

INVESTIGATING STUDENTS SELF-CONFIDENCE LEVEL IN SPEAKING ENGLISH AT THE TENTH GRADE STUDENTS OF SMA NEGERI 03 KOTABUMI IN ACADEMIC YEAR 2024/2025

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Abstract: This research aims to obtain an overview of students self-confidence level in speaking english at the tenth grade students of SMA Negeri 03 Kotabumi in Academic Year 2024/2025. The subjects of this research were totaling 80 students from representatives of 10 existing classes in each at the tenth grade students for SMA Negeri 03 Kotabumi in Academic Year 2024/2025. This type of research is quantitative descriptive. The data collection technique in this research uses the questionnaire Scale Likert method. The questionnaire consisted of 50 items based on 5 aspects of self-confidence, namely: 1) having confidence in one's own abilities; 2) having an optimistic attitude; 3) having an objective attitude; 4) having a responsible attitude; 5) having a rational attitude This study uses Cronbach's alpha calculation for valid and invalid items, while Pearson's Product Moment statistics for reliability. The results of measuring the validity of the questionnaire with a total of 30 valid items and instrument reliability of 0.959. Research data analysis using Excel and programs SPSS 26.0. The results of the study showed that there were 7 students (8,75%) who had a very low level of self-confidence, 21 students (26,25%) had a low level of self-confidence, 35 students (43,75%) had a medium level of self-confidence, 15 students (18,75%) had a high level of self-confidence, 2 students (2,5%) had a very high level of self-confidence. Based on the results of the questionnaire item score achievement analysis, it shows that the level of self-confidence at the tenth grade students for SMA Negeri 03 Kotabumi in Academic Year 2024/2025 is classified as medium.

Keywords: Self-confidence levels, Speaking English, Tenth-grade students.

Abstrak: Penelitian ini bertujuan untuk memperoleh gambaran tentang tingkat kepercayaan diri siswa dalam berbicara bahasa Inggris pada siswa kelas X SMA Negeri 03 Kotabumi Tahun Pelajaran 2024/2025. Subjek penelitian ini adalah siswa kelas sepuluh SMA Negeri 03 Kotabumi Tahun Pelajaran 2024/2025 yang berjumlah 80 orang dari perwakilan 10 kelas yang ada. Jenis penelitian ini adalah deskriptif kuantitatif. Teknik pengumpulan data dalam penelitian ini menggunakan metode angket Skala Likert. Angket terdiri dari 50 item berdasarkan 5 aspek kepercayaan diri yaitu: 1) memiliki keyakinan terhadap kemampuan diri sendiri; 2) memiliki sikap optimis; 3) memiliki sikap objektif; 4) memiliki sikap bertanggung jawab; 5) memiliki sikap rasional. Penelitian ini menggunakan perhitungan alpha Cronbach untuk item yang valid dan tidak valid, sedangkan statistik Product Moment Pearson untuk reliabilitas. Hasil pengukuran validitas angket dengan jumlah 30 item valid dan reliabilitas instrumen sebesar 0,959. Analisis data penelitian menggunakan Excel dan program SPSS 26.0. Hasil penelitian

menunjukkan bahwa terdapat 7 siswa (8,75%) yang memiliki tingkat kepercayaan diri sangat rendah, 21 siswa (26,25%) memiliki tingkat kepercayaan diri rendah, 35 siswa (43,75%) memiliki tingkat kepercayaan diri sedang, 15 siswa (18,75%) memiliki tingkat kepercayaan diri tinggi, 2 siswa (2,5%) memiliki tingkat kepercayaan diri sangat tinggi. Berdasarkan hasil analisis capaian skor butir angket menunjukkan bahwa tingkat kepercayaan diri siswa kelas X SMA Negeri 03 Kotabumi Tahun Pelajaran 2024/2025 tergolong sedang.

Kata Kunci: *Tingkat kepercayaan diri, Berbicara bahasa Inggris, Siswa kelas sepuluh.*

I. INTRODUCTION

Self-confidence is a condition where a person believes in his abilities, he has courage without doubt in himself. That way a person can do whatever they want. According Lauster (in Ghufron & Risnawati, 2017, p.33) Self-confidence is a positive attitude in the form of belief in one's abilities so that one can increase the maximum assessment of oneself or the environment, have an optimistic, objective, and realistic individual character, recognize one's strengths and weaknesses so that one can become an independent person, students can achieve goals and students are responsible and able to place themselves in various situations. Students who are confident can complete their tasks well, feel valuable, have courage, improve their performance, feel satisfied with what they get, and make their own decisions are behaviors that reflect self-confidence.

