



A Correlation Between Students' Self Confidence And Their Academic Achievement In Speaking Course Of The Third Semester At Lakidende University

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Abstract

This research is about A correlation between Students' self confidence and their academic achievement in speaking course of the third semester at Lakidende University. The problem statement of this research was is there any significant correlation between students' self confidence and their academic achievement in the speaking course. The objective of this research is to find out significant correlation between students' self confidence and their academic achievement in the speaking course of the third semester at Lakidende University. The subject of this research was the students of the third semester at Lakidende University, there were 40 students of the third semester in Lakidende University academic year 2019/2020 that containing of one class. The saturated sample or total sampling that used in this research were 40 students which consisting of 9 males and 31 females. This research was a quantitative research that using a correlation design. The data was obtained from questionnaire of self confidence and academic achievement. This research was conducted systematically by taken score academic achievement and questionnaire for self confidence. After calculating the result of the students' score in questionnaire self confidence and academic achievement, the researcher found that the students of Lakidende University had mean score of self confidence high with score 81.10 % and mean score of academic achievement was high with score 81.75 %. Furthermore, the coefficient correlation $r_{xy} = 0.705$. It mean that, the correlation was high (there was correlation). Based on the data above, the researcher concludes that the H_0 was rejected and H_1 was accepted it means that there is correlation between students' self confidence and their academic achievement in speaking course of the third semester in academic year 2019/2020 at Lakidende University.

Keywords: *self confidence, academic achievement, speaking course*

Abstrak

Penelitian ini membahas tentang Hubungan Kepercayaan Diri Mahasiswa dengan Prestasi Akademiknya pada Mata Kuliah Berbicara Semester III di Universitas Lakidende. Rumusan masalah dari penelitian ini adalah apakah ada hubungan yang signifikan antara kepercayaan diri siswa dan prestasi akademik mereka dalam kursus berbicara. Tujuan dari penelitian ini adalah untuk mengetahui hubungan yang signifikan antara kepercayaan diri mahasiswa dengan prestasi akademik mereka pada mata kuliah berbicara semester tiga di Universitas Lakidende. Subjek penelitian ini

adalah mahasiswa semester tiga di Universitas Lakidende, ada ada 40 mahasiswa semester III Universitas Lakidende tahun ajaran 2019/2020 yang terdiri dari satu angkatan . Sampel jenuh atau total sampling yang digunakan dalam penelitian ini berjumlah 40 siswa yang terdiri dari 9 laki-laki dan 31 perempuan. Penelitian ini merupakan penelitian kuantitatif dengan desain korelasional. Data diperoleh dari angket kepercayaan diri dan prestasi belajar. Penelitian ini dilakukan secara sistematis dengan mengambil skor prestasi belajar dan angket kepercayaan diri. Setelah dilakukan perhitungan hasil nilai angket kepercayaan diri dan prestasi akademik mahasiswa, peneliti menemukan bahwa mahasiswa Universitas Lakidende memiliki skor rerata kepercayaan diri tinggi dengan skor 81,10 % dan skor rata-rata prestasi akademik tinggi dengan skor 81,75 % . . Selanjutnya koefisien korelasi $r_{xy} = 0,705$. Artinya, korelasinya tinggi (ada korelasi). Berdasarkan data di atas, peneliti menyimpulkan bahwa H_0 ditolak dan H_1 diterima artinya ada hubungan antara kepercayaan diri mahasiswa dengan prestasi akademiknya pada mata kuliah speaking semester tiga tahun ajaran 2019/2020 di Lakidende Universitas.

Kata kunci : *kepercayaan diri, prestasi akademik, kursus berbicara*

INTRODUCTION

Speaking is a part of daily life because it is most used by human beings in their daily activity to communicate and to share opinions and ideas one another. It is the same case as the students, speaking is one of the important abilities that must be learned since it is considered as a productive ability that can help students to express their opinion, impression so forth in the speaking class. It is a very significant ability for it is used for expressing ideas, getting information, and delivering messages. Therefore, the goal of students learning language is able to speak. In speaking process, speaking is one of the activities that can help the students to improve English. By given English course to the student, they are expected to form a good speaking for communicating, they are able to express ideas in speaking English, especially in front of the class.

Thumbury (2005: 1) defined that speaking is interactive, speaking becomes one of the ability that must be mastered in English and most of the students get difficulties ability in the learning speaking. Therefore, it can be concluded that speaking is one of the most important to allow students to speak more actively in the class and to make students demonstrate the ability of speaking in front of the class. Infact, many students still have difficulties in English language especially in speaking.

