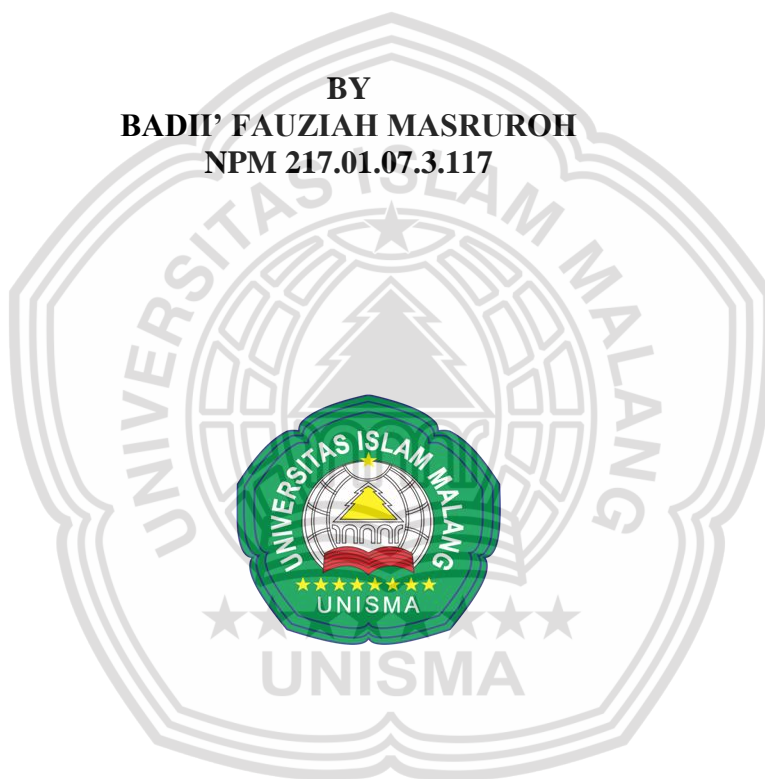**The Comparison of Self-Confidence Between Male and Female in Learning English in SMA Islam Nusantara Malang**

*SKRIPSI*

BY
**BADII' FAUZIAH MASRUROH**
**NPM 217.01.07.3.117**

**UNIVERSITY OF ISLAM MALANG**
**FACULTY OF TEACHER TRAINING AND EDUCATION**
**ENGLISH EDUCATION DEPARTMENT**
**2023**

The Comparison of Self-Confidence Between Male and Female in Learning
English in Sma Islam Nusantara Malang

*SKRIPSI*

**Presented to**

**Faculty of Teacher Training and Education**

**University of Islam Malang**

**in partial fulfillment of the requirements for the degree of**

***Sarjana* in English Language Education**

**BY**

**BADII' FAUZIAH MASRUROH**

**NPM 217.01.0.73117**

**UNIVERSITY OF ISLAM MALANG**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**ENGLISH EDUCATION DEPARTMENT**

**2023**

# ABSTRACT

**Masruroh,** Badii Fauziah. 2023. *Perbandingan Kepercayaan Diri antara Laki – laki dan Perempuan dalam Belajar Bahasa Inggris di SMA Islam Nusantara Malang*. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I: Dr. Muhammad Yunus, S.Pd. M.Pd; Pembimbing II: Eko Suhartoyo, S.Pd., M.Pd.

**Key word** : Kepercayaan Diri, Perempuan, Laki - laki, Belajar, Inggris


Belajar bahasa Inggris sangat penting di dunia global saat ini karena berfungsi sebagai sarana komunikasi antara orang-orang dari latar belakang bahasa yang berbeda. Namun demikian, terdapat disparitas kemampuan berbahasa Inggris di kalangan siswa sekolah menengah atas, yang terutama dipengaruhi oleh tingkat minat dan kepercayaan diri mereka dalam belajar. Rasa percaya diri berperan penting dalam memperlancar proses pembelajaran dan menyampaikan pendapat dengan percaya diri di kelas. Hal ini diperlukan dalam diri setiap individu karena dapat dijadikan bekal untuk mengatasi tantangan yang akan terjadi nantinya. Selain itu, perbedaan gender terlihat dalam berbagai aspek, termasuk gaya komunikasi dan prestasi akademik. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi pentingnya kepercayaan diri dalam belajar bahasa Inggris di kalangan siswa pria dan wanita, mengingat karakteristik unik dan prestasi akademik mereka.

