

**CORRELATION BETWEEN EFL STUDENTS' SPEAKING ANXIETY AND  
SELF-EFFICACY IN PUBLIC SPEAKING CLASS AT ENGLISH  
DEPARTMENT OF UNIVERSITAS NEGERI PADANG**

**Thesis**

*Submitted as a Partial Fulfilment of the Requirements to Obtain Bachelor of  
Education (B. Ed) in English Language Education Program*



**By**

**Annisa Qurnia**

**16018007/ 2016**

**Advisor:**

**Leni Marlina S.S. M.A.**

**NIP. 19820718 200604 2 004**

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**

**FACULTY OF LANGUAGES AND ARTS**

**UNIVERSITAS NEGERI PADANG**

**2020**

## HALAMAN PERSETUJUAN SKRIPSI

Judul : Correlation between EFL Students' Speaking Anxiety and Self-Efficacy  
in Public Speaking Class At English Department of UNP

Nama : Annisa Qurnia

NIM : 16018007

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, 23 Agustus 2020

Disetujui oleh,  
Pembimbing



Leni Marlina, S.S., M.A..

NIP. 19820718 200604 2 004

Mengetahui,  
Ketua Jurusan Bahasa dan Sastra Inggris



Desvailni Anwar, M.Hum., Ph.D

NIP. 197105255 1998 02 2002



**UNIVERSITAS NEGERI PADANG**  
**FAKULTAS BAHASA DAN SENI**  
**JURUSAN BAHASA DAN SASTRA INGGRIS**

Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP Padang. Telp/Fax. (0751)  
447347

---

**SURAT PERNYATAAN TIDAK PLAGIAT**

Saya yang bertandatangan di bawah ini:

Nama	: Annisa Qurnia
NIM/TM	: 16018007/2016
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul *Correlation between EFL Students' Speaking Anxiety and Self-Efficacy in Public Speaking at English Department of Universitas Negeri Padang* benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman yang sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Padang, 23 Agustus 2020

Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D.  
NIP. 19710525 199802 2 002

Saya yang menyatakan,

Annisa Qurnia  
NIM. 16018007/2016

## HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi  
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra  
Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang  
dengan judul

“Correlation between EFL Students’ Speaking Anxiety and Self-Efficacy in Public  
Speaking Class at English Department of Universitas Negeri Padang”

Nama : Annisa Qurnia  
NIM/TM : 16018007/2016  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Padang, 23 Agustus 2020

### Tim Penguji

1. Ketua : Dr. Zul Amri, M.Ed.

  
( )

2. Sekretaris : Dra. Aryuliva Adnan, M.Pd.

  
( )

3. Anggota : Leni Marlina, S.S., M.A.

  
( )

**Annisa Q. (2020). Correlation between EFL Students' Speaking Anxiety and Self-Efficacy in Public Speaking Class at English Department of Universitas Negeri Padang.**

**Abstract**

This study investigated the correlation between EFL students speaking anxiety and self-efficacy. The samples of this study were 63 students of Public Speaking class at English Department of UNP with academic year 2018. Two questionnaires were administered to the students to measure the correlation between the two aspects. The questionnaires were Foreign Language Speaking Anxiety Scale and General and Academic Self-Efficacy Scale. The results show that there is positive correlation between EFL students' speaking anxiety and self-efficacy. The correlation between the two aspects are low and it is in the same direction. On the other hand, students' speaking anxiety and self-efficacy stand in the medium level. They are not high and also not low.

