



**THE CORRELATION OF STUDENTS' SELF CONFIDENCE
AND STUDENTS' ENGLISH ACHIEVEMENT
AT GRADE VIII SMP NEGERI 9
PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for Graduate Degree of
Islamic Education (S. Pd.I) in English*

Written By:

**IRNA SUTY
Reg. No. 11 340 0108**

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2015



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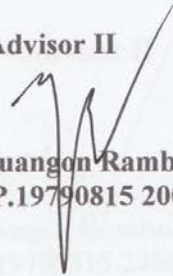
IRNA SUTY
Reg. No. 11 340 0108



Advisor I


Magdalena, M. Ag
NIP. 19740319 200003 2 001

Advisor II


Sojuangon Rambe, S.S., M.Pd
NIP.19790815 200604 1 003

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2015

Term : Thesis Padangsidimpuan, 12 November, 2015
a.n. Irna Suty To :
Item : 7 (seven) exemplars Dean Tarbiyah and teaching training faculty
In -
Padangsidimpuan

Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **IRNA SUTY**, entitled "*The Correlation of Students' self confidence and Students' English Achievement at Grade VIII SMP Negeri 9 Padangsidimpuan*", we approved that the thesis has been acceptable to complete the requirement to fulfill for Graduate degree of Islamic Education (S.Pd.I) in English.

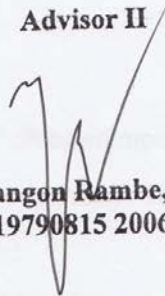
Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikumWr. Wb.

Advisor I


Magdalena, M.Ag
NIP. 19740319 200003 2 001

Advisor II


Sojuangon Rambe, S.S., M.Pd
NIP.19790815 200604 1 003

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As Academic Civity of The State Institute for Islamic Studies Padangsidimpuan, the name who is signed here:

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Name : IRNA SUTY
Registration Number : 11 340 0108
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English
Education Department

Thesis : **THE CORRELATION OF STUDENTS'
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Reg. No. 11 340 0108

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

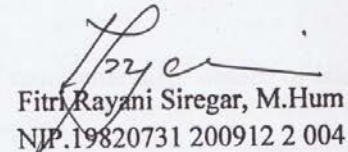
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Thesis : THE CORRELATION OF STUDENTS' SELF CONFIDENCE
AND STUDENTS' ENGLISH ACHIEVEMENT AT GRADE VIII
SMP NEGERI 9 PADANGSIDIMPUAN

Chief

Secretary



Rayendriani Fahmei Lubis, M.Ag
NIP.19710510 200003 2 001

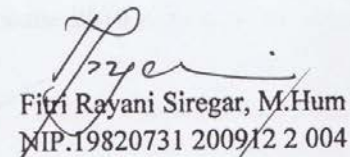


Fitri Rayani Siregar, M.Hum
NIP.19820731 200912 2 004

Members



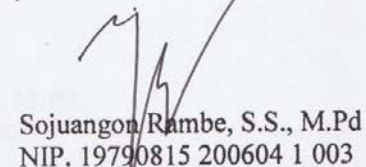
Rayendriani Fahmei Lubis, M.Ag
NIP.19710510 200003 2 001



Fitri Rayani Siregar, M.Hum
NIP.19820731 200912 2 004



Magdalena, M.Ag
NIP.19740319 200003 2 001



Sojuangon Rambe, S.S., M.Pd
NIP. 19790815 200604 1 003

Proposed:

Place : IAIN Padangsidimpuan
Date : December, 11th 2015
Time : 09.00 until finish
Mark : 74 (B)
IPK : 3,16
Predicate : Very Good



RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY

Address: Jl. HT. Rijal Nurdin, Km. 4,5Sihitang
Telp. (0634) 22080 Faximile (0634) 24022

LEGALIZATION

Thesis : **THE CORRELATION OF STUDENTS' SELF CONFIDENCE AND STUDENTS' ENGLISH ACHIEVEMENT AT GRADE VIII SMP NEGERI 9 PADANGSIDIMPUAN**

Name : **IRNA SUTY**

Reg. No. : **11 340 0108**

The thesis has been accepted as a partial fulfillment of requirement for degree of Islamic Educational Scholar (S.Pd.I) in English.

