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The Correlation Between Students' Affective Factors And Speaking Ability at SMP IT Tahfizh Al Ikram Bengkalis In The Academic Year of 2024/2025

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Abstract: *This research is motivated by the low English speaking ability of students at SMP IT Tahfizh Al Ikram Bengkalis, which hinders their participation in academic activities such as discussions and presentations. Considering the importance of affective factors—namely self-confidence, motivation, and anxiety—in the language acquisition process, this study aims to analyze the relationship between these factors and students' speaking ability. The method used is quantitative with a correlational design, involving 42 eighth-grade students selected through a purposive sampling technique. The research instruments were a standardized questionnaire and a speaking test. The results showed that there was no statistically significant relationship between students' affective factors and speaking ability, even though students' motivation and confidence were at a high level. Based on these results, it is recommended that educators prioritize efforts to reduce speaking anxiety by creating a supportive learning environment and using a variety of speaking activities. Future research is recommended to explore other variables such as linguistic competence, learning strategies, and exposure to English outside the classroom to find stronger predictive factors for speaking ability.*

PENDAHULUAN

English speaking skills are widely regarded as one of the most essential aspects of language learning because they reflect learners' ability to use the language in real-life contexts and serve as the main tool for exchanging ideas, building relationships, and preparing for global opportunities (Nematov et al., 2022; Gomez, 2022). Mastering speaking skills enhances not only students' academic performance but also their self-confidence, interpersonal communication, and career readiness (Rao, 2019). However, despite its importance, many learners face serious challenges in acquiring this skill due to both linguistic and non-linguistic factors. Linguistic difficulties often include limited vocabulary, poor pronunciation, grammatical errors, and lack of fluency (Franscy & Ramli, 2022; Alesaifer & Alshareef, 2018), while non-linguistic problems such as low self-confidence, anxiety, fear of making mistakes, and lack of motivation frequently discourage

students from participating in speaking activities (Wulandari et al., 2021). Moreover, external influences such as teacher-centered methods, limited practice opportunities, and classroom dynamics further hinder students' progress (Fajaryani et al., 2023). These challenges demonstrate the need to address not only technical aspects of language learning but also affective variables, which play a central role in shaping learners' performance. According to Krashen's (1982) affective filter hypothesis, negative emotions such as anxiety block language acquisition, whereas positive emotions like motivation and confidence enhance learning outcomes.

Motivation, whether intrinsic or extrinsic, is a driving force that sustains learners' persistence and engagement in language learning (Zhong, 2024; Asiri, 2023), while self-confidence enables students to take risks, express ideas, and reduce hesitation during speaking tasks (Wijaya, 2024). In contrast, foreign language anxiety (FLA) remains a critical obstacle, often linked to fear of mistakes, negative peer judgment, and performance pressure, which can severely limit fluency and participation (Viktorivna, 2024; Lin, 2024). Numerous empirical studies confirm the significant impact of affective factors: Almadani (2024) reported a positive correlation between self-confidence and speaking performance, while Sudirman et al. (2020) found no such correlation, highlighting that results vary across contexts; similarly, research by Istianti (2013), Putra et al. (2017), and Maulana et al. (2019) demonstrated that motivation contributes to improved speaking skills, though the strength of the relationship differs. Studies in international settings, such as those conducted by Alrasheedi (2020), Santiwatthanasiri (2018), and Anwari (2019), also show that shyness, peer pressure, and anxiety are common affective barriers limiting learners' oral communication.

In the Indonesian context, particularly at SMP IT Tahfizh Al Ikram Bengkalis, English speaking is a crucial component of the curriculum intended to prepare students for academic and real-world applications, yet many still struggle to achieve fluency and confidence in speaking. Teachers report that even students with adequate grammatical knowledge often hesitate to speak due to psychological barriers, including fear of making mistakes, anxiety about peer judgment, and low self-confidence (Umisara, Faridi, & Yulianto, 2021; Riyadi, 2019). Students frequently display nervousness, hesitation, or even physical symptoms such as sweating and trembling during oral activities, which confirms the strong influence of affective factors on their performance (Tridinanti, 2018). The persistence of teacher-centered methods that emphasize written assessments over oral communication (Widoyoko, 2019) further limits students' opportunities to practice, while innovative approaches such as Student Facilitator and Explaining (Syach, Sugandi, & Putra, 2020), collaborative learning, or video blogging (Degeng & Degeng, 2018) are still underutilized. Environmental influences, particularly family and community support, also shape students' willingness to speak, with learners who receive encouragement at home generally performing better than those who do not (Umisara, Faridi, & Yulianto, 2021). These conditions highlight the urgent need to examine affective factors—motivation, self-confidence, and anxiety—not in isolation but as an interconnected set of variables that jointly determine students' speaking ability.