**Key words:** *Speaking, Speaking Anxiety, Speaking Self-Efficacy*

**Annisa Q. (2020). Correlation between EFL Students' Speaking Anxiety and Self-Efficacy in Public Speaking Class at English Department of Universitas Negeri Padang.**

**Abstrak**

Penelitian ini meneliti hubungan antara kecemasan berbicara dan efikasi diri siswa EFL. Sampel penelitian ini adalah 63 siswa kelas Public Speaking di Jurusan Bahasa Inggris UNP dengan tahun masuk 2018. Dua kuesioner diberikan kepada siswa untuk mengukur korelasi antara kedua aspek. Kuisisioner tersebut adalah Skala Kecemasan Berbicara Bahasa Asing dan Skala Self-Efficacy Umum dan Akademik. Hasil penelitian menunjukkan bahwa ada korelasi positif antara kecemasan berbicara siswa dan efikasi diri siswa EFL. Korelasi antara kedua aspek tersebut rendah dan searah. Kecemasan berbicara dan efikasi diri siswa berada pada level sedang. Kecemasan berbicara dan efikasi diri mereka tidak tinggi dan juga tidak rendah.

**Kata Kunci:** *Berbicara, Kecemasan Berbicara, Efikasi Diri*

## **ACKNOWLEDGEMENT**

Alhamdulillah rabbil'alamin, the Most Gracious and the Most Merciful all blesses, opportunities, healthy, and strength that have been given, the researcher can finish this thesis titled "Correlation between EFL Students' Speaking Anxiety and Self-Efficacy in Public Speaking Class at English Department of Universitas Negeri Padang". This is one of the requirements to finish undergraduate study in English Department, Faculty of Languages and Arts, Universitas Negeri Padang. Shalawat and Salam the researcher gratitude to the holy Prophet Muhammad (Peace be upon him) whose way of life has been a continuous guidance for us.

Undeniably, it takes a lot of effort, perseverance and patience to complete this thesis. But realize, this work will not be completed without the help and support of loved ones around the researcher. First and foremost, thank you for the amount of the researcher to the advisor, Leni Marlina S.S., M.A. who has given her best guidance, patient for the completion of this thesis. The deepest gratitude also goes to her thesis examiners Dr. Zul Amri, M.Ed. and Dra. Aryuliva Adnan, M.Pd, and the validators Dr. Ratmanida, M.Ed., Carbiriena Solusia, S. Pd, M. Pd and Senorica Yulia Sari, S. Pd, M. TESOL.

Padang, 30 July 2020

The Researcher

## TABLE OF CONTENTS

Abstract .....	v
Abstrak .....	vi
ACKNOWLEDGEMENT .....	vii
LIST OF TABLES .....	x
LIST OF APPENDIXES .....	xi
CHAPTER I .....	1
INTRODUCTION .....	1
A. Background of the Problem .....	1
B. Identification of the Problem .....	7
C. Limitation of the problem .....	8
D. Research Questions .....	8
E. The Purposes of the Research .....	8
F. Significance of the Study .....	9
G. The Definition of the Key Terms .....	10
CHAPTER II .....	12
REVIEW OF RELATED LITERATURE .....	12
A. Speaking Skill .....	12
B. Public Speaking Class .....	14
C. Speaking Anxiety .....	15
D. Speaking Self-Efficacy .....	20
E. The Correlation between EFL students' speaking anxiety and Self-Efficacy in Public Speaking Class .....	24
F. Previous Studies .....	27
CONCEPTUAL FRAMEWORK .....	31
CHAPTER III .....	33
METHODOLOGY .....	33
A. Research Type .....	33
B. Population and Sample .....	34
C. Instrumentation .....	35



D. Validity and Reliability .....	38
E. Techniques of Data Collection.....	41
F. Techniques of Data Analysis .....	41
CHAPTER IV .....	43
FINDINGS AND DISCUSSION.....	43
A. The Overview of the Sample .....	43
B. Research Findings .....	44
C. The Results of the Research.....	50
D. Discussion .....	52
CHAPTER IV .....	55
CONCLUSION AND SUGGESTION .....	55
A. Conclusion .....	55
B. Suggestion.....	55
REFERENCES .....	57