Tujuan utama dari penelitian ini ada dua: pertama, untuk menyelidiki perbandingan kepercayaan diri antara siswa sekolah menengah laki-laki dan perempuan ketika belajar bahasa Inggris, dan kedua, untuk mengetahui sejauh mana perbedaan tingkat kepercayaan diri antara kedua jenis kelamin. Untuk mencapai tujuan ini, desain penelitian metode campuran diadopsi. Desain ini menggabungkan pendekatan kuantitatif dan kualitatif untuk memberikan pemahaman komprehensif tentang topik penelitian. Sampel berjumlah 25 siswa SMA Islam Nusantara Malang yang terdiri dari kelas 10, 11, dan 12 dipilih secara acak. Data dikumpulkan melalui angket tertutup dengan menggunakan skala Likert untuk mengukur tingkat kepercayaan diri, disertai dengan dokumentasi nilai mata pelajaran bahasa Inggris siswa dan wawancara untuk mendapatkan wawasan tentang pengalaman mereka di kelas. Data dianalisis dengan menggunakan software SPSS, menggunakan regresi linier dan uji F untuk menguji hubungan antara gender dan kepercayaan diri dalam belajar bahasa Inggris.

Temuan penelitian mengungkapkan perbedaan yang signifikan dalam kepercayaan diri antara siswa SMA laki-laki dan perempuan dalam belajar bahasa Inggris. Siswa perempuan menunjukkan tingkat kepercayaan diri yang lebih tinggi, sebanyak 58,4% masuk dalam kategori tinggi, sedangkan siswa laki-laki memiliki

tingkat kepercayaan diri sedang, sebanyak 83,4% berada pada kelompok ini. Analisis kuantitatif menggunakan regresi linier mengkonfirmasi adanya hubungan sebab akibat antara gender dan kepercayaan diri. Selain itu, analisis kualitatif memberikan pemahaman yang lebih mendalam tentang alasan di balik perbedaan ini, menyoroti dampak gaya komunikasi dan perbandingan sosial akademis. Temuan-temuan ini menggarisbawahi pentingnya mengadopsi beragam strategi pengajaran dan pembelajaran untuk memastikan kesempatan yang sama bagi siswa laki-laki dan perempuan dalam membangun kepercayaan diri mereka dalam belajar bahasa Inggris.

Penelitian ini menyoroti pentingnya kepercayaan diri dalam belajar bahasa Inggris dan korelasinya dengan perbedaan gender di kalangan siswa sekolah menengah. Temuan ini sebagian besar serupa dengan penelitian Mahmud (2018), yang menyatakan bahwa siswa perempuan umumnya menunjukkan tingkat kepercayaan diri yang lebih tinggi dibandingkan siswa laki-laki dalam konteks pembelajaran bahasa. Untuk mengatasi kesenjangan ini, pendidik harus fokus pada penciptaan lingkungan pembelajaran inklusif yang menumbuhkan rasa percaya diri pada semua siswa, tanpa memandang gender, sehingga mendorong penguasaan bahasa dan keterampilan komunikasi yang lebih efektif.
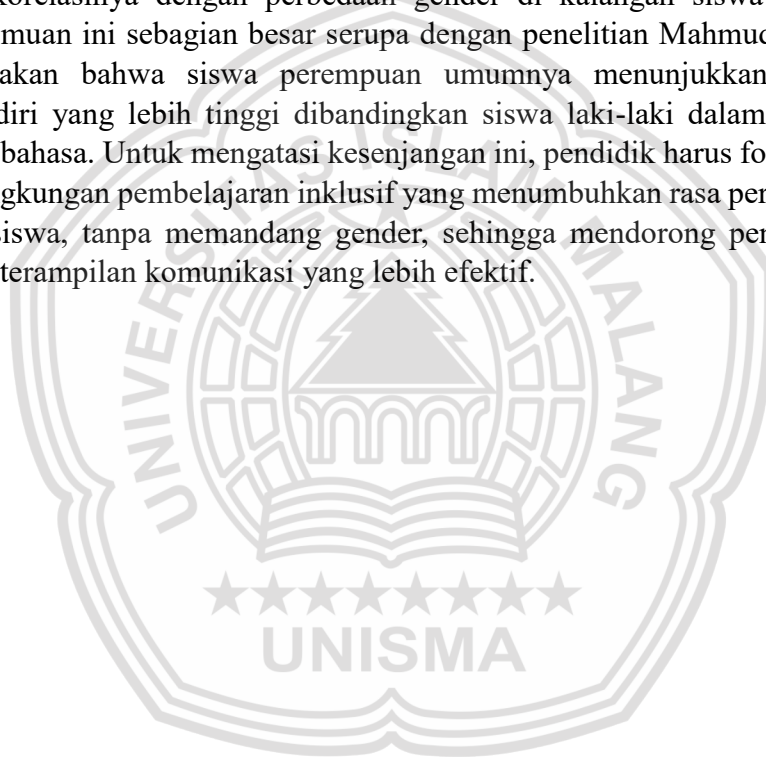
# ABSTRACT

