

The Influence of Perception of Learning Media and Self-Confidence on English Speaking Ability

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Abstract

Speaking skills are the ability to speak fluently and proficiently in expressing thoughts or ideas. To develop this ability, a speaker must not only master vocabulary and phrases and have correct pronunciation, but also possess confidence in speaking. The purpose of this study was to find out: 1). The effect of perceptions of learning media and self-confidence together on the English speaking ability of State Junior High School students in South Jakarta, 2). State in South Jakarta, 3). The influence of self-confidence on the ability to speak English for students of SMP Negeri in South Jakarta,. The sample used was 84 students as a sample with multiple linear regression analysis model. Based on the results of the hypothesis and data analysis, it is concluded as follows: 1). There is a significant influence on the perception of learning media and self-confidence together on the English speaking ability of State Junior High School students in South Jakarta. This is evidenced by the value of Sig = 0.000 < 0.05 and Fcount = 19.239, 2). There is a significant influence on the perception of learning media on the English speaking ability of State Junior High School students in South Jakarta. This is evidenced by the value of Sig = 0.004 < 0.05 and tcount = 2.989, 3). There is a significant effect of self-confidence on the English speaking ability of State Junior High School students in South Jakarta. This is evidenced by the value of Sig = 0.000 < 0.05 and tcount = 4.347

Keywords: English Speaking Ability, Perception of Learning Media, Confidence

1. Introduction

One of the essential language skills is speaking. To become proficient and skilled in speaking and using a language, self-confidence is necessary. Vocabulary mastery is also a key factor for success in language use. Adequate vocabulary enables individuals to communicate effectively. The more vocabulary someone has, the easier it becomes for them to receive and convey broader and more complex information.

Speaking skills refer to the ability to speak fluently and proficiently in expressing thoughts or ideas. To develop this ability, a speaker must not only master vocabulary and phrases and have accurate pronunciation but also possess self-confidence in speaking (Confidence Speaking). Speaking with confidence is the initial stage of speaking ability, involving the detailed, organized, and fearless expression of ideas.

With increased self-confidence, students are expected to be more courageous and skilled, particularly in speaking English. As their confidence grows, students will naturally begin using the vocabulary they have learned to communicate effectively. In the teaching and learning process, teachers should provide more opportunities for students to actively participate.

One of the major obstacles to achieving confidence in speaking is the inability to recall vocabulary, and the failure to construct correct and meaningful sentences. As a result, communication becomes stiff and hesitant. This often stems from a lack of practice in speaking extensively, elaborating on topics, explaining ideas, and conveying information. Mastering vocabulary is not easy—it requires repetition and practice in both spoken and written forms. Practicing word construction in conversations can lead to more natural speech. Creating such situations during the learning process increases students' curiosity and boosts their confidence.

Data show that many junior high school students in Indonesia are still not proficient in English, even though they have studied it since elementary school. Some students cannot speak English at all. Many of them do not know how to start a conversation, what vocabulary to use, or how to ask and answer questions. This has been widely observed by the writer during field observations and is reflected in the students' low academic performance, as indicated by their formative and summative test scores.

Students generally lack confidence in using English, which becomes evident during classroom learning. Many students are afraid, hesitant, or indifferent toward both the learning material and the teacher. Again, some students cannot speak English at all. They often do not understand how to begin a conversation, which vocabulary to use, or how to formulate questions and answers. This issue was frequently encountered during the writer's observations in the field. The lack of confidence in English is clearly visible during the learning process. Many students show fear, reluctance, or disinterest both in the material and in the teacher's instruction.

Self-confidence is one of the key factors in a student's success in learning or speaking English. Self-confidence is the belief in one's abilities and judgments in performing tasks and choosing effective approaches. This includes the confidence to face increasingly challenging environments and to trust in one's own decisions and opinions. Students with high self-confidence will be able to communicate in any situation, whether inside or outside the classroom. One indicator of self-confidence is a person's readiness to engage in activities.

English, with its different vocabulary, grammar, and language rules compared to Indonesian, presents a significant challenge for students. Therefore, a positive attitude from teachers is crucial in supporting students' success in learning English. A teacher's basic skills and creativity are essential for motivating students and helping them absorb the material, thus building their confidence and encouraging them to use English, eventually becoming proficient. However, in reality, many teachers merely teach without truly considering student success.

