CORRELATION BETWEEN SELF-CONFIDENCE WITH SPEAKING SKILLS OF SEVENTH-GRADE STUDENTS AT AL-MAWADDAH ISLAMIC BOARDING SCHOOL FOR GIRLS

THESIS

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STATE ISLAMIC INSTITUTE OF PONOROGO
2024**

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THESIS

Presented to State Islamic Institute of Ponorogo in Partial
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English Language Teaching Department

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I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, I declare that this work has not been published or submitted for publication elsewhere.

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Thank you for your attention to this matter.

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MOTTO

إِنَّ ذَٰلِكَ مَا يُبَشِّرُ اللَّهُ عِبَادَهُ الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ ۗ قُل لَّا أَسْأَلُكُمْ عَلَيْهِ أَجْرًا
إِلَّا الْمَوَدَّةَ فِي الْقُرْبَىٰ ۗ وَمَن يَقْتَرِفْ حَسَنَةً نَّزِدْ لَهُ فِيهَا حُسْنًا ۚ إِنَّ اللَّهَ غَفُورٌ شَكُورٌ

"That is what Allah gives as good news to His servants who believe and do
righteous deeds. Say, 'I do not ask you for any reward for it, except for love
among family.' And whoever does a good deed, We will increase its good for him.
Indeed, Allah is Forgiving, Appreciative." (Asy-Syura' : 23)[1]

Low Profile, High Product
(Ibunda Dra. Hj. Siti Aminah Sahal)[2]

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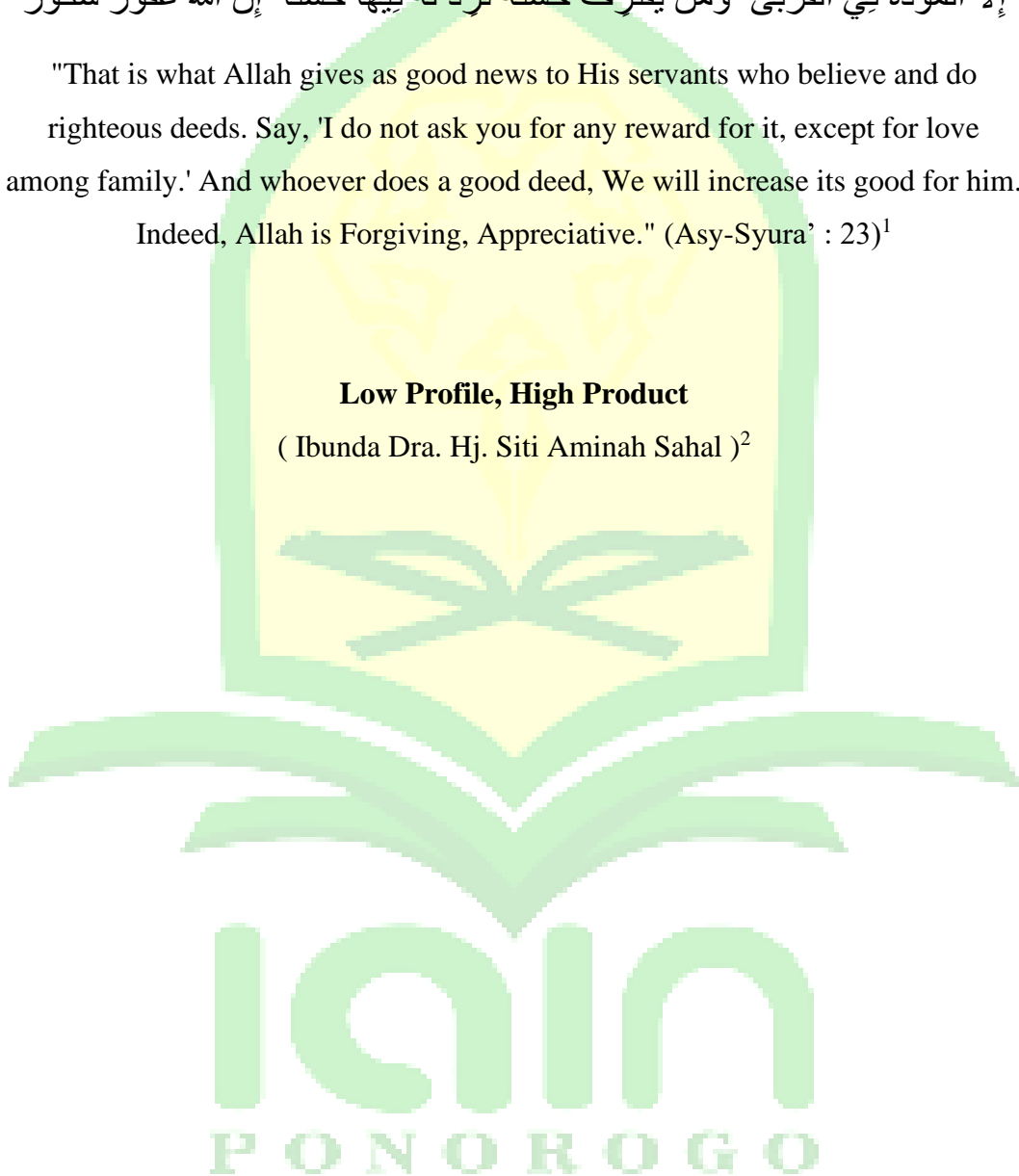
[1] Department Agama RI, *Al- Qur'an dan Terjemahannya* (Bandung : Syamil, 2009)
[2] Arina Mazaya, *Warta Al-Mawaddah*. Ponorogo : Pesantren Putri Al-Mawaddah, 2021

ABSTRACT

Rahmah, H.N. 2024. *Correlation Between Students' Self- Confidence with Speaking Skills of Seventh-Grade Students at Al-Mawaddah Islamic Boarding School for Girls.* **Thesis.** English Language Teaching. Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor Dr. Tintin Susilowati, M.Pd.

Keywords: *Self-confidence, speaking skills*

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 correlation between students' self-confidence with their speaking skills.

This research applied a quantitative approach and used a correlational design. The population of this study was the seventh-grade students of Al-Mawaddah Islamic Boarding School for Girls consisting of 103 students. The sample consists of 78 students, from 5 classes. This study used proportional stratified random sampling as a sampling technique. The data collection procedure of this research was questionnaires and oral tests. To analyze the data, the researcher used the Pearson Correlation Product Moment Formula in the SPSS version 22 program for Windows to determine whether or not there is a correlation between students' self-confidence with speaking skills.

The results of students' self-confidence and speaking skills were in a moderate level. The correlation coefficient between self-confidence (X) and speaking skills (Y) students was 0.672. The significance value (2-tailed) for X and Y variables is 0.000. If the significance value is less than 0.05 then the alternative hypothesis (Ha) is accepted. This means that there is a correlation between students' self-confidence with their speaking skills. The factors that affect students' confidence and speaking skills are fear of making mistakes, language proficiency, unfamiliarity with the environment, and lack of social connection.

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CHAPTER I

INTRODUCTION

A. Background of The Study

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. According to Apriyanto, language is a means of communication to convey opinions and arguments to other parties.[3] It is the most dependable and effective communication for people to exist together in a society. Stella Aririguzoh said that language is the key to facilitating collective interaction in society.[4] 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 important for students in this era. According to Niyozova, learning English is essential and people over the world need to study it as a second language.[5] But students who learned English as a second language will find it difficult to maintain their English skills. According to Lightbown,

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[3] Apriyanto, "Language as a Communication Tool in Human Life", *Jurnal Ilmu Hukum*, Volume 10, No.2 (2020) : 45.

[4] Stella Aririguzoh, "Communication Competencies, Culture and SDGs: Effective Processes to Cross-Cultural Communication," *Humanities and Social Sciences Communications* 9, no. 1 (March 23, 2022): 96, https://doi.org/10.1057/s41599-022-01109-4.

[5] Niyozova Aziza Ilyosovna, "The Importance of English Language" 02, no. 01 (2020).

students have certain characteristics that lead to more or less successful learning such as personality characteristics, intelligence, skill, motivation and attitudes.[6]

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. According to Bueno, Madrid, and Mclaren, speaking is one of the most difficult skills language learners have to face[7]. 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, Brown identified students' problems with speaking aspects such as vocabulary, pronunciation, grammar, and fluency.[8] Juhana concludes 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.[9] 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

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[6] Candlin Christoper and Neil Mercer, *English Language Teaching in Its Social Context*, (Psychology Press, 2001).

[7] Bueno, A., D. Madrid and N. McLaren (eds.). *TEFL in Secondary Education*. (Granada: Editorial Universidad de Granada, 2006).

[8] H. Douglas Brown, *Language Assessment Principle and Classroom Practice*. (New York. Longman, 2003).

[9] Juhana, Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia) The English Department, Indonesia Open University- *Journal of Education and Practice www.iiste.org Vol 3, No 12*, (2012).

politely[10]. Self-confidence is an important psychological factor that can influence students' speaking skills. According to Gürler, students' willingness to communicate in a foreign language is strongly linked to their level of self-confidence.[11]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 m ay 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.

In this case, the students need to get more interaction to build their confidence in order to master their English speaking skills well. Although some of the students have learned the language for a long time, but it cannot be denied that there are still those who have not mastered the speaking skills. Nowadays, some boarding schools prepare their students to be able to master several foreign languages at once, with one of them being English. Based on the researcher's preliminary study, one of the boarding schools that focuses significantly on improving speaking abilities is Al-Mawaddah Islamic Boarding Schools. Al-Mawaddah applied a variety of practices to students in the context of improving their language skills. In mastering speaking skills, Al-Mawaddah presented

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[10] Aririguzoh, Stella. "Communication Competencies, Culture and SDGs: Effective Processes to Cross-Cultural Communication." *Humanities and Social Sciences Communications* 9, no. 1 (March 23, 2022): 96. https://doi.org/10.1057/s41599-022-01109-4.

many series of activities such as giving vocabulary every day completed after isya' prayer, repeating vocabulary given before bed and applying them by making a sentence from the vocabulary in the morning, daily conversation practices using examples of text, language fair, training of speech, speech contest, so on. The students are also obliged to use English in all their activities. Even though students' daily activities are filled with language activities, some students face speaking problems. As the researcher interviewed some students in grade seven of Al-Mawaddah Islamic Boarding School for Girls, their speaking problems were feeling unconfident due to fear of making a mistake in pronunciation and lack of vocabulary, said Meliza Syifari and Salma Miftahul.

Regarding the facts and description above, the researcher is interested in finding the correlation between students' self-confidence and speaking skills of seventh-grade students at Al-Mawaddah Islamic Boarding School for Girls.

