



The Relationship Between Shyness and Ability to Speak English of Undergraduate Students

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ABSTRACT

The objectives of this research are (1) to find out if there is a relationship between shyness and ability to speak English of undergraduate students, (2) to know their shyness and their ability to speak English of undergraduate students, and (3) to find out how the relationship between shyness and ability to speak English. Shyness is the feeling of fear one feels when in public. While the ability to speak is the ability of each individual to convey his wishes through spoken language so that can be used as a means of communication. This research is a quantitative descriptive study with a correlational design. There are two variables in this research. Shyness as independent variable and ability to speak English as dependent variable. The total population of undergraduate students is 114. The sample of this research is 33 students with use purposive sampling. The instruments used were a questionnaire to find out about shyness and a speaking test to determine the student's ability to speak. Based on the results of the analysis, there were only 21% of students who feel shyness. It can be concluded that there is a relationship between shyness and ability to speak English.

Keywords:

shyness, ability, ability to speak, speaking

ABSTRAK

Tujuan dari penelitian ini adalah (1) untuk mengetahui apakah ada hubungan antara rasa malu dan kemampuan berbicara bahasa Inggris pada mahasiswa S1, (2) untuk mengetahui rasa malu dan kemampuan berbicara bahasa Inggris pada mahasiswa sarjana, dan (3) untuk mengetahui bagaimana hubungan antara rasa malu dan kemampuan berbicara bahasa Inggris. Rasa malu merupakan perasaan takut yang dirasakan seseorang ketika berada di muka umum. Sedangkan kemampuan berbicara merupakan kemampuan setiap individu dalam menyampaikan keinginannya melalui bahasa lisan sehingga dapat digunakan sebagai alat komunikasi. Penelitian ini merupakan penelitian deskriptif kuantitatif dengan desain korelasional. Variabel dalam penelitian ini ada dua. Rasa malu sebagai variabel bebas dan kemampuan berbahasa Inggris sebagai variabel terikat. Jumlah populasi mahasiswa S1 berjumlah 114. Sampel penelitian ini berjumlah 33 mahasiswa dengan menggunakan purposive sampling. Instrumen yang digunakan adalah angket untuk

Kata Kunci : rasa malu, kemampuan, kemampuan berbicara, berbicara



mengetahui rasa malu dan tes berbicara untuk mengetahui kemampuan berbicara siswa. Berdasarkan hasil analisis, hanya terdapat 21% siswa yang merasa malu. Dapat disimpulkan bahwa terdapat hubungan antara rasa malu dengan kemampuan berbahasa Inggris.

INTRODUCTION

Sulistiyawati and Amelia (2020: 70) argue that speaking ability is a person's ability to convey his desires and feelings through clear articulation or words so that they can be understood by others. According to Pangestuti (2014: 11), speaking ability is the ability to pronounce words or articulation sounds to express, state, and convey thoughts, ideas and feelings. The ability to speak is one of the language skills possessed by a person. Although basically humans can speak, the ability to speak formally requires intense direction and guidance (Maulana, 2021: 12). Based on the description above, it can be concluded that speaking ability is the ability of each individual to convey his wishes through spoken language so that it can be used as a means of communication. Then as we know that one of the skills that must be mastered in English is speaking. The ability to speak English is a challenge for students in Indonesia because they use English as a foreign language learning.

According to Muamar (2019: 2126) speaking ability in students has two main factors, namely internal factors, and external factors. Internal factors include motivation, interest, and self-confidence. While external factors include the mother tongue and the environment. Internal factors can be seen as follows: (1) Motivation, students learn English on their terms, but some learn English because they like the pronunciation of native speakers and have role models they want to emulate; (2) Interest, students are interested in learning to speak when they are still in junior high school and high school. On the other hand, other students are interested in and have been learning English since they saw native speakers speak; interest and (3) Self-confidence, students have different levels of self-confidence. Some students have the confidence to speak in front of the class. While other students have little self-confidence. This is caused by the difficulties faced by students, namely lack of vocabulary, not being used to speaking in class, and difficulty expressing words or sentences. Then the external factors can be seen as follows: (1) Mother tongue, most students tend to speak more in their mother tongue or language than English. This habit makes it even more difficult for them to speak English because they are too comfortable with their mother tongue; and (2) Environment, parents or family environment who pay less attention to or pay less attention to their children's learning make students have a low chance of successfully having the ability to speak English.