## LIST OF TABLES

Table 3.1. Population .....	34
Table. 3.2. Reasons for students' FLSA .....	36
Table. 3.3. Strategies for students' FLSA .....	37
Table 3.4 the interpretation of Cronbach's Alpha Scores.....	39
Table 3.5. Cronbach' Alpha Speaking Anxiety Instrument .....	40
Table 3.6. Cronbach' Alpha of Speaking Self-Efficacy Instrument.....	40
Table 3.7 The interpretation of correlation .....	42
Table. 4.1. The Sample description by Gender .....	43
Table. 4.2. Normality Test of the Variables Speaking Anxiety and Self-Efficacy ...	45
Table 4.3. Empirical and Hypothetical Score of Speaking Anxiety.....	46
Table 4.4. The Categorization of Empirical Data of Speaking Anxiety .....	47
Table 4.5. Empirical and Hypothetical Score of Speaking Self-Efficacy .....	47
Table 4.6. The Categorization of Empirical Data of Speaking Self-Efficacy .....	48
Table 4.7. Speaking Anxiety Score Based on Gender .....	49
Table 4.8. Speaking Self-Efficacy Score Based on Gender .....	49
Table. 4.9. Pearson Correlations .....	51

## **LIST OF APPENDIXES**

Appendix 1. FLSAS and Google Form Version.....	62
Appendix 2. General and Academic Self-Efficacy Scale and Google Form Version .....	72
Appendix 3. Letter of Permission .....	81
Appendix 4. Validators' Sheet .....	82
Appendix 5. List of Samples .....	88

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Mastering English language is demanded not just in the most of children's time such as school, but also in many kinds of occupations. They need people who could use English well in their daily activities. This is because English has been appointed as an International language.

As Rasika et. al. (2015, p.3) mention that "English is a mean of communication in science and technology, education, and other activities among nations". Trisnawati and Bahri (2017, p.85) says "English as a foreign language is a major factor affecting many academics in Indonesia in understanding various scientific disciplines and technology". These points tell us how important English in this technology era.

Basically, there are four kinds of language skills such as listening, speaking, writing, and reading. All of them has been must be mastered when people study a language. Ambarwati (2016, p.1) expresses "four components of language have a good connection each other which grow in people-self step by step from listening, speaking, reading, and then writing ability". All of them have their own excellence in helping students. The skills are important, and there have many researches related to the language skills.

In this study, the researcher is interested to select speaking as the topic. Speaking is one skill that need to be mastered when people learn a language. Asakereh and Maliheh (2015, p. 345) state that “in English as a foreign language (EFL) contexts, where EFL students have limited access to real and authentic contexts, speaking classes play a significant role in the development of the EFL students’ speaking skills”. Based on Efrizal (2012, p.127) “speaking is one way to communicate which ideas and thoughts a message orally”. Speaking can be an important skill because it’s the main basic point in running the daily life such as to interact and communicate with others.

EFL has been an option for learners who want to continue their study to college. Some universities including universities in Indonesia have given a choice to take English Education Study Program. In learning EFL, students will be provided or taught some subjects related to English language, and one of it is speaking class. As with other universities, Universitas Negeri Padang also has English Education Study Program, and also provides speaking class. There are some subjects related to speaking class for EFL learners in UNP. One of them is Public Speaking Class. For EFL learners, public speaking is one of the main point in mastering English language.

In Public Speaking Class, the students are required to be able to deliver their speech or their ideas well in front of people or class. Basically, public speaking is a person’s ability in making speech in front of public. Matjašič (p.2)

says “public speaking is the process and act of speaking or giving a lecture to people intended to inform, influence, or entertain, and it is commonly understood as face-to-face speaking between individuals and audiences for the purpose of communication”. In the Public Speaking Class, the EFL learners will be accustomed to be able to interact with others in front of class. This will help them to appear speaking and express opinions or ideas in front of class. In addition, EFL learners should be able to ask something to the lectures, present their tasks, and do the discussion with class groups. They should be able to do that during Public Speaking Class.