Longman (2015:15) stated that 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 situation. Based on the statement above, it can be concluded that in speaking it requires a high level of self confidence without feeling shy and aggressive in communication. In communication, it really needs self confidence, because the presence of self confidence will make it easier for individual to interact with others without feeling doubtful about their activities. The person who does not have self confidence tend to stay away from others and feels afraid when speaking or arguing with others.

Brown and Skehan in Salim (2015:35), affective factors is the emotional side of human behavior and it involves a variety of personality aspects, such as emotion, motivation, attitude, anxiety, personality, and self-confidence. Based on statements above, it is able to be concluded that self-confidence is one of the most influential variables in the learning process. Students who have general self-confidence to be able to overcome the negative thoughts that happening when speaking, so they will easily communicate. Self-confidence can be a major factor can improve the motivation students and be able to express their ability to speak.

Based on the results of observation, from lecturers of speaking III, was obtained information that the third semester students are very active, are always enthusiastic in the learning process

especially in speaking III course, and they are very creative of asking questions in the discussion. To find out their speaking abilities, it could be seen from their activity in the classroom. In the speaking course, a quarter of the students are very active and 75% of their students have a good ability in speaking, and their self confidence are excellent. It is a course which students are very active because they are diligent in expressing their opinions. This speaking course makes them more active in speaking, or in other words through this course they are required to speak. In addition, each student has a different ability and criteria. As for the differences that are found among students especially in the learning process, namely there are still the moderate students, there are active and passive students in the classroom. There are students who are fluent in speaking and are also students who are not fluent in speaking.

After doing pre-observation both of observing the Speaking III course class activity and interviewing the Speaking III course lecturers, the researcher found that the students in the third semester are very active in the room especially when conducting discussions group. Each student has different abilities, such as there is students who very active in the classroom, students are unremarkable in learning, and there also students who are silent or commonly is called by passive. In this class speaking, there some students that are very fluent and are also not fluent in speaking English, but the information that is delivered by each student is easy to be understood by the other friends. Their ability in speaking is very good and is very confident in the speaking English classroom.

So it is able to be stated that In this speaking III course, the students have different levels of self-confidence, such as there some students are very confident and several students are less confident of their abilities in speaking. From their activity in the classroom, the researcher wanted to know there is a significant correlation between self-confidence and their academic achievement in speaking course. So, based on the previous explanation above, the researcher conducted the research entitled "A correlation between students' self confidence and their academic achievement in speaking course of the third semester at Lakidende University". Based on the previous background, the researcher formulated the research question as follow: Is there any significant correlation between students' self confidence and their academic achievement in the speaking course.

A. Concept of Speaking

There are many definitions about speaking. For instance, Tarigan in Salim (2015:35), stated that speaking is a language ability that is developed since the age of childhood in which it is started by the listening ability. In addition, speaking may be a priority for most English students (Flores, in Farabi (2017:17). Based on the statement above, it can be concluded that speaking is a part of daily life and the most important part of learning English. Speaking is a very significant ability in language because it is used to express ideas and to get information.

Brown (2001: 267) cites that when someone can speak a language, it means that he can carry on a conversation reasonably competently. In addition, Brown (2007:237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. From the definitions above, it could be concluded that speaking is the most important in daily life of human and ability that always is related to communication. Speaking itself could be used the language accurately to express meaning to get knowledge and information from other individual in various life situation. Therefore, speaking is an activity to deliver the message between speaker and listener orally. In other words, the main point of speaking activity is

communicate that happened between the speaker and listener. In this case, the speaker and listener will be understood each other. The speaker could produce the sounds that involving the messages and the listener will receive, process, and response the messages from the speaker.

B. Concept of Speaking Course

Speaking is one of the important courses that have to be mastered by students in learning English. Hornby (1994:398) says that speaking is not only uttering ideas in or mind, but also delivering and presenting new information to other people. It is a ways to present new language English orally. Speaking is an act of express one's ideas, feeling, purpose, and thought orally. Nunan (1991:39) says that to most people, mastering speaking is the single most important aspect of leaning a second language, and success in measured in term of the ability to carry out a conversation in the language. In addition, Levelt in Kusumaningsih (2017:10) defined that speaking is a complex, multi-faceted phenomenon, involving a series of interlocking stages.