Padangsidempuan, 22 January 2016



IRMA, S.Ag., M.Pd.
NIP. 19720702 199703 2 003

ABSTRACT

NAMA : IRNA SUTY
NIM : 11 340 0108
FAKULTAS/JURUSAN : FTIK/TBI-3
JUDUL SKRIPSI : THE CORRELATION OF STUDENTS' SELF CONFIDENCE AND STUDENTS' ENGLISH ACHIEVEMENT AT GRADE VIII SMP NEGERI 9 PADANGSIDIMPUAN

This research discussed about the correlation of students' self confidence and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan. This research intended to know the students' self confidence and students' English achievement. Students' self confidence influence to their achievement in learning English. This study the purpose to show whether there are correlation of students' self confidence and students' English achievement in learning English.

This study the purpose to show whether there are correlation of students' motivation and students' English achievement in learning English. The objective of this study is to find out the correlation and solve the problem. It is a fact from questionnaire to students; they told that study English is very difficult.

The researcher conducted correlation research. The method of this research is quantitative. The researcher has taken, so students' from 240 population with simple stratific random sampling as sample. The researcher used questionnaires to know the students' self confidence with 25 statement. Then, to know the sample the researcher take the data from school's documentation (DKN). So, from the get to the data the researcher used questionnaires and test, to find out the Correlation of Students' self confidence and students' English Achievement at Grade VIII SMP Negeri 9 Padangsidimpuan.

After calculating the data, the result of the research was significant of the Correlation of Students' self confidence and students' English Achievement at Grade VIII SMP Negeri 9 Padangsidimpuan. Because the value of "r" calculated were 0.728, while the value of the r table in Pearson Product Moment formulated on the degree of freedom 5% significant was 0.279. It showed "r" calculation was higher than r_{table} or $0.728 > 0.279$. It has high correlation and it means that the hypothesis was accepted.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent and the Merciful


Praiseis to Allah SWT lord of the world who has given me the health, the time, the knowledge and the strength to finish the thesis entitled “The Correlation of Students’ self confidence and Students’ English Achievement at Grade VIII SMP Negeri 9 Padangsidimpuan” Peace and greeting upon to the prophet Muhammad SAW, his families, his companies, and his followers, who has brought the human from the darkness era into the lightness era. In writing this thesis, the researcher was assisted by some people and institutions. Therefore, in this opportunity the researcher would like to say thanks to them. In truth, this thesis can’t be completed without a great deal of helping from many people, they are:

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Padangsidempuan, ¹⁵ November 2015

Yours Truly



IRNA SUTY

Reg. No. 11 340 0108

TABLE OF CONTENTS

	Page
TITLE PAGE	i
LEGALIZATION OF ADVISOR SHEET	ii
LETTER OF AGREEMENT	iii
DECLARATION LETTER OF WRITING OWN THESIS	iv
AGREEMENT OF PUBLICATION OF FINAL TASK	v
LEGALIZATION OF SCOLAR MUNAQOSAH EXAMINER SHEET .	vi
LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY	vii
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLE	xiii
LIST OF FIGURES	xiv
LIST OF APPENDIXES	xv
 CHAPTER I : INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	4
C. Limitation of the Problem	4
D. Formulation of the Problem.....	5
E. Purpose of the Research	5
F. Definition of the Operational Variables	5
G. Outline the Thesis.....	8
 CHAPTER II : THEORETICAL DESCRIPTION	
A. Theoretical Description	10
1. Students' Self confidence	10
a. Definition of Self confidence	10
b. Characteristic of Self confidence	12
c. The measuring of self confidence	16
d. The correlation of self confidence and Achievement	10
2. Students' English Achievement	18
a. Definition of Achievement	18
B. Review of Related Findings	20
C. Conceptual Framework	21
D. Paradigm of Research.....	23
E. Hypothesis	24

CHAPTER III : RESEARCH METHODOLOGY

A. Place and Time	25
B. Research design	25
C. Population and Sample.....	26
D. Instrument of Collecting Data.....	29
E. Validity and reliability of Instrument.....	32
F. The result try-out Validity and reliability of Instrument .	33
G. Techniques of the Data Analysis	35

