

**THE CORRELATIONAL STUDY  
BETWEEN THE SEVENTH GRADE STUDENTS' SELF-CONFIDENCE  
AND THEIR SPEAKING SKILL IN SELF INTRODUCTION  
AT MTS DARUL ULUM ASSURUR  
ACROSS THEIR COGNITIVE LEARNING STYLE**

**UNDERGRADUATE THESIS**



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**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
JUNE 2024**

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In Partial Fulfillment of the Requirements of Bachelor's Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Islamic Education and Language Department  
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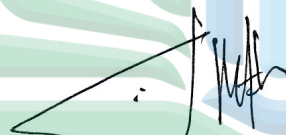
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## MOTTO

وَلَا تَهِنُوا وَلَا تَحْزِنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

*And do not become weak, not be sad, and you will be superior (in victory) if you are indeed (true) believers.*

*(QS. Ali-imran [03]: 139)\**



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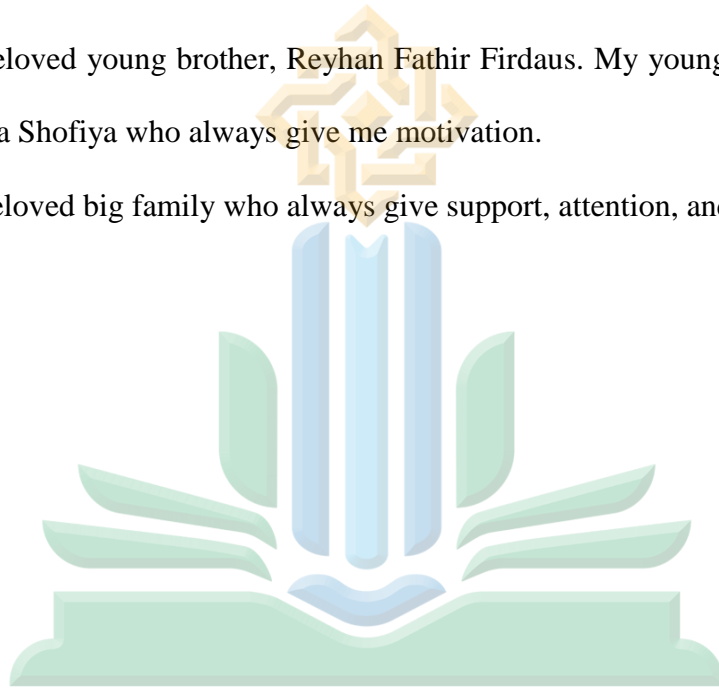
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\* Kementerian Agama Republik Indonesia, *Al-Quran dan Terjemahannya*. (Jakarta: Sygma, 2005), 90.

## DEDICATION

As a researcher, I dedicate this thesis to:

1. My beloved parents, Mr. Achamd Jailani and Mrs. Sulastri who have supported me. Thank you for a countless things, may Allah reward all your kindness.
2. My beloved young brother, Reyhan Fathir Firdaus. My young sisters, Nauron Nazwa Shofiya who always give me motivation.
3. My beloved big family who always give support, attention, and prayer for me.



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All the thanks giving of the writer was conveyed to Allah, because of His mercies and graces, the planning, process, and completion this thesis can be carried out well. The writer also can get this success because of the support of many parties. Therefore, the writer realizes and expresses his deepest gratitude to:

1. Prof. Dr. H. Hepni, S. Ag, M.M, as a rector of Islamic State University of Kiai Haji Achmad Siddiq Jember who has given me opportunity to study in this University.
2. Dr. Abdul Mu'is, S. Ag, M.Si, as the dean of the faculty of education and teacher training of Islamic State University of Kiai Haji Achmad Siddiq Jember who has facilitated me to study in this faculty.
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5. Moh. Rofid Fikroni, M.Pd. as Advisor, who has giving motivation and encouragement sincerely and patiently. Who has kindly helped, guided, and supported me during writing of my thesis
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7. The head master of MTs Darul Ulum Assurur, Rudianto, S.Pd, and the staffs who have given me a permission and helped me during my research.
8. The English Teacher, Mr. Gesil, S.Pd as English Teacher of MTs Darul Ulum Assurur and students of Seventh class who participated in this research.

Jember, 17 May 2024

Roisatul Fatayati

## ABSTRACT

**Roisatul Fatayati, 2024:** *The Correlation Between the Seventh Grade Students' Self-Confidence and Their Speaking Skill in Self Introduction at MTs Darul Ulum Assurur Across Their Cognitive Learning Style.*

**Keywords:** Self-Confidence, Speaking, Field Independent, Field Dependent.

Self-confidence is an important part of speaking skills, as it can provide enthusiasm. If learners are high in confidence, they will achieve the best performance in speaking skills. Studies regarding the factors that influence students' self-confidence are still very limited. Some previous studies mostly discussed the correlation between self-confidence and speaking. Besides self-confidence, there are other factors that can affect students' self-confidence, namely cognitive learning style.

The research questions were: 1) Is there any significant correlation between students' self-confidence and their speaking skill in self-introduction within field dependent learning style at MTS Darul Ulum Assurur? 2) Is there any significant correlation between students' self-confidence and their speaking skill in self-introduction within field independent learning style at MTS Darul Ulum Assurur?. The objective of this research was to know whether there is significant correlation between students' self-confidence across their cognitive learning style in speaking self-introduction at MTS Darul Ulum Assurur or not.

This research used quantitative research method and by applying correlational design. The research subject used were all seventh grade students at MTs Darul Ulum Assurur, totaling 51 students. To collect the data, questionnaire was used to determine student's self-confidence and student's cognitive learning style, and a test to determine student's speaking. The data were analyzed using product moment testing helped by SPSS 20.0.

This research was found that, the product moment score were  $r_{\text{count1}} = 0.631$ ,  $r_{\text{count2}} = 0.558$  and  $r_{\text{table}}$  score were  $r_{\text{table1}} = 0.455$ ,  $r_{\text{table2}} = 0.349$ . So, the  $r_{\text{count1}}$  and  $r_{\text{count2}}$  is more than  $r_{\text{table1}}$  and  $r_{\text{table2}}$  ( $0.631 > 0.455$  and  $0.558 > 0.349$ ). Which indicated that there is a significant correlation between the seventh grade students' self-confidence and their speaking skill in self introduction at MTs Darul Ulum Assurur across their cognitive learning style. It can be concluded that the field independent coefficient correlation is higher than the field dependent ( $r_{\text{count1}} > r_{\text{count2}} = 0.631 > 0.558$ ) It means that if students' self-confidence is high then the students can speak fluently. From the research result it implicate that the teacher should design a teaching and learning process where the students learn independently, because field independent students tend to choose to study alone, able to think analytically and systematically. Beside that, they were also more independent in solving their problems without the help of other people.



## TABLE OF CONTENT

<b>COVER</b> .....	<b>i</b>
<b>APROVAL OF ADVISOR</b> .....	<b>ii</b>
<b>APROVAL OF EXAMINER</b> .....	<b>iii</b>
<b>MOTTO</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>ACKNOLEDGEMENT</b> .....	<b>vi</b>
<b>ABSTRACT</b> .....	<b>vii</b>
<b>TABLE OF CONTENT</b> .....	<b>viii</b>
<b>LIST OF TABLE</b> .....	<b>x</b>
<b>LIST OF APPENDIX</b> .....	<b>xi</b>
<b>CHAPTER I: INTRODUCTION</b> .....	<b>1</b>
A. Background of Research .....	1
B. Research Question .....	5
C. Objective of Research .....	6
D. Significance of Research .....	6
E. Scope of Research .....	7
F. Definition of Key Term .....	8
<b>CHAPTER II: LITERATUR REVIEW</b> .....	<b>10</b>
A. Previous Research .....	10
B. Theoretical Framework .....	13
C. Research Assumption .....	29
D. Hypothesis .....	29
<b>CHAPTER III: RESEARCH METHOD</b> .....	<b>30</b>

A. Research Design .....	30
B. Research Subject .....	30
C. Research Instrument and Data Collecting method .....	31
D. Data Analysis Technique .....	37
<b>CHAPTER IV: RESULT AND DISCUSSION .....</b>	<b>43</b>
A. Overview of Research Object .....	43
B. Research Stages .....	44
C. Research Result .....	45
D. Data Analysis .....	52
E. Discussion.....	56
<b>CHAPTER V: CONCLUSSION AND SUGGESTION .....</b>	<b>59</b>
A. Conclussion .....	59
B. Suggestion .....	60
<b>REFERENCES.....</b>	<b>61</b>


  
 UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 J E M B E R

## LIST OF TABLE

<b>Table 2.1</b> Similarities and Differences of Previous Research .....	12
<b>Table 3.1</b> Number of Students' Seventh Grade MTs Darul Ulum Assurur ....	31
<b>Table 3.2</b> The Blue Print of Students self-Confidence.....	32
<b>Table 3.3</b> Likert-Scale .....	32
<b>Table 3.4</b> The Blue Print of Students' Cognitive Learning Style.....	33
<b>Table 3.5</b> Speaking Rubric .....	34
<b>Table 3.6</b> Criteria Instrument Reliability Coefficient Correlation by Guildford	37
<b>Table 3.7</b> Level of Score Self-Confidence Variable .....	39
<b>Table 3.8</b> Level of Score Speaking Variable.....	40
<b>Table 3.9</b> Correlation Coefficient Interpretation Index.....	42
<b>Table 4.1</b> Self-Confidence Reliability Statistic.....	46
<b>Table 4.2</b> Speaking Reliability Statistic .....	47
<b>Table 4.3</b> Students' Speaking Test Score.....	47
<b>Table 4.4</b> Speaking Descriptive Statistic.....	49
<b>Table 4.5</b> Self-Confidence Descriptive Statistic .....	50
<b>Table 4.6</b> Students' Cognitive Learning Style .....	51
<b>Table 4.7</b> The Normality Test by SPSS 20.0 .....	53
<b>Table 4.8</b> Field Independent Pearson Product Moment helped by SPSS 20.0.	54
<b>Table 4.9</b> Field Independent Pearson Product Moment helped by SPSS 20.0.	54

## LIST OF APPENDIX

<b>Appendix 1</b> Research Matrix.....	65
<b>Appendix 2</b> Students' Self-Confidence Questionnaire .....	66
<b>Appendix 3</b> Students' Speaking Score.....	68
<b>Appendix 4</b> R-table .....	72
<b>Appendix 5</b> Validation Speaking Sheet .....	74
<b>Appendix 6</b> Validation Self-confidence Sheet.....	76
<b>Appendix 7</b> Validation cognitive Learning Style Sheet.....	78
<b>Appendix 8</b> Speaking Test Sheet .....	80
<b>Appendix 9</b> Self-Confidence Questionnaire Test Sheet.....	81
<b>Appendix 10</b> Cognitive Learning Style Questionnaire Test Sheet .....	82
<b>Appendix 11</b> Students' Answer Sheert .....	83
<b>Appendix 12</b> Students' Speaking Transcript.....	87
<b>Appendix 13</b> Research Permiting Letter .....	89
<b>Appendix 14</b> Research Accomplishment Letter.....	90
<b>Appendix 15</b> Research Schedule.....	91
<b>Appendix 16</b> Declaration of Autenticity .....	92
<b>Appendix 17</b> Turnitin Test Pass Letter .....	93
<b>Appendix 18</b> Curriculum Vitae .....	94

# CHAPTER I

## INTRODUCTION

### A. Background of Research

There are four skills that should be mastered in English, they are listening, speaking, reading, and writing. One of the complex skills to study is speaking. Speaking is a skill that produces a sentence or speech in the oral posture. Unlike any other skill, it more complicated than it seems at first and involves more than just pronouncing words.<sup>1</sup> Students have to actively produce language to speak. Students have to practice most of the time because they cannot be properly active without the process of eliminating errors in inconsistency.

Speaking skill is one of the most important skills to learn, as it allows us to communicate with others and express our thoughts and feelings. According to Pardosi, Speaking is important for students to practice their ability and understanding on how to send ideas, and how to spell words well.<sup>2</sup> Among the four keys of language skills, speaking is considered to be the most important in learning a foreign language.<sup>3</sup> One of the reasons is that it is a skill that used in real life for direct communication. So, most of people emphasize that the criteria of success in learning English is the ability to speak English well.

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<sup>1</sup> Mariam Basir, *Factor Effecting Students' Speaking Skills*, (British Journal of Art and Social Sciences, 2011), 38.

<sup>2</sup> Siti Aisyah Pardosi, *The Use of ARIAS Model with Media Spelling Bee Game to Improve Speaking Ability*, (Sumatra Utara: UMSU, 2019), 1.

<sup>3</sup> Novia Arnanda, Harpain. *An Analysis of Students' Difficuties in Speaking English at Grade X of SMA Persada Bandar Lampung*, Jurnal Lingiustika, vol 8, no 2, (Oktober 2017) , 1.

According to the ministry of national education 2003 the objective of teaching speaking skills is that the students will have the ability to express ideas, opinion, thought to others.<sup>4</sup> Syafitri et.al. state that many factors in Indonesia do not support to develop English-speaking skills. The first factor is students' low learning so they think English is a subject that does not have to be learned. The second factor is young learners may make mistakes such as in using vocabulary, grammar and fluency. That is why students are not confident in speaking English.<sup>5</sup> Observations made by researchers suggest that many students who were not yet proficient in English, were still not confidence, this is seen during the teaching and learning process. Many students are indifferent to the learning materials as well as to the teachers in the teaching and learning process.

Confidence is student's belief that they can perform competently in a particular learning situation. Learners are motivated when they believe that they can be successful in learning new material and in performing new task.<sup>6</sup> Self-confidence can convince students of their ability to achieve success. As Syafitri et.al. said Self-confidence is students' belief that they are fully capable of completing assignments. At the heart of all learning is students' belief in their ability to complete tasks.<sup>7</sup> If students believe that

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<sup>4</sup> Departemen Pendidikan Nasional, Undang-Undang Republik Indonesia No. 20 Tentang Sistem Pendidikan Nasional. Jakarta: Departemen Pendidikan Nasional Republik Indonesia, 2003.

<sup>5</sup> Anis Syafitri, Audi Yundayani, Wisnu Kala Kusumajati, *Hubungan antara Kepercayaan Diri Siswa terhadap Kemampuan Berbicara Bahasa Inggris*, (STKIP Kusuma Negara, 06 oktober 2019), 1.

<sup>6</sup>R.R. Mc Cown, *Educational Psychology and Classroom Practice: A partnership*, (Allyn & Bacon, 1952), 301

<sup>7</sup>Syafitri, Yundayani, Kusumajati, *Hubungan antara Kepercayaan Diri Siswa terhadap Kemampuan Berbicara Bahasa Inggris*, 4.

they can complete the task, then self-confidence will appear to motivate them in achieving and completing the task, self-confidence is the most important thing for us, it becomes the main thing for us to do everything in our life.

Self-confidence is needed by students so that the teaching and learning process goes well.<sup>8</sup> Students are expected to express their opinions in class such as answering questions that the teacher gives. This is used by the teacher to assess students whether they understand what they are learning or not, because students' ability to understand the material can be proven from the answers students give.

Some previous studies about speaking and self-confidence were written by Park and Lee, self-confidence is an important part of speaking skills, as it can provide enthusiasm. If learners are high in confidence, they will achieve the best performance in eloquent speaking skills.<sup>9</sup> And supported by Roysmanto in his research, he states that there is a significant correlation between self confidence and student speaking skill at Swadaya Gunung Jati University Cirebon. It can be seen from the mean of the speaking skill score which is 82.5 show excellent results.<sup>10</sup> Mareta et.al. in

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<sup>8</sup>Anjelyn Susanti Purba, *Pengaruh Pembelajaran Numbered Head Together Terhadap Kepercayaan Diri Siswa SMA untuk Berbicara di Depan kelas*, (Universitas Katolik Soegijapranata, 2015), 4.

<sup>9</sup>Hyesook Park & Adam R. Lee, *L2 Learners' Anxiety, Self-Confidence and Oral Performance*, (Kunsan National University: Concordia University, 2004), 206.

