

**THE CORRELATION BETWEEN SELF-CONFIDENCE AND
STUDENTS' ENGLISH-SPEAKING ABILITY IN THE CLASSROOM**

THESIS

By:

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG**

2024

THESIS
THE CORRELATION BETWEEN SELF-CONFIDENCE AND
STUDENTS' ENGLISH-SPEAKING ABILITY IN THE CLASSROOM

*Submitted to the Faculty of Tarbiyah and Teacher Training in Partical Fulfillment
of the Requirement of the Degree of English Language Teaching (S.Pd) in English
Education Department*

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MALANG

2024

APPROVAL SHEET

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THESIS

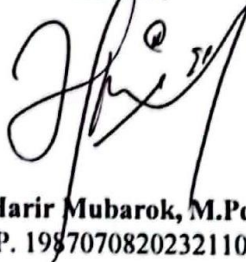
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LEGITIMATION SHEET

THE CORRELATION BETWEEN SELF-CONFIDENCE AND STUDENTS' ENGLISH-SPEAKING ABILITY IN THE CLASSROOM

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Malang, September 09, 2024

The Researcher,



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MOTTO

Yang kemaren juga berat, tapi bisa selesai.

-dep.daily

DEDICATION

I dedicate this thesis to my family, especially to my father, Kaswaji, and my mother, Ida Astutik, who are unable to pursue higher education but have successfully raised their children to graduate from college. They are truly remarkable parents for their sacrifices, hard work, and the time they have devoted to us. I also dedicate this thesis to my older brother, Fenda Setiaji, who has been prayed for me, supported me, and encouraged me throughout this long journey. They are all the reasons I have been able to persevere through every stage of my studies. Hopefully, this will be one of the steps that can make them proud, even though I have not been able to do more. May Allah always bless them with goodness and ease, aamiin. I would also like to dedicate this thesis to Harir Mubarak, M.Pd., my thesis supervisor, who has always been willing to spare his time, regardless of working hours, to guide and advise me so that I could complete this thesis successfully. Finally, I dedicate this thesis to all my friends who cannot be mentioned one by one, but who have given me encouragement, prayers, support, and motivation until the completion of this thesis.

ACKNOWLEDGEMENT

Bismillahirrahmanirrohom...

Praise be to the presence of Allah SWT who has given the researcher the guidance and ability to complete this final project entitled "**The Correlation between Self-Confidence and Students' English-Speaking Ability in the Classroom**". and peace be upon to the prophet Muhammad SAW, who has guided us from the darkness to the lightness.

The researcher would like to thank and appreciate as much as possible to many parties for the completion of this final project and assistance in the smooth running of this research. The researcher believes that without help and assistance, the researcher would not be able to complete this thesis alone. With humility and from the deepest little heart the researcher would like to express gratitude to:

1. Allah SWT for granting me health and strength to complete this final assignment in the form of this thesis research. I also send blessings and greetings to our esteemed Prophet Muhammad SAW, who has guided all Muslims on the right path.
2. My entire extended family, to my father, Kaswaji. My mother, Ida Astutik and to my older brother, Fenda Setiaji, as well as to all my family members who have continuously provided support and prayers for me to complete my education at this University.
3. Prof. Dr. H. M. Zainnudin, MA as the Rector of Maulana Malik Ibrahim Malang State Islamic University.
4. Prof. Dr. H. Nur Ali, M.Pd as the Dean of Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University.
5. Prof. Dr. H. Langgeng Budianto, M.Pd as the head of English Education Department.
6. Harir Mubarak, M.Pd as my thesis advisor, who has provided invaluable guidance, patience, and support. He has willingly dedicated his time to supervise my thesis, even beyond working hours. I am deeply grateful for all

the direction and motivation he has given, which helped me complete this thesis successfully.

7. All lectures on English education department have helped the learning process since I was a new student in the campus, by providing very valuable knowledge during my studies. For the hard work of the lectures, may Allah SWT bless them.
8. Ponidi, S.Pd., S.Kom., M.Pd., as the headmaster of MTs MUJ, who granted me permission to conduct research at the school and provided support and guidance, enabling me to complete this thesis successfully.
9. Min Farida, S.Pd as an English teacher at MTs MUJ, who has permitted and supported the researcher in conducting the study, providing the necessary opportunity and time to carry out the research, from the preliminary study to the final data collection.
10. All students in grades VII A and VII B who have given time to help the researcher collect data as part of the research process, thank you for your cooperation.
11. My close friends, Faidillah Putri Ningrum, who has accompanied me throughout my studies, playing a significant role in my life during this time and always being a place where I can share my thoughts freely without hesitation. Also, to Dita Violani, who has provided invaluable support and contributions during the process of completing this thesis. Your openness and warmth have made every moment more meaningful. Thank you for your patience and kindness in accepting me as part of this journey. May our friendship will continue, even though we may no longer be in the same place.
12. My college journey companion is Clarisa Agustin, who has been a sincere friend and has offered a listening ear for my life's struggles. You have inspired me in many ways, helping me to learn a lot. Thank you for being by my side during my time in college.
13. My dearest friends, Dewi Maulida Rahmawati Putri dan Fatimatuz Zahro, who have provided support to each other and have become an inseparable part of this journey.

14. My second family during college, Rendezvous 2020 (English Education Department 2020), thank you for being an important part of my journey throughout my studies. I am deeply grateful for all the experiences we've shared, the laughter, support, and the memories we've created together. Thank you for making my time in college more meaningful.
15. Equally important, I would like to express my gratitude to all those whom I cannot mention one by one, but who have provided support, motivation, and prayers for me and the success of this research.
16. Lastly, to myself, Risma Ramadhanti Putri, thank you for always striving to be more responsible in completing what you have started. Thank you so much for sticking around to keeping it all going. Always be happy wherever you are, Risma. Whatever your shortcomings and strengths, let's celebrate and accept ourselves. You got through this very well and I'm proud of you.

Finally, I pray to Allah SWT that all those involved in this process are granted multiplied rewards as an act of worship from Him. Of course, this thesis is still far from perfect, and therefore constructive criticism and suggestions are highly welcomed. I sincerely hope that this very simple work can provide benefits for both myself and the readers.

Malang, September 09, 2024
Student,

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LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religion Affairs of the Rrpublik of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin translation guidelines used in this thesis are as follows:

A. Words

ا	=	A	ز	=	z	ق	=	q
ب	=	B	س	=	s	ك	=	k
ت	=	T	ش	=	sy	ل	=	l
ث	=	Ts	ص	=	sh	م	=	m
ج	=	J	ض	=	dl	ن	=	n
ح	=	<u>H</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	D	ع	=	'	ء	=	'
ذ	=	Dz	غ	=	gh	ي	=	y
ر	=	R	ف	=	f			

B. Long Vocal

Long Vocal (a)	=	â
Long Vocal (i)	=	î
Long Vocal (u)	=	û

C. Diphthong Vocal

أ و	=	aw
أ ي	=	ay
أ و	=	ũ
إ ي	=	î

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ABSTRACT

Putri, Risma Ramadhanti. 2024. The Correlation between Self-Confidence and Students' English-Speaking Ability in the Classroom. Thesis, Department of English Education. Faculty of Tarbiyah and Teaching Training. State Islamic University Maulana Malik Ibrahim Malang. Advisor: Harir Mubarok, M.Pd

Keywords: Correlation, Self-Confidence, Speaking Ability

The purpose of this study is to look at the correlation between students' self-confidence and their ability to speak English in class VII A at MTs MUJ. Self-confidence is one of the psychological characteristics that might influence pupils' speaking abilities, especially when learning a foreign language. The study included 33 students and employed a quantitative correlational research design with two main instruments: a questionnaire to assess self-confidence and a speaking exam to evaluate the students' speaking ability. The questionnaire was based on self-confidence theory, while the speaking test measured vocabulary, pronunciation, grammar, fluency, and comprehension. The data analysis results revealed a substantial positive correlation between students' self-confidence and speaking ability, with a correlation coefficient of 0.705. This suggests that pupils' English-speaking abilities improve as their self-confidence grows. The findings lend support to the alternative theory that self-confidence is important in developing English-speaking abilities.

ABSTRAK

Putri, Risma Ramadhanti. 2024. Hubungan antara Kepercayaan diri dengan Kemampuan Berbicara Bahasa Inggris Siswa didalam Kelas. Skripsi, Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Harir Mubarak, M.Pd

Kata Kunci: Hubungan, Kepercayaan Diri, Kemampuan Berbicara

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara kepercayaan diri siswa dan kemampuan mereka berbicara bahasa Inggris di kelas VII A di MTs MUJ. Kepercayaan diri merupakan salah satu karakteristik psikologis yang dapat memengaruhi kemampuan berbicara siswa, terutama ketika mempelajari bahasa asing. Penelitian ini melibatkan 33 siswa dan menggunakan desain penelitian korelasional kuantitatif dengan dua instrumen utama: kuesioner untuk menilai kepercayaan diri dan ujian berbicara untuk mengevaluasi kemampuan berbicara siswa. Kuesioner didasarkan pada teori kepercayaan diri, sedangkan tes berbicara mengukur kosakata, pengucapan, tata bahasa, kelancaran, dan pemahaman. Hasil analisis data mengungkapkan hubungan positif yang substansial antara kepercayaan diri siswa dan kemampuan berbicara, dengan koefisien korelasi sebesar 0,705. Hal ini menunjukkan bahwa kemampuan berbicara bahasa Inggris siswa meningkat seiring dengan tumbuhnya kepercayaan diri mereka. Temuan tersebut mendukung teori alternatif bahwa kepercayaan diri penting dalam mengembangkan kemampuan berbicara bahasa Inggris.

خلاصة

بوتري، ريسما رامادانتى. ٢٠٢٤. العلاقة بين الثقة بالنفس وقدرات الطلاب على التحدث باللغة الإنجليزية داخل الفصل الدراسي. رسالة ماجستير قسم اللغة الانجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: حرير مبارك، دكتوراه في الطب

الكلمات المفتاحية: العلاقة، الثقة بالنفس، القدرة على التحدث

الهدف من هذا البحث هو تحديد العلاقة بين ثقة الطلاب بأنفسهم وقدرتهم على التحدث باللغة الإنجليزية في الثقة بالنفس هي إحدى الخصائص النفسية التي يمكن أن تؤثر على قدرة MTs MUJ الفصل السابع أ في الطلاب على التحدث، خاصة عند دراسة لغة أجنبية. شمل هذا البحث 33 طالبًا واستخدم تصميم البحث الارتباطي الكمي بأداتين رئيسيتين: استبيان لتقييم الثقة بالنفس واختبار التحدث لتقييم قدرات الطلاب على التحدث. يعتمد الاستبيان على نظرية الثقة بالنفس، بينما يقيس اختبار التحدث المفردات والنطق والقواعد والطلاقة والفهم. وأظهرت نتائج تحليل البيانات وجود علاقة ارتباطية موجبة معنوية بين ثقة الطلاب بأنفسهم والقدرة على التحدث، حيث بلغ معامل الارتباط 0.705. وهذا يدل على أن مهارات التحدث باللغة الإنجليزية لدى الطلاب تتحسن مع نمو ثقتهم بأنفسهم. تدعم هذه النتائج النظرية البديلة القائلة بأن الثقة بالنفس مهمة في تطوير مهارات التحدث باللغة الإنجليزية.

CHAPTER 1

INTRODUCTION

The research background of the study, research question, objective of the study, scope and limitations of the study, significance of the study, hypothesis and definitions of key terms are all described in this chapter.

1.1 Background of the Study

English is an effective language for communicating with other people around the world who have different languages. English has removed language barriers between countries. However, it was supposed to be the standard language that could be used to communicate with other countries. English is also used in spoken and written form in all fields of science. As an international language, English has been used in many countries of the world as a means of international contact. In Indonesia, one of the basic demands needed by students in preparing themselves to face the global era is the ability to use English as a language of communication spoken and in written (Muin & Aswati, 2019). Therefore, English language teaching in Indonesia is increasingly being improved. This can be seen from the rise of international standard schools, which use English as the language of instruction in the learning process and the increasing number of English courses offered.

At all levels of education, mastery of English involves four skills, including speaking, listening, reading, and writing. Students can start learning a language by interacting with each other. One of the interactions in question is speaking. Speaking is one way to practice language learning skills. There are some students who often have difficulty in practicing English, because it is difficult to convey the ideas in their minds directly. Therefore, it is important for students to develop their communicative abilities and competencies in order to express themselves clearly and master the use of language. Speaking allows us to think freely and convey our thoughts on the spot (Hulwana & Kardena, 2022).