Based on some the statements above, it could be concluded that speaking is so much a part of daily life of human. In speaking, not only convey ideas or opinions to other people but also can provide information and each message delivered by the speaker that can be understood by listeners, so that they could communicate with each other orally. While, Byrne (1986:8) defined that speaking is a two-ways process. In the process of speaking a person not only consider the informational content of what they are saying, but also try to project their own ideas appropriately and effectively, and present themselves to the world of the listeners in a way which engages their attention (Kusumaningsih, 2017:11). Based on the statements above, it could be concluded that speaking is a process of communication carried out by the individual and in communicate not only to provide information but also aim to express their ideas to other people.

C. Concept of Self Confidence

Scot and Ytberg (2000:3), defined that speaking is perhaps the most demanding ability for to teach. It is influenced by cognitive and affective factors which constitute the main source of individual differences in foreign language learning (Tallon in Al-Hebaish 2012:60). Foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable learners. When there is low self-confidence, on the contrary, learners suffer from uncertainty, insecurity, fear and social distance (Rubio, 2007:7). Based on the statements above, it could be concluded that self-confidence is the most important ability and usually influenced by cognitive factors, affective factors; involves various aspects of personality that exist in each individual. In learning foreign languages, individuals who have self-confidence in general will have confidence in doing learners with courage and be able to fight fear or negative thoughts in themselves. On the contrary, when self confidence is low, so students will have fear and lack of courage in speak and social distance.

METHODS

A. Design of research

This research was a quantitative research that using a correlation design, which consists of two variables. The first variable is the students self confidence. It is an independent variable symbolized by X and the second variable is the students' academic achievement and it is a dependent variable symbolized by Y. According to Cresswell (2000 : 356), correlational design is a

statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently.

Correlational research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The purpose of a correlational research is to determine relationship between two variables to make predictions.

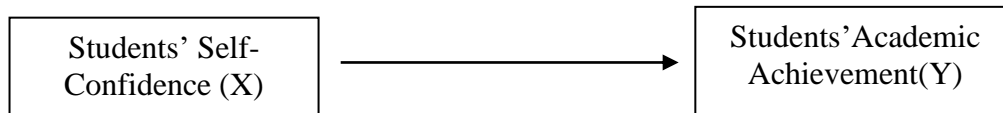


Figure 3.1 Design of research

There were two kinds of variables in this research, that are the dependent variable and the independent variable. The dependent variable was academic achievement and the independent variables was students' self confidence. Correlation research was research that is aimed to find out the correlation between students' self confidence and their academic achievement in the speaking III course. The objective of research was to find out whether is a correlation related between students' self confidence and their academic achievement in the speaking III course or not.

B. Location and time of research

This research is conducted at Lakidende University, that located at "Jl. Sultan Hasanuddin, No. 234, Unaaha, Konawe district, Southeast Sulawesi.

C. The population and sample of the research

Population of the research

Population was the number of people who were observed. According to Sugiyono (2007 : 55), population is geographic generalization that consist of object or subject have quality and certain of characteristic that set by researcher to learnt and then make the conclusion. While, Riduwan (2008 : 8) population is object or subject in region and meet certain conditions related to the research issues. The population in this research was the third semester of English Department at Lakidende University who enrolled in academic year 2019/2020, and the total population were 41 students.

Sample of the research

Sample is a part of population which is analyzed. According to Arikunto (2002: 109) sample are partially or representative of the population studied. In addition, Sugiyono (2007:56) defined that sample is a part of number and characteristic that set in the population. The sampling technique in this research used Non probability technique, that was a saturated sample or often called by Total sampling.

Based on the research, the population is less than 100 respondents, the researcher took 100% of population in the third semester, that were 40 students because there was one student did not become active anymore. Thus, the used of entire population without must be taken the research sample as an observation unit refer to as a census technique. So, the sample in the research was all students of the third semester English Department at Lakidende University. There were 40 students with 8 males and 32 females as the samples.

D. Procedure of research

Procedure in this research, both of researcher and students applied the following procedures :

1. Speaking score document
 - a. The researcher took students speaking final score of from the lecturer of speaking III course.
 - b. The researcher checked the students who are involved in the research.
 - c. The researcher tabulated the students speaking score to determined the level of students academic achievement in speaking III course.
2. Questionnaire
 - a. Collecting all students and giving them instructions them for helping to complete the questionnaire.
 - b. Giving the questionnaire to students and giving the time to answer of questionnaire since 15 – 20 minutes.
 - c. Collecting the students' response on determine their classification in self confidence to speak English.