<sup>10</sup>Roysmanto, *A Correlation between self-Confidence and Student' Speaking Skill*,(Universitas Swadaya Gunung Jati, 18 April 2018), Vol 1, No 1, 1-8.

her study stated that self-confidence can improve students' speaking skills as at SMPN 1 Kalirejo Lampung Tengah.<sup>11</sup>

A study on the factors affecting students' self-confidence is very limited. Some previous studies mostly discussed the correlation between self-confidence and speaking. Besides self-confidence, there are also other factors that can affect students' self-confidence, namely cognitive learning style. Cognitive learning styles are divided into several parts, but in this study only use field-dependent and field-independent. Field-dependent is the characteristic of someone who has a tendency to depend on the environment and is also easily influenced by their environment, while field-independent is the character of someone who has a tendency to be able to analyze a problem on their own and is not easily influenced by their environment.<sup>12</sup> A study written by soozandehfar and Norooziasiam state that there is no significant correlation between field dependent and field independent with Iranian EFL learners' speaking skill.<sup>13</sup> Sulistiana et.al. in her study state that there is significant difference of the students' speaking achievement in field independent and field dependent. The

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<sup>11</sup>Silviani Mareta, Hery Yufrizal, Huzairin, *Improving the Self-Confidence in Speaking Practice by using Self-Directed Dialogue Technique at Second Grade Studens' of SMP Negeri 1 Kalirejo Lampung Tengah*, (University of Lampung,2017), vol 6, no 9, 1-11.

<sup>12</sup>Finda Fathiyah Putri, *Analisis Kemampuan Pemecahan Masalah ditinjau dari Gaya Kognitif Field Dependent dan Field Independent*, (Universitas Muhammadiyah Jember, 2018), 3

<sup>13</sup>Seyyed Mohammad Ali Soozandehfar, Elmira Norooziasiam. *Which One Speaks Better? The Field-Dependence or the Field Independence?*, (Language in India, 02 February 2011), Vol 11, 57-74



results showed that field independent students' scores were better than field dependent scores.<sup>14</sup>

Researchers have observed students in the class, some of them looked doubtful and some looked enthusiastic when they came forward and spoke in front of the class. Some of them are fluent when speaking in front of the class but the pronunciation is still not appropriate while some of them cannot speak at all because they lack vocabulary. They must also be motivated in advance so that they dare to move forward because, they are too afraid to take risks, they also don't think positively because they are not confident in their abilities and are not aware of the abilities they have. Besides that their emotions were less stable, at first they boldly came forward and spoke in front of the class but in the middle they chose to stop because they were afraid of making mistakes. And those who can speak fluent English have their own learning style.

Therefore researchers will try to find a correlation between self-confidence and one of the factors that influence it, namely cognitive learning style.

## **B. Research Question**

In line with the background of the study, the present study aims to investigate The Correlation between Self Confidence and Students Speaking Ability. So the study endeavored to answer this question;

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<sup>14</sup>Sulistiana, Ari Nurweni, Muhammad Sukirlan, *The Comparison Between Field-Dependent and Field-Independent Students in Reading Comprehension Achievement*, (UNILA Journal of English Teaching, 2015), 13.

1. Is there any significant correlation between students' self-confidence and their speaking skill in self-introduction within field dependent learning style at MTS Darul Ulum Assurur?
2. Is there any significant correlation between students' self-confidence and their speaking skill in self-introduction within field independent learning style at MTS Darul Ulum Assurur?

### **C. Objective of Research**

To know whether there is significant correlation between students' self-confidence across their cognitive learning style in speaking self-introduction at MTS Darul Ulum Assurur or not.

### **D. Significance of Research**

#### **1. Theoretically**

The researcher hopes that the result of this research can enrich the theories of speaking, self-confidence and cognitive learning style.

#### **2. Practically**

##### **a. For the students**

The result of the study will provide students, particularly the students in the seventh grade of MTS Darul Ulum Assurur students will more confidence when they speak in English.

##### **b. For the English teacher**

The result of this study will provide English teachers, especially the English teachers of MTS Darul Ulum Assurur, a reflection of their achievement of the teaching learning processes

of speaking ability and it will prompt the English teachers the alternative instruction that will be able to increase and improve students' speaking skill.

**c. For the other researcher**

The result of this study will be useful as a recommendation for the other researchers who will conduct any further studies in the same field.

**E. Scope of Research**

**1. Research Variable**

There are 3 variables in this study, there are self-confidence, speaking skill and cognitive learning style and in this study which will be obtained from 7<sup>th</sup> grade students of MTs Darul Ulum Assurur.

**2. Indicator Variable**

Each variable has several indicators, including the self-confidence which are motivation, emotional stability, positive mindset, self-awareness and a willingness to take risk, then the speaking skill which are vocabulary, grammar, comprehension, fluency and pronunciation. While the cognitive learning style indicators are field-independent and field-dependent learning style.

## **F. Definition of Key Terms**

### **1. Speaking**

Speaking is one of the skills in English to express opinions, comment and reject other people's opinions, as well as the ability to asking and giving information.

### **2. Self-Confidence**

Self-confidence is a someone belief in themselves that makes them achieve better than others. Confident people know about their abilities and can use their abilities to do something like speaking English in daily life.

### **3. Cognitive Learning Style**

Cognitive Learning Style is a typical students learning style, which is related to how to receive and process information. This means that each individual has his own preferred way of receiving and processing information in response to environmental stimulation. There are individuals who respond quickly and there are those who do the opposite.

#### **a. Field-Dependent (FD)**

Field-Dependent is a characteristic of someone who has a tendency to depend and is also easily influenced by his environment.

**b. Field-Independent (FI)**

Field-Independent is the characteristic of someone who has a tendency to be able to analyze a problem on their own, and is not easily influenced by the environment.



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## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

There are three previous researches that relevant to this research, they are:

1. Roysmanto an article in 2018 entitled “A Correlation between self-Confidence and Students’ Speaking Skill”.<sup>15</sup> This research obtained the data by quantitative research and used correlational design. The data collected through interview and questionnaire. The result of this research shows that there is a significance correlation between self-confidence and speaking skill at the third grade of the English Department of Swadaya Gunung Jati University Cirebon in academic year 2014/2015.
2. Silviani Mareta, Hery Yufrizal, Huzairin an article in 2017 entitled “Improving the Self-Confidence in Speaking Practice by using Self-Directed Dialogue Technique at Second Grade Students’ of SMP Negeri 1 Kalirejo Lampung Tengah”.<sup>16</sup> This research used quantitative and qualitative. The data collected by speaking test and questionnaire. The result of this study showed that there is significant improvement of the students’ speaking achievement after the students were taught through self-directed dialogue technique. There was also significant correlation between students’ self-confidence and students’ achievement of speaking.

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<sup>15</sup> Roysmanto, *A Correlation between self-Confidence and Student’ Speaking Skill*.

<sup>16</sup> Mareta, Yufrizal, Huzairin, *Improving the Self-Confidence in Speaking Practice by using Self-Directed Dialogue Technique at Second Grade Studens’ of SMP Negeri 1 Kalirejo Lampung Tengah*.

This showed that self directed dialogue technique facilitates students to improve their speaking.

3. Finda Fathiyah Putri a thesis in 2018 entitled “Analisis Kemampuan Pemecahan Masalah ditinjau dari Gaya Kognitif Field Dependent dan Field Independent”.<sup>17</sup> The type of this research was qualitative descriptive research. The result of this research showed that field dependent student (FD) tended to have a cognitive style of field independent character. While field independent students was not affected by the criticism of the researcher in solving the problem, not need guidance and direction from researcher, not affected by the environment, can finish the problem by his or her own way.
4. Andi Nirwana Burhanuddin an thesis in 2022 entitled “An Analysis of Students’ Learning Style on English Speaking Ability.”.<sup>18</sup> The type of this research was qualitative descriptive research. This result showed that there was a difference students’ learning style in speaking ability. Out of twenty students, two students have visual learning style, ten students have auditory learning style, and eight students have kinesthetic learning style.

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<sup>17</sup> Putri, *Analisis Kemampuan Pemecahan Masalah ditinjau dari Gaya Kognitif Field Dependent dan Field Independent*.

<sup>18</sup> Andi Nirwana Burhanuddin, *An Analysis of Students’ Learning Style on English Speaking Ability*, (Universitas Muhammadiyah Makassar, 2022), 1-147

**Table 2.1.**  
**Similarities and Differences of Previous Research**

No	Name and Year	Title	Similarities	Differences
1.	Roysmanto, 2018.	A Correlation between self-Confidence and Students' Speaking Skill.	Both researchers use self-confidence and speaking skill.	1) This Previous research only focused on self-confidence and students' speaking skill while this research use self-confidence, students' speaking ability and cognitive learning style
2.	Silviani Mareta, Hery Yufrizal, Huzairin, 2017.	Improving the Self-Confidence in Speaking Practice by using Self-Directed Dialogue Technique at Second Grade Studens' of SMP Negeri 1 Kalirejo Lampung Tengah.	Both researchers use self-confidence.	1) This Previous research focused on improving self-confidence in speaking practice in using Self-Directed Dialogue Technique while this research use correlation between self-confidence and students' speaking ability across learning style. 2) Previous research used qualitative and quantitative while this research use quantitative.
3.	Finda Fathiyah Putri, 2018.	Analisis Kemampuan Pemecahan Masalah ditinjau dari Gaya Kognitif Field Dependent dan Field	Both researchers use cognitive learning style field-dependent and field-independent.	1) This Previous research used students' problem solving and cognitive learning style field-dependent and field-independent while this research



No	Name and Year	Title	Similarities	Differences
		Independent.		use correlation between self-confidence and students' speaking ability across learning style 2) Previous research used qualitative while this research use quantitative
4.	Andi Nirwana Burhanuddin, 2022.	An Analysis of Students' Learning Style on English Speaking Ability.	Both researchers use speaking and learning style as variable.	1) This Previous research used qualitative while this research use quantitative.

The current study has distinctions compared with the four previous studies. This research is different in terms of variables. Some of the studies above use self-confidence and speaking. To fill this gap, this study tries to focus on determining the relationship between self-confidence, speaking ability and learning style. Meanwhile, previous research focused on determining the relationship between self-confidence and speaking only, without looking for other factors that could affect students' self-confidence.

## B. Theoretical Framework

### 1. Speaking

#### a. Definition of Speaking

According to Sara speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in

variety contexts.<sup>19</sup> Hence, speaking not only through using language, but it could be via non-verbal languages which include body language or gesture. While Anggraini et.al, state that speaking is one of the important skills that people use to communication and understand each other in daily activities, such as in teaching and learning process in the classroom, teacher and students will speak to communicate and understand each other's.<sup>20</sup>

In another point of view Cameron He said that speaking is about making people understand the speaker's feelings and ideas by carrying out the act of communicating using language.<sup>21</sup> When people produce speech, they convey their meanings, feelings, ideas and desires, and Armasita also said that speaking is an activity used by someone to communicate with other. In the other meaning that speaking is the skill to express ideas or thought in yourself that involve other people using words that can be understood and accepted by many people.<sup>22</sup>

Based on some of the definitions of speaking above, it can be concluded that speaking is the way we express our feelings and ideas by producing speech to exchange information with other people.

<sup>19</sup>Baggour Sara, *Investigating the Effects of EFL Students' Self-Confidence on Their Oral Performance. Case Study: Third year students at Biskara University*, (Master's Thesis Biskara University, 2015), 8.

<sup>20</sup>Paramitha Anggraini, Marzuki, Dahnilsyah, *Correlation Between Self-Confidence and Seaking Ability of the Second Year Students of English Study Program of Universitas Riau*, (JOM FKIP UNIVERSITAS RIAU, 2019), vol 6, 1, 3

<sup>21</sup>Lynne Cameron, *Teaching Languages to Young Learners*. L. Cameron, (ELT Journal 56, 2001) no. 2, 201–203.

<sup>22</sup>Armasita, *Improving Student's Speaking Skill in English Lesson with Action Learning Strategy at Night Grade of MTS PAB 1 Helvetia*. (Repository UIN Sumatera Utara, 2017), 3.

## **b. Components of Speaking**

According to Brown, there are several components in the speech processes: vocabulary, Grammar, Pronunciation, Fluency and Comprehension.<sup>23</sup>

### **1) Vocabulary**

Vocabulary is a group of words to make sentence structure to convey idea and message to the receiver. What words means often defined by its relationship to other words.

There are two types of vocabulary namely active vocabulary and passive vocabulary. Active vocabulary is the words that students have learned and they expect to be able to use them. Passive vocabulary is the words they can recognize but cannot be produced.

### **2) Grammar**

Communication can be great when the speaker using grammar in those situation. Harmer defined that grammar of language is the description of the way in which words can change their forms and can be combined into sentences in that language. From the statement above, it can summed up that by having good grammar, the speaker can convey the words or sharing information correctly.

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<sup>23</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Longman, 2004).

### 3) Pronunciation

Pronunciation is the important component in speaking ability. Pronunciation is the way which a language is spoken, the way in which a words is pronounced or the way person speak the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced.

### 4) Fluency

Fluency is the ability to speak fluently and accurately. Fluency is also the main important in speaking orientation in order to make the communicator understand about the ideas or the message which want they deliver.<sup>24</sup>

### 5) Comprehension

Comprehension is when someone can understand something that is said. Understanding is known or realize of the meaning of language.<sup>25</sup> Without understanding, there will be no conversation with each other.

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<sup>24</sup>Julfikar Nurdin, *Students' Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club IAIN Langsa*, (JADEs: Journal of Academia in English Education, 2020), Vol, 2, No. 1, 44-70.

<sup>25</sup> Oxford, *Learner's Pocket Dictionary Fourth Edition*, (Oxford University Press, 2008), 86.

## 2. Students Characteristics

According to Listyani and Tananuraksakul, second language learners have the following characteristics; motivation, self-esteem, self-image, personality, age, gender, self-confidence, and learning style.<sup>26</sup>

### a. Motivation

According to Pujals, motivation is a change in energy within a person which is characterized by the emergence of feelings and reactions to achieve goals.<sup>27</sup> Motivation is the root word motive. Motive shows an impulse that arises from within a person that causes that person to act to do something. While motivation is the driving force of a business that influences a person's behavior so that his heart is moved to act to do something in order to achieve certain results or goals. In line with that, Listyani and Tananuraksakul stated that motivation has proved to be one of the determining factors in learning a foreign or second language successfully. Motivation can directly affect the frequency of using learning strategies. In addition, will be the power of learning, goal setting, and persistence in learning.

### b. Self-Esteem

According to Hastuti, self-esteem is humanism and also an individual's assessment of his honor which is expressed through his attitude towards himself. Meanwhile, according to Johnson & Johnson,

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<sup>26</sup> Listyani & Tananuraksakul, *Motivation, Self-Confidence, and Anxiety in English Language Learning: Indonesian and Thai Students' Perspectives*, (Accents Asia, 2019), Vol. 11, No, 2, 54-77.

<sup>27</sup> McCown., & Petter, *Educational Psychology and Classroom Practice: A Partnership*, (Allyn & Bacon, Baston:1992), p.288.

self-esteem describes the extent to which the individual assesses himself as someone who is capable, meaningful, valuable, and competent. Burns also argues in Hastuti that self-esteem is the feeling that oneself is important and effective, and involves a person who is aware of himself. Likewise, self-esteem is an individual's assessment of himself which is implicit and not verbalized.<sup>28</sup>

According to the opinion of some of these experts, it can be concluded that self-esteem is an individual's assessment of his honor, through attitudes towards himself that are implicit and not verbalized and describe the extent to which the individual assesses himself as a person who has ability, significance, worth and competence.

Self-esteem is claimed to be an important trait in learning a second language because without it, no cognitive or affective activity can be successful. With self-esteem a student will have the ability to communicate. If a student cannot communicate for fear of making mistakes then the student will not be able to identify his strengths and weaknesses.<sup>29</sup>

### c. Self-Image

According to Sunastiko et al, self-image is a representation that a person has of himself as a physical being, so that self-image is associated with physical characteristics and includes a person's

<sup>28</sup> Dwi Hastuti, *Strategi Pengembangan Harga Diri Anak Usia Dini*, (JPSPD: Jurnal Pendidikan Sekolah Dasar, 2016), vol.2, no.2, 39.

<sup>29</sup> Norfazlika Abd. Karim, Dzeelfa Zainal Abidin, Siti Nur Dina Mohd Ali, *Personality Factors And Second Language Acquisition: An Islamic View Point*, (IJBEL: International Journal Business Economics and Law, 2016), vol.11, 15.

appearance in general. He also said that self-image as a person's image of oneself, or one's thoughts about other people's views of him, is related to how a person views himself and how other people evaluate him.<sup>30</sup> Meanwhile, according to Edwin self-image is an assessment or appreciation from other parties about appearance, attitude, mindset and personality as a whole.<sup>31</sup>

From the description above, it can be concluded that self-image is a representation of self that is made by individuals regarding self-appearance based on self-assessments and from other people's assessments of them.