**Masruroh,** Badii Fauziah. 2023. The Comparison of Self-confidence between Male and Female in Learning English in SMA Islam Nusantara Malang. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Muhammad Yunus, S.Pd. M.Pd; Advisor II: Eko Suhartoyo, S.Pd., M.Pd.


Key word : Self-confidence, Male, Female, Learning, English


Learning English is crucial in today's globalized world as it serves as a means of communication between people from diverse linguistic backgrounds. However, there exists a disparity in English language proficiency among high school students, primarily influenced by their level of interest and self-confidence in learning. Self-confidence plays a vital role in facilitating the learning process and expressing opinions confidently in the classroom. It is needed in every individual because it can be used as a provision to overcome the challenges that will occur later. Moreover, gender differences are observed in various aspects, including communication styles and academic performance. Therefore, this research aims to explore the significance of self-confidence in learning English among male and female students, considering their unique characteristics and academic achievements.

The main objectives of this research are twofold: firstly, to investigate the comparison of self-confidence between male and female high school students when learning English, and secondly, to determine the extent of difference in self-confidence levels between the two genders. To achieve these objectives, a mixed-method research design was adopted. This design combines both quantitative and qualitative approaches to provide a comprehensive understanding of the research topic. A sample of 25 students from SMA Islam Nusantara Malang, consisting of grades 10, 11, and 12, was randomly selected. Data was collected through a closed questionnaire using a Likert scale to measure self-confidence levels, along with documentation of students' English subject grades and interviews to gain insights into their experiences in the classroom. The data was analyzed using SPSS software, employing linear regression and the F-test to examine the relationship between gender and self-confidence in learning English.

The findings of the research revealed a significant difference in self-confidence between male and female high school students in learning English. Female students exhibited higher self-confidence levels, with 58.4% falling into the high category, while male students recorded a moderate level of self-confidence, with 83.4% in this group. The quantitative analysis using linear regression confirmed the existence of a causal relationship between gender and self-confidence. Furthermore, the qualitative analysis provided a deeper understanding of the reasons behind this difference, highlighting the impact of communication

styles and academic social comparisons. These findings underscore the importance of adopting diverse teaching and learning strategies to ensure equal opportunities for both male and female students in building their self-confidence in learning English.

This research sheds light on the significance of self-confidence in learning English and its correlation with gender differences among high school students. The findings are mainly similar to Mahmud's research (2018), in which female students generally display higher self-confidence levels compared to their male counterparts in the context of language learning. To address this disparity, educators should focus on creating inclusive learning environments that foster self-confidence in all students, irrespective of gender, thereby promoting more effective language acquisition and communication skills.

# CHAPTER I

# INTRODUCTION

This chapter presents about background of the study, research problem, objective of research, significance of research, scope and limitation of the research, and definition of key terms.