Based on observations of several schools in Indonesia, challenges are revealed in developing students' self-confidence in the context of speaking English. One prominent issue is the lack of practice and exposure to speaking English within the school environment. Students often feel embarrassed or lack of confidence to initiate conversations in English due to their limited experience and familiarity with the language. Additionally, a school environment that mostly utilizes local languages in daily interactions further reinforces this challenge (Wahyuni, 2021). The main obstacle to building students' self-confidence in speaking English is the lack of practice and habituation in a school environment dominated by the local language. The limited opportunities to practicing and interacting in English within the school setting can lead to students losing confidence in their speaking abilities.

Speaking ability is an important focus in foreign language learning because speaking is an action, strength, or way of speaking. It is very important for humans to interact with others, express their thoughts and desires, and socialize in order to communicate or interact (Rozikin, 2017). For students, self-confidence is essential in improving their speaking abilities. Lack of confidence in speaking English can hinder the development of students' speaking skills. They tend to be afraid of making mistakes when speaking in class. Self-confidence can be one of the things that can provide self-satisfaction. That means individuals who lack self-confidence cannot achieve their goals or never even try to achieve what they want (Sudirman et al., 2020).

This lack of confidence can be caused by various factors such as anxiety, fear of making mistakes, shyness, and lack of vocabulary (Nety et al., 2020). In addition, in another study, lack of confidence due to problems with motivation to speak and teacher responses during speaking activities also affected students' confidence. Students are also afraid of being scolded by the teacher and laughed by their peers if they make mistakes (Tuan & Mai, 2015). This can all hinder students from actively participating in English speaking activities and feeling less confident in verbally conveying their thoughts. In addressing these issues, it is important for educators to create an environment that supports and motivates students to speak

English without fear of making mistakes. A positive response from teachers as well as praise for students' efforts in speaking English can boost their confidence. In addition, approaches that expand vocabulary and provide opportunities to practice speaking in real situations can also help students feel more confident. Through a holistic approach and the right support, it is hoped that students can overcome fear and increase their confidence in speaking English. The Qur'anic view on this issue can be found in Surah Ali Imran verse 139, which reads:

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ ﴿١٣٩﴾

Meaning: "And do not (feel) weak, and do not (also) grieve, even though you are the highest (the degree) if you are a believer." (Q.S. Ali Imran: 139)

This verse shows that a confident and faithful person will not experience weakness or sadness when facing life. Islam encourages one to have self-confidence because it shows that the individual has a tendency towards himself and is confident in his own abilities. Therefore, knowing oneself and always asking for the mercy of Allah SWT are two ways that Muslims can always increase self-confidence. It can be concluded that the Qur'an emphasizes the importance of self-confidence in human life. Self-confidence can lead people to the path of truth and help people to achieve success in life.

Confident humans are able to talk about what is on their minds. That is why self-confidence is so important because it can lead to prosperity. Self-confidence is shown to have a correlation with students' speaking ability in line with several previous studies. Researcher has explored various aspects related to English speaking abilities and the factors that influence them. The study was conducted by Tridinanti (2018) with the title "The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private Universities in Palembang." The main purpose of the study was to evaluate the correlation between students' speaking anxiety, confidence, and speaking achievement. The results showed that speech anxiety did not have a significant correlation with speech achievement. In contrast, students' self-confidence had a

significant correlation with speaking achievement, suggesting that students who had high levels of self-confidence tended to achieve better speaking achievement. This research involved all fifth-semester students of the English Language Education Study Program at one of the private universities in Palembang in the 2017-2018 academic year

In addition, research conducted by Kansil et al. (2022) entitled "Analysis of the Effect of Student' Self-Confidence on Speaking Skill." The aim of this research is finding out whether students' self-confidence affects their speaking skills or not. The final results of the research that has been conducted show that self-confidence has an impact on students' speaking skills. The research population includes all students of the English Language Education Department in 2017.

And the last one by Prihandono (2023), entitled "The Correlation Between Students' Level of Anxiety and Their English-Speaking Skill." The aim of this research is to find out about the correlation between students' anxiety levels and their English-speaking skills. The research results show that there is a correlation between students' anxiety levels and their English-speaking skills. This research was conducted with the eighth-grade students of MTs. Al Kautsar Depok.

The previous researches above were used as a reference for researcher conducting this research and also as comparison material between relevant research and research conducted by current researcher. This research focuses on the relationship between variables, namely students' self-confidence and speaking abilities, especially in the classroom context. The difference between this research and previous research lies in the variables studied. And also, this research was conducted to complement and clarify previous research with a different focus.

The researcher focused the study on seventh-grade students at MTs MUJ, a small-scale Islamic boarding school in Jember that has a foreign language program. Preliminary study indicated that most seventh-grade students were not yet proficient in English and had difficulty initiating conversations. According to teacher assessment data, their average presentation scores ranged from 65-70, whereas eighth and ninth graders averaged between 75-85. The speaking abilities

of seventh-grade students remain low, and they also exhibit passivity in the school's "Monday foreign language speaking program." On Mondays, students are required to communicate in English within the school environment. The researcher chose the seventh grade as the primary focus of this study due to their significantly higher level of passivity compared to other grades. Concerning this issue, the problem that arises is that seventh-grade students at MTs MUJ appear less active in participation and demonstrate low self-confidence in speaking English.

By looking at the tendency that each student has a different level of confidence, especially in the ability to speak English in class. Researcher believes that self-confidence affects students' attitudes and abilities. The existence of self-confidence can reduce students' fear and discomfort in speaking English in the classroom. Consequently, this increase self-confidence can lead to more active participation and improved performance in language learning activities. Therefore, researcher is interested in investigating the study entitled "The Correlation of Self-Confidence on Students' English-Speaking Ability in the Classroom."

1.2 Research Question

Based on the explanation of the background that has been presented previously, the formulation of the research problem in this study is described as follows: is there any correlation between self-confidence and students' English-speaking abilities in the context of classroom learning for grade VII students at MTs MUJ?

1.3 Research Objective

The objective of this research is to investigate the correlation between self-confidence and students' English-speaking abilities in the context of classroom learning for grade VII students at MTs MUJ.

1.4 Scope and Limitations of Study

The present study investigates the correlation between self-confidence and students' English-speaking abilities within the classroom context. The researcher focuses on grade VII students at MTs MUJ, which consists of four classes with a

total of 132 participants. However, the study specifically examines one of these classes, namely class VII A with a total of 33 students.

1.5 Significance of the Study

The results of this research are expected to provide valuable insights for all parties involved in English education.

1. Student

The results of this study are expected to be an input for students to further optimize their self-confidence and speaking ability so that the learning process in the classroom can run effectively. In addition, it can provide valuable insights into how self-confidence can help students overcome speaking barriers and improve their communication skills.

2. Teacher

The results of this study can help English educators and teachers in designing more effective learning strategies. By understanding the role of confidence, educators can create a classroom environment that supports the development of students' speaking skills so they can speak more actively in class.

3. Other researchers

The final result is expected to be a source and inspiration for future researchers to develop research on the same issue with a focus on different fields.

1.6 Hypothesis

The research hypotheses are formulated as follows:

1. Null Hypothesis (Ho)

“There is no significant correlation between students' self-confidence and their English-speaking abilities in class.”

2. Alternative Hypothesis (Ha)

“There is a significant correlation between students' self-confidence and their English-speaking abilities in class.”

1.7 Definition of Key Terms

The following definitions of terms are provided by researcher to clarify their use in this study:

1. Speaking Ability

Speaking Ability is a person's ability to convey words orally in a structured manner so that they are conveyed appropriately to the listener.

2. Self-Confidence

Self-confidence is a positive trait in humans who are able to provide confidence in the attitudes and decisions taken and dare to take risks whatever will happen. In this case, self-confidence refers to students' ability to speak boldly using English in the school environment, particularly in class English subjects.

CHAPTER II

LITERATUR REVIEW

This chapter presents several definitions and theories related to the variables in this study. It consists of the definition of speaking ability, components of speaking, the definition of self-confidence, aspects of self-confidence and correlation between self-confidence and speaking ability. Apart from that, this chapter also presents several previous studies that support this research.

2.1 Definition of Speaking Ability

According to Alwi (2002) in Putra (2021), ability comes from the word “able” which means the first power (can, capable) to do something and the second is to be. Ability itself means ability, power, wealth. The ability according to language means a person's ability to use adequate language seen from the language system, including manners, understanding turns in conversation. While, according to Brown (2004) speaking is an activity that involves two or more people consisting of speakers and listeners. The speaker is the one who informs and the listener contributes by responding quickly to what he hears (Kurniati, n.d.). It can be concluded from both that the ability to speak is a person's ability to use language effectively in verbal interaction with the aim of making the opponent understand what is conveyed, so that it can contribute by responding to the speaker.

According to Putri et al., (2023) speaking ability is a person's ability to communicate with others, allowing them to convey feelings, expressions, and ideas with the aim of avoiding misunderstandings. With good speaking abilities, a person can formulate their message appropriately, choose appropriate words, and adjust the tone of voice and facial expressions to fit the context. This helps minimize the possibility of misunderstandings between speaker and listener. In addition, good speaking abilities also involve the ability to listen well, pay attention to reactions and responses from the interlocutor, and respond in a way that clarifies or provides clarification if needed. Thus, effective speaking skills are not only about how to convey the message clearly, but also about how to ensure that the message is

understood correctly by the other person, so as to avoid misunderstandings that can cause conflicts or discrepancies in communication.

According to Baso (2016), speaking ability is the ability to show understanding and application of linguistic knowledge in communicating. But keep in mind that the ability to speak is not only a linguistic aspect but also involves emotional expression, clarity in conveying messages, and the ability to respond appropriately to communication situations. The importance of this ability as a key in social interaction and plays an important role in building good and productive relationships with others.

It is also important for students to have good speaking abilities, so that students can express what is in their hearts and minds. In this way, it allows them to actively participate in various activities inside and outside of school and can also help complete tasks more efficiently through interaction in conversation (Nurmalasari et al., 2023). Thus, this ability to speak provides many advantages for students in the development of social and academic skills.

According to the statement made by Khalidah (2016), "Speaking ability is the ability of students to express their ideas orally, which is represented by the speaking score." This means that speaking ability refers to a student's ability to convey thoughts clearly, use appropriate vocabulary, organize good ideas, communicate effectively in an oral context, and express ideas through spoken language. Thus, the ability to speak is a reflection of the extent to which a language learner has mastered the language he is learning.

However, many of these students are afraid and hesitant to practice speaking English for fear of negative feedback on their speaking skills. The use of foreign languages in real interaction often generates discomfort at an early stage due to the lack of readiness to communicate spontaneously and meet demands, since speaking involves the integration of various subsystems. Therefore, the ability to speak a foreign language is considered a difficult challenge for language learners, as it requires a combination of all the factors necessary to speak, making it a major and

complex ability in language learning. In this case, continuous practice is needed and habituation will be the key in honing speaking skills to reach the expected level.

From the explanation described above, it can be concluded that the ability to speak is a person's effort to express ideas, convey the contents of the heart, and thoughts from his point of view orally and carried out spontaneously. It also involves a person's ability to use the right vocabulary, organize ideas in a structured manner, and communicate effectively in real life. Although it can often be difficult and frightening, it is important for a person to develop this ability in order for one to actively participate in various activities and achieve goals in communicating with others. Especially in the process of language learning that requires individuals to interact with others.