#### **d. Personality**

In second language acquisition, personality factors are believed to indirectly influence the learning process.<sup>32</sup> Therefore in order to be successful in acquiring a second language the learner must develop positive personality factors that can support the success of the learner in learning a second language.

#### **e. Age**

Abbas stated that age has an effect on the second language acquisition (SLA). Successful learners of a second language who start

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<sup>30</sup> Kharina Putrie Sunastiko, Frieda N.R.H, Nofiar Aldriandy Putra, *Hubungan Antara Citra Diri (Self-image) dengan Perilaku Konsumtif Dalam Pembelian Produk Kosmetik Pada Mahasiswi Fakultas Hukum Universitas Diponegoro Semarang*, (EMPATI: Jurnal Karya Ilmiah S1 Undip, 2013), vol. 2, no. 3, 5.

<sup>31</sup> Muhammad Edwin, *Membangun Citra Diri Melalui Komunikasi Fotografi*, (UNISKA, 2019), 33.

<sup>32</sup> Norfazlika Abd. Karim, Dzeelfa Zainal Abidin, Siti Nur Dina Mohd Ali, *Personality Factors And Second Language Acquisition: An Islamic View Point*, 13.

SLA after puberty and have been able to achieve native proficiency.<sup>33</sup>

While Tohidian stated that children are more likely to achieve higher levels of achievement in pronunciation and grammar than adults.<sup>34</sup>

However, according to Herwiana, based on several studies, age is believed to be an important factor in acquiring a second language. Learners under puberty can learn languages more quickly and older learners are better at learning languages. So he concludes, learning a language at a young or old age does not guarantee the success of learners in acquiring a second language.<sup>35</sup>

#### f. Gender

Agu said in his research that gender does not play a statistically significant role in language acquisition. Therefore every learner must be given the same opportunities regardless of gender.<sup>36</sup> However, female students are believed to be better than male students. As Troike pointed out that women outperformed men on some tests of verbal fluency (such as finding words that start with a certain letter), and women do better at memorization.<sup>37</sup> Qizi also said that women are better than men in the field of memory because the left hemisphere of

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<sup>33</sup> Susiati Abbas, *Individual Characteristic In Second Language Acquisition*, (Al-Lisan, 2016), vol. 2, no. 2, 4.

<sup>34</sup> Imam Tohidian, Ezatollah Tohidian, *Effect of Age on Second Language Acquisition*, (California Linguistic Notes, 2009), vol. XXXIV, no. 2, 12.

<sup>35</sup> Sakhi Herwiana, *The Effect Of Age In English Language Teaching: Is It True?*, (Jurnal Bahasa Lingua Scientia, 2017), vol. 9, no. 2, 277.

<sup>36</sup> Innocent E. Agu, *Gender and Language Acquisition*, (IISTE, 2014), vol. 4, no. 19, 77.

<sup>37</sup> Muriel Saville-Troike, *Introducing Second Language Acquisition*, (Cambridge, 2012),



the brain is very developed, and in communication, women's sound and pronunciation organs are better developed than men.<sup>38</sup>

#### **g. Self-Confidence**

The word confidence originated from the latin word "confidentia" meaning "to trust" and "to have faith". In other words, self-confidence is your belief in something. Furthermore, according to Ibadurrohman, self- confidence is about someone beliefs of their self that make them achieve better than other. What the other thing is hard to achieve, the person who have better self-confidence will do it well.<sup>39</sup> So, self-confidence can be defined as a person's belief in their ability to success in a task, based on whether or not they have been able to perform that task in the past. Students who have high self-confidence never give up until they can achieve their goals because they believe in their abilities.

Confidence has an important role, exactly in the willingness of students to communicate. Because that, self-confidence affects their abilities. High self-confidence can be positively correlated with verbal performance.<sup>40</sup> Therefore, students who have higher self-confidence than other students can communicate well. So, they have the ability to speak English better than other students. This can be supported by the statement that situational confidence in communication plays an

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<sup>38</sup> Hilola Mahmudjonova Avazbek Qizi, *Impact of Gender in English Language Acquisition*, (A Multidisciplinary Peer Reviewed Journal, 2022), vol. 8, 135.

<sup>39</sup> M. Burhan Ibadurrahman, *Study on Students' Lack of Confidence in Speaking Class at English Education Department UIN Sunan Ampel Surabaya*, (Thesis UIN Sunan Ampel, 2016), 16.

<sup>40</sup> Roysmanto, *A Correlation between self-Confidence and Student' Speaking Skill*, 2.

important role in determining the willingness of students to communicate.<sup>41</sup>

### 1) Indicators of Self-Confidence

There are indicators of self-confidence:

#### a) Motivation

Confident people are motivated by and enjoy what to do.

#### b) Emotional Stability

Confident people will be calm and focused approach to how they are their selves and how they are with other people as they tackle challenges. Confident people notice difficult emotions such as anger and anxiety, but they work with them well.

#### c) A positive mind-set

Confident people have the ability to stay optimistic and see the bright side even when they encounter setbacks. Confident people also hold positive regard for their selves as well as other people.

#### d) Self-Awareness

Confident people know what they are good at, how capable they feel, and how they look and sound to others. Confident people also acknowledge that they are a human being, and they don't expect to be perfect.

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<sup>41</sup> Park & Lee, *L2 Learners' Anxiety, Self-Confidence and Oral Performance*, 206.

### e) A Willingness to Take Risk

Confident people adapt their behavior according to circumstance. Confident people can see the bigger picture as well as paying attention to details. Confident people take other people's views on board in making decisions.<sup>42</sup>

### h. Learning Style

Every human being born into this world is always different from each other. Physical form, behavior, nature and various other habits. Like the way they process the information they receive, this depends on their learning style. According to Bobbi De Porter & Mike Hernacki in Mufidah, human learning styles are divided into three, namely visual learning styles, auditory learning styles and kinesthetic learning styles.<sup>43</sup> Aprilianti in her research stated that there is a cognitive learning style.<sup>44</sup>

#### 1) Visual learning styles

The visual learning style focuses on visual acuity, therefore concrete evidence must be shown first so that they understand. This learning style relies on seeing or seeing the evidence first and then believing it. There are several characteristics that are unique to people who like the visual learning style:

<sup>42</sup> Kate Burton & Brinley Platts, *Confidence for Dummies*, (John Willey & Sons, 2006), 12.

<sup>43</sup> Luk Luk Nur Mufidah, Memahami Gaya Belajar untuk Meningkatkan Potensi Anak, (Martabat: Jurnal Perempuan dan Anak, 2017), vol. 1, no. 2, 251.

<sup>44</sup> Eksa Aprilianti, *Hubungan Gaya Kognitif Dengan Hasil Belajar Fisika Siswa Kelas X SMA Negeri Se-Kecamatan Kota Baru Jambi*, (Universitas Jambi, 2014), 3.

- a) The need to see something (information/lessons) visually to know or understand it.
- b) Has a strong sensitivity to color
- c) Have an understanding of artistic problems
- d) The fourth has difficulties in direct dialogue
- e) Too reactive to sound
- f) Difficult to follow the advice orally
- g) Often misinterpret words or utterances.

## 2) Auditory learning styles

The auditory learning style relies on hearing to understand and remember. This learning model really only uses hearing as a tool to absorb information or knowledge, therefore auditory learners must hear, then they can remember and understand the information.

There are several characteristics of auditory learners:

- a) All information can only be absorbed through hearing
- b) Have difficulty absorbing information in written form directly.
- c) Have difficulty writing or reading

## 3) Kinesthetic learning styles

The kinesthetic learning style requires the individual to touch something that provides certain information so that he can remember it. The characteristic of this learning model is to place the hand as the main information receiving device so that it can be remembered. Just by holding it, someone who has this learning

style can absorb information without having to read the explanation.

#### 4) Cognitive learning Style

According to Basey in Nugraha and Awalliyah, cognitive style is a process or control style that comes from within students which situational can determine students' aware activities in organizing, managing, receiving, and disseminating information and also determines the student's behavior.<sup>45</sup>

Woolfolk defined cognitive style is a different way of seeing, recognizing and organizing information.<sup>46</sup> Everyone has a particular preferred way of processing and organizing information in response to environmental stimulation. Woolfolk also explained that each individual has the ability to respond quickly and some are slow.<sup>47</sup>

According to Putri, cognitive style is a person's way of processing, storing or using information to respond to various problems or deal with various types of environmental situations. Cognitive style is closely related to the differences in each individual's life. Such as how they analyze the problem, and how they find solutions to solve the problem. So, cognitive style is one of the most important and influential individual characteristics,

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<sup>45</sup>Muhammad Gina Nugraha, Santy Awalliyah, *Analisis Gaya Kognitif Field Dependent dan Field Independent Terhadap Penguasaan Konsep Fisika Siswa Kelas VII*, (SNF: Prosiding Seminar Nasional Fisika(E-Journal), 2016) , vol. 5, 72.

<sup>46</sup>Anita E Woolfolk, *Educational psychology*, (Allyn and Bacon, 1993), 129.

<sup>47</sup>Anita E Woolfolk, *Educational psychology*, 129.

especially in solving problems, processing information, and making decisions.<sup>48</sup>

The cognitive style is divided into two, namely the first is the difference in psychological aspects consisting of field dependent and field independent, the second is based on the time of understanding the concept which consists of impulsive style and reflective style.<sup>49</sup> But in this study used as one of the variables are field-independent and field-dependent cognitive styles.

It can be concluded that cognitive style is the preferred way of individuals which is relatively fixed in relation to receiving, processing information and in solving the problems being faced.

#### **a) Field Dependent**

According to Woolfolk, Someone with a field dependent cognitive style is a person who thinks globally, accepts existing structures or information, has a social orientation, chooses professions that are social skills, tends to follow existing goals and information, and tends to prioritize external motivation.<sup>50</sup>

Darmono also state that students with a field dependent cognitive style tend not to be separated from environmental and

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<sup>48</sup> Putri, *Analisis Kemampuan Pemecahan Masalah ditinjau dari Gaya Kognitif Field Dependent dan Field Independent*, 3.

<sup>49</sup> Anita E Woolfolk, *Educational psychology*, 129.

<sup>50</sup> Muhammad Gina Nugraha, Santy Awalliyah, *Analisis Gaya Kognitif Field Dependent dan Field Independent Terhadap Penguasaan Konsep Fisika Siswa Kelas VII*, 72.

social factors. Environmental and social elements greatly influence the way students think and make decisions.<sup>51</sup>

Meanwhile, Woolfolk identifies students who are field dependent as having the following characteristics; they learn social science more easily, have a good memory for social information, are more easily affected by criticism, have difficulty learning unstructured materials, need to be taught using aids memory, tend to accept lessons that have been arranged and are unable to rearrange them, and need to be taught how to solve problems.<sup>52</sup>

Furthermore, Wiktin et al. in Darmono identification of the characteristics of field dependent as follows: tend to think globally, tend to accept existing structures, have a rational orientation, tend to have professions that emphasize social skills, tend to follow existing goals, tend to work with external motivation and are more interested in external reinforcement.<sup>53</sup>

Thus it can be concluded that students with field dependent styles prioritize environmental influences. Students in thinking tend to be global, so they are easy to follow and do not need to think analytically and systematically. Field dependent students tend to receive criticism from friends and teachers; they also

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<sup>51</sup>Al Darmono, *Identifikasi Gaya Kognitif (Cognitive Style) Peserta Didik Dalam Belajar*, (STAI Ngawi, 2012), Vol. 3, No. 1, 4.

<sup>52</sup>Anita E Woolfolk, *Educational psychology*, 131.

<sup>53</sup>Al Darmono, *Identifikasi Gaya Kognitif (Cognitive Style) Peserta Didik Dalam Belajar*,

experience difficulties in solving their own problems, so they need help from their friends and teachers.

#### b) **Field Independent**

According to Woolfolk, Someone who has a field independent cognitive style is someone with the characteristics of be able to analyze objects apart from their environment, be able to organize objects, having an impersonal orientation, choosing professions that are individual, and prioritizing motivation from within oneself.<sup>54</sup> While Darmono state that, field independent students are not affected by environmental objects; they prefer the ability to process information independently even though it is not suitable with reality. Besides that they also tend to be able to analyze and be more systematic in receiving information from the environment.<sup>55</sup>

Woolfolk identifies students who are field independent as having the following characteristics; needs help understanding the social sciences, needs to be taught how to use context in understanding information, is less affected by criticism, easily learns unstructured material, tends to have its own goals and reinforcements, can analyze a situation and be able to reconstruct it, and is better able to solve problems without

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<sup>54</sup>Muhammad Gina Nugraha, Santy Awalliyah, *Analisis Gaya Kognitif Field Dependent dan Field Independent Terhadap Penguasaan Konsep Fisika Siswa Kelas VII*, 72.

<sup>55</sup>Al Darmono, *Identifikasi Gaya Kognitif (Cognitive Style) Peserta Didik Dalam Belajar*, 3.



being guided.<sup>56</sup> Furthermore, Lin and Shivers in Darmono stated that individuals with a field independent cognitive style tend to participate actively in learning.<sup>57</sup>

Thus it can be concluded that field independent students tend to be more independent by prioritizing the ability to think analytically and systematically. Besides that they are more independent in solving their problems and are not easily influenced by criticism from teachers or friends.

### C. Research Assumption

Self-confidence and learning style are part of student characteristics that are proven to have influence on second language acquisition, so researcher assume for this study that there is a correlation between self-confidence, student speaking and cognitive learning style.

### D. Hypothesis

H1: There is significant correlation between students' self-confidence and their speaking ability in self-introduction within field dependent and field independent learning style at MTS Darul Ulum Assurur.

H0: There is no significant correlation between students' self-confidence and their speaking ability in self-introduction within field dependent and field independent learning style at MTS Darul Ulum Assurur.

<sup>56</sup>Anita E Woolfolk, *Educational psychology*, 131.

<sup>57</sup>Al Darmono, *Identifikasi Gaya Kognitif (Cognitive Style) Peserta Didik Dalam Belajar*,

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this study, researchers used quantitative research methods. According to Hardani et al, quantitative research is research that uses a lot of numbers, starting from the process of data collection, data analysis and data appearance.<sup>58</sup> Meanwhile, according to Sarwono, quantitative research is research that is specific, structured, and detailed.<sup>59</sup>

Type of the research used in this study is a correlational design. Ibrahim et al, define correlational design is a study to determine the relationship and level of relationship between two or more variables without any effort to influence these variables.<sup>60</sup>

#### B. Research Subject

Research subjects are people, places, or objects that are observed as targets. Meanwhile, according to Arikunto, the research subject is the main source of research data which has data regarding the variables being studied. In this study, the research subjects were all 7<sup>th</sup> grade students at MTs Darul Ulum Assurur. It can be seen in table 3.1.

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<sup>58</sup>Hardani, Helmina Andriani, Jumari Ustiawaty, Evi Fatmi Utami, Ria Rahmatul Istiqomah, Roushandy Asri Fardani, Dhika Juliana Sukmana, Nur Hikmatul Auliya, *Metode Penelitian Kuantitatif & Kualitatif*, (Yogyakarta: CV. Pustaka Ilmu, 2020), 238.

<sup>59</sup>Jonathan Sarwono, *Metode Penelitian Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), 259.

<sup>60</sup>Andi Ibrahim, Asrul Haq Alang, Madi, Baharuddin, Muhammad Aswar Ahmad, Darmawati, *Metodologi Penelitian*, (Makasar: Gudarma Ilmu, 2018), 77.

**Table 3.1**  
**Number of Students' Seventh Grade MTs Darul Ulum Assurur**

<b>Class</b>	<b>The Number of Students'</b>
7A	28
7B	23
<b>Total</b>	<b>51</b>

Based on table 3.1, it is known that 7A consists of 28 students, 7B consists of 23 students. So all of the 7<sup>th</sup> grade students who became the research subject were 51 people.

### **C. Research Instrument and Data Collecting Method**

The researcher used test and questionnaire to collect data. Questionnaire was used to determine the level of students' self-confidence and students' learning style. While the test was used to determine the level of students' speaking level.

#### **1. The Instrument of Collecting Data**

##### **a. Questionnaire**

In this study, the researcher used questionnaire self-confidence adapted from Shelton et, al. (2018) which are divided into 20 statement / items and 5 indicators of self-confidence based on theory of Kate Burton & Brinley Platts (2006). While the cognitive learning style questionnaire contains 11 statements / items adapted from Susan M. Hice (1997).