## 1.1 Background of the Study

Learning is the process of gaining information about a subject or skill through study, practice, or training (Sultra, 2020). It is possible to define learning as the process of acquiring information and experience through changes in behavior brought on by interactions between people and their environment. Students will easily understand the material being studied if they learn. Students who are unmotivated or simply do not study will find it difficult to adapt to the advancements in science and technology. How far students believe in information and learning, as well as other factors, are all connected to learning something (Rafiq, 2023). In learning, it is necessary to have an interaction process between learning participants in a learning environment to achieve the learning objectives. When interacting, students need confidence, which will help facilitate the learning process. In learning activities, of course, there are many subjects that must be studied by students, one of which is English. English is the most crucial foreign language for communication, and learning it has turned into a skill (Fandiño, 2019). English is one of the international languages which is used to communicate between

1

people around the world. English is spoken not only in the country where they were born, but also abroad and as a second language (Riadil, 2020).

At this time learning English is very important to learn, apart from being an International language. English is the language of choice for all types of communication and is crucial for communicating with others in every country, particularly in the sector of education (Lestari, 2020). Through English lessons in high school, students will be able to understand English. Apart from that, learning in Indonesia is still relatively poor, and learning strategies, especially English, are still needed (Ismiatun, 2018). However, english ability of students in senior high schools is still very low. This was influenced by the low interest of students in learning English (Ainia, 2020). The ability to communicate effectively is often a critical determinant of success with a diverse vocabulary playing a key role in enabling individuals to express their ideas convincingly and engage in meaningful discussions (Muryani and Yunus, 2024).

Self-confidence is one's emotional perception of oneself, students who have high self-confidence will easily express opinions in front of the class. However, students who have low self-confidence will feel anxious and afraid to express their opinions. Self-confidence plays a role to provide enthusiasm and motivation for individuals to be able to react appropriately to an event that will come (Selerang, 2023). Self-confidence is needed in every individual because it can be used as a provision to overcome the challenges that will occur later. Those who have self-confidence are usually easy to communicate with and very easy to get along with.

If a person has self-confidence, they will be able to do anything according to their goals (Selerang, 2023).

According to (Trimayati et al., 2023) based on the results of research by researchers at SMAN 1 Cerme found differences in self-confidence between male and female. In terms of learning, self-confidence is needed by every individual, including high school students. Self-confidence that is owned by male and female students can make these students bring out all the abilities they have. Self-confidence should be viewed as a student trait in which pupils have self-confidence that they can carry out various learning activities successfully inside or outside of the classroom (Akbari, 2020).

Male and female are generally considered to have the same position, but in everyday life they have a different position. It is not only personalities that differentiate but also biological and psychological influences on each other within them. The cause of differences in independence is because everyone has different readiness and abilities both physically, psychologically and intellectually. Male easily tend to ascribe their lack of enthusiasm for language learning to their difficulty or boredom or even their lack of ability. Conversely, female tend to feel anxious and study harder (Huang, 2023). There are distinctions between male and female roles, including how men and women move, speak, think, and make decisions. Even while these distinctions cannot be overcome, it must be admitted that humans cannot ignore these differences (Apriyanto, 2019).

The differences between male and female can also be seen when they carry out learning activities. According to Volchok (2018), many studies, but not all,

show that female show higher academic achievement than male. This can be seen during the learning process, female students who take part in the lesson look enthusiastic and master the material presented by the teacher during the learning process in the classroom. Meanwhile, most of the male students seemed less interested and they did not really master the material presented by the teacher in the lesson.

Even though some people see the same level of male and female, female and male have different levels of confidence when they do something. Female students tend to make higher academic social comparisons and lower academic comparisons than male students. It can be seen that there are studies which in terms of academics of female and male can also be different (Pulford & Woodwaed, 2018). The study's findings demonstrate that gender has a substantial impact on academic learning outcomes when male students outperform female pupils in terms of success scores (Sumarni et al., 2019).

