

**THE INFLUENCE OF SELF-CONFIDENCE ON EFL
STUDENTS' SPEAKING ABILITY**

THESIS

Submitted by:

SITI NURHASANAH
NIM. 200203073

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**

2024 M / 1446 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language teaching

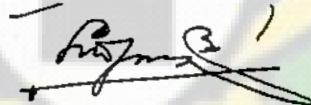
By:

SITI NURHASANAH

NIM. 200203073

Students of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:
Supervisor



Drs. Lukmanul Hakim, M.A

Date: 29/10/2024

جامعة الرانيري

AR-RANIRY

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

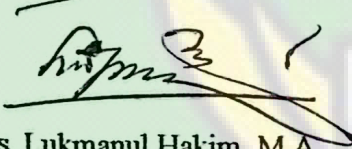
On:

Thursday, November, 28th 2024 M
Jumadil Awal, 26th 1446 H

In Darussalam, Banda Aceh

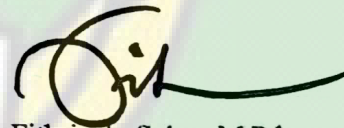
Board of Examiners,

Chairperson,



Drs. Lukmanul Hakim, M.A.

Secretary,



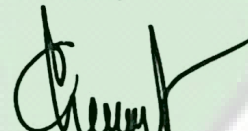
Fithriyah, S.Ag., M.Pd.

Member,



Dr. Maskur, M.A.

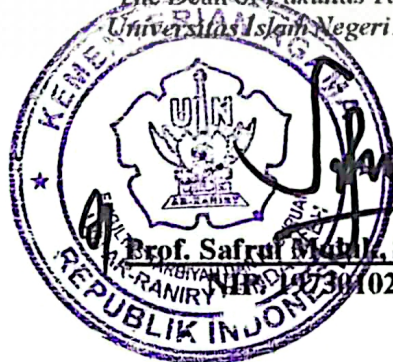
Member,



Chamisah, S.Ag., M.Ed.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Safrul Mubli, S.Ag., M.A., M.Ed., Ph.D.

NIR 102301021997031003



SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini :

Nama : Siti Nurhasanah

NIM :200203073

Tempat/tanggal lahir :Aceh Besar/ 15 Maret 2002

Alamat :Jln. Ir mohd Tahher Gampong Bayu

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Influence of Self-Confidence on EFL Students' Speaking Ability

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 31 Oktober 2024

Saya yang membuat surat pernyataan,



Siti Nurhasanah

ACKNOWLEDGEMENTS

The researcher would like to express all praise and gratitude to Allah SWT, who always gives me health, protection, grace and guidance so that the researcher can complete this thesis entitled "The Influence Of Self-Confidence On Efl Students' Speaking Ability". Peace and salutation are poured out to the great Prophet Muhammad SAW and his family and friends who have guided us towards the right path of life. This thesis was written in order to fulfill the requirements for achieving a Bachelor's (S1) program in the English Language Education program.

I would like to thank my supervisor, Drs. Lukmanul Hakim, M.A. for his invaluable guidance, help, support, time and advice from the beginning until the completion of this thesis. I also thank my academic advisor, Dr. Mustafa A Rahman, M.A who has guided me during my study at the Department of the English Language Education, Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry.

My sincerely thanks go also to my beloved parents, for always pouring me endless love, attention, sacrifice, support, and advice, and praying for me. I also thank my beloved brother and sister Mirza, Arif, and Luthfia, and my big family who always cheer and support me. May the almighty always bless my family.

Furthermore, I would like to thank my friends of English Language Education Department students who have always accompanied me during my college life. My

special gratitude to my lovely friends, Firna and Aura, who have accompanied me since the high school era until now.

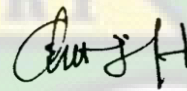
I would like to thank the Darul Ihsan school especially Mr. Safwan Nazaruddin, S.Pd.I, M.B.A. who have helped me, making it easier for me in research. May Allah reward their kindness, and make everything easier.

I would like to express my deepest gratitude to all participants who were involved in this thesis. I would like to express my appreciation and thanks for helping me in collecting data to complete this thesis. May Allah protect and make everything easier for them. I would also like to thank all parties who have helped with this thesis, whom the researcher cannot mention one by one.

Finally, the researcher realizes that the preparation of this thesis is far from perfect. I hope that readers will give constructive criticism and suggestions for better of this thesis.

Banda Aceh, 31 Oktober 2024

The writer,



Siti Nurhasanah

ABSTRACT

Name : Siti Nurhasanah
NIM : 200203073
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
Thesis working title : The Influence of Self-Confidence on Efl Students' Speaking Ability
Supervisor : Drs. Lukmanul Hakim, M.A.
Keywords : Self-Confidence, Speaking Ability, EFL students

In language learning, mastering speaking skills is the most important aspect of learning English as a foreign language (EFL) students. However, there are several difficulties faced by students when mastering speaking skills, namely lack of self-confidence. Therefore, the researcher is interested in conducting research, to find out whether or not there is an influence of self confidence on the student speaking ability at Darul Ihsan. This study is aimed at finding out the extent of Self-Confidence influences Speaking Ability and to know the significance of Self-Confidence is influences Speaking Ability. This study used quantitative research methods. Data collection was carried out by using a questionnaire and speaking test instrument. As many as 21 students have contributed to this research as respondents. This study found that there is an influence between Self-Confidence and Speaking Ability with a significant value of $0.01 < 0.05$, and the extent of the influence of Self-Confidence on Speaking Ability is $r = 0,708$ or 71% which means a strong relationship. In other words there is an influence between variable X and variable Y. So H_0 is rejected and H_a is accepted.