A person's high self-confidence makes him always sure of the things he does. Fakhroh & Hidayatullah (2018, p.34) stated that self-confidence is an individual's mental state that gives him/her strong belief in doing something or taking action. Someone who has self-confidence will be able to speak fluently without hesitation, without fear, and information is conveyed clearly

because they feel confident in their abilities. In line with this opinion, Aprilia (2019, p.75) stated that self-confidence affects speaking skills, meaning that the higher the self-confidence the higher the speaking skills. With self-confidence it is hoped that it can improve students' speaking skills, especially in speaking English.

Self-confidence is an internal factor that affects speaking skills. Adelina (2017, p.344) also explained that to develop speaking skills, it is not only about mastering the basics, phrases, and correct pronunciation, but also having self-confidence. The self-confidence factor will influence individuals in speaking so that a conversation can take place effectively. To develop students' speaking skills, of course, it needs to be balanced with self-confidence. A good level of self-confidence can make it easier for someone to make decisions, make it easier to speak, and can also make it easier for someone to be confident in their abilities. This can help someone to maintain success in learning a language. Especially in students' speaking skills using English

Based on the explanation above, self-confidence is one of the factors that affect students' speaking ability. There are four important skills in learning English,

namely speaking, listening, reading, and writing. Each skill has its own level of difficulty. Students need easier access to improve their English skills in these areas, especially in speaking skills. Students are trained to be able to use and express their thoughts using the right words and sentences. English language skills are very much needed to explore the potential and shortcomings that exist within themselves because at school, especially in English lessons, they not only learn but also have to go through communication, namely by speaking English fluently. Speaking skills are also important to face globalization and internationalization directly by speaking. However, speaking skills are not a simple process because the development of students' speaking skills emphasizes more on word choice (diction), word order, intonation of reading sentences, expressions, and understanding the meaning of many sentences.

The characteristics of individuals who have good self-confidence have aspects of good self-confidence as according to Lauster (in Ghufon & Risnawita, 2017, p.35-36); (a) Confidence in one's abilities, namely a person's positive attitude towards himself and truly understanding what he is going to do, (b) Optimistic, namely the positive attitude of students who always have a good view in responding to everything about themselves, their hopes, and abilities, (c) Objective, namely a person who is confident in viewing a problem or something according to the truth as it should be, not according to personal truth or according to himself, (d) Responsibility, namely the individual's willingness to bear everything that results, (e) Rational is an analysis of a problem, which happens using thoughts that can be accepted by reason and are by reality.

Megawangi and Dina (2016) stated that someone who does not have self-confidence will be afraid of change, afraid to try, pessimistic, passive and has no motivation to succeed. On the other hand, if students have low self-confidence, when they act they only use a small part of their abilities, so their actions are not effective and the results obtained will certainly not be optimal. The importance of having high self-confidence in students can help achieve better learning outcomes. In line with (Pratiwi & Laksmiwati, 2016) also stated that students who have self-confidence are generally able to have the belief that whatever steps are taken in their learning activities can provide satisfactory results later. Conversely, if students have low self-confidence, it will also affect their learning outcomes.

Then, based on observations made at SMA Negeri 03 Kotabumi, it is known that the majority of students experience the same problem, namely self-confidence factor, there are also students who are quite proficient in speaking English even though they often use the help of a translation dictionary or translation on their cellphone which is then written in the notebook, student's often use Indonesian as a limited mixed language, students also often hesitate in changing and using words into sentences correctly and some students still experience various difficulties due to limited vocabulary and lack of understanding of English grammar. If these aspects can be mastered, it will be able to help students master English.

Even though they have spent a lot of time in formal schools learning English, only a few students are able to speak English fluently at that time. When the teacher asks or explains something in English, most

students prefer to remain silent without any discussion. This happens because they are afraid of making mistakes, and are embarrassed if their friends make fun of them because they cannot speak English fluently. Students become less confident so it is difficult to start speaking, express opinions, or ask questions to the teacher, especially when asked by the teacher to speak in front of the class.