**Table 3.2**  
**The Blue Print of Students' Self-Confidence**

Variable	Indicator	Total Item	Number of Item
Self-Confidence	Motivation	4	2,4,6,12
	Emotional Stability	4	10,15,16,19
	A positive Mindset	4	3,17,18,20
	Self Awareness	4	1,7,9,11
	Willingness to Take Risk	4	5,8,13,14
Total		20	20

Based on table 3.2, the self-confident has 5 indicators, the first is motivation which consists of 4 items and located at number 2,4,6,12, the second is emotional stability consisting of 4 items and located at number 10,15,16,19, the third is a positive mindset consisting of 4 items and located at number 3,17,18,20, the fourth self awareness consists of 4 items and found at number 1,7,9,11 and the last willingness to take risk consists of 4 items and found at number 5,8,13,14. So the total numbers of item is 20 items. Self-confident questionnaire is based on a Likert scale model. There are 5 Likert scale options. They are as follows:

**Table 3.3**  
**Likert-Scale**

Option	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

In table 3.3 it can be seen that there are 5 Likert scale options. If the student strongly agrees, they will be given a score of 5. If they agree, they will be given a score of 4. If the student is unsure or neutral, they will be given a score of 3. If they disagree, they will be given a score of 2 and a score of 1 for those who strongly disagree.

**Table 3.4**  
**The Blue Print of Students' Cognitive Learning Style**

Variable	Indicator	Total Item	Number of Item
Field-Independent	Impersonally oriented (Individual)	2	1,3
	Prioritizing internal motivation in activities and learning	1	4
	Students prefer to work alone and prefer to try new things without the help of the teacher	2	7,10
Field-Dependent	Socially/environmentally oriented	1	2
	prioritizing external motivation in activities or learning	3	5,6,9
	students tend to accept opinions or considerations from friends or teachers	2	8,11
Total		11	11

Based on table 3.4, cognitive learning style variables are divided into two, namely field independent and field dependent. The independent field consists of 5 items and is located at numbers 1, 3, 4, 7 and 10. While the dependent field consists of 6 items and is located at numbers 2, 5, 6, 8, 9 and 11. So the total number of items is 11

items. The cognitive learning style questionnaire will be analyzed by the researcher according to the students' answers.

### b. Test

In this study, the researcher used a test to determine the students' speaking level. The researcher gived students 10 minutes to prepare, then asked the students to introduce themselves in front of the class using English.

**Table 3.5**  
**Speaking Rubric**

Score	Aspect				
	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	(No specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).	Can handle with confidence but not with facility most social situations, including introduction and casual conversations about current events, as well as work, family, and autobiographical information.	Accent is intelligible though often quite faulty.
3	Control of grammar is good. Able to speak the language with sufficient structural	Able to speak the language with sufficient vocabulary to participate effectively in	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to	Errors never interfere with understanding and rarely disturb the native speaker. Accent

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
	accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.		gropes for words.	may be obviously foreign.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.	Equivalent to and fully accepted by educated native speakers.

(Source: H. Douglas Brown: 2001)

To produce scores on the test, the researcher used two assessors, namely the researcher and the English teacher who contributed to this research. Researchers used the assessment rubric from Brown H. Douglas to avoid subjectivity in assessing students' speaking abilities. Researchers and teachers assessed the students'

speaking based on five components which include: vocabulary, grammar, pronunciation, fluency and comprehension.

## 2. Instrument Testing

The required instruments must meet the standards of validity and reliability. Therefore, it must be considered and ensured that the instrument is valid and reliable. Therefore, it is necessary to test the validity and reliability of the instrument.

### a. Instrument Validity Test

Validity test is used to measure how far the instrument actually measures the object to be measured so that the data collected does not deviate from the description of the variable under study. Validity is a measure that shows the levels of validity of an instrument to measure the object to be measured.<sup>61</sup> In this validity, researchers used content validity to determine the validity of the variable. Research can be said to be valid if it can be proven by the results that have been measured.

### b. Instrument Reliability Test

The reliability of an instrument is the constancy or consistency of the instrument when given to the same subject even though by different people, different times, or different places, it will give the same or relatively similar results (not significantly different).<sup>62</sup>

Reliability related to the consistency of scores or responses achieved on different occasions. An instrument is said to have good

<sup>61</sup> Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Aneka Karya, 2008), 29.

<sup>62</sup> Dr. Tedi Priatna, M.Ag, *Prosedur Penelitian Pendidikan*, (Bandung, CV. Insan Mandiri, 2017), 131.



parameters if the test corresponds to a constant. Reliability refers to the consistency or stability of test scores. In this research, researchers used *Cronbach's Alpha* assistance through the SPSS 20 program for Windows.

In this case, to find out the benchmark results in interpreting the degree of reliability of the test instrument, it is determined based on the criteria according to Guildford and can be seen in the table 3.6.

**Table 3.6**  
**Criteria Instrument Reliability Coefficient Correlation by Guildford**

No	Coefficient Correlation	Qualification
1	0.90 – 1.00	Very High
2	0.71 – 0.90	High
3	0.41 – 0.70	Enough
4	0.21 – 0.40	Poor
5	Negative – 0.20	Very Poor

Based on the table 3.6, it can be concluded that if the value is between 0.90 – 1.00 it means very high. If the value is between 0.71 – 0.90 it means high, then if the value is between 0.41 – 0.70 it means enough, while if the value is between 0.21 – 0.40 it means poor and very poor if the result is negative – 0.20.

#### **D. Data Analysis Technique**

In this study, use quantitative research. Quantitative research is data analysis which includes data presentation and processing, by performing calculations as a form of data presentation and also hypotheses testing using statistical tests using *Product Moment from Pearson* assisted by SPSS 20. Before analyzing the data used *Product Moment from Pearson*, the researchers

carried out a normality test first. The following data analysis techniques are used:

### **1. Normality Test**

Normality test is a statistical test used to test whether the observed data has a normal distribution or not. In this research, researchers used the one-sample Kolmogorov-Smirnov test using SPSS 20.0. As for the rules used in the normality test, namely if the significance value is  $>0.05$  then it can be said that the data is normally distributed, whereas if it is  $<0.05$  then it can be said that the data is not normally distributed.

### **2. Descriptive Statistic**

Descriptive statistics are statistics that are used to analyze data by describing or illustrating the data that has been collected as it is without the intention of making general conclusions or generalizations. To describe the condition of the research results from the samples processed.

#### **a. Questionnaire**

##### **1) Self-Confidence Questionnaire.**

This questionnaire is based on collecting data on the number of question items, namely 20 questions, for the maximum score obtained multiplied by the highest score  $20 \times 5 = 100$  and the minimum score is  $20 \times 1 = 20$ . The self-confidence score levels can be seen in the table 3.7:

**Table 3.7**  
**Level of Score Self-Confidence Variable**

<b>Score Rate</b>	<b>Category</b>
20-40	Very Low
41-60	Low
61-80	High
81-100	Very High

Table 3.7 shows that students with scores of 81-100 are categorized as very high self-confidence, students with scores of 61-80 are categorized as high self-confidence, and students with scores of 41-60 are categorized as low self-confidence, while the lowest score is 20-40 is categorized as very low self-confidence.

## 2) Cognitive Learning Style Questionnaire

This questionnaire consists of 11 question items and will be analyzed by researchers according to student answers. Question item numbers 1, 3, 4, 7, and 10 are characteristic of field independent while, question item numbers 2, 5, 6, 8, 9, and 11 are field dependent characteristics. The researcher will conclude the results of this questionnaire based on student answers. If students choose more number of field independent characteristic question items then these students are field independent. Otherwise, if students choose more field dependent characteristic question item numbers then these students are field dependent.

### b. Speaking Test

For the speaking test researcher will give the students about 5 minutes to introduce themselves and to find out the students' final speaking scores, the researcher took scores from each point of view,

namely: Grammar (5), Vocabulary (5), Comprehension (5), Fluency (5) and Pronunciation (5). Formula for calculating student score, as follows:

$$\frac{\text{total scores obtained by students}}{\text{maximum/ideal score}} \times 100$$

The score obtained by students is the sum of scores obtained by students from 5 aspects, namely: Grammar, Vocabulary, Comprehension, Fluency and Pronunciation. While the maximum/ideal score is the result of multiplying the highest score (5) by the specified number of aspects (there are 5 aspects). So the maximum/ideal scores:  $5 \times 5 = 25$ . The highest student scores are as follows:

$$\frac{25}{25} \times 100 = 100$$

The minimum possible score is as follows  $1 \times 5$  (number of aspects) then multiplied by the maximum/ideal score (25) = 25.

The speaking score levels can be seen in the table 3.8.

**Table 3.8**  
**Level of Score Speaking Variable**

Score Rate	Category
85-100	Excellent
70-84	Good
55-69	Okay
25-54	Poor

The table 3.8 shows that students with scores of 85-100 are categorized as excellent, students with scores of 70-84 are categorized as good, and students with scores of 55-69 are categorized as okay, while the lowest score of 25-54 is categorized as poor.

### 3. Pearson Product Moment Test

To analyzed the data in this study, the researcher used pearson product moment because the researcher aimed to find the correlation between students' self-confidence and their speaking skill across their cognitive learning style. The formula of person product moment is outlined below.

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n \{ \sum x^2 - (\sum x)^2 \} \{ n\sum y^2 - (\sum y)^2 \}}}$$

According to which:

$r_{xy}$  = coefficient correlation between variable X and Y

$\sum x$  = the scores of variable X

$\sum y$  = the scores of variable Y

$n$  = total of research subject

The Pearson product-moment correlation coefficient is a value that indicates whether a linear relationship is strong or not between

two variables. This correlation is usually denoted by the letter r, whose

value is in the range -1 to +1. An r value that is close to -1 or +1

indicates a strong relationship between the two variables, while an r

value that is close to 0 indicates a weak relationship. If the correlation

coefficient shows positive results, then the two variables have a

relationship in the same direction. This means that when variable X is

high, the value of variable Y will be high too. Meanwhile, if the

correlation coefficient is negative, then the two variables have the

opposite relationship, which means if the value of variable X is high, then the value of variable Y is actually low or decreasing. To know the r-table value, researchers need the following formula:

$$df = N - 2$$

According to which:

df = degree of freedom

N = total sample

Df (degree of freedom) is obtained from N (total samples) - 2, and the results can be seen in the r-table value in appendix 4. While the classification table of Pearson's r correlation coefficient values can be seen in table 3.9.

**Table 3.9**  
**Correlation Coefficient Interpretation Index**

Coefficient Interval	Relationship Level
0.80-1.000	Very Strong
0.60-0.799	Strong
0.40-0.599	Medium
0.20-0.399	Low
0.00-0.199	Very Low

Table 3.9 show that if the result between 0.00-0.199 it means the variables had very low relationship, if the result between 0.20-0.399 it means the variables had low relationship, if the result between 0.40-0.599 it means the variables had medium relationship, if the result between 0.60-0.799 it means the variables had strong relationship, and if the result between 0.80-1.000 it means the variables had very strong relationship,

## CHAPTER IV

### RESULT AND DISCUSSION

In this research, the aim is to know whether there is a significant correlation between students' self-confidence across their learning style in speaking self-introduction at MTS Darul Ulum Assurur or not. In this chapter researcher give information about overview of research object, description, finding and discussion based on the data collected during the research, which used statistics calculation help by SPSS 20.0.

#### A. Overview of Research Object

##### 1. Description of Research Object

Darul Ulum Assurur Islamic boarding school is located on JL. Gunung Gending No.07 Sidomulyo Village, Silo District, Jember Regency, East Java Province. The Darul Ulum Assurur Islamic boarding school was founded in 1993, founded by Kyai H. Ahmad Fauzan Mahfudz. The Darul Ulum Assurur Islamic Boarding School began to exist because there were several students who studied the "Kitab" and "Al-Qur'an" at the residence of the founder of the Darul Ulum Assurur Islamic Boarding School. In 1995, this Islamic boarding school began to establish a formal institution, namely the Madrasah Tsanawiyah Darul Ulum Assurur Silo Jember, and then established the Madrasah Aliyah Darul Ulum Assurur Silo Jember in 1998 which is still operating today.

While researchers conducted research on seventh grade students at MTs Darul Ulum Assurur. The research subjects in this study used two

classes, namely class 7A (boys) consisting of 28 students, and class 7B (girls) consisting of 23 students. So, all of the seventh grade students is 51.

## **B. Research Stages**

The researcher collected data on October 4, 2023 at 7 a.m. - 10 a.m. The researcher collected data in the form of field independent and field dependent learning style questionnaires from seventh grade A and B students at MTs Darul Ulum Assurur. The researcher explained the implementation instructions to students using communicative and easy to understand language. Students are given time to complete the questionnaire for approximately 60 minutes based on the situations and conditions experienced by the students.

The second meeting was held on October 5 at 7 a.m. - 10 a.m. At this meeting the researcher collected data in the form of a self-confidence questionnaire for class 7A and 7B students at MTs Darul Ulum Assurur. The researcher explains the implementation instructions to students using communicative language that is easy for students to understand. Then students are given time to complete the questionnaire for approximately 60 minutes based on the situations and conditions experienced by the students.

The third meeting was held on October 9 2023 at 7 a.m. - 10 a.m. The researcher assessed the students' speaking test in class 7A MTs Darul Ulum Assurur. The researcher explains the instructions for carrying out the speaking test to students in detail using communicative language, so that students do not miss communication during the speaking test. Students were given approximately 5 minutes to take the test according to the instructions given by



the researcher. Researchers assessed students' speaking achievements based on 5 aspects, namely: Grammar, Vocabulary, Comprehension, Fluency and Pronunciation.

Researchers continued collecting data on October 10, 2023 at 7 a.m. - 10 a.m. Researchers continued collecting data by conducting tests on class 7B students at MTs Darul Ulum Assurur. Researchers provide instructions to students communicatively and easily understood, so that students do not make mistakes or miss communication during the speaking test. The student's speaking test will be assessed based on 5 aspects, namely: Grammar, Vocabulary, Comprehension, Fluency and Pronunciation.

### **C. Research Result**

This section present the results that have been obtained during research on grade 7 students at MTs Darul Ulum Assurur. The data starts from the results of the validity test, reliability test, students' speaking test score, students' self-confidence questionnaire score, and students' cognitive learning style score.

#### **1. Validity Test**

##### **a. Questionnaire**

To determine the validity of the student self-confidence questionnaire and the cognitive learning style questionnaire, it was given to the validator who is one of the lecturers at the English Education Study Program at UIN KH Achmad Siddiq Jember and the English teacher at Mts Darul Ulum Assurur, namely Mrs. Zahratul

Maujudatul Mufidah M.Pd. and Mr. Gesil S.Pd. Validity is measured based on content and language, as well as indicators and time allocation when students work on the questionnaire. An instrument can be said to be valid if it has been proven and meets all the requirements. The self-confidence instrument consisting of 20 question items based on 5 aspects of self-confidence and the cognitive learning style instrument consisting of 11 items had been received and signed by the validator.

#### b. Speaking Test

To determine the validity of the speaking test, it was given to the same validator, namely Mrs. Zahratul Maujudatul Mufidah M.Pd. and Mr. Gesil S.Pd. which is in the form of a speaking test validity sheet which contains the theme, time allocation, and instructions based on the speaking test blue print and the speaking skill instrument has been received and signed by both validators.

## 2. Reliability Test

### a. Questionnaire

**Table 4.1**  
**Self-Confidence Reliability Statistics**

Cronbach's Alpha	N of Items
.920	20

The table 4.1 are the results of calculating the reliability of the questionnaire adapted from Shelton et, al. (2018). The results from the SPSS 20 *Cronbach's Alpha* calculation are 0.920, which shows that the questionnaire is very high and reliable. It can be seen in table 3.6 criteria instrument reliability coefficient correlation by Guildford.

### b. Speaking Test

**Table 4.2**  
**Speaking Reliability Statistics**

Cronbach's Alpha	N of Items
.890	5

The table 4.2 are the results of calculating the reliability of the speaking test. The results from the SPSS 20 *Cronbach's Alpha* calculation are 0.890, which shows that the speaking test is high and reliable. It can be seen in table 3.6 criteria instrument reliability coefficient correlation by Guildford.

