



## RESEARCH ARTICLE

# THE INFLUENCE OF PERCEPTION OF LEARNING METHOD AND STUDENTS' SELF-CONFIDENCE TOWARDS ENGLISH SPEAKING SKILL

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**Abstract:** The study aims to overview the influence of perception of learning method and students' self-confidence to improve English speaking skills at SMKN in Bogor Regency. Students' perceptions of teachers' less optimal implementation of learning method, as well as students' low self-confidence, show an influence on their English speaking skill. The research method used a multiple linear regression approach. The sample was 92 participants, and the instruments used were questionnaires and speaking test. The results of the hypothesis test indicate that there are significant influences of perceptions of learning method and students' self-confidence together on the improvement of English speaking skill, with a Sig value of  $0.001 < 0.05$ . Likewise, both perception of learning method and students' self-confidence individually shows a significant influence to improve English speaking skills, with Sig values of  $0.025 < 0.05$  and  $0.001 < 0.05$ . Teachers need to improve the optimal use of learning methods and foster students' self-confidence.

**Keywords:** Perception of learning method (PjBL); students' self-confidence; English speaking skill;

## PENGARUH PERSEPSI ATAS METODE PEMBELAJARAN DAN KEPERCAYAAN DIRI SISWA TERHADAP KETERAMPILAN BERBICARA BAHASA INGGRIS

**Abstrak:** Penelitian bertujuan memperoleh gambaran mengenai pengaruh persepsi atas metode pembelajaran dan kepercayaan diri siswa terhadap peningkatan keterampilan berbicara bahasa Inggris di SMKN Kabupaten Bogor. Persepsi siswa atas pelaksanaan metode pembelajaran yang belum maksimal oleh guru serta kepercayaan diri siswa yang masih rendah memperlihatkan pengaruh terhadap keterampilan berbicara bahasa Inggris. Metode penelitian yang digunakan adalah pendekatan studi regresi linier berganda. Sampel sebanyak 92 orang, Instrumen yang digunakan yaitu angket dan tes. Hasil uji hipotesis penelitian membuktikan bahwa terdapat pengaruh

yang signifikan persepsi atas metode pembelajaran dan kepercayaan diri siswa secara bersama-sama terhadap peningkatan keterampilan berbicara bahasa Inggris dengan nilai Sig = 0,001 < 0,05. Begitupun dengan metode pembelajaran dan kepercayaan diri siswa yang hasilnya terdapat pengaruh yang signifikan terhadap peningkatan keterampilan berbicara bahasa Inggris dengan nilai Sig = 0,025 < 0,05 dan nilai Sig = 0,001 < 0,05. Guru perlu meningkatkan penggunaan metode pembelajaran yang maksimal dan menggali kepercayaan diri siswa.

**Kata kunci:** Persepsi atas metode pembelajaran (PjBL); Kepercayaan diri siswa; Keterampilan berbicara bahasa Inggris;

## INTRODUCTION

Most of State Vocational High Schools (SMKN) under the Regional Education Office Branch 1 in Bogor Regency, West Java Province have implemented the *Merdeka Curriculum* as mandated by the Ministry of Primary and Secondary Education (*Kemendikdasmen*). Several programs routinely carried out in the field of English subjects by these public vocational schools include the Test of English as International Communication (TOEIC), as well as presentation skills competitions, storytelling, and debate competitions. All of these programs require students to actively use English as daily communication, enabling them to master the four English skills, especially speaking skills. Students are expected to speak English actively and think in English so that they develop critical and communicative thinking characteristics.