B. Identification of the Problem

Speaking as a second language is challenging for many language learners. According to Bueno, Madrid, & Mclaren, many learners state that they have spent many years studying the English language but cannot speak it appropriately and understandably.[12] Self-confidence involves believing in one's abilities and adopting a positive mindset. Self-confidence allows students to take efficient actions in challenging situations, whether from themselves or others. The researcher observed that there are some problems for students to communicate in a foreign language. As the researcher interviewed some

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[12] Bueno, A., D. Madrid and N. McLaren (eds.), *TEFL in Secondary Education*, (Granada: Editorial Universidad de Granada, 2006).

students in grade seven of Al-Mawaddah Islamic Boarding School for Girls, their speaking problem is feeling unconfident due to fear of making mistakes in speaking

As a result, students' failure in speaking is not only a result of the lack of linguistic rules but also psychological factors such as self-confidence. Therefore this research aims to determine the correlation between students' self-confidence and speaking skills of seventh-grade students at Al-Mawaddah Islamic Boarding School for Girls.

C. Limitation of The Problem

For the research to be clear and directed, the author restricted the research problem to the subject of the seventh grade at Al-Mawaddah Islamic Boarding School for Girls with characteristics in sampling. Confidence here is dedicated to the students' confidence when speaking.

D. Statement of the Problem

Based on the background and limitations of the research, the problems of the research formulated into :

Is there any correlation between students' self-confidence and speaking skills of seventh-grade students at Al-Mawaddah Islamic Boarding School for Girls?

E. Objectives of the Study

The objective of this study is to find the correlation between students' self-confidence and speaking skills of seventh-grade students at Al-Mawaddah Islamic Boarding School for Girls.

F. Significances of the Study

The importance of studying the correlation between students' self-confidence their speaking skills is various, with significant implications for education, language learning, and personal development.

1. Theoretical Significance

The study contributes to the field of knowledge by exploring the correlation between self-confidence and speaking skills. It advances our understanding of how these factors interplay in the language-learning context.

2. Empirical Significance

a. Students

Students can gain an understanding of the significance of self-confidence in improving their speaking skills.

b. Teachers

This study expected to add some reference and understanding to customize their teaching strategies to increase students' self-confidence in order to improve their speaking skills.

c. Readers

For the readers, this study allows others to build on or apply the findings in various contexts.

G. Organization of the Study

All studies should have clear purposes and significance. The writer hopes that this writing will give a such of advantages for the following components:

The first part is an introduction that contains the background information on the topic, identification of problems, limitation of the study, statement of the problem, objectives of the problem, significance of the study, significance of the research, and organization of the study, and the schedule of study.

The second part is a theoretical background, previous research findings, theoretical framework, and hypothesis. In the previous study section, the researcher describes several previous studies that have been carried out and find similarities and differences between previous research and current research. Then in the research hypothesis section, the researcher formulates the null and alternative hypotheses.

The third part is a method that contains the research design, research setting, sample and population, operational research variables, technique and instrument of data collection, validity and reliability, and data analysis techniques. In this section, the researcher explains the approach used for this research. The researcher also explains how the sampling, data collection, and instruments were used and how the data was analyzed.

CHAPTER II

THEORETICAL BACKGROUND

A. Theoretical Background

1. 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. According to Heatherton[13], self-confidence requires a positive mindset, the ability to handle challenges and negative feedback.

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.[14] 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.

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[13] Heatherton, F, *Assessing self-esteem*. (USA: Prentice-Hall Incorporation, 2011).
[14] Paul Mcgee, *Self-Confidence: The Remarkable Truth of Why a Small Change Can Make a Big Difference*, (UK : John Wiley & Sons, 2020).

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.[15] Self-confidence can help individuals achieve their goals, overcome challenges, and improve their overall well-being.

a. **The Characteristics of Low Self Confidence**

There are universal characteristics of those who have low self-confidence. These elements frequently affect and take the joy that people may experience, such as :

1) Fearful of change, many individuals who lack confidence in the future are plagued by feelings of failure and spend their lives worrying about "what if." People with low self-confidence are more likely to be reactive than proactive.

2) Pessimistic, they put off taking responsibility for their own decisions by blaming their circumstances on other people.

3) Having difficulty in communicating, people who have low self-confidence did not realize about their value and respond more generically than specifically in communicating.

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[15] H. Douglas Brown, *Teaching by Principle: An Interactive Approach in Language Pedagogy Second Edition*, (New York: Pearson education, 2000), 62.

b. The Characteristics of High Self-Confidence

Wright mentioned the characteristics of students with high self-confidence[16] :

1) Ambitious

2) Goal-oriented, people with high self-confidence always desire the greatest results or accomplishments in every tasks.

3) Visionary, people with high self-confidence have positive attitudes about their abilities, such optimistic about the future, and never give up.

4) Good communication

5) Loving and kind highly self-confidence students form healthy relationships with others instead of toxic ones.

6) Attractive and open to others, self-confident students have attractive spirits. It attract good things and good people to them because of the way they vibrate their confidence.

c. Factors of Self-Confidence

Factors that affect one's self-confidence according to Mubarok, are physical factors, mental factors, and social factors.[17]

1) Physical Factors

When someone has physical conditions like being very overweight or having problems with one of their senses, these are

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[16] Judy H. Wright, *Building Self-confidence with Encouraging Words*, (Totalrecall, 2009).

[17] Rifai, Muh. Ekhsan, *The Importance of Self-Confidence and Family Support in Mathematical Anxiety*. (Sukoharjo: CV Sindunata, 2018).

things that others can easily notice. 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.

2) Mental Factors

Someone will be confident because they have high abilities such as having special talents or expertise they have. These unique talents or expertise set them apart and give them a sense of assurance in their capabilities. For instance, if a person is exceptionally good at something, like playing an instrument or excelling in a particular field, they may feel more self-assured because they know they have valuable skills that others admire. This confidence stems from their proficiency and the recognition they receive for their talents, boosting their self-esteem and confidence in themselves.

3) Social Factors

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 confident 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.

d. Developing Self Confidence

Dale Carnegie suggests the following steps for improving self-confidence:

1) Begin with a strong and persistent passion. List the advantages of allowing out the effort to improve yourself. Increase your enthusiasm for it. Consider the implications for your finances, social standing, and increasing power and leadership. Remember that the speed with which you progress is determined by the depth of your desire.

2) Get ready. You can't be confident unless you know exactly what you're going to say.

3) Have confidence. "To feel brave," says James, "act as if we were brave, use all of our will to that end, and a courage fit will very likely replace the fit of fear." Teddy Roosevelt claimed that this strategy helped him overcome his fear. Using this psychological reality, you can overcome your fear of public speaking.

4) Practice. The most significant thing of all is this.Fear is generated by a lack of confidence, and a lack of confidence is caused by not knowing what you are capable of, which is caused by a lack of experience. So build a track record of success behind you, and your anxieties will go.[18]

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[18] Dale Carnagie, How To Develop Self-Confidence and Influence by Public Speaking, (New York: Pocket Books, 1956).

In conclusion, Dale Carnegie's approach to increasing self-confidence focuses on the need for a strong and persistent passion, careful preparation, confident performance, and consistent practice.

e. **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.[19] 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. According to Gurler, 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.[20] Febriani also states that students who lack self-confidence can negatively impact their speaking abilities.[21] It is easy to

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[19] Harmer, Jeremy. *The Practice of English Language Teaching*. 4th ed., Pearson Longman, 2007.

[20] Gürler, İsmail. "Correlation between Self- Confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students," (2015).

[21] Diyan Febriyani, Desi Sri Astuti, and Elly - Syahadati, "An Analysis On Students' Self Confidence in Speaking Skill," *Journal of English Language Teaching and Education (JELTE)* 1, no. 1 (July 20, 2020), https://doi.org/10.31571/jelte.v1i1.18.

argue that no successful cognitive or affective action can be carried out without some level of self-confidence.[22]

From the definition above, it can be concluded that 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.

2. Speaking Skills

a. Definition of Speaking Skills

Speaking is a partnership between two or more people to transmit thoughts, information, or emotions in a shared time and context. According to Thornbury, speaking is a real-life activity performed by a speaker to carry out his/her ideas and engage with listeners.[23] Hutagalung and Sitorus stated that speaking involves creating a series of words and sentences for oral communication.[24] It means speaking refers to how people communicate with one another. The actions are unplanned, and their continuity is determined by circumstances.

People often believe that speaking ability is essential when learning a new foreign language. Nunan confirms that speaking ability

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[22] Lauster, P, *Personality Test*, (Jakarta: PT Bumi Aksara, 2015).

[23] Thornbury, S., *How to Teach Speaking*, (London: Longman, 2005), p.121.

[24] Christin Natalia Hutagalung and Ira Tresnawati Sitorus, "The Effectiveness of Using Small Group Discussion on Students' Speaking Skill," *Journey (Journal of English Language and Pedagogy)* 3, no. 1 (February 22, 2020): 6–13, https://doi.org/10.33503/journey.v3i1.711.

is the most significant part of learning a second language. He stated that the success of language learning is measured by the ability to hold a conversation in the target language[25]. It can be stated that language acquisition capacity is often demonstrated by how someone performs in speaking competence.

b. **The Components of Speaking Skills**

Speaking is not merely a matter of using words, it requires a more complex process of making speech. According to Mayasari, speaking is considered an active or productive skill. The students have to form sentences and learn a lot about grammar, vocabulary, sentence structure, and usage.[26] According to Nunan, speaking requires learners not only to understand how to produce specific elements of language, such as grammar, pronunciation, or vocabulary, but also to understand when, why, and in what ways to produce language.[27]

1) **Vocabulary**

Vocabulary development is the process of learning the meanings of words that are used in communication. They can check what a word or sentence means after they understand what it means. This is essential to ensure that the learners can maintain a conversation. If the learners understand what other people said and

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[25] David Nunan, *Language Teaching Ethodology.* (Britain : Prentice Hill International, 1995), p.39.

[26] Mayasari Silfia Maharsuci, Tintin Susilowati, *"Tenth-Grade Students' Speaking Anxiety During Dialog Practice At Ma Muhammadiyah 2 Yanggong,"* 2 nd Annual International Conference on Islamic Education for Students, (2023.

[27] David Nunan, *Language Teaching Ethodology.* (Britain : Prentice Hill International, 1995).

know the words used in response it means that they are halfway to communicate effectively.

2) **Grammar**

Grammar is the study of words, their structure, and function. It is essential to learn grammar because it helps learners understand the English language better. Proper grammar is the foundation for speaking and understanding English. Learners need to know English grammar rules to use the language appropriately. Grammar is important in speaking because it enables learners to understand how sentences are formed.