Several research results reveal that a small proportion of adolescents have a high level of self-confidence, so it can be seen that the difference in self-confidence between male and female is very different. In terms of studying, male usually use more direct language while female often use many connotative speech patterns. Additionally, male are believed to be rational, logical, and tend to speak for longer periods of time and to interrupt more often than others female (Apriyanto, 2019). The limitations of this study may hinder the development of effective strategies to increase students' confidence in speaking English. In addition, the lack of research in this area can lead to an imbalance of knowledge and understanding about the

effect of self-confidence on students' ability to communicate effectively in English. research on students' self-confidence in learning English at SMA Islam Nusantara Malang can provide benefits and relevance in an academic context, namely in the student community. At SMA Islam Nusantara Malang may have a diverse student population with different language and cultural backgrounds. This research at SMA Islam Nusantara Malang can provide an understanding of individual differences in the level of self-confidence of students. This information can be used to develop learning strategies that are appropriate and in accordance with the needs of students in that environment. Overall, conducting research on students' self-confidence in learning English at SMA Islam Nusantara Malang provides an opportunity to understand the factors that influence students' self-confidence levels contextually. This research can contribute to theoretical and practical understanding of the importance of self-confidence in learning English and help develop strategies that are more effective in increasing students' self-confidence in educational environments.

Several previous studies with the same topic were done by the experts. The first study was carried out by Arafah (2021), entitled *"Perbedaan Self-Confidence Ditinjau dari Jenis Kelamin pada Mahasiswa Univeristas Islam Negeri Ar – Raniry Banda Aceh"*. This research investigates differences in self-confidence between male and female in students at UIN Ar-Raniry Banda Aceh. This research uses quantitative research with comparative methods. This research used random sampling and took 344 random students from a population consisting of 21,365 people. The data collection technique in this research uses a questionnaire.

Researchers gave a questionnaire to determine students' level of self-confidence. Based on the analysis data, the researchers showed that there was no difference in self-confidence in terms of gender among students at UIN Ar-Raniry Banda Aceh. This is evident from the average scores of male and female students which are not much different so that there is no significant difference between the self-confidence of male and female.

Another study was carried out by Trimayati et al (2023), entitled *"Perbedaan Tingkat Kepercayaan Diri Ditinjau dari Jenis Kelamin pada Siswa SMAN 1 Cerme"*. This research investigates differences in self-confidence between male and female in students at SMAN 1 Cerme. This research uses quantitative research. In this study, accidental sampling was used to determine the subjects, taking high school students with a total of 132 students consisting of 66 male and 66 female. The data collection technique in this research uses a questionnaire. Researchers gave a questionnaire to determine students' level of self-confidence. Based on analysis data, researchers show that there are significant differences in self-confidence between male and female.

There were several aspects that were not clearly described by the previous researchers. According to previous research conducted by Trimayati et al (2023), the researcher only examined self-confidence in children who were going to continue their schooling to the next level but not English language subjects. Furthermore, another gap was found in another previous study conducted by Arafah (2019), who studied self-confidence between male and female students but did not examine self-confidence at the high school level.

Researcher interested in examining the comparison of self-confidence between male and female in learning English. Because during the learning process, most students feel confident about their abilities. The researcher wants to know how confident male and female students are in learning English and what makes male and female students different in terms of confidence when learning English. So it can be concluded that there is difference between male and female in term of self confidence that affects to their learning achievement. From those explanations above, the researcher wants to know the significant comparison of self-confidence between female and male in learning English in SMA Islam Nusantara Malang.

## 1.2 Research Problem

Considering the background of the study, the researcher formulates the research question as follows :

a. Is there any significant correlation on self-confidence between male and female in learning English in SMA Islam Nusantara Malang?

b. To what extent do male and female differ in term of sel-confidece?

## 1.3 Purpose of the study

Based on the research problem stated above, the purpose of the study as follow:

a. To investigate the comparison of self-confidence between male and female students in learning English.

b. To find out how far the difference in self-confidence between male and female students.

## 1.4 Research Hypothesis

The hypothesis is formulated to answer the research problem. It can be said that male and female students have significant correlation self-confidence in learning English.