Most existing studies either focus on one factor or examine older learners at the university or senior high school level, leaving a gap in understanding the affective experiences of junior high school students in Indonesia. Therefore, this study, conducted at SMP IT Tahfizh Al Ikram Bengkalis, aims to address that gap by exploring how multiple affective factors influence speaking ability in a unique cultural and religious context. Findings from this research are expected to provide valuable pedagogical implications for teachers in designing more supportive and engaging learning strategies, reducing students' anxiety, boosting their confidence, and motivating them to speak, ultimately enhancing their English proficiency and preparing them to

communicate effectively in real-life situations.

LANDASAN TEORI

Definition of Affective Factors

Affective factors refer to the emotional and attitudinal components that significantly influence an individual's learning process, especially in acquiring and developing skills like speaking. These factors encompass personal feelings, attitudes, emotions, and values, which shape one's motivation, confidence, and overall engagement in learning activities. According to Taurik and Mashudi (2022), the affective domain pertains to aspects related to attitudes and values, including behavioral traits such as feelings, interests, emotions, and attitudes. This perspective highlights the role of affective components in shaping a learner's approach to communication and interaction.

Self-confidence

Self-confidence is a psychological and social phenomenon where an individual evaluates their competence and self-worth based on a set of values (Nurdin & Jaya, 2023). It plays a pivotal role in both cognitive and affective activities, as no task can be performed effectively without a certain degree of confidence or belief in one's ability to succeed. To develop a mature understanding of the world, individuals must first know themselves, accept themselves, and reflect on their interactions with others.

Self-confidence can be classified into three levels: global self-esteem, situational self-esteem, and task self-esteem. Global self-esteem is relatively stable and refers to an individual's general evaluation of themselves over time across varied situations. Situational self-esteem, also known as specific self-esteem, pertains to how one evaluates themselves in different contexts such as work, education, or family. Task self-esteem is tied to specific activities and reflects one's confidence in performing particular tasks, such as speaking, writing, or engaging in class activities (Nurdin & Jaya, 2023).

Motivation

Motivation is the vital factor influencing students in their learning processes and performances. Defined as the force that gives energy to behave in one way or another, it has two major types: intrinsic and extrinsic. Both become very vital in shaping the manner of learners' engagement, persistence, and accomplishment in the process of language learning. Lutfi and Winata (2020) stated that motivation in psychology can be regarded as the internal process that mobilizes individuals to behave in certain ways so as to satisfy their needs.

Anxiety

Anxiety is widely recognized as one of the most significant emotional barriers in language learning. It is associated with negative emotional experiences, including tension, sadness, and unease, which can greatly hinder a student's ability to learn a new language effectively. In the context of foreign language acquisition, anxiety often refers to the fear and apprehension students feel when required to communicate in a language that is not their own. This apprehension can arise from various factors, including linguistic challenges, psychological struggles, and social pressures, all of which collectively impact students' speaking abilities.

Definition of Speaking

Speaking is one of the four primary language skills, alongside reading, writing, and listening. It serves as a crucial means through which individuals communicate with others to achieve specific goals, express their thoughts, or share their viewpoints. According to Torky (2006), speaking enables learners to convey their opinions, intentions, hopes, and ideas effectively, making it a fundamental component of communication. The ability to speak allows learners to engage in meaningful interactions, both socially and professionally.

Speaking is often regarded as a productive skill because it involves the use of utterances to communicate and express meaning to others. Safitri and Misdi (2021) describe speaking as a skill that facilitates interpersonal communication, enabling learners to convey ideas and engage with others in meaningful exchanges. This interactive nature of speaking underscores its importance in building connections and fostering understanding among individuals. Moreover, speaking holds a significant role in professional and daily life. Nimasari, Mufanti, and Gestanti (2016) emphasize that oral communication skills rank among the most valued competencies by employers. Their study reveals that speaking is essential for those aspiring to excel in their careers, as it equips individuals with the ability to articulate ideas clearly and confidently. This underscores the practical importance of speaking as a tool for success in various fields.

METODE PENELITIAN

Research Method

This study employed a **quantitative research approach with a correlational design** to investigate the relationship between affective factors—motivation, self-confidence, and anxiety—and students' English speaking ability. Quantitative research is appropriate because it allows for the measurement of variables using numerical data and statistical analysis, providing objective evidence of whether a significant correlation exists. A correlational design was chosen as it is suitable for examining associations between variables without experimental manipulation, which is particularly relevant in educational contexts (Creswell, 2018; Sugiyono, 2013).