Shyness is the fear felt by a person when he is among other people because he is too focused on what other people think of him (Mariana in Adhani, 2014). According to Dingman and Bloom (2012), shyness occurs because someone has not done something best for themselves for fear that the results obtained will be negative. Based on the description above, shyness can be defined as a fear of one's failure and bad opinions from others. Just like speaking English, shyness arises from fear of mistakes in pronunciation due to a lack



of vocabulary and difficulty expressing the vocabulary. Negative thoughts and opinions that always think they are lacking or wrong in pronunciation affect their ability to speak. This situation even often occurs considering that when in class they are often asked to communicate using English. Shy students tend to hesitate and make a lot of pauses and some even avoid such situations because they forget their vocabulary or are afraid of grammatical errors. As a result, their speaking ability will be difficult to develop because it is hindered by the shyness (Namaghi, 2015: 22).

Resource about shyness have been done by same resources. First, a study by Marhamah with the title “The Relationship Between Shyness and Motivation to Speak English of The First Year Students of English Study Program of FKIP UIR Pekanbaru” (2016) in Pekanbaru. In this study, it can be concluded that shyness is the highest indicator that affects students' motivation to speak. This means that the higher the shyness, the lower the students' motivation to speak. On the other hand, the lower the shyness, the higher the students' speaking motivation.

The second study by Hafis with the title “Psychological Factors of EFL Students on Speaking Performance” (2021) in Pontianak. In this study, it can be concluded that psychological factors have a significant influence on students' progress in speaking performance or ability and from these factors can lead students to determine their success or failure.

Similar and differences between our research and the first research are both use shyness as an independent variable but change the dependent variable from motivation to speak English to speaking English in undergraduate students. Then between our research and the second study, both use the speaking ability as the dependent variable but replace psychological factors with shame as the independent variable. This shows that this research has continuity with previous research.

The purpose of this study was to find out whether shyness also affects students' English skills and what is the cause of shyness by using a quantitative method. There is a shyness as an independent variable and students' English Speaking ability as the dependent variable. These variable indicators will be developed into statement items that are poured into a questionnaire using five categories to measure students' shyness and speaking tests to measure students' English speaking ability. Furthermore, the data obtained will be analyzed using a statistical program.

METHOD

This research is a quantitative descriptive study with a correlational design. According to Kusumastuti (2020: 4), quantitative descriptive research is research that provides a more detailed description of a symptom or phenomenon. This study aims to describe there is a relationship between shyness and ability to speak English of undergraduate students, to know their shyness and their ability to speak English of undergraduate students, and to find out how the relationship between shyness and ability to speak English.. So, there are two variables in this study. Students' shyness as independent variable and their English speaking ability as dependent variable. This research was



conducted on students of the Islamic Education for Early Childhood (PIAUD) study program at STAIN Bengkalis which is located on Lembaga street. The research time starts from September 19th until November 17th, 2022.

Table 1.

The distribution of Population of the First Semester Students of Islamic Education for Early Childhood (PIAUD) of STAIN Bengkalis

Class	Number of students
1 A	33
1 B	42
1 C	39
TOTAL	114

The population in this study were all first-semester of the Islamic Education for Early Childhood (PIAUD) students of the Education and Teacher Training Department at STAIN Bengkalis. There are 3 classes, namely A, B, and C. The total population is about 114 students. The reason for taking first-semester of Islamic Education for Early Childhood (PIAUD) students as subjects of this research is based on the author's observation that some students have limited abilities, especially when they want to speak. Feelings of shyness and fear of being wrong about what other people think of mistakes in word pronunciation make it difficult for them to speak English.

Abdullah argues that the selected population elements are called samples (2015: 227). The sample in this study used the purposive sampling. According to Sugiyono (2016: 85), purposive sampling is a sampling technique with certain considerations. By taking the total number of first-semester the Islamic Education for Early Childhood (PIAUD) students in class 1A, namely 33 students. The reason for taking this sample is because class 1A is a regular class whose time is on the abilities that the researcher can achieve.

