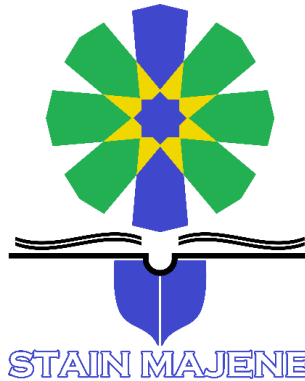


**THE INFLUENCE OF SELF-CONFIDENCE ON SPEAKING LEARNING
OUTCOME AT STAIN MAJENE**



A Thesis

Submitted in Partial Fulfillment of the Requirements for Degree of Sarjana
Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
State Islamic College of Majene

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Researcher

A handwritten signature in black ink, appearing to read 'Khairunnisa', with a horizontal line underneath.

Khairunnisa
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ABSTRACT

Researcher : Khairunnisa

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Title : “The Influence of Self-Confidence on Speaking Learning Outcome at STAIN Majene”

The researcher found that many students admitted to having difficulties when speaking English due to several factors, one of which was self-confidence. The researcher also saw this from school to college when observing friends. This incident made the researcher conclude that there is a link between self-confidence and speaking learning outcome. This Research aims to determine the influence of self-confidence on students' speaking learning outcome and the factors that influence the level of self-confidence of 5th-semester Tadris English STAIN Majene students. This research uses a mixed method that uses 30 samples to fill out a self-confidence questionnaire for quantitative methods, then conducts purposive sampling techniques after students fill out the questionnaire to determine respondents in the interview session for qualitative methods totaling 10 respondents. The results showed that after hypothesis testing using SPSS 23, it was found that self-confidence did not affect students' speaking learning outcome. Some students have high self-confidence and have good learning outcome. Some students have low self-confidence, but their learning outcome are also good. This is related to high and low self-confidence, which is also influenced by a supportive environment, careful preparation, bullying revenge, and personality changes. Meanwhile, students with low self-confidence are influenced by Anxiety, Lack of practice, and Difficulty concentrating. In addition, Researcher also found that their excellent learning outcome were caused by the learning environment, watching films, social media, and lots of practice.

Keywords: *Self-Confidence, Speaking, Learning Outcome.*

ABSTRAK

Peneliti mendapatkan data bahwa banyak siswa yang mengaku mengalami kesulitan saat tampil berbicara bahasa Inggris karena beberapa faktor, salah satunya adalah rasa percaya diri. Hal ini juga peneliti lihat sejak di sekolah hingga di bangku kuliah ketika peneliti mengamati teman-teman. Kejadian ini membuat peneliti menyimpulkan bahwa kejadian tersebut ada kaitan antara kepercayaan diri dengan hasil belajar speaking. Penelitian ini bertujuan untuk mengetahui pengaruh kepercayaan diri terhadap hasil belajar speaking mahasiswa dan faktor-faktor yang mempengaruhi tingkat kepercayaan diri mahasiswa semester 5 Tadris Bahasa Inggris STAIN Majene. Penelitian ini menggunakan metode campuran yang menggunakan 30 sampel untuk mengisi kuesioner kepercayaan diri untuk metode kuantitatif, kemudian melakukan teknik purposive sampling setelah mahasiswa mengisi kuesioner untuk menentukan responden pada sesi wawancara untuk metode kualitatif yang berjumlah 10 responden. Hasil penelitian menunjukkan bahwa setelah dilakukan uji hipotesis dengan menggunakan SPSS 23, ditemukan bahwa kepercayaan diri tidak berpengaruh terhadap hasil belajar berbicara siswa. Terdapat siswa yang memiliki kepercayaan diri yang tinggi dan memiliki hasil belajar yang baik. Ada juga siswa yang memiliki kepercayaan diri yang rendah, namun hasil belajarnya juga baik. Ternyata hal ini berkaitan dengan tinggi rendahnya kepercayaan diri juga dipengaruhi oleh: lingkungan yang mendukung, persiapan yang matang, balas dendam bullying, dan perubahan kepribadian. Sedangkan mahasiswa yang memiliki kepercayaan diri rendah dipengaruhi oleh: Kecemasan, Kurangnya latihan, dan Sulit konsentrasi. Selain itu, peneliti juga menemukan bahwa hasil belajar mereka yang baik disebabkan oleh: Lingkungan belajar, menonton film, melalui media sosial, dan banyak berlatih.

Kata Kunci: *Kepercayaan Diri, Berbicara, Hasil Belajar.*

CHAPTER I

INTRODUCTION

A. Research Background

Speaking is a manifestation of a communication tool used by humans to exchange various information (Rajitha & Alamelu, 2020). One of the challenging skills for students that require much interaction is speaking skills because compared to the other three English skills, students cannot speak alone. This aligns with Fauzi (2022) of the four English skills. Speaking skills are essential for students to learn and master intensively. For this reason, it takes much effort to be competent in speaking English.

Speaking is the most crucial skill of the four English skills and is also helpful for students when they have to work well in their profession (Rao, 2019). Phoeun & Sengsri (2021) argue that the ability to speak in English is crucial to develop, especially for generations in developing self-achievement related to the international world of work. This is because the ability to speak English globally is widely used in various fields. So, speaking skills play an important role because everything depends on how people communicate their messages to others.

Nevertheless, exploring English speaking skills is more challenging than we imagine because students have to pay attention to several things that affect their speaking skills, such as self-confidence (Joni & Dharmayanti, 2016). Abdullah et al., (2019) say that good speaking skills are more complicated than learning to

understand spoken language. In this regard, the researcher also obtained data that many students claimed to experience difficulties speaking English due to several factors, including self-confidence.

According to Roysmanto, two items determine the success of speaking: linguistics and non-linguistics. Linguistic items include language, vocabulary, pronunciation, sentence structure, and fluency. While the non-linguistic items include personality traits such as self-confidence and the environment (Roysmanto, 2018), self-confidence becomes one of the crucial points in the speaking component. Therefore, students with higher self-confidence than their friends will be able to speak fluently because it is supported by the assumption that confidence in communication significantly impacts students' interest in speaking (Sumardi et al., 2022).

In addition, speaking requires high confidence and not being shy and aggressive in social circles, especially when speaking English, whose social circles must also be international (Gurler, 2015). Confidence is a form of feeling happy doing something, which can provide self-esteem in overcoming the current situation. According to Dani (2018), confidence is a person's psychological state that gives them a strong sense of confidence and motivates them to do or take action.

Based on the results of pre-observation conducted by a researcher at STAIN Majene in the English education Research program, the researcher found problems students' face and students' gesture in speaking skills. This was also seen by the researcher from school days to lectures when the researcher observed friends on

campus when speaking. Some seemed uncomfortable before, during, and about to speak English. Some look pale, sluggish posture, and unfocused gaze. Nevertheless, students' fluency is also influenced by how diligent students are in practicing. This incident made the researcher conclude that the incident had something to do with students' self-confidence when speaking. This incident made the researcher conclude that the incident had something to do with students' self-confidence in learning to speak.

Therefore, the researcher concluded a conjecture that the incident was related to students' confidence in learning to speak. Therefore, the researcher wanted to find out if their speaking scores were affected by their confidence in learning to speak, especially students in English Education. Due to the lack of research on the influence of self-confidence on speaking learning outcome, the researcher is more interested in examining speaking comprehension through this Research. Knowing the influence of self-confidence on students' speaking learning outcome will provide benefits in understanding how much self-confidence affects students' learning Outcome.

Based on these problems, the researcher is interested in researching the influence of confidence entitled "The Influence of Confidence on Speaking Learning Outcome at STAIN Majene". The researcher found this a problem and needed to determine how seriously confidence could affect their English learning outcome.