The research was conducted at **SMP IT Tahfizh Al Ikram Bengkalis** over a three-month period, from January to March 2025. This school was selected because of its strong emphasis on English language learning and the availability of students with diverse academic abilities, providing a representative sample for the study. The population consisted of **152 students** across grades VII, VIII, and IX. From this population, a total of **42 students** from classes VIII A (27 students) and VIII B (15 students) were chosen as the sample using a **purposive sampling technique**. The selection criteria included consistent attendance in English classes, active participation in speaking activities, and willingness to be part of the study. This ensured that the sample represented students who had sufficient exposure to English instruction and speaking practice.

The study involved two types of variables: **independent variables** and a **dependent variable**. The independent variables were the affective factors:

1. **Motivation**, which refers to the internal or external drive that encourages students to learn and improve their speaking skills.
2. **Self-confidence**, defined as the learners' belief in their ability to speak English effectively.
3. **Anxiety**, which refers to feelings of nervousness, fear, or hesitation that hinder students' performance in speaking tasks.

The dependent variable was **students' speaking ability**, which was measured through performance in oral communication tasks.

To collect data, the researcher used **standardized questionnaires** and a **speaking test**. The self-confidence questionnaire was adapted from Finch (2004) and consisted of 20 Likert-scale items. The motivation questionnaire was adapted from Gardner's **Attitude/Motivation Test Battery (AMTB)**, with 30 items covering intrinsic and extrinsic motivation, modified to suit the context of junior high school students in Indonesia. The anxiety questionnaire was adapted from Horwitz et al. (1986) and Mahmoodzadeh (2012), with 18 items addressing interlanguage phonology, grammar, and meaning. In addition, a **speaking performance test** was conducted, where students were asked to engage in conversational exchanges. Their performance was evaluated by two raters using a rubric that assessed **pronunciation, vocabulary, fluency, and grammar**, with scores ranging from 1 (poor) to 5 (excellent).

To ensure the quality of the instruments, **validity and reliability testing** was carried out. Validity was examined using the **Pearson Product Moment correlation**, ensuring that each questionnaire item accurately measured the intended variable. Reliability was tested using **Cronbach's Alpha**, with a coefficient value of ≥0.60 considered acceptable for internal consistency. Items that reduced reliability were revised or removed.

Data analysis involved two main stages: **descriptive statistics** and **inferential statistics**. Descriptive statistics provided a summary of the data through mean, standard deviation, frequency distribution, and score ranges, allowing the researcher to classify students' speaking ability and affective factor levels into categories (very high, high, fair, poor, very poor). Inferential analysis was conducted using **multiple linear regression** to determine the extent to which motivation, self-confidence, and anxiety influenced students' speaking ability. Prior to regression, classical assumption tests were applied, including normality, heteroskedasticity, multicollinearity, and autocorrelation tests, to ensure the accuracy of results. Finally, hypothesis testing was conducted using the **t-test** (to examine the effect of each independent variable), the **F-test** (to test the overall model), and the **coefficient of determination (R^2)**, which measured how much variance in speaking ability was explained by the affective factors.

In summary, this research method provided a structured, objective, and reliable approach to examining the correlation between affective factors and speaking ability. By combining validated questionnaires, standardized speaking assessments, and rigorous statistical analysis, the study ensured that its findings would contribute meaningfully to understanding the role of motivation, self-confidence, and anxiety in English language learning at the junior high school level.

HASIL DAN PEMBAHASAN

Finding

This research was studying about the correlation of the affective factors and students' speaking ability at SMP IT Tahfizh Al Ikram Bengkalis in the Academic Year of 2024/2025. The analysis involved 42 participants, focusing on variables such as motivation, self-confidence, anxiety, and speaking ability across two tests. The purpose of this chapter is to answer the research question: is there any correlation between students' affective factors and Speaking Ability at SMP IT Tahfizh Al Ikram Bengkalis in the Academic Year of 2024/2025? The questionnaire and speaking test have been distributed to students in the classroom.

After distributing the questionnaires and the test, the researcher tabulated and calculated

the questionnaire and test scores. After that, the researcher processed the data through the SPSS version 21 program. Next, the researcher presented the data using descriptive statistical techniques and multiple linear correlations. The researcher used mean and standard deviation to calculate the number of students on each question scale while the correlation used two independent variables (students' speaking ability) and three dependent variables (students' anxiety, motivation, and self-confidence) to determine whether there was a correlation between one variable and another. Therefore, the research questions were answered based on the data that the researcher obtained from the questionnaires and Speaking test.