E. Technique of Data Collection

Data relates to the objective of the study will be collected from the Self-Confidence Questionnaire (SCQ) constructed by Griffiee (1997). It was administered to participants in the third semester of the academic year 2018/2019. It consisted of 30 statements about Self Confidence Questionnaire, and students were collected to indicate their level of agreement or disagreement with each statement. The responses were score on a five-point Likert scale response format, ranging from 'No' to 'too much'. According to the rating system of the questionnaire, the minimum score is 46 points and the maximum score is 100 points. On this questionnaire, a high score reflects a high level of SCQ, whereas a low score indicates a low level of SCQ.

Additionally, for the purpose of the research, academic achievement was taken by final score (Mid Score and Final score) from the lectures of Speaking III course.

F. Technique of Data Analysis

The data will acquire from the students' score on the self confidence questionnaire and speaking III course will be analyzed using SPSS (version 16.0). Before analyzing the data, the researcher will be use statistical technique, which consist of descriptive analysis and inferential analysis.

RESULTS AND DISCUSSION

Result

Explanation of each variable obtained from the research in the data was explained in detail of each variable. The result of research was obtained from the students' self confidence (X) and Students' academic achievement (Y). Before that, it is discussed in presentation of data from the result of research, the obtaining of data related to research is done by collecting data directly by distributing questionnaires to students. Research by distributing questionnaire was conducted on March 21st, 2019 at Lakidende University. This research used saturated sampling, that is taking of sample members from the population was carried out thoroughly for all populations. The sample taken by the researcher was 40 students.

In connection with the questionnaire, researchers used a self confidence questionnaire whose measurements were taken from the theories of Griffiee and Alemany. The questionnaire in this research was arranged based on dimensions of self confidence. The questionnaire included ability, assurance and willing engagement which consist of 30 statements.

Validity and Reliability

Validity

Validity testing used to know instrument who valid or not. Validity testing this research used data were 40 students with $r_{table} = 0.361$ at significance level 5%. If item correlation coefficient value more than r_{table} then the item was valid. If the item correlation coefficient value less than r_{table} then the item was invalid.

The fifth questionnaire had scale mean if deleted was 96.10, scale variance if item deleted was 303.590, corrected item-total correlation was 0.565, and cronbach's Alpha if item deleted was 0.905. The sixth questionnaire had scale mean if deleted was 95.98, scale variance if item deleted was 309.224, corrected item-total correlation was 0.477, and cronbach's Alpha if item deleted was 0.906. The seventh questionnaire had scale mean if deleted was 95.41, scale variance if item deleted was 304.399, corrected item-total correlation was 0.575, and cronbach's Alpha if item deleted was 0.905.

The eighth questionnaire had scale mean if deleted was 97.41, scale variance if item deleted was 312.099, corrected item-total correlation was 0.497, and cronbach's Alpha if item deleted was 0.906. The ninth questionnaire had scale mean if deleted was 96.22, scale variance if item deleted was 305.826, corrected item-total correlation was 0.424, and cronbach's Alpha if item deleted was 0.907. The tenth questionnaire had scale mean if deleted was 96.32, scale variance if item deleted was 302.472, corrected item-total correlation was 0.494, and cronbach's Alpha if item deleted was 0.906. The eleventh questionnaire had scale mean if deleted was 97.49, scale variance if item deleted was 315.306, corrected item-total correlation was 0.380, and cronbach's Alpha if item deleted was 0.908.

The twelfth questionnaire had scale mean if deleted was 97.32, scale variance if item deleted was 312.072, corrected item-total correlation was 0.494, and cronbach's Alpha if item deleted was 0.906. The thirteenth questionnaire had scale mean if deleted was 95.29, scale variance if item deleted was 312.262, corrected item-total correlation was 0.404, and cronbach's Alpha if item deleted was 0.907. The fourteenth questionnaire had scale mean if deleted was 96.07, scale variance if item deleted was 304.670, corrected item-total correlation was 0.474, and cronbach's Alpha if item deleted was 0.906. The fifteenth questionnaire had scale mean if deleted was 97.32, scale variance if item deleted was 313.922, corrected item-total correlation was 0.467, and cronbach's Alpha if item deleted was 0.907.