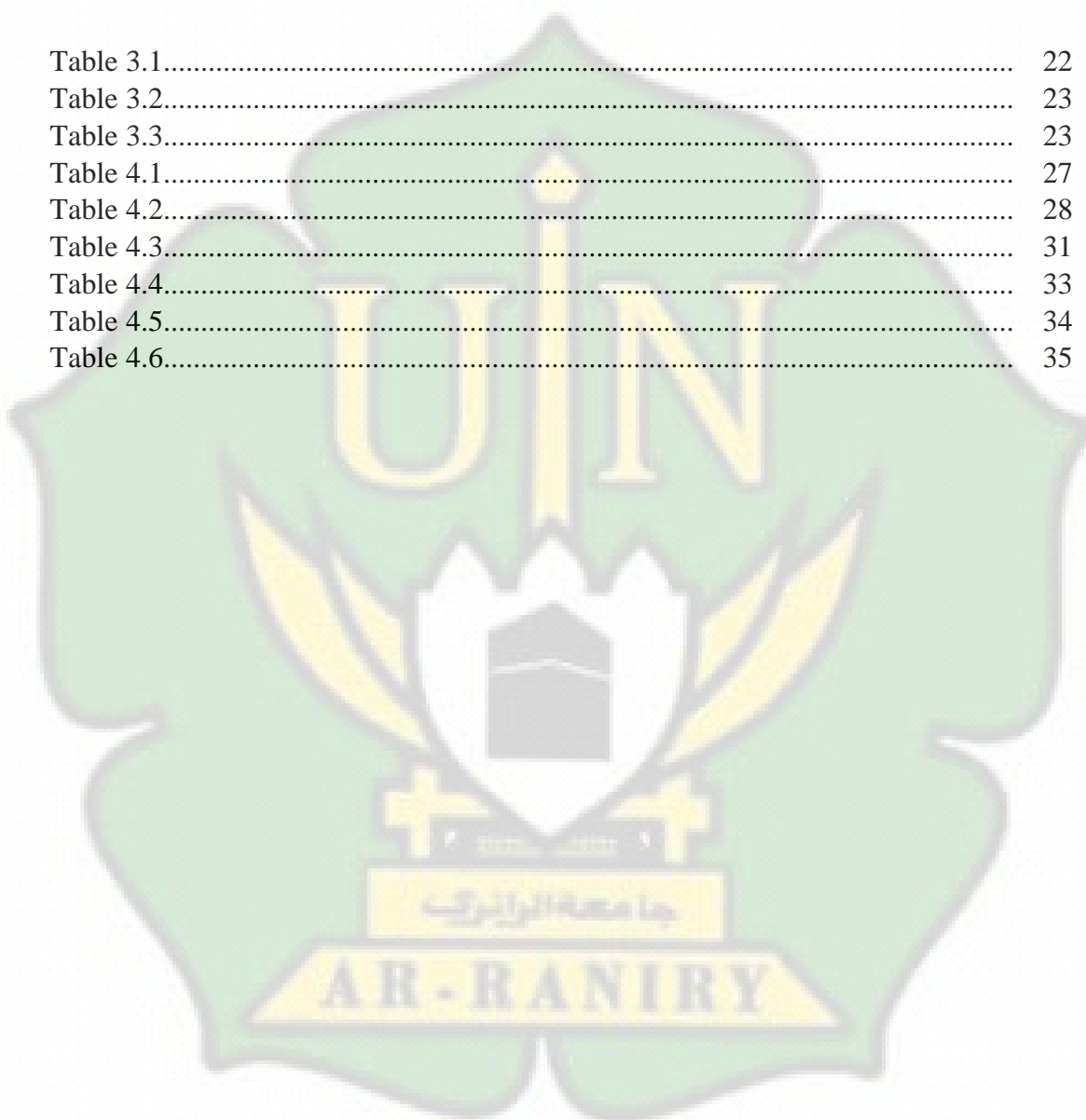
TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	
ACKNOWLEDGEMENTS.....	v
ABSTRACT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	x
LIST OF APPENDICES.....	xi
CHAPTER I INTRODUCTION.....	1
A.Background of The Study	1
B.Research Question.....	4
C.Hypothesis.....	4
D.Research Aims	5
E.Significance Of The Study	5
1.Theoretical significances	5
2.Practical significances.....	5
F.Terminologies.....	6
1.Self-confidence	6
2.Speaking ability.....	6
3.EFL students	6
CHAPTER II LITERATURE REVIEW.....	7
A.Speaking.....	7
1.Definition of speaking	7
2.Characteristics of speaking ability	8
3.Aspects of speaking skills	9
B.Self- Confidence.....	10
1.Definition of self-confidence	10
2.The Characteristic of self-confidence	11
3.Factors Causing Lack of Self-Confidence	12

C.EFL Students.....	14
D.Previous Studies.....	15
CHAPTER III RESEARCH METHODOLOGY	19
A.Reserch Design	19
B.Population and Sample.....	20
C.Technique of Data Collection	20
1.Questionnaire.....	20
2.Test speaking.....	21
D.Technique of Data Analysis.....	25
CHAPTER IV FINDING AND DISCUSSION	26
A.Finding	26
1.Description of Research Respondents.....	26
2.Description of Questionnaire Results	27
3.Description of Speaking Test Results.....	30
B.Discussion	36
CHAPTER V CONCLUSSION AND SUGGESTION.....	40
A.Conclusion	40
B.Suggestion	41
REFERENCES.....	43
APPENDICES	
AUTOBIOGRAPHY	