There are 42 students given a situational "giving and asking information" conversation about "You Meet Your Friend in The Classroom and Then You Ask Him/ Her About What Did You Do Last Night?". To summarize the students' score, it can be seen in the following table:

Table 4. 1 Class VII Students' Speaking Ability

	N	Minimum	Maximum	Mean	Std. Deviation
Pronunciation	42	70	91	81.90	5.699
Grammar	42	74	95	83.00	5.419
Vocabulary	42	71	95	80.60	6.161
Fluency	42	72	92	81.71	6.038
Score	42	303	352	327.21	11.734
Valid N (listwise)	42				

The analysis of speaking ability in table 4.1 reveals that the students performed relatively well across all assessed components: pronunciation, grammar, vocabulary, and fluency. The mean scores indicate that grammar is the strongest area, with an average score of 83.00, while vocabulary is the weakest, averaging 80.60. The total speaking score has a mean of 327.21, with a standard deviation of 11.734, indicating that most students performed consistently within a similar range.

The reliability analysis using Cronbach's Alpha, however, suggests that the internal consistency of these components is relatively low, particularly with grammar showing the weakest correlation with the overall scale as seen in table 4.2. This suggests that while students' grammar scores are high, this component may not be as strongly aligned with other aspects of speaking ability.

Table 4. 2 Reliability of the Speaking Test

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Pronunciation	572.52	416.012	.440	.559
Grammar	571.43	479.031	.178	.653
Vocabulary	573.83	452.045	.232	.637
Fluency	572.71	441.380	.287	.616
Score	327.21	137.685	1.000	.014

Class VII Students' Anxiety factor in Speaking at SMP IT Tahfizh Al Ikram Bengkalis in the Academic Year of 2024/2025

In the Class VII students' anxiety factor, there are 18 statement items. To summarize the respondents' perceptions, it can be seen clearly in the following table:

Table 4. 3 Class VII Students' Anxiety Factor in Speaking

	N	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Item1	42	2	5	157	3.74	.137
Item2	42	1	5	151	3.60	.205
Item3	42	1	5	134	3.19	.205
Item4	42	1	5	120	2.86	.206
Item5	42	1	5	126	3.00	.199
Item6	42	1	5	131	3.12	.171
Item7	42	1	5	152	3.62	.196
Item8	42	1	5	115	2.74	.196
Item9	42	1	5	122	2.90	.170
Item10	42	1	5	156	3.71	.194
Item11	42	1	5	113	2.69	.172
Item12	42	2	5	137	3.26	.164
Item13	42	1	5	123	2.93	.165
Item14	42	1	5	130	3.10	.212
Item15	42	1	5	119	2.83	.183
Item16	42	1	5	127	3.02	.214
Item17	42	1	5	127	3.02	.197
Item18	42	1	5	126	3.00	.187
TOTAL	42	39	78	2366	56.33	1.364
Valid N (listwise)	42					

The results shown in table 4.3 suggest moderate levels among the participants, with mean scores ranging from 2.69 to 3.74 across different items. The total anxiety score has a mean of 56.33, with a standard deviation of 1.364, indicating a relatively narrow distribution of scores. And for the reliability test can be seen in the following table:

Table 4. 4 Reliability Test of Class VII Students' Anxiety Factor in Speaking

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Item1	.298	42	.000	.800	42	.000
Item2	.287	42	.000	.821	42	.000
Item3	.172	42	.003	.892	42	.001
Item4	.192	42	.000	.896	42	.001
Item5	.167	42	.005	.909	42	.003
Item6	.177	42	.002	.910	42	.003
Item7	.195	42	.000	.871	42	.000
Item8	.219	42	.000	.898	42	.001
Item9	.249	42	.000	.897	42	.001

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Item10	.204	42	.000	.858	42	.000
Item11	.205	42	.000	.903	42	.002
Item12	.217	42	.000	.859	42	.000
Item13	.259	42	.000	.884	42	.000
Item14	.245	42	.000	.873	42	.000
Item15	.235	42	.000	.891	42	.001
Item16	.197	42	.000	.879	42	.000
Item17	.222	42	.000	.878	42	.000
Item18	.190	42	.001	.913	42	.004
TOTAL	**.084**	**42**	**.200***	**.987**	**42**	**.894**

To determine whether the data distribution for the anxiety factor items was appropriate for parametric analysis, a normality test was conducted using both the Kolmogorov-Smirnov and Shapiro-Wilk tests. These tests were applied to each individual item (Item 1 to Item 18) that constituted the anxiety scale as well as to the total anxiety score.

