

AN UNDERGRADUATE THESIS

THE INFLUENCE OF STUDENTS SELF CONFIDENCE ON
ENGLISH READING ABLITY IN CLASS II MA NUHIYAH
PAMBUSUANG



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NUHIYAH PAMBUSUANG**

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ABSTRAK

SUKRI: Pengaruh Kepercayaan Diri Siswa terhadap Kemampuan Berbicara Bahasa Inggris Siswa Kelas Dua Ma Nuhiah Pambusuang. Skripsi. Pambusunang: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

Tujuan penelitian ini adalah untuk mengetahui bagaimana tingkat kepercayaan diri siswa dan sejauh mana kepercayaan diri siswa tersebut mempengaruhi kemampuan berbicara. Subjek penelitian ini adalah kelas XI Agama I yang berjumlah 26 siswa. Sampel diambil dengan menggunakan convenience sampling. Desain penelitian ini adalah metode penelitian kuantitative. Dalam pengumpulan data, peneliti mengumpulkan data dengan dua langkah utama yaitu memperoleh data yang berhubungan dengan kepercayaan diri siswa melalui angket dan meminta siswa mengikuti tes berbicara untuk mendapatkan data tentang kemampuan berbicara siswa. Setelah peneliti melakukan langkah-langkah tersebut, peneliti menganalisis data dengan menggunakan regresi linear sederhana di SPSS untuk menghitung hasilnya. Dari analisis data yang dihitung dengan menggunakan SPSS, diperoleh hasil analisis dari nilai korelasi sebesar 0,228. Nilai KD yang diperoleh sebesar 52% yang dapat diartikan bahwa variable bebas X memiliki pengaruh kontribusi sebesar 52% terhadap variable Y dan 48% lainnya dipengaruhi oleh faktor lain di luar variable X. Sig. diperoleh nilai P (P-value) = 0,262 dengan tingkat signifikansi pada anova <0,05, dalam hal ini tingkat signifikan ANOVA lebih dari 0,05 dengan demikian model persamaan regresi berdasarkan data penelitian tidak signifikan, artinya regresi linear model tidak memenuhi kriteria linearitas. Penelitian ini mendapatkan t tabel sebesar 2,064 karena nilai t 1,148 lebih kecil dari t tabel sebesar 2,064. Dapat disimpulkan bahwa kepercayaan diri siswa tidak cukup kuat mempengaruhi kemampuan berbicara siswa.

Kata kunci: kepercayaan diri siswa dan kemampuan berbicara

ABSTRACT

SUKRI: The Influence of The Students' Confidence Toward English Reading Ability on The Second Grade of Ma Nuhayah Pambusuang Thesis. Pambusunang: Faculty of Teacher Training and Education, West Sulawesi University, 2025.

The aims of this research are to know how is the level of students' confidence and to what extent does the students' confidence influence reading ability. The subject of this research was first religion class XI consisting of 26 students. The sample was taken by using convenience sampling. The design of this research was quantitative research method. In collecting the data, the researcher collected the data with two main steps, they were obtain the data related to the students, confidence through questionnaire and make the students take the reading test to obtain data about the students' reading ability. After the researcher conduct the steps, the researcher analyzed the data using simple linear regression in SPSS to computed the result. From the data analysis computed by using SPSS, it was obtained from he analysis result showed that the correlation value is 0.228. The value of KD obtained is 52% which can be interpreted that the independent variable X has a contribution effect of 52% on variable Y and the other 48% is influenced by other factors outside of variable X. The Sig. obtained P value (P-value) = 0.262 with the significance level at ANOVA is <0.05 , in this case significant level of Anova is more than 0.05 thus the regression equation model based on the research data is not significant, meaning that the linear regression model does not meet the linearity criteria. This research got t table of 2.064, because the t value of 1.148 is smaller than the t table of 2.064. It can be concluded that students' self-confidence does not strong enough affect students' reading ability.

Key words: students' confidence and reading ability.

CHAPTER I

INTRODUCTION

A. Background

Teaching the students is one of the main tasks of teachers. Teachers spend more time in the school educate their students. Although not all teachers are able to understand their students because of different student characteristics such as self-confidence, attitudes and background knowledge. Schunk, D. H., & Zimmerman, B. J. (2019).. Apart from that, in general the number of students in each class is quite large, which makes the teaching and learning process hampered or the teacher is even unable to teach their students well.