English is an essential communication tool that must be mastered in this era of globalization, both orally and written. It is important to learn English because it is the most widely used language in the world. There are four skill areas that individual must master when learning English: listening, speaking, reading, and writing. Speaking is a productive skill, which means that when we are speaking, we produce language orally. Widyastuti, A (2016) expressed that speaking skill is basically a process to manage and communicate the ideas or topics for the correct situation and contexts. It is in line with Mufidah (2017) that stated "Speaking is the act of expressing idea in the words, conversation, and discussion". Speaking skill is the art of oral communication to deliver ideas, messages, opinions with the aims of giving information, entertain or even influence the audience (Yulianto and Iryani, 2023). Various activities can be done to improve students' English speaking skills, such as watching foreign films in English, listening to songs, listening to English news broadcasts, or interacting directly with native speakers in tourist destinations or other public places. Reading books, magazines, or newspapers can also generate ideas to enhance English-speaking abilities. Nasir (2021) mentioned some elements that should be mastered by someone to improve speaking skill; 1) vocabulary; 2) pronunciation; 3) grammar; 4) accuracy; 5) fluency; 6) lexical resources.

Several factors influence students' English speaking skills, including limited space and time to practice due to inappropriate teaching methods selected by teachers, which often make learning feeling so monotonous. One of the methods used by teachers is project-based learning (PjBL). This method prepares students with the real based project of learning to be done that could increase their critical thinking and collaboration (Purmono and Ilyas, 2021). Meanwhile Latip and Supriatna (2022) said that PjBL is an innovative learning method based on project. Students are given the chances to access information, personal experiences and others sources to make the learning process developed and it's not such a thing to be controlled by teachers only. Nowadays, students are not only active but also proactive. Those students emphasize to adapting and creating which means that PjBL is

appropriate with the demands of students' needs in learning process. This method is students centred where they will do an investigation to a topic given so it will give them a meaningful experience. Then, moreover it will give the students the ability of facing the real world in actively. There are six steps of PjBL; 1) start with a big question; 2) design a plan for the project; 3) create a schedule; 4) monitor the students and the progress of the project; 5) assess the outcome; 6) evaluate the experience.

Students' low confidence levels in learning English, along with limited opportunities to practice speaking outside class hours, also significantly affect their speaking skills. Hulukati (2016) believed that self-confidence is a positive characteristic of human beings that could create to develop positive attitude and thinking for themselves or surroundings. Good self-confidence levels will create a more active, conducive, and well-directed classroom atmosphere, making the learning experience more enjoyable and successful. This is in line with Kuncoro (2021), someone could be easily succeded if he got the self-confidence of his own ability. Self-acceptance shows the feeling of happiness of someone reality. It means that self-confidence influences towards someone successful (Fitri *et al.*, 2018). The following are some steps how to improve self-confidence; 1) assess objectively to yourself; 2) self-rewards; 3) positive thinking; 4) self-affirmation; 5) dare to take risks; 6) grateful to everything.

To master speaking skills, students must receive stimuli that encourage them to speak English confidently. By using appropriate teaching methods, it is expected that the challenges students face in improving their speaking skills can be addressed. As students' speaking skills improve, their ability to communicate in English more actively will also increase, ultimately boosting their overall confidence in learning English. The roles of teachers, teaching methods, and students' confidence are crucial in understanding the influence of perceptions of teaching methods and self-confidence—individually and collectively—on the improvement of English speaking skills. These factors also help determine the impact of teaching method perceptions and students' self-confidence on their speaking abilities.

It is believed that the more effective learning method of PjBL used by teachers and the more of students' self-confidence will altogether improve speaking skill. But based on the explanation above and the reality that teachers' application of teaching methods and students' confidence remain suboptimal.

Based on the problem of students' perception of learning method and their self-confidence towards their speaking skill, there are three research questions guiding this research:

1. Are there any influences of perception of learning method and self-confidence of SMKN 1 Cibinong & 2 Cibinong students towards their English speaking skill?
2. Are there any influences of perception of learning method towards English speaking skill of SMKN 1 Cibinong and 2 Cibinong students?
3. Are there any influences of self-confidence of SMKN 1 Cibinong and 2 Cibinong students towards their English speaking skill?