CHAPTER IV : RESULT OF THE RESULT

A. Description of the Data	38
B. Testing hypothesis	42
C. Discussion	45
D. Threat of the research	45

CHAPTER V : CONCLUSION AND SUGGESTION

A. Conclusion	46
B. Suggestion	56

REFERENCES

CURRICULUM VITAE

APPENDIXES

LIST OF TABLE

	Page
Table I : Population of the Research	27
Table II : Sample of the Research	28
Table III : The try-out of questionnaires validity (X).....	29
Table IV : The try-out of test validity (Y).....	31
Table V : The Result of the Questionnaires validity (X).....	33
Table VI : The Result of the Test validity (Y)	34
Table VI : The Interpretation of Hypothesis.....	36
Table VIII : The Interpretation of coefficient correlation	36
Table IX : The Resume of Variable Score of Students' self confidence.....	38
Table X : The frequency of distribution of self confidence	39
Table XI : The Resume of Variable Score of Students' Achievement.....	41
Table XII : The score variable distribution of Students' English Achievement	41

THE LIST OF APPENDICES

- Appendix 1 : Questionnaires invalid of the Research
- Appendix 2 : The Value of Questionnaires invalid Instrument about Students' Self confidence
- Appendix 3 : The result of validity instrument questionnaires invalid
- Appendix 4 : Questionnaires valid of the Research
- Appendix 5 : The test invalid of the research students' English achievement
- Appendix 6 : The Value of test invalid Instrument about Students' English achievement
- Appendix 7 : The result of validity instrument test invalid
- Appendix 8 : Test valid of the research students' English achievement
- Appendix 9 : The Value of test valid Instrument about Students' English achievement
- Appendix 10 : The correlation of students' self confidence and Students' English achievement
- Appendix 11 : The Calculation of Statistic Mean, Median, Modus, and Standard Deviation
Variable Students' Self confidence
- Appendix 12 : The score of students' self confidence about questionnaires
- Appendix 13 : The Calculation of Statistic Mean, Median, Modus, and Standard Deviation
Variable Students' Achievement
- Appendix 14 : The score of students' English achievement about test
- Appendix 15 : The research pictures

CHAPTER I

INTRODUCTION

A. Background of the Problem

Self-confidence is a crucial to a happy and fulfilling life.¹ It influences success in work, family life, and leisure activities. People who lack of self-confidence always underachieve. They are more prone to a variety of stress-related problems, anxiety, eating disorder and mental health problems. Confidence in other, self-confidence is not about becoming dependent on others is not about off loading your responsibilities on to the shoulders of unwilling helpers.

It is a confidence in the innate goodness of people and the acknowledgement that most of used are trying to do the best we can holding on to others' failures pivots' them from reaching out to you and vice versa. Self-confidence relationship between education the world today has significantly self-confidents learning has become a widespread method for providing education at the graduate and undergraduate level.²

Based on the theory of behaviorist learning is the process change of behaviorist on he/she self act on principle and responses and their life. Theories on the following aspects of self-confidence are discussed briefly: locus of control, attribution theory, intrinsic self-confidence,

p. 7. ¹Lawrence Preston David, *365 steps to self-confidence*, (UK: Bagbroke Oxford, 2007),

²Brown and Nathaniel branden, *The pillar of self confidence*, (BANTAM. 1995)

need for achievement; self-confidence and the personality; self-confidence according to age; the teacher's role in self-confidence; encouraging the student; stimulating the student; the student's self-concept; and the parents' role in self-confidence.

According to Pavlov and Watson, based on explanation above the researcher conclude that study is a process interaction of behaviorist on he/she self act on principle and responses and their life. The theory of learning Pavlov and Watson “learn or forming behavior need assisted with certain condition. Learning is the process by which an activity originates or changed through training procedures. The theory of study behavioristic have a relation/stream of with environmental, result learn to be formed mechanically, and make account of forming of habit.³

So, based on explanation above the researcher conclude that study is process instruction to create stimulation and responses. The purpose of teaching English is to enable students to develop the four skills of English they are writing, speaking, listening, and reading, and to use English in daily communication. The condition of students' English achievement in SMP Negeri 9 Padangsidempuan, English as language of course has many items in it that should be learned, but many items sometimes cannot be mastered that caused many of causes.