Class VII Students' Motivation Factor in Speaking at SMP IT Tahfizh Al Ikram Bengkalis in the Academic Year of 2024/2025

In the Class VII students' motivation factor, there are 30 statement items. To summarize the respondents' perceptions, it can be seen clearly in the following table:

Table 4. 5 Students' Motivation Factor in Speaking

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Item1	42	4	5	169	4.02	.154
Item2	42	5	5	210	5.00	.000
Item3	42	1	5	194	4.62	1.188
Item4	42	4	5	203	4.83	.377
Item5	42	4	5	208	4.95	.216
Item6	42	4	5	179	4.26	.445
Item7	42	3	5	160	3.81	.505
Item8	42	3	5	189	4.50	.804
Item9	42	1	5	194	4.62	.731
Item10	42	1	5	53	1.26	.964
Item11	42	4	5	205	4.88	.328
Item12	42	4	5	207	4.93	.261
Item13	42	4	5	208	4.95	.216
Item14	42	3	5	166	3.95	.379
Item15	42	4	5	171	4.07	.261
Item16	42	2	5	180	4.29	1.132
Item17	42	3	5	171	4.07	.513
Item18	42	3	5	166	3.95	.379
Item19	42	2	5	154	3.67	.846
Item20	42	2	5	191	4.55	.739
Item21	42	4	5	182	4.33	.477
Item22	42	2	5	182	4.33	1.183

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Item23	42	1	5	197	4.69	.975
Item24	42	1	5	205	4.88	.633
Item25	42	2	5	204	4.86	.647
Item26	42	1	5	198	4.71	.805
Item27	42	3	5	130	3.10	.370
Item28	42	2	5	206	4.90	.484
Item29	42	2	3	125	2.98	.154
Item30	42	2	5	172	4.10	.484
Total	42	106	134	5379	128.07	5.891
Valid N (listwise)	**42**					

In table 4.5 presents descriptive statistics on students' responses to 30 different questionnaire items (labelled as Item1 to Item30). Each question was answered by all 42 students, indicating full participation. The minimum scores for the items range between 1 and 4, while the maximum scores consistently reach 5. This suggests that while some students rated certain questions with the lowest possible scores, the highest rating was still attainable for all items. The mean scores range from 2.98 (Item29) to 4.95 (Item5 & Item12), showing that some aspects of speaking motivation received stronger agreement than others. Higher mean scores suggest that students generally feel motivated in those aspects, whereas lower mean scores indicate areas where motivation may be weaker.

Table 4. 6 Reliability Test of Class VII Students' Motivation Factor in Speaking

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	**Sig.**
Item1	.538	42	.000	.142	42	.000
Item3	.530	42	.000	.335	42	.000
Item4	.504	42	.000	.451	42	.000
Item5	.540	42	.000	.222	42	.000
Item6	.460	42	.000	.549	42	.000
Item7	.409	42	.000	.674	42	.000
Item8	.423	42	.000	.619	42	.000
Item9	.389	42	.000	.529	42	.000
Item10	.536	42	.000	.289	42	.000
Item11	.523	42	.000	.379	42	.000
Item12	.537	42	.000	.284	42	.000
Item13	.540	42	.000	.222	42	.000
Item14	.455	42	.000	.520	42	.000
Item15	.537	42	.000	.284	42	.000
Item16	.379	42	.000	.641	42	.000
Item17	.389	42	.000	.687	42	.000
Item18	.455	42	.000	.520	42	.000
Item19	.463	42	.000	.595	42	.000
Item20	.373	42	.000	.618	42	.000
Item21	.424	42	.000	.595	42	.000

Item22	.428	42	.000	.573	42	.000
Item23	.506	42	.000	.355	42	.000
Item24	.527	42	.000	.191	42	.000
Item25	.540	42	.000	.222	42	.000
Item26	.496	42	.000	.413	42	.000
Item27	.530	42	.000	.283	42	.000
Item28	.530	42	.000	.202	42	.000
Item29	.538	42	.000	.142	42	.000
Item30	.435	42	.000	.508	42	.000
Total	**.214**	**42**	**.000**	**.820**	**42**	**.000**

The table 4.6 presents the results of the Tests of Normality for motivation factor data using the Kolmogorov-Smirnov and Shapiro-Wilk tests. For the Kolmogorov-Smirnov test, all items (Item1 to Item30) show significance values (Sig.) of .000, indicating that the null hypothesis of normality is rejected. This suggests that the data does not follow a normal distribution. The statistics for individual items range from .373 (Item20) to .540 (Item5, Item13, Item25), further confirming deviations from normality across all questionnaire items. The total score also has a Kolmogorov-Smirnov statistic of .214 with a significance value of .000, reinforcing the conclusion that the data distribution is not normal.