B. Research Questions

Based on the background explanation, the researcher wants to determine the influence of students' confidence in learning English speaking skills on their learning outcome. Therefore, the research questions are as follows:

1. What is the influence of self-confidence on students' speaking learning outcome?
2. What are the factors do influencing students' confidence level in speaking learning outcome?

C. Research Objectives

Based on the above explanation, the researcher wants to know:

- A. To determine the influence of self-confidence on students' speaking learning outcome.
- B. To determine the factors influencing students' confidence level in speaking learning outcome.

D. Research Significances

This research is expected to contribute theoretically and practically. Theoretically, this Research provide helpful information for teaching and learning English. Provide information on how seriously self-confidence affect students' speaking learning outcome. Understand the influence of self-confidence on speaking learning outcome. This research is also expected to be valuable and

beneficial in achieving good speaking learning outcome for STAIN Majene students.

For students, this research is expected to be a consideration to improve their skills to achieving the good speaking learning outcome. For other researcher, this research is expected to be a reference for researching learning to speak English.

CHAPTER II

LITERATURE RIEVIEW

A. Previous Related Research Findings

The researcher obtained the following previous research related to the research to be conducted based on the findings of previous research:

1. The research was conducted by Hasan et al., (2020) with the title "Correlation between EFL Learners Self-Confidence and Speaking Skill"

This Research aims to describe the relationship between students' self-confidence and their' speaking ability by using a speech evaluation method in the form of an oral test. The results showed a relationship between self-confidence and students' English-speaking ability. It means that with confidence, students will be more fluent in speaking and will not feel afraid and embarrassed.

2. The research was conducted by Lar & Maulina (2021) with the title “Students’ Self-Confidence in Speaking for A Live Presentation.”

This Research aims to determine whether using the presentation method can determine whether there is a relationship between self-confidence and speaking skills. By collecting ten articles to present in the data collection process, this Research found that self-confidence is essential in determining mastery of speaking skills. Self-confidence is an important factor that correlates

with speaking skills. Thus, if students have high self-confidence, they will achieve good speaking skills.

3. The research was conducted Kansil et al (2022) titled "Analysis of The Influence of Students' Confidence on Speaking Skill".

This research investigates students' Confidence, which affects their speaking skills. The method used is qualitative with the correlation of questionnaires and grades of public speaking courses, namely KHS, with the population of this research being English Education students' class of 2017 who took public speaking courses, with the population and sample being students who took public speaking courses. The results showed that the respondents agreed on the factors affecting students' speaking ability, such as motivation 100%, fear of making mistakes 90%, and the influence of Confidence 93.30% approved by the respondents. It can be concluded that students' speaking ability. From the results of these students' opinions, it can be concluded that Confidence affects students' speaking ability.

4. The research was conducted by Murnaka (2023) titled "The Influence of Self-Confidence and Independence of Learning on Students' Mathematics Learning Outcome"

This research aims to determine whether self-confidence and learning independence can affect students' mathematics learning outcome. This research uses quantitative with correlational design type. It was found that learning independence did not significantly affect student learning outcome. After the

regression test, it turns out that self-confidence and learning independence on student learning outcome obtained that there is no significant influence of self-confidence and learning independence on student mathematic learning outcome.

Based on some of the previous studies mentioned above, the researcher found similarities and differences with this research. Overall, the similarity with previous research is that it aims to determine the influence of confidence on learning outcome in speaking English. The differences lie in the location, sample of the research object, method of data analysis, research findings, and characteristics. The most basic is that previous research has focused on speaking skills or speaking ability. In comparison, this research examines speaking learning outcome. This research will be conducted on English Education students of STAIN Majene. This research aims to determine self-confidence's influence on their speaking learning outcome.

B. Some Pertinent Ideas

1. Self-Confidence

a. Definition of Confidence

Confidence is essential for a person to develop according to the items that exist in him. According to Sahrunanca & Wulandari (2013), self-confidence is feeling confident in one's abilities so that one will not be anxious about one's actions, feeling light to do things one likes, having

responsibility, and being warm and polite when interacting. Confidence is confidence in one's abilities so that one is not insecure about deciding a matter without being influenced by others (Mafirja et al., 2018).

Self-confidence is essential to speaking skills because it can give learners enthusiasm, courage, and enthusiasm to perform well (Kansil et al., 2022). From some of the above opinions, confidence is a feeling of confidence possessed by students in taking action and daring to take responsibility for their actions based on remaining warm and polite in action, especially in the learning process. Thus, students with confidence will find it easier to succeed in their learning because they believe in their abilities and never give up.

b. Traits of Confidence

People who have confidence can be seen in several things that characterize them. According to Hidayati & Savira (2021), the characteristics of a confident person, adapted from Lautser's opinion in his book "Personality Test" are as follows.

- 1) Always feel confident in their abilities so they can do anything independently.
- 2) Skilled when overcoming a problem based on not thinking about themselves.
- 3) Always optimistic and not embarrassed when praised.
- 4) Dare to express opinions but are sensitive to the diverse feelings of others.

5) Always try to be better than before.

c. Self-Confidence Sign

Distinguishing between students with high self-confidence and those without can be seen from several characteristics. According to Kusumaningsi, (2017) , the characteristics of students who have high confidence are as below:

- 1) Confident body language. Good body language will make an impression on the views of others and make them think they are confident.
- 2) Confident people are relaxed. A confident person appears relaxed in the company of others, but that doesn't mean a nervous person isn't confident. However, confidence and nervousness cannot be felt at the same time.
- 3) Stay calm when criticized. Confidence will make a person appear calm when given criticism and not bother to defend themselves when criticized.

d. Indicators of Confidence

According to (Saif, 2022), adopted by Lautser, the indicators of self-confidence are:

- 1) Confidence in one's abilities. Because of having good self-confidence, individuals have confidence in their abilities. For example, a person must believe he can achieve his goals through hard work.
- 2) Optimistic. Always have a good outlook when facing something. For example, a person is confident in their skills.

- 3) Objective. Individuals see things as they should be, not according to their personal views. For example, they are solving problems more thoroughly.
- 4) Responsible. An individual's willingness to take responsibility for all risks.
- 5) Rational & Realistic. Resolving problems through reasonable and thorough thinking according to the facts.

2. Speaking Learning Outcome

Learning Outcome are influenced by two factors, namely internal factors or coming within students, such as physical disabilities, psychological disorders, and health. The other factor is external factors or factors from outside the student, such as the learning environment (Nurhasanah & Sobandi, 2016). Furthermore, Hadiyanto (2016) states that environmental factors influence student learning outcome by 30%, while the influence of student abilities on learning outcome is 70%. According to Setiyadi & Loviansi, (2020), teaching quality, such as classroom atmosphere, significantly influences student learning outcome.

Learning activity is an educational process that provides space for students to develop their abilities, which benefit new behaviors that increase and last longer. It is synthesized that learning outcome are a final assessment of the learning process carried out repeatedly and do not disappear because it has been embedded in the student's personality (Liando & Maru, 2019). Learning outcome will shape the personality of individuals who always want to achieve

better results than before so that it will bring positive changes and a better way of thinking (Tatipang et al., 2021). From some of these opinions, the researcher concludes that speaking learning outcome is the final assessment of students' English-speaking learning process that can shape students' personalities to be better than before in achieving good learning performance.

According to Fauhah & Rosy (2021), there are three learning outcome indicators, namely:

- a. The cognitive domain covers students' academic knowledge through lessons and information delivery.
- b. The practical domain is related to students' values, behavior, and attitudes.
- c. The psychomotor domain focuses on skills and self-development.