³Margaret E. Gredler, *Learning and Instruction*, edisi keenam (Jakarta: kencana, 2010). p. 117.

Four skills of English that should be mastered by the students'. It can be seen by using the test and result of the report, there are many factors that influence the success of the learners themselves. It means that the external and internal factors may affect their English achievement. All of the factors that concern students studying have already been named above, the researcher aims to explore the influence of increasing self-confidence on students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan. This topic is chosen because of its relevance as follows:

First, self-confidence is very important to students' achievement and students often have problems when studying English. They are often self-conscious and find it difficult to give information and explain what they know. Therefore, the researcher will explore further about the correlation between students' self-confidence and their English achievement at grade VIII SMP Negeri 9 Padangsidimpuan. The importance of building students' self-confidence in language learning. Self-confidence has long been the subject of research among educators, psychologists, and sociologists. Educational resources are replete with titles in the area of self-confidence and other related areas such as self-perception, self-concept, and self-image. Many of these entries relate to self-confidence and language acquisition or second language learning.

Second, the students' English achievement is necessary for people and also for understanding English, people have to be able to

communicate English. The purpose of teaching English of a foreign language to Indonesian people that can students' achievement, grasp the idea and understand in study English. Based on the review list of result DKN(daftar kumpulan nilai) in students in learning English and students report in SMP Negeri 9 Padangsidimpuan, every students study English they have not self confidence in class. It means that the external and internal factor many effect to the English achievement.

Third, specially aplomb constitutes one of which be of important deep learned English. Self-confidence is the belief that you can achieve success and competence. Self-confidence might be inference to specific tasks a or more wide ranging attitude you hold about your abilities in life. Self-confidence is belief or degree of certainly that the study has on his ability to be success in lesson. In study believe that they can performance certain skill or behavior successful and than self-confidence is essentially the feeling students' have that they can do it, that they have what it takes to success.

Based on the explanation above, the researcher had done a research about English achievement in SMP Negeri 9 Padangsidimpuan at grade VIII of Junior high school. Their basic competence is the students must mastery in students' self-confidence and students' Achievement. This research is done for explores about **The Correlation of Students' self-confidence and student English Achievement at Grade VIII Smp Negeri 9 padangsidimpuan**".

B. Identification of the Problem

Based on the above background of the research, the problems there are : There are internal factor and external factor, internal factor is motivation, interest, and learning discipline, External factor like is learning media, family, school, friends, parents learn, teacher, lesson items, condition of environment learn. So, the correlation of students' of students' self-confidence and students; English achievement at grade VIII Smp Negeri 9 Padangsidempuan in academic year 2015/2016 there are significant.

C. Limitation of the Problem

Based on the identification of the problem above, the research limitation the problem on student achievement. Family is one of the aspect influencing, to students' achievement, and in limitation of the problem Self-confidence is not necessary a general characteristic that provides all aspects of a person's life. And student achievement use students in Self-confidence, the correlation to student achievement at Grade VIII Smp Negeri 9 Padangsidempuan" on year academic 2015/2016.

D. Formulation of the Problem

Based on identification of problem above the researcher discusses one factor only that is self-confidence in learning, there are is factor internal is family. It is the important role in gain the students' success in English achievement and the researcher must arrange the formulation of the problem. The formulation of the problem how is the correlation of students' self confidence and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan.

E. Purpose of the Research

Based on the formulation of the research above, the purpose of this research is to prove correlation of students' self-confidence and students' English achievement at grade VIII on SMP Negeri Padangsidimpuan.

F. Definition of Operational Variable

To avoid ambiguity, the researcher clarified the operational variables in this research as follow :

1. Students' Self- Confidence

Self-confidence is a crucial to a happy and fulfilling life.⁴ Self-confidence is having confidence and abilities.⁵ On the other hand, David

⁴Lawrence Preston David, *Ibid*, p. 7.

Lawrence Preston explains that self-confidence is beliefs about the capacity to achieve solve problems and think about it. Therefore, self-confidence is ability to develop the abilities, the potential, and talent to be used correctly. Self-confidence is built upon your experience in handling situations. If you lack self-confidence, you may feel that you fairly handle situations well everyone makes mistakes, but it is the negative messages that we give ourselves about our own competence that cause us to lack self-confidence, we need to identify our inner critic and silence it.