Class VII Students' Self-confidence Factor in Speaking at SMP IT Tahfizh Al Ikram Bengkalis in the Academic Year of 2024/2025

In the Class VII students' motivation factor, there are 30 statement items. To summarize the respondents' perceptions, it can be seen clearly in the following table:

Table 4. 7 Class VII Students' self-confidence Factor in speaking

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Item1	42	4	5	178	4.24	.431
Item2	42	5	5	210	5.00	.000
Item3	42	5	5	210	5.00	.000
Item4	42	3	4	157	3.74	.445
Item5	42	3	5	180	4.29	.596
Item6	42	3	5	162	3.86	.751
Item7	42	3	5	177	4.21	.606
Item8	42	3	5	180	4.29	.508
Item9	42	3	5	168	4.00	.796
Item10	42	3	5	185	4.40	.544
Item11	42	2	5	185	4.40	.798
Item12	42	4	5	202	4.81	.397
Item13	42	4	5	196	4.67	.477
Item14	42	4	5	191	4.55	.504
Item15	42	3	5	152	3.62	.936
Item16	42	3	5	152	3.62	.936
Item17	42	4	5	191	4.55	.504
Item18	42	4	5	178	4.24	.431
Item19	42	4	5	178	4.24	.431

Item20	42	3	4	155	3.69	.468
Total	42	78	91	3587	85.40	4.665
Valid N (listwise)	**42**					

The table 4.7 presents statistical data on students' responses to 20 different questionnaire items (labelled as Item1 to Item20). Each item was answered by all 42 students, showing complete participation. The minimum scores for the items range from 2 to 5, while the maximum scores range from 4 to 5. The presence of consistently high maximum scores suggests that many students feel confident when speaking English. The mean scores range from 3.62 (Item15 & Item16) to 5.00 (Item2 & Item3). The highest mean scores indicate that students strongly agree with certain statements related to self-confidence, whereas lower mean scores suggest areas where students may feel less assured in their speaking abilities.

Table 4. 8 Reliability Test of Class VII Students' Self-Confidence Factor in Speaking

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Item1	42	4	5	178	4.24	.431
Item2	42	5	5	210	5.00	.000
Item3	42	5	5	210	5.00	.000
Item4	42	3	4	157	3.74	.445
Item5	42	3	5	180	4.29	.596
Item6	42	3	5	162	3.86	.751
Item7	42	3	5	177	4.21	.606
Item8	42	3	5	180	4.29	.508
Item9	42	3	5	168	4.00	.796
Item10	42	3	5	185	4.40	.544
Item11	42	2	5	185	4.40	.798
Item12	42	4	5	202	4.81	.397
Item13	42	4	5	196	4.67	.477
Item14	42	4	5	191	4.55	.504
Item15	42	3	5	152	3.62	.936
Item16	42	3	5	152	3.62	.936
Item17	42	4	5	191	4.55	.504
Item18	42	4	5	178	4.24	.431
Item19	42	4	5	178	4.24	.431
Item20	42	3	4	155	3.69	.468
Total	42	78	91	3587	85.40	4.665
Valid N (listwise)	**42**					

The table 4.8 shows that the minimum scores range from 2 to 5 while the maximum scores range from 4 to 5 suggesting that students generally rated their self-confidence at the higher end of the scale. The sum column represents the total score accumulated for each question across all respondents, with values ranging from 152 (Item15, Item16) to 210 (Item2, Item3). The mean scores vary between 3.62 (Item15, Item16) and 5.00 (Item2, Item3), indicating different

levels of self-confidence among students depending on the question. The highest possible mean score of 5.00 for Item2 and Item3 suggests that all students provided the highest rating for these items, while lower mean scores like 3.62 for Item15 and Item16 indicate areas where students had relatively lower confidence.

Correlation between Class VII students' affective factors and their Speaking Ability at SMP IT Tahfizh Al Ikram Bengkalis

In this section, the researcher tested four variables in multiple linear correlation. The researcher used one independent variables (students' speaking ability) and three dependent variables (students' anxiety, motivation, and self-confidence). The regression model needs to satisfy a few characteristics before the researcher can use multiple linear regression analysis to evaluate the research hypothesis. The researcher used two assumption tests for regression requirements include:

Normality test

The normality of the regression model is the prerequisite that needs to be satisfied.