The instruments used were a questionnaire to find out about shyness and a speaking test to determine the student's ability to speak. To measure students' shyness, the author uses five categories, namely asking an individual to respond to a series of statements by indicating strongly agree, agree, undecided, disagree, and strongly disagree, as shown in the following table:

Table 2. The Score of Questionnaire

Positive Statement	Score	Negative Statement	Score
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Undecided	3	Undecided	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

Table 3. The Indicators of Students' Shyness



No	The Aspect of Shyness	Items	
		Positive	Negative
1	Worry about other think of them	1, 2, 3, 4, 5	13, 14, 15
2	Become shy to deal with people from a different social class or to work with more skilled people	6, 7, 8, 9	16, 17, 18
3	Avoid social gathering and usually speak in low voice	10, 11, 12	19 and 20

To determine the student's ability to speak English, the author conducted a speaking test which was guided by one of the English lecturers.

This study was to analyze the relationship between shyness and speaking ability. The steps taken to test the hypothesis the following stages were conducted: test whether the variable is normal or abnormal, test whether the variables are linear or nonlinear, and finding out regression value with SPSS.

RESULTS AND DISCUSSION

This study was conducted to determine the relationship between two variables, namely students' shyness as the independent variable (X) and ability to speak English as the dependent variable (Y).

The scores of the independent variables and the dependent variable (X and Y) were obtained from students' answers in the questionnaire and speaking test at the same time. The questionnaire is about the students' shyness that is indicated by three indicators, they are: worrying about what others think of them, dealing with people from a different social class or work with more skilled people, and avoiding social gathering. Meanwhile, to test the speaking ability, a speaking test was conducted by answering several questions from the examiner within 90 seconds.

After obtaining all data concerning the students' shyness and their ability to speak English, the data are analyzed statistically. The following tables present and clarify the data of both variables.

Table 4. The Score of Students' Shyness

No	Interval	Frequency	Category
1	0 – 30	0	Low
2	33 – 64	15	Medium
3	65 – 96	18	High
Total		33	



Table 5. The Score of Students' Speaking Ability

No	Interval	Frequency
1	0 – 20	0
2	21 – 40	0
3	41 – 60	0
4	61 – 80	16
5	81 – 100	17
Total		33

For more details, see the correlation table as follows:

Correlations

		SHYNESS	SPEAKING ABILITY
SHYNESS	Pearson Correlation	1	-,459**
	Sig. (2-tailed)		,007
	N	33	33
SPEAKING ABILITY	Pearson Correlation	-,459**	1
	Sig. (2-tailed)	,007	
	N	33	33

To determine the degree of relationship between variable X and variable Y. The author concludes that the research hypothesis is accepted. This shows that there is a significance of 0.007 is smaller than 0.05, so it can be said that the two variables are correlated or there is a relationship between shyness and ability to speak English.

Model Summary

Model	M	R	Adjusted R Square	Std. Error of the Estimate
1		,45	,211	4,427
9 ^a				

a. Predictors: (Constant), SHYNESS



From the results of linear regression calculations, it can explain the magnitude of the correlation / relationship (R) value of 0.459 and the coefficient of determination (R Square) of 0.211, which implies that the influence of the independent variable (shyness) on the dependent variable (ability to speak English) is 21, 1%.

CONCLUSION

Based on the data analysis presented in the previous chapter, the author draws some conclusions as follows:

- a. From the data analysis, it can be concluded that there is significant relationship between students' shyness and their ability to speak English. The coefficient determination of r^2 is 0.211%. This means that 21% of students' ability to speak is influenced by their shyness.
- b. Based on the significance value, there is a fairly strong relationship between shyness towards speaking ability and a negative relationship. Which means, the higher the shyness, the lower the speaking ability. Vice versa, the lower the shyness, the higher the speaking ability.
- c. There are conclusions that are not much different between the two studies, namely this study and previous studies. Both have the same conclusion that there is significant relationship between independent variable and dependent variable. It's just that there are differences in terms of the percentage of students' shyness. In previous research 40% while this research just 21%.

The author suggests for future researchers if they want to do similar research it is better to use worried as an independent variable because worry of what people think has a greater influence than shyness.

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