Self-confidence is not necessary a general characteristic that provides all aspects of a person's life. It means that self-confidence is the mental ability to decrease the negative influence of doubtless, therefore self-confidence on having the skill and personal knowledge is used to maximize effects. Self-confidence has different meaning, between doing something and how to do something reality. Self-confidence is the belief that you can achieve success and competence. In other words-believing yourself to be capable. Self-confidence might be inference to specific tasks are more wide ranging attitude you hold about your abilities in life.

⁵A.S. Hornby, *Advanced Learner's Dictionary of Current English New Eight Edition*, (New York: Oxford University Press, 2010), p. 1339.

2. English Achievement

According to Oxford student is a person who study at a university or college. Achievement is a thing that has done successfully, especially using their own effort and skill. Achievement in this study is something that is achieve at the end of a lesson using test.⁶ In other words, it refers to the scores the students again in the test of self-confidence. This is become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Defining student achievement and factors that impact progress is critical to becoming a successful teacher. So, students' achievement is the act or process of achieving the need to raise the standard of achievement in self-confidence. So, based on the definition above, the researcher concludes that the student is a person who learn on the grade of elementary, junior, senior high school, and even university not only on the formal education institution but also on the informal situation.

Achievement is gain or reach something by effort and get something done.⁷ Achievement in other word we can say a skill or ability. So, achievement is the result from something that we done.

⁶Sally wehneier, *Oxford Advanced learner's Dictionary*, (University Press ; market, 2008)

⁷A. S. Hornby, *Oxford Advanced Learners Dictionary*, (New York : Oxford University Press, 2000), p. 1344.

According to Nana Sudjana: achievement is activity result and assessment/effort which have been by which is expressed in the form of letter or number and can express reached result of certain someone within.⁸

According to M. Atia: “English achievement is reached of someone to something that studying. English achievement language of English is ability of actual having the character of measured in consequence of process learn to teach language subject English.⁹ So, English achievement is ability of someone to activity learn, that ability is obtained in the beginning that ability there is one and English achievement is ability that gotten as a gain or result in learning English.

G. Outline of the Thesis

The systematic of this researcher is divided into five chapter each chapter consists of many sub chapters, and they are drawn as follow:

In chapter one, chapter introduction consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, aims of the problem, and operational variable.

⁸Nana Sudjana, *Pembinaan dan Pengembangan Kurikulum di Sekolah*, (Bandung : Sinar Alge Sindo,1996), p. 48.

⁹M. A TIA, *Bimbingan Pendidikan dan Pembelajaran*, (Jakarta : BulanBintang, 1978), p. 53.

In chapter two, consist of theoretical description, review of related finding, paradigm of the research, conceptual framework, and hypothesis.

In chapter three, consist of research design, time and place of research, population and sample, instrument, technique of data collecting and technique of data analysis

In chapter four, consist of the result of the research. The researcher talking about the analysis of data. This chapter consist of description of data. Hypothesis testing, discussion and the threats of research.

Finally, five chapter consist of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Self confidence

a. Definition of the Self confidence

Self – confidence is an attitude that allows individual to have positive yet realistic views of themselves and their situations. Self – confidence people trust their own abilities, they have a general sense of control in their lives, and believe it, within reason, they will be able to do what they wish, plan, and expect.”Self-confidence is a crucial to a happy and fulfilling life. It influences success in work, family life, and leisure activities. People who lack of self-confidence always underachieve. They are more prone to a variety of stress-related problems, anxiety, eating disorder and mental health problems.

On the other hand, David Lawrence Preston explains that self-confidence is beliefs the capacity to achieve solve and the problems. The belief can be up because knowing the need. Every people have the different talent and needed. It means that it may not compare and influence of the ability to other people because Allah gives the different ability, potential, and talent to

all people.¹⁰ Self-Confidence is awareness and potential of someone to do something. It is very important to be success. Sometimes, it can be seen that someone who shows up in front of many people and creates many big results and to be popular man. The reason is he has high self-confidence. David J. Schwartz says, “You are what you are thinking about.”¹¹ Therefore, that is why he has hard strength, which can be good motivation to do something. Believe on self that can create big creation is a big strength.