3) **Pronunciation**

Pronunciation is the way in which words are spoken, including the sounds, stress, and intonation patterns. It is an essential aspect of speaking skills because it helps learners to communicate effectively and be understood by others. Poor pronunciation can make it difficult for native speakers to understand what non-native speakers are saying, leading to communication breakdowns. Good pronunciation helps to boost learners' confidence in using English, both in writing and speaking.

4) **Fluency**

Fluency means the ability to speak a language easily, quickly, and without having to pause a lot in between words or sentences. It is an essential aspect of speaking skills because it helps learners to communicate effectively and be understood by others. Good

speakers always try to get their message across clearly, even if they make mistakes throughout. Riddle stated that fluency supports speaking accuracy. When giving an opinion, a speaker should pay close attention to fluency and the correction of language aspects such as vocabulary, pronunciation, grammar, and intonation. It will make it easier for the listener to understand your speaking correctness.[28]

5) **Comprehension**

In the context of language development, comprehension is the ability to understand the different elements of spoken or written language, such as the meaning of words and how they are used in context. In speaking, comprehension is essential for effective communication, as it allows speakers to convey their message clearly and ensures that the listener understands the intended meaning. Comprehension is also closely related to other aspects of speaking skills, such as vocabulary and grammar. A good understanding of these elements enables speakers to use language accurately and appropriately, making their speech more informative.

By mastering these five components of speaking skills, students can become confident and effective communicators, capable of expressing their ideas, opinions, and emotions in a clear and effective.

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[28] Riddle. S., Cleaver. D, *Speaking back to the Mainstream from the Margins: Lessons From One Boutique Senior Secondary School*, (2002).

c. The Factors Affecting Speaking Skills

Speaking difficulties are challenges that make someone lack speaking proficiency. Brown, identified students' problems with speaking aspects such as vocabulary, pronunciation, grammar, and fluency.[29] Juhana concludes other issues that may arise while speaking include a lack of confidence, a fear of making a mistake, feeling shy, anxiousness, and a lack of desire.[30] This suggests that stude nt's success in speaking performance is not only caused by a lack of linguistic knowledge but also caused by psychological factors.

1) Linguistics Factor

Linguistics is the scientific study of language, including word meanings, phonology, and grammar structure, is known as linguistics. Spolsky & Hult state that linguistics generally includes a detailed study of grammar, pronunciation, and vocabulary.[31] Problems with language proficiency are those which lead to poor speaking abilities. Some linguistic issues, like bad grammar, lack of vocabulary, and pronunciation, can make it difficult for someone to speak. There are a few common problems when speaking. These

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[29] H. Douglas Brown, *Language Assessment Principle and Classroom Practice.* (New York. Longman, 2003).

[30] Juhana, Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia) The English Department, Indonesia Open University- Journal of Education and Practice www.iiste.org Vol 3, No 12, (2012).

[31] Bernard Spolsky and Francis M. Hult, *The Handbook of Educational Linguistics,* Wiley Blackwell (2008).

issues are a lack of vocabulary in conversation, poor grammar, and pronunciation.

2) Psychological Factors

Psychology is the science or study of the thought processes and behavior of humans and other animals as they interact in their environment. Psychological problems are those that can affect an individual's emotional or physical health. These psychological problems may result in negative effects on students' speaking performance. According to Khapsoh, psychological factors that can hinder students' speaking skills are anxiety, shyness, lack of confidence, motivation, and fear of making mistakes.[32]

In conclusion, the difficulties faced by the students arise from themselves. It is caused by a lack of linguistic and psychological factors. The researcher will focus on self-confidence as one of various psychological factors that can affect students' speaking skills. However, these problems can be solved by the teachers and the students it self. The strategies include building strong relationships between teachers and students. In this case, improving communication among students will avoid students' lack of confidence and build a calm learning environment.

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[32] Khapsoh, S, Students' psychological speaking problems at the eleventh grade of linguistic major of Senior High School 2 Purwokerto, Banyumas Regency. *Repository IAIN Purwokerto*, (2020).

d. The Categories of Speaking Assesment

Brown identified there are six categories of speaking assessment, such as:[33]

1) Imitative

This category includes the ability to practice intonation and focus on specific language elements. This is simply imitating a word, phrase, or sentence. Focus on proper pronunciation. Drilling is used by the teacher to facilitate the learning process. Drilling allows students to practice listening and repeating words.

2) Intensive.

Students' speaking performance involves practicing phonological and grammatical aspects of language. Examples of intensive assessments tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cue tasks and translation up to the simple sentence level.

3) Responsive

Responsive performance involves interaction and test comprehension, but is limited to short conversations, standard greetings, and simple requests and comments. This is a brief

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[33] H. Douglas Brown, *Language Assessment Principle and Classroom Practice.* (New York. Longman, 2003).

response to teacher or student-initiated questions or comments, providing interaction and directions. The responses are usually sufficient and meaningful.

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction. Interaction can take two forms of transactional language and interpersonal exchanges. Transactional (dialogue) aims to convey or exchange specific information. Interpersonal (dialogue) focuses on maintaining social relationships rather than transmitting information. Interpersonal speaking performance can take the form of interviews, role-playing, discussions, conversations, or games.

5) Extensive (monologue)

Teachers give students extended monologues, such as oral presentations, summaries, story telling, and short speeches

B. Previous Research Findings

In order to conduct the research, the researcher identified previous findings that became the motivation for this research. These studies are listed below :

1. Research study of Anik Rahayu by the tittle The Correlation Between Students' Vocabulary Mastery and Their Speaking Performance at Al-mawaddah Islamic Boarding School for Girls. This study was focused on determining the correlation between students' vocabulary mastery and students' speaking performance at Al- Mawaddah Islamic Boarding School

for Girls. This research findings shows that vocabulary mastery and speaking performance have a positive correlation. Based on the finding and discussion of the research, the researcher found a similarity between the previous research and this thesis in terms of the correlation between students' self-confidence toward students' speaking skills. Meanwhile, the difference deals with the independent variable

2. A research by Isma Arif, Sutaryo, Sri Ayu Budi Lestari under the tittle The Correlation Between Students' Vocabulary Mastery and Their English Learning Achievement At Smp Negeri 2 Kota Ternate. The aims of this research is to know the correlation between students' vocabulary mastery and their English learning achievement at SMP Negeri 2 Kota Ternate. Data were collected through tests. The results of this research indicate that the student's vocabulary mastery was highly and significantly correlated with the student's English learning achievement. This research is different from the study above because this research focuses on the self-confidence and speaking skills of seventh-grade students of Al-Mawaddah Islamic Boarding School for Girls.

3. A thesis of Zumala Fajriyyatul Husna titled The Influence of Students' Pronunciation and Self Confidence on Their Speaking Ability. This research used to see the influence among the variables: (1) students' pronunciation (X1) and speaking ability (Y), (2) students' self-confidence (X2) and speaking ability (Y), and (3) students pronunciation, self-confidence, and speaking ability. The method used in this research was a quantitative method and the design was a correlational study. This thesis found that students'

pronunciation and self-confidence have a significant influence on students' speaking ability. The difference from this research is the aims of the research. The study above purpose to find out the influence of students' pronunciation and students' self-confidence towards speaking ability.

4. Research study of Mar'atul Husna by the title The Influence of Students' Vocabulary Mastery towards English Speaking Skill at The Tenth Grade Science Class of Man 2 Parigi. This study aimed to find out the influence of students' vocabulary mastery on English speaking skills in the tenth-grade science class of MAN 2 Parigi. This research used an explanatory research design. The result of this research showed that there was an influence between the variable students' vocabulary mastery (X) towards English speaking skills (Y). The difference deals with the research variables. The previous research examined the correlation between students' vocabulary master towards English speaking skills. Yet this research research examined the correlation between students' self-confidence and speaking skills.

5. A thesis by Sri Ayem entitled The Students' Perception on The Importance of Self-confidence to Improve their Speaking Performance in EFL Classroom at English Education Study Program Universitas Tridinanti Palembang. The objective of this study was to find out the students' perception of the importance of self-confidence to improve their speaking performance in the EFL classroom at the English study program Universitas Tridinanti Palembang. The result of this study showed that almost three-quarters of the students are not brave when they have to speak and wait until someone starts it first, they have good confidence when they have to answer

a question and they have high confidence when they are sure about their answer. Based on the study, the researcher found the similarity in terms of self-confidence affected speaking skills. The difference deals with the kind and the objective of research. This thesis applied quantitative research, meanwhile the research above applied qualitative one. This thesis aims to find the correlation between students' self-confidence with speaking skills.

C. Theoretical Framework

Based on the researcher's observation, the researcher found that there were still many students who had difficulties to speak in English. Speaking is the active use of language to express meaning, so that other people can understand them.[34] Self-confidence involves believing in one's abilities and adopting a positive mindset. Self-confidence allows students to take efficient actions in challenging situations, whether from themselves or others. As a result, students' failure in speaking is not only a result of the lack of linguistic rules but also psychological factors such as self-confidence. Therefore this research aims to find out the correlation between students' self-confidence and speaking skills. The theoretical framework for the correlation between self-confidence with speaking skill can be seen in the figures below :

Figure 2. 1 Theoretical Framework Illustration

X		Y

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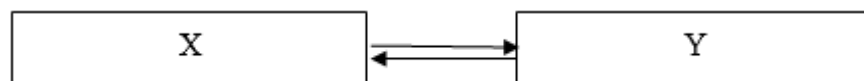
[34]Cameron, L.,Teaching Languages to Young Learners, Cambridge: Cambridge University Press, 2001.

Notes :

X   : Self Confidence

Y   : Speaking's Skill

D. Research Hypothesis

A hypothesis is a proposed explanation for a phenomenon that can be tested through research. It is a specific, testable prediction about what the researcher expects to find in a study or experiment. A hypothesis is a tentative statement about the relationship between two or more variables, and it is used to predict the relationship between variables in quantitative research. A hypothesis requires the framer to define specifics in operational terms, including variables, population, and the relation between the variables. In this study, the researcher used three variables. There are independent variable and dependent variable. The independent variable is self-confidence. The dependent variable is the speaking skill and the hypothesis of this research is :

1. Null Hypothesis (Ho)

    There is no significant correlation between students' self-confidence and speaking skills of seventh-grade students at Al-Mawaddah Islamic Boarding School for Girls.

2. Alternative Hypothesis (Ha)

    There is a correlation between students' self-confidence and speaking skills of seventh-grade students at Al-Mawaddah Islamic Boarding School for Girls.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is a framework or plan used in research planning to research goals. According to Yin, research design is an overall plan for answering the research questions or solving the research problem. The study used a quantitative approach, which involves collecting numerical data and analyzing it using statistical methods.[35]

This research applied correlational design. Correlational design is a type of non-experimental research method that investigates the relationship between two or more variables without the researcher controlling or manipulating any of them. According to Creswell, correlational research designs are used by investigators to describe and measure the degree of relationship between two or more variables or sets of scores.[36] Fraenkel and Wallen also state that correlational design is the study of the relationship between two or more variables without making any efforts to alter them.[37]

In this research, the researcher measures and observes the relationship between two variables, an independent variable and one dependent variable.