But, it is not uncommon for students to face a variety of problems in the classroom. A common thing that disturb students in learning is they feel anxious to express their opinions and ideas verbally both in the discussion group and in front of the class. They tend to be afraid and nervous during learning process. Nurlaili and Kurniasih (2016, p. 2) say that “the students are actually able to speak in English, but they cannot control their emotion when they have public speaking in front of people”. For an example, in presenting a subject topic, a student has to master the material to be delivered in front of the class, and not infrequently students become nervous and anxious when they come to the front of the class because they feel unsure of the ability or competence that they have to appear to present it. This is usually referred to students' speaking anxiety. Anxiety is a certain situation in dealing with uncertain situations and its ability

to deal with a thing. Suleimenova (2013, p.1860) state that “anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune which is an unrealistic, or out of proportion constant worry that dominates and interferes with daily functions like work, school, relationships, and social activities”. Anxiety is state of worry about something bad will happen if someone does something.

In this study, the researcher focused on students’ speaking anxiety. The students’ speaking anxiety in public speaking class tend to be triggered by some factors. It can be internal or external factors of students. Based on Kurniasih (2016, p. 2) “anxiety which happens to the students is surely affected by some aspects: feeling, tension, condition, situation, and apprehension”. This sometimes happens because of environmental demands that want a good performance whether from friends or lecturers, so it makes them feel anxious to it.

Anxiety can be dealt in different ways which depend on each individual. It depends on how confident they are in their abilities. This situation is called as self-efficacy. The self-efficacy is a person's sense of their abilities that they have. Asayesh et. al (2016, p.15) say “self-efficacy beliefs are an important factor in the regulation of human behaviour and motivation and coping with anxiety”. Bandura (p.1) states that “self-efficacy is defined as people's beliefs

about their capabilities to produce designated levels of performance and to determine how people feel, think, motivate themselves and behave”.

The high self-efficacy will reduce students' anxiety in doing something. For an example to perform in front of the class, if students have the high self-efficacy, maybe they believe that they are able to do it and are not afraid of making mistakes in speaking that might occur. A high level of self-efficacy will stimulate students' willingness to speak in front of the class. Conversely, if the level of self-efficacy is low, then the level of anxiety to do something will be higher. As said before, students will tend to hesitate and worry about appearing and thinking to their abilities which are inadequate. Paradewari (2017, p. 98) says “people who have low self-efficacy believe that the task given is hard and they build strong disagreement choice to finish the task, and people who have high self-efficacy tend to enjoy the task and do it willingly”.

If a student is able to increase his self-efficacy to do something like a presentation in front of the class, they will not be haunted by anxiety or fear if he tries to do it. People with low self-efficacy (lack of confidence in their ability to make presentations smoothly) tend to focus on anxiety that will make them think of strange things that will happen if they perform.

Based on the description above, both high and low self-efficacy of a student have a relationship to the level of student anxiety when speaking in



class. Because of the growing anxiety in students to participate in class due to the student's low sense of ability to do something.

Some studies have been previously conducted in learners' anxiety and self-efficacy in different sources of learning. Belong to investigate studies to EFL learners, many studies related to learner' anxiety and self-efficacy have been done by many researcher. First, Zhiping & Shamala (2013) investigated the reasons of international students' suffer anxiety and explored how they cope with their fear and anxiety when speaking English in class. Second, Leblanc (2015) investigated the effects of EFL reading circles on students' reading self-efficacy and reading anxiety. Third, Cagatay (2015) examined EFL students' foreign language speaking anxiety and its possible reasons as well as some solutions to it. Fourth, Kamridah et all. (2015) described the relationship between level of anxiety and public speaking performance. Next, Wong (2016) investigated about the relationship between language learning strategies and language self-efficacy. Then, Asayesh et all., (2016) determined the relationship between self-efficacy and test anxiety among the paramedical students. Last, Adesola & Yongmin, (2018) investigated the relationship between self-efficacy, self-regulation, test anxiety and motivation in addition to the relationship between test anxiety and academic performance.