2.2 Components of Speaking

Based on the book "Broadening the Sociolinguistics Perspectives" by (Wiyanto et al., 2020) there are five scales of assessment components as revealed by Brown (2004, p. 173), namely: pronunciation, vocabulary, grammar, fluency, and comprehension. These components play an important role in assessing students' speaking ability in a foreign language.

a. Pronunciation

Pronunciation is the act or way of pronouncing words; it involves the way a sound is articulated and the way a word is pronounced, including aspects such as stress, intonation, and rhythm (Astina et al., 2020). Thus, pronunciation is not only about the production of clear sounds but also includes other elements that play an important role in understanding and effective communication. A speaker who masters pronunciation well can more easily convey and understand the meaning of the message conveyed.

b. Vocabulary

Vocabulary is a collection of words that must be well understood, including their meaning, so that they can be used as a tool to articulate language and explain information during the communication process (Manda et al., 2022). Vocabulary is a fundamental essential component in understanding what is

being said and what is intended to communicate well with various individuals (Anggraeni, 2019). Understanding vocabulary plays an important role in communication and understanding language. Vocabulary is not just a collection of words; It is a very important tool in conveying and understanding messages effectively in the context of language and communication.

c. Grammar

Grammar is always a set of basic elements of language and the norms that govern how to organize these elements into units that have meaning (Effendi et al., 2017). Regulates how to organize elements such as word groups, phrases, clauses, sentences, and morphemes in words, as well as related to generic structure and cohesion in spoken and written language.

d. Fluency

The ability to speak fluently will make it sound more fluid and natural (Mairi & Budiarta, n.d.). Fluency is a person's ability to convey thoughts smoothly and accurately without using filler words like "ums," "oh," or "ers." (D. R. Sari, n.d.). This makes communication much more memorable for the listener due to the absence of distractions.

e. Comprehension

Comprehension is the ability to understand the context of a conversation and be able to give appropriate responses to questions (Herman, 2022). Communication between two or more people involves a combination of listening and speaking aspects, where understanding the spoken content is key to the subsequent responses of the participants (U. Khalidah et al., 2013). Therefore, in the context of speaking, it can be concluded that comprehension refers to the speaker's understanding of what they convey to the listener to avoid misunderstanding of information and to make it easier for the listener to capture information from the speaker.

Thus, the five assessment components consisting of pronunciation, vocabulary, grammar, fluency, and comprehension, which are described based on the book "Broadening the Sociolinguistics Perspectives", become an important foundation in evaluating students' speaking abilities in English. Through

understanding and mastering these components, students can improve their communication skills, form more effective interactions, and expand their understanding of the language being learned.

2.3 Definition of Self-Confidence

According to Lauster (1992) defines that self-confidence is obtained from life experiences. Self-confidence is a person's belief that they are capable of completing a task based on how capable they have been of it in the past (R. S. Sari & Dewi, 2021). This shows that previous successful experiences affect a person's confidence for the future. This means to build self-confidence starting from past experiences that make a person believe to try and feel more comfortable and courageous to achieve the desired goal.

Self-confidence is one of the most important aspects of a person's personality that makes a determining factor in an individual's ability to optimize their potential (Sumarsih et al., 2022). A person who has self-confidence can take responsibility for the actions taken and is able to solve problems without relying on the help of others. This is according to what Kalita (2021) said, self-confidence is an optimistic view of oneself and the ability to cope with situations without depending on others.

According to Hasan et al., (2020), self-confidence is a feeling that motivates students to always want to try interesting things boldly. People who have a strong sense of self-confidence usually have a solid emotional foundation, feeling secure in their abilities and potential. They are not afraid of failure, but rather see it as an opportunity to learn and grow. The urge to try new things boldly arises because they believe that they can overcome obstacles that may arise. They also have a realistic understanding of the risks and benefits, as well as encourage progress and personal growth. They are not satisfied with staying within their comfort zone and are ready to deal with the uncertainty that may arise when trying new things.

According to Davis & Tahrin (2022), self-confidence is a condition that indicates students' beliefs and perceptions of their ability to do things. Self-

confidence is also closely related to how students evaluate strengths and weaknesses against their abilities. Those who are confident are those who are aware of their abilities and continue to develop them (Suliyati, 2021). Outcome expectations also play an important role in forming self-confidence, where the belief that effort will produce the desired results can increase a person's confidence level.

According to Madya (2001), the level of self-confidence can be described in four different categories. First, the "Very confident" level reflects individuals who have excessive self-confidence, with the belief that they can handle any situation no matter how tough it is. They may even feel capable of facing risks that others consider unmanageable. Second, the "Confident enough" level indicates individuals who are confident that with their physical and intellectual abilities, they are capable of facing any situation and achieving anything they want, plan, or strive for. Third, the level of "Lack of confidence" describes the distrust that arises when individuals are faced with certain situations. They may tend to avoid situations full of risks and challenges if given the choice. Fourth, the level of "Low confidence" reflects the belief that individuals feel themselves to have no significant value or ability, perhaps due to psychological inadequacies or physical conditions that are considered less than perfect. Thus variations in self-confidence levels according to Madya (2001) ranging from very high to very low levels according to the way individuals handle life situations and achieve their goals (Amri, 2018).

A person who has self-confidence generally exhibits some specific characteristics, such as confidence in one's own abilities, willingness to face challenges, positive mindset, responsible attitude, and objectivity. On the other hand, individuals with low levels of self-confidence tend to have traits that are at odds with those who are confident. Thus, these characteristics can be important indicators in research to assess students' confidence levels

Based on the various definitions above, it can be concluded that self-confidence is a person's decision to take action with full confidence in oneself without involving others as intermediaries. Although the actions taken are not

necessarily correct, the individual has the courage to face the risks that will arise and is not afraid of possible negative judgments about himself from others. Confident students aren't afraid to show what they can do. They will do well in class because they are not afraid to make mistakes.

2.4 Aspects of Self-Confidence

Here are aspects of self-confidence according to Lauster (1992) in (Saidah & Hariyadi, 2023):

- a. Confidence in self-ability is confidence in the abilities and skills possessed. It shows a person's positive attitude towards himself, that he understands really what he is going to do.
- b. Optimism is a positive attitude of someone who always has a good outlook in dealing with everything about himself, expectations and abilities.
- c. Objective is a person who is able to view problems or things according to the truth as they should be, not according to personal truth or according to himself.
- d. Responsible is one's readiness to bear everything that has become a consequence.
- e. Rational and realistic means analyzing a problem or event using reasonable thinking and in accordance with reality.

Based on the description above, it can be concluded that there are five aspects of self-confidence, namely confidence in self-ability, optimistic, objective, responsible, and rational. These aspects are used as the basis of research in the hope that it can provide more effective results.

2.5 Correlation between Self-Confidence and Speaking Ability

Mastering the ability to speak English is a very important skill in today's era. A person's ability to speak English often reflects their understanding of the language. However, many people feel less confident when speaking; They find it difficult or unsure to express themselves verbally. Therefore, the level of self-

confidence plays an important role. In the context of English proficiency, having confidence that one can express oneself well is important.

Self-confidence refers to a person's belief that they are able to display their speaking skills well. Individuals who have high self-confidence tend to speak English better than students who have low self-confidence (Bakhtiar & Suwandi, 2022). Individuals who lack self-confidence may feel anxious and choose to remain silent in order to feel safe. Doqaruni (2014) revealed in his research that, in his teaching experience, some students tend to be reluctant to talk all the time in class. Even if they knew the answer to a simple question, they hesitated to open their mouths.

The importance of self-confidence not only impacts English language skills but can also affect student performance in mastering certain subjects or tasks that involve speaking in class. Self-confidence is expected to enable students to achieve their learning goals in English language skills. Self-confidence also has an impact on the development of students' psychological functioning. This includes aspects such as motivation, courage, confidence in one's abilities, and overall mental well-being. In addition, confidence can help reduce anxiety and fear of public speaking, encouraging them to further improve their speaking skills. Good self-confidence can also be the basis for developing English skills more effectively. Thus, students can appear more confident and competent in English communication situations.

Students' English proficiency can be seen from the extent to which they are enthusiastic and participate actively and clearly in speaking English, especially when involved in discussions (Bunaya & Basikin, 2019). Students' involvement in discussions also reflects a confident attitude as they have the confidence to contribute and interact well in real, direct communication situations. Students who are confident in their speaking skills will be more likely to be active, enthusiastic, and able to convey ideas clearly in the context of English. In other words, enthusiasm, clarity, and engagement in speaking English not only reflect linguistic skills but are also strong indicators of a student's psychological level, namely self-confidence.

Thus, it can be concluded that there is a positive correlation between the level of self-confidence and students' speaking ability in the context of English, where high self-confidence can increase students' active participation and communication effectiveness in class.

2.6 Previous Studies

The researcher looked at investigations that had been carried out by previous researchers as a guide in this research. The first research was conducted by Tridinanti (2018) entitled "The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang." This study aimed to find out if there was a significant correlation between students' speaking anxiety, confidence, and speaking achievement. Data collection includes the distribution of questionnaires and the implementation of speaking tests to fifth semester students ($n = 28$) from the Faculty of Teacher Training and Education in Indonesia. Data analysis was performed using descriptive and correlational analysis. Research findings show that speech anxiety does not show a significant correlation with speech achievement. In contrast, self-confidence showed a significant correlation with speaking achievement ($p = 0.01$).

The second study was conducted by Kansil (2022) with the title "Analysis of the Effect of Students' Self-Confidence on Speaking Skill." The purpose of this study to investigate whether students' self-confidence affects their speaking skills or not. This study used the qualitative correlation method with a questionnaire and a public speaking subject score (KHS). The population of this study is English Education Department class of 2017. The research sample consisted of only students who took public speaking subjects who were involved with a total of 30 students. Based on the result that has been carried out, it can be seen that the percentage of answer choices agreeing on the factors that can affect students speaking skills have a high percentage of approval by the respondents, such as motivation to speak was approved by 100% of respondents. Then the factor that can affect student's confidence gets a high percentage of approval by respondents such as you are worried about making mistakes was approved by 90% respondents. The

percentage result from the effect of self-confidence on speaking skill respondents answered you speak well when you are confident approved by 93.30% of respondents. From the results of the student's opinion, it can be concluded that students speaking ability is influenced by self-confidence.

And finally, the work of Prihandono (2023), entitled " The Correlation between Students' Level of Anxiety and Their English-Speaking Skill." The aim of this research is to find out empirical data about the correlation between students' anxiety levels and their English-speaking skills in eighth grade MTs. Al Kautsar Depok. This research uses quantitative methods through a correlational study approach. This research takes empirical data on students' anxiety levels and their English-speaking skills. Researcher have taken 190 students in the eighth grade at MTs Al-Kautsar Depok as the population. This research sample was taken from a population of 24 students. Students' anxiety level scores were obtained from questionnaires distributed by researchers, while speaking skill scores were taken from the results of speaking tests. The results of this study concluded that there was a relationship between students' anxiety levels and their English-speaking skills in the eighth grade at MTS Al Kautsar Depok.

From several previous studies, researcher found similarities and differences with this research. The similarity between the first previous study and this research is that both are used to test the relationship between variables. Meanwhile, differences can be noted from the research location and the school level studied. Whereas the first previous study was researched at the university level, this research is at the MTs or SMP level. The similarity between the second previous study and this research is that both use the variables Self-Confidence and Speaking. Meanwhile, the difference lies in the research method. The second previous study used a qualitative approach, while this research uses a quantitative approach. The similarity between the third previous study and this research is that both use a quantitative approach. Meanwhile, the differences can be seen in the variables tested. The third previous study used anxiety as the independent variable, while this study used self-confidence as the independent variable. This can be used as a reference for researcher as well as to fill in gaps that have not been explored in

detail by previous research in different domains. By considering the findings from previous studies, this research can make a more significant contribution to the understanding of the correlation between self-confidence and students' speaking abilities.

CHAPTER III

RESEARCH METHOD

This chapter contains an explanation of the methods used in research. Explanations include research design, population, samples, research instruments, validity and reliability testing, data collection, and data analysis.

3.1 Research Design

The research method applied in this study is quantitative research. Creswell & Creswell (2018) said that quantitative research is research that explains the relationship or influence between one variable and another. The focus of this study is to determine the extent of the relationship between the independent variable and the dependent variable, so that the design chosen is a correlation design. Correlation research design is a type of quantitative research used to identify a relationship between two or more variables by applying statistical analysis to find out if there is a relationship between them (Alek, 2023). Here, the researcher uses two types of variables in this study, namely independent and dependent variables. The independent variable is students' self-confidence, and the dependent variable is their speaking ability.

3.2 Population and Sample

3.2.1 Population

A population is a collection of items, units, or subjects that are the focus of research (Bhatt, 2020). Population can include various aspects according to the purpose of the study, such as people, animals, objects, or even events. The population of this study is eleven students of MTs MUJ class in the 2023/2024 academic year. There are four classes, with each class containing 33 students, so the total population reaches 132 students.

3.2.2 Sample

A sample is a small portion of the population taken for analysis with the aim of providing information that is representative of the entire population (Takezawa,

2014). In this study, purposive sampling is used to obtain the sample. Purposive sampling is a strategy in which the sample is intentionally selected to provide the required information (Rahi, 2017). Out of the four classes in the seventh grade, class VII A is chosen as the sample, consisting of 33 students. This selection was based on the recommendation of the English teacher for the seventh grade at MTs MUJ.