3. Theory of Confidence's Influence on Learning Outcome

Jalaluddin, in the book *Psychology of Communication*, states that someone with low self-confidence will choose to be silent and avoid communication (Jalaluddin Rakhmat, 2005). From the opinion of the experts above, one of the factors that affect speaking ability is self-confidence. If self-confidence is high, one's speaking ability will also be good.

C. Hypothesis

The hypothesis of the research is formulated as follows:

H0: Self-confidence does not affect speaking learning outcome.

H1: Self-confidence affects speaking learning outcome

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This Research uses descriptive research to describe the influence of self-confidence on students' speaking learning outcome. Researcher used mixed methods (quantitative & qualitative research). This research uses descriptive research to describe the influence of self-confidence on students' speaking learning outcome. Researcher used mixed methods (quantitative & qualitative research). Quantitative is needed to answer the first question regarding the influence of self-confidence on students' speaking learning outcome by using a questionnaire as an instrument. Then, questionnaire results were correlated with student learning outcome student learning outcome through hypothesis testing using the SPSS (Statistical Program for Social Science) version of 23. While Qualitative, to answer the second question, the factors that influence students' confidence level in speaking learning outcome, using open-ended questions in the form of interview.

B. Population and Sample

The population of this Research was students of the English Education Research program of STAIN Majene batch 2020 to 2022 academic year 2023/2024. In selecting the sample, the researcher was used 5th-semester students consisting of 30 students because the 5th semester meets the requirements to be sampled in this research, namely because the 5th semester certainly already has

some scores from the learning outcome of previous semesters. So, the total sample in this Research was 30 respondents.

C. Definition of Operational Variable

The variables in this research consist of independent variables and dependent variables. The independent variable is Self-Confidence (X), while the dependent variable is the Speaking Learning Outcome (Y). Self-confidence is the position of a student who feels confident in his/her ability to speak English without hesitation. Thus, this becomes a strength for him to present a good and attractive appearance. Speaking Learning Outcome is the value or final result of the speaking learning process by the abilities possessed by students. Learning outcome can determine and shape the personality of students who always want to be more optimistic than before.

D. Research Instrument

1. Questionnaire

The first instrument used in this research was a questionnaire which had been validated and adapted from previous research. First, the researcher created an online questionnaire through Google Forms. Then, the researcher distributed a questionnaire containing 16 items conducting research in the field as a data collection process containing answers from all respondents. Then, the

researcher collected the results of the questionnaires the respondents had answered and analyzed them.

2. Documentation

The Documentation method is a data collection technique by examining data that has been recorded. At this stage, after collecting data through questionnaires, the researcher examined and took data from student learning Outcome that had been assessed by lecturers teaching English Speaking courses to be used as a supporting medium.

3. Interview

The researcher interviewed by asking several questions to the 10 respondents who had a high and low level of self-confidence. The purpose of this interview is to find problems more openly from the opinions and ideas of the respondents, namely to find out the factors that influence students' confidence level in speaking learning outcome. The researcher listened carefully in this interview and recorded what the interviewee said. By conducting interviews, the researcher gets more information to support the research data needed.

E. The Technique of Data Analysis

1. The Data from Questionnaire

The data collected from students' responses were tabulated, and the percentage was calculated using the percentage technique. The first step taken for data analysis is scoring. Scoring was done on the questions contained in

the questionnaire. The questionnaire was analyzed based on the Lickert scale score. The Likert scale questionnaire is the most commonly used scale to measure respondents' attitudes, opinions, and perceptions of a matter. To obtain the average score, the total choices consist of (Strongly Agree, Agree, Disagree, and Strongly Disagree) for each statement multiplied by the approval value (Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1). The maximum score on this scale is 4, and the minimum score is 1. In scoring, the researcher counts the number of students who give answers to the items according to those in the questionnaire.

The second step is for the researcher to calculate the total score. This is calculated using a formula which is described as follows:

$$x = (f SA \times 4) + (f A \times 3) + (f D \times 2) + (f SA \times 1))$$

Where :

f : frequency

D : Disagree

SA : Strongly Agree

A : Strongly Disagree

A : Agree

After each student's score was calculated, it was categorized into the range score to get the student's interest description. To calculate the criteria range score, use the following formula:

$$\text{Score range} = \frac{\text{the highest score} - \text{the lowest score}}{\text{max score}}$$

Highest score = 4

Lowest score = 1

The next step is to calculate the percentage of each item based on student answers in the questionnaire. The formula is:

$$P = \frac{F}{Max\ Score} \times 100\%$$

Where:

P = Percentage

F = Data Frequency

Max score = Maximum score

After calculating the percentage, the researcher will determine the interval (range) and interpretation of the percentage to determine the assessment results through the percentage score interval. Then, to determine the level of these criteria, the results of the average score obtained by the researcher are discussed in the criteria table.

Self Confidence Questionnaire, number of 16 question items, for the highest score obtained is the number of items multiplied by the highest score of $16 \times 4 = 64$, and the lowest score is $16 \times 1 = 16$.

Table 3. 1 Score level of Self-Confidence (y)

Interval Score	Category
16-33	Low
34-50	Medium
51-64	High

After the data from the questionnaire was analyzed and described, the researcher correlated the questionnaire results with the students' speaking learning outcome to find out the relationship between the two. Furthermore, the researcher conducted interviews to confirm the second research question regarding the influence of self-confidence on the speaking learning.

2. The Data from Documentation

After the questionnaire data were analyzed and described, the researcher correlated the questionnaire results with the students' speaking learning outcomes to find out the relationship between the two. Here, researchers used the SPSS version 23 application to find out the relationship between the two data.

3. The Data from Interview

a. Data Collection

The first step in research is collecting data. In qualitative research, data collection is carried out by interviews. Data collection was carried out in a matter of days so that a lot of data was obtained. All information from respondents was recorded on video. In this way, the research obtained varied data.

b. Data Reduction

The second step in analyzing qualitative data is data reduction. Data reduction means summarizing, selecting the main points, and focusing on the important things. Next, the selected data was transcribed or converted

into written form. All irrelevant information was eliminated, whereas relevant topics were coded and categorized. Then the categorized results are translated from regional languages into English.

c. Data Display

The third step in qualitative data analysis is presenting the data. This data presentation is in the form of text field notes, matrices, graphs, concept maps, and charts. This step was carried out by presenting an organized collection of data and it is possible to conclude it, because the data obtained during the qualitative research process is mostly narrative, so it needs to be simplified without reducing its content.

d. Conclusion Drawing

The final step in qualitative analysis is conclusion drawing. In research, conclusions drawing is carried out continuously during the research period which is initially unclear until it becomes clear. Conclusion drawing must include strong evidence. Therefore, researcher must compile a good data presentation so that conclusions can be drawn.

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

1. Result of Questionnaire Analysis

The data was collected from the questionnaire results distributed to respondents and then processed into tabular form using a Likert Scale. This aims to explain the data collected. This data population comes from Majene Regency, who are 5th-semester students at STAIN Majene English Education study program. The number of respondents was 30 students, and the questionnaire results can be seen in the following table.

Item 1: I am confident in my ability to speak English (*Saya yakin dengan kemampuan saya dalam berbicara bahasa Inggris*).

Table 4. 1. Ability to Speak English

No	Category	Frequency	Percentage
1	Strongly Agree	3	10%
2	Agree	14	46%
3	Disagree	12	39%
4	Strongly Disagree	1	3%
Frequency		30	100%

Based on the table above, it can be stated that 3 students (10%) chose to strongly agree with this item, 15 students (46%) chose to agree, 13 students (40%) chose to disagree, and 1 student (3%) chose strongly disagree.

Item 2: I do my English-speaking assignments without the help of my friends (*Saya mengerjakan tugas speaking tanpa dibantu teman*).