Self-confidence is a crucial to a happy and fulfilling life.¹² Hornby tells that Self-confidence is having confidence and abilities.¹³ On the other hand, David Lawrence Preston explains that self-confidence is beliefs about the capacity to achieve solve problems and think about it. Postdam comments that Self-confidence people trusted the own abilities, must have a general sense of control in living, believe it within reason, it would be able to do what they wish, plan, and expect.”¹⁴ Therefore, self-confidence is ability to develop the abilities, the potential, and talent to be used correctly.

¹⁰ Lawrence Preston David, *Op. cit*, p. 7.

¹¹David J. Schwartz. *The Magic of Thinking Big*, (Batam: Binarupa Aksara, 2007), p. 168.

¹²Lawrence Preston David, *Op. cit*, p. 7.

¹³A.S. Hornby, *Advanced Learner's Dictionary of Current English New Eight Edition* (New York: Oxford University Press, 2010), p. 1339.

¹⁴Postdam , *self confidence in life*, (websites/ article in news English)[http.net](http://net)

So, if the self-confidence is very important, how the characteristic it, and how to improve it? And what is the step to improve it? And The characteristics of self-confidence as follows:

- a) Believe in self confidence without needing other people to convince us.
- b) Not influenced to be conformed just to be accepted by others.
- c) Dare to accepted other's rejection and be ourselves.
- d) Have control over mood and emotion.
- e) Have internal locus of control (accept failure, depend on ourselves, determinate, and independent).Positive thought towards ourselves, others and environment.

b. Characteristic of Self confidence

The kinds of the self confidence are: believe, comfortable, braving, emotional, internal lotus of control, and positive thinking.

a) Believe

It means to appreciate our selves with objective and honest. For example: we must appreciate our potency either achieved or not, skill that we have achieved and the facility to support our selves. Believe in self confidence without needing other people to convince us.

b) Comfortable

It means, respect whatever achievement and potential that we own. Remember that everything that we have achieved is obtained by learning process, evolution and transformation, from the beginning until the present time. If we disrespect our achievements, it means that we cannot value ourselves which can trigger the occurrence of

unrealistic desire, such as: willing to do anything just to be rich, to get a certain position, to be pretty or to be popular.

c) Braving

It means, we have to fight all the negative thoughts and assumptions that occur in our mind. We can say to ourselves that nobody is perfect and it's okay if I made a mistake and believed ourselves to be ourselves.

d) Emotional

It means, try to manage yourself and we have to fight negative thinking, with used self-affirmation it means the kind of word which develops our self-confidence. For example: a) I can do it!, b) I am the one who has controlled my life, no one can decide my life!, c) I can learn from this mistake, d) I am proud with myself.

e) Internal locus of control

It means, based on objective understanding, we can predict every risk and challenge that we face. Therefore we do not need to act avoidance towards risk. For example: we do not need to act people's needs to avoid the risk of being rejected.

f) Positive thinking

Try to view everything positively be grateful for all the blessings, wealth, abundance, achievement, skill, money, prosperity and stop comparing ourselves to other people and stop being jealous to others. For example when your friend talking your bad, your respond must be positive.¹⁵

The researcher states and explains about the range of self-confidence.

There are very good (3), good (2), and bad (1). It will be explained in the following explanation:

1) Believe and Braving

¹⁵Jacinta F. Rini, *Memupuk Rasa Percaya Diri*, (Jakarta: Team e-Psikologi, 2002)

- a. Point 3: We can say to ourselves that nobody perfect and it's okay if I made a mistake and believed ourselves to be yourself.
- b. Point 2: braving but still feel tremble and do not do body language so that the speaking is not fluency
- c. Point 1: do not do believe and do not do braving

2) Comfortable and Emotional

- a. Point 3: that we cannot value ourselves which can trigger the occurrence of unrealistic desire, such as: willing to do anything just to be rich, to get a certain position, to be pretty or to be popular
- b. Point 2: emotional we have to fight negative thinking, with used self-affirmation it means the kind of word which develop our self-confidence
- c. Point 1: do not have comfortable and emotional

3) Internal lotus of control and positive Thinking

- a. Point 3: we do not need to act people's needs to avoid the risk of being rejected
- b. Point 2: Try to view everything positively be grateful for all the blessings, wealth, abundance, achievement, skill, money, prosperity and stop comparing ourselves to other people and stop being jealous to others
- c. Point 1: do not do internal lotus control and do not do positive thinking