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[35] Robert K. Yin, *Case Study Research Design and Methods (5th Ed.),* (2014)

[36] Creswell, J. W, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th Ed.)*, (2014)

[37] Fraenkel, Jack R. and Norman E. Wallen. *How to Design and Evaluate Research in Education*, (1990).

The independent variable is self-confidence (X). The dependent variable is the speaking skill (Y). The research findings will offer a deeper understanding of the correlation between students' self-confidence and their speaking skills.

B. Research Setting

1. Place of Research

    The research was conducted in Al-Mawaddah Islamic Boarding School for Girls which is located at Mangga Street Number. 35 Coper, Jetis, Ponorogo. Al-Mawaddah is one of the boarding schools for girls in the Ponorogo district. Al-Mawaddah offered the educational programs including regular classes for elementary school graduates extending 6 years and an intensive program for junior high school graduates (SMP/MTs) lasting 4 years. In their daily activities, the students of Al-Mawaddah Islamic Boarding School for Girls are obligated to use Arabic and English in their daily conversation. Moreover, Al-Mawaddah has implemented various language activity programs in order to improve language proficiency such as giving vocabulary every day completed after isya' prayer, repeating vocabulary given before bed and applying them by making a sentence from the vocabulary in the morning, daily conversation practices using examples of text, language fair, training of speech, speech contest, so on.

2. Time of Research

    This research was conducted in May 2024.

C. Population and Sample

1. Population

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. The population is in the table follows:

Table 3. 1 Population of the Research

Class	Number
VII A	21
VII B	19
VII C	22
VII D	23
VII E	19
Total of Numbers	**103**

2. Sample

A sample refers to a subset of a larger population that is selected to represent the whole population for a study. According to Kothari and Garg, sampling is the process of choosing representative components to create a sample from a particular population.[38] 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. According to

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[38] Kothari, C. R, & Gaurav, G, *Research Methodology (3rd ed.),* (New Delhi: New Age International Publishers, 2014).

Sugiyono, when the population in the study is 103 with a rate of error of 5%, then the sample number is as much as 78 students.[39]

The division of samples in this study is based on the number of classes in the class. The calculation of the number samples from each class can be calculated by the formula :

Samples = population / total population x total sample :

The calculation result for the samples as the table follows:

Table 3. 2 The Number of Samples

Class	Sample Calculation	Total Sample
VII A	$21 / 103 \times 78 = 15{,}9$	16
VII B	$19 / 103 \times 78 = 14{,}3$	14
VII C	$22 / 103 \times 78 = 16{,}6$	17
VII D	$23 / 103 \times 78 = 17{,}4$	17
VII E	$18 / 103 \times 78 = 13{,}6$	14
Total		78

D. Operational Research Variable

Operationalizing research variables involves defining them in a way that can be measured or observed. In this study, the researcher wants to examine the correlation between students' self-confidence and speaking skills. The operation of those variables as follows :

1. Self-Confidence (Variable X)

The operational definition is to measure students' self-confidence in speaking abilities. The researcher use a self-report likert scale questionnaire where students choose the s-cale of the statements given.

2. Speaking Skills (Variable Y):

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[39] Sugiyono, *Statistics for Research*, Bandung: Alphabet, 2014.

The operational definition is to measure students' verbal communication. To measure students' speaking skills, the researcher adapted the oral proficiency scoring categories by Brown.[40] The criteria used are vocabulary, grammar, pronunciation, fluency, and comprehension with a scale 1 up to 5.

E. **Technique and Data Collection Instrument**

An instrument is a tool or device used by researchers to gather data, information, or evidence from participants or sources during a research study. In this research, the research instrument is used to collect data about students' self-confidences and speaking skills. This research uses a questionnaire and a speaking test to collect the data.

1. **Questionnaires**

The researcher used a closed questionnaire by the Likert scale questionnaire. The Likert scale is used to measure an individual's or a group's attitudes, views, and perceptions of social phenomena. The Likert scale is modified with four alternative answers such as, strongly disagree, disagree, agree, and strongly agree. Four alternative answers were chosen because the respondent tended to give a choice of answers to the middle category which could lead to the lack of accurate information. To solve this problem, researchers are advised to create a likert scale using the category of equal choices.

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[40] H. D. Brown, *Language Assessment: Principles and Classroom Practices*, Pearson Longman, 2004.

Alternatives to the given answers are weighed to determine the score of the respondents' answers and convert the qualitative data into quantitative data to be analyzed using statistical analysis. As for the weight of the assessment for each alternative answer can be seen in the table below[41]:

Table 3. 3 Weight of The Assessment

Alternative Answers	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

The questionnaire is based on the instruments of students' self-confidence in the table below :

Table 3. 4 The Instrument of Students' Confidence

No.	Indicators	Statements	Question Number	Number of Questions
1.	Dare to act and take every chance he faces	I dare to appear in public	1,18	2
		I feel confident in making my own decisions		
2.	Convinced of his abilities and not influenced by anyone else.	I believe in my abilities or competencies.	2, 6,15	3
		I don't become somebody else when performing in public		
		I'm able to do things by myself and without relying on the help of others.		
3.	Accepting yourself realistically	I accept with open breasts any criticism from others	3,7	2
		I feel that I have the ability to respond to criticism or advice with positive		
4.	Responsible for self-decision	I don't give up easily when something fails	4	1

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[41] Sukardi, *Education Research Methodology*, (Bumi Aksara, 2001).

No.	Indicators	Statements	Question Number	Number of Questions
5.	**Positive self-esteem**	I have a positive view of myself	8,11	2
		I have hopes for myself to be better.		
6.	**Dare to act and take every chance he faces.**	I have sufficient competence and ability to deal with and solve problems	9, 12, 16	3
		I'm able to give an opinion even though some people disagree.		
		I dare take risks when I'm talking to someone else.		
7.	**Easy to adapt to a new environment**	I'm able to adapt and communicate in a variety of situations.	13, 17, 20	3
		I can control myself well		
		I have the ability to socialize well		
8.	**Optimistic, calm and not anxious**	I behave calmly when speaking in public	5, 10, 14, 19	4
		I'm optimistic about everything.		
		I'm sure I can convey ideas or opinions in public clearly		
		I am calm when responding to criticism or questions from others		

The researcher used a speaking test to measure students' speaking skills. The scoring rubric is adapted from H. Douglas Brown in his book entitled "Language Assessment Principle and Classroom Practice" and can be seen in the table below :

Table 3. 5 The Speaking Scoring Rubric

Category	Scoring Criteria	Score
Vocabulary	Speech on all levels is fully accepted by educated native speakers in all its features.	5
	Students can understand and participate in any conversation within the range of his experience.	4
	Able to speak the language with suifficient vocabulary to participate effectively in most formal and informal conversations.	3
	Students has speaking vocabulary suifficient to express himself simply with some circumlocutions.	2

Category	Scoring Criteria	Score
	Speaking vocabulary inadequate to express anything but the most elementary needs	1
Grammar	Equivalent to that of an educated native speaker	5
	Able to use the language accurately on all levels normally pertinent to professionals' needs. Errors in grammar are quite rare	4
	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical social, and professional topics.	3
	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	2
	Grammar errors are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
Fluency	Students have complete fluency in the language such that their speech is fully accepted by educated native speakers.	5
	Able to use the language fluently on all levels normally pertinent to professional needs.	4
	Students can discuss particular interests of competence with reasonable ease.	3
	Students can handle with confidence including introductions and casual conversations about current events.	2
	No specific fluency description. Refer to the other four language areas for implied level of fluency	1
Pronunciation	Equivalent to and fully accepted by educated native speakers	5
	Error in pronunciation is quite rare.	4
	Errors never interfere with understanding and rarely disturb the native speaker	3
	Accent is intelligible though often quite faulty	2
	Errors in pronunciation are frequent but can be understood by a native speaker.	1
Comprehension	Equivalent to that of an educated native speaker	5
	Can understand any conversation within the range of his experience	4
	Comprehension is quite complete at a normal rate of speech	3
	Can get the gist of most conversations of non-technical subjects	2
	Within the scope of his very limited language experience, can understand simple questions and	1

Category	Scoring Criteria	Score
	statements if delivered with slowed speech repetition or paraphrase	

F. Validity and Reliability

1. Validity

Validity refers to the extent to which a research study or test measures what it is intended to measure. According to Anastasi validity test is about ensuring that a test is accurate and reliable.[42] In other words, it assesses whether the study or test accurately and faithfully captures the concept, construct, or phenomenon it aims to investigate. Validity is a critical aspect of research and assessment, as it ensures that the data collected or the results obtained are meaningful and relevant to the research question or the purpose of the measurement.

A validity test must be performed before distributing the research instrument to students. Item validity was used in this study to find out whether the students' self-confidence instruments were valid or not. In this study, the researchers tested the validity and reliability of instruments on 34 respondents. To measure the validity of the self-confidence questionnaire, the researcher used the program of SPSS version 22 for Windows. To determine the validity of the confidence instrument, the researcher uses the value of the significance test. If a significance value is less than 0.05 it can be concluded that the instrument is valid and if more than 0.05 the

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[42] Anastasi, A., & Urbina, S., *Psychological testing*. (Prentice Hall, 1997).

conclusion is invalid. The result of the measurement can be seen in the table below:

Table 3. 6 The Validity Result of Students' Self-Confidence

Item	Significance Value	Criteria
1	0.007	Valid
2	0.005	Valid
3	0.022	Valid
4	0.001	Valid
5	0.000	Valid
6	0.012	Valid
7	0.000	Valid
8	0.001	Valid
9	0.035	Valid
10	0.000	Valid
11	0.032	Valid
12	0.001	Valid
13	0.009	Valid
14	0.003	Valid
15	0.023	Valid
16	0.006	Valid
17	0.031	Valid
18	0.016	Valid
19	0.002	Valid
20	0.007	Valid

From the result of the validity analysis, the researcher concluded that all the instruments were valid. The following table is the result students' speaking skill validity test:

Table 3. 7 Validity Result Statistic of Students' Speaking Skills

Speaking Skills	X1	X2	X3	X4	Total
Pearson Correlation	1	.429[*]	.646[**]	.443[**]	.770[**]
Sig. (2-tailed)		.011	.000	.009	.000
N	34	34	34	34	34
Pearson Correlation	.429[*]	1	.643[**]	.841[**]	.832[**]
Sig. (2-tailed)	.011		`.000	.000	.000

Speaking Skills	X1	X2	X3	X4	Total
N	34	34	34	34	34
Pearson Correlation	.646**	.643**	1	.735**	.907**
Sig. (2-tailed)	.000	.000		.000	.000
N	34	34	34	34	34
Pearson Correlation	.443*	.841**	.735**	1	.873**
Speaking Skills	**X1**	**X2**	**X3**	**X4**	**Total**
Sig. (2-tailed)	009	.000	.000		.000
N	34	34	34	34	34
Pearson Correlation	.770**	.832**	.907**	.873**	1
Sig. (2-tailed)	.000	.000	.000	.000	
N	34	34	34	34	34

Based on the data above, all of the significance value numbers was 0.000 < 0.05 means all of the items were valid.