### 3. Students' Speaking Test Score

The table 4.3, presented about the results of the 7<sup>th</sup> grade students of MTs Darul Ulum Assurur's speaking test, assessed by researcher and the English teacher. The Students' speaking test score can be seen in table 4.3.

**Table 4.3**  
**Students' Speaking Test Score**

No	Name	Interrater 1							Interrater 2							Average of score
		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total	Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total	Score	
1	AR	4	4	3	2	2	15	60	5	4	3	2	2	16	64	62
2	ANS	4	4	4	3	3	18	72	5	5	4	2	3	19	76	74
3	AD	4	4	3	3	4	18	72	4	4	4	3	3	18	72	72
4	AJ	5	4	4	4	4	21	84	5	5	4	3	3	20	80	82
5	AR	5	4	4	4	4	21	84	5	4	5	3	3	20	80	82
6	AAK	3	3	2	2	2	12	48	3	3	3	2	2	13	52	50
7	DSA	3	3	2	2	3	13	52	4	3	3	2	2	14	56	54
8	DP	3	2	2	2	2	11	44	3	3	2	2	2	12	48	46
9	FM	2	2	2	2	2	10	40	3	3	2	2	1	11	44	42

No	Name	Interrater 1						Interrater 2						Average of score		
		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total	Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation		Total	Score
10	F	5	4	4	4	4	21	84	5	5	4	4	2	20	80	82
11	F	4	4	3	3	4	18	72	5	4	4	2	2	17	68	70
12	IRA	5	5	4	4	4	22	88	5	5	5	3	3	21	84	86
13	MDAP	5	4	4	3	3	19	76	5	4	5	3	3	20	80	78
14	MAAM	4	4	2	2	2	14	56	4	4	3	2	2	15	60	58
15	MR	4	4	3	3	4	18	72	5	4	3	3	2	17	68	70
16	MAKP	4	4	4	4	4	20	80	5	4	4	3	3	19	76	78
17	MA	4	4	4	3	3	18	72	5	4	5	3	2	19	76	74
18	MHR	5	4	4	3	3	19	76	5	5	5	3	2	20	80	78
19	MIF	3	4	3	2	2	14	56	4	3	3	2	1	13	52	54
20	MSR	3	3	3	2	2	13	52	4	3	3	2	2	14	56	54
21	NAZA	4	4	4	4	4	20	80	4	4	4	3	3	18	72	76
22	P	4	4	4	3	2	17	68	5	4	4	3	3	19	76	72
23	RCW	4	4	4	4	4	20	80	5	4	3	4	3	19	76	78
24	S	4	4	4	3	3	18	72	5	4	4	3	3	19	76	74
25	YPDAP	5	4	4	3	4	20	80	5	5	4	2	2	18	72	76
26	MID	3	3	3	3	3	15	60	5	4	2	2	2	15	60	60
27	MNM	3	3	2	2	2	12	48	4	4	3	2	2	15	60	54
28	SK	4	4	4	3	4	19	76	5	5	3	2	2	17	68	72
29	ADO	4	4	4	3	3	18	72	5	4	3	2	2	16	64	68
30	AS	4	4	3	3	3	17	68	5	5	3	3	2	18	72	70
31	AET	5	5	4	4	4	22	88	5	5	4	3	4	21	84	86
32	FAR	4	4	4	4	4	20	80	5	5	3	3	2	18	72	76
33	HSM	3	4	3	3	3	16	64	4	4	3	2	2	15	60	62
34	IN	4	5	4	4	4	21	84	5	5	5	3	3	21	84	84
35	IR	5	5	4	2	2	18	72	4	5	4	3	3	19	76	74
36	LDA	4	4	3	3	4	18	72	5	4	4	2	3	18	72	72
37	N	5	4	4	3	3	19	76	5	4	4	3	3	19	76	76
38	NA	4	4	4	3	3	18	72	5	5	5	4	3	22	88	80
39	NAPSA	5	5	4	4	4	22	88	5	5	4	3	3	20	80	84
40	NDL	4	5	4	3	3	19	76	5	5	4	4	3	21	84	80
41	NAM	4	4	4	4	4	20	80	5	4	4	3	3	19	76	78
42	NH	4	5	3	2	4	18	72	5	5	5	3	4	22	88	80
43	SBZ	4	5	4	4	4	21	84	5	5	5	3	3	21	84	84

No	Name	Interrater 1						Interrater 2						Average of score		
		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total	Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation		Total	Score
44	S	4	5	4	3	4	20	80	5	5	3	3	3	19	76	78
45	SAW	4	4	3	3	4	18	72	5	4	4	2	2	17	68	70
46	SARP	5	4	3	3	3	18	72	5	4	5	2	2	18	72	72
47	SSS	4	5	3	3	2	17	68	5	4	2	2	2	15	60	64
48	VNF	5	5	3	3	2	18	72	5	4	3	4	3	19	76	74
49	ZETW	4	4	3	3	4	18	72	5	5	5	3	2	20	80	76
50	ZOM	4	4	4	3	4	19	76	5	4	3	3	2	17	68	72
51	ZU	4	5	3	2	2	16	64	4	5	3	3	2	17	68	66

Based on the table 4.3, it can be concluded that the lowest score on the speaking test is 42 and the highest is 86. This score was obtained through assessment carried out by the researcher as interrater 1 and the English teacher as interrater 2. The result of Speaking descriptive statistic can be seen in table 4.4.

**Table 4.4**  
**Speaking Descriptive Statistics**

Descriptive Statistics				
	N	Minimum	Maximum	Mean
Speaking	51	42.00	86.00	71.2549
Valid N (listwise)	51			

Table 4.4 contain the result of speaking descriptive statistics which is calculated using SPSS 20.0. The result is the valid data is 51 and the minimum score is 42.00, the maximum score is 86.00, and mean of speaking score is 71.2549. This result based on the students' speaking test score data in table 4.3.

#### 4. Students' Self-Confidence Questionnaire Score

In this section, the researcher describes the self-confidence level score of the 7<sup>th</sup> grade students of MTs Darul Ulum Assurur, the researcher used a questionnaire that was adopted from Shelton et, al. (2018) contains 20 statement and 5 indicators of self-confidence based on theory of Kate Burton & Brinley Plats (2006), which have been validated and used communicative language. The results of the Self-Confidence questionnaire by 7<sup>th</sup> grade students of MTs Darul Ulum Assurur. The result of students' Self-Confidence questionnaire score can be seen in appendix 2 and the result of self-confidence descriptive statistic can be seen in table 4.5.

**Table 4.5**  
**Self-Confidence Descriptive Statistics**

Descriptive Statistics				
	N	Minimum	Maximum	Mean
SelfConfidence	51	36.00	92.00	70.0784
Valid N (listwise)	51			

Table 4.5 contain data of self-confidence descriptive statistics result is 51 for valid and 36.00 for minimum score, 92.00 for maximum score, and 70.0784 for score of mean. It means that from 51 students the lowest score in self-cofidence is 36 and the highes score is 92.

#### 5. Students' Cognitive Learning Style Score

In the table 4.6, Presented about the results of the 7<sup>th</sup> grade students of MTs Darul Ulum Assurur's cognitive learning style questionnaire. The researcher used a questionnaire that was adopted from Susan M. Hice (1997) contains 11 statements / items, which have been validated and used

simple and communicative language. The Students' cognitive learning style score can be seen in table 4.6.

**Table 4.6**  
**Students' Cognitive Learning Style Score**

NO	NAME	LEARNING STYLE
1	AR	FI
2	ANS	FD
3	AD	FD
4	AJ	FD
5	AR	FD
6	AAK	FD
7	DSA	FI
8	DP	FI
9	FM	FI
10	F	FD
11	F	FD
12	IRA	FD
13	MDAP	FD
14	MAAM	FD
15	MR	FD
16	MAKP	FD
17	MA	FI
18	MHR	FD
19	MIF	FI
20	MSR	FI
21	NAZA	FI
22	P	FI
23	RCW	FD
24	S	FD
25	YPDAP	FD
26	MID	FI
27	MNM	FI
28	SK	FD
29	ADO	FD
30	AS	FI
31	AET	FD
32	FAR	FD
33	HSM	FI
34	IN	FD
35	IR	FI
36	LDA	FI
37	N	FD
38	NA	FI
39	NAPSA	FD
40	NDL	FI
41	NAM	FD

NO	NAME	LEARNING STYLE
42	NH	FD
43	SBZ	FD
44	S	FI
45	SAW	FD
46	SARP	FD
47	SSS	FI
48	VNF	FD
49	ZETW	FD
50	ZOM	FD
51	ZU	FD

Table 4.6 contain result of cognitive learning style. From the data, it can be concluded that there are 32 students with field dependent cognitive learning style, and 19 students with field independent cognitive learning style.

#### D. Data Analysis

The researcher will presented the data analysis that has been calculated using SPSS 20.0

##### 1. Normality Test

Normality test is a statistical test used to test whether the observed data has a normal distribution or not. In this research, researchers used the one-sample Kolmogorov-Smirnov test using SPSS 20.0. As for the rules used in the normality test, namely if the significance value is  $> 0.05$  then it can be said that the data is normally distributed, whereas if it is  $< 0.05$  then it can be said that the data is not normally distributed. The result of normality test by SPSS 20.0 can be seen in the table 4.7.



**Table 4.7**  
**The Normality Test by SPSS 20.0**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		51
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	7,61856177
Most Extreme Differences	Absolute	,098
	Positive	,098
	Negative	-,049
Kolmogorov-Smirnov Z		,701
Asymp. Sig. (2-tailed)		,710

a. Test distribution is Normal.

b. Calculated from data.

The results of the normality test from SPSS 20.0 is known that the significance score is  $0.710 > 0.05$ , so it can be concluded that the result is normally distributed. Normally distributed data is data where the average score is obtained more often than the high or low score.

## 2. Product Moment Testing

The product moment test was carried out to measure the relationship between variables and also to measure whether there was a relationship between cognitive learning style, self-confidence and speaking of seventh grade students at MTs Darul Ulum Assurur. The following are the results found by researchers which were used to determine the relationship between cognitive learning style, self-confidence and speaking using the Product Moment by Pearson test with SPSS 20.0.

**a. Correlation of Speaking and Self-Confidence Among Field Independent**

**Table 4.8**  
**Field Independent Pearson Product Moment Helped by SPSS 20.0**

Correlations			
		Self-Confidence	Speaking
Self-Confidence	Pearson Correlation	1	,631**
	Sig. (2-tailed)		,004
	N	19	19
Speaking	Pearson Correlation	,631**	1
	Sig. (2-tailed)	,004	
	N	19	19

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

Table 4.8 show the result of field independent Pearson Product Moment helped by SPSS 20.0. it can be seen that each variable shows a significant value. (2-tailed) 0.004 and the value is  $< 0.05$  which means there is a significant relationship between students self-confidence and speaking within field independent in 7<sup>th</sup> grade students at MTs Darul Ulum Assurur. The correlation coefficient result of students' self-confidence and speaking within field independent is 0.631, which means the variables have a strong relationship. It can be seen on table 3.9 correlation coefficient interpretation index.

**b. Correlation of Speaking and Self-Confidence Among Field Dependent**

**Table 4.9**  
**Field Dependent Pearson Product Moment Helped by SPSS 20.0**

Correlations			
		Self-Confidence	Speaking
Self-Confidence	Pearson Correlation	1	,558**
	Sig. (2-tailed)		,001
	N	32	32
Speaking	Pearson Correlation	,558**	1
	Sig. (2-tailed)	,001	
	N	32	32

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

Table 4.9 show the result of field dependent Pearson Product Moment helped by SPSS 20.0. it can be seen that each variable shows a significant value (2-tailed) 0.001 and the value is  $< 0.05$  which means there is a significant relationship students between self-confidence and speaking within field dependent in 7<sup>th</sup> grade students at MTs Darul Ulum Assurur. The correlation coefficient result of students' self-confidence and speaking within field dependent is 0.558, which means the variables have a medium level of relationship. It can be seen on table 3.9 correlation coefficient interpretation index.

### c. Hypotheses Testing

This study is aimed to answer the following hypotheses:

H1: There is significant correlation between students' self-confidence and their speaking ability in self-introduction within field dependent and field independent learning style at MTs Darul Ulum Assurur.

H0: There is no significant correlation between students' self-confidence and their speaking ability in self-introduction within field dependent and field independent learning style at MTs Darul Ulum Assurur.

Based on the findings of this study, the coefficient correlation ( $r_{\text{count}}$ ) between students' self-confidence and their speaking in self-introduction within field dependent and field independent learning style was 0.631 ( $r_{\text{count1}}$ ) for students' self-confidence and speaking within field independent and 0.558 ( $r_{\text{count2}}$ ) for students' self-

confidence and speaking within field dependent. If the result  $r_{\text{count}}$  is smaller than  $r_{\text{table}}$  ( $r_{\text{count}} < r_{\text{table}}$ ), so  $H_0$  is accepted and  $H_1$  is rejected, while the result  $r_{\text{count}}$  is bigger than  $r_{\text{table}}$  ( $r_{\text{count}} > r_{\text{table}}$ ), so  $H_0$  is rejected and  $H_1$  is accepted.

$R_{\text{table}}$  was used to measure score from the coefficient correlation ( $r_{\text{count}}$ ) obtained by the SPSS 20.0 that the calculation data  $r_{\text{count1}} = 0.631$  and  $r_{\text{count2}} = 0.558$ . There are 51 samples used in this research, 19 samples for  $r_{\text{count1}}$  (field independent) and 32 samples for  $r_{\text{count2}}$  (field dependent), and the significance level was set at 0.05. The level significance of 0,05 was calculated in the case of  $19 - 2 = 17$  as 0.455 and  $32 - 2 = 30$  as 0.349, it can be seen in appendix 4. Based on the result, it can be concluded that the  $r_{\text{count1}}$  and  $r_{\text{count2}}$  is more than  $r_{\text{table}}$  ( $0.631 > 0.455$  and  $0.558 > 0.349$ ). It means  $H_0$  is rejected and  $H_1$  is accepted which means there is significant correlation between students' self-confidence and their speaking ability in self-introduction within field dependent and field independent learning style at MTS Darul Ulum Assurur.

## E. Discussion

The researcher proves that students' high self-confidence is related to students' speaking. This was backed up by the theory stated in previous chapter. Self-confidence is a very important part of students' speaking skills because it can provide enthusiasm, courage and stimulation to students.

because if students have high self-confidence, then they will achieve the best performance in speaking skills fluently.<sup>63</sup>

Then, research-related finding were compared with the result of the study. Firstly, Roysmanto in his study entitled “A Correlation Between Self-Confidence and Students’ Speaking Skill”, in his study found that  $r_{\text{count}} > r_{\text{table}}$  ( $10.39 > 0.320$ ).<sup>64</sup> Secondly, Silviani Mareta, Hery Yufrizal, Huzairin’s an study entitled “Improving the Self-Confidence in Speaking Practice by using Self-Directed Dialogue Technique at Second Grade Students’ of SMP Negeri 1 Kalirejo Lampung Tengah”, their study found that  $r_{\text{count}} > r_{\text{table}}$  ( $5.462 > 2.395$ ).<sup>65</sup> Thirdly, Finda Fathiyah Putri’s study entitled “Analysis of Problem Solving Ability in terms of Field Dependent and Field Independent Cognitive Styles”, her study found that field independent are more dominant than field dependent student, field independent are not influence by criticism and suggestion from reseacher, they can solve problems in their own way.<sup>66</sup> The last, the results of Andi's study in his thesis "An Analysis of Students' Learning Style on English Speaking Ability" which shows that there are differences in students' learning styles in speaking ability. Learning style can help students carry out learning activities in class to understand and process the information or lesson material given to students. While, this study about

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<sup>63</sup> Hyesook Park & Adam R. Lee, *L2 Learners’ Anxiety, Self-Confidence and Oral Performance*.

<sup>64</sup> Roysmanto, *A Correlation between self-Confidence and Student’ Speaking Skill*.

<sup>65</sup> Mareta, Yufrizal, Huzairin, *Improving the Self-Confidence in Speaking Practice by using Self-Directed Dialogue Technique at Second Grade Studens’ of SMP Negeri 1 Kalirejo Lampung Tengah*.