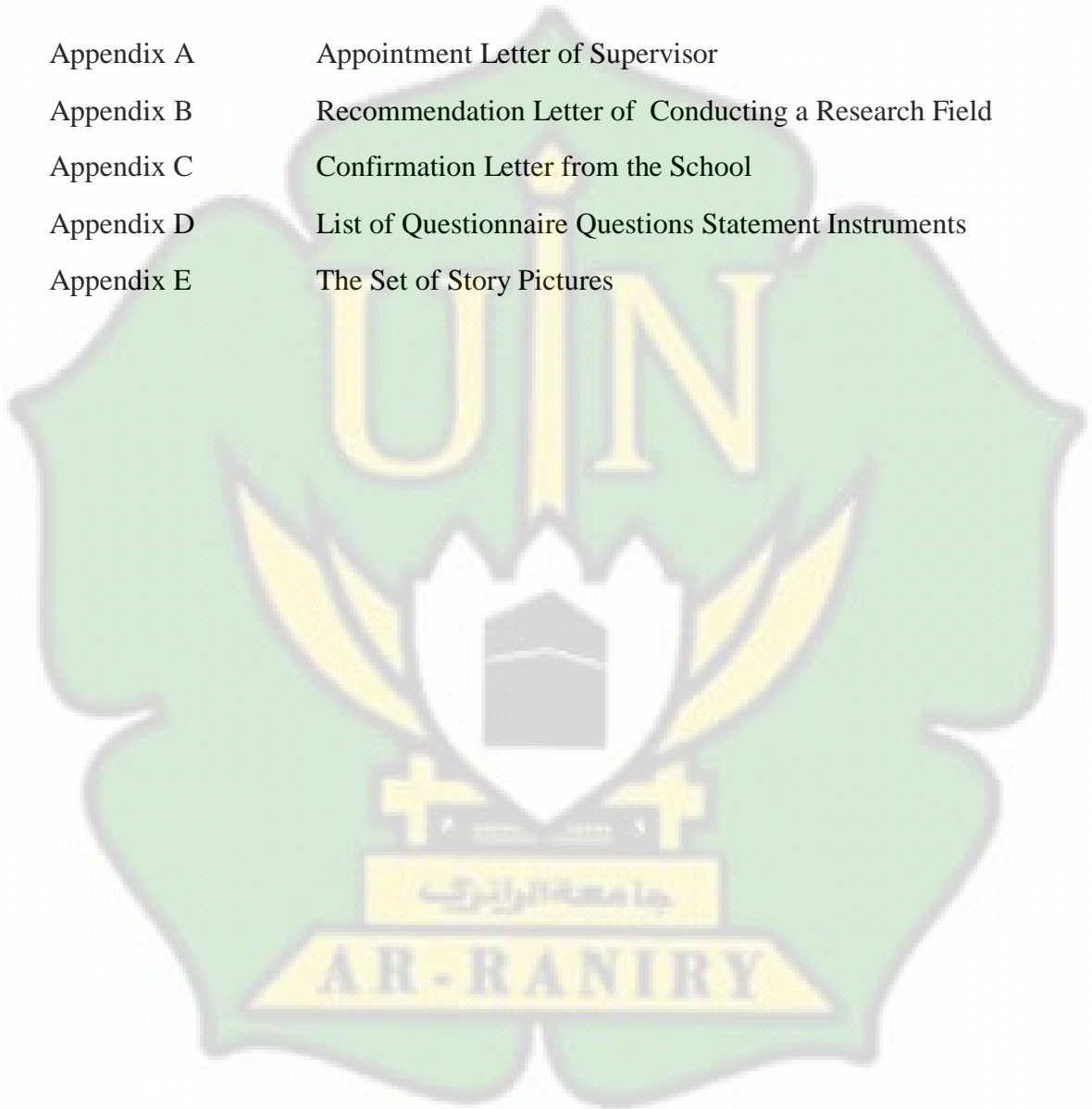
LIST OF TABLES

Table 3.1.....	22
Table 3.2.....	23
Table 3.3.....	23
Table 4.1.....	27
Table 4.2.....	28
Table 4.3.....	31
Table 4.4.....	33
Table 4.5.....	34
Table 4.6.....	35



LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter of Conducting a Research Field
Appendix C	Confirmation Letter from the School
Appendix D	List of Questionnaire Questions Statement Instruments
Appendix E	The Set of Story Pictures



CHAPTER I INTRODUCTION

This chapter presents the background of the study, the research questions, the research aims, the significance of the study, and the terminologies of the study.

A. Background of the Study

In language learning speaking ability is one of the skills that must be mastered by the students. Mardiyah, Aldriani, Chitta dkk (2021) states that important skills for the 21st century contain special skills that need to be empowered in learning, namely critical thinking, problem, metacognition, communication, collaboration, innovation, creativity, information literacy, and so on. Gunes (Coskon & Eker, 2022) stated that most of human daily life is related to speaking or communicating because a person communicates an average of twelve hours a day. Therefore, speaking or communication skills have an important role in helping human life to fulfill all needs and interests, one of which is for students.

There are four skills in English namely, listening, speaking, reading, and writing. For some EFL students, mastering speaking skills is the most important aspect of learning English as a foreign language. Rosyida (2016) stated that having good command of English for fluent communication is the goal of English learners. However, difficulties due to students having low ability in English communication is a common problem faced by EFL students (Widiati & Cahyono, 2006).

In EFL speaking classes, there are a number of difficulties that have long been faced by students; such as, embarrassment, incorrect grammar and pronunciation, lack of necessary vocabulary, limited time to practice speaking, anxiety, lack of motivation, and have low self-confidence (Al-Hosni, 2014; Juhana, 2012). That is it, that gap can inhibit learners' ideas as well as have a major influence on their speaking performance.

According to Al-Hebaish (2012), one aspect that influences learning is self-confidence. Self-confidence makes students have good motivation and think positively to learn new things, foster a positive mindset and motivation to explore new things. This is line with the statement of Verma and Kumari (2016) that optimistic can be seen in confident individuals. This is one of the good steps in learning a foreign language. Therefore, students with good self-confidence will be happy to seek new challenges in their learning. Ultimately, this can help them improve their skills.

Priya and Shilaja (2016) said that the people who do not have enough self-confidence in themselves will not succeed in English speaking achievement. The lack of self-confidence can affect the students' achievement in English speaking skills. Thus, confidence has an influence on the student learning process. It has information that is closely related to student motivation. Without self-confidence, students may not have the courage to speak to others. In other words, low speaking ability can be influenced by low self-confidence.

Self-Confidence can be defined as the belief in someone's ability to easily achieve something with their own abilities (Verma & Kumari, 2016). They believe in themselves that they can achieve their desired goals. When learning a foreign language, students who are confident have a strong belief in their abilities and believe that they can achieve their goals without any doubt about the results (Kanza, 2016). In other words, they continue to seek new opportunities because they believe in their ability to achieve success.

Coetzer (2017) defined that self-confidence is something in our mind, it is our psychology that every human being has. However, even though every human being have it, some of them can't feel it or come up with it yourself. Some people will appear silent, afraid to share ideas or speak in public, feel uncomfortable to express yourself, etc. The problems above are because they don't have enough confidence or they cannot achieve confidence themselves.

In addition, students in learning English especially in speaking must have self-confidence. Speaking without confidence, it can make students difficult to speak English in class. However if they have confident, they are not afraid of failure because they believe they can finish what they start with their own abilities. Salari and Jenaabadi (2015) stated that a positive attitudes are seen in confident individuals, helping them to recognize their abilities. As a result, confident individuals can face the situations they will face. It's means that they can achieve their goals with a sense of confidence within them.