## 1.5 Scope and Limitation of the Study

In learning activities, students are required to be confident when learning whether they are told to make a presentation by the teacher or ask questions if they experience difficulties. Especially in English, it is often seen that students are not confident when the teaching and learning process begins. It can be seen when they are asked by the teacher to speak in front of the class or answer questions from the teacher. So that the researchers wanted to examine this in the SMA Islam Nusantara Malang.

## 1.6 Definition of Key Terms

In order to avoid misunderstanding or get the same perception of the terms used in the study. There are a few words that need to be specified in this research.

### 1.6.1 Comparison

Comparison has a meaning which compares two or more groups. In this study comparison is aimed at comparing the self-confidence of male and female students.

### 1.6.2 Self-confidence

Self-confidence in this research means an ability that can make students more capable of learning English.

1.6.3 Learning English

Learning english in this research is an activity carried out to produce changes in each student while learning vocabulary, writing, and do exercise.

**CHAPTER V**

**CONCLUSIONS AN SUGGESTIONS**

**5.1 Conclusion**

Based on the findings of this study, it was concluded that male and female students at SMA Islam Nusantara Malang had different levels of confidence in learning English. Based on these findings, it was possible to conclude that the self-confidence of female students learning English at SMA Islam Nusantara Malang was higher than male students in the moderate group. The difference in their self-confidence can be seen when they learn English in class, one of which is the difference in their courage to pronounce vocabulary in English. By trying bravely to pronounce it even though it is wrong, it can be said that they are confident in learning English

**5.2 Suggestion**

Some suggestions that researchers can make based on the results of the research and the conclusions that have been described are as follows:

1. The results of this study are expected to enrich and broaden knowledge in the field of education,

2. The teacher should use a variety of teaching or learning methods to ensure that there are no disparities in male and female students' confidence in learning English, with the goal of male students gaining confidence in learning English.

3. It is suggested that future research not only look at self-confidence but also other factors in order to acquire more accurate results.

# REFERENCES

Ainia, N. (2020). Students'interest in learning english of eleventh grade students sma negeri 1 sukodadi. *E-Link Journal*, *7*(2), 48-57.

Akbari, O., & Sahibzada, J. (2020). Students' self-confidence and its impacts on their learning process. *American International Journal of Social Science Research*, 5(1), 1-15.

Andayani, E. S. (2022). The importance of learning and knowing English in higher education in Indonesia. *Research and Development Journal Of Education*, 8(1), 372-379.

Ansyari, MF, & Rahmi, H. (2016). Perbandingan preferensi strategi pembelajaran bahasa siswa laki-laki dan perempuan. *Jurnal Indonesia Pengajaran Bahasa Inggris Terpadu, 2* (1), 71-87.

Aprilia, L. (2019). Gender differences in english learning style preferences among senior high school students. *English Education and Applied Linguistics Journal*, 2(2), 127-131.

Apriyanto, S. (2019). *Gender Strategies in Learning English*. Sulur Pustaka.

Ariyani, R. S., & Yosintha, R. (2022). The relationship between anxiety and self-confidence in english language learning. *Journal of English Education*, 7(1), 28-35.

Creswell. J. W. (2009). *Research design: Qualitative, quantitative, and mixed method approaches*. California: SAGE Publications, Inc.

Fandiño, F. G. E., Muñoz, L. D., & Velandia, A. J. S. (2019). Motivation and E-Learning English as a foreign language: A qualitative study. *Heliyon*, 5(9), e02394.

Hasan, H., Hanafi, M., & Sadapotto, A. (2020). Correlation between EFL learners self-confidence and speaking skill. *Majesty Journal*, 2(2), 48-56.

Huang, Z. (2023, March). Exploring gender differences in language learning. *In 2nd International Conference on Education, Language and Art (ICELA 2022)* (pp. 543-554).

Ismiatun, F. (2018). Designing model of learning strategy-based instruction for speaking skill. *Jurnal Inovasi Pendidikan*, 2(1).

Lestari, N. R. (2020). The relationship between student's interest in learning English and their speaking ability at Muq Langsa. *JADEs Journal of Academia in English Education*, 1(2), 1-12.

Mahmud, M. (2018). Perbedaan Gender dalam pengajaran bahasa Inggris. *Jurnal EFL Asia* , *20* (5), 290-294.