2. Reliability

Reliability is a fundamental concept in research and measurement that refers to the consistency, stability, and dependability of a measurement instrument or a research method. In other words, it assesses the extent to which a measurement or a test produces consistent and repeatable results when applied to the same individuals or objects under the same conditions. A reliable measurement should yield similar results upon repeated measurements. In this instrumented test, the researchers used the realibity analysis with the Cronbach Alpha method and used SPSS software for Windows. Variables are said to be reliable when the Cronbach Alpha value is > 0.70. The result of reliability result of students' self-confidence can be seen in the table below :

Table 3. 8 The Reliability of Students' Self-Confidence

Reliability Statistics

Cronbach's Alpha	N of Items
.814	20

Based on the table above the instrument of students' self-confidence which consists of 20 questions means reliable. The number of reliability coefficient is 0, 814 > 0,70. For the reliability result of students' speaking skills as the table follows:

Table 3. 9 The Reliability of Students' Speaking Skills

Reliability Statistics

Cronbach's Alpha	N of Items
860	4

Based on the table above the speaking skills instruments which consist of 5 questions mean reliable. Number of reliability coefficient is 0.860 > 0,70.

G. **Technique of Data Analysis**

Before using a statistical calculation, researchers must understand the assumptions that are applied. The calculation is required to test the assumption or condition, so when using the formula, the result is not different from the certainty. The requirement test occurs due to the usage of a parametric formula in which the data is normally assumed.

This study involves a questionnaire and test to measure the students' self-confidence and speaking skills. The data analyzed using statistical methods to determine the correlation between the variables. To analyze the data, the researcher used the following data analysis techniques :

1. Prerequisite Test

   a. Normality Test

A normality test is a statistical procedure used to determine the dataset follows a normal distribution. Many statistical methods rely on the assumption that data is normally distributed. Conducting a normality test is essential to ensure the validity of statistical analyses. If data significantly deviates from a normal distribution, the results of these statistical tests may be misleading. By verifying normality, researchers can select appropriate statistical methods, such as parametric or non-parametric tests, to accurately analyze their data. Additionally, understanding data distribution helps interpret results and draw meaningful conclusions. The normality test was carried out with One Sample Kolmogorov Smirnov method conducted using SPSS version 22 for Windows. The testing criteria are listed below:

1. If a significance level is < 0.05, it indicates that the data is not normally distributed.

2. If the significance level > 0.05, the data is normally distributed.

The outcomes of the Kolmogrof-Smirnov test for the normality as the table follows:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		78
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.83953366
Most Extreme Differences	Absolute	.099
	Positive	.063
	Negative	-.099
Test Statistic		.099
Asymp. Sig. (2-tailed)		.059[c]

a. Test distribution is Normal.

Based on the table above, the normality test result shows that the significance value is 0.059. If the normality test result is higher than 0.05, it indicates the data is normally distributed.

b. Linearity Test

A linearity test is a statistical procedure used to determine if there is a linear relationship between two variables. In simpler terms, the relationship between two things can be represented by a straight line. This is a crucial assumption in many statistical models. Conducting a linearity test is essential to validate the model, improve predictive accuracy, and avoid misinterpreting results. It's recommended before fitting a linear regression model, when examining relationships between continuous variables, and when evaluating the assumptions of other statistical tests. The criteria are follows:

1. If the significance < 0.05 means that there is no significant linear relationship.

2. If the significance > 0.05 means that there is a significant linear relationship.

The table below shows the result of the linearity test of this research:

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Speaking Skills * Self-Confidence	Between Groups	(Combined)	212.646	23	9.245	1.221	.268
		Linearity	.640	1	.640	.085	.772
		Deviation from Linearity	212.006	22	9.637	1.273	.232
	Within Groups		408.842	54	7.571		

Total	621.487	77			

The result of the linearity test above is 0.232 > 0.05. It was concluded that there was a linear relationship between self-confidence and speaking skills.

2. Hypothesis Test

The researcher investigated the hypothesis using correlation analysis, namely Product Moment Correlation. Product Moment Correlation is a correlation technique used to determine the correlation between two variables.

The formula of Product Moment Correlation aims to test whether there is a positive correlation between student self-confidence (X) and students' speaking skills (Y) . The researcher used SPSS version 22 for windows to facilitate data analysis.
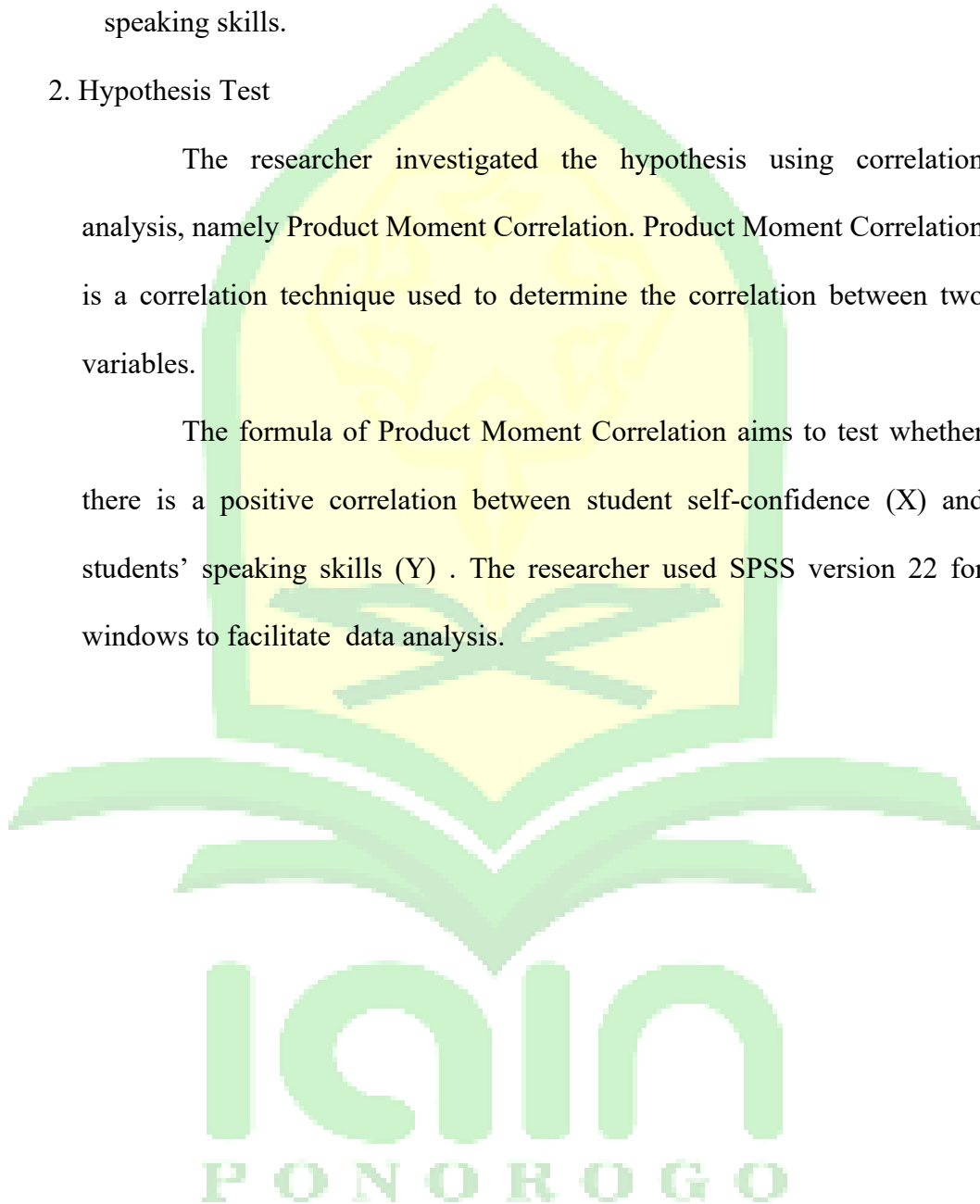
CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Data Description

The present study was conducted at Al-Mawaddah Islamic Boarding School which focused on seventh-grade students in the academic year 2023/ 2024. The study population consisted of 103 students. There are 5 classes which where, VII A, VII B, VII C, VII D, and VII E. The number samples of this research is 78 students of seventh-grade students at Al-Mawaddah Islamic Boarding School for Girls..

The researcher's consideration for choosing Al-Mawaddah Islamic Boarding School for Girls was that the topic of the Correlation Between Students' Self-Confidence with Speaking Skills had never been done at Al-Mawaddah. Al-Mawaddah itself applied a variety language programs, such as giving vocabulary every day completed after isya' prayer, repeating vocabulary given before bed and applying them by making a sentence from the vocabularies in the morning, daily conversation practices using examples of text, language fair, training of speech, speech contest, so on.

1. History of Al-Mawaddah Islamic Boarding School for Girls

Al-Mawaddah Islamic Boarding School for Girls as a special Islamic educational institution in the form of boarding schools for girls that gives opportunity to the students to take exam equation of MTs, MA, and SMK founded on 9 Dzulqo'dah 1409 H / 21 October 1989 M. This boarding school is a realization of the ideas and ideals of alm. KH. Ahmad Sahal

(Founder and Guider of Islamic Boarding School Darussalam Gontor), which was realized by his wife and sons, namely:

1. Nyai Hj. Soetichah Sahal (alm)

2. Drs. H. Ali Saifullah Sahal (alm)

3. KH. Hasan Abdullah Sahal

This educational institution is registered under the shadow of the AL-ARHAM foundation. The status of the institution is entirely private, standing above and for all classes.

The existing educational institutions called "Ma'hadul Banat Al-Islamy" abbreviated MBI or "Ma'hadul Mawaddah Al-Islamy lil Banat", have the equivalent of institutions of the level of SMP/SMA/SMK or MTs/MA/SMK. The duration of the study must be completed 6 years for regular classes (from SD/MI) and 4 years for intensive classes (of SMP/MTs). The institute also gives its candidates the opportunity to take the National examinations every year. Now, Al-Mawaddah has other institutions, such as: play group, TK and SDIT.

a. **Vision**

Become a leading special education institution for girls printing students alimah-sholihah, highly educated, knowledgeable, skilled, creative and innovative based on Islamic values.

b. **Mission**

1. Cultivate love for teachings of Islam and practice them with faith, consciousness and responsibility. Inserting a sense of solidarity in society.