Several studies have shown that Self-Confidence contributes to students' success in learning a language. Karimi and saadatmand (2014) found in their study that Self-Confidence drives students to achieve better results. Based in this belief, previous research conducted by Hebaish (2012) revealed a significant correlation between Self-Confidence and Speaking performance. Gurler (2015) also conducted a similar study and found that Self-Confidence can predict students' speaking performance. A recent study by Abdallah and Ahmed (2015) has revealed a significant correlation between the two variables.

Based on the background, it can be understood that one of the things that influences speaking ability is self-confidence, if self-confidence is low then speaking ability will also be low but if self-confidence is high then speaking ability will also be high. Based on the above consideration, the researcher is interested in conducting research at Darul Ihsan to find out whether or not there is an influence of self confidence on the student speaking ability at Darul Ihsan.

B. Research Question

In order to make it easy, it is necessary to formulate research question as follows:

- To what extent does self confidence influence the student speaking ability?

C. Hypothesis

Ha : There is a significant influence of self-confidence on the speaking abilities at Darul Ihsan students.

Ho : There is no significant influence of self-confidence on the speaking abilities at Darul Ihsan students.

D. Research Aims

The aims of this research is:

- To find out the extent self-confidence influences speaking ability.

E. Significance Of The Study

1. Theoretical significances

This research is expected to enrich the theory and provide additional reference that related to self-confidence and speaking ability.

2. Practical significances

a. Teachers

Can be used as evaluation material to pay attention to the level of self-confidence in students, especially in learning English.

b. Students

Can be used as evaluation material to further increase self-confidence, especially as EFL students.

F. Terminologies

1. *Self-confidence*

Self-confidence is a belief in ourselves regarding the abilities we have. Self-confidence is related to students' speaking abilities in speaking. Where in this research, self-confidence is a factor that influences speaking ability.

2. *Speaking ability*

Speaking ability is the ability to speak that can express thoughts, ideas and feelings that one has without fear, especially for English students. Speaking ability can be influenced by self-confidence.

3. *EFL students*

EFL (English as a Foreign Language) is the learning of English in a non-English speaking country. In other words, this language is not used in everyday life, for example Indonesia, and this research was conducted at Darul Ihsan.

Associative Hypothesis, namely using Spearman Rank Correlation. (Sugiyono, 2009 :148-151).

To find out the extent of Self-Confidence (X) influences Speaking Ability (Y) the researcher used formula of rank spearman correlation and to know the significance of Self-Confidence on Speaking Ability the researcher used SPSS *type* 27. Variable X has an influence on variable Y if the significance level is smaller than 0,05 , but if the significance is above 0,05 then there is no relationship between variables X and Y.

The equation is:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Information:

r_s = spearman rank correlation coefficient

d = difference in ranking between the independent variable (x) and the dependent variable (y)

n = large amount of observation data

CHAPTER IV

FINDING AND DISCUSSION

This chapter provides the findings of the study and presents the discussion of the research.

A. Finding

This part presents the findings from data collected through both questionnaire and speaking test. As mentioned earlier, the number of the students is 21 from the second grade of speaking class at Darul Ihsan. They are Indonesia native speakers who are included in the EFL students category. They all have been taking special speaking classes for two years, and are currently in the second year. After collecting data, the researcher found several findings related to this research, as follows.

1. Description of Research Respondents

The respondents in this research were 21 students of class XI D MAS Darul Ihsan, as seen in the following table.

*Table 4.1**Respondent Data*

No	Initial	Sex	Class
1	NA	Female	XI D
2	MH	Female	XI D
3	DS	Female	XI D
4	CNA	Female	XI D
5	DKA	Female	XI D
6	MM	Female	XI D
7	ZW	Female	XI D
8	ROH	Female	XI D
9	FA	Female	XI D
10	CRP	Female	XI D
11	LAA	Female	XI D
12	SFH	Female	XI D
13	SM	Female	XI D
14	SA	Female	XI D
15	SA	Female	XI D
16	RT	Female	XI D
17	HS	Female	XI D
18	USN	Female	XI D
19	DN	Female	XI D
20	NK	Female	XI D
21	NSK	Female	XI D

Data Source: The students of Darul Ihsan, Class XI D in 2024

2. Description of Questionnaire Results

To find out whether Self-Confidence has an influence on Speaking Ability, researcher used data collection techniques in the form of questionnaire and speaking test. The questionnaire distributed by researcher consisted of 20 questions in statements as seen in the appendix D. The results of the questionnaire can be seen in the following table.

Table 4.2

Tabulation of Respondent on Questionnaire Results

No	Nomor Item									
	Self Confidence (X)									
	X.1	X.2	X.3	X.4	X.5	X.6	X.7	X.8	X.9	X.10
1	5	5	4	4	5	5	3	3	5	4
2	4	3	5	2	5	5	3	2	5	4
3	3	5	4	5	2	5	5	3	4	5
4	2	4	5	5	3	4	4	4	5	3
5	4	5	5	4	5	5	4	4	4	5
6	5	5	5	4	5	5	4	4	4	4
7	5	5	5	5	5	5	3	4	5	5
8	5	5	5	5	5	5	3	5	5	5
9	5	5	5	5	4	5	4	4	5	4
10	5	3	4	1	5	5	4	5	3	5
11	5	4	5	5	4	5	5	4	4	5
12	3	4	5	3	3	5	5	5	5	4
13	4	5	5	4	5	4	5	5	5	4
14	3	5	4	5	2	2	4	3	4	4
15	4	5	5	3	4	4	5	4	5	4
16	3	4	4	5	3	4	4	4	5	5
17	4	3	2	4	3	4	2	3	3	2
18	4	3	5	3	3	5	5	4	5	4
19	4	5	4	2	3	3	3	4	5	3
20	3	3	3	4	3	3	3	3	4	3
21	3	3	4	4	4	3	3	3	5	4

Data Source: The Self-Confidence of the students of Darul Ihsan, class XI D

Nomor Item										Total X
Self Confidence (X)										
X.11	X.12	X.13	X.14	X.15	X.16	X.17	X.18	X.19	X.10	
5	4	5	5	5	5	5	5	3	1	86
5	4	3	3	3	2	4	3	1	1	67
5	4	5	5	3	5	3	3	2	1	77
5	4	5	5	2	4	2	4	4	1	75
5	5	5	5	5	5	4	3	3	1	86
5	4	5	5	3	4	4	4	3	1	83
5	5	3	5	5	5	5	5	1	1	87
5	5	3	5	5	5	5	5	1	1	88
5	4	4	4	5	4	5	5	3	1	86
4	5	5	5	2	3	3	4	2	1	74
5	5	5	5	4	5	5	5	4	4	93
5	5	5	4	5	5	5	4	4	2	86
5	5	5	5	5	5	4	3	3	2	88
5	3	3	3	4	4	3	3	3	2	69
5	4	4	2	2	4	4	4	4	1	77
5	3	1	3	3	2	3	3	3	2	69
4	2	3	2	3	4	2	4	3	4	61
5	4	5	4	3	4	2	5	2	3	78
4	3	3	4	3	4	3	5	4	3	72
2	3	5	4	4	4	3	5	4	3	69
5	3	3	3	3	3	4	5	3	2	70