Table 4. 9 Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Students' Motivation	.214	42	.000	.820	42	.000
Students'Self-Confidence	.280	42	.000	.806	42	.000
Students'Anxiety	.084	42	.200*	.987	42	.894
Students' Speaking Test	.112	42	.200*	.954	42	.087

The table 4.9 presents the results of the Tests of Normality for four variables: Students' Motivation, Students' Self-Confidence, Students' Anxiety, and Students' Speaking Test. For Students' Motivation and Students' Self-Confidence, the Kolmogorov-Smirnov test yielded significance values (Sig.) of .000, indicating that the data is significantly different from a normal distribution. The Shapiro-Wilk test also produced significance values of.000 for both variables, further confirming that these data sets do not follow a normal distribution. Since both tests have Sig. values less than .05, we conclude that Students' Motivation and Self-Confidence data are not normally distributed.

Linearity test

It is a somewhat linear relationship emerged between the independent and dependent variables.

Table 4. 10 Test of Linearity

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	226.388	3	75.463	.529	.665[b]
	Residual	5418.683	38	142.597		
	Total	5645.071	41			

a. Dependent Variable: Students' Speaking Test

b. Predictors: (Constant), Students' Anxiety, Students' Motivation, Students' Self-Confidence

The table 4.10 presented examines the relationship between Students' Speaking Test

scores (dependent variable) and three independent variables: Students' Anxiety, Students' Motivation, and Students' Self-Confidence. This statistical test determines whether the predictor variables significantly explain the variance in students' speaking test performance.

Multiple Linear Regresion

The researcher conducted multiple linear regression analysis to test whether there is an correlation between one variable and another variable which is expressed in the form of a mathematical equation (regression). In this research, there were one X variable (students's class VII SMP IT Tahfizh Al Ikram Bengkalis speaking ability) and three Y variables (Students' Anxiety, motivation, and self-confidence).

Table 4. 11 Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Students' Anxiety, Sudents' Motivation, Students' Self-confidence[b]	.	**Enter**
a. Dependent Variable: Speaking Test			
b. All requested variables entered.			

The table 4.11 presents the independent variables included in the regression analysis. The entered variables in the model are Students' Anxiety, Students' Motivation, and Students' Self-Confidence, which are used to predict the dependent variable, Students' Speaking Test. The method used for the regression analysis is "Enter", meaning that all the predictor variables were included in the model simultaneously without stepwise selection or elimination. Additionally, the table indicates that no variables were removed from the model.

Table 4. 12 R Square

Model Summary				
Model	R	R Square	Adjusted R Square	**Std. Error of the Estimate**
1	.249[a]	.062	-.012	**2.95089**
a. Predictors: (Constant), Students' Anxiety, Students' Motivation, Students' Self-Confidence				

The table 4.12 presents the Model Summary, which provides key statistical values to evaluate the goodness-of-fit of the regression model. The R value is 0.249, indicating a weak positive correlation between the predictors and the outcome. This means that as self-confidence, motivation, and anxiety increase, speaking ability may also increase, but the relationship is not very strong.

The Adjusted R Square value is -0.062, which indicates that the model explains only a small portion of the variability in speaking ability. This suggests that there are other factors not included in the model that may also influence speaking ability. The negative Adjusted R Square (-0.012) is concerning. It suggests that adding the predictors may not improve the model's ability to explain the outcome, indicating that the model might not be useful. Additionally, The standard error of 2.95089 shows that there is a considerable amount of error in predicting speaking ability based on the model. This means that predictions made using this model could be quite far from

the actual values.

Overall, this model summary indicates that while there is some relationship between self-confidence, motivation, anxiety, and speaking ability, the strength of this relationship is weak. The model does not explain much of the variation in speaking ability, and the negative adjusted R square suggests that it may not be a good model for making predictions. More research or additional factors may be needed to better understand what influences speaking ability.

Table 4. 13 F-Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	21.923	3	7.308	.839	**.481[b]**
	Residual	330.894	38	8.708		
	Total	352.817	41			

a. Dependent Variable: Speaking Test

b. Predictors: (Constant), Students' Anxiety, Students' Motivation, Students' Self-Confidence

The table 4.13 presents the ANOVA (Analysis of Variance) results for the regression model. The Sum of Squares for the regression model is 21.923, while the residual sum of squares is 330.894, making the total sum of squares 352.817. These values indicate how much of the total variation in students' speaking test scores can be explained by the predictor variables (Students' Anxiety, Students' Motivation, and Students' Self-Confidence) and how much remains unexplained (residual variance).