Even though there are many studies related to EFL learners' speaking anxiety and self-efficacy, there is a little study which is found to conduct the

correlation between speaking anxiety and self-efficacy. In this study, the researcher focuses in the two previously studies related to students' anxiety and self-efficacy. On a study with the titled A Study on the Correlation between Self-Efficacy and Foreign Language Learning Anxiety by Cubukcu (2008), there is no any correlation between the two aspects. The results show that self-efficacy does not affect students' anxiety. Meanwhile on a study in titled The Predictor Roles of Speaking Anxiety and English Self-Efficacy on Foreign Language Speaking Anxiety by Mede and Ozlem (2017), there is found a strong correlation between the two aspects. In the two previously studies, they found the different result, so here the researcher saw the same correlation between the two aspects in the different population and different sample.

Therefore, based on the problems above, the researcher figured out Correlation between EFL Students' Speaking Anxiety and Self-Efficacy in Public Speaking Class at English Department of Universitas Negeri Padang. In addition, this study is also purposed to study more deeply the correlation between students' speaking anxiety and self-efficacy in public speaking class.

## **B. Identification of the Problem**

Based on the background of the problem above, the problems were identified in two main cases. First, EFL students tended to be anxious to speak in front of class. Second, they didn't aware to their self-efficacy which helped them to develop their confidence in speaking. Therefore, this study described

the correlation between EFL students' speaking anxiety and self-efficacy in public speaking class.

### **C. Limitation of the problem**

The study on EFL students' speaking anxiety that has a gap in the study of correlation between speaking anxiety and self-efficacy as stated at the background of the study has been limited by the researcher.

### **D. Research Questions**

The research questions of this research based on the identification and the limitation of the study are as the following:

1. What is the level of EFL learners' speaking anxiety in public speaking class at English Department of Universitas Negeri Padang?
2. What is the level of EFL learners' self-efficacy in public speaking class at English Department of Universitas Negeri Padang?
3. Is there any correlation between EFL learners' speaking anxiety and their Self-Efficacy in Public Speaking class at English department of Universitas Negeri Padang?

### **E. The Purposes of the Research**

The purposes of this study are:

1. To see the level of EFL learners' speaking anxiety in public speaking class at English department of Universitas Negeri Padang.

2. To see the level of EFL learners' self-efficacy in public speaking class at English department of Universitas Negeri Padang.
3. To find out the correlation between EFL learners' speaking anxiety and self-efficacy in public speaking class at English department of Universitas Negeri Padang.

#### **F. Significance of the Study**

The research is aimed to find any information related to correlation between EFL students' speaking anxiety and self-efficacy. The researcher hopes the findings of this research have benefits to English teaching and learning process, especially in speaking practically and theoretically. The researcher contributes to both theoretical and practical English language learning and it can be seen from the points below:

1. Theoretical contribution

This research can be used by lecturers, English learners or people in educational field in teaching and learning process. This research is expected to give a new point of view from other related studies that have a report on students' speaking anxiety and self-efficacy. Perhaps it can make some improvements to better teaching and learning process of English language especially in speaking.

2. Practical benefits

Through the result of this study, the lecturers can select and execute appropriate learning activities to create a conducive learning environment for the students to reduce their anxiety and improve their self-efficacy especially in speaking. Guidance from the lecturers is needed to ensure that all students can develop their potential to the optimum. Furthermore, may the other researchers can get inspired to conduct advance research about speaking anxiety and self-efficacy or other skills if necessary.

#### **G. The Definition of the Key Terms**

##### **1. Speaking**

Speaking is any process in which people share information, ideas and feeling. It involves all of body language mannerism and styles anything that adds meaning to a message. This is one of skill in learning English which should be master to reach communicative ability in English.

##### **2. Public speaking**

Public speaking is a person's ability in making speech in front of public. Matjašič (p.2) says "Public speaking is the process and act of speaking or giving a lecture to a group of people in a structured, deliberate manner intended to inform, influence, or entertain a listening audience, and it is commonly understood as face-to-face speaking between individuals and an audience for the purpose of communication".