Table 4. 2. Do assignment without the help

No	Category	Frequency	Percentage
1	Strongly Agree	7	22%
2	Agree	16	50%
3	Disagree	9	28%
4	Strongly Disagree	0	0
Frequency		30	100%

Table 4.3 indicated that there were 7 students (22%) who chose to strongly agree with this item, 16 students (50%) chose to agree, 9 students (28%) chose to disagree, and no students (0%) chose strongly disagree.

Item 3: I enjoy answering questions given by the lecturer (*Saya senang menjawab pertanyaan yang diberikan dosen*).

Table 4. 3. Enjoyanswering lecture's question

No	Category	Frequency	Percentage
1	Strongly Agree	11	34%
2	Agree	14	43%
3	Disagree	7	22%
4	Strongly Disagree	0	0
Frequency		30	100%

Based on the table above, it can be stated that 11 students (34%) chose to strongly agree with this item, 14 students (43%) chose to agree, 7 students (22%) chose to disagree, and no students (0%) chose strongly disagree.

Item 4: I feel the smartest in the class (*Saya merasa paling pintar dalam kelas*).

Table 4. 4. Feel Smartest

No	Category	Frequency	Percentage
1	Strongly Agree	2	6%
2	Agree	3	9%
3	Disagree	7	21%
4	Strongly Disagree	20	62%
Frequency		30	100%

Table 4.4 shows that there were 2 students (6%) who chose to strongly agree with this item, 3 students (9%) chose to agree, 7 students (21%) chose to disagree, and 20 students (62%) chose strongly disagree.

Item 5: When I Research, I enjoy solving challenging problems (*Ketika belajar, saya senang mnyelesaikan soal yang sulit*).

Table 4. 5. Enjoy Solving Problems

No	Category	Frequency	Percentage
1	Strongly Agree	2	6%
2	Agree	15	46%
3	Disagree	11	34%
4	Strongly Disagree	2	6%
Frequency		30	100%

Table 4.5 shows that there were 3 students (9%) who chose to strongly agree with this item, 15 students (46%) chose to agree, 13 students (40%) chose to disagree, and 1 student (3%) chose strongly disagree.

Item 6: I will try again when I fail (*Saya akan mencoba lagi ketika gagal*).

Table 4. 6. Try Again when Fail

No	Category	Frequency	Percentage
1	Strongly Agree	9	28%
2	Agree	19	59%
3	Disagree	4	12%
4	Strongly Disagree	0	0%
Frequency		30	100%

Based on the table above, it can be seen that 18 students (56%) chose to strongly agree, 13 students (41%) chose to agree, 1 student (0%) chose to disagree, and no students (0%) chose strongly disagree.

Item 7: I am able to get good grades in class (*Saya mampu mendapatkan nilai yang baik di kelas*).

Table 4. 7. Get Good Grades

No	Category	Frequency	Percentage
1	Strongly Agree	9	28%
2	Agree	19	59%
3	Disagree	4	12%
4	Strongly Disagree	0	0%
Frequency		30	100%

The table above presents that 9 students (28%) chose strongly agree with this item, 19 students (59%) chose to agree, 4 students (12%) chose to disagree, and no students (0%) chose strongly disagree.

Item 8: I was able to accept my shortcomings in speaking English and was able to improve them (*Saya dapat menerima kekurangan saya dalam berbicara bahasa Inggris dan mampu memperbaikinya*).

Table 4. 8. Accept and Improve the Shortcomings

No	Category	Frequency	Percentage
1	Strongly Agree	19	60%
2	Agree	12	37%
3	Disagree	1	3%
4	Strongly Disagree	0	0%
Frequency		30	100%

The table above stated that 16 students (50%) chose to strongly agree with this item, 14 students (44%) chose to agree, 2 students (6%) chose to disagree, and no students (0%) chose to strongly disagree.

Item 9: When told something authentic, I can accept it (*Ketika diberitahu sesuatu yang benar, saya dapat menerimanya*).

Table 4. 9. Accepted the Authentic Thing

No	Category	Frequency	Percentage
1	Strongly Agree	19	60%
2	Agree	12	37%
3	Disagree	1	3%
4	Strongly Disagree	0	0%
Frequency		30	100%

The table above indicates that there were 19 students (60%) chose to strongly agree with this item, 12 students (37%) chose to agree, 1 student (3%) chose to disagree, and no students (0%) chose strongly disagree.

Item 10: I am ready to be chastised when I make a mistake (*Saya siap bersedia dihukum saat melakukan kesalahan*).

Table 4. 10. Ready to Chastised when make a Mistake

No	Category	Frequency	Percentage
1	Strongly Agree	13	41%
2	Agree	18	56%
3	Disagree	1	3%
4	Strongly Disagree	0	0%
Frequency		30	100%

Table 4.10 shows that there were 13 students (41%) chose to strongly agree with this item, 18 students (56%) chose to agree, 1 student (3%) chose to disagree, and no students (0%) chose strongly disagree.

Item 11: I can accept failure despite my efforts (*Saya dapat menerima kegagalan walaupun sudah berusaha*).

Table 4. 11. Accept the Failure

No	Category	Frequency	Percentage
1	Strongly Agree	10	31%
2	Agree	17	53%
3	Disagree	5	15%
4	Strongly Disagree	0	0%
Frequency		30	100%

The table above indicates that 10 students (31%) chose strongly agree with this item, 17 students (53%) chose to agree, 5 students (15%) chose to disagree, and no students (0%) chose strongly disagree.

Item 12: When given an assignment, I do it seriously (*Ketika diberikan tugas saya mengerjakan dengan sungguh – sungguh*).

Table 4. 12. Do Assignment Seriously

No	Category	Frequency	Percentage
1	Strongly Agree	11	34%
2	Agree	21	65%
3	Disagree	0	0%
4	Strongly Disagree	0	0%
Frequency		30	100%

The table above shows that 11 students (34%) chose strongly agree for this item, 21 students (65%) chose to agree, no students (0%) chose to disagree, and no student (0%) chose strongly disagree.

Item 13: I am not ashamed to apologize when I make a mistake (*Saya tidak malu minta maaf saat melakukan kesalahan*).

Table 4. 13. Do Apologize when make a Mistake

No	Category	Frequency	Percentage
1	Strongly Agree	15	47%
2	Agree	16	50%
3	Disagree	0	0%
4	Strongly Disagree	1	3%
Frequency		30	100%

The table above shows that there are 15 students (47%) chose to strongly agree with this item, 16 students (50%) chose to agree, no students (0%) chose to disagree, and 1 student (3%) chose strongly disagree.

Item 14: I dare to express my opinion even if it is different from my friends (*Saya berani mengungkapkan pendapat walaupun berbeda dengan teman*).

Table 4. 14. Dare to Express Different Opinion

No	Category	Frequency	Percentage
1	Strongly Agree	6	19%
2	Agree	14	44%
3	Disagree	10	31%
4	Strongly Disagree	2	6%
Frequency		30	100%

Based on the table above, it can be concluded that there are 6 students (19%) who chose to strongly agree with this item, 14 students (44%) chose to agree, 10 students (31%) chose to disagree, and 2 students (6%) who chose strongly disagree.

Item 15: I am brave when expressing my opinion in front of my friends (*Saya berani ketika mengungkapkan pendapat di depan teman-teman*).

Table 4. 15. Brave to Expressing the Opinion

No	Category	Frequency	Percentage
1	Strongly Agree	9	28%
2	Agree	19	59%
3	Disagree	4	13%

4	Strongly Disagree	0	0%
Frequency		30	100%

The table above shows that there are 9 students (28%) who chose to strongly agree with this item, 19 students (59%) chose to agree, 4 students (13%) chose to disagree, and no students (0%) chose strongly disagree.

