and perform better.

Conclusion

- **Conclusion**

  This study concludes that students' self-assessments of their public speaking abilities significantly influence their confidence in English communication. The positive relationship between the two variables underscores the importance of fostering students' self-assurance through structured speaking activities.

- **Recommendations**

  1. Educators are encouraged to integrate supportive and reflective speaking practices.
  2. Future research is recommended to include larger and more diverse samples, and examine students' confidence development over an extended period.