## ABSTRACT

**Iskandar. 2026.** ***Exploring Seventh-Grade Students' Convidance in English Learning through Self-Refelctive Inquiry at Mts Nurfadhilah Gowa*** **(A Descriptive Quantitative at the Seventh Grade Students of MTs Nurfadhilah). Thesis. English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by: (Nunung Anugrawati) dan (RatuYulianti Natsir)**

This research aimed to explored the effect of Self-Reflective Inquiry on students' confidence in learning English. The objectives of this study were to identify students' confidence before and after partisipated of Self-Reflective Inquiry and to determine whether the strategy significantly increased students' confidence in learning English.

The study employed a descriptive quantitative research design. The population consisted of seventh-grade students at MTs Nurfadhilah, while the sample comprised 26 students, selected using total sampling. The research instrument was a self-confidence questionnaire consisting of ten statements based on a five-point Likert scale, supported by an observation checklist. Data were collected using a students' confidence questionnaire administered before and after the students participated in Self-Reflective Inquiry activities. The data were analysed quantitatively using descriptive statistics, including frequency, percentage, mean, median, mode, standard deviation, minimum, and maximum scores.

The findings showed a positive increase in students' confidence in learning English. The mean score increased from 24.27 (48.54%) before Self-Reflective Inquiry activities to 38.23 (76.46%) after Self-Reflective Inquiry activities. The students' confidence level changed from the moderate category before participating in Self-Reflective Inquiry to the high category after participating in the activities. The mean score increased by 13.96 points, equivalent to 27.92% of the maximum possible score. These findings indicate that Self-Reflective Inquiry contributed positively to students' confidence in learning English. Through reflective activities, students were given opportunities to recognize their strengths, identify their difficulties, evaluate their learning progress, and develop greater awareness of their abilities. Therefore, Self-Reflective Inquiry can be considered a useful approach for supporting students' confidence and active involvement in English learning.

In conclusion, Self-Reflective Inquiry is an effective instructional strategy for increasing students' confidence in learning English. It encourages students to reflect on their learning experiences, increases classroom participation, and promotes greater confidence in using English.



**Keywords**: Self-Reflective Inquiry, Self-Confidence, English Learning, Descriptive quantitative research