3.3 Research Instrument

Researcher utilized are two instruments that would subsequently be employed for data collection, including:

3.3.1 Questionnaire

A questionnaire instrument is used to assess the level of self-confidence among students. The questions include students' confidence in the classroom learning environment, measured through the application of the Likert scale. This type of scale is often used to measure the opinions, attitudes, and satisfaction levels of individuals or groups, often serving as an important tool in the development of questionnaires (Agata et al., 2021). This study uses the Likert scale which has 4 levels, namely strongly agree, agree, disagree, and strongly disagree.

The questionnaire used in this study consisted of 25 statements, which were selected from a total of 62 initial statements after conducting a validity test. The validity process narrowed the items to 37, and of these, 25 were selected based on the five aspects of self-confidence identified by Lauster (1992): confidence in self-ability, optimism, objective, responsible, and realistic and rational. Each aspect includes five items to ensure a balanced representation in each aspect.

The development of the questionnaire involved a process of adoption and adaptation. The framework for self-confidence was adopted from Lauster without modification to the core indicators, ensuring that the theoretical foundation remained intact. However, some questions or statements were adapted to better suit the specific context and needs of this study. This adaptation was guided by a questionnaire developed by Febriyandari (2022), which served as a reference to adjust the questions appropriately.

3.3.2 Speaking Test

The speaking test is used to determine students' speaking abilities by using a rubric as an assessment. An assessment rubric is a research instrument used to evaluate expected performance or abilities based on each criterion to obtain a score in a particular activity (Muhammad et al., 2018). The components assessed include grammar, vocabulary, pronunciation, fluency, and comprehension. The use of an assessment rubric will provide a structured and organized evaluation of the aspects being assessed.

3.4 Validity and Reliability

The research instrument will be tested first before being applied to participants. This is done to obtain information about the quality of the instrument by involving validity and reliability tests, which will be conducted using Microsoft Excel.

3.4.1 Validity

Validity is the extent to which a research instrument can be trusted to measure the construct or variable in question (Field, 2013). Validity is tested using the Pearson correlation coefficient method, where the instrument is considered valid if the value of the r count is greater than the r table (Mh & Suratimah, 2023). The formula for Pearson correlation coefficient is as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Notes:

r_{xy} = Correlation coefficient

$\sum xy$ = Number of multiplications of x and y variables

$\sum x$ = Number of variabel values x

$\sum y$ = Number of variabel values y

$\sum x^2$ = Number of powers of two variable values x

$\sum y^2$ = The sum of the powers of two values of the variable y
 n = Large number of samples

3.4.2 Reliability

Reliability includes the extent to which a measuring instrument or instrument can deliver consistent and reliable results, even when applied at different times (Sürücü & Maslakçı, 2020). Reliability is important in research because it ensures that the results obtained from measurement instruments are reliable and can be considered accurate to support research findings. Manually, reliability tests can be performed using Cronbach's Alpha formula. The formulation is as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_{b^2}}{\sigma_{t^2}} \right)$$

Notes:

r_{11} = Instrument reliability

k = Number of question items

$\sum \sigma_{b^2}$ = Number of item variants

σ_{t^2} = Variant of total score

If the Cronbach alpha coefficient (r_{11}) ≥ 0.6 , then it can be concluded that the research instrument used is reliable.

3.5 Data Collection

The techniques used to collect data in this study are questionnaires and speaking test. The confidence questionnaire is designed to explore students' views on their confidence levels in the context of classroom speaking skills. Questionnaire is a data collection method where participants are asked to answer questions that have been prepared by researcher, and answer choices have been provided so that participants just choose. Each student receives a questionnaire form from the researcher, which is then filled out by selecting the answer options listed.

On the other hand, speaking ability is assessed through an assessment rubric that uses conversational tasks. In the early stages, the teacher provides explanations related to the material "asking questions and giving opinions." After the teacher finishes giving assignment instructions, he divides the students into groups, where each group consists of 2-3 people. Each group is asked to create a conversation by selecting the theme provided. Students are given time to complete assignments. And at the final stage, each group is asked to come to the front of the class to have a conversation according to the chosen theme. The assessment rubric component includes criteria such as use of grammar, vocabulary, pronunciation, fluency, and comprehension. Grades are assigned based on a scale or category determined by the teacher.

Instructions for data collection will be clearly outlined in both instruments to ensure that respondents and evaluators understand the statements and criteria provided. The questionnaire will be completed by students, while the assessment rubric for the speaking test will be filled out by the seventh-grade English teacher at MTs MUJ. To facilitate the data collection process, the researcher will include information about respondent identification, completion dates, and data entry procedures. Additionally, ethical approval will be emphasized to ensure voluntary participation and the safety of respondents' data. All data collection procedures will be conducted in accordance with ethical research principles. Overall, both instruments are designed to provide a comprehensive and accurate depiction of the relationship between students' self-confidence and their speaking abilities in the classroom context.

3.6 Data Analysis

After the data is collected, the next step is to proceed with data analysis. The data analysis process involves the following stages:

3.6.1 Normality test

The normality test aims to find out whether the data in the regression model is normally distributed or not. Normal data shows a good regression model, which

means it can be representative of the population. The normality test is run using the Shapiro-Wilk method, with the test criteria outlined as follows:

- a. If the significance (sig) < 0.05 then the data is not normally distributed.
- b. If the significance (sig) > 0.05 then the data is distributed normally.

3.6.2 Linearity test

The linearity test is used to determine whether there is a linear relationship between the independent variable (X) and the dependent variable (Y). Tests were conducted using SPSS. Two variables are expressed as having a linear relationship if the significance (Deviation from Linearity) is more than 0.05.

3.6.3 Hypothesis

Once the value results have been acquired, proceed to formulate the hypothesis based on:

(H_a): there is any significant correlation between students' self-confidence and their speaking ability (Alternative hypothesis).

(H₀): there is no any significant correlation between students' self-confidence and their speaking ability (Null hypothesis)

When the null hypothesis (H₀) is rejected, and the alternative hypothesis (H_a) is accepted, then there is a positive correlation of self-confidence on students' English-speaking ability in the classroom. On the other hand, if the null hypothesis (H₀) is accepted and the alternative hypothesis (H_a) is rejected, this shows that there is no correlation of self-confidence on students' English-speaking ability in the classroom.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the results of the study, including findings and discussion. The findings in this study contain the results obtained from the study that has been done. The data analysis describes the findings of the linearity test, normality test, and hypothesis. Meanwhile, the discussion contains explanations that follow the findings of this study.

4.1 Finding

In this section, the researcher outlines the results obtained from the study, including the description of instrument results, the results of validity testing, reliability testing, normality testing, linearity testing, and hypothesis testing.

4.1.1 Description of Instrument Results

To determine whether there is a correlation between self-confidence and students' speaking ability, the researcher employed data collection techniques in the form of questionnaires and speaking tests. The questionnaire was distributed on May 13, 2024, while the speaking test was conducted on May 17 and 20, 2024. The questionnaire distributed consisted of 62 statements, but only 25 statements will be used after going through the validity and reliability testing process. Meanwhile, the speaking test has 5 aspects in the assessment rubric that will be applied to the subjects of this study. The results of the distributed questionnaire and the speaking test can be found in the appendix IV.

4.1.2 Result of Validity Testing

The data for the validity test were taken from students of class VII B, and the validity test was conducted on May 22 and 25, 2024. The instruments that were declared valid were then used for research on students of class VII A, who were the subjects of this study. The data used for the validity test were obtained from students of class VII B. The valid instruments were then utilized for the research on students of class VII A, who are the subjects of this study. An instrument is considered valid if the calculated r-count is greater than the r-table (0.344) and invalid if the

calculated r-count is less than the r-table (0.344). In this study, the researcher used Microsoft Excel to conduct the validity test. The results of the validity test for the students are presented in the table below:

Tabel 4.1 Tabulation of Respondent Questionnaire Results (X)

Question	r_{count}	r_{table}	Criteria
1	0,486	0.344	Valid
2	0,400	0.344	Valid
3	0,524	0.344	Valid
4	0,607	0.344	Valid
5	0,526	0.344	Valid
6	0,388	0.344	Valid
7	0,436	0.344	Valid
8	0,198	0.344	Invalid
9	0,438	0.344	Valid
10	0,094	0.344	Invalid
11	0,061	0.344	Invalid
12	0,030	0.344	Invalid
13	0,363	0.344	Valid
14	0,392	0.344	Valid
15	0,361	0.344	Valid
16	0,257	0.344	Invalid
17	0,429	0.344	Valid
18	0,407	0.344	Valid
19	0,194	0.344	Invalid
20	-0,072	0.344	Invalid
21	0,387	0.344	Valid
22	0,028	0.344	Invalid
23	0,172	0.344	Invalid
24	0,016	0.344	Invalid
25	0,367	0.344	Valid
26	0,222	0.344	Invalid
27	0,493	0.344	Valid
28	0,128	0.344	Invalid
29	0,360	0.344	Valid
30	0,139	0.344	Invalid
31	0,357	0.344	Valid
32	0,234	0.344	Invalid
33	0,357	0.344	Valid
34	0,403	0.344	Valid
35	0,305	0.344	Invalid
36	0,449	0.344	Valid
37	0,374	0.344	Valid
38	-0,074	0.344	Invalid

39	-0,042	0.344	Invalid
40	0,434	0.344	Valid
41	0,386	0.344	Valid
42	0,148	0.344	Invalid
43	0,450	0.344	Valid
44	0,422	0.344	Valid
45	0,411	0.344	Valid
46	0,503	0.344	Valid
47	0,123	0.344	Invalid
48	0,241	0.344	Invalid
49	0,369	0.344	Valid
50	0,196	0.344	Invalid
51	0,044	0.344	Invalid
52	0,436	0.344	Valid
53	0,500	0.344	Valid
54	0,376	0.344	Valid
55	0,281	0.344	Invalid
56	-0,011	0.344	Invalid
57	0,362	0.344	Valid
58	0315	0.344	Invalid
59	0,471	0.344	Valid
60	0,494	0.344	Valid
61	0,560	0.344	Valid
62	0,374	0.344	Valid

Based on the validity testing results, it can be concluded that out of the 62 questionnaire items, 37 items were found to be valid while 25 items were deemed invalid. Following the validity analysis, the researcher reduced the items according to the requirements of each aspect of Instrument X, selecting 5 items for each aspect. This resulted in a total of 25 items being used in this study. The complete calculation can be seen in Appendix V. The student self-confidence questionnaire utilized in this research is presented in the table below:

Table 4.2 Valid Student Self-Confidence Questionnaire Instrument (X)

Number of Question		r_{count}	r_{table}	Criteria
Before	After			
1	1	0,486	0,344	Valid
3	2	0,524	0,344	Valid
4	3	0,607	0,344	Valid
7	4	0,436	0,344	Valid

9	5	0,438	0,344	Valid
13	6	0,363	0,344	Valid
14	7	0,392	0,344	Valid
15	8	0,361	0,344	Valid
17	9	0,429	0,344	Valid
21	10	0,387	0,344	Valid
29	11	0,360	0,344	Valid
31	12	0,357	0,344	Valid
34	13	0,403	0,344	Valid
36	14	0,449	0,344	Valid
37	15	0,374	0,344	Valid
40	16	0,434	0,344	Valid
41	17	0,386	0,344	Valid
43	18	0,450	0,344	Valid
45	19	0,411	0,344	Valid
49	20	0,369	0,344	Valid
52	21	0,436	0,344	Valid
53	22	0,500	0,344	Valid
54	23	0,376	0,344	Valid
57	24	0,362	0,344	Valid
60	25	0,494	0,344	Valid

The following section will present the results of the validity test for variable Y, obtained through the speaking test, which is used to assess students' English-speaking ability:

Tabel 4.3 The Validity Analysis of Students' Speaking Test (Y)

Aspect	r_{count}	r_{table}	Criteria
Vocabulary	0,741	0,344	Valid
Pronunciation	0,809	0,344	Valid
Grammar	0,704	0,344	Valid
Fluency	0,773	0,344	Valid
Comprehension	0,773	0,344	Valid

Based on the results of the validity analysis above, the researcher concluded that all instrument items from variable Y, which consists of five aspects were declared valid. This is evidenced by the calculated value r-count being greater than the r-table value (0.344), indicating that the items are valid and can be used as

measurement tools in this study. The calculations were performed using Microsoft Excel. The complete calculations can be found in Appendix VI.

4.1.3 Result of Reliability Testing

The reliability test aims to determine the consistency of the instrument measurement results when tested repeatedly over time. The basis for decision-making for the reliability test using Cronbach's Alpha is that an instrument is considered reliable if the Cronbach Alpha value is greater than 0.60. In this study, the researcher used SPSS 22 for the reliability test, and the results were obtained as follows:

Picture 4.1 Test of Reliability X

Reliability Statistics	
Cronbach's Alpha	N of Items
.821	25

The table above shows that the instrument for variable X is considered reliable, as the Cronbach's Alpha coefficient is greater than 0.60 ($0.82 > 0.60$).

Picture 4.2 Test of Reliability Y

Reliability Statistics	
Cronbach's Alpha	N of Items
.810	5

The table above shows that the instrument for variable Y is considered reliable, as the Cronbach's Alpha coefficient is greater than 0.60 ($0.81 > 0.60$).

4.1.4 Descriptive Statistics

4.1.4.1 Self-Confidence

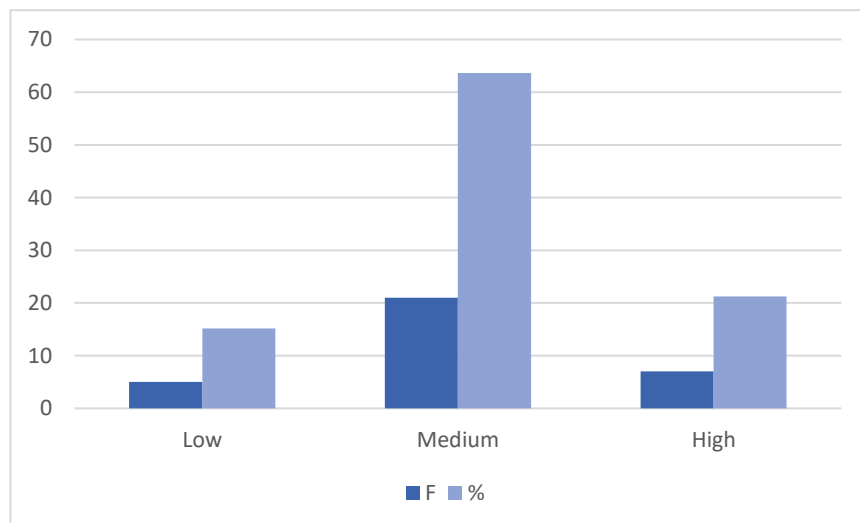
This section presents the descriptive statistics for the self-confidence variable:

Table 4.4 Descriptive Statistic of Self-Confidence

Criteria	Category	Frequency	%
$X > 91$	High	7	21,2
$78 \leq X < 91$	Medium	21	63,6
$X < 78$	Low	5	15,2
Total		33	100%

The table above presents the distribution of participants across different categories of self-confidence. The results indicate that 7 students (21.2%) scored in the high category, 21 students (63.6%) scored in the medium category, and 5 students (15.2%) scored in the low category. The following is a diagram of the results of the self-confidence categorization analysis:

Diagram 4.1 Descriptive Statistic of Self-Confidence



Based on the diagram above, it can be concluded that most of the students in class VII MTs MUJ have a level of self-confidence in the medium category, with a percentage of 63.6% consisting of 21 students.

4.1.4.2 Speaking Ability

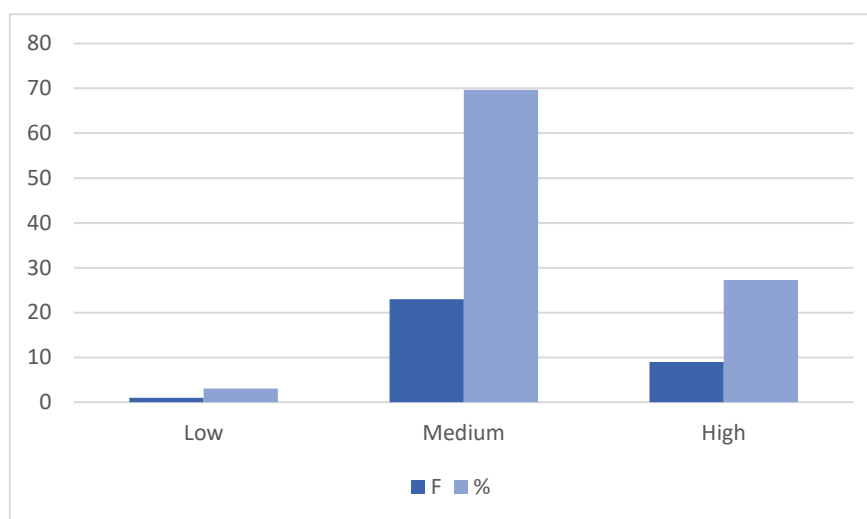
This section presents the descriptive statistics for the speaking ability variable:

Table 4.5 Descriptive Statistic of Speaking Ability

Criteria	Category	Frequency	%
$X > 17$	High	9	27,3
$13 \leq X < 17$	Medium	23	69,7
$X < 13$	Low	1	3
Total		33	100%

The table above presents the distribution of participants across different categories of English-speaking ability. The results indicate that 9 students (27,3%) scored in the high category, 23 students (69,7%) scored in the medium category, and 1 student (3%) scored in the low category. The following is a diagram of the results of the English-speaking ability categorization analysis:

Diagram 4.2 Descriptive Statistic of Speaking Ability



Based on the diagram above, it can be concluded that most of the students in class VII MTs MUJ have a level of speaking ability in the medium category, with a percentage of 69,7% consisting of 23 students.

4.1.5 Result of Normality Testing

The researcher employed the Shapiro-Wilk normality test to determine whether the data distribution is normal. The Shapiro-Wilk method was chosen due to the small sample size, consisting of fewer than 50 respondents.

Picture 4.3 Normality Testing

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Questionnaire	.111	33	.200*	.974	33	.609
Speaking_Test	.177	33	.010	.952	33	.149

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the Shapiro-Wilk normality test, data are considered normally distributed if the significance value is greater than 0.05 and non-normally distributed if the significance value is less than 0.05. From the table above, it can be observed that the significance value for the questionnaire instrument is 0.609 and for the speaking test is 0.149, both of which are greater than 0.05. Therefore, it can be concluded that the data are normally distributed.

4.1.6 Result of Linearity Testing

The linearity test is conducted to determine whether there is a linear relationship between variable X and variable Y and to assess the extent to which variable X contributes to variable Y. The decision rule is as follows: if the significance level is less than 0.05, then the relationship is considered non-linear. Conversely, if the significance level is greater than 0.05, then the relationship is considered linear.

Picture 4.4 Linearity Testing

ANOVA Table								
				Sum of Squares	df	Mean Square	F	Sig.
Speaking_Test * Questionnaire	Between Groups	(Combined)		76.182	16	4.761	3.174	.013
		Linearity		49.798	1	49.798	33.199	.000
		Deviation from Linearity		26.383	15	1.759	1.173	.377
	Within Groups			24.000	16	1.500		
	Total			100.182	32			

The significance value for Deviation from Linearity is 0.377, as indicated in the table above. Therefore, since the significance value is more than 0.05 ($0.377 > 0.05$), it can be concluded that the data exhibit a linear relationship.

4.1.7 Result of Hypothesis

The hypothesis was tested using the Pearson correlation method. The findings obtained from the data analysis, processed with SPSS version 22, are as follows:

Picture 4.5 Hypothesis Testing

Correlations		Questionnaire	Speaking_Test
Questionnaire	Pearson Correlation	1	.705**
	Sig. (2-tailed)		.000
	N	33	33
Speaking_Test	Pearson Correlation	.705**	1
	Sig. (2-tailed)	.000	
	N	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the hypothesis testing using Pearson correlation analysis with SPSS 22, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted if the significance value (2-tailed) is less than 0.05. Conversely, H_0 is accepted and H_a is rejected if the significance value (2-tailed) is greater than 0.05. In this analysis, the obtained significance value (2-tailed) is 0.00, which is less than 0.05. Therefore, it can be concluded that there is a relationship between self-confidence and English-speaking ability among the students of class VII A at MTs MUJ.

4.2 Discussion

This study aims to provide empirical evidence of the correlation between students' self-confidence and their English-speaking ability in class VII A of MTs MUJ. Two instruments were employed in this research. The first was a questionnaire designed to measure students' self-confidence levels. The questionnaire consisted of 25 statements that students responded to base on their level of agreement. The second instrument was a speaking test on the topic of "Asking Questions and Giving Opinions," which is assessed using an assessment rubric that includes aspects of vocabulary, pronunciation, grammar, fluency, and comprehension.

Based on the frequency distribution analysis, it was found that the majority of students (63.6%) have a moderate level of self-confidence, followed by the high category (21.2%) and the low category (15.2%). In terms of speaking ability, the majority of students (69.7%) also fall into the moderate category, while the remaining students are distributed across the high (27.3%) and low (3%) categories. These findings indicate that the majority of students possess both self-confidence and speaking ability at a moderate level. This indicates a consistent correlation between the level of self-confidence and the speaking ability of the students, where the majority of students with moderate self-confidence also demonstrate speaking abilities that fall within the same category.

Furthermore, the results of the data analysis from the correlation table show that the significance value (2-tailed) for both variables is 0.00, which is lower than the significance threshold of 0.05. This indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, it can be concluded that the higher the students' self-confidence, the better their English-speaking ability. This finding supports the alternative hypothesis, which states that there is a positive relationship between the two variables. Therefore, it can be concluded that there is a significant correlation between students' self-confidence and their English-speaking ability in class VII A of MTs MUJ.

The findings of this study align with those of Tridinanti (2018), who did not find a significant relationship between speaking anxiety and speaking achievement. The correlation coefficient between speaking anxiety and speaking achievement was $r = 0.157$, with a $p\text{-value} = 0.425$, indicating that speaking anxiety is not a significant predictor of students' speaking success. In contrast, this study found a significant positive correlation between self-confidence and speaking achievement, with a correlation coefficient of $r = 0.480$ and a $p\text{-value} = 0.01$. These results suggest that self-confidence is a stronger predictor of students' success in speaking.

In line with previous research by Kansil (2022), which also identified that self-confidence plays a crucial role in students' English-speaking ability. This study expands on those findings by demonstrating that, in addition to self-confidence,

speaking motivation also influences students' speaking skills. Furthermore, the study highlights that concerns about making mistakes while speaking can lower students' confidence, which ultimately affects their speaking fluency. Based on the findings of this research, it is evident that self-confidence has a significant impact on students' speaking, underscoring the importance of addressing factors that may hinder their confidence in English language learning situations.

These results further reinforce previous findings that underscore the positive correlation between self-confidence and speaking ability. As Bachtiar and Suwandi (2022) emphasized, individuals with higher levels of confidence tend to be more proficient in speaking English compared to those with lower self-esteem. This is consistent with the findings of this study, which show that students with higher self-confidence levels tend to perform better in speaking tasks.

Moreover, self-confidence not only influences students' willingness to speak but also the quality of their interactions. Less confident individuals often experience anxiety and choose to remain silent (Doqaruni, 2014). This anxiety can hinder their ability to access and process information effectively. In contrast, confident students are more willing to take risks, experiment with language, and recover from mistakes more efficiently.

In summary, these findings explain that self-confidence plays a crucial role in the development of speaking skills. Speaking ability involves not only the mastery of linguistic elements such as grammar and vocabulary but also psychological factors like confidence. Therefore, efforts to improve students' speaking skills must include strategies aimed at building and enhancing their confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

The final segment of this thesis presents conclusion about the research that has been done, along with some suggestions for English teachers to increase students' self-confidence, as well as recommendations for future researchers related to this topic.

5.1 Conclusion

The data analysis revealed that most seventh-grade A students have moderate levels of self-confidence and speaking ability, indicating their good potential but needing further development to reach their maximum potential. The findings also indicate a significant positive relationship between students' self-confidence levels and their English-speaking ability. This is supported by the correlation test, which shows a value of 0.705, indicating a strong positive correlation between the two variables. Students with higher levels of self-confidence demonstrated better speaking skills compared to those with lower confidence levels.

Self-confidence has been proven to play an essential role in the development of students' speaking skills, where confident students tend to participate more actively, are more willing to speak, and are more effective in using English. Moreover, high self-confidence allows them to feel more comfortable communicating, be more confident when speaking in front of the class, and experience less anxiety about making mistakes. In contrast, students with low self-confidence tend to be more passive and rarely speak, which directly impacts their speaking ability negatively.

5.2 Suggestion

5.2.1 The English Teacher

Based on the results of the study, English teachers are encouraged to boost students' confidence by providing more opportunities for speaking in class, such as group discussions or short presentations. It is also important to offer praise when

students are brave enough to speak, so they feel more confident. Teachers should build good relationships with their students, ensuring they feel safe when participating in speaking activities. Providing positive and consistent feedback at every opportunity is also crucial for helping students understand and improve their English skills. This can maintain their motivation to learn English and help them overcome anxiety or fear of speaking in class. Consequently, students will feel more confident using English in various learning contexts within the classroom.

5.2.2 Students

The results of this study are expected to serve as valuable input for students in further enhancing their self-confidence and speaking abilities. By doing so, students can contribute to a more effective and engaging learning process in the classroom. Furthermore, the findings of this study provide important insights into the significant role of self-confidence in overcoming speaking barriers, thus improving students' communication skills. It is hoped that students will realize the importance of believing in their abilities and actively participate in speaking activities, which will not only increase their proficiency in English but also foster a more supportive and interactive learning environment.

5.2.3 The Future Researcher

The researcher hopes that the results of this study can serve as a reference and source of information for further development on a broader scale. Future researchers could explore additional factors that influence self-confidence or even introduce training programs aimed at boosting self-confidence while also including other variables not covered in this study. Additionally, future research could consider other psychological factors beyond self-confidence, such as motivation, anxiety, or confidence in different contexts, which may also influence English-speaking ability.

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APPENDICES

Appendix I Survey Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 917/Un.03.1/TL.00.1/03/2024
Sifat : Penting
Lampiran : -
Hal : Izin Survey

13 Maret 2024

Kepada

Yth. Kepala MTs Miftahul Ulum Gumukmas Jember
di
Jember

Assalamu'alaikum Wr. Wb.

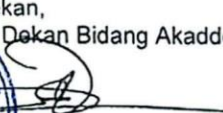
Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Risma Ramadhanti Putri
NIM : 200107110068
Tahun Akademik : Genap - 2023/2024
Judul Proposal : The Correlation of Self-Confidence on Student's English-Speaking Ability in the Classroom

Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

an. Dekan,
Wakil Dekan Bidang Akademik

Muhammad Walid, MA
NIP. 19730823 200003 1 002



Tembusan :

1. Ketua Program Studi TBI
2. Arsip

Appendix II Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
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<http://fitk.uin-malang.ac.id> email : fitk@uin-malang.ac.id

Nomor : 1330/Un.03.1/TL.00.1/04/2024
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

04 April 2024

Kepada

Yth. Kepala MTs Miftahul Ulum Gumukmas Jember
di
Jember

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Risma Ramadhanti Putri
NIM	: 200107110068
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2023/2024
Judul Skripsi	: The Correlation between Self-Confidence and Students' English-Speaking Ability in the Classroom
Lama Penelitian	: April 2024 sampai dengan Juni 2024 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



An Dekan,
Wakil Dekan Bidang Akademik

Mohammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix III Instrument Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : B3107/Un.03/FITK/PP.00.9/09/2024
Lampiran : -
Perihal : Permohonan Menjadi Validator

30 September 2024

Kepada Yth.
Wahyu Indah Mala Rohmana, M.Pd
di -
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Risma Ramadhanti Putri
NIM : 200107110068
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE CORRELATION OF SELF-CONFIDENCE ON
STUDENTS' ENGLISH-SPEAKING ABILITY IN THE
CLASSROOM
Dosen Pembimbing : Harir Mubarak, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Wakil Dekan Bd. Akademik

Dr. Muhammad Walid, M.A.
NIP. 197308232000031002

Appendix IV Validation Letter

VALIDATION SHEET

Questionnaire and Assessment Rubric

“THE CORRELATION OF SELF-CONFIDENCE ON STUDENTS’ ENGLISH SPEAKING ABILITY IN THE CLASSROOM”

Validator : Wahyu Indah Mala Rohmana, M.Pd
NIP : 199210302019032017
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : (21/03/2024)

A. Introduction

The purpose of this validation sheet is to request the validator for an evaluation of my research instrument in the form of questionnaire and assessment rubric. This instrument will be used for research subjects, namely grade 7 students at MTs MUJ. All suggestions and feedback provided are very important for researcher to improve the quality of the instrument. I admire your willingness to be a validator of my research.

B. Guidance

- a. In this section, assess by ticking (√) with the following criteria to columns below:
 - 1: Very Poor
 - 2: Poor
 - 3: Average
 - 4: Good
 - 5: Excellent
- b. Please give comments and suggestion in the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	The suitability of the instrument with basic competencies				✓	
2.	Clarity of instrument items contained in the research instrument					✓
3.	The research instrument is relevant with the research objectives					✓
4.	The research instrument can help researcher find out students' self-confidence and students' speaking abilities					✓
5.	The research instrument is easy to understand					✓
6.	The research instrument using proper grammar.				✓	

D. Suggestion

Provide the English version as well even though the participants will be given instrument in Bahasa.
- The validation sheet should also be suitable with the research instrument.

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (a,b,c,or d) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision.
- b. The instrument can be used with slight revision.
- c. The instrument can be used with many revisions.
- d. The instrument can be used.

Malang, March 21 2024
Validator,



Wahyu Indah Mala Rohmana, M.Pd
199210302019032017

Name :

Class :

Intruccion for Filling Out the Questionnaire :

The questionnaire was created to determine students' self-confidence. This questionnaire has no right or wrong answers and will not affect your English subject grades. So, answer the questions according to your actual situation.

How to Fill Out the Questionnaire :

To fill out the questionnaire, please tick (✓) on the answer table that corresponds to your actual situation. With the term of the answer : Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

Aspect	No.	Statement	Answer			
			SA	A	D	SD
Confidence in self-ability	1.	I am confident in my English language skills.				
	2.	I dare to raise my hand if the teacher asks students to come forward to do assignments in front of the class.				
	3.	I am confident that I have the ability to convey my ideas clearly.				
	4.	I am confident that I can contribute well to class discussions.				
	5.	I believe that I can overcome difficulties in English subjects.				
	6.	I feel comfortable and calm when I am the center of attention in a presentation or discussion situation.				
	7.	I have confidence that my voice and opinions are valued by my classmates and teachers.				
	8.	I have strong confidence in my speaking abilities, even when faced with challenges.				
	9.	I am confident that I can overcome nervousness or anxiety when speaking in front of the class.				
	10.	I have confidence that I can make a positive impact through my communication in the classroom.				

	11.	I believe that I have the ability to adapt to various speaking situations in front of the class.				
	12.	I am able to remain calm and in control when facing challenging situations.				
Optimism	13.	I believe that every mistake in speaking is an opportunity to learn and grow.				
	14.	I am sure that if I study hard, I will get good grades.				
	15.	I have confidence that the mistakes I make will allow me to learn and develop my speaking abilities.				
	16.	I believe that every opportunity to speak in class is an opportunity to learn and grow.				
	17.	I am optimistic that I can improve my speaking skills as time goes by.				
	18.	I have confidence that I can overcome the challenges of speaking in front of the class with effort and hard work.				
	19.	I have a positive outlook on the learning process and improving my speaking skills.				
	20.	I am sure that with patience and persistence, I will succeed in improving my speaking ability.				
	21.	I feel excited about every opportunity to speak in front of the class and expand my communication skills.				
	22.	I see every failure in speaking as an opportunity for reflection and self-improvement.				
	23.	I believe that with consistent effort, I can achieve the desired level of proficiency in speaking English.				
	24.	I am confident that through a positive attitude and unwavering determination, I can overcome any obstacles to speaking in front of the class.				
	25.	I am motivated to learn from the experience of speaking in front of the class and continue to develop myself into a more confident speaker.				

	26.	I have the belief that every opportunity to speak in front of the class is a step towards improving my communication skills.				
	27.	I took the initiative to explore various techniques and strategies to improve my own speaking abilities.				
Objective	28.	When faced with a problem, I try to see it from different points of view.				
	29.	I will consider other people's points of view before I express an opinion or decision.				
	30.	I can accept criticism or feedback openly without feeling offended.				
	31.	I respect the decisions others make without denigrating them.				
	32.	I understand that my opinion is not always the most important thing in the classroom.				
	33.	During learning activities in class, I try not to take sides with one particular party or point of view.				
	34.	I always try to give people space to talk without feeling threatened by their opinions.				
	35.	I tend to listen carefully before responding when participating in class discussions.				
	36.	I always try to think not only about myself but also how my decisions can impact others.				
	37.	I always consider other points of view in the decision-making process, even if I am confident in my own opinion.				
	38.	I believe that considering different points of view can help me make better decisions.				
	39.	I don't necessarily blame other people if I make the wrong decision.				
Responsible	40.	I will study first before facing the exam.				
	41.	I feel responsible for making an active contribution to classroom learning.				
	42.	I will complete the task completely, even if it is difficult.				

	43.	I try to understand the lesson, even though it is difficult, and ask questions if it is not clear.				
	44.	I do not avoid attendance if I am not ready for the exam.				
	45.	I feel responsible for giving good presentations or discussions to classmates and teachers.				
	46.	I see myself as a team member who is always ready to provide support and assistance when needed.				
	47.	I don't like blaming other people for my mistakes or failures.				
	48.	I realize how important it is to communicate well to achieve common goals, and I try to contribute by creating a positive atmosphere in every situation.				
	49.	When I face failure, I have confidence that I can learn from it and take responsibility for my improvement efforts.				
	50.	I have confidence that I have the potential to develop and am ready to take responsibility for the efforts I make to achieve this potential.				
	51.	I don't hesitate to admit my mistakes and look for solutions to fix them.				
	52.	I understand that everyone has limited abilities; therefore, I try to respect diversity without judging and comparing them unfairly.				
Rasional and Realistic	53.	I endeavor to recognize the limitations within my capabilities and seek avenues for the enhancement of those capabilities.				
	54.	I can differentiate between what I can control and what I can't, so I can focus on the things I can control.				
	55.	When faced with a difficulty, I will look for solutions that I can do rather than getting caught up in unhelpful anxiety.				
	56.	I am able to control my emotions when facing difficult situations.				

	57.	I am able to understand that I don't always have to be perfect and try to think openly about accepting shortcomings.				
	58.	I realize that each individual has strengths and weaknesses in speaking. Therefore, I try to explore the best way to optimize my abilities without having to compare myself with others.				
	59.	I use feedback from teachers and classmates as a guide to evaluate and improve my abilities, rather than relying on perceptions that may be too subjective.				
	60.	When faced with failure or mistakes in class, I tend to see them as opportunities to learn and grow, rather than seeing them as embarrassing and an absolute failure.				
	61.	When speaking in front of the class, I try to stay calm and focused rather than get carried away by an unproductive atmosphere or emotions.				
	62.	When evaluating success or failure in speaking in front of a class, I always consider the various factors that influenced the outcome and look for lessons learned that can be applied for future improvement.				

ASSESSMENT RUBRIC
ENGLISH SPEAKING TEST

Name:	Class:	Date:	Topic:
--------------	---------------	--------------	---------------

Aspect	Point	Category	Indicator	Score
Vocabulary	4	Excellent	Vocabulary usage is excellent with rich variety.	
	3	Good	Vocabulary usage is good with adequate variety.	
	2	Acceptable	Vocabulary usage is fairly good but limited in variety.	
	1	Fail	Vocabulary usage is highly limited often inappropriate.	
Pronunciation	4	Excellent	Pronunciation is very clear, almost without errors.	
	3	Good	Pronunciation is clear with minor errors.	
	2	Acceptable	Pronunciation is often unclear but still comprehensible.	
	1	Fail	Pronunciation is difficult to understand and requires significant improvement.	
Grammar	4	Excellent	Very good use of grammar with almost no errors.	
	3	Good	Good use of grammar with few errors.	
	2	Acceptable	The use of grammar is quite good, but there are still errors that can interfere with understanding.	
	1	Fail	Very limited use of grammar often makes basic mistakes.	

Fluency	4	Excellent	Speaking smoothly and naturally with virtually no impediments.
	3	Good	Speaking fluently, although there are still some obstacles.
	2	Acceptable	Speaking fairly fluently, yet some difficulties are evident.
	1	Fail	Speaking at a very slow pace and tends to be halting.
Comprehension	4	Excellent	Responds exceptionally well, providing highly relevant and insightful answers.
	3	Good	Responds well and relevantly.
	2	Acceptable	Capable of responding well, though some lack of clarity may exist.
	1	Fail	Responses are often limited and frequently irrelevant.

Appendix V Students Answer Sheet

Questionnaire

Name : M. SHOLIHIN

Class : 7A

Instruction for Filling Out the Questionnaire :

The questionnaire was created to determine students' self-confidence. This questionnaire has no right or wrong answers and will not affect your English subject grades. So, answer the questions according to your actual situation.

How to Fill Out the Questionnaire :

To fill out the questionnaire, please tick (✓) on the answer table that corresponds to your actual situation. With the term of the answer: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Aspect	No.	Statement	Answer			
			SA	A	D	SD
Confidence in self-ability	1.	I am confident in my English language skills.	✓			
	2.	I am confident that I have the ability to convey my ideas clearly.	✓			
	3.	I am confident that I can contribute well to class discussions.	✓			
	4.	I have confidence that my voice and opinions are valued by my classmates and teachers.	✓			
	5.	I am confident that I can overcome nervousness or anxiety when speaking in front of the class.	✓			
Optimism	6.	I believe that every mistake in speaking is an opportunity to learn and grow.	✓			
	7.	I am sure that if I study hard, I will get good grades.	✓			
	8.	I have confidence that the mistakes I make will allow me to learn and develop my speaking abilities.	✓			
	9.	I am optimistic that I can improve my speaking skills as time goes by.	✓			
	10.	I feel excited about every opportunity to speak in front of the class and expand my communication skills.	✓			
Objective	11.	I will consider other people's points of view before I express an opinion or decision.	✓			
	12.	I respect the decisions others make without denigrating them.	✓			

Responsible	13.	I always try to give people space to talk without feeling threatened by their opinions.	✓			
	14.	I always try to think not only about myself but also how my decisions can impact others.	✓			
	15.	I always consider other points of view in the decision-making process, even if I am confident in my own opinion.	✓			
	16.	I will study first before facing the exam.	✓			
	17.	I feel responsible for making an active contribution to classroom learning.	✓			
	18.	I try to understand the lesson, even though it is difficult, and ask questions if it is not clear.	✓			
	19.	I feel responsible for giving good presentations or discussions to classmates and teachers.	✓			
	20.	When I face failure, I have confidence that I can learn from it and take responsibility for my improvement efforts.	✓			
	21.	I understand that everyone has limited abilities; therefore, I try to respect diversity without judging and comparing them unfairly.	✓			
	22.	I endeavor to recognize the limitations within my capabilities and seek avenues for the enhancement of those capabilities.	✓			
Rasional and Realistic	23.	I can differentiate between what I can control and what I can't, so I can focus on the things I can control.	✓			
	24.	I am able to understand that I don't always have to be perfect and try to think openly about accepting shortcomings.	✓			
	25.	When faced with failure or mistakes in class, I tend to see them as opportunities to learn and grow, rather than seeing them as embarrassing and an absolute failure.	✓			

Name : {d}y {olone}

Class : 7a

Instruction for Filling Out the Questionnaire :

The questionnaire was created to determine students' self-confidence. This questionnaire has no right or wrong answers and will not affect your English subject grades. So, answer the questions according to your actual situation.

How to Fill Out the Questionnaire :

To fill out the questionnaire, please tick (✓) on the answer table that corresponds to your actual situation. With the term of the answer: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Aspect	No.	Statement	Answer			
			SA	A	D	SD
Confidence in self-ability	1.	I am confident in my English language skills.	✓			
	2.	I am confident that I have the ability to convey my ideas clearly.	✓			
	3.	I am confident that I can contribute well to class discussions.	✓			
	4.	I have confidence that my voice and opinions are valued by my classmates and teachers.	✓			
	5.	I am confident that I can overcome nervousness or anxiety when speaking in front of the class.	✓			
Optimism	6.	I believe that every mistake in speaking is an opportunity to learn and grow.	✓			
	7.	I am sure that if I study hard, I will get good grades.	✓			
	8.	I have confidence that the mistakes I make will allow me to learn and develop my speaking abilities.	✓			
	9.	I am optimistic that I can improve my speaking skills as time goes by.	✓			
	10.	I feel excited about every opportunity to speak in front of the class and expand my communication skills.	✓			
Objective	11.	I will consider other people's points of view before I express an opinion or decision.			✓	
	12.	I respect the decisions others make without denigrating them.	✓			
	13.	I always try to give people space to talk without feeling threatened by their	✓			

Responsible	14.	I always try to think not only about myself but also how my decisions can impact others.	✓			
	15.	I always consider other points of view in the decision-making process, even if I am confident in my own opinion.	✓			
	16.	I will study first before facing the exam.	✓			
	17.	I feel responsible for making an active contribution to classroom learning.	✓			
	18.	I try to understand the lesson, even though it is difficult, and ask questions if it is not clear.	✓			
	19.	I feel responsible for giving good presentations or discussions to classmates and teachers.	✓			
	20.	When I face failure, I have confidence that I can learn from it and take responsibility for my improvement efforts.	✓			
	21.	I understand that everyone has limited abilities; therefore, I try to respect diversity without judging and comparing them unfairly.	✓			
	22.	I endeavor to recognize the limitations within my capabilities and seek avenues for the enhancement of those capabilities.	✓			
	23.	I can differentiate between what I can control and what I can't, so I can focus on the things I can control.	✓			
Rasional and Realistic	24.	I am able to understand that I don't always have to be perfect and try to think openly about accepting shortcomings.	✓			
	25.	When faced with failure or mistakes in class, I tend to see them as opportunities to learn and grow, rather than seeing them as embarrassing and an absolute failure.	✓			

Speaking Ability

ASSESSMENT RUBRIC
ENGLISH SPEAKING TEST

Name:	Class:	Date:	Topic:
M. Sholihin	7A	June 12, 2024	Online learning

Aspect	Point	Category	Indicator	Score
Vocabulary	4	Excellent	Vocabulary usage is excellent with rich variety.	3
	3	Good	Vocabulary usage is good with adequate variety.	
	2	Acceptable	Vocabulary usage is fairly good but limited in variety.	
	1	Fail	Vocabulary usage is highly limited often inappropriate.	
Pronunciation	4	Excellent	Pronunciation is very clear, almost without errors.	3
	3	Good	Pronunciation is clear with minor errors.	
	2	Acceptable	Pronunciation is often unclear but still comprehensible.	
	1	Fail	Pronunciation is difficult to understand and requires significant improvement.	
Grammar	4	Excellent	Very good use of grammar with almost no errors.	3
	3	Good	Good use of grammar with few errors.	
	2	Acceptable	The use of grammar is quite good, but there are still errors that can interfere with understanding.	
	1	Fail	Very limited use of grammar often makes basic mistakes.	
Fluency	4	Excellent	Speaking smoothly and naturally with virtually no	

			impediments.	
	3	Good	Speaking fluently, although there are still some obstacles.	2
	2	Acceptable	Speaking fairly fluently, yet some difficulties are evident.	
	1	Fail	Speaking at a very slow pace and tends to be halting.	
Comprehension	4	Excellent	Responds exceptionally well, providing highly relevant and insightful answers.	3
	3	Good	Responds well and relevantly.	
	2	Acceptable	Capable of responding well, though some lack of clarity may exist.	
	1	Fail	Responses are often limited and frequently irrelevant.	

ASSESSMENT RUBRIC
ENGLISH SPEAKING TEST

Name:	Class:	Date:	Topic:
Daman Hun Ahmad	7A	June 12, 2024	Favorite subject

Aspect	Point	Category	Indicator	Score
Vocabulary	4	Excellent	Vocabulary usage is excellent with rich variety.	3
	3	Good	Vocabulary usage is good with adequate variety.	
	2	Acceptable	Vocabulary usage is fairly good but limited in variety.	
	1	Fail	Vocabulary usage is highly limited often inappropriate.	
Pronunciation	4	Excellent	Pronunciation is very clear, almost without errors.	3
	3	Good	Pronunciation is clear with minor errors.	
	2	Acceptable	Pronunciation is often unclear but still comprehensible.	
	1	Fail	Pronunciation is difficult to understand and requires significant improvement.	
Grammar	4	Excellent	Very good use of grammar with almost no errors.	3
	3	Good	Good use of grammar with few errors.	
	2	Acceptable	The use of grammar is quite good, but there are still errors that can interfere with understanding.	
	1	Fail	Very limited use of grammar often makes basic mistakes.	

Fluency	4	Excellent	Speaking smoothly and naturally with virtually no impediments.	3
	3	Good	Speaking fluently, although there are still some obstacles.	
	2	Acceptable	Speaking fairly fluently, yet some difficulties are evident.	
	1	Fail	Speaking at a very slow pace and tends to be halting.	
Comprehension	4	Excellent	Responds exceptionally well, providing highly relevant and insightful answers.	3
	3	Good	Responds well and relevantly.	
	2	Acceptable	Capable of responding well, though some lack of clarity may exist.	
	1	Fail	Responses are often limited and frequently irrelevant.	

Appendix VI Letter of Completion Research



KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
YAYASAN SOSIAL PENDIDIKAN DAN DAKWAH ISLAMIYAH (YSPDI)
MADRASAH TSANAWIYAH MIFTAHUL ULUM

Jalan Raya Panggulmlati No.09 Kepanjen Gumukmas Jember Kode Pos 68165 Telepon : 082 321 987 078

Nomor : 089/MTss.13.32.210/KP.001/05/2024
Sifat : Penting
Lampiran : -
Perihal : Izin Survey

Kepada
Yth. Dekan Fakultas Ilmu Tarbiyah dan Keguruan (FITK)
c.q Wakil Dekan Bidang Akademik
Universitas Islam Negeri Maulana Malik Ibrahim Malang
di
Malang

Assalamu'alaikum wr wb

Sesuai surat dari Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang Nomor : 917/Un.03.1/TL.00.1/03/2024 tentang permohonan izin survey pada siswa kelas 7 tahun pelajaran 2023/2024 di MTs Miftahul Ulum Gumukmas Jember dalam rangka penyusunan skripsi pada jurusan Tadris Bahasa Inggris (TBI) atas nama :

Nama : RISMA RAMADHANTI PUTRI
NIM : 200107110068
Tahun Akademik : Semester Genap – 2023/2024
Judul Skripsi : The Correlation of Self Confidence on Students English Speaking Ability in the Classroom.

Dengan ini diberikan izin kepada yang bersangkutan untuk melaksanakan survey/studi di lembaga MTs Miftahul Ulum Gumukmas Jember, dan siap memberikan waktu, data, maupun informasi yang dibutuhkan dalam penyelesaian penyusunan skripsi yang dimaksud.

Demikian surat izin ini diberikan untuk dipergunakan dengan semestinya.
Terma kasih

Wassalamu'alaikum wr wb.