2. To train students to be able to communicate ideas and knowledge of love to various sections of society.

3. Preparing the students to proceed to higher education, both in and out of the country.

4. Provide students' skills and expertise that can be developed professionally.

5. Producing graduates who have an edge in the midst competition.

c. Motto

Morally Mature, Intellectually Empowered, Tough in The Global Era, toward Divine Ridho Allah.

d. Curriculum

Al-Mawaddah Islamic Boarding School uses a combining curriculum between Islamic Boarding School of Darussalam Gontor Curriculum and Ministry of Religion (MTs / MA), In order to implement the curriculum targets of Darussalam Gontor Islamic Boarding School and Ministry of Religion systematically, the curriculum compilation team sets the subject competency standard of the subjects (SK-KMP) as follows :

1. Religion and noble character

2. Citizenship and personality

3. Science and technology

4. Aesthetics

5. Art and health

The activities of each subjects are divided into three programs or groups :

1. General program : Al- Qur'an, Tauhid, Tafsir, Hadits, Tajwid, Muthola'ah, Figih, Ushul Fiqih, Adyan, Tarjamah, Faroid, Indonesian, Civics, Penjaskes, Sociology, economics, and Geography.

2. Support programs : Arabic, Nahwu, Shorof, Balaghoh, Mahfudzat, Imla', Ins', Khot, English, Grammar, Composition, Physics, Chemistry, Biology, Mathematics, History, and Art.

3. Special programs : Tarbiyah, ta'limul Muta'alim, Fiqih Nisa', Memorizing Juz 'amma and Choice surah in the Qur'an.

e. **Language Activities**

The students are obliged to use English or Arabic languages everyday according to the language weeks. Language use changes every week. The schedule of language activitie as the table follows:

Daily Schedule		Weekly Schedule		Annual Schedule	
Time	Activities	Time	Activities	Time	Activities
20.00 - 20.15	Delivering new vocabula-ries	05.00-05.15 (Monday and Wednes-day)	Making sentences from the vocabularies given	Conditio nal	Language Fair (Language Competitio n for a week)
		05.00-05.30 (Tuesday)	Daily Conversa-tion		Public Speaking Contest
		05.00-06.000 (Friday)	Language Improvisa-tion		
		05.00-06.00 (Saturday)	Intensive language corner for first grade and 1 intensive		

Daily Schedule		Weekly Schedule		Annual Schedule	
Time	Activities	Time	Activities	Time	Activities
		14.00-15.30 (Saturday, Sunday, Wednes-day)	Training of Speech		

2. The Data Description of Students's Self-Confidence at the Seventh Grade of Al-Mawaddah Islamic Boarding School for Girls

The measurement that the researchers used to measure the student's confidence variable was using the Self-Confidence Questionnaire which the instruments of the questionnaire were described in the table above.

The researchers distributed a confidence questionnaire to seventh-grade students during school study night activities. The questionnaires were distributed to 78 students from grade seventh. The results of students' confidence can be seen in the table below :

Table 4. 1 The Result of Students' Self-Confidence Questionnaire

No	Initial Name	Class	Result
1	AHFEA	VII A	58
2	AAA	VII A	61
3	ASAR	VII A	49
4	ANH	VII A	58
5	ANM	VII A	56
6	AZF	VII A	49
7	CMP	VII A	54
8	CBE	VII A	60
9	CNA	VII A	49
10	FCR	VII A	54
11	FNM	VII A	49
12	FMA	VII A	52
13	HHHP	VII A	58
14	IVRW	VII A	58

No	Initial Name	Class	Result
15	IMA	VII A	53
16	MS	VII A	48
17	AA	VII B	60
18	ALP	VII B	59
19	AYF	VII B	52
20	AHS	VII B	65
21	CZA	VII B	58
22	CDF	VII B	59
23	CN	VII B	62
24	ENU	VII B	56
25	JHA	VII B	60
26	KDZA	VII B	58
27	KL	VII B	59
28	LMN	VII B	58
29	LNH	VII B	58
30	SMR	VII B	59
31	ANA	VII C	51
32	AK	VII C	55
33	ALN	VII C	63
34	ANZ	VII C	73
35	ACA	VII C	61
36	BA	VII C	63
37	HDR	VII C	73
38	H	VII C	51
39	KTA	VII C	56
40	MWN	VII C	66
41	MAS	VII C	57
42	NLH	VII C	61
43	NS	VII C	58
44	NQQN	VII C	57
45	QAAJ	VII C	55
46	QSAE	VII C	55
47	SDF	VII C	57
48	ARSA	VII D	46
49	AFZ	VII D	69
50	AFAJ	VII D	57
51	AMT	VII D	53
52	CAP	VII D	64

No	Initial Name	Class	Result
53	CAA	VII D	59
54	FRHP	VII D	61
55	JAPT	VII D	46
56	KMR	VII D	52
57	KNS	VII D	53
58	LIAR	VII D	52
59	NNN	VII D	55
60	NNU	VII D	53
61	NZH	VII D	44
62	NMPA	VII D	56
63	OAM	VII D	50
64	QAR	VII D	61
65	AASR	VII E	56
66	ATN	VII E	48
67	AFP	VII E	51
68	APMM	VII E	54
69	CWL	VII E	47
70	CCA	VII E	59
71	DDA	VII E	47
72	DHMR	VII E	54
73	GKZP	VII E	55
74	HMYN	VII E	48
75	MAA	VII E	62
76	MAI	VII E	65
77	NRAA	VII E	54
78	NAM	VII E	57

To know the statistic description from the data above, the researcher used the SPSS version 22 for Windows application to describe the data which can be seen in the table below :

Table 4. 2 The Statistic Table of Students' Self-Confidence

Self Confidence

N	Valid	78
	Missing	0
Mean		56.27
Std. Error of Mean		.662
Median		56.50
Mode		58
Std. Deviation		5.850
Variance		34.225
Range		29
Minimum		44
Maximum		73
Sum		4389

The table above shows that the total score of 78 respondents is 4.389.
The mean of students' self-confidence is 56.27, the median 56.50, the range
29, the minimum score 44, and the maximum score is 73. The histogram of
students' self-confidence is as follows :

Figure 4. 1 The Histogram of Students' Self-Confidence
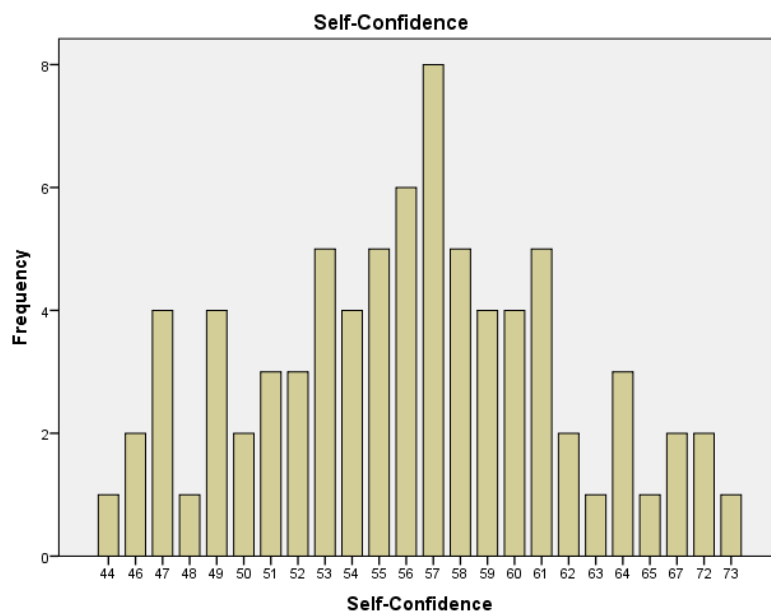
The data distribution of students' self-confidence is below :

Table 4. 3 The Analysis of Students' Self-Confidence

Self-Confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	1.3	1.3	1.3
	46	2	2.6	2.6	3.8
	47	4	5.1	5.1	9.0
	48	1	1.3	1.3	10.3
	49	4	5.1	5.1	15.4
	50	2	2.6	2.6	17.9
	51	3	3.8	3.8	21.8
	52	3	3.8	3.8	25.6
	53	5	6.4	6.4	32.1
	54	4	5.1	5.1	37.2
	55	5	6.4	6.4	43.6
	56	6	7.7	7.7	51.3
	57	8	10.3	10.3	61.5
	58	5	6.4	6.4	67.9
	59	4	5.1	5.1	73.1
	60	4	5.1	5.1	78.2
	61	5	6.4	6.4	84.6
	62	2	2.6	2.6	87.2
	63	1	1.3	1.3	88.5
	64	3	3.8	3.8	92.3
	65	1	1.3	1.3	93.6
	67	2	2.6	2.6	96.2
	72	2	2.6	2.6	98.7
	73	1	1.3	1.3	100.0
	Total	78	100.0	100.0	

To see the categorization of students' self-confidence the researcher grouped data using the terms below:

a. If the score is more than Mx1 + SDx1, it indicates students have high self-confidence

b. If the score is between Mx1 + SDx1 and Mx1 - SDx1, it indicates students have medium self-confidence

c. If the score is less than Mx1 - SDx1, it indicates students have high self-confidence.