<sup>66</sup> Putri, *Analisis Kemampuan Pemecahan Masalah ditinjau dari Gaya Kognitif Field Dependent dan Field Independent*.

the correlation between students' self-confidence and their speaking ability in self-introduction within field dependent and field independent learning style at MTS Darul Ulum Assurur found the result  $r_{\text{count1}}$  and  $r_{\text{count2}}$  is more than  $r_{\text{table}}$   $0.631 > 0.455$  (field independent) and  $0.558 > 0.349$  (field dependent), it means that if students' self-confidence is high then the students can speak fluently. Based on these results, it can be concluded that the field independent coefficient correlation is higher than the field dependent ( $r_{\text{count1}} > r_{\text{count2}} = 0.631 > 0.558$ ), which means that  $r_{\text{count1}}$  has a strong relationship and  $r_{\text{count2}}$  has a medium relationship.

As in the results explained above. It can be concluded that this study has similarities with other studies. This study was conducted to support that self-confidence and speaking are truly correlated and also found new facts that students' self-confidence and speaking can be influenced by students' learning styles. This is proven by the results of the correlation test carried out by researchers, the field independent value is greater than the field dependent value. Therefore, in order for students' speaking to be better and students' self-confidence to increase, teacher should design a teaching and learning process where the students learn independently, because students with a field independent learning style are able to analyze and systematically receive information, and also prefer to work alone.<sup>67</sup> Woolfolk said they also have motivation within themselves.<sup>68</sup>

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<sup>67</sup> Al Darmono, *Identifikasi Gaya Kognitif (Cognitive Style) Peserta Didik Dalam Belajar*.

<sup>68</sup> Anita E Woolfolk, *Educational psychology*.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research result above, the researcher made conclusion that there was significant correlation between students' self-confidence and their speaking ability in self-introduction within field dependent and field independent learning style at 7<sup>th</sup> grade students in MTS Darul Ulum Assurur. the calculation data  $r_{\text{count1}} = 0.631$  and  $r_{\text{count2}} = 0.558$ . There are 51 samples used in this research, 19 samples for  $r_{\text{count1}}$  and 32 samples for  $r_{\text{count2}}$ , and the significance level was set at 0.05. The level significance of 0.05 was calculated in the case of  $19 - 2 = 17$  as 0.455 and  $32 - 2 = 30$  as 0.349, it can be seen in appendix 4. Based on the result, it can be concluded that the  $r_{\text{count1}}$  and  $r_{\text{count2}}$  is more than  $r_{\text{table}}$  ( $0.631 > 0.455$  and  $0.558 > 0.349$ ). It show that the hypothesis alternative (H1) was accepted because it had a strong correlation for field independent and medium correlation for field dependent. Based on the results, it can be concluded that the field independent coefficient correlation is higher than the field dependent ( $r_{\text{count1}} > r_{\text{count2}} = 0.631 > 0.558$ ) it means that if students' self-confidence is high then the students can speak fluently.

From the research result, it implicate that the teacher should design a teaching and learning process where the students learn independently, because field independent students tend to choose to study alone, are able to think

analytically and systematically. Beside that, they are also more independent in solving their problems without the help of other people.

## **B. Suggestion**

### 1. For Teacher

Researchers recommend that teachers increase students' self-confidence and find out the types of students' learning styles so that it can facilitate the teaching and learning process in the classroom and make it easier for students to understand and process the information they get, so that students' speaking abilities and self-confidence will improve.

### 2. For Further Researcher

Researchers hope that this research can be useful as a reference on similar topics. The researcher hopes that future researchers can develop research with better techniques and methods.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



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UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
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*Appendix 1*

**Research Matrix**

Title	Variable	Indicator	Data Resources	Research Method	Research Question
<p>THE CORRELATION BETWEEN THE SEVENTH GRADESTUDENTS' SELF-CONFIDENCE AND THEIR SPEAKING ABILITY IN SELF INTRODUCTION AT MTS DARUL ULUM ASSURUR ACROSS THEIR COGNITIVE LEARNING STYLE</p>	<p>1. Self-confidence</p> <p>2. Speaking Ability</p> <p>3. Cognitive learning style</p>	<p>1. Motivation</p> <p>2. Emotional Stability</p> <p>3. A positive mind-set</p> <p>4. Self-Awareness</p> <p>5. A Willingness to Take Risk</p> <p>1. Pronunciation</p> <p>2. Vocabulary</p> <p>3. Fluency</p> <p>4. Grammar</p> <p>5. Comprehension</p> <p>1. Field Dependent</p> <p>2. Field Independent</p>	<p>1. Questionnaire</p> <p>2. Speaking test</p>	<p>1. Quantitative Research Approach: Correlational design</p> <p>2. Data collecting method:</p> <p>a. Questionnaire</p> <p>b. Test</p> <p>3. Data analysis: Pearson Product Moment</p>	<p>1. Is there significant correlation between students' self-confidence and their speaking ability in self-introduction within field dependent learning style at MTS Darul Ulum Assurur?</p> <p>2. Is there significant correlation between students' self-confidence and their speaking ability in self-introduction within field independent learning style at MTS Darul Ulum Assurur?</p>

## Appendix 2

### Students' Self-Confidence Questionnaire Score

NO	NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL
1	AR	1	2	4	1	3	4	3	4	2	2	2	2	1	1	1	1	3	3	2	1	43
2	ANS	4	4	4	2	2	4	2	4	4	4	4	4	4	2	2	2	4	4	2	4	64
3	AD	2	4	4	2	2	5	5	2	5	3	5	5	4	2	1	4	2	4	2	5	68
4	AJ	4	4	5	4	4	5	4	4	5	4	4	4	4	5	4	4	5	3	4	4	84
5	AR	4	5	5	2	4	5	5	1	5	4	4	5	5	5	5	5	5	5	4	5	88
6	AAK	1	4	4	2	3	3	3	3	2	3	2	3	3	2	2	2	3	3	2	2	52
7	DSA	1	4	4	4	1	2	5	4	2	2	3	2	3	3	1	1	3	3	4	2	54
8	DP	1	2	2	1	1	3	3	1	2	2	2	1	3	1	1	1	3	3	4	1	38
9	FM	2	2	2	1	2	3	3	1	2	2	2	1	3	1	1	1	3	1	2	1	36
10	F	4	4	4	2	2	4	4	5	4	5	5	4	5	4	3	5	5	5	4	5	83
11	F	3	5	5	3	4	5	2	4	4	3	5	4	4	4	1	1	4	3	3	3	70
12	IRA	5	4	2	1	5	2	4	2	2	1	3	2	4	2	5	4	2	5	4	2	61
13	MDAP	2	4	5	2	2	4	2	4	4	4	4	2	4	4	4	4	4	4	4	2	69
14	MAAM	1	4	4	2	4	1	3	4	2	4	4	1	1	2	2	4	4	4	2	4	57
15	MR	4	5	5	2	4	4	4	4	5	4	4	4	5	4	2	2	3	3	3	3	74
16	MAKP	2	4	5	1	4	5	4	1	4	4	2	4	4	1	1	4	5	5	5	4	69
17	MA	5	4	3	2	1	2	3	4	5	4	3	1	3	5	4	2	4	3	3	3	64
18	MHR	4	5	5	4	4	4	2	4	4	4	5	4	5	4	3	3	4	4	4	4	80
19	MIF	2	4	4	2	2	4	4	4	4	2	4	4	3	2	2	2	3	3	3	2	60
20	MSR	2	4	4	1	2	4	4	4	4	2	5	4	3	2	2	2	2	2	3	2	58
21	NAZA	1	5	4	1	4	2	4	2	5	2	4	4	4	4	2	2	3	4	2	4	63
22	P	1	4	4	4	1	2	5	4	2	2	3	2	3	3	1	1	3	3	4	2	54
23	RCW	4	5	5	1	4	2	5	4	4	2	5	4	5	2	4	5	4	5	4	4	78
24	S	2	4	4	1	2	4	4	2	5	4	2	4	4	4	4	2	5	2	4	2	65
25	YPDAP	2	4	5	1	1	2	5	2	4	4	5	2	5	2	2	2	5	5	2	5	65
26	MID	1	2	4	1	3	4	3	4	2	2	2	2	1	1	1	1	3	3	2	1	43
27	MNM	1	2	2	1	1	3	3	1	2	2	2	1	3	1	1	1	3	3	4	1	38
28	SK	4	2	5	5	4	5	4	4	4	4	5	4	5	4	5	4	4	4	4	5	85
29	ADO	4	5	5	2	4	4	2	4	4	4	5	4	4	4	4	4	5	4	4	2	78
30	AS	4	5	5	2	4	4	4	4	5	4	4	4	5	4	2	2	3	3	3	3	74

31	AET	5	5	4	4	4	4	5	4	4	4	4	4	4	5	4	4	2	4	4	2	80
32	FAR	4	5	5	2	4	4	4	4	4	4	4	4	4	5	5	4	5	4	4	4	83
33	HSM	4	5	5	2	2	4	2	4	5	5	5	4	4	5	4	2	5	5	2	5	79
34	IN	4	5	5	2	4	5	4	5	4	4	4	4	5	4	4	4	5	4	4	4	84
35	IR	1	4	4	2	4	1	3	4	2	4	4	1	1	2	2	4	4	4	2	4	57
36	LDA	2	4	4	1	2	4	4	2	5	4	2	4	4	4	4	2	5	2	4	2	65
37	N	4	5	5	2	4	5	5	1	5	4	4	5	5	5	5	5	5	5	4	5	88
38	NA	3	5	5	3	4	5	2	4	4	3	5	4	4	4	1	1	4	3	3	3	70
39	NAPSA	4	5	5	4	4	5	5	4	5	4	5	5	5	5	5	2	5	5	4	3	89
40	NDL	4	5	4	2	2	4	4	5	5	4	5	4	5	4	4	2	5	4	4	5	81
41	NAM	4	5	5	2	4	4	4	4	4	4	4	4	5	4	5	4	5	4	4	4	83
42	NH	5	5	5	2	4	4	2	4	2	4	5	5	4	4	2	5	4	5	5	5	81
43	SBZ	5	5	5	4	4	5	4	5	4	5	5	5	5	4	5	4	5	4	5	4	92
44	S	4	4	4	2	2	4	4	4	4	4	4	4	4	4	2	2	4	4	4	4	72
45	SAW	2	5	5	4	4	4	2	4	5	5	2	2	5	5	4	4	5	4	4	2	77
46	SARP	4	5	5	4	4	4	5	5	5	4	5	5	5	5	5	2	5	4	5	3	89
47	SSS	5	5	5	4	4	5	4	5	4	5	5	5	5	4	5	4	5	4	5	4	92
48	VNF	2	4	4	2	2	4	4	4	4	2	4	4	3	2	2	2	3	3	3	2	60
49	ZETW	4	5	5	4	4	5	4	2	4	4	5	4	5	5	2	2	4	2	4	4	78
50	ZOM	4	5	5	4	4	4	4	2	5	4	5	2	5	5	2	5	5	5	5	4	84
51	ZU	4	5	5	2	4	4	2	5	4	4	2	5	5	4	5	2	5	2	4	2	75

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
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## Appendix 3

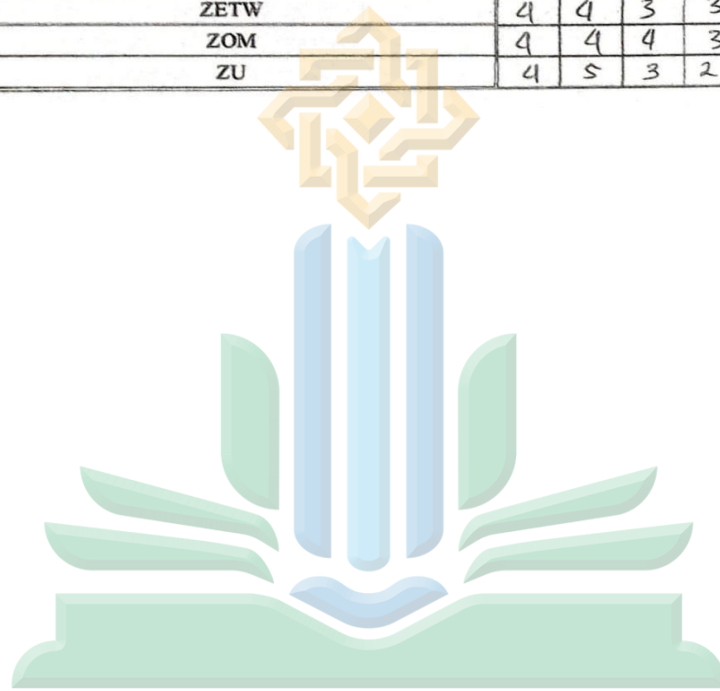
## Students' Speaking Score

## Interrater 1

No	Nama siswa	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total
1	AR	4	4	3	2	2	15
2	ANS	4	4	4	3	3	18
3	AD	4	4	3	3	4	18
4	AJ	5	4	4	4	4	21
5	AR	5	4	4	4	4	21
6	AAK	3	3	2	2	2	12
7	DSA	3	3	2	2	3	13
8	DP	3	2	2	2	2	11
9	FM	2	2	2	2	2	10
10	F	5	4	4	4	4	21
11	F	4	4	3	3	4	18
12	IRA	5	5	4	4	4	22
13	MDAP	5	4	4	3	3	19
14	MAAM	4	4	2	2	2	14
15	MR	4	4	3	3	4	18
16	MAKP	4	4	4	4	4	20
17	MA	4	4	4	3	3	18
18	MHR	5	4	4	3	3	19
19	MIF	3	4	3	2	2	14
20	MSR	3	3	3	2	2	13
21	NAZA	4	4	4	4	4	20
22	P	4	4	4	3	2	17
23	RCW	4	4	4	4	4	20
24	S	4	4	4	3	3	18
25	YPDAP	5	4	4	3	4	20
26	MID	3	3	3	3	3	15
27	MNM	3	3	2	2	2	12
28	SK	4	4	4	3	4	19
29	ADO	4	4	4	3	3	18
30	AS	4	4	3	3	3	17
31	AET	5	5	4	4	4	22
32	FAR	4	4	4	4	4	20
33	HSM	3	4	3	3	3	16
34	IN	4	5	4	4	4	21
35	IR	5	5	4	2	2	18
36	LDA	4	4	3	3	4	18
37	N	5	4	4	3	3	19
38	NA	4	4	4	3	3	18



39	NAPSA	5	5	4	4	4	22
40	NDL	4	5	4	3	3	19
41	NAM	4	4	4	4	4	20
42	NH	4	5	3	2	4	18
43	SBZ	4	5	4	4	4	21
44	S	4	5	4	3	4	20
45	SAW	4	4	3	3	4	18
46	SARP	5	4	3	3	3	18
47	SSS	4	5	3	3	2	17
48	VNF	5	5	3	3	2	18
49	ZETW	4	4	3	3	4	18
50	ZOM	4	4	4	3	4	19
51	ZU	4	5	3	2	2	16



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## Students' Speaking Score

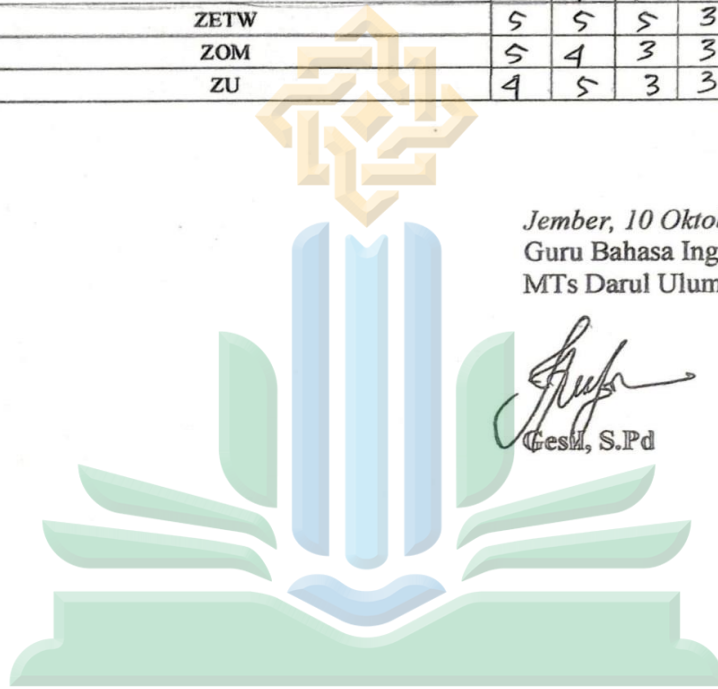
## Interrater 2

No	Nama siswa	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Total
1	AR	5	4	3	2	2	16
2	ANS	5	5	4	2	3	19
3	AD	4	4	4	3	3	18
4	AJ	5	5	4	3	3	20
5	AR	5	4	5	3	3	20
6	AAK	3	3	3	2	2	13
7	DSA	4	3	3	2	2	14
8	DP	3	3	2	2	2	12
9	FM	3	3	2	2	1	11
10	F	5	5	4	4	2	20
11	F	5	4	4	2	2	17
12	IRA	5	5	5	3	3	21
13	MDAP	5	4	5	3	3	20
14	MAAM	4	4	3	2	2	15
15	MR	5	4	3	3	2	17
16	MAKP	5	4	4	3	3	19
17	MA	5	4	5	3	2	19
18	MHR	5	5	5	3	2	20
19	MIF	4	3	3	2	1	13
20	MSR	4	3	3	2	2	14
21	NAZA	4	4	4	3	3	18
22	P	5	4	4	3	3	19
23	RCW	5	4	3	4	3	19
24	S	5	4	4	3	3	19
25	YPDAP	5	5	4	2	2	18
26	MID	5	4	2	2	2	15
27	MNM	4	4	3	2	2	15
28	SK	5	5	3	2	2	17
29	ADO	5	4	3	2	2	16
30	AS	5	5	3	3	2	18
31	AET	5	5	4	3	4	21
32	FAR	5	5	3	3	2	18
33	HSM	4	4	3	2	2	15
34	IN	5	5	5	3	3	21
35	IR	4	5	4	3	3	19
36	LDA	5	4	4	2	3	18
37	N	5	4	4	3	3	19
38	NA	5	5	5	4	3	22