Mcpheat, Sean. (2010). *Personal Confidence and Motivation*. MTD Training : MTD Training & Ventus Publishing Aps.

Muryani, R. N., & Yunus, M. (2024). Students'digital vocabulary learning: experiences, barriers, and adaptive strategies exploration. *English Review: Journal of English Education*, *12*(1), 31-42.

Pulford, BD, Woodward, B., & Taylor, E. (2018). Apakah perbandingan sosial dalam lingkungan akademik berhubungan dengan gender dan kepercayaan diri akademik?. *Psikologi Sosial Pendidikan* , *21* (3), 677-690.

Rafiq, M., Hardiyanto, A., & Sumarno, S. (2023). An Analysis of Student Learning Style in Learning English in Sekolah Indonesia Kuala Lumpur, Malaysia. *VELES: Voices of English Language Education Society*, 7(1), 145-157.

Riadil, I. G. (2020). A qualitative study: investigating efl learners self-confidence to decrease the reticence in speaking ability. *ELTICS: Journal of English Language Teaching and English Linguistics,* 5(2).

Sari, R. S., & Dewi, M. P. (2021). The correlation between students' self confidence and their speaking skill at the twelfth grade of sman 2 bukittinggi. *ELTALL: English Language Teaching, Applied Linguistic and Literature*, 2(2), 56.

Selerang, E., Liando, N., & Andries, F. (2023). The correlation between students self-confidence and their speaking skills. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 2(2), 240-248.

Sudirman, A. M., Junaid, R., & Tamallo, I. I. (2020). The correlation between students' self-confidence and speaking performance. *LETS: Journal of Linguistics and English Teaching Studies*, *1*(2), 80-90.

Sugiyono, (2009). *Statistic for Research*. Bandung: Alfabeta press

Sultra, E. D., & Baharudin, B. (2020). Analysis of student's difficulties in learning English at SMA Negeri 1 Batauga. *English Education Journal*, 65-75.

Sumarni, S., & Rachmawaty, N. (2019). Gender differences in language learning strategies. *Ethical Lingua: Journal of Language Teaching and Literature*, 6(1), 13-22.

Suryabrata, S. (2000). Pengujian signifikansi hipotesis nol dalam penelitian psikologis. *Buletin Psikologi*, *8*(2).

Syafitri, A., Yundayani, A., & Kusumajati, W. K. (2019, November). Hubungan antara kepercayaan diri siswa terhadap kemampuan berbicara Bahasa Inggris. In *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara*.

Tragant, E., & Victori, M. (2012). Language learning strategies, course grades, and age in EFL secondary school learners. *Language Awareness*, *21*(3), 293-308.

Trimayati, R. H. et al. (2023). Perbandingan tingkat kepercayaan diri ditinjau dari jenis kelamin pada siswa sma negeri 1 cerme. *Psikosains: Jurnal Penelitian dan Pemikiran Psikologi*, 18(1), 42-48.

Unger, T. et al. (2020). International Society of Hypertension Global Hypertension Practice Guidelines. *Hypertension Journal*, 75(6),1334–1357.

Uno, H. B. 2011. Model Pembelajaran : *Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif.* Jakarta : Bumi Aksara.

Volchok, E. (2018). Differences in the performance of male and female students in partially online courses at a community college. *Community College Journal of Research and Practice*, *43* (12).

Wahyuni, S. (2013). Hubungan antara kepercayaan diri dengan kecemasan berbicara di depan umum pada mahasiswa psikologi. *Psikoborneo: Jurnal Ilmiah Psikologi*, *1*(4).

Yunus, M., Efendi, E., Ronald, R., Ubaidillah, M. F., & Lee, H. Y. (2023). Willingness to communicate in english: an interview study with indonesian vocational high school students. *Langkawi: Journal of The Association for Arabic and English*, 44-55.

Yuzulia, I. (2021). A study on students' motivation toward learning english language. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 9(1), 10-17.

Zuhairi, A., & Umamah, A. (2016). The Indonesian junior high school students' strategies in learning writing skill. *Arab World English Journal (AWEJ) Volume*, 7.