Language is a communication tool used by people within the same language community. It conveys ideas, thoughts, desires, or feelings. For communication to be effective, the language used must clearly reflect the speaker's intentions or emotions. Therefore, language learning relies on thinking, and the brain functions actively during learning. Language forms the foundation of thought and can also expand one's thinking capacity.

A foreign language especially English, the international language used worldwide for communication is a crucial skill to master. As Jack C. Richards (2010:196) states, "English is the world's major second language and the most common language used for international business, trade, travel, communication, etc."

English has been included in the Indonesian national education curriculum since the country gained independence. This government policy is grounded in efforts to improve the quality of Indonesia's human resources (Ratminingsih, 2017). Learning English is not just about improving students' knowledge, but also equipping them with the tools to face future challenges that require them to be active in using English, both spoken and written.

The primary goal of learning English as an international language is to master language competencies, which indicate a language learner's success. In general, English language

competencies include knowledge, skills, attitudes, and behaviors necessary for using English (Ratminingsih, 2017).

Learning objectives can be considered achieved not only when one component is mastered, but when all four language skills are acquired. Tarigan (2018:13) states that there are four main English language skills: listening, speaking, reading, and writing. These four skills are typically divided into two categories: receptive skills, which include listening and reading, and productive skills, which include speaking and writing (Ratminingsih, 2017).

Each language skill is closely interconnected with the others in various ways. These skills cannot be fully mastered without also mastering the language components. Language components are essential to support these skills, which include grammar, vocabulary, and pronunciation (Ratminingsih, 2017).

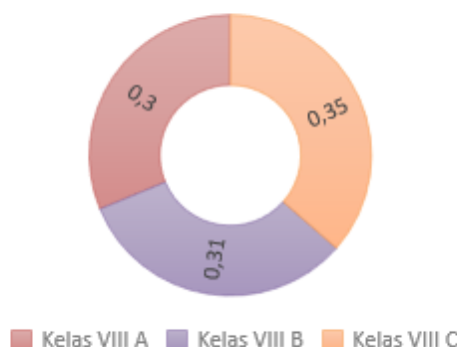
Baharuddin (2014:22) states that the competencies teachers need in the teaching process include: 1) Mastery of the subject matter; 2) Classroom management skills; 3) Ability to use learning media and resources, and 4) Ability to assess both the process and outcomes.

The success of teaching and learning is indicated by behavioral changes in students. Teaching is a specialized activity where the teacher helps and guides students to improve and develop their skills, attitudes, appreciation, and knowledge.

Recognizing the importance of English in the future, early English education should be emphasized in schools. This is a strategy to improve individual competencies in English learning. Considering the future global competition, graduates must not only possess productive competencies but also proficiency in English, as it is the global medium of communication.

Like any language learning process, learning English involves acquiring a hierarchy of skills. It begins with listening, followed by speaking, then reading, and finally writing. These skills must be mastered so students gain comprehensive English proficiency without neglecting key components such as vocabulary, pronunciation, and grammar. Language proficiency requires strong vocabulary mastery.

Figure 1
English speaking ability



In the figure 1, the results of this preliminary study indicate that the English speaking skills of 8th grade students at a public junior high school (SMP Negeri) in South Jakarta are generally categorized as lacking. This is due to the percentage of students with at least the minimum speaking proficiency being low only 31% of students are considered skilled in speaking during class. A student is considered proficient in speaking if their observed speaking skill aspects reach 70%.

There are two factors contributing to the low level of students' English speaking skills: student-related factors and teacher-related factors, as identified in the initial survey and

observations conducted at a public junior high school in South Jakarta, as follows: Based on the explanation above, this article examines “The Influence of Emotional Intelligence and Discipline on Students’ Academic Achievement in the Subject of Indonesian History.” To further explore the issue, a problem statement is needed: Is there a joint influence of perceptions of learning media and self-confidence on the English speaking ability of students at public junior high schools in South Jakarta?

2. Method

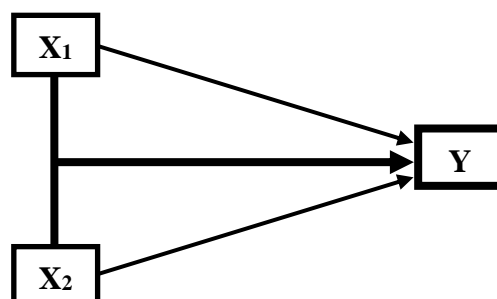
The research method used is a survey with a quantitative approach and multiple regression analysis technique. This study was conducted at two public junior high schools (SMP Negeri) in South Jakarta. The population in this research consists of 520 students, with a sample of 84 students from public junior high schools in South Jakarta.