The researcher determines the calculation of categorization of students' self-confidence :

a. MX1 + 1.SDX1

   $= 56,27 + 1 . 5,850$

   $= 15,87 + 2,255$

   $= 62,12$ (rounded 62)

b. MX1 - 1.SDX1

   $= 56,27 - 1 . 5,850$

   $= 56,27 - 5,850$

   $= 50,42$ (rounded 50)

From the description above if the score is ≥ 62 the students' self-confidence is good, if the score is between 50 - 62 the students' self-confidence is average, and if the score < 50 the students' self-confidence is low. It can be concluded in the table below:

Table 4. 4 The Categories 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 %**

3. **The Data Description of Students Speaking Skills at Seventh-Grade Students of Al-Mawaddah Islamic Boarding School for Girls**

Researchers tested students orally to measure the speaking ability of seven-grade students at Al-Mawaddah Islamic Boarding School for Girls. The speaking score of seventh-grade students at Al-Mawaddah Islamic Boarding School for Girls as the table follows :

Table 4. 5 The Students' Speaking Skills Result

No.	Initial Name	Class	Result
1	AHFEA	VII A	13
2	AAA	VII A	12
3	ASAR	VII A	11
4	ANH	VII A	14
5	ANM	VII A	14
6	AZF	VII A	13
7	CMP	VII A	13
8	CBE	VII A	12
9	CNA	VII A	13
10	FCR	VII A	11
11	FNM	VII A	13
12	FMA	VII A	15
13	HHHP	VII A	10
14	IVRW	VII A	14
15	IMA	VII A	15
16	MS	VII A	10
17	AA	VII B	13
18	ALP	VII B	14
19	AYF	VII B	15

No.	Initial Name	Class	Result
20	AHS	VII B	14
21	CZA	VII B	10
22	CDF	VII B	16
23	CN	VII B	15
24	ENU	VII B	11
25	JHA	VII B	13
26	KDZA	VII B	15
27	KL	VII B	13
28	LMN	VII B	11
29	LNH	VII B	10
30	SMR	VII B	16
31	ANA	VII C	7
32	AK	VII C	8
33	ALN	VII C	11
34	ANZ	VII C	12
35	ACA	VII C	11
36	BA	VII C	10
37	HDR	VII C	14
38	H	VII C	11
39	KTA	VII C	12
40	MWN	VII C	13
41	MAS	VII C	10
42	NLH	VII C	6
43	NS	VII C	10
44	NQQN	VII C	10
45	QAAJ	VII C	11
46	QSAE	VII C	14
47	SDF	VII C	7
48	ARSA	VII D	7
49	AFZ	VII D	5
50	AFAJ	VII D	5
51	AMT	VII D	9
52	CAP	VII D	5
53	CAA	VII D	8
54	FRHP	VII D	10
55	JAPT	VII D	6
56	KMR	VII D	9
57	KNS	VII D	13

| No.	Initial Name	Class	Result
58	LIAR	VII D	13
59	NNN	VII D	13
60	NNU	VII D	9
61	NZH	VII D	5
62	NMPA	VII D	9
63	OAM	VII D	5
64	QAR	VII D	10
65	AASR	VII E	8
66	ATN	VII E	8
67	AFP	VII E	11
68	APMM	VII E	12
69	CWL	VII E	11
70	CCA	VII E	10
71	DDA	VII E	10
72	DHMR	VII E	11
73	GKZP	VII E	9
74	HMYN	VII E	7
75	MAA	VII E	11
76	MAI	VII E	7
77	NRAA	VII E	11
78	NAM	VII E	11

The statistic description from the table above is calculated with the

SPSS program. The result can be seen in the table below :

**Table 4. 6 The Statistics Description of Students
Speaking Skills Result**

Statistics

Speaking Skills

N	Valid	78
	Missing	0
Mean		10.82
Std. Error of Mean		.322
Median		11.00
Mode		11
Std. Deviation		2.841
Variance		8.071
Range		11
Minimum		5
Maximum		16
Sum		844

The table above shows that the total score of 78 respondents is 844.

The mean of students' speaking skills is 10.82, the median is 11, the range

is 11, the minimum score 5, and the maximum score is 16. The histogram

of students' speaking skills as follows :

Figure 4. 2 The Histogram of Students' Speaking Skills
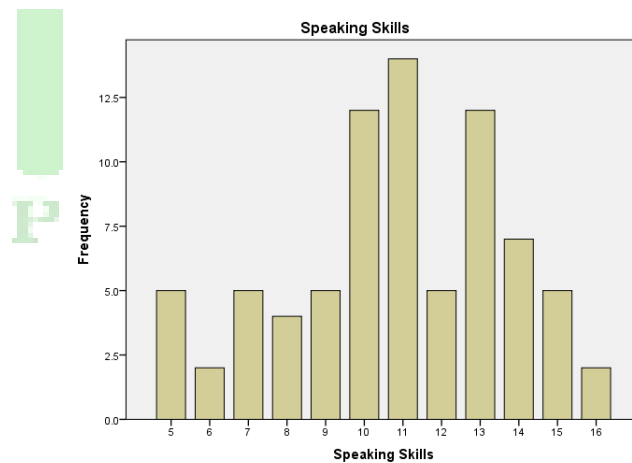
The data distribution from students' speaking skills is shown in the table below :

Table 4. 7 The Students' Speaking Skills Result

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	5	6.4	6.4	6.4
	6	2	2.6	2.6	9.0
	7	5	6.4	6.4	15.4
	8	4	5.1	5.1	20.5
	9	5	6.4	6.4	26.9
	10	12	15.4	15.4	42.3
	11	14	17.9	17.9	60.3
	12	5	6.4	6.4	66.7
	13	12	15.4	15.4	82.1
	14	7	9.0	9.0	91.0
	15	5	6.4	6.4	97.4
	16	2	2.6	2.6	100.0
	Total	78	100.0	100.0	

The researcher determines the calculation of categorization of students' self-confidence :

a. MX1 + 1.SDX1

$= 10,82 + 1 . 2,841$

$= 10,82 + 2,841$

$= 12,66$ (rounded 13)

b. MX1 - 1.SDX1

$= 10,82 - 1 . 2,841$

$= 10,82 - 2,841$

$= 7,98$ (rounded 8)

From the description above if the score is ≥ 13 the students' speaking skills is good, if the score is between 8 - 13 the students' speaking skills is average, and if the score < 8 the students' students' speaking skills is low.

Table 4. 8 The Categories of Students' Speaking Skills

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 %**

B. Data Analysis and Hypothesis Test

The data analysis aims to examine the correlation between students' self-confidence and their speaking skills. The table below shows the data calculation of students' self-confidence and speaking skills:

Table 4. 9 The Students' Speaking Skills Result

No	Initial Name	Class	Self-Confidence	Speaking Skills
1	AHFEA	VII A	58	13
2	AAA	VII A	61	12
3	ASAR	VII A	49	11
4	ANH	VII A	58	14
5	ANM	VII A	56	14
6	AZF	VII A	49	13
7	CMP	VII A	54	13
8	CBE	VII A	60	12
9	CNA	VII A	49	13
10	FCR	VII A	54	11
11	FNM	VII A	49	13
12	FMA	VII A	52	15
13	HHHP	VII A	58	10
14	IVRW	VII A	58	14
15	IMA	VII A	53	15
16	MS	VII A	48	10
17	AA	VII B	60	13
18	ALP	VII B	59	14

No	Initial Name	Class	Self-Confidence	Speaking Skills
19	AYF	VII B	52	15
20	AHS	VII B	65	14
21	CZA	VII B	58	10
22	CDF	VII B	59	16
23	CN	VII B	62	15
24	ENU	VII B	56	11
25	JHA	VII B	60	13
26	KDZA	VII B	58	15
27	KL	VII B	59	13
28	LMN	VII B	58	11
29	LNH	VII B	58	10
30	SMR	VII B	59	16
31	ANA	VII C	51	7
32	AK	VII C	55	8
33	ALN	VII C	63	11
34	ANZ	VII C	73	12
35	ACA	VII C	61	11
36	BA	VII C	63	10
37	HDR	VII C	73	14
38	H	VII C	51	11
39	KTA	VII C	56	12
40	MWN	VII C	66	13
41	MAS	VII C	57	10
42	NLH	VII C	61	6
43	NS	VII C	58	10
44	NQQN	VII C	57	10
45	QAAJ	VII C	55	11
46	QSAE	VII C	55	14
47	SDF	VII C	57	7
48	ARSA	VII D	46	7
49	AFZ	VII D	69	5
50	AFAJ	VII D	57	5
51	AMT	VII D	53	9
52	CAP	VII D	64	5
53	CAA	VII D	59	8
54	FRHP	VII D	61	10
55	JAPT	VII D	46	6

No	Initial Name	Class	Self-Confidence	Speaking Skills
56	KMR	VII D	52	9
57	KNS	VII D	53	13
58	LIAR	VII D	52	13
59	NNN	VII D	55	13
60	NNU	VII D	53	9
61	NZH	VII D	44	5
62	NMPA	VII D	56	9
63	OAM	VII D	50	5
64	QAR	VII D	61	10
65	AASR	VII E	56	8
66	ATN	VII E	48	8
67	AFP	VII E	51	11
68	APMM	VII E	54	12
69	CWL	VII E	47	11
70	CCA	VII E	59	10
71	DDA	VII E	47	10
72	DHMR	VII E	54	11
73	GKZP	VII E	55	9
74	HMYN	VII E	48	7
75	MAA	VII E	62	11
76	MAI	VII E	65	7
77	NRAA	VII E	54	11
78	NAM	VII E	57	11

After collecting the data, the researcher analyzed the correlation between the variables used Product Momen by Pearson analysis. The table below shows the correlation between the variables :

Table 4. 10 The Students' Speaking Skills Result

Correlations

		Self-Confidence	Speaking Skills
Self-Confidence	Pearson Correlation	1	.672[**]
	Sig. (2-tailed)		.000
	N	78	78
Speaking Skills	Pearson Correlation	.672[**]	1

| | Sig. (2-tailed) | .000 | |
| | N | 78 | 78 |

The table above shows the correlation value between students' self-confidence (X) and their speaking skills (Y) is 0.672 and the significance value is 0.000. It means that both variables have a correlation and show a medium correlation. It can be seen in the following table according to Sarwono[43]:

Table 4. 11 The Data Interpretation

Product Moment Pearson	Interpretation
0.00 – 0.20	Very Weak
>0.20 – 0.40	Weak
>0.40 – 0.70	Medium
>0.70 – 0.90	High
>0.90 – 1.00	Very High

To know the result of the hypothesis, the researcher calculated the data by the formulation of hypothesis below:

1. Null Hypothesis (Ho)

   There is no significant correlation between students' self-confidence and speaking skills of seventh-grade students at Al- Mawaddah Islamic Boarding School for Girls.

2. Alternative Hypothesis (Ha)

   There is a correlation between students' self-confidence and speaking skills of seventh-grade students at Al- Mawaddah Islamic Boarding School for Girls.

   Based on the significance value above is 0.00 < 0.05, it means the hypothesis result is :

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[43] Jonathan Sarwono, *Quantitative and Qualitative Methodology Research*, Yogyakarta: Graha Ilmua, 2006, p.150.

1. Ho is **rejected** (There is no significant correlation between students' self-confidence and speaking skills of seventh-grade students at Al- Mawaddah Islamic Boarding School for Girls).

2. Ha is **accepted** (There is a correlation between students' self-confidence and speaking skills of seventh-grade students at Al- Mawaddah Islamic Boarding School for Girls).

C. Discussions

This research focuses on the correlation between students' confidence and their speaking skills. Based on data analysis shows that the mean score for students' self-confidence is 56.27 with the highest score 73 and the lowest score was 44. Then the mean score for students' speaking skills was 10.82, with the highest score being 16 and the lowest score being 5.