Table 4. 14 T-Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	95.206	14.231		6.690	**.000**
	Students' Motivation	.281	1.078	.047	.261	**.796**
	Students' Self-Confidence	-.657	2.382	-.044	-.276	**.784**
	Students' Anxiety	-2.688	2.292	-.214	-1.173	**.248**

a. Dependent Variable: Speaking Test

The table 4.14 shows the constant (intercept) has a value of 95.206, which is statistically significant with a p-value of .000. This means that when anxiety, motivation, and self-confidence are all zero, the predicted speaking skill score is approximately 95.206. The significance of the constant indicates that the model has a meaningful baseline value.

Table 4. 15 Collinearity Test

Collinearity Diagnostics[a]

Model	Dime	Eigen value	Condition Index	Variance Proportions (Cons-	Students'	Students'	Students'

Collinearity Diagnostics[a]							
	nsion			tant)	Motivation	Self-Confidence	Anxiety
1	1	3.977	1.000	.00	.00	.00	.00
	2	.021	13.867	.00	.00	.02	.63
	3	.002	47.760	.00	.66	.50	.15
	4	.001	73.925	1.00	.33	.48	.22

a. Dependent Variable: Speaking Test

The Collinearity Diagnostics Table provides information on the multicollinearity among the independent variables (Students' Motivation, Students' Self-Confidence, and Students' Anxiety) in predicting the Speaking Test scores. The Eigenvalues indicate the amount of variance in the predictors. The first dimension has the highest Eigenvalue (3.977), suggesting it explains most of the variance, while the last dimension has a very low Eigenvalue (0.001), which signals potential multicollinearity. The Condition Index helps assess collinearity, where a value above 30 suggests problematic collinearity. The third and fourth dimensions have indices of 47.760 and 73.925, respectively, indicating that multicollinearity might be an issue in this model.

Discussion

This research investigates the correlation between students' affective factors and their speaking ability, focusing on motivation, self-confidence, and anxiety among students at SMP IT Tahfizh Al Ikram Bengkalis. The findings indicate that these affective factors indeed relate to speaking performance. However, motivation and self-confidence demonstrate weak correlations with speaking scores, suggesting that while they play a role, other factors might have stronger influences on speaking ability.

The results align with Almadani's (2024) study, which examines the relationship between self-confidence and speaking skills among eleventh-grade students at MAN 2 Kampar. Almadani's findings highlight the positive impact of self-confidence on speaking performance, supporting the idea that students with higher self-confidence are more likely to perform well in speaking tasks. However, the weak correlation in the current study suggests that self-confidence alone may not be a decisive factor for junior high school students, as other variables might moderate its influence.

Similarly, Sudirman et al. (2020) found a positive correlation between self-confidence and speaking performance. This research emphasizes the role of self-belief in fostering speaking proficiency, particularly in settings where speaking anxiety is prevalent. The present study complements these findings but reveals a weaker relationship, potentially due to age-related differences or variations in pedagogical approaches.

Motivation has been explored extensively in previous research. Istianti (2013) demonstrated a significant relationship between motivation in learning speaking and speaking ability, while Maulana et al. (2019) and Putra et al. (2017) found similar results, emphasizing the importance of intrinsic and extrinsic motivational factors. However, the weak correlation between motivation and speaking scores in this study suggests that motivational levels might not directly translate into performance improvements, especially if other factors, such as anxiety or classroom dynamics, are not addressed.

Anxiety is another critical factor affecting speaking performance. This study’s findings resonate with Anwari's (2019) research, which highlights the negative effects of speaking anxiety among EFL learners at Kandahar University. Similarly, Sayer (2022) and Alrasheedi (2020)

found that anxiety significantly hampers speaking performance. The present study corroborates these findings by showing a clear relationship between anxiety and speaking ability, underscoring the need for strategies to reduce anxiety in EFL contexts.

Qasim (2021) and Santiwatthanasiri (2018) explored broader factors influencing speaking skills, such as classroom environment, teacher support, and peer interaction. These studies suggest that affective factors are part of a complex web of influences. The weak correlations in this study could reflect the interplay between individual affective traits and external classroom conditions, suggesting a need for holistic approaches to improve speaking ability.

CONCLUSION

In conclusion, the research underscores the complex relationship between affective factors and speaking ability. While motivation and self-confidence are generally high among students at SMP IT Tahfizh Al Ikram Bengkalis, the weak correlation with speaking ability suggests that other factors, such as anxiety, play a significant role. The findings indicate a need for targeted interventions to address anxiety and enhance students' speaking skills.

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