Procedure

The research was conducted in Depok, specifically at SMPN 87 and SMPN 161 in South Jakarta. The research took place from March 2022 to July 2022. This study was carried out by distributing questionnaires on perceptions of learning media and self-confidence, while the students' English-speaking ability scores were obtained from the final semester assessments conducted at the schools under study. The collected scores were analyzed using the multiple linear regression method. The independent variables in this research are perceptions of learning media (x_1) and self-confidence (x_2), while the dependent variable is the English-speaking ability of Grade XI students.

Figure 2

Constellation of relationships between research variables



Description: X_1 = Perception of learning media
 X_2 = Self-confidence
 Y = English speaking ability

In Figure 2, the variables studied consist of two independent variables perception of learning media (X_1) and self-confidence (X_2) and one dependent variable, which is English speaking ability (Y). In accordance with the title and the research problem formulation, this represents the constellation model of the relationships among the variables in this study.

Participants

A population is a generalization area consisting of objects or subjects that have certain quantities, qualities, and characteristics determined by the researcher to be studied and from which conclusions are drawn.” The population referred to in this study includes all eighth-grade students at public junior high schools (SMP Negeri) in South Jakarta for the 2021/2022

academic year. The sampling technique used in this study is a combination of proportional and random sampling. The number of samples was determined proportionally from each school within the population. To select the sample members from each school, a random sampling technique was applied. The total number of sample members in this study was set at 84 students.

Table 1
Determination of Research Samples

School Name	Number of Students	Count	Sample
SMP Negeri 87	300	$(300/520) \times 84$	48
SMP Negeri 161	220	$(220/520) \times 84$	36
Total	520		84

In Table 1, from a population of 520, a sample of 84 individuals was obtained. The sample members used by the researcher consisted of 8th grade students from public junior high schools (SMP Negeri) located in the South Jakarta area.

Instrument for the Variable: Perception of Learning Media (Y)

Conceptual Definition

Learning media refers to tools that are simple, easy to create and use, and practical. Learning that utilizes media is expected to attract students' attention and make the learning process less monotonous. In addition, it is hoped that such media can help students learn to write in English more easily, and also facilitate the teaching and learning process in improving students' English-speaking skills.

Operational Definition

Learning media is defined as the total score of students' responses to a test regarding learning media, which is developed based on indicators related to synonyms, antonyms, terms, and meanings in context.

Table 2
Perception Instrument Grid for Learning Media

Aspect	Indicator	Question Number	Amount
Instructional Media	Students can use learning media according to the learning material.	1,2,3,4,5,6,7	7
	The learning media used can provide illustrations that match the actual situation	8,9,10,11,12	5
	Students can understand the use of learning media correctly	13,14,15,16	4
	Students can find the meaning of words in learning media	17,18,19,20,21	5
	Learning media can make it easier for students to learn	22,23,24,25	4
Total			25

Based on Table 2, the results of the validity and reliability tests show that 22 items are valid and reliable, with a Cronbach's alpha value of 0.845. The items that are not valid are numbers 4, 13, and 15.

Instrument for the Variable: Self-Confidence (X₁)

Conceptual Definition

Self-confidence is the belief in one's own abilities, along with an understanding of one's strengths and weaknesses. Individuals with high self-confidence generally believe that they are capable of handling whatever challenges they face using their own abilities. Conversely, individuals with low self-confidence tend to believe that they are incapable of dealing with the challenges they encounter, despite their abilities.

Operational Definition

Self-confidence is defined as the total score of students' responses to a test on self-confidence, which is developed based on indicators related to self-ability, optimism, objectivity, and responsibility.