Data Source: The Self-Confidence of the students of Darul Ihsan, class XI D

3. Description of Speaking Test Results

In the speaking test, the researcher constructed the test describing a picture containing a short story. For further information on the speaking test can be seen in the appendix E. From the statements given, the students were to tell the story of the set of story pictures shown, and followed by related question to the story picture.

This speaking test aims to measure each students speaking on pronunciation, grammar, vocabulary, fluency and understanding. The data tabulation results and based on the criteria Table 3.1. The result of speaking test is shown in the following table.

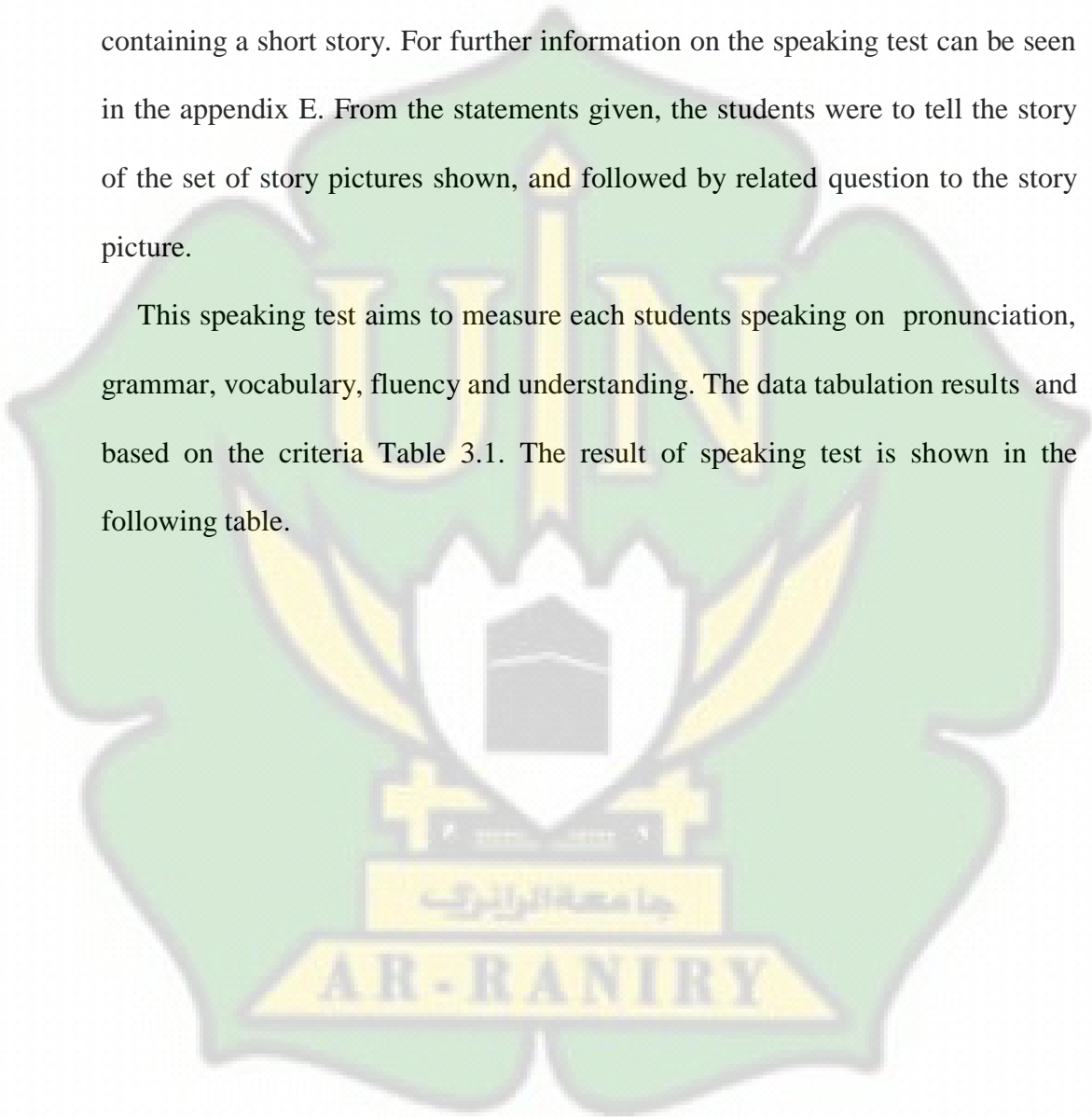


Table 4.3

Tabulated Results of Speaking Test of the students at Darul Ihsan

No	Initial	Nomor Item					Total Y
		Speaking Ability (Y)					
		Pronunciation	Grammar	Vocabulary	Fluency	Understanding	
1	NA	4	4	4	4	4	20
2	MH	3	4	2	3	3	15
3	DS	3	4	4	3	3	17
4	CNA	3	3	3	4	3	16
5	DKA	4	3	2	3	5	17
6	MM	3	3	3	3	3	15
7	ZW	3	3	3	4	4	17
8	ROH	4	4	4	4	4	20
9	FA	3	3	4	4	4	18
10	CRP	3	2	3	4	2	14
11	LAA	4	3	5	5	3	20
12	SFH	3	3	3	4	3	16
13	SM	4	3	3	3	4	17
14	SAW	2	2	3	2	4	13
15	SA	3	4	5	4	4	20
16	RT	3	4	3	3	4	17
17	HS	3	3	3	3	3	15
18	USN	3	5	3	3	4	18
19	DN	3	3	3	3	3	15
20	NK	2	2	2	3	3	12
21	NSK	2	3	2	3	3	13
Total		65	68	67	72	73	345
Average		3,10	3,24	3,19	3,43	3,48	16,43
Maximum score		105	105	105	105	105	525
Percentage		62%	65%	64%	69%	70%	329%

Data Source: The speaking test of the students of Darul Ihsan, class XI D

Questions of speaking test are follows:

1. Why do crow looking for the water?
2. How does the crow drink the water?
3. Why do crow collected the pebbles?
4. What did he do after collecting the pebbles?
5. What lessons can be learned from the story?