39	NAPSA	5	5	4	3	3	20
40	NDL	5	5	4	4	3	21
41	NAM	5	4	4	3	3	19
42	NH	5	5	5	3	4	22
43	SBZ	5	5	5	3	3	21
44	S	5	5	3	3	3	19
45	SAW	5	4	4	2	2	17
46	SARP	5	4	5	2	2	18
47	SSS	5	4	2	2	2	15
48	VNF	5	4	3	4	3	19
49	ZETW	5	5	5	3	2	20
50	ZOM	5	4	3	3	2	17
51	ZU	4	5	3	3	2	17

Jember, 10 Oktober 2023  
Guru Bahasa Inggris  
MTs Darul Ulum Assurur

  
Geshl, S.Pd



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## Appendix 4

## R-Table

Tabel r untuk df = 1 - 50

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
11	0.4762	0.5529	0.6339	0.6835	0.8010
12	0.4575	0.5324	0.6120	0.6614	0.7800
13	0.4409	0.5140	0.5923	0.6411	0.7604
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
22	0.3438	0.4044	0.4716	0.5151	0.6287
23	0.3365	0.3961	0.4622	0.5052	0.6178
24	0.3297	0.3882	0.4534	0.4958	0.6074
25	0.3233	0.3809	0.4451	0.4869	0.5974
26	0.3172	0.3739	0.4372	0.4785	0.5880
27	0.3115	0.3673	0.4297	0.4705	0.5790
28	0.3061	0.3610	0.4226	0.4629	0.5703
29	0.3009	0.3550	0.4158	0.4556	0.5620
30	0.2960	0.3494	0.4093	0.4487	0.5541
31	0.2913	0.3440	0.4032	0.4421	0.5465
32	0.2869	0.3388	0.3972	0.4357	0.5392

df = (N-2)	Tingkat signifikansi untuk uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi untuk uji dua arah				
	0.1	0.05	0.02	0.01	0.001
33	0.2826	0.3338	0.3916	0.4296	0.5322
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
41	0.2542	0.3008	0.3536	0.3887	0.4843
42	0.2512	0.2973	0.3496	0.3843	0.4791
43	0.2483	0.2940	0.3457	0.3801	0.4742
44	0.2455	0.2907	0.3420	0.3761	0.4694
45	0.2429	0.2876	0.3384	0.3721	0.4647
46	0.2403	0.2845	0.3348	0.3683	0.4601
47	0.2377	0.2816	0.3314	0.3646	0.4557
48	0.2353	0.2787	0.3281	0.3610	0.4514
49	0.2329	0.2759	0.3249	0.3575	0.4473
50	0.2306	0.2732	0.3218	0.3542	0.4432



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## Appendix 5

### Validation Speaking Sheet

#### EXPERT VALIDATION SHEET SPEAKING TEST

**Instruction :**

1. Put a check mark in the column according to your opinion.
2. If there is a need to be revised, please in the column "catatan".

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
<b>A. Isi</b>						
	1. Tema yang diberikan sesuai dengan kompetensi inti dan kompetensi dasar			✓		
	2. Test yang diberikan sesuai dengan indikator materi			✓		
	3. Petunjuk pelaksanaan test speaking sesuai dengan yang telah dipaparkan			✓		
	4. Pedoman skor penilaian sesuai dengan rubrik yang telah diberikan				✓	
	5. Kesesuaian alokasi waktu dengan test yang diberikan			✓		
<b>B. Konstruk</b>						
	1. Test disusun menggunakan speaking test untuk mengetahui			✓		

	speaking siswa					
	2. Test disusun sesuai dengan teori speaking			✓		
	3. Test disusun sesuai dengan teori speaking dimana mengharuskan siswa untuk bicara			✓		
<b>C. Bahasa</b>						
	1. Petunjuk test menggunakan kaidah bahasa inggris yang benar dan sesuai dengan gramatical				✓	
	2. Bahasa pada test yang digunakan dapat dimengerti dan dipahami			✓		
	3. Menggunakan bahasa yang tidak mempersulit siswa				✓	

Skala Penilaian : Poor (1), Enough (2), Good (3), Very Good (4).

Validator  
Jember, 05 Juli 2023

Zahratul Maujudatul Mufidah M. Pd.

## EXPERT VALIDATION SHEET SPEAKING TEST

## Instruction :

1. Put a check mark in the column according to your opinion.
2. If there is a need to be revised, please in the column "catatan".

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
<b>A. Isi</b>						
	1. Tema yang diberikan sesuai dengan kompetensi inti dan kompetensi dasar			✓		
	2. Test yang diberikan sesuai dengan indikator materi				✓	
	3. Petunjuk pelaksanaan test speaking sesuai dengan yang telah dipaparkan				✓	
	4. Pedoman skor penilaian sesuai dengan rubrik yang telah diberikan			✓		
	5. Kesesuaian alokasi waktu dengan test yang diberikan				✓	
<b>B. Konstruk</b>						
	1. Test disusun menggunakan speaking test untuk mengetahui speaking siswa				✓	
	2. Test disusun sesuai dengan teori speaking				✓	
	3. Test disusun sesuai dengan teori speaking dimana mengharuskan siswa untuk bicara				✓	
<b>C. Bahasa</b>						
	1. Petunjuk test menggunakan kaidah bahasa inggris yang benar dan sesuai dengan gramatical				✓	
	2. Bahasa pada test yang digunakan dapat dimengerti dan dipahami				✓	
	3. Menggunakan bahasa yang tidak mempersulit siswa			✓		

Skala Penilaian : Poor (1), Enough (2), Good (3), Very Good (4).

Validator

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J E M B E R

(*Gesli S. Id*)

## Appendix 6

### Validation Self-Confidence Sheet

#### EXPERT VALIDATION SHEET SELF-CONFIDENCE QUESTIONNAIRE

**Instruction :**

1. Put a check mark in the column according to your opinion.
2. If there is a need to be revised, please in the column "catatan".

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
<b>A.</b>	<b>Isi</b>					
	1. Pertanyaan pada soal sesuai dengan indikator materi				✓	
	2. Petunjuk cara mengerjakan soal sesuai yang telah disediakan			✓		
	3. Pedoman penskoran sesuai dengan kisi-kisi yang telah disediakan			✓		
	4. Kesesuaian alokasi waktu dengan soal yang disediakan				✓	
<b>B.</b>	<b>Konstruk</b>					
	1. Soal disusun berdasarkan kejelasan pertanyaan pada kuesioner				✓	
	2. Kejelasan pertanyaan pada kuesioner				✓	
<b>C.</b>	<b>Bahasa</b>					
	1. Pertanyaan pada kuesioner menggunakan pertanyaan yang baik				✓	

	dan benar					
	2. Pertanyaan pada kuesioner menggunakan pertanyaan komunikatif			✓		

Skala Penilaian : Poor (1), Enough (2), Good (3), Very Good (4).

Validator

Jember, 05 Juli 2023

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JEMBER

  
Zahratul Maujudatul Mufidah M. Pd.



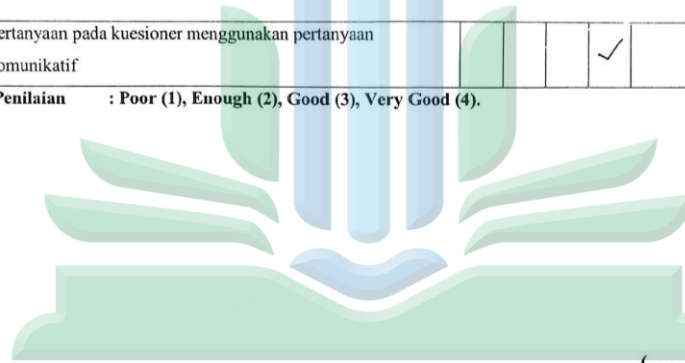
**EXPERT VALIDATION SHEET SELF-CONFIDENCE QUESTIONNAIRE**

**Instruction :**

1. Put a check mark in the column according to your opinion.
2. If there is a need to be revised, please in the column "catatan".

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
<b>A.</b>	<b>Isi</b>					
	1. Pertanyaan pada soal sesuai dengan indikator materi				✓	
	2. Petunjuk cara mengerjakan soal sesuai yang telah disediakan			✓		
	3. Pedoman penskoran sesuai dengan kisi-kisi yang telah disediakan			✓		
	4. Kesesuaian alokasi waktu dengan soal yang disediakan				✓	
<b>B.</b>	<b>Konstruk</b>					
	1. Soal disusun berdasarkan kejelasan pertanyaan pada kuesioner				✓	
	2. Kejelasan pertanyaan pada kuesioner				✓	
<b>C.</b>	<b>Bahasa</b>					
	1. Pertanyaan pada kuesioner menggunakan pertanyaan yang baik dan benar				✓	
	2. Pertanyaan pada kuesioner menggunakan pertanyaan komunikatif				✓	

Skala Penilaian : Poor (1), Enough (2), Good (3), Very Good (4).



Validator

  
 (..... S.Pd)

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## Appendix 7

### Validation Cognitive Learning Style Sheet

#### EXPERT VALIDATION SHEET LEARNING STYLE QUESTIONNAIRE

**Instruction :**

1. Put a check mark in the column according to your opinion.
2. If there is a need to be revised, please in the column "catatan".

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
<b>A. Isi</b>						
	1. Pertanyaan pada soal sesuai dengan indikator materi				✓	
	2. Petunjuk cara mengerjakan soal sesuai yang telah disediakan				✓	
	3. Pedoman penskoran sesuai dengan kisi-kisi yang telah disediakan			✓		
	4. Kesesuaian alokasi waktu dengan soal yang disediakan			✓		
<b>B. Konstruk</b>						
	1. Soal disusun berdasarkan kejelasan pertanyaan pada kuesioner				✓	
	2. Kejelasan pertanyaan pada kuesioner				✓	
<b>C. Bahasa</b>						
	1. Pertanyaan pada kuesioner menggunakan pertanyaan yang baik dan benar				✓	

	dan benar					
	2. Pertanyaan pada kuesioner menggunakan pertanyaan komunikatif				✓	

**Skala Penilaian : Poor (1), Enough (2), Good (3), Very Good (4).**

Validator  
Jember, 05 Juli 2023

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JEMBER  
Zahratul Maujudatul Mufidah M. Pd.

## EXPERT VALIDATION SHEET LEARNING STYLE QUESTIONNAIRE

## Instruction :

1. Put a check mark in the column according to your opinion.
2. If there is a need to be revised, please in the column "catatan".

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
<b>A. Isi</b>						
	1. Pertanyaan pada soal sesuai dengan indikator materi			✓		
	2. Petunjuk cara mengerjakan soal sesuai yang telah disediakan				✓	
	3. Pedoman penskoran sesuai dengan kisi-kisi yang telah disediakan				✓	
	4. Kesesuaian alokasi waktu dengan soal yang disediakan			✓		
<b>B. Konstruk</b>						
	1. Soal disusun berdasarkan kejelasan pertanyaan pada kuesioner				✓	
	2. Kejelasan pertanyaan pada kuesioner			✓		
<b>C. Bahasa</b>						
	1. Pertanyaan pada kuesioner menggunakan pertanyaan yang baik				✓	
	2. Pertanyaan pada kuesioner menggunakan pertanyaan komunikatif				✓	

Skala Penilaian : Poor (1), Enough (2), Good (3), Very Good (4).

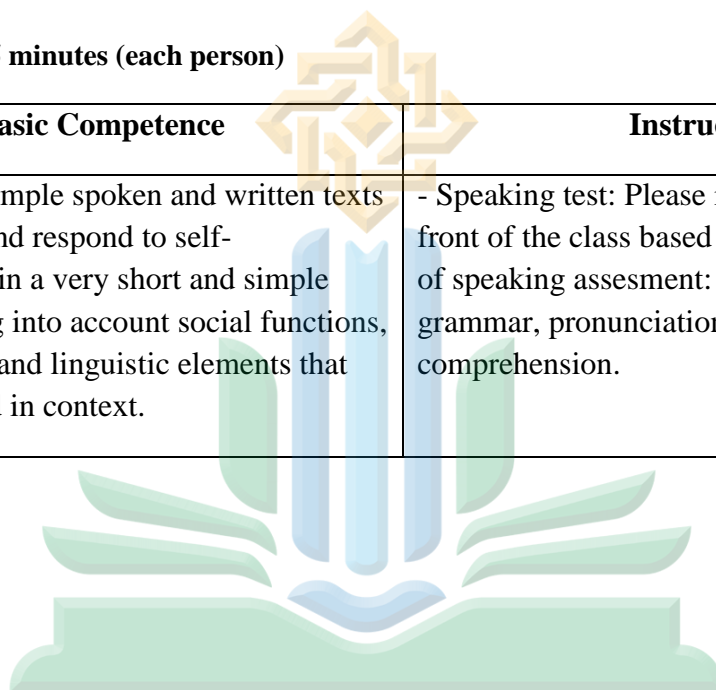
Validator

  
 (..... S.p.d.)

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*Appendix 8***Speaking Test Sheet****Blue Print Speaking Test****Subject: Bahasa Inggris****Class : VII****Time : 5 minutes (each person)**

<b>Basic Competence</b>	<b>Instruction</b>
4.2 Compile simple spoken and written texts to state, ask, and respond to self-introductions, in a very short and simple manner, taking into account social functions, text structure, and linguistic elements that are correct and in context.	- Speaking test: Please introduce yourself in front of the class based on five component of speaking assesment: vocabulary, grammar, pronunciation, fluency and comprehension.



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**Appendix 9****Self-Confidence Questionnaire Test Sheet**

**Kuesioner Kepercayaan Diri Siswa  
Peserta Didik Kelas 7 MTs Darul Ulum Assurur**

**Nama :****Kelas :****Note** : SS = Sangat Setuju

S = Setuju

Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak

NO	STATEMENT	SS	S	N	TS	STS
1.	Saya memiliki kemampuan untuk belajar bahasa Inggris.					
2.	Jika saya melakukan yang terbaik, saya akan mencapai tujuan belajar saya.					
3.	Saya akan berkembang jika saya terus belajar.					
4.	Saya suka berbicara bahasa Inggris di kelas.					
5.	Mencoba berbicara bahasa Inggris lebih penting daripada akurasi (ketepatan).					
6.	Saya suka belajar dengan anggota kelompok saya di kelas.					
7.	Kontribusi saya sama pentingnya dengan kontribusi orang lain.					
8.	Saya berpartisipasi meskipun saya malu atau gugup.					
9.	Saya meminta bantuan guru jika memerlukan.					
10.	Saya berpartisipasi dalam semua kegiatan di kelas.					
11.	Jika saya tidak mengerti, saya akan berkata begitu.					
12.	Saya melakukan yang terbaik, apapun situasinya.					
13.	Saya terus berusaha untuk belajar, meskipun saya gugup.					
14.	Tidak apa-apa membuat kesalahan saat mencoba bahasa baru					
15.	Saya tidak khawatir tentang apa yang siswa lain pikirkan tentang bahasa Inggris saya.					
16.	Saya tidak khawatir tentang apa yang guru pikirkan tentang bahasa Inggris saya.					
17.	Saya percaya pada diri sendiri.					
18.	Saya mempercayai perasaan dan emosi saya.					
19.	Saya berpikir tentang pembelajaran saya (contoh. "Bagaimana saya melakukannya?").					
20.	Saya pembelajar bahasa yang baik.					