Table 3

Self-Confidence Instrument Grid

Variabel	Indicator	Sub.Indicator	Question Items	Total
Confidence	Confidence in one's abilities	a. Positive attitude about himself	1,2,3,4	4
		b. Be serious about what you are going to do	5,6	2
	Optimistic	a. Always have a positive view of yourself	7,8	2
		b. Always have a positive view of your hopes	9,10	2
		c. Always have a positive view of your abilities	11,12,13,14	4
		a. Viewing problems according to the truth makes sense	15,16,17	3
	Responsible	a. Responsible for everything he does	18,19,20,21	4
	Rational and realistic	a. Thoughts that are accepted by reason and are in accordance with reality	22,23,24,25	4
		Total		25

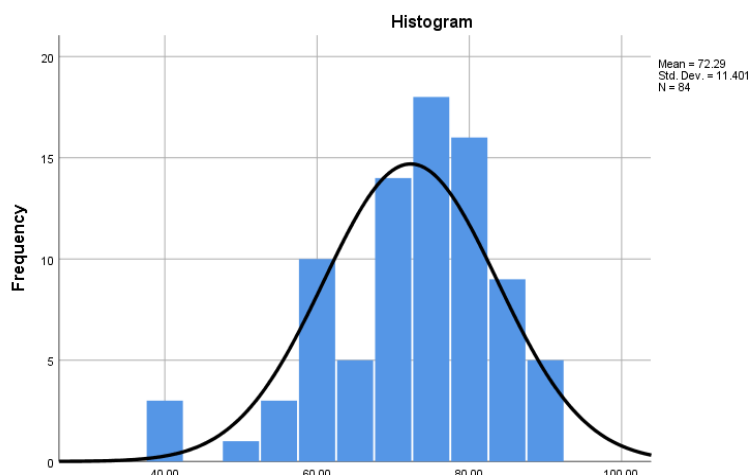
In Table 3, based on the results of the validity and reliability tests, 23 questions were found to be valid and reliable, with a Cronbach's alpha value of 0.845. The invalid questions were numbers 7 and 15.

3. Results and Discussion

This study was conducted on 60 eighth-grade students from two schools during the 2021/2022 academic year, namely SMPN 87 and SMPN 161 in South Jakarta. The study consists of three variables: perception of learning media (X1) and self-confidence (X2) as independent variables, and English speaking ability (Y) as the dependent variable. The research results are described by presenting the highest score, lowest score, standard deviation, mode, median, and data distribution.

Figure 3

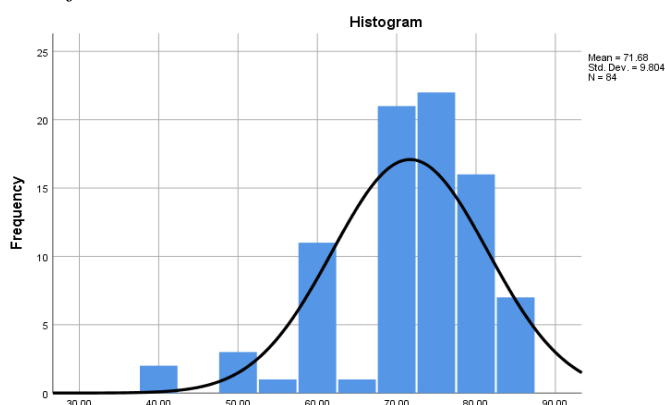
Histogram of Perception Variables on Learning Media



In Figure 3, it can be seen that the average score and the median are nearly the same, at 72.28 and 74, respectively. This indicates that the perception scores regarding learning media in this study are fairly representative. Furthermore, the number of scores above the average is greater than those below it, suggesting that more students have a high perception of learning media than those with a low perception. This is supported by the histogram in Figure 3, indicating that the distribution of the perception variable regarding learning media follows a normal distribution.

Figure 4

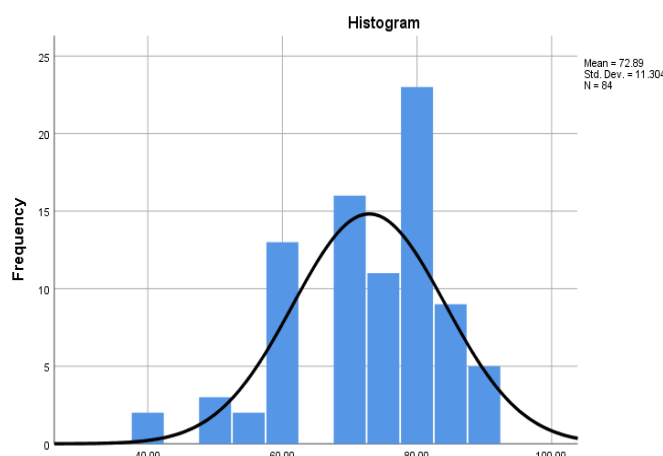
Histogram of Self-Confidence



In Figure 4, the data presented can be explained as follows: the average self-confidence score of the students is nearly equal to the median score, which are 71.67 and 74, respectively, with a standard deviation of 9.80, a minimum score of 40, and a maximum score of 86. The number of items in the self-confidence instrument is 25, with each item having a maximum score of 5 and a minimum score of 1.