Typically, self confidence is defined in terms of how we evaluate ourselves and our characteristics, the “personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself.

c. The Measuring of Self Confidence

The Measurement of Self confidence there is no getting around the fact that most educators who speak earnestly about the need to boost students’ self-esteem are unfamiliar with the research that has been conducted on this question. At best, they may vaguely assert, as I confess I used to do, that “studies” suggest self confidence is terribly important. Even before examining the results of studies cited to show the benefits of high self confidence or the problems associated with low self confidence it makes sense to ask just what this phrase signifies and how the concept has been measured.

d. The Correlation of Self confidence and Achievement

Self-Confidence and Academic Achievement, Altruism aside, the idea that people who regard themselves favorably ought to be able to learn and work more effectively seems not so much a plausible hypothesis as a matter of plain common sense. Someone with high self-confidence would presumably expect to

do well, thereby setting into motion an “auspicious circle” as distinguished from the vicious one that traps individuals who are consumed by self-doubt. Theorists and therapists, to say nothing of teachers and parents, have been saying as much for decades. The problem, rather, is that the qualifications to that association turn out to be more significant than the association it self-confidence.

First, self-confidence is an attitude that allows individual to have positive realistic views of themselves and their situation. Self-confidence people trust their own abilities, they have a general sense of control in their lives, and believe it, within reason, they will be able to do what they wish, plan, and expect. Confidence is crucial to a happy and fulfilling life, it influences you success at work, your family life, relationship and leisure activities. It affects your performance in everything you do.

Second, Confidence in other, self-confidence not about becoming dependent on others not is about off loading your responsibilities on to the shoulders of unwilling helpers. It is a confidence in the innate goodness of people and the acknowledgement that most of us are trying to do the best we can holding on to others’ failures pivots’ them from reaching out to you and vice versa so, self-confidence relationship between Education the world today has significantly self-confidents

learning has become a widespread method for providing education at the graduate and undergraduate level.¹⁶

Third, The Importance of Building Students' Self-confidence in the Language Learning. Self-confidence has long been the subject of research among educators, psychologists, and sociologists. Educational resources are replete with titles in the area of self-confidence and other related areas such as self-perception, self-concept, and self-image. Many of these entries relate to self-confidence and language acquisition or second language learning. The second language acquisition is influenced by both intrinsic and extrinsic affective factors that contribute to the success of language learning.¹⁷

The intrinsic factor of self-confidence has been reported as one of the personality factors present during any cognitive or affective activity in the second language classroom. Other intrinsic factors are the capability for risk-taking, inhibition, motivation, and anxiety. The extrinsic factors of affectivity include socio-cultural variables resulting from the second language learners experiences of learning two languages and two cultures. In other words, both personality and socio-cultural factors contribute greatly to the success of language learning.

¹⁶ Brown and Nathaniel branden, *ibid*, p. 7.

¹⁷ *Ibid.*, p. 31.

2. Students English Achievement

a. Definition of the Achievement

Achievement is gain or reach something by effort and get something done.¹⁸ achievement in other word we can say a skill or ability. So, achievement is the result from something that we done. According to Nana Sudjana: achievement is activity result and assessment/effort which have been by which is expressed in the form of letter or number and can express reached result of certain someone within.¹⁹

According to M. Atia: “English achievement is reached of someone to something that studying. English achievement language of English is ability of actual having the character of measured in consequence of process learn to teach language subject English.²⁰ So, English achievement is ability of someone to activity learn, that ability is obtained in the beginning that ability there is one and English achievement is ability that gotten as a gain or result in learning English.

English achievement is ability that find by someone, well knowledge, attitude and skillful after she or he to accompany

¹⁸ A. S. Hornby, *ibid*, p. 1344.

¹⁹ Nana Sudjana, *Pembinaan dan Pengembangan Kurikulum di Sekolah*, (Bandung : Sinar Alge Sindo,1996), p. 48.

²⁰ M. A TIA, *ibid*, p. 53.

teaching learning process. In attempt to reach purpose English achievement necessary learn million conduces, knowledge, attitude, and skillful. So, purpose English achievement is to get knowledge, skillful.