**Appendix 10****Cognitive Learning Style Questionnaire Test Sheet****Kuesioner Perbedaan Field Dependent dan Field Independent  
Peserta Didik Kelas 7 MTs Darul Ulum Assurur**

Nama :

Kelas :

Note : (✓) = Iya

(\*) = Tidak

No	Statement	Iya	Tidak
1	Saya suka belajar sendiri.		
2	Saya lebih suka belajar bersama teman-teman atau belajar kelompok.		
3	Saya suka belajar di tempat yang tenang. Contoh: perpustakaan		
4	Saya menikmati belajar di kelas dan tidak membutuhkan motivasi dari luar untuk belajar.		
5	Saya tidak terlalu termotivasi untuk belajar kalau tidak ada ulangan / ujian.		
6	Saya cenderung menunda-nunda pekerjaan.		
7	Saya biasanya belajar sendiri sebelum belajar di kelas		
8	Saya lebih suka guru yang memberikan garis besar (kesimpulan pelajaran) dan tujuan pembelajaran dengan hati-hati.		
9	Saya lebih suka guru yang mendorong kegiatan diskusi kelas.		
10	Saya lebih suka guru yang menjelaskan di depan kelas dan menggunakan buku paket sebagai metode pengajaran.		
11	Saya menikmati kegiatan diskusi di kelas dan belajar kelompok.		

## Appendix 11

### Students Answer Sheet

#### Kuesioner Kepercayaan Diri Siswa

#### Peserta Didik Kelas 7 MTs Darul Ulum Assurur

Nama : Nur ahnaf zain al habasy

Kelas : VII<sup>a</sup> Kelas 7

Note : SS = Sangat Setuju

S = Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

NO	STATEMENT	SS	S	N	TS	STS
1.	Saya memiliki kemampuan untuk belajar bahasa Inggris.					✓
2.	Jika saya melakukan yang terbaik, saya akan mencapai tujuan belajar saya.	✓				
3.	Saya akan berkembang jika saya terus belajar.		✓			
4.	Saya suka berbicara bahasa Inggris di kelas.					✓
5.	Mencoba berbicara bahasa Inggris lebih penting daripada akurasi (ketepatan).		✓			
6.	Saya suka belajar dengan anggota kelompok saya di kelas.				✓	
7.	Kontribusi saya sama pentingnya dengan kontribusi orang lain.		✓			
8.	Saya berpartisipasi meskipun saya malu atau gugup.				✓	
9.	Saya meminta bantuan guru jika memerlukan.	✓				
10.	Saya berpartisipasi dalam semua kegiatan di kelas.				✓	
11.	Jika saya tidak mengerti, saya akan berkata begitu.		✓			
12.	Saya melakukan yang terbaik, apapun situasinya.		✓			
13.	Saya terus berusaha untuk belajar, meskipun saya gugup.		✓			
14.	Tidak apa-apa membuat kesalahan saat mencoba bahasa baru		✓			
15.	Saya tidak khawatir tentang apa yang siswa lain pikirkan tentang bahasa Inggris saya.					✓
16.	Saya tidak khawatir tentang apa yang guru pikirkan tentang bahasa Inggris saya.					✓
17.	Saya percaya pada diri sendiri.			✓		
18.	Saya mempercayai perasaan dan emosi saya.		✓			
19.	Saya berpikir tentang pembelajaran saya (contoh. "Bagaimana saya melakukannya?").	✗			✓	
20.	Saya pembelajar bahasa yang baik.		✓			

### Kuesioner Kepercayaan Diri Siswa

#### Peserta Didik Kelas 7 MTs Darul Ulum Assurur

Nama : *Zaskia Oktavia Maharani*

Kelas : *VII<sup>B</sup> (tujuh)*

Note : SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

STS = Sangat Tidak Setuju

N = Netral

NO	STATEMENT	SS	S	N	TS	STS
1.	Saya memiliki kemampuan untuk belajar bahasa Inggris.		✓			
2.	Jika saya melakukan yang terbaik, saya akan mencapai tujuan belajar saya.	✓				
3.	Saya akan berkembang jika saya terus belajar.	✓				
4.	Saya suka berbicara bahasa Inggris di kelas.		✓			
5.	Mencoba berbicara bahasa Inggris lebih penting daripada akurasi (ketepatan).		✓			
6.	Saya suka belajar dengan anggota kelompok saya di kelas.		✓			
7.	Kontribusi saya sama pentingnya dengan kontribusi orang lain.		✓			
8.	Saya berpartisipasi meskipun saya malu atau gugup.				✓	
9.	Saya meminta bantuan guru jika memerlukan.	✓				
10.	Saya berpartisipasi dalam semua kegiatan di kelas.		✓			
11.	Jika saya tidak mengerti, saya akan berkata begitu.	✓				
12.	Saya melakukan yang terbaik, apapun situasinya.				✓	
13.	Saya terus berusaha untuk belajar, meskipun saya gugup.	✓				
14.	Tidak apa-apa membuat kesalahan saat mencoba bahasa baru.	✓				
15.	Saya tidak khawatir tentang apa yang siswa lain pikirkan tentang bahasa Inggris saya.					✓
16.	Saya tidak khawatir tentang apa yang guru pikirkan tentang bahasa Inggris saya.	✓				
17.	Saya percaya pada diri sendiri.	✓				
18.	Saya mempercayai perasaan dan emosi saya.	✓				
19.	Saya berpikir tentang pembelajaran saya (contoh. "Bagaimana saya melakukannya?").	✓				
20.	Saya pembelajar bahasa yang baik.		✓			



## Kuesioner Perbedaan Field Dependent dan Field Independent

### Peserta Didik Kelas 7 MTs Darul Ulum Assurur

Nama : Zakiyatul ummah

Kelas : V/11<sup>B</sup>

Note : (✓) = Iya

(✗) = Tidak

No	Statement	Iya	Tidak
1	Saya suka belajar sendiri.	✓	
2	Saya lebih suka belajar bersama teman-teman atau belajar kelompok.	✓	
3	Saya suka belajar di tempat yang tenang. Contoh: perpustakaan	✓	
4	Saya menikmati belajar di kelas dan tidak membutuhkan motivasi dari luar untuk belajar.		✗
5	Saya tidak terlalu termotivasi untuk belajar kalau tidak ada ulangan / ujian.		✗
6	Saya cenderung menunda-nunda pekerjaan.		✗
7	Saya biasanya belajar sendiri sebelum belajar di kelas		✗
8	Saya lebih suka guru yang memberikan garis besar (kesimpulan pelajaran) dan tujuan pembelajaran dengan hati-hati.	✓	
9	Saya lebih suka guru yang mendorong kegiatan diskusi kelas.	✓	
10	Saya lebih suka guru yang menjelaskan di depan kelas dan menggunakan buku paket sebagai metode pengajaran.	✓	
11	Saya menikmati kegiatan diskusi di kelas dan belajar kelompok.	✓	

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## Kuesioner Perbedaan Field Dependent dan Field Independent

### Peserta Didik Kelas 7 MTs Darul Ulum Assurur

Nama : AFdi

Kelas : VIIA

Note : (✓) = Iya

(\*) = Tidak

No	Statement	Iya	Tidak
1	Saya suka belajar sendiri.		X
2	Saya lebih suka belajar bersama teman-teman atau belajar kelompok.	✓	
3	Saya suka belajar di tempat yang tenang. Contoh: perpustakaan		X
4	Saya menikmati belajar di kelas dan tidak membutuhkan motivasi dari luar untuk belajar.	✓	
5	Saya tidak terlalu termotivasi untuk belajar kalau tidak ada ulangan / ujian.		X
6	Saya cenderung menunda-nunda pekerjaan.	✓	
7	Saya biasanya belajar sendiri sebelum belajar di kelas		X
8	Saya lebih suka guru yang memberikan garis besar (kesimpulan pelajaran) dan tujuan pembelajaran dengan hati-hati.	✓	
9	Saya lebih suka guru yang mendorong kegiatan diskusi kelas.	✓	
10	Saya lebih suka guru yang menjelaskan di depan kelas dan menggunakan buku paket sebagai metode pengajaran.	✓	
11	Saya menikmati kegiatan diskusi di kelas dan belajar kelompok.	✓	

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## ***Appendix 12***

### **Students' Speaking Transcript**

#### **Students 1**

Students 1 : Assalamualaikum warahmatullahi wabarakatuh

All Students : Waalaikumsalam warahmatullahi wabarakatuh

Students 1 : I would like to introduce myself, my name is novel anisa putri septi aprilia, you can call me novel. I was born in jember fifteen of april 2010. I thirteen years old. I study in islamic boarding school darul ulum assurur. I am eight junior high school and i have elder she name is novia maslahatul febrianti and i have younger, he names fikri maulana itsbat. My family is happy, my father and my mother always love and care with we. I get closer with my elder because she, she is always take care myself at my mom gone wrong. Thank you for attention

#### **Students 2**

Students 2 : Assalamualaikum warahmatullahi wabarakatuh

All Students : Waalaikumsalam warahmatullahi wabarakatuh

Students 2 : let me introduce myself, my name is sitsi aura rahma putri, I was born in jember twenty one of novemvber 2009. I thirteen years old. I study in islamic school D.U.A. I have one elder sister, she name is siti anindita puspa septa. My father mulyadi, my mother sulastri. Thank you. Assalamualaikum warahmatullahi wabarakatuh.

#### **Students 3**

Students 3 : Assalamualaikum warahmatullahi wabarakatuh, my name is irsyah rengga alfino, you can call me fino. I from sidomulyo, my hobby is fishing, my dream is machinist, assalamualaikum warahmatullahi wabarakatuh.

#### **Students 4**

Students 4 : Assalamualaikum warahmatullahi wabarakatuh, my name is firmansyah, you can call me firman. I from sidomulyo. My hobby is reading, my dream is automotive electric

**Students 5**

Students 5 : Assalamualaikum warahmatullahi wabarakatuh

All Students : Waalaikumsalam warahmatullahi wabarakatuh

Students 5 : my name is artalita elprifiani tamalea, you can call me lita. I am from Sidomulyo. I am thirteen years old. I am study in MTs Darul Ulum Assurur. My hobby is reading. Thank you. Assalamualaikum warahmatullahi wabarakatuh.



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*Appendix 13***Research Permiting Letter**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
 Website: [www.http://fik.uinkhas-jember.ac.id](http://fik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-3909/ln.20/3.a/PP.009/10/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Darul Ulum Assurur  
 Desa Sidomulyo kec. Silo kab. Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186140  
 Nama : ROISATUL FATAYATI  
 Semester : Semester sebelas  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The correlation between the seventh grade students' self-confidence and their speaking skill in self introduction at MTs Darul Ulum Assurur across their cognitive learning style" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Rudianto, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 04 Oktober 2023

an. Dekan,

Wakil Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER



## Appendix 14

### Research Accomplishment Letter



**YAYASAN PONDOK PESANTREN DARUL ULUM ASSURUR**  
 AKTE NOTARIS FIRMAN TEGUH PRAYOGO No. 06 TANGGAL 16 NOVEMBER 2015  
 PENGESAHAN KEMENKUMHAM NO : AHU - 0024104.AH.01.04.Tahun 2015

**MTs DARUL ULUM ASSURUR**

NSM : 121235090114 TERAKREDITASI : B

Jl. Gunung Gending No. 07 Desa Sidomulyo Kec. Silo Kab. Jember Kode pos : 68184

#### SURAT KETERANGAN SELESAI PENELITIAN

Nomor: 234/MTs.DUA/X/2023

Yang bertanda tangan dibawah ini:

Nama : Rudianto,S.Pd  
 Jabatan : Kepala Madrasah  
 Unit Kerja : MTs Darul Ulum Assurur  
 Alamat : Desa Sidomulyo Kec. Silo Kab. Jember

Menerangkan dengan sesungguhnya bahwa:

NIM : T20186140  
 Nama : ROISATUL FATAYATI  
 Program Studi : TADRIS BAHASA INGGRIS

Telah selesai melaksanakan penelitian di MTs Darul Ulum Assurur selama 30 Hari mulai September sampai dengan Oktober 2023 untuk memperoleh data, guna penyusunan Tugas Akhir Skripsi, yaitu mengenai *The Correlation Between The Seventh Grade Students' Self-Confidence and Their Speaking Skill in Self Introduction at MTs Darul Ulum Assurur Across Their Cognitive Learning Style.*







Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya

Jember, 12 Oktober 2023  
 Kepala Madrasah  
 MTs Darul Ulum Assurur

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 JEMBER

RUDIANTO,S.Pd

**Appendix 15****Research Schedule****Name : Roisatul Fatayati****SRN : T20186140****Title : The Correlation between the Seventh Grade Students' Self-Confidence and Their Speaking Skill in Self Introduction at MTs Darul Ulum Assurur across Their Cognitive Learning Style**

No	Date	Activity	Informant	Signature
1	4 October 2023	The researcher submits a researcher permit and approved by principal of MTs Darul Ulum Assurur	Rudianto, S.Pd.	
2	4 October 2023	The researcher collected data of students' cognitive learning style questionnaire to 7 <sup>th</sup> grade students of MTs Darul Ulum Assurur	Gesil, S.Pd.	
3	5 October 2023	The researcher collected data of students' self-confidence questionnaire to 7 <sup>th</sup> grade students of MTs Darul Ulum Assurur	Gesil, S.Pd.	
4	9 October 2023	The researcher conducted students' speaking test to 7A students of MTs Darul Ulum Assurur	Gesil, S.Pd.	
5	10 October 2023	The researcher conducted students' speaking test to 7B students of MTs Darul Ulum Assurur	Gesil, S.Pd.	
8	12 October 2023	Submission of accomplishment letter	Rudianto, S.Pd.	

Jember, 12 Oktober 2023

Kepala Madrasah  
MTs Darul Ulum Assurur

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JEMBER



  
RUDIANTO, S.Pd

**Appendix 16****Declaration of Authenticity****DECLARATION OF AUTHENTICITY**

The undersigned below, I am:

Name :Roisatul Fatayati

NIM :T20186140

Major :Tadris Bahasa Inggris

Faculty :Tarbiyah dan Ilmu Keguruan

Declaration that this thesis entitled 'The Correlation Between the Seventh Grade Students' Self-Confidence and Their Speaking Skill in Self Introduction at Mts Darul Ulum Assurur Across Their Cognitive Learning Style' is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications coted in this work have been personally consulted.

Jember, 17 May 2024



0000  
RESEPT  
MEMBERAL  
TEMPEL  
DEFDZALX114854543  
**Roisatul Fatavati**  
NIM: T20186140

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*Appendix 17***Turnitin Test Pass Letter**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ JEMBER**  
 Jl. Mataram No. 1 Mlangli, Jember Kode Pos 68136  
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
 Website: www.uinkhas.ac.id

**SURAT KETERANGAN LULUS CEK TURNITIN**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Roisatul Fatayati  
 NIM : T20186140  
 Program Studi : Tadris Bahasa Inggris  
 Judul Karya Ilmiah : The Correlation Between the Seventh Grade Students' Self-Confidence and Their Speaking Skill in Self Introduction at MTs Darul Ulum Assurur Across Their Cognitive Learning Style.

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (18,4%)

1. BAB I : 25%
2. BAB II : 17%
3. BAB III : 21%
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5. BAB V : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

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Jember, 29 Mei 2024  
 Penanggung Jawab Turnitin  
 FTIK UIN KHAS Jember



**(LAILY YUNITA SUSANTI)**

- NB:** 1. Melampirkan Hasil Cek Turnitin per Bab.  
 2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5.

*Appendix 18***CURRICULUM VITAE**

Name : Roisatul Fatayati  
 NIM : T20186140  
 Place, Date of Birth : Jember, 28 November 1999  
 Gender : Female  
 Adress : Sidomulyo, Silo, Jember  
 Faculty : Education and Teacher Training  
 Major : English Education Departement  
 Email : [roisatulfatayati@gmail.com](mailto:roisatulfatayati@gmail.com)

**Education Background :**

1. SDN Sidomulyo 01 Jember : 2005 – 2011
2. MTsN 02 Pamekasan : 2011 – 2014
3. MAS Ashri Jember : 2014 – 2017