Item 16: When told to answer a question, I feel my answer is always correct
(*Ketika disuruh menjawab pertanyaan, saya merasa jawaban saya selalu benar*).

Table 4. 16. Feel Correct Answer when Asked

No	Category	Frequency	Percentage
1	Strongly Agree	6	19%
2	Agree	14	44%
3	Disagree	10	31%
4	Strongly Disagree	2	6%
Frequency		30	100%

Based on the table above, it can be concluded that there are 6 students (19%) who chose strongly agree with this item, 14 students (44%) chose to agree, 10 students (31%) chose to disagree, and 2 students (6%) who chose strongly disagree.

Table 4. 17. Average of Questionnaire Result

Category	Total	Percentage
Very High	146	30%
High	195	43%
Low	75	17%
Very Low	35	8%
Total	451	100%

Through all the items and based on Table 4.18, it can be seen that the questionnaire results of Semester 5 students of English education at STAIN Majene show that the average of the data is 43%. This means that students' responses are categorized as high confidence in their abilities based on the category of self-confidence questionnaire indicators. Thus, the 5th-semester students of English Education of STAIN Majene have a positive perception of themselves.

2. Result of Documentation Analysis

Based on the learning Outcome obtained by English Education students in semester 4, which is now semester 5 at STAIN Majene, namely in the form of KHS (*Kartu Hasil Studi*) in the *Semester Genap* of the Speaking For Academic Purposes course in the 2021/2022 academic year. These learning outcome can be summarized in the table below:

Table 4. 18. Categories of Speaking Learning Outcome

Category	Total	Percentage
Very High	10	34%
High	19	63%
Low	1	3%
Very Low	0	0%
Total	30	100%

The table above shows the learning outcome of 5th-semester students in the 5th semester of English education at STAIN Majene. Those in the very high category were 34%, those in the high category were 63%, medium category were 3%, and low category were 0%.

After knowing the results of the questionnaire and documentation of students' speaking learning outcome, the next step is to test the hypothesis of the first question, namely to determine whether self-confidence affects students' speaking learning outcome.

3. Result of Hypothesis Test

a. Result of Correlation Test

Correlation testing is carried out to determine whether there is a relationship between variable X and variable Y and to determine the type of relationship between the two variables. The researcher used correlation statistical analysis with SPSS 23 to analyze the hypothesis test. The basis for decision making is:

- Significance value < 0.05 , then correlated.
- Significance value > 0.05 , then not correlated.

After conducting a correlation test, the researcher obtained the Significance value of the two variables was 0.007, with a Pearson Correlation of 0.479. According to correlation table, it means that Correlation Significant at the 0.01 level. So, Variable X against variable Y falls into the category of the degree of relationship "0.00 - 0.20" which means it has no correlation.

b. Result of Regression Linear Test

Simple linear regression analysis was used to test the influence of one independent variable X (Self-Confidence) on the dependent variable Y (Speaking Learning Outcome). The regression test results in this research can be seen through the output. It is known that $F_{count} = 8.323$ with a significance level of $0.007 > 0.05$. So, the regression model cannot be used to predict the participation variable. In other words, the Self-Confidence variable (x) has no influence on the Speaking Learning Outcome variable (y).

According to the output generated in the ANOVA table on the appendix page, it is known that based on the number of respondents 30, the DF used is $30 - 2 = 28$, where the f-count (8.323) $>$ f-table (4.17) is obtained so that H_0 is accepted. At the time, the significance value is $0.007 < 0.05$. This means that the Self-Confidence or variable (X) on the Speaking Learning Outcome or variable (Y) has no significant influence. It can be concluded that Self-confidence does not significantly affect the Speaking Learning Outcome of 5th-semester students of English education at STAIN Majene. This means that H_1 is rejected and H_0 is accepted.

4. Result of Interview Analysis

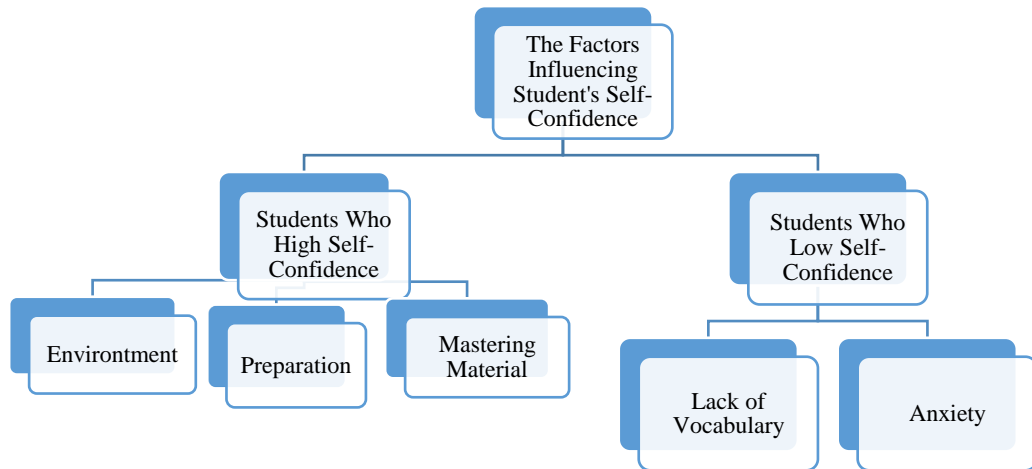


Figure 4. 1. Result of Interview about the Factors that Influencing Students' Self Confidence Level

The figure depicts the findings that researchers found when obtaining interview data. Students are divided into two groups, each group consists of five students. The first group is students who have a high level of confidence when speaking English. While the second group is students who have low self-confidence when speaking English. The factors that influence students' high self-confidence are that the environment they live in encourages them to appear confident in speaking English. The next thing is that they have prepared themselves well before appearing. Finally, because they have mastered the

material that will be presented when appearing to speak English. According to students who have a low level of self-confidence, they feel less confident because they feel nervous when performing, which makes them almost give up on continuing their performance. Another reason is because of their lack of vocabulary, making them unsure of their ability to speak English. For greater clarity, the results of the interview are explained in detail below:

a. Students Who Have High Confidence.

The interview results prove that some students have a high level of self-confidence due to environmental personality type, environment, and preparation. The first reason is that favorable environmental factors cause self-confidence.

1) MR

MR was a student who felt confident when speaking English because he felt he was quite used to practicing speaking English with his older sibling at home. Apart by that, the circle of friends on campus challenged him to be more confident so he could learn to speak English with them without feeling embarrassed. This is because when he was at school, He admitted that he was a very shy student. In this way, you can change your personality so you can further hone your abilities. In achieving good learning results, he said that he often learns through his hobbies such as playing games and watching English films to get information for speaking English

2) AG

AG is a student at 2021th generation. He feels he has good confidence when speaking English because he is ready to express things he has mastered before. According to him, when he is given free things to talk about, it will make it easier for him to speak English in front of other people. The thing he is most interested in is talking about the games he often plays in his daily life. To achieve maximum learning results, he often practices and learns to repeat the material in preparation for appearing in the next material so that he can speak more smoothly in front of the class.

3) SI

This student has high confidence when speaking English. When interviewed, he admitted that he used to be bullied every time he spoke in front of the class. At first he felt uncomfortable and down. However, he was able to fight this by taking part in useful activities in his village so that he was able to speak in public and was elected as the sub-district ambassador. Since then, he has often been an outreach speaker at several activities in his village. When he entered college, he was exposed to an environment that increasingly helped him to study more actively in speaking according to his major. In achieving good learning results, SI often practices speaking with his friends, his father, and speaking with himself using English.