The purpose of English achievement:

1. Stimulate interest and individual develop
2. To measure advancement English achievement embrace in a rapot
3. English achievement use as peed back to the teacher, later will to correct Teaching and learning process appropriate with ability, aptitude, and interest²¹

Students' English Achievement is a students' doing well academically, obtaining life skills and giving back to their community Achievement goal theorists commonly identify two distinct ideas toward competence: a performance goal focused on demonstrating ability when compared to others, and a mastery goal focused on the development of competence and task mastery students' English achievement. Achievement test are designed to provide information about how well test takers have learned what they have been taught in school. An individual's level

²¹ Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta : Raja Grafindo Persada, 1990).p. 88

of achievement on a standardized achievement test is usually determined by comparing norm, the performance of a national group of students' individual grade or age level who took the same test.²² Based on explanation above, the researcher can be conclude English achievement is ability of student's or someone to do something or activity

The Factors to Influence English Achievement is success of failure of someone in learning to be caused by some factors influence attainment of result learning. Under will be told factors influence achievement learn the following students.

1. Internal Factors

- a. Physical Factors

- 1) Bodies tonus is the equipment of part of body

- 2) Eyes and ears

- b. Psychological Factors

- 1) Intelligence is physic- physic ability to adaptation with the environment rightly

- 2) Attitude is response tendency relatively to people or things positively or negatively

- 3) Interest is aspired to something

²²L. R. Gay and Peter Airasian, *Op, Cit.*, 154.

4) Talent is someone potency to reach the successful in the future

5) Motivation is internal situation that motivate to do something

2. External factors is the factors that come from out side of students

a. Social environment is the condition of social of the students environment such as, family, teacher, society, and friend.

b. Non social environment is the condition about students environment such as, house, school, tool, and nature.²³

From the quotation above the researcher conclude that the factors of students' achievement are internal and external factors.

Based on the quotation above we can see there are three purpose of English achievement, they are to stimulate interest, to measure advancement and as peed back to the teacher.

B. Review of Related Findings

There are related finding about students' self confidence and student' English achievement, as follows :

²³Muhibbin Syah, *Op, Cit.*, 155.

1. The thesis of Sulastri is research : improving students' self confidence in speaking ability through simulation technique at grade X SMA Negeri 8 Padangsidempuan.²⁴ Based on this thesis, she concluded that there significant correlation between students' self confidence to the speaking ability through simulation technique at grade X SMA Negeri 8 Padangsidempuan.
2. The thesis of Benny Azhari Hsb is research : An analysis on students' selves confidence in speaking class at second years of English education department (TBI) IAIN Padangsidempuan.²⁵ Finally on this thesis, he conclude the researcher will find that speaking have correlation to students' selves confidence in speaking ability.
3. The thesis of Ida Marwah in University Muhammadiyah of South Tapanuli (UMTS) had done research about : The correlation between self confidence and students' ability in speaking the grade XI SMA Negeri 6 Padangsidempuan in 2011-2012 academic year.²⁶ The result she conclude the research will find that speaking have correlation to students' self confidence in students' ability in speaking.

Based on this research the researcher can concluded that there is a significant correlation between students' self confidence to the

²⁴ Sulastri, *improving students' self confidence in speaking ability through simulation technique*, (IAIN Padangsidempuan, 2013)

²⁵ Benny Azhari Hsb, *An analysis on students' selves confidence in speaking class at second years*, (IAIN Padangsidempuan, 2015)

²⁶ Ida marwah, *The correlation between self confidents' and students' ability in speaking the grade XI*, (SMP 6 Padangsidempuan, 2012)

students' English achievement in learning English. What extent the significant correlation between both.

C. Conceptual Framework

Self confidence very important to student achievement and problem students when study English they are difficult self-image to give information and explain what they are know. therefore researcher that to exploration will farther about the correlation of students' self confidence and students' English achievement grade VIII SMP Negeri 9 Padangsidempuan. The Importance of Building Students' Self confidence in the Language Learning. Self confidence has long been the subject of research among educators, psychologists, and sociologists. Educational resources are replete with titles in the area of self confidence and other related areas such as self-perception, self-concept, and self-image. Many of these entries relate to self confidence and language