That is why this survey research was conducted with the hope of providing benefits. For the researchers, it is expected to enhance teaching abilities; for teachers, it may help deepen their understanding of effective teaching methods in English education, particularly in improving speaking skills; and for students, it may help boost their confidence in speaking English. Ultimately, for schools and the Regional Education Office Branch 1 in Bogor Regency, West Java Province, this research is expected to serve as a reference and contribute positively to improving the quality of education.

## RESEARCH METHOD



Based on the calculations using the SPSS application, the results of the descriptive statistical analysis were obtained as presented in the following table:

**Table 1**  
Research Description Data

	Statistics			
	Learning Method (PjBL)	Self-confidence	English speaking skill	
N	Valid	92	92	92
	Missing	0	0	0
Mean	87.63	89.29	89.09	
Median	87.50	90.00	90.00	
Mode	86	95	96	
Std. Deviation	10.011	8.785	8.291	
Minimum	64	70	74	
Maximun	112	109	100	

Based on Table 1, the English speaking skills data show an average score of 89.09 with a standard deviation of 8.291, a minimum score of 74, and a maximum score of 100. The median score of 90.00 and the mode of 96 indicate that the students' English speaking skills are generally high, with data distribution that tends to be varied and normal.

Meanwhile, the students' perception scores of the PjBL learning method show an average score of 87.63, a standard deviation of 10.011, a minimum score of 64, a maximum score of 112, the median is 87.50 and mode is 86. Meanwhile, the mean and median are nearly the same, this indicates that the perception score data regarding the PjBL learning method in this study are fairly representative. The distribution of students' perception scores of the PjBL learning method can be seen in the histogram below:

For students' self-confidence, based on Table 1, the data show an average score of 89.92 with a standard deviation of 8.785, a median of 90.00, a minimum score of 70, and a maximum score of 109. The mean and the median are nearly the same, namely 89.29 and 90.00. This indicates that the self-confidence data obtained in this study are fairly representative.

Meanwhile, for testing the data requirements or data analysis requirement tests, the results were as follows. For the error normality test in Table 2, the significance values obtained using the Kolmogorov-Smirnov method were 0.200 for X1, 0.200 for X2, and 0.056 for Y, which are greater than 0.05. Thus, the residuals are normally distributed.

**Table 2**  
Recapitulation of normality test results

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Learning Method (PjBL)	,074	92	,200*	,991	92	,813
Self-confidence	,066	92	,200*	,988	92	,553
English speaking skill	,091	92	,056	,964	92	,012

\* This is a lower bound of the true significance

a. Lilliefors Significance Correction

The multicollinearity test shown in Table 3 indicates that the Variance Inflation Factor (VIF) values for both independent variables are 1.938, which are well below the maximum tolerance limit of 10. Thus, there is no indication of multicollinearity.

**Table 3**  
Results of multikolinearitas results

**Coefficients<sup>a</sup>**

Collinearity Statistics

Model		Tolerance	VIF
1	Learning Method (PjBL)	0,516	1,938
	Self-confidence	0,516	1,938

a. Dependent Variable: Keterampilan Berbicara Bahasa Inggris

Meanwhile, the regression linearity test presented in Table 4 shows that for the relationship between X1 and Y, the significance value obtained for the deviation from linearity is 0.268, which is greater than 0.05; therefore, the relationship is considered linear. Likewise, Table 5, which shows the relationship between X2 and Y, yields a significance value of 0.083, which exceeds 0.05. Thus, both relationships meet the linearity assumption and are appropriate for analysis using linear regression.