##### **3. Speaking anxiety**

Anxiety is a state of apprehension or state of worry about something bad will happen if someone does something. Anxiety is an appropriate response to threats, but anxiety can become abnormal if it is too excessive.

Speaking anxiety is anxiety-feeling of tension or worry that arises around speaking activities due to some related factors. It means that it can prevent students from displaying their ability to speak during the learning process.

#### 4. Self-efficacy

Self-efficacy is a person's sense of ability that they have. Asayesh et. al (2016, p.15) say “Self-efficacy beliefs are an important factor in the regulation of human behaviour and motivation and coping with anxiety”.

Bandura (p.1) states that “self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance and to determine how people feel, think, motivate themselves and behave”.

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

From the result above, it can be concluded that EFL students' speaking anxiety and self-efficacy in Public Speaking class have the positive correlation each other. Positive correlation means that if one variable is high, then the other one is also high, vice versa. Then, the correlation between the two aspects are low, significant, and in the same direction. Based on categorization, speaking anxiety and speaking self-efficacy of students are found at the medium level. They are not high and also not low.

#### **B. Suggestion**

The researcher gives suggestions related to EFL students' speaking anxiety and self-efficacy, they are as follow:

1. For the next researcher, they should use other variable or more specific that affect speaking anxiety and self-efficacy of students such as based on gender.
2. Self-efficacy has the impact to the anxiety, so that students should be able to control their self and have more self-respect.
3. Students should be able to control the factors that affect their speaking anxiety and their speaking self-efficacy.

4. Lectures should pay-attention to students' weakness in speaking in public speaking class.



## REFERENCES

- Adesola, Shakirat Abimbola, and Yongmin Li. (2018). The Relationship between Self-regulation, Self-efficacy, Test Anxiety and Motivation. *International Journal of Information and Education Technology*, 8 (10), 759-763, doi: 10.18178/ijiet.2018.8.10.1135.
- Asakereh, Ahmad, and Maliheh Dehghannezhad. (2015). Student satisfaction with EFL speaking classes: Relating speaking self-efficacy and skills achievement. *Issues in Educational Research*, 25 (4), 345-363.
- Asayesh, Hamid, Mohammad Ali Hosseini, Fatemeh Sharififard, and Zahra Taheri Kharameh. (2015). The Relationship between Self-Efficacy and Test Anxiety among the Paramedical students of Qom University of Medical Sciences. *Journal of Advances in Medical Education (JAMED)*, 1 (3), 14-21.
- Aydin, Selami. (2008). An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners. *Asian EFL Journal*, (2008), 421-444.
- Bandura, Albert. (1994). Self-Efficacy. *Encyclopedia of Human Behavior* 4, 71-81.
- Bandura, Albert. (1998). *Self-Efficacy*. (1994), 1–65.
- Bandura, Albert. (1997). Self-efficacy: Toward a Unifying Theory of Behavioral Change. *Psychological Review*, 84 (2), 191-215.
- Bautista, Nazan Uludag. (2011). Investigating the Use of Vicarious and Mastery Experiences in Influencing Early Childhood Education Majors' Self-Efficacy Beliefs. *J Sci Teacher Educ*, 22 (2011), 333–349, DOI 10.1007/s10972-011-9232-5.
- Cagatay, Sibel. (2015). Examining EFL students' foreign language speaking anxiety: The case at a Turkish state university. *Procedia - Social and Behavioral Sciences*, 199 (2015), 648 – 656, doi: 10.1016/j.sbspro.2015.07.594.
- Chee, Jennifer. (2013). *Pearson's Product Moment Correlation: Sample Analysis*. Undergraduate of University of Hawaii, Mānoa School of Nursing.
- Cubukcu, Feryal. (2008). A Study on the Correlation between Self-Efficacy and Foreign Language Learning Anxiety. *Journal of Theory and Practice in Education*, 4 (1), 148-158.
- Efrizal, Dedi. (2012). Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding