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Article

The Influence of Self-Confidence in Speaking Performance of Seventh-Grade Students at Al-Mawaddah Islamic Boarding School for Girls

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ABSTRACT

Self-confidence, is essential for effective communication, particularly when students speak in English. It is an important psychological factor that can influence students' speaking skills. Students with high self-confidence are more likely to achieve better performance in speaking fluently and have better speaking ability in English than those with lower self-confidence. This research aims to find the influence of self-confidence in the speaking performance of seventh-grade students at Al-Mawaddah Islamic Boarding School for Girls. This is a quantitative approach with a regression analysis. The study involved 103 seventh-grade students from Al-Mawaddah Islamic Boarding School for Girls, with a sample of 78 students from 5 classes. Proportional stratified random sampling was used as a sampling technique. Data was collected through questionnaires and oral tests. The simple linear regression analysis via SPSS for windows version 22, was used to analyze the effect of self-confidence in speaking performance. The results showed a significant impact in speaking performance, with a significance value 0.000 Factors influencing confidence and speaking skills include fear of mistakes, language ability, unfamiliar environment, and lack of social connections.

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INTRODUCTION

Language as one of the defining characteristics that distinguishes humans from other species. It serves as a tool for sharing knowledge, expressing creativity, and connecting with others. Language is a means of communication to convey opinions and arguments to other parties. It is the most dependable and effective communication for people to exist together in a society (Aririguzoh, 2022). Language is the key to facilitating collective interaction in society. It influences the way individuals think, act, and interact with others, promoting certain behaviors and beliefs.

The importance of English cannot be denied and ignored in the global world since English is the most common language spoken everywhere. Therefore learning English is

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important for students in this era. English is essential and people over the world need to study it as a second language. However, students who learn English as a second language will find it difficult to maintain their English skills. Students have certain characteristics that lead to more or less successful learning such as personality characteristics, intelligence, skill, motivation, and attitudes.

English learning refers to the process of acquiring the English language, which involves developing the four language skills: listening, speaking, reading, and writing. These skills are interrelated and essential for effective communication in English. Speaking is one of the most difficult skills language learners have to face (Bueno et al., 2006) . The ability to communicate in English builds connections and mutual understanding between people across the world. Sharing thoughts and information is challenging for people who struggle with communication. Students' difficulties in speaking arise from themselves. In the linguistics context, students problems with speaking aspects such as vocabulary, pronunciation, grammar, and fluency (Brown, 2003). Other issues that may arise while speaking include a lack of confidence, a fear of making a mistake, shyness, anxiousness, and a lack of desire (Juhana, 2012). This suggests that student's success in speaking performance is not only caused by a lack of linguistic knowledge but also caused by psychological factors. One of the psychological factors is self-confidence. Self-confidence refers to a person's belief in their own abilities, allowing them to act freely, take responsibility for their actions, and interact politely. Self-confidence is an important psychological factor that can influence students' speaking skills. Students' willingness to communicate in a foreign language is strongly linked to their level of self-confidence (Gurler, 2005). Students with high self-confidence are more likely to achieve better performance in speaking fluently and have better speaking ability in English than those with lower self-confidence. Less confidence can eliminate students' focus in learning, students may have difficulties in following lessons and demonstrating what they have learned. Therefore, it is important to encourage students to build their self-confidence and seek opportunities to improve their speaking skills.

METHODS

This research applied correlational design. This study involves a questionnaire and test to measure the students' self-confidence and speaking skills. The data was analyzed using statistical methods to determine the correlation between the variables

This research measures the relationship between two variables, an independent variable and one dependent variable. The independent variable is self-confidence (X). The dependent variable is the speaking skill (Y). The research findings offer a deeper understanding of the influence between students' self-confidence in their speaking performance. The research was conducted in Al-Mawaddah Islamic Boarding School for Girls which is located at Mangga Street Number. 35 Coper, Jetis, Ponorogo. The population of the research was seventh-grade students of Al-Mawaddah Islamic Boarding School for Girls in Academic Year 2023-2024. The total number of the population is 103 students. This study uses the technique of proportional stratified random sampling. It takes samples randomly based on proportions because all members of the population have the same chance to be selected into samples tailored to the number of classes. The population in the study is 103 with a rate of error of 5%, then the sample number is as much as 78 students (Sugiyono, 2004).

This research uses a questionnaire and a speaking test to collect the data. The steps taken to analyze the data in this study are the prerequisite test and hypothesis test. The prerequisite tests used are normality and linearity tests. The hypothesis test used is simple linear regression analysis. Regression analysis is a test or analysis that measures two or more variables and indicates the direction of the relationship between variables Y and X.

RESULTS AND DISCUSSION

Self- Confidence

Individuals live with a variety of characteristics. One of these characteristics is known as self-confidence. Self-confidence is a growing topic in education research, particularly in language classes. Self-confidence refers to students' perceptions of their knowledge. Self-confidence requires a positive mindset, the ability to handle challenges and negative feedback (Heatherton, 2011). Developing self-confidence is essential for language learning. Self-confidence enhances knowledge and motivation. According to Paul McGee, self-confidence is an attitude or belief in one's capacity so that acts are not overly worried, one feels free to do anything as one wants, be responsible for his actions, and gain it through experiences.[1] Self-confidence expresses an approval attitude and provides the level to which people think themselves to be capable, significantly successful, and worthy as shown in their attitudes toward themselves. However it does not emerge automatically, students need to develop their self-confidence through a specific process.

From the definition above it can concluded that self-confidence is the belief or attitude that allows students to do something well and appropriately. Students who have a high level of self-confidence, can successfully perform a task or handle a situation. Self-confidence can help individuals achieve their goals, overcome challenges, and improve their overall well-being.

Factors that affect one's self-confidence according to Mubarok, are physical factors, mental factors, and social factors (Rifai, 2018). These differences can make the person feel bad because they see these flaws in themselves compared to others. As a result, the person may struggle to feel good about themselves and start to feel unsure about who they are. This feeling of uncertainty can grow and make the person feel even more insecure about themselves. Someone will be confident because they have high abilities such as having special talents or expertise they have. This confidence stems from their proficiency and the recognition they receive for their talents, boosting their self-esteem and confidence in themselves. Self-confidence is shaped by the support from surrounding areas, like parents, teachers, and the people in daily interaction. A supportive social network can enhance confidence because we know that we have people who believe in and support us. Having a supportive social network helps us feel good about ourselves and boosts our self-esteem, leading to higher self-confidence.

Self-Confidence and Its Relation to Speaking Skills

Self-confidence plays an important factor in developing speaking skills. Albert Bandura defined self-confidence is a person's belief in their ability to carry out the behaviors required to achieve particular performance goals. Harmer argues that self-confidence enables students to participate more actively in speaking activities (Harmer, 2007). When students believe in their abilities, they are more likely to participate in discussions and express their opinions without fear of making mistakes. This willingness is critical because it directly affects their speaking ability. Without self-confidence, someone's desire to communicate in a second language will be very limited. Lack of self-confidence can be thought of as a psychological factor that makes students difficult to speak a foreign language or even their mother tongue (Gurler, 2015). Febriyani also states that students who lack self-confidence can negatively impact their speaking abilities (Febriyani, 2020). It is easy to argue that no successful cognitive or affective action can be carried out without some level of self-confidence (Lauster, 2015). Self-confidence is a significant factor affecting speaking ability. When learners possess a

strong sense of self-confidence, they are more likely active in speaking activities and express themselves effectively in a second language.

This research was conducted on seventh-grade students at Al-Mawaddah Islamic Boarding Schools for Girls. The population of this study was 103 students and the sample used is 78 students. The influence of students' self-confidence in speaking performance was observed by using a questionnaire containing questions related to students' confidence in speaking and the oral test to measure the students' speaking performance. Here the researcher presents the questionnaire and the oral test result from the variables.

Self-Confidence Questionnaire Results

Table 1. Frequency and percentage of students' self-confidence

No	Category	Interval	Frequency	Percentage
1	Low	X < 50	12	15,38 %
2	Moderate	50<= x <62	57	73,08 %
3	High	>62	9	11,54 %
	Total		**78**	**100 %**

The table above shows that 12 students were in low confidence, 57 students from the samples were in the moderate self-confidence and 9 students were in high level of confidence.

Oral Test Results

Table 1. Frequency and percentage of students' speaking performance

No	Category	Interval	Frequency	Percentage
1	Low	X < 8	12	15,38 %
2	Moderate	8<= x <13	52	66,67 %
3	High	>13	14	17,95 %
	Total		**78**	**100 %**

The table above shows that 12 students were in low speaking performance, 52 students from the samples were in moderate performance and 14 students were in high-level of speaking performance.

Results of Hypothesis Testing

The researcher used a simple linear regression analysis in hypothesis testing. The result shows the significant impact between students' self-confidence (X) and their speaking performance (Y) with a number significance value is 0.000. It can be seen in the following table:

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	620.847	1	620.847	73734.785	.000[b]
	Residual	.640	76	.008		
	Total	621.487	77			

a. Dependent Variable: Speaking Skills

b. Predictors: (Constant), Speaking Skills

The researcher's results are aligned with Gurler's statement that students' self-confidence is closely related to their willingness to communicate in a foreign language (Gurler, 2015). Febriyani claims that students who are confident in their speaking performance find it difficult to master English. Students with high self-confidence are more likely than those with low self-

confidence to perform better when speaking a foreign language and speak English more fluently. Data analysis indicates that self-confidence has a significant impact in the speaking performance of seventh-grade girls at Al-Mawaddah Islamic Boarding School for Girls. The researcher discovered that fear of making mistakes and a lack of vocabulary are two factors that contribute to students' lack of confidence.

Several factors contribute to students' lack of confidence including feeling anxious, fear of making mistakes, being shy, and having a limited vocabulary. Students with a limited vocabulary may struggle to express themselves effectively, leading to frustration and a reluctance to speak for fear of not being understood. Factor that affects students' self-confidence is a lack of English speaking ability. Several factors can affect students' confidence in speaking such as physical, mental, and social factors. In line with these factors, the researcher also noticed that the students were still unfamiliar with the environment. It makes them hesitant to speak up in a new classroom setting and their daily activities. Lack of social connections can further hinder participation, as students might feel unconfidence and less comfortable engaging in speaking activities without established friendships.

CONCLUSION

The result of self-confidence instrument shows that 15.38% (12 students) in high-level confidence, 73.08% (57 students) are in moderate level, and 11.53% (9 students) are in low level. Speaking skills results were similarly classified as high level (14 students or 17.95%), moderate level (52 students, 66.67%), and low level (12 students, 15.38%). Most students fell into the moderate category for both self-confidence and speaking skills. The researcher finds the factors that affect students' confidence and speaking skills such as limited vocabulary, students' unfamiliarity with the environment, and lack of social connection. All these kinds of factors hinder students' participation and a reluctance to speak for fear of not being understood.

The simple linear regression analysis between self-confidence and speaking ability indicates that students with higher self-confidence tend to have better speaking skills. The significance value (2-tailed) of this correlation is 0.00 suggesting a significant impact between the variables. As it significance value is less than 0.05 the alternative hypothesis (Ha) of this research is accepted. It can be concluded that there is a significant impact between self-confidence and speaking skills of seventh-grade students at Al-Mawaddah Islamic Boarding School for Girls.

Based on the data about students' confidence and speaking skills, it is clear that both are at a medium level. This means students have average abilities when begin to study at Al-Mawaddah Islamic Boarding School for Girls. The researcher believes that Al-Mawaddah Islamic Boarding School can enhance students' speaking abilities by building upon its existing programs like the study morning program. In fostering this program, the program can consist of attractive activities that focus on spoken language such as practicing speaking through games, songs, and sharing daily experiences. Through Al-Mawaddah's consistency programs and its supportive environment, Al-Mawaddah can help students progress beyond their initial language level.

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