In order to make it easy to analyse, it is necessary to compute both the score of the students questionnaire and speaking test by using is the formula of correlation by spearman, as follows:

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Information:

r_s = spearman rank correlation coefficient

d = difference in ranking between the independent variable (x) and the dependent variable (y)

n = large amount of observation data

To obtained the result of correlation rank spearman is necessary to process in the following table of distribution, as follows:

Table4.4

Ranking Data Results

No	Initial	Total X	Total Y	Rank (x)	Rank (y)	d	d ²
1	NA	86	20	6,5	2,5	4	16
2	MH	67	15	20	15,5	4,5	20,25
3	DS	77	17	11,5	9	2,5	6,25
4	CNA	75	16	13	12,5	0,5	0,25
5	DKA	86	17	6,5	9	-2,5	6,25
6	MM	83	15	9	15,5	-6,5	42,25
7	ZW	87	17	4	9	-5	25
8	ROH	88	20	2,5	2,5	0	0
9	FA	86	18	6,5	5,5	1	1
10	CRP	74	14	14	18	-4	16
11	LAA	93	20	1	2,5	-1,5	2,25
12	SFH	86	16	6,5	12,5	-6	36
13	SM	88	17	2,5	9	-6,5	42,25
14	SAW	69	13	18	19,5	-1,5	2,25
15	SA	77	20	11,5	2,5	9	81
16	RT	69	17	18	9	9	81
17	HS	61	15	21	15,5	5,5	30,25
18	USN	78	18	10	5,5	4,5	20,25
19	DN	72	15	15	15,5	-0,5	0,25
20	NK	69	12	18	21	-3	9
21	NSK	70	13	16	19,5	-3,5	12,25
Total							450

Data Source: Data Ranking based on Excel

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

$$r_s = 1 - \frac{6(450)}{21(21^2 - 1)}$$

$$r_s = 1 - \frac{2,700}{21(441 - 1)}$$

$$r_s = 1 - \frac{2,700}{21(440)}$$

$$r_s = 1 - \frac{2,700}{9,240}$$

$$r_s = 1 - 0,292$$

$$r_s = 0,708.$$

Based on the result of r_s correlation, it is obvious that the r_s is 0,708. In order to make it clear, it is necessary to show the level of r_s correlation based on the following rank : (Sugiyono, 2009)

Table 4.5

No	Coefficient Interval	Relationship Level
1	0,80 - 1,000	Very Strong
2	0,60 - 0,799	Strong
3	0,40 - 0,599	Medium
4	0,20 - 0,399	Low
5	0,00 - 0,199	Very Low

Coefficient Interval

It is the fact that the value obtained from the Spearman rank correlation coefficient r_s is 0.708, which means that the relationship between the self-confidence score and the speaking ability score variable has a strong correlation. In other words, speaking ability is influenced by self-confidence. This means that the more the students have Self-Confidence, the better they will have Speaking Ability or the less they have Self-Confidence, the less they will have Speaking Ability.

Based on the hypothesis mentioned earlier in chapter 1, the researcher used Spearman rank correlation to test the hypothesis. To determine whether or not there is a relationship between Self-Confidence and Speaking Ability, researcher used SPSS type 27. The following are the results obtained from study data processed using SPSS type 27.

Table 4.6

Spearman Rho Test Results

			Correlations	
			Self Confidence	Speaking Ability
Spearman's rho	Self Confidence	Correlation Coefficient	1,000	,702**
		Sig. (2-tailed)	.	<,001
		N	21	21

Speaking Ability	Correlation Coefficient	,702**	1,000
	Sig. (2-tailed)	<,001	.
	N	21	21

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

Significant Value shows a significant relationship or not between the two variables tested. If it is less than 0.05 then there is a relationship. We see that the significant value is $0.01 < 0.05$ so it can be concluded that there is a significant relationship. A positive relationship direction means that if self-confidence increases, speaking ability will also increase.

B. Discussion

In this discussion, the research question mentioned earlier in the chapter 1 is to find out the extend Self-Confidence influences the Speaking Ability of the students at Darul Ihsan.

Based on the analysis of data that has been processed, data was obtained that there is an influence of Self-Confidence on the Speaking Ability of class XI D MAS Darul Ihsan students, with a significant value of 0.01. It is said to have a relationship between Self-Confidence and Speaking Ability if the significant value is <0.05 . From the results obtained, the significant value is $0.01 < 0.05$, which means there is an influence between Self-Confidence and Speaking Ability.

Based on the results of the Spearman Rank formula, the extent of the influence between Self-confidence on Speaking Ability is 0.708, in other words there is a strong relationship between Self-Confidence and Speaking Ability.

It can be seen on the table 4.3, there are 5 aspects consisting of pronunciation, grammar, vocabulary, fluency and understanding. Each aspect have score ranging from 1 to 5. There were 4 students who got the highest score (20) from 21 students as the respondents. In the pronunciation aspect, the highest score obtained by students was 4 and the lowest score was 2 with a total score of 65 and a percentage of 62% from 21 students. In the grammatical aspect, the highest score is 5 and the lowest score is 2 with a total score of 68 and a percentage of 65%. In the vocabulary aspect, the highest score is 5 and the lowest score is 2 with a total score of 67 and a percentage of 64%. In the fluency aspect, the highest score is 5 and the lowest score is 2 with a total score of 72 and a percentage of 69%. In the understanding aspect, the highest score is 5 and the lowest score is 2 with a total score of 73 and a percentage of 70%. Based on the finding, it can be concluded that apart from Self-Confidence which influences Speaking Ability, there are several other aspects which influence it, such as *pronunciation, grammar, vocabulary, fluency and understanding*.

Self-confidence is one of the important things that a student should have. In the one hand students who have higher self-confidence are better prepared to learn and they will have a positive attitude towards themselves and their environment. However, students' self-confidence does not just grow, but self-confidence can develop and start from within and outside the individual. Such as the family

environment which is the first place or means for each individual to receive education and which will give colour to their class personality (Mahmudha, 2017).