The results of the linearity test between students' self-confidence and speaking skills show that there is a linear relationship. This is proven if the p or sig value > 0.05 means there is a significant linear relationship. It can be seen in the ANOVA table of the results of the students' self-confidence linearity test with speaking skills, the linearity significance value is 0.964 which is greater than 0.05.

Furthermore, after finding a significant linear relationship between the variables, the researcher continued to test the hypothesis using Pearson Correlation Product Moment in the SPSS version 22 program for Windows. In testing this hypothesis, the researcher found that there was a correlation between students' self-confidence and speaking skills. The correlation coefficient between students' self-confidence (X) and speaking skills (Y) was obtained,

which is 0.672. This result shows that the p-value is > 0.05, and the interval coefficient value is between 0.40 – 0.70, which is interpreted as having a medium correlation. This correlation analysis finding interprets that there is a significant correlation between self-confidence and speaking skills of seventh-grade students of Al-Mawaddah Islamic Boarding School.

The findings that the researcher obtained are aligned with Gurler statement which stated that students' willingness to communicate in a foreign language is strongly linked to their level of self-confidence.[44] According to Febriyani students who lack confidence in their speaking abilities is struggle to master English speaking skills.[45] Students with high self-confidence are more likely to achieve better performance in speaking a foreign language and have better speaking ability in English than those with lower self-confidence.

Based on data analysis, seventh-grade students of Al-Mawaddah Islamic Boarding School for Girls have a medium level of confidence and speaking The researcher noticed that there are some factors found which causes students' lack of self-confidence, those are fear of making mistakes and lack of vocabulary. According to Nety, several factors contribute to students' lack of confidence including feeling anxious, fear of making mistakes, being shy, and having a limited vocabulary.[46] Students with a limited vocabulary may struggle to express themselves effectively, leading to frustration and a reluctance to speak for fear

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[44] İsmail Gürler, "Correlation between Self- Confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students," 2015.

[45] Diyan Febriyani, Desi Sri Astuti, and Elly - Syahadati, An Analysis On Students' Self Confidence In Speaking Skill, *Journal of English Language Teaching and Education (JELTE)* 1, no. 1 (July 20, 2020), https://doi.org/10.31571/jelte.v1i1.18.

[46] Nety Nety, Asti Wahyuni B, and Nurhaeni Nurhaeni, Students' Self Confidence In Speaking English, *English Education Journal*, May 15, 2020, 8–16, https://doi.org/10.55340/e2j.v6i1.284.

of not being understood. He and Chen also stated, one factor that affects students' self-confidence is a lack of English speaking ability.[47] According to Mubarok, 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 are 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.

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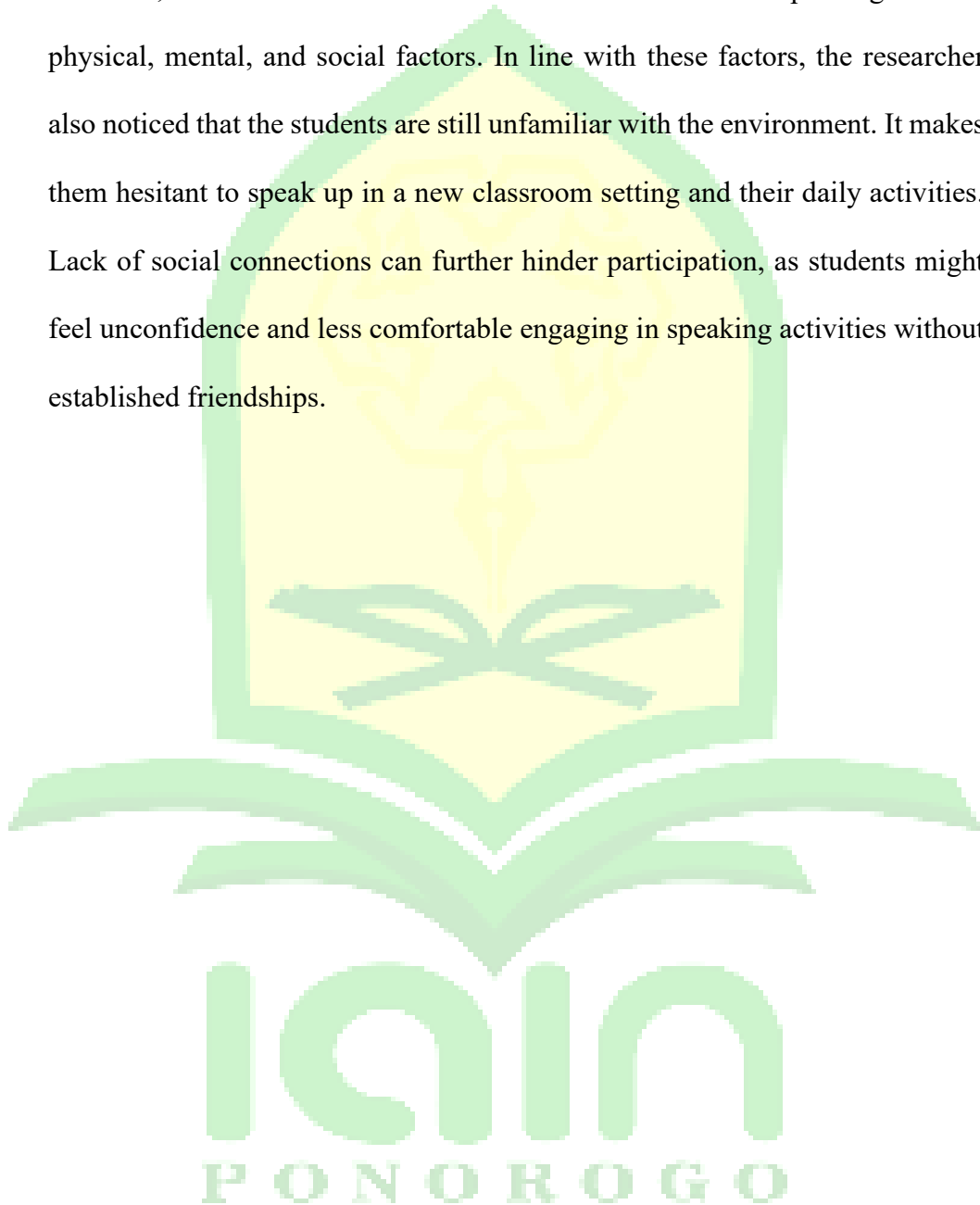
[47] He, Summer X & Chen, Amanda J.Y, How to Improve Spoken English, 2010.

CHAPTER V
CLOSING

A. 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 product moment pearson analysis of SPSS version 22 for Windows shows a moderate correlation (coefficient of 0.672) between self-confidence and speaking ability. This 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 correlation between the variables. As it significance value is less than 0.05 the alternative hypothesis (Ha) of this research is accepted.

Therefore, it can be concluded that there is a significant correlation between self-confidence and speaking skills of seventh-grade students at Al-Mawaddah Islamic Boarding School for Girls.

B. Suggestion

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.
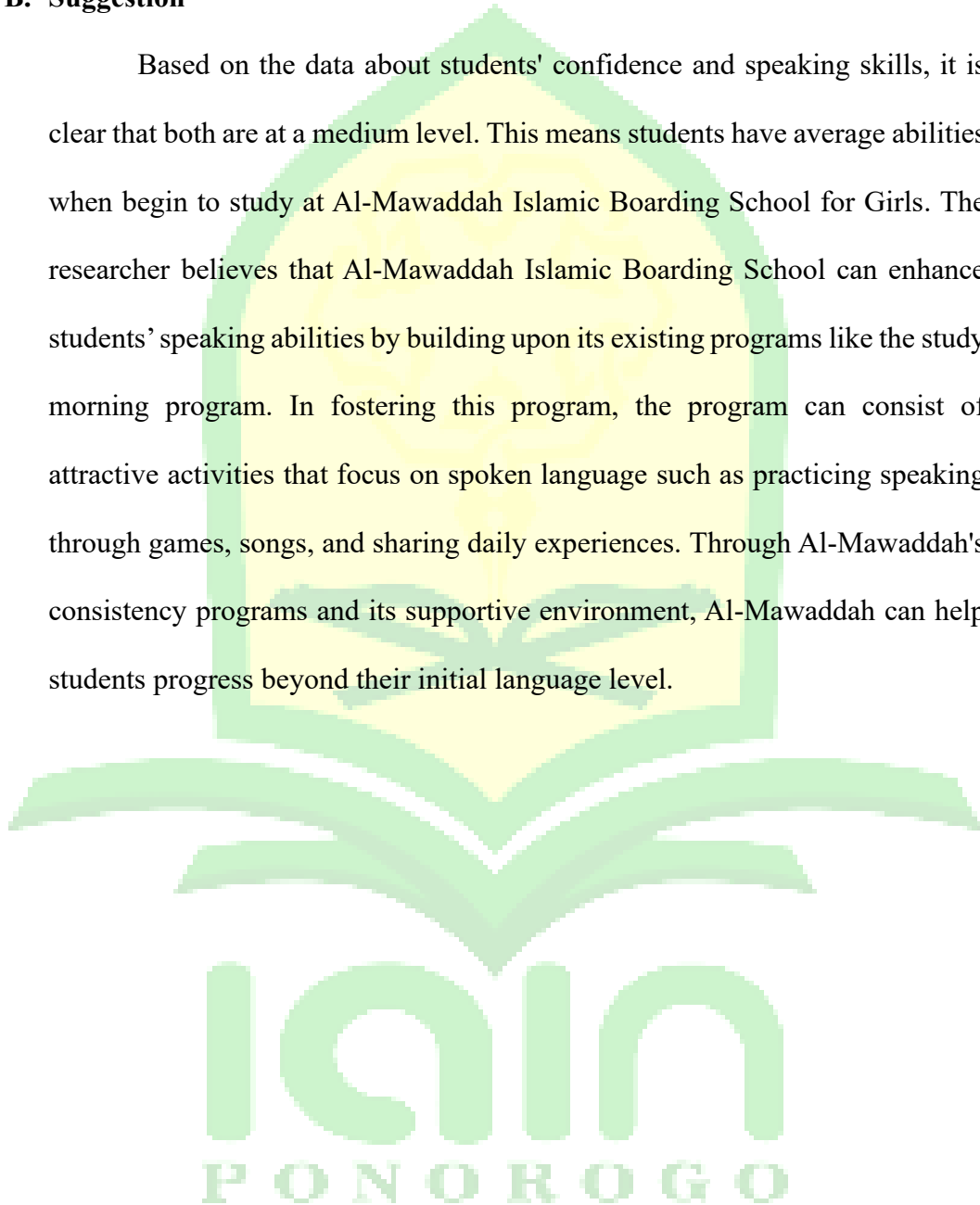
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