**Table 4**

Recapitulation of linearity test of the regression line of the relationship between variable  $X_1$  with Variabel Y

		ANOVA table					
			Sum of Squares	Df	Mean Square	F	Sig
English speaking skill * Learning Method (PjBL)	Between Groups	(Combined)	3800,281	37	102,71	2,259	,003
		Linearity	1836,988	1	1826,988	40,406	<,001
		Deviation from Linearity	1963,292	36	54,536	1,200	,268
	Within Groups		2455,024	54	45,463		
Total			6255,304	91			

**Table 5**

Recapitulation of linearity test of the regression line of the relationship between variable  $X_2$  with Variabel Y

		ANOVA table					
			Sum of Squares	Df	Mean Square	F	Sig
English speaking skill * Self-confidence	Between Groups	(Combined)	3952,913	32	123,529	3,165	<,001
		Linearity	2113,451	1	2113,451	54,158	<,001
		Deviation from Linearity	1839,461	31	59,337	1,521	,083
	Within Groups		2302,392	59	39,024		
Total			6255,304	91			

Based on the results of the data analysis requirement tests, the research hypothesis testing was then carried out, as shown in Tables 6, 7, and 8. Table 7 shows that there is a significant combined effect of students' perceptions of the learning method (PjBL) and their self-confidence on the improvement of English speaking skills. This is indicated by  $Sig = 0.001 < 0.05$  and  $F_{count} = 26.644 > F_{table} = 3.099$ . Furthermore, Table 8 indicates that students' perceptions of the learning method (PjBL) have a significant effect on the improvement of English speaking skills. This is shown by  $Sig = 0.025 < 0.05$  and  $t_{count} = 2.283 > t_{table} = 1.662$ . Table 8 also shows that students' self-confidence has a significant effect on the improvement of English speaking skills. This is evidenced by  $Sig = 0.001 < 0.05$  and  $t_{count} = 3.392 > t_{table} = 1.662$ .

**Table 6**

The correlation coefficient of the influence of variable  $X_1$  and  $X_2$  towards Variable Y

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,612 <sup>a</sup>	,375	,360	6,630

a. Predictors: (Constant), Self-confidence , Learning Method (PjBL)

b. Dependent Variable: English Speaking Skill

**Table 7**

Recapitulation of results of calculation of significance testing of regression coefficients of the influence of variable X<sub>1</sub> and X<sub>2</sub> with Variabel Y

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2342,680	2	1171,340	26,644	<,001 <sup>b</sup>
	Residual	3912,624	89	43,962		
	Total	6255,304	91			

a. Dependent Variable: English speaking skill

b. Predictors: (Constant), Self-confidence , Learning Method

**Table 8 Recapitulation of results of calculation of regression line equation of the effect of variable X<sub>1</sub> and X<sub>2</sub> towards variable Y**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	36,387	7,283		4,996	<,001
Learning Method (PjBL)	,221	.097	.267	2,283	.025
Self-confidence	,374	.110	.396	3,392	.001

a. Dependent Variable: Reading Comprehension

## Discussions

### 1. The Influence of Learning Method (PjBL) and Students' Self-confidence Together Towards Speaking Skill

The coefficient for the perception of learning method and students' self-confidence is 0,375 (shown by the table of model summary). It indicates that the contribution of independent variables: perception of learning method (PjBL) and students' self-confidence altogether towards the dependet variable: english speaking skill is about 37,5% and the other factor determines the rest (about 62,5%).

Based on the data description, after conducting a regression analysis, the regression equation obtained is:

$$\text{Regression line} = 36.387 + 0.221 X_1 + 0.374 X_2$$

The constant value of 36.387 indicates that when PjBL method and students' self-confidence are at their lowest level (equal to 0), English speaking skills are predicted to be positive.

Meanwhile, the regression coefficients of 0.221 and 0.374 indicate that the independent variables  $X_1$  (the learning method, PjBL) and  $X_2$  (students' self-confidence) simultaneously have a positive influence on the dependent variable Y (English speaking skills).

This indicates that both students' perceptions of PjBL method and their self-confidence play important roles in achieving English speaking skills. This finding is in line with the findings of Septyarini P.A. and Budiarta (2019), which showed that there is a significant effect on students' English speaking skills through the PjBL method and high student self-confidence. The higher the understanding students gain through the PjBL method, combined with higher self-confidence, the greater the improvement in their English speaking skills.