4) DR

DR is a student who has high self-confidence because he feels he has made thorough preparations before appearing to speak. Apart from that, the main thing that motivated him to dare to appear was because of his circle of friends on campus, who overall had high self-confidence. In this way, DR will also feel motivated to be able to appear confident when speaking like his friends.

5) AU

Students' self-confidence will increase when they have mastered what they are going to show and pay attention to their appearance, such as the clothes they will wear when performing. According to AU, although there will be feelings of nervousness when performing, they can be hidden because we have mastered the material. When he's not on campus, he usually studies via the internet, such as watching YouTube which presents his favorite podcasts which can help him learn to get information that can practice his ability to speak English.

Based on the answers of respondents who have high self-confidence above, the researchers concluded that several factors that influence high self-confidence, including preparation before performing, environmental factors, and mastery of the material. Meanwhile, the learning process to achieve good learning results is influenced by the factors of more practice, hobbies, and a supportive environment.

b. Students Who Have Low Confidence

1) NS

NS is a student who has low self-confidence when appearing to speak in front of the class. He admitted that he lacked self-confidence because he felt that he still had minimal vocabulary and that he had not studied optimally. Despite this, he still has an environment that always motivates him to study harder. Apart from that, he is a student who has quite good learning results, this is because he often practices speaking English through his habits such as watching English films using English subtitles and practicing talking to himself about things he experiences every day.

2) NL

NL is a student who always feels nervous when appearing to speak English because he often forgets the text that will be expressed when looking directly into the eyes of the listener. Even so, he admits that he always has support from his family, especially his older brother, even though he still feels like he won't be able to trust himself. To maintain his low self-confidence, he studied diligently to achieve good speaking learning outcomes. What he usually does is listen to music, and watch English shows. Apart from that, I also diligently practice before appearing if there is a presentation.

3) NR

NR feels that he still needs a lot of vocabulary to be able to appear confident when speaking English. He also admitted that he often suddenly

lost focus and thought about not continuing his presentation when appearing in front of the class. This makes him often feel insecure when it is his turn to speak. To overcome this, he tries not to look into the eyes of the listeners in front of him. Usually, before performing he will make small notes to use as practice material before performing. Another habit is to take the time to practice discussions with yourself wherever you can. Apart from that, he often watches English educational shows on Instagram. Some of these habits made him get pretty good English grades.

4) SR

According to SR, the factor that makes him feel doubtful and less confident in his ability to speak English is because he feels nervous about looking the listener's eyes when he is presenting. This can make him forget the narrative he wants to say and sometimes makes him want to stop performing. However, he is a student who has high speaking learning outcomes. This is because of his habit of diligently practicing before performing and often rereading the notes he will say when performing later.

5) AR

AR admitted that what triggered his lack of self-confidence was that he was worried that the words he said could not be proven concretely and were nonsense. According to him, when you want to appear for speaking, you must prepare thoroughly before appearing. Meanwhile, he often found

himself feeling underprepared every time he appeared to speak in front of the class, which ultimately made him feel less confident about himself. Despite this, he is very enthusiastic about learning to speak English by building an English-speaking environment around him, such as inviting his friends to chat in English and often watching English-language shows.

After knowing the answers from students who had low self-confidence, the researchers assumed that their low self-confidence was influenced by several factors, namely anxiety and lack of vocabulary. However, their learning outcomes are quite high because of their environment and habits with lots of practice through hobbies and a supportive environment.

B. Discussion

Based on the research results conducted in September 2023 at STAIN Majene, The Influences and The Factors of The Influence of Self-Confidence on Students' Speaking Learning Outcome have been given through questionnaires and interview processes. This research contradicts previous theory which said that self-confidence determines person' speaking ability. More details, as follows.

1. Self-Confidence on Students of English Education 5th Semester at STAIN Majene

Based on the questionnaire conducted by the researcher, it was found that 5th-semester students of English education at STAIN Majene have good self-

confidence, as seen from the average score of 43%, or it can be categorized that students have confidence in their ability to speak English. The rest are supporting responses from students to the other indicators. This has been analyzed by researcher based on the results of the questionnaire answers that respondents in this research have filled in.

For the first indicator of self-confidence, namely belief in one's abilities, the average score obtained is 51%. This means that students have confidence in their abilities due to having good self-confidence. Items 1 to 5 reflect that students bravely show their abilities by working hard to achieve their goals. This is supported by the opinion of Yulianto (2020) , which states that self-confidence is very important for students to convince them of their abilities, and optimistic about facing every problem so that students can successfully complete all tasks independently to get maximum results. In this case, students can become people who dare to appear according to their abilities and seem charming. This represents the self-confidence indicator of being confident in one's abilities.

The second indicator (optimistic) is represented by 6, 7, and 8 items. This shows that students always have a good outlook in dealing with something. For example, students feel happy doing difficult work because they are optimistic that the work will produce good things. This is supported by Kansil's statement that Adler stated that the most essential need for humans is self-confidence and a sense of superiority (Kansil et al., 2022). According to Liando & Maru (2019),

self-confidence is one of the important items of personality for a person. Without self-confidence, problems can more easily come to humans.

Regarding the third indicator in line numbers 9, 10, and 11 about being objective. It shows that, on average, students see things as they should be, not according to their personal views. In this case, students respond more carefully and objectively to the things around them. This aligns with the opinion expressed by Narulita (2014), who said that High self-confidence can shape positivity in all situations. Thus, it also includes an influence on learning activities and learning outcome. Conversely, low self-confidence leads to negative tendencies, both conscious and unconscious actions that harm and hinder the overall learning goals of students.

Items 12, 13, and 14 are indicators of responsibility. Thus, a person's willingness to take responsibility for all the risks. Students will do it thoughtfully and accept whatever the results are Murnaka (2023) , in his research at Kandahar University, revealed that students with high self-confidence have an impact on the learning process. Students can increase their participation, enjoy the learning process, foster comfort with the surrounding conditions, help students be more responsible as students, and make it easier for them to share their experiences.

The next indicator is the last indicator listed in items 15, 16, and 17 about Rational and Realistic. This means students can solve problems through reasonable and thorough thinking following existing facts. This is related to Al Hakim (2019) statement that self-confidence is a person's belief in all items

owned, which makes him feel capable of doing everything he wants to achieve factually and rationally.

2. The Influence of Self-Confidence on Speaking Learning Outcome at STAIN Majene

This research shows that there is almost no significant influence between self-confidence and speaking learning outcome in 5th-semester students of English education STAIN Majene, shown from the correlation and simple linear regression tests. These results show that the influence of variable X on variable Y is only 25%. In other words, variable X to variable Y correlates with a weak degree of relationship. One of the previous studies represents the saturated answer of this research. A Research conducted by Murnaka (2023) shows that self-confidence and students' learning Outcome have no significant influence.

Furthermore, the researcher conducted hypothesis testing through the correlation test and regression test obtained that the Self-Confidence variable did not influence the Speaking Learning Outcome variable. This means that H1 is rejected and H0 is accepted. The level of student confidence is not the only benchmark that determines the high and low learning outcome. This is due to other factors that cause the self-confidence variable not to affect student speaking learning outcome, including high or low self-confidence. The learning outcome remains the same. This research is also in line with the results of research conducted by Usman, O. (2021), which shows no significant influence of self-confidence on mathematics learning outcome because only some people with

high self-confidence are good at mathematics. Only some people who have low self-confidence are good at mathematics. Students' low mathematics learning outcome can be due to student still perceiving math as a challenging and tedious lesson, needing more concentration and a higher understanding of student concepts.