The sixteenth questionnaire had scale mean if deleted was 95.78, scale variance if item deleted was 307.026, corrected item-total correlation was 0.419, and cronbach's Alpha if item deleted was 0.907. The seventeenth questionnaire had scale mean if deleted was 95.63, scale variance if item deleted was 310.088, corrected item-total correlation was 0.371, and cronbach's Alpha if item deleted was 0.908. The eighteenth questionnaire had scale mean if deleted was 95.22, scale variance if item deleted was 304.076, corrected item-total correlation was 0.675, and cronbach's Alpha if item deleted was 0.903. The nineteenth questionnaire had scale mean if deleted was 95.29, scale variance if item deleted was 310.062, corrected item-total correlation was 0.397, and cronbach's Alpha if item deleted was 0.908.

The twentieth questionnaire had scale mean if deleted was 95.61, scale variance if item deleted was 309.844, corrected item-total correlation was 0.387, and cronbach's Alpha if item deleted was 0.908. The twentieth one questionnaire had scale mean if deleted was 95.90, scale variance if item deleted was 310.640, corrected item-total correlation was 0.386, and cronbach's Alpha if item deleted was 0.908. The twentieth two questionnaire had scale mean if deleted was 96.05, scale variance if item deleted was 302.648, corrected item-total correlation was 0.528, and

cronbach's Alpha if item deleted was 0.905. The twentieth three questionnaire had scale mean if deleted was 96.20, scale variance if item deleted was 308.311, corrected item-total correlation was 0.425, and cronbach's Alpha if item deleted was 0.907.

The twentieth four questionnaire had scale mean if deleted was 97.61, scale variance if item deleted was 314.094, corrected item-total correlation was 0.458, and cronbach's Alpha if item deleted was 0.907. The twentieth five questionnaire had scale mean if deleted was 96.15, scale variance if item deleted was 303.678, corrected item-total correlation was 0.576, and cronbach's Alpha if item deleted was 0.905. The twentieth six questionnaire had scale mean if deleted was 96.02, scale variance if item deleted was 308.874, corrected item-total correlation was 0.485, and cronbach's Alpha if item deleted was 0.906.

Based on the table above, it could be showed that statements questionnaire who valid was 30 statements.

Reliability

The result of reliability test calculations could be seen in the table below.

Table 4.4 Reliability testing

Reliability Statistics

Cronbach's Alpha	N of Items
.909	30

The table above showed that reliability test results of self confidence variable of 0,909. So, it could be stated that the data is veryreliable.

As the researcher wrote at the first chapter, this research purposed to found out the correlation between students' self confidence and academic achievement at the third semester. In this discussion presented from analysis of the findings. This part presented some points concerning in research design, collecting and analyzing data based on the result in findings. In this research, the researcher had conducted collecting data by using two instruments, namely final score that taken from lecturer and questionnaire had given to students.

By the analyzing of data, the researcher found a significant correlation between students' self confidence and their academic achievement in speaking course. The result value of correlation coefficient obtained was 0.705, while the interpretation of correlation level coefficient had interval 0.60 until 0.779 was high. It means that, the level of correlation coefficient of two variables was high. From the computation above, the researcher found that $r_{xy} = 0.705$. It means that there is a significant correlation between students self confidence and their academic achievement of the third semester at Lakidende University.

From the result above, the researcher compared the result analyzed with theoryof Bandura In Manasseh (2015:170) who stated if students have a high self confidence so their would reach a good academic achievement. Then,from the result comparison obtained that the result this research is still related to theory of Bandura, it could be cocluded that the higher self confidencestudents so the also higher academic achievement students.

Conclusion And Suggestion

A. Conclusion

According to the result of the data the researcher found that, students of the third semester at Lakidende University had high self confidence with the mean score 81.10 and students academic achievement was high with mean score 81.75. Furthermore, the coefficient correlation (r_{xy}): 0.705 the correlation was high (there was a correlation). It meant that the H_1 (alternative hypothesis) is accepted and H_0 (null hypothesis) is rejected, on the other words there was a significant correlation between students' self confidence and students' academic achievement of the the third semester at Lakidende University. This research reveal that the students' self confidence could help to increase their academic achievement in speaking course.

B. Suggestion

The researcher would like to give a suggestion to the English lecturer that the researcher think that it is better if the English lecturer take more attention to their students especially in speaking and care's about the students potential in English. For students, the researcher suggest them to practice more in speaking to make their speaking improve and also ask them to just say out what they want to be say when their lecturer ask them to speak. For next researcher, the researcher hopes that the next researcher will take more attention when they analyze and evaluate the instrument carefully. Furthermore, the suitable instrument of her/his research.

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