Furthermore, in mastering a skill namely being able to speak English, the first thing that must be possessed is the belief that students are able to do it this belief is called self-confidence. However, researchers believe that tenth-grade students at SMA Negeri 03 Kotabumi have different levels of self-confidence. There are those who have high self-confidence which makes them competent, while there are also those who have low self-confidence which makes them not believe in their abilities. Based on the statement above, students should have a high level of confidence in speaking, so that they try hard to master this skill and students' spoken and written English skills will improve. Then of course they have to know their confidence level to improve their skills.

Based on the background above, the researcher wants to conduct a study with the title "Investigating Students Self-Confidence Level in Speaking English at the Tenth Grade Students of SMA Negeri 03 Kotabumi in Academic Year 2024/2025".

II. METHOD

This research was carried out using a descriptive quantitative method because the data is presented in numerical and descriptive form, the researcher also wants to provide a systematic and factual

description of a particular population's facts. In line with this statement, Sugiyono (2020, p.18) states that a quantitative approach is a research where the research data is in the form of numbers and the analysis uses statistics. Meanwhile Kurniawan & Puspitaningtyas (2016, p.17) they also state that descriptive research is directed at finding out the value of the independent variable (either one or more variables) without making comparisons or connecting one variable with another variable.

The technique used in data collection is a questionnaire compiled using the Likert scale compilation technique. The questionnaire compiled is a self-confidence questionnaire with five intervals, namely Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD) in the form of a checklist. The instrument in this self-confidence questionnaire is made based on 5 aspects of self-confidence, namely self-confidence, optimistic, objective, responsible, and rational and realistic Lauster (in Ghufroon & Risnawati, 2017, p.33). The number of valid items is 30 with a reliability value of 0.959. The analysis technique used in this study is descriptive analysis using the SPSS Version 26 program. The steps of the data analysis technique carried out are; determining the score, tabulating data using Microsoft Office Excel, and determining the categorization. The norms for assigning or determining categories are guided by statistical categorization Azwar (2017).

III. RESULTS AND DISCUSSION

A. RESULTS

Based on the research results assessed from 5 aspects contained in table 3.1, the following is a description of the final

value of the Self-Confidence Level in Speaking English at the Tenth Grade Students of SMA Negeri 03 Kotabumi in Academic Year 2024/2025 the table 3.2 and table 3.3 which can be explained as follows:

1. There are 7 students (8,75%) , who have a very low level of self-confidence. Students always feel afraid and tense when the teacher offers students to come to the front of the class. The teacher tries to attract students' attention by doing experiments but students are reluctant to come to the front of the class to practice them. Students do not dare to ask questions when the teacher opens a question and answer session because they do not know what to say first in English.
2. There are 21 students (26,25%) , who have a low level of self-confidence. Students are less brave to appear in front of the class voluntarily. Some students reasoned that they were embarrassed. Students' dependence on fellow friends and teachers is also still apparent. Students tend to follow the teacher's opinion and are less brave in expressing their opinions. When having discussions, some students depend on friends. Students are still hesitant in answering questions from the teacher. Student activity during learning is still lacking.
3. There are 35 students (43,75%), who have a medium (sufficient) level of self-confidence. Most students sometimes want and don't want to when asked to come forward voluntarily or appointed because there are some things they know and some others they don't know. Students also sometimes dare to ask questions or express their opinions. When the teacher asks questions, students sometimes dare to raise their hands to answer questions, even though they stutter using help texts or a mixture of Indonesian and English.

4. There are 15 students (18,75%), who have a high level of self-confidence. Students have dared to appear in front of the class voluntarily. Students' dependence on fellow friends and teachers is still apparent. Students have their own opinions and dare to express their opinions according to the discussion. Students dare to answer questions from teachers using English slowly.

5. There are 2 students (2,5%) , who have a very high level of self-confidence. Students have dared to appear in front of the class voluntarily and are appointed by the teacher. Students in expressing their opinions and speaking are no longer dependent on fellow friends or the teacher. Students have their own opinions, are willing to argue and dare to express opinions according to the discussion. Students dare to answer questions from the teacher fluently using English.

Furthermore, the achievement of the item score shows that some students of tenth-grade for SMA Negeri 03 Kotabumi have self-confidence that is included in the very high category 2 students (2,5%), high category 15 students (18,75%), medium category 35 students (43,75%), low category 21 students (26,25%), and very low category 7 students (8,75%). It can be concluded that the level of self-confidence of students is good. This can be seen from the results of the majority 35 of students of tenth-grade for SMA Negeri 03 Kotabumi having achieved a level of self-confidence in the medium category.