From this description, it can also be seen that the mean and median scores are nearly the same 71.67 and 74 which indicates that the self-confidence score data in this study is fairly representative. Additionally, the number of scores above the average is greater than those below the average, indicating that there are more students with high self-confidence than those with low self-confidence. This is supported by Figure 4, which shows that the distribution of self-confidence scores follows a normal distribution.

Figure 5
Histogram of English Speaking Ability



From the description, it can also be seen that the mean and median scores are nearly the same 72.89 and 75, respectively. This indicates that the English speaking ability data in this study is fairly representative. Additionally, the number of scores above the average is greater than those below it, suggesting that more students have a high level of English speaking ability compared to those with lower ability. This is supported by Figure 5, indicating that the distribution of the English speaking ability variable follows a normal distribution.

The Influence of Perception of Learning Media (X1) on English-Speaking Ability (Y)

Based on the t-test, it can be concluded that there is an influence of perception of learning media (X1) on English-speaking ability (Y). This is indicated by a significance value (sig) of less than 0.05, which is 0.004, and a t-value of 2.989. The contribution of variable X1 to variable Y is 27%.

The Influence of Self-Confidence (X2) on English-Speaking Ability (Y)

Based on the t-test, it can be concluded that there is an influence of self-confidence (X2) on English-speaking ability (Y). This is indicated by a significance value (sig) of less than 0.05, which is 0.000, and a t-value of 4.347. The contribution of variable X2 to variable Y is 47.9%.

The Influence of Perception of Learning Media (X1) and Self-Confidence (X2) Together on English-Speaking Ability (Y)

The regression equation has met the required assumptions: the dependent variable follows a normal distribution, and the linearity test shows that the regression relationship between the dependent and independent variables is linear. Furthermore, the multicollinearity test indicates that there is no multicollinearity present.

From the data description and correlation analysis, a correlation coefficient of 0.568 and a coefficient of determination of 32.2% were obtained. After testing with SPSS, it was proven that the correlation coefficient is significant. This indicates that there is an influence of the

independent variables perception of learning media and self-confidence on the dependent variable, English-speaking ability.

From the regression coefficient significance test, also conducted using SPSS, it was found that the regression coefficient is significant, indicated by $\text{Sig} = 0.000 < 0.05$ and $F\text{-value} = 19.239$, meaning that there is a significant joint effect of the independent variables X1 (perception of learning media) and X2 (self-confidence) on the dependent variable Y (English-speaking ability).

The Influence of Perception of Learning Media (X1) on English-Speaking Ability (Y)

From the hypothesis test, it was found that $\text{Sig} = 0.004 < 0.05$ and $t\text{-value} = 2.989$, so H_0 is rejected, indicating a significant effect of the independent variable X1 (perception of learning media) on the dependent variable Y (English-speaking ability).

The results show that there is a significant effect of perception of learning media on English-speaking ability. For every 1-unit increase in perception of learning media, English-speaking ability increases by 0.283 units.

The Influence of Self-Confidence (X2) on English-Speaking Ability (Y)

From the hypothesis test, it was found that $\text{Sig} = 0.000 < 0.05$ and $t\text{-value} = 4.347$, so H_0 is rejected, indicating a significant effect of the independent variable X2 (self-confidence) on the dependent variable Y (English-speaking ability).

Based on the test results, it is shown that there is a significant influence of self-confidence on English-speaking ability. For every 1-unit increase in self-confidence, English-speaking ability increases by 0.479 units.

4. Conclusion

Based on the results of the analysis and discussion, the following conclusions can be drawn:

1. There is a significant simultaneous influence of students' perception of learning media and self-confidence on the English-speaking ability of junior high school students (SMP Negeri) in South Jakarta. This is evidenced by a significance value of $\text{Sig} = 0.000 < 0.05$ and an $F\text{-value} = 19.239$.
2. There is a significant partial influence of students' perception of learning media on their English-speaking ability, as indicated by a significance value of $\text{Sig} = 0.004 < 0.05$ and a $t\text{-value} = 2.989$.
3. There is a significant partial influence of self-confidence on students' English-speaking ability, as evidenced by a significance value of $\text{Sig} = 0.000 < 0.05$ and a $t\text{-value} = 4.347$.

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