However, many other studies have found that student self-confidence greatly influences student learning outcomes, as found by Kansil et al (2022) titled "Analysis of The Influence of Students' Confidence on Speaking Skill", showed that the respondents agreed on the factors affecting students' speaking ability, such as motivation 100%, fear of making mistakes 90%, and the influence of Confidence 93.30% approved by the respondents. It can be concluded that students' speaking ability. From the results of these students' opinions, it can be concluded that Confidence affects students' speaking ability. The results of this research are in contrast to this research, where initially the researcher also had expectations from Kansil's research.

According to Kompri (2016), the learning outcome achieved by students result from the interaction of various factors. These factors are both internal and external. Internal factors come from within students, such as intelligence, interest, talent, learning motivation, perseverance, attitude, self-confidence, learning habits, physical condition, and health. External factors, such as family, school, and health conditions, come from outside the learners.

3. The Factors that Influence Student's Confidence Level on Speaking Learning Outcome at STAIN Majene

Based on the interview results conducted by the researcher, it was found that The Factors that Influence Students' Confidence Level on Speaking Learning Outcome at STAIN Majene. More details are explained below.

a. Factors Causing Students' High of Confidence

Students' high self-confidence is influenced by several factors, namely, Firstly, influenced by the environment. That is, students feel challenged when they see the confidence of their friends around them in speaking English. Finally, students are motivated to perform and speak English with friends and lecturers despite minimal abilities and knowledge. Self-confidence helps students speak with their friends or in front of the class during teaching and learning. In line with this, Al-Hebaish (2021) shows that the environment can be the background for the formation of students' self-confidence. In addition to speaking ability, self-confidence is important and has a great influence in learning English. Confidence helps students to speak with their friends or in front of the class during the teaching and learning process.

The second factor is students' preparation before performing in English. The preparation in question is to train themselves as often as possible, for example, by speaking in front of a mirror or practicing speaking alone after memorizing notes drafted according to what will be displayed.

Students' readiness before speaking or performing English-speaking presentations is one thing that determines the smoothness of the performance. The skill expertise in English is speaking. Students are required to diligently practice and produce word by word in mastering the language so that the listener can easily understand what the speaker is saying. In addition, they must also understand the meaning of the words they use (Sumardi et al., 2022).

The last factor is students have mastered the material before appearing to speak in front of the class which triggers good self-confidence because they can express themselves according to the material they have mastered. According to Toheri, generally, students who can master the material will be able to get better learning outcomes than students who have not mastered the material (Nursalam, 2014). This means that there is a significant influence between mastery and students' ability to learn.

b. Factors Causing Students' Low Self-Confidence

The first factor that makes students lack confidence is anxiety when they are about to speak English. This is like worrying about seeing the audience's eyes when starting the presentation. When that happens, there is an assumption in the students towards the classroom atmosphere that can reduce the students' confidence. For this reason, the lecturer and audience must maintain the class atmosphere so that students who perform do not feel worried about their performance. In line with this, Sumardi et al (2022)

argue that if students have confidence or lack confidence, then the classroom conditions should remain conducive so that students are more comfortable while learning to experience reduced anxiety due to lack of confidence.

The lack of vocabularies to speak English affects students' lack of confidence when speaking English. This is due to students' lack of motivation to learn and their laziness. This follows the results of Jaya, H. P (2022) research that there are five additional difficulty factors found from open questions: nervousness, challenging courses, lack of general knowledge, lack of dictionary use, and lazy reading.

4. The Factors of Students' High Speaking Learning Outcome at STAIN Majene

In learning to speak, students build an environment supporting their learning process to achieve the expected learning outcome. Purba (2013), argues that every individual in the world is like a clean white paper. This means that in acquiring language, the environment plays an important role in the language acquisition process (Thamrin & Suhardi, 2022). For this reason, the environment becomes one factor that becomes the benchmark for the maximum learning process.

This research found that students learn to speak English through their hobby of watching English films, which positively improves their skills after watching films. In the process of English language practice, watching English

films is one of the common alternatives. This is in line with Ni'mah's (2019) finding that when watching English films, students can listen to the way native speakers interact according to their daily lives which can be used to practice linguistic structures that are considered important..

Furthermore, to achieve good learning outcome, the students make it a habit to watch English content through social media. According to the students, they are more interested in learning through social media because the content presented is entertaining and of high quality. It adds to their insight into learning English speaking skills . In addition, Social media is thought to minimize student anxiety because it provides a pleasant experience while surfing. As a result, students can build their confidence to learn many things including English and practice their English whenever and wherever they want (Makodamayanti et al., 2020).

The performance skill in English is speaking. Students must more practice and generate word by word as they master the language. In honing students' speaking skills to get good learning outcome, students must practice and produce word by word to master the language. Students need lots of practice, including conversing with others and participating in question-and-answer or discussion forums (Karina, 2022).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research aims to determine the influence of self-confidence on student learning outcome at STAIN Majene and to find out the factors that Influence students' self-confidence levels on Speaking Learning Outcome at STAIN Majene. After conducting the Correlation Test and Simple Linear Regression Test this research found that Self-Confidence does not significantly influence student learning outcome. No matter how high or low the student's confidence is, the speaking learning outcome remains the same.

From the results of the self-confidence questionnaire that students have filled out, some students have high self-confidence and have good learning outcome. Some students have low confidence, but their learning outcome are also good. After being interviewed, it turned out that their learning efforts differed, but the effort level was equally challenging. Students with high self-confidence are influenced by several factors: A supportive environment, mature preparation, victims of bullying, and changing personalities. Meanwhile, students with low self-confidence are influenced by three factors: Anxiety, Lack of Practice, and Difficulty Concentrating in the long run. In addition, Researcher also found that their learning outcome were good reasonably due to

several factors: Efforts to build a supportive learning environment, learning through films watched, Learning through social media, and Lots of practice.

B. Suggestion

Based on the results of the research that has been conducted, there are several suggestions from Researcher, including:

1. For Students

Students are expected to challenge and form self-confidence by trying to be bolder when performing or speaking in front of others, especially in the learning process

2. For Future Researcher

The researcher realizes that this research still has shortcomings and still needs to be refined. For this reason, future researcher are expected to be able to add and develop this research, such as adding independent variables, or changing the dependent variable in order to deepen the novelty of other factors that affect student learning outcome. Thus, the researcher invites future researcher to conduct further and more in-depth research.

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APENDICES

Appendix 1. Research Permit

 **PEMERINTAH KABUPATEN MAJENE**
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar 

IZIN PENELITIAN
Nomor : 439/IP/DPM-PTSP/MM/IX/2023

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/456/IX/2023 Tanggal 05 September 2023 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :


N a m a : KHAIRUNNISA
Pekerjaan : Mahasiswi
N I M : 10256119012
Program Study/Jurusan : S1 Tarbiyah dan Keguruan
Universitas : STAIN Majene
Alamat : Dusun II Pambusuang Desa Pambusuang
Kec. Balanipa Kab. Polewali Mandar

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"THE EFFECT OF SELF-CONFIDENCE ON SPEAKING LEARNING OUTCOME AT STAIN MAJENE"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar copy hasil Penelitian kepada Bupati Majene Cq.Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 08-09-2023
Kepala Dinas


H. L. S. HIRAWATI THAHIR, S.Sos, M.Adm.Pemb
Pangkat: Pembina Utama Muda
Nip. 196809281992032011

Appendix 2. Instruments

1. Questionnaire was adapted by Saif (2022)

No.	PERNYATAAN	SS	S	TS	STS
1	Saya yakin dengan kemampuan saya dalam berbicara bahasa Inggris.				
2	Saya mengerjakan tugas speaking tanpa dibantu teman				
3	Saya senang menjawab pertanyaan yang diberikan dosen				
4	Saya merasa paling pintar dalam kelas.				
5	Ketika belajar, saya senang menyelesaikan soal yang sulit				
6	Saya akan mencoba lagi ketika gagal.				
7	Saya mampu mendapatkan nilai yang baik di kelas.				
8	Saya dapat menerima kekurangan saya dalam berbicara bahasa Inggris dan mampu memperbaikinya.				
9	Ketika diberitahu sesuatu yang benar, saya dapat menerimanya.				
10	Saya siap bersedia dihukum saat melakukan kesalahan				
11	Saya dapat menerima kegagalan walaupun sudah berusaha.				
12	Ketika diberikan tugas saya mengerjakan dengan sungguh – sungguh.				
13	Saya tidak malu minta maaf saat melakukan kesalahan				
14	Saya berani mengungkapkan pendapat walaupun berbeda dengan teman.				
15	Saya berani ketika mengungkapkan pendapat di depan teman – teman				
16	Ketika disuruh menjawab pertanyaan, saya merasa jawaban saya selalu benar.				