Based on this explanation, it can be concluded that perceptions of the learning method (PjBL) method and students' self-confidence significantly contribute to English speaking skills. The combination of positive perceptions of the PjBL method and strong self-confidence can serve as an effective strategy to produce the students to be more competent and fluently and generate a positive impact on their English speaking skills.

## **2. The Influence of Learning Method (PjBL) Towards Speaking Skill**

Based on table 8, it can be seen that the significance value (Sig) = 0.025 < 0.05 and t-calculated = 2.283 > t-table = 1.662. Therefore,  $H_0$  is rejected, which means that there is a significant influence of the independent variable, the PjBL method ( $X_1$ ), on the dependent variable, English speaking skills (Y).

Based on the results of the regression test, it can be concluded that there is a significant effect of the independent variable  $X_1$  (PjBL) method) on the dependent variable Y (English speaking skills).

This result supports the point of view of Tariga Nadifa and Efrizah Doni (2023), who state that by providing students with challenging and authentic speaking projects, they become more engaged and actively involved in the learning process. Students are able to see a direct connection between what they learn and the real world.

In project-based learning activities, students are required to actively collaborate in teams, which helps them develop their communication skills to express ideas, thoughts, and opinions. Therefore, it can be concluded that the PjBL method is a highly significant factor in improving English speaking skills and serves as an effort to strengthen students' perceptions of the PjBL method, which can become a strategic step to enhance the quality of learning.

## **3. The Influence of Students' Self-confidence Jointly Towards Speaking Skill**

Based on table 8, it can be seen that the significance value (Sig) = 0.001 < 0.05 and t-calculated = 3.392 > t-table = 1.662. Therefore,  $H_0$  is rejected, which means that there is a significant effect of the independent variable  $X_2$  (students' self-confidence) on the dependent variable Y (English speaking skills).

It can be concluded that the independent variable  $X_2$  (students' self-confidence) has a significant influence on the dependent variable Y (English speaking skills). Students with high self-confidence are able to express their opinions or ideas more effectively and engagingly. This aligns with the view of Kuncoro *et al.* (2021), who stated that students' self-confidence has an influence on English speaking skills. To become proficient in speaking English, students need to

have high self-confidence during the learning process, as this fosters their enthusiasm and helps develop their speaking skills.

High self-confidence in students contributes to their ability to think innovatively and creatively, enabling them to express opinions or ideas and thereby increasing their engagement in the learning process. Therefore, students should cultivate strong self-confidence to support their communication skills.

Thus, it can be concluded that  $X_2$  (students self-confidence) has a significant effect on Y (English speaking skills). Improving students' self-confidence not only supports their individual progress but also directly contributes to and positively impacts the quality of learning and students' learning outcomes.

## CONCLUSIONS

The results of the study indicate that:

1. There is a significant combined influence of students' perceptions of the Project-Based Learning (PjBL) method and their self-confidence on the improvement of students' English speaking skills. This is evidenced by  $\text{Sig} = 0.001 < 0.05$  and  $F_{\text{count}} = 26.644 > F_{\text{table}} = 3.099$ .
2. Students' perceptions of the Project-Based Learning (PjBL) method have a significant influence on the improvement of students' English speaking skills. This is evidenced by  $\text{Sig} = 0.025 < 0.05$  and  $t_{\text{count}} = 2.283 > t_{\text{table}} = 1.662$ .
3. Students' self-confidence has a significant effect on the improvement of students' English speaking skills. This is evidenced by  $\text{Sig} = 0.001 < 0.05$  and  $t_{\text{count}} = 3.392 > t_{\text{table}} = 1.662$ .

Based on these findings, it is expected that teachers can develop relevant and engaging projects that motivate students to actively communicate in English, such as project presentations or real-life situation simulations. Schools need to implement programs that enhance students' self-confidence and provide training related to the teaching method. Consistent application in the classroom by schools, teachers, and students can create a supportive and inclusive learning environment, where students are motivated to take risks in speaking English. Regular evaluations and constructive feedback can help students feel more confident and motivated to continue learning.

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