Generally, students were reluctant to speak English because of their low self-confidence. This was supported by research conducted in Iran that students who have high self-esteem score higher than those who do not (Kalanzadeh, Mahnegar, Hassannejad, & Bakhtiarvand, 2014). In addition, self-esteem is one element of self-confidence (Marsden, Carroll, & Neill, 2005). Thus, students' self-esteem cannot be separated from their self-confidence. Reading ability as one of the language skills used to convey meaning to others is very important to master, because reading is a process that results from other skills (productive skills) to express the ideas. However, students seemed like lazy to speak using English in their daily learning process. This was able to be influenced by their characteristics such as their self-confidence and their background knowledge.

There were many studies about the correlation between confidence and reading skill (Gürler, 2015; Mubarak, 2017; Ningrum, Husna, & Tanjung, 2017; Roysmanto, 2018; Tridinanti, 2018). Those studies were conducted in 2015 – 2018 in different places and samples. Four studies were conducted in Indonesia and a study was conducted in Turkey. They found that the correlation between the students' confidence and reading ability were significant. However, the significance showed various levels such as low significance and moderate significance. Furthermore, most of the researchers conducted the study in the university, four of them.

Furthermore, preliminary research in the second grade of Madrasah Aliyah Nuhayah Pambusung showed that some students showed their self-confidence through their interactions with the surrounding environment including the surrounding environment, fellow students inside and outside the classroom and to the teacher. In addition, teachers tried to increase students' self-confidence by motivating and praising their students for their achievements and during the learning process. Regarding students' reading ability, their understanding of the teacher's instructions and their responses became an evaluation for the teacher to determine students' reading performance.

Based on the statement above, the researcher conducted to reveal more information related to students' reading ability by analyzing their self-confidence. Therefore, the title of this study is *"The Influence of Students' Self-Confidence on English Reading Ability in the Second Grade of MA Nuhayah Pambusuang"*.

B. Problem Identification

Reflecting on the research background described above, there will be two research questions proposed in this study. They are :

1. How is the level of students' confidence?
2. To what extent does students' confidence influence reading ability?

C. Problem Limitation and Formulation

This study focuses on determining the effect of students' self-confidence on reading ability. There are five components that will be assessed. The reading components are vocabulary, syntax, pronunciation, discourse, and strategic competence (Latifa et al., 2015). Therefore, there are two main items in this study; namely students' self-confidence and students' reading ability.

D. Research Objective

In line with the research questions above, this study aims to:

1. Describe the level of students confidence
2. Reveal the influence of the students confidence toward reading ability

E. Research Benefits

There are several significant contributions expected which are seen from two perspectives, namely theoretical perspective and practical perspective.

1. Practical perspective

The results of this study are expected to enrich the literature and theoretical insights related to self-confidence in reading ability.

2. Theoretical perspective

This research is very important for people related to education. First, this research is most beneficial for teachers. They get useful information as a guideline for them to teach their students because they know the students' self-confidence. Second, students get positive impacts from this research. They study hard if they know that their self-confidence affects their reading ability. Furthermore, school authorities get a source to decide what they try to improve their students' self-confidence in the future, if this research shows the results. And become a reference in designing a curriculum or learning program that better supports the development of student self-confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

This part will talk about conclusion and suggestion in this research. Conclusions are the main findings that show the meaning of the findings. The research findings are written in a concise, and clear form description (paragraph by paragraph), bullet points, or details in accordance with the purpose. Suggestions contain solutions to the problem under study or follow-up on research results research

A. Conclusion

Based on the result of the data analysis, research findings, and discussion in the previous chapter, this research is supported by the results showed that the mean score of students' confidence was 46% of students with very high confidence levels, 53,7% students with high confidence level and 0.3% of students with enough confidence levels. The result obtained by the questionnaire is 96.1 on average. It can be concluded that the level of students' confidence is at a high level. As for the students' reading ability score, there were 1% errors in vocabulary competence, 33% for syntactic competence errors, 8% for pronunciation competence errors, 15% for discourse competence errors and 2% for strategic competence use. Therefore, it was found that the students' score for reading ability was 92 on average. With a score both are used. To calculate the effect of students' confidence on reading ability. The score is entered into the application tabulation table.

Based on the data analysis, it can be concluded that students' confidence did affect students' reading ability. However, at a fairly low level, namely 52%. This is because many factors influence the students' reading ability. According to Brown in 2001 that the components that affect reading ability are confidence, pronunciation, fluency, vocabulary and accuracy. so that confidence is only one of these components. Therefore, confidence only affects as much as 52% and the rest is in other components outside students' confidence. So that two research questions have been answered.

B. Suggestion

1. Students should improve their confidence to make more communication by joining English club or joining the activities that can improve the confidence.
2. Teacher should build and guide student to be more active in the class to practice students' confidence.
3. Readers will know about the knowledge about the influence of students' confident towards students' reading ability.
4. Next researcher will use this thesis as the references and will develop this research.

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