2. Interview

- Apa factor yang membuatmu merasa percaya diri berbicara bahasa Inggris? (Mahasiswa dengan kepercayaan diri tinggi).
- Apa factor yang membuat merasa tidak percaya diri berbicara bahasa Inggris? (Mahasiswa dengan kepercayaan diri rendah)
- Apa kebiasaan yang kamu lakukan untuk mencapai hasil belajar speaking yang baik?

Appendix 3. Score of Students' Speaking

Score of English Education Students' in Speaking for Academic Purposes Subject

No	Respondets	Nilai	Lulus
1	Respondent 1	96,00	✓
2	Respondent 2	87,00	✓
3	Respondent 3	94,00	✓
4	Respondent 4	91,00	✓
5	Respondent 5	80,00	✓
6	Respondent 6	94,00	✓
7	Respondent 7	80,00	✓
8	Respondent 8	83,00	✓
9	Respondent 9	91,00	✓
10	Respondent 10	83,00	✓
11	Respondent 11	83,00	✓
12	Respondent 12	82,00	✓
13	Respondent 13	85,00	✓
14	Respondent 14	82,00	✓
15	Respondent 15	82,00	✓
16	Respondent 16	86,00	✓
17	Respondent 17	92,00	✓
18	Respondent 18	87,00	✓
19	Respondent 19	88,00	✓
20	Respondent 20	80,00	✓
21	Respondent 21	88,00	✓
22	Respondent 22	87,00	✓
23	Respondent 23	90,00	✓
24	Respondent 24	80,00	✓
25	Respondent 25	88,00	✓
26	Respondent 26	80,00	✓
27	Respondent 27	91,00	✓
28	Respondent 28	96,00	✓
29	Respondent 29	91,00	✓
30	Respondent 30	93,00	✓

Appendix 4. Table of SPSS

Correlations

		Self-confidence	Speaking Learning Outcome
Self-confidence	Pearson Correlation	1	.479**
	Sig. (2-tailed)		.007
	N	30	30
Speaking Learning Outcome	Pearson Correlation	.479**	1
	Sig. (2-tailed)	.007	
	N	30	30

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

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.479 ^a	.229	.202	6.207

a. Predictors: (Constant), Self-confidence

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	320.663	1	320.663	8.323	.007^b
	Residual	1078.704	28	38.525		
	Total	1399.367	29			

a. Dependent Variable: Speaking Learning Outcome

b. Predictors: (Constant), Self-confidence

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	57.553	9.661		5.957	.000
	Self-Confidence	.547	.189	.479	2.885	.007

a. Dependent Variable: Speaking Learning Outcome

Appendix 5. Questionnaire Result

No.	Nama	Trust					Optimis			Objektive			Responsible			Rational			Score	Category	
		1	2	3	4	5	6.	7.	8	9	10	11	1	1	1	1	1	1			
1	Anafika Sariatul	3	4	4	3	4	3	4	3	3	3	3	3	4	4	4	4	4	4	60	HIGH
2	Rahmi R	3	3	3	2	4	4	3	2	4	3	3	4	4	3	3	3	2	53	HIGH	
3	Ariel Gibran	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	1	65	HIGH	
4	Sariana	3	2	3	2	4	4	3	1	3	3	3	3	2	3	2	2	2	45	MOD	
5	Husnul Aliyah	2	2	3	3	4	3	3	2	3	3	3	4	3	3	3	3	2	49	MOD	
6	Akbar Aldafi	2	4	4	3	4	3	4	3	3	4	4	4	4	4	2	3	2	57	HIGH	
7	M. Ridwan	4	4	4	3	4	3	3	1	4	4	4	4	3	3	2	3	2	55	HIGH	
8	Asmarani	2	2	4	2	4	4	4	1	3	4	4	3	2	3	2	3	2	49	MOD	
9	Fajriansyah	4	3	4	3	4	4	4	1	3	3	3	4	4	4	4	4	2	58	HIGH	
10	Nurrezky R.	2	2	2	2	3	3	3	1	3	4	4	3	3	3	3	3	2	46	MOD	
11	Tasya Meir L.	2	4	3	1	4	4	4	1	3	2	1	3	3	3	3	3	2	46	MOD	
12	Familya mursi	3	3	4	2	4	4	4	2	3	4	4	4	4	4	4	4	2	59	HIGH	
13	Nasyrah Sakinah	3	3	4	3	4	3	4	2	3	4	3	3	3	3	3	3	3	54	HIGH	
14	Rima Sufriadi	2	2	2	1	4	4	3	1	3	3	3	3	3	3	2	4	2	45	MOD	
15	Nurhijrah	3	3	4	4	4	4	4	1	4	4	4	4	3	4	1	2	1	54	HIGH	
16	Miskul Firdaus	2	2	3	3	3	3	3	1	2	3	3	4	3	3	3	3	3	47	MOD	
17	Fiki Bin Jamuli	3	4	3	3	4	3	4	1	4	3	4	3	3	4	3	3	2	54	HIGH	
18	St. Fatihah MR.	3	3	2	2	4	3	4	1	3	3	4	4	3	3	2	2	1	47	MOD	
19	Muh. Zulkarnain	2	2	4	3	4	4	4	1	4	4	3	3	3	3	3	3	2	52	MOD	
20	Nur Mawaddah	3	3	3	3	4	4	4	2	2	4	4	3	3	3	3	3	3	54	HIGH	
21	Fani fadlia	3	3	3	2	4	3	4	1	2	3	4	4	3	3	2	3	2	49	MOD	
22	Nur Alisa	2	2	3	3	4	3	3	1	3	3	3	3	2	3	2	3	2	45	MOD	
23	Sartika Abdullah	2	2	2	1	4	4	4	1	4	4	4	4	3	3	2	3	1	48	MOD	
24	NurAisyah	3	4	4	3	3	3	3	1	3	3	3	3	3	3	2	4	2	50	MOD	
25	Syaphira	1	3	2	1	3	2	3	1	2	3	3	2	2	3	1	3	1	36	MOD	
26	Dian Reski	2	3	3	3	3	4	4	1	4	4	4	4	3	3	3	3	2	53	HIGH	
27	Selvi	3	3	3	2	4	4	4	1	3	3	3	4	4	4	3	4	1	53	HIGH	
28	Syarina	2	3	3	3	3	3	3	2	2	3	3	3	2	3	2	2	2	44	MOD	
29	Nur Hayati	2	3	2	2	2	2	2	2	3	3	3	3	2	3	2	3	2	41	MOD	
30	Ade Rahmat	3	3	3	2	3	3	3	1	3	3	4	4	3	4	4	4	1	51	MOD	