Table 3.1
Distribution of Self-Confidence Scale
Items

Aspect- Aspect	<i>Favo urab le</i>	<i>Unfav ourabl e</i>	Tot al
Confidence in one's	1,2,5	3,4,6,9	10

own abilities	,7,8	,10	
Optimistic	11,1	12,15,	7
	3,14,	17	
	16		
Objective	18,2	19,20,	5
	1	22	
Responsible	23,2	25,26	4
	4		
Rational and realistic	27,2	28,30	4
	9		
Total	15	15	30

Source: Validity Statistical SPSS version 26.0

Table 3.2
Categorization Self-Confidence Levels

Criteria Score	Criteria Assessment	Category
$X \leq (M - 1,5 SD)$	$X < 186$	Very Low
$(M - 1,5 SD) < X \leq (M - 0,5 SD)$	$186 < X \leq 198$	Low
$(M + 0,5 SD) < X \leq (M + 1,5 SD)$	$198 < X \leq 209$	Medium
$(M + 0,5 SD) < X \leq (M + 1,5 SD)$	$209 < X \leq 220$	High
$X \geq (M + 1,5 SD)$	$X > 220$	Very High

Table 3.3
Results of Analysis of Student Self-Confidence Level
Questionnaire Item Scores

Criteria Assessment	Category	Frequency	Percentage
$X < 186$	Very Low	7	8,75%
$186 < X \leq 198$	Low	21	26,25%
$198 < X \leq 209$	Medium	35	43,75%
$209 < X \leq 220$	High	15	18,75%
$X > 220$	Very High	2	2,5%

	High		
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Source: Results of Data Processing Statistical Microsoft Excel

B. DISCUSSION

Based on the results of the study, it can be concluded that most students of tenth-grade students of SMA Negeri 03 Kotabumi have a moderate level self-confidence. This shows that students already have self-confidence, although not all students have reached that level. Factors in the level of students self-confidence can be seen from several aspects as explained by theory Lauster in (in Ghufroon & Risnawati, 2017) namely:

First, students have confidence in their abilities. This can be seen from individuals who have a positive attitude about themselves that they understand what they are doing, such as: When students dare to appear to speak English in front of the class.

Second, students have an optimistic attitude, such as: If students continue to practice and study, students feel confident that they will definitely get a satisfactory English speaking practice score.

Third, students have an objective attitude. This can be seen from individuals who view problems or something according to the truth that they should be, not according to personal truth or according to themselves, such as: Students believe that no matter how difficult the assignment given by the teacher is, it is not to burden them but to develop their English skills.

Fourth, students have a responsible attitude. This can be seen in individuals who are willing to bear everything that has become a consequence, such as: Students will talk about their opinions, but if they are wrong and corrected, students will accept it.

Fifth, students have a rational attitude. This can be seen from individuals analyzing an event by using thoughts that are acceptable to reason and by reality, such as: Students think that the teacher who gave them the warning had the aim of making the students better at learning English.

Based on the results of this study, the researcher concluded that students of tenth-grade for SMA Negeri 03 Kotabumi actually already have good (medium) self-confidence, but it is not evenly distributed among all students. This is because students are still in the stage of recognizing the self-confidence that exists within themselves, such as acting independently in making decisions and daring to try new things.

IV. CONCLUSION

Based on the results of data analysis and final student scores in the research *Investigating Students Self-Confidence Level in Speaking English at the Tenth*

Grade Students of SMA Negeri 03 Kotabumi in Academic Year 2024/2025, the conclusion states that the level of self-confidence in tenth-grade students of SMA Negeri 03 Kotabumi has an average level of self-confidence in the medium category with a percentage average of 200,275 (56%), namely based on the results of the average student scores of 80 students as respondents. Obtained from data collected by researchers using SPSS 26.0 Pearson Product Moment and students' final scores with descriptive statistical calculations in the Excel application. This means that tenth-grade students of SMA Negeri 03 Kotabumi will have the abilities they have, think positively, do not give up easily, always assume they will succeed, are not easily influenced, view reality according to the truth, dare to bear the consequences of their decisions, think according to common sense, can analyze problems, and do not always blame themselves.

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