Based on the results of the Spearman rank correlation test, it was determined whether or not the speaking ability of XI D MAS Darul Ihsan students was influenced by self-confidence.

H_0 : There is no significant influence of self-confidence on the speaking abilities of XI D MAS Darul Ihsan students

H_a : There is a significant influence of self-confidence on the speaking abilities of XI D MAS Darul Ihsan students.

Spearman rank testing rules are:

- a) If the Significant value. (2-tailed) calculation results are smaller than the value of 0.05, then there is a significant relationship.
- b) If the Significant value. (2-tailed) is greater than 0.05, then the relationship between these variables can be said to be insignificant.

From the results above it can be concluded that the significant value is $0.01 < 0.05$, then H_0 is rejected and H_a is accepted, which means that there is an influence between self-confidence on the speaking ability of class XI D MAS Darul Ihsan students. And the extent of the influence between Self-Confidence and Speaking Ability is 0.708, which means it has a strong relationship.

Therefore, the final conclusion is that the influence of Self-Confidence on the Speaking Ability of class XI D MAS Darul Ihsan students is 0.708 or 71% and the remaining 29% is influenced by other factors from this research.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

From the finding cited earlier, it can be drawn some conclusions as follows:

1. Data obtained that Self- Confidence (X) has an influence on Speaking Ability (Y), where in table 4.6 it is known that the significant correlation value is $0.01 < 0.05$, which means there is an influence between variable X and variable Y. So H_0 is rejected and H_a is accepted.
2. There is a strong correlation between Self-Confidence and Speaking Ability. The extent of the influence between Self-confidence on Speaking Ability can be seen in the Spearman rank formula or r_s value is 0.708. The correlation is strong according to the level of the strength of correlation stated by Prof. Dr. Sugiyono, 184. Therefore, the final conclusion is that the influence of Self-Confidence on the Speaking Ability of class XI D MAS Darul Ihsan students is 0.708 or 71% and the remaining 29% is influenced by other factors from this research.

B. Suggestion

After concluding the results of this research, the researcher would like to propose several suggestions to the teacher and other researchers. The suggestions are as follows:

1. Teacher

Based on research findings, speaking ability of class XI D MAS student Darul Ihsan influenced by their level of self-confidence. Therefore, it would be better if the process education pays more attention to the learning system currently implemented and adapted to needs of each student, such as in using learning methods and teaching materials.

In addition, teachers are expected to be able to understand attitudes, personality and character of each student. Apart from providing teaching materials, teachers also need to pay attention to the aspect of student self-confidence, how to deal with students who are not confident. Because there are many methods or media that teachers can use to create a pleasant learning atmosphere so that students do not feel bored, afraid and embarrassed.

2. Other researchers

For further study, it is suggested that other researchers conduct other research relevant to this study to find other factors influence students' speaking ability.

REFERENCES

- Al-Hebaish, S. M. (2012). The correlation between general self-confidence and academic achievement in the oral presentation course. *Theory & Practice in Language Studies*, 2(1), 1-3. <https://doi.org/10.4304/tpls.2.1.60-65>
- Abdullah, M. Y., Hussin, S., Hammad, Z. M., & Ismail, K. (2021). Exploring the effects of flipped classroom model implementation on EFL learners' self-confidence in English speaking performance. *Recent Advances In Intelligent Systems And Smart Applications*, 223-241. https://doi.org/10.1007/978-981-33-4176-7_13
- Gürler, İ. (2015). Correlation between self-confidence and speaking skill of English language teaching and English language and literature preparatory students. *Current Research in Social Sciences*, 1(2), 14-19. <https://dergipark.org.tr/en/pub/criss/issue/32910/365851>
- Hasan, H., Hanafi, M., & Sadapotto, A. (2020). Correlation between EFL learners' self-confidence and speaking skill. *Majesty Journal*, 2(2), 48-56. <https://doi.org/10.33487/majesty.v2i2.395>
- Hakim, T. (2002). *Mengatasi rasa tidak percaya diri*. Puspa Swara.
- Hilaliyah, T. (2017). Tes keterampilan berbicara siswa dalam pembelajaran. *Jurnal Membaca Bahasa dan Sastra Indonesia*, 2(1), 83-98. <https://doi.org/10.24114/lt.v2i1.20267>

- Kansil, V. E., Tuna, J. R., & Liando, N. V. (2022). Analysis of the effect of students' self-confidence on speaking skill. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(5), 653-675. <https://doi.org/10.30645/jotell.v1i5.109>
- Kanza, D. (2016). The importance of self-confidence in enhancing students' speaking skill-case study: First year LMD students at Mohammad Kheider University of Biskra (Doctoral dissertation). <https://dspace.univ-biskra.dz/handle/123456789/8637>
- Mahmuda, I. (2017). Hubungan harga diri dengan kepercayaan diri pada komunitas cosplayer Medan (CosMed). [Unpublished undergraduate thesis]. Universitas Sumatera Utara
- Mangunsong, A. P., Nurweni, A., & Mahpul, M. (2017). Building students' self-confidence in speaking through group discussion (Doctoral dissertation). Lampung University. <https://repository.lppm.unila.ac.id/id/eprint/5393>
- Nasih, N., Yunus, M., & Rahmawati, H. (2019). The correlation between self-confidence and speaking performance of the fourth semester students of English department of University of Islam Malang. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 14(1). <https://doi.org/10.29303/jppp.v14i1.92>
- Nadiah, N. (2019). The students' self-confidence in public speaking. *Elite Journal*, 1(1), 1-12. <https://doi.org/10.32023/elite.v1i1.50>

- Nadila, U. (2021). Self-confidence factors of students in speaking English in Banjarmasin (Doctoral dissertation, Universitas Islam Kalimantan MAB). <https://idr.uin-antasari.ac.id/id/eprint/18478>
- Ningsih, D. S. (2020). The influence of teachers' reinforcement on students' self-confidence in speaking performance at Senior High School 12 Pekanbaru (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau). <https://repository.uin-suska.ac.id/39098>
- Nurgiyantoro, B. (2012). *Penilaian pembelajaran bahasa*. Yogyakarta: PBFU UGM.
- Riadil, I. G. (2020). A qualitative study: Investigating EFL learners' self-confidence to decrease the reticence in speaking ability. *ELTICS: Journal of English Language Teaching and English Linguistics*, 5(2), 6-9. <https://doi.org/10.31316/eltics.v5i2.437>
- Rumapea, E. P., & Wennyta, W. (2020). The correlation between self-confidence and speaking ability of second semester students of English education study program at Batanghari University Jambi. *JELT: Journal of English Language Teaching*, 4(2), 104-111. <https://doi.org/10.22437/jelt.v4i2.10855>
- Rosyida, E. (2016). Students' self-esteem in speaking ability. *SMART Journal*, 2(2), 94-104. <https://doi.org/10.30738/sj.v2i2.1243>
- Roysmanto. (2018). A correlation between self-confidence and the students' speaking skill. *Research and Innovation in Language Learning*, 1(1). <https://doi.org/10.33603/rill.v1i1.101>
- Sugiyono. (2009). *Metode penelitian kuantitatif, kualitatif, dan R & D*. Alfabeta.