Jember, 27 Mei 2024
Kepala Madrasah,

PONIDI, S.Pd., S.Kom., M.Pd

Appendix VII Instrument Results

Validity Test Instrument X

1	Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
2	AMF	3	3	3	4	4	3	4	3	4	3	4	2	4	4	3	3	4
3	AV	2	2	3	2	2	3	3	3	2	3	3	4	4	4	4	3	4
4	AS	3	3	3	4	3	4	3	4	4	3	2	2	4	4	3	3	3
5	EAS	4	4	4	4	4	4	3	4	4	3	3	3	4	4	4	4	4
6	F	2	2	3	3	3	3	3	4	3	3	3	3	4	4	4	3	3
7	H	3	3	2	3	2	3	3	3	4	3	4	4	4	4	3	4	4
8	HSA	3	3	3	3	4	4	4	2	3	3	4	3	4	4	4	3	4
9	HJ	3	3	2	2	2	2	3	2	2	3	3	2	3	4	4	4	2
10	IK	4	4	3	3	4	4	3	4	3	2	2	2	4	4	2	2	4
11	KK	3	3	3	3	3	3	3	4	4	4	4	3	4	4	4	4	4
12	MAS	2	2	3	3	3	2	2	2	3	3	3	2	3	4	4	4	3
13	MRAS	2	1	1	3	2	3	3	2	2	2	3	2	4	4	3	4	3
14	M2	4	4	4	4	4	3	4	4	3	3	3	2	2	3	3	3	4
15	MGH	3	3	3	3	3	3	4	4	3	3	3	3	3	4	4	4	3
16	MAF	4	4	4	3	4	4	3	3	3	4	2	2	4	4	4	4	4
17	MH	4	3	4	4	3	3	4	3	3	4	3	4	4	4	3	3	3
18	MI	2	2	3	3	2	3	3	3	4	3	3	4	4	2	4	3	3
19	MR	2	3	3	2	3	3	3	3	4	4	4	3	3	3	3	4	2
20	MAP	2	3	2	3	3	3	4	4	3	4	2	2	4	4	2	2	3
21	MM	3	3	2	2	3	3	3	4	4	3	2	2	4	3	3	3	4
22	MNA	2	3	3	2	3	3	2	3	3	3	4	4	4	4	4	3	2
23	MSA	4	4	3	4	3	3	3	2	3	3	2	3	2	4	3	4	4
24	NAA	4	3	4	3	3	4	4	2	3	3	4	4	3	2	3	4	4
25	QF	4	4	4	4	3	3	3	3	3	3	4	3	3	3	3	3	3
26	RI	2	2	3	3	2	3	2	2	3	4	4	3	4	4	3	1	2
27	RARI	3	3	3	2	3	4	3	2	3	4	2	3	3	3	4	4	4
28	SHH	3	3	3	2	2	2	2	3	2	2	4	2	2	3	3	3	2
29	SHN	3	4	4	4	3	4	3	3	3	2	3	3	4	4	4	4	4
30	MAT	3	3	2	3	3	4	2	2	4	4	3	2	3	2	3	3	4
31	MKU	2	3	3	3	3	4	4	3	3	2	4	3	4	4	4	3	3
32	AH	2	3	3	3	2	3	2	4	2	3	2	4	3	3	3	3	2
33	MA	3	3	3	3	4	3	4	3	3	2	2	4	4	4	4	4	3
34	AH	3	3	3	2	3	3	4	3	4	3	2	4	4	4	4	4	4
35	r hitung	0,4861	0,4001	0,5248	0,6015	0,5261	0,3883	0,4363	0,1961	0,4385	0,0345	0,0611	0,0303	0,3638	0,332	0,3611	0,2576	0,4233
36	r tabel	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344
37	sig result	VALID	VALID	VALID	VALID	VALID	VALID	VALID	DK VALI	VALID	DK VALI	DK VALI	DK VALI	VALID	VALID	VALID	DK VALI	VALID

S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO
Soal																						
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
3	4	2	3	2	4	3	2	4	4	2	3	3	3	2	3	3	4	4	4	4	4	1
4	3	3	3	4	4	4	3	3	3	3	3	3	3	1	1	3	3	3	3	3	3	3
4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	3	4	3	4	3
4	3	3	4	4	3	3	3	4	4	3	4	3	4	4	4	4	4	3	4	3	4	4
2	3	3	3	3	3	3	4	4	4	3	3	4	4	4	4	4	3	3	4	3	2	2
3	2	3	3	2	3	2	3	4	4	3	4	2	4	3	3	3	4	4	4	3	3	4
4	4	3	3	4	3	2	3	4	3	4	3	4	4	3	4	4	3	3	2	2	2	2
4	4	4	2	3	3	4	3	3	3	3	3	3	4	3	3	4	3	3	1	4	4	1
3	3	4	3	3	2	3	3	3	3	4	3	4	4	3	3	4	4	4	2	3	3	2
3	3	3	3	3	2	2	3	3	2	2	4	3	4	4	4	3	4	3	3	3	4	4
3	3	4	2	3	4	3	4	4	3	3	4	4	3	4	3	4	3	4	3	2	4	4
2	2	3	3	4	3	2	3	3	4	3	3	3	4	3	3	4	3	2	3	2	3	2
2	4	3	4	4	2	4	4	3	4	3	4	4	3	3	4	2	4	4	3	1	2	4
3	4	4	3	4	4	4	3	4	3	4	4	2	4	3	3	4	3	3	3	4	3	3
4	3	4	4	3	3	2	3	3	2	3	3	3	4	4	3	2	3	3	4	4	4	4
3	3	3	4	4	4	3	4	3	3	4	3	3	4	4	3	4	4	3	3	3	3	4
3	4	3	4	4	4	3	3	3	4	4	4	4	3	3	4	4	3	3	3	3	3	2
3	2	3	3	4	3	3	4	2	2	4	3	3	3	3	3	4	4	1	1	4	4	3
3	2	3	3	3	4	4	2	2	2	3	3	3	3	3	4	3	2	1	2	3	1	1
3	4	4	3	4	4	4	1	3	3	3	4	4	4	4	2	2	4	3	2	4	4	1
3	2	2	3	3	3	3	3	2	3	4	4	3	2	4	4	2	1	1	2	2	4	4
4	3	4	2	3	3	3	4	3	2	3	3	4	3	3	3	3	3	3	3	3	3	3
3	4	2	3	2	3	4	4	3	4	3	3	3	3	2	3	2	2	4	2	3	3	3
4	3	2	3	4	4	3	2	2	3	4	4	4	4	3	3	2	3	3	4	3	3	3
3	4	4	3	3	2	2	3	4	3	2	3	2	3	2	3	4	3	3	4	3	2	2
2	3	2	2	3	3	4	3	4	4	4	4	3	3	3	3	4	4	1	1	4	3	2
3	3	4	4	4	4	4	2	3	1	4	3	2	3	3	3	2	4	2	4	2	4	4
4	4	2	3	4	4	4	4	4	4	4	4	3	4	3	3	3	3	4	3	3	3	4
4	4	2	2	4	4	4	1	3	2	4	1	3	4	1	3	4	4	2	1	4	2	2
4	4	4	3	2	4	4	3	3	4	3	3	4	2	4	4	3	3	4	2	3	4	4
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3	3	3	3	3	2	3	4	3	4	2	4	3	3	3	4	4	4	3	2	4	4	4
4	3	3	3	3	4	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4
0,4075	0,1941	0,0175	0,3875	0,0286	0,1224	0,1062	0,367	0,2225	0,4304	0,1884	0,3604	0,1334	0,3572	0,2343	0,3577	0,4032	0,505	0,4438	0,3743	-0,074	-0,042	0,4245
0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344
VALID	DK VALI	DK VALI	VALID	VALID	DK VALI	DK VALI	VALID	VALID	DK VALI	VALID	DK VALI	VALID	DK VALI	VALID	VALID	DK VALI	VALID	VALID	DK VALI	VALID	VALID	VALID

AP	AQ	AR	AS	AT	AU	AV	AW	AX	AY	AZ	BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ	BK	BL	
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	Total	
4	4	4	3	3	4	3	3	3	3	2	3	3	4	4	3	3	3	3	3	3	3	203	
4	3	3	4	4	2	2	2	3	3	3	3	4	4	3	3	3	3	3	3	3	3	189	
3	2	3	3	3	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	218	
4	4	3	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	231	
4	3	3	3	3	4	4	4	3	3	4	4	3	3	2	3	3	3	3	3	3	3	200	
3	3	3	3	4	4	3	3	3	3	4	4	3	4	3	4	4	4	4	4	4	4	205	
4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	2	2	4	4	4	4	4	209	
2	2	2	3	3	4	4	4	3	3	3	4	4	4	4	4	3	3	3	4	4	4	192	
3	3	4	4	3	4	3	2	3	4	2	3	4	3	4	4	3	4	3	3	3	2	199	
3	3	3	3	3	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	207	
2	2	3	3	2	3	4	4	4	3	3	4	4	4	3	3	3	3	3	4	4	4	200	
2	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	181	
2	3	4	4	3	3	1	2	3	3	3	4	4	3	3	2	3	2	3	4	4	4	201	
3	2	3	3	3	4	4	3	4	4	3	4	4	1	3	2	3	4	3	4	4	3	207	
2	4	2	3	3	4	4	4	3	3	3	3	4	3	3	3	3	3	3	4	4	3	206	
4	4	4	3	3	4	4	4	3	3	4	4	4	4	4	4	3	3	4	4	4	4	213	
3	3	3	3	3	4	4	4	3	3	4	4	3	3	2	2	3	3	4	4	4	4	195	
2	2	4	3	4	4	3	3	3	3	4	4	3	4	3	2	3	3	1	4	4	3	3	192
3	4	2	2	2	3	3	3	3	3	4	4	3	3	2	4	3	3	3	3	3	3	178	
3	3	2	2	3	4	4	4	3	3	2	2	3	1	1	3	4	4	3	3	4	4	183	
4	2	3	2	4	4	4	4	4	3	2	3	3	3	3	4	4	4	3	4	3	4	187	
4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	3	2	3	4	4	4	202	
3	3	4	4	4	2	2	3	3	2	4	4	3	3	2	2	4	2	3	4	2	3	194	
3	3	4	3	4	4	3	4	4	4	4	3	3	4	2	4	4	2	3	4	3	4	202	
3	4	2	3	2	4	4	4	3	3	3	3	3	3	3	4	3	3	2	3	2	3	187	
2	2	2	2	3	4	2	2	3	3	3	4	2	4	2	4	2	2	2	4	2	3	183	
4	3	4	3	3	4	3	3	3	4	4	3	3	3	4	2	3	3	4	4	3	3	214	
3	3	3	4	4	2	4	4	4	3	4	3	3	2	3	3	3	4	2	2	3	3	182	
4	4	3	3	3	4	4	4	4	3	3	4	4	3	4	4	3	2	3	2	3	2	206	
3	3	2	2	2	3	4	2	3	3	4	4	2	2	4	3	2	2	2	3	2	2	169	
3	4	4	2	3	3	4	4	2	3	4	4	4	3	3	2	2	2	2	2	2	2	190	
3	4	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	208	
0,3663	0,1486	0,4507	0,423	0,4116	0,504	0,1234	0,242	0,37	0,1961	0,0442	0,437	0,5005	0,3763	0,2675	-0,012	0,3627	0,3156	0,4715	0,4342	0,5602	0,3743		
0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344	0,344		
VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	

Validity Test Instrument Y

	A	B	C	D	E	F	G
1	Nama	Aspek					Total
2		Vocabulary	Pronunciation	Grammar	Fluency	Comprehension	
3	AMF	3	2	1	3	2	11
4	AV	3	3	1	2	4	13
5	AS	3	2	3	1	3	12
6	EAS	4	3	3	2	3	15
7	F	3	2	3	2	3	13
8	H	3	3	2	3	4	15
9	HSA	3	2	3	1	3	12
10	HJ	2	2	1	2	3	10
11	IK	2	3	2	1	3	11
12	KK	2	1	2	2	3	10
13	MAS	2	3	2	3	4	14
14	MRAS	2	3	3	4	3	15
15	MZ	3	3	4	3	3	16
16	MGH	4	4	4	4	4	20
17	MAF	1	2	2	1	2	8
18	MH	3	1	2	3	3	12
19	MI	3	2	2	2	3	12
20	MR	4	3	3	4	4	18
21	MAA	3	3	3	3	4	16
22	MIM	3	3	2	3	3	14
23	MNA	2	1	2	2	3	10
24	MSA	3	2	4	3	3	15
25	NAA	3	4	3	4	4	18
26	QF	4	3	4	3	4	18
27	RI	2	2	2	2	3	11
28	RARI	4	3	3	4	4	18
29	SHH	3	2	3	2	3	13
30	SHN	3	3	2	3	4	15
31	MAT	3	4	3	4	4	18
32	MKU	4	4	4	3	4	19
33	AH	3	4	3	4	4	18
34	MA	3	1	2	3	2	11
35	AH	3	2	3	3	4	15
36	r hitung	0,741637857	0,80943708	0,704614796	0,77316121	0,77313385	
37	r tabel	0,344	0,344	0,344	0,344	0,344	
38	sig result	VALID	VALID	VALID	VALID	VALID	
39							

Appendix VIII Documentation



Appendix IX Curriculum Vitae

Curriculum Vitae

Nama Lengkap	: Risma Ramadhanti Putri
Tempat, Tanggal Lahir	: Jember, 14 November 2002
Jenis Kelamin	: Perempuan
Agama	: Islam
Fakultas	: Ilmu Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris
Perguruan Tinggi	: UIN Maulana Malik Ibrahim Malang
Alamat Rumah	: Dusun Panggul Mlati, RT/RW: 005/006 Desa Kepanjen, Kec. Gumukmas, Kab. Jember
No. Hp / Telp	: 082139467988
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Riwayat Pendidikan

- | | |
|--------------|----------------------------------|
| 1. 2007-2008 | RA Al- Istiqomah |
| 2. 2008-2014 | Mima Salafiyah |
| 3. 2014-2017 | SMP Nahdlatuth Thalabah |
| 4. 2017-2020 | SMK Nahdlatuth Thalabah |
| 5. 2020-2024 | UIN Maulana Malik Ibrahim Malang |

Malang, September 09, 2024
Mahasiswa,

Risma Ramadhanti Putri
NIM. 200107110068