APPENDICES

APPENDIX A : Appointment letter of supervisor


KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 6-2025/Un-Ba/FTTK/07/504/2024

TENTANG:
PENGGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :

- bahwa untuk melancarkan Embingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan Uin Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Meringkat :

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen RI;
- Keputusan Menteri Keuangan Nomor 293/Unk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan :

KESATU :

Menunjuk Saudara
Dr. Lukmanul Hakim, M.A.

Untuk membimbing Skripsi

Nama : Siti Nurhasanah
NIM : 200203073
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Self-Confidence on EFL Students' Speaking Ability

KEDUA :

Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

KETIGA :

Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor BP.DIPA-025.04.2.423025/2024 Tanggal 24 November 2023 Tahun Anggaran 2024.

KEEMPAT :

Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan.

KELIMA :

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di Banda Aceh
Pada tanggal 02 April 2024
Dekan

Bahrofulukly



Referensi
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen RI;
10. Keputusan Menteri Keuangan Nomor 293/Unk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

APPENDIX B : Recommendation letter of conducting a research field



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-6300/Un.08/FTK.1/TL.00/8/2024
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Kepala MAS Darul Ihsan Kecamatan Darussalam Kabupaten Aceh Besar

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SITI NURHASANAH / 200203073**

Semester/Jurusan : VIII / Pendidikan Bahasa Inggris

Alamat sekarang : Jln. Ir Mohd Taher Desa Bayu Kecamatan Darul Imarah Kabupaten Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **THE INFLUENCE OF SELF-CONFIDENCE ON EFL STUDENTS' SPEAKING ABILITY**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 18 Agustus 2024
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



*Berlaku sampai : 30 September
2024*

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C : Confirmation letter from the school



SURAT KETERANGAN PENELITIAN

Nomor: 082/Ma.01.038/pp.00.6/10/2024

Kepala Madrasah Aliyah Swasta Darul Ihsan, Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, menerangkan bahwa:


Nama : Siti Nurhasanah
NIM : 200203073
Prodi/Jurusan : Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas adalah mahasiswa/i FTK UIN Ar-Raniry Darussalam Banda Aceh yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Aliyah Swasta Darul Ihsan Ihsan.

Demikian surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Aceh Besar, 22 Oktober 2024

Kepala Madrasah,


Atailah, S.Ag

NIP.19760103 200710 1 002

AR-RANIRY

APPENDIX D : List of questionnaire instrument

NAMA :

KELAS/SEMESTER :

SEKOLAH :

1. Petunjuk Pengisian Angket

Angket ini bertujuan untuk mengetahui Pengaruh Kepercayaan Diri Terhadap Kemampuan Berbicara Pada Siswa. Dalam angket ini tidak ada jawaban yang benar atau salah, maka jawablah pertanyaan sesuai dengan keadaan Anda yang sebenarnya. Berilah tanda ceklis (\surd) pada kolom, setiap nomor mempunyai jawaban A,O, S, R, dan N, di mana :

Rating Scale:

POSITIVE QUESTION

VA : Very Agree = 5
A : Agree = 4
PA : Partially Agree = 3
D : Disagree = 2
VD : Very Disagree = 1

NEGATIVE QUESTION

VA : Very Agree = 1
A : Agree = 2
PA : Partially Agree = 3
D : Disagree = 4
VD : Very Disagree = 5

2. Cara Pengisian Angket :

Berilah tanda ceklis (\surd) pada salah satu alternatif jawaban VA, A, PA, D, atau VD yang sesuai dengan keadaan Anda yang sebenarnya.

No	Questions	VA	A	PA	D	VD
1.	I am able to communicate in various situations					
2.	I believe in my abilities					
3.	I have a strong will when I want something					
4.	I am calm when I do something					
5.	I easily express my feelings					
6.	I have a positive assessment of myself					
7.	I participate effectively in learning discussions					
8.	I try to complete tasks without the help of others					
9.	I am sure that if I study hard I will get good grades					
10.	I feel optimistic that what I am doing will run smoothly					

No	Questions	VA	A	PA	D	VD
1.	I feel like I have no purpose in life					
2.	I doubt myself					
3.	I feel dependent on other people					
4.	I don't have any interesting strengths in me					
5.	I'm embarrassed when I appear alone					
6.	I feel discouraged easily					
7.	I feel less confident when doing something					
8.	I feel like my friends don't want to hang out with me					
9.	I get anxious easily when facing a problem					
10.	I try to relax to reduce tension when performing in front					

APPENDIX E : List of speaking test instrument

Look at this picture and tell the story based on what you have observed!



Questions are follows:

1. Why do crow looking for the water?
2. How does the crow drink the water?
3. Why do crow collected the pebbles?
4. What did he do after collecting the pebbles?
5. What lessons can be learned from the story?

AUTOBIOGRAPHY

1. Name : Siti Nurhasanah
2. Place/Date of Birth : Aceh Besar/March 15th 2002
3. Address : Jln. Ir mohd Taher Gampong Bayu, Aceh
Besar
4. Sex : Female
5. Religion : Islam
6. Nationality : Indonesia
7. Occupation : Student
8. Email : 200203073@student.ar-raniry.ac.id
9. Educational background
 - a. Elementary School : SDN 53 Banda Aceh
 - b. Junior High School : SMPN 13 Banda Aceh
 - c. Senior High School : SMAN 1 Darul Imarah
 - d. University : English Language Education Department, UIN
AR-Raniry Banda Aceh

Banda Aceh, 31 Oktober 2024

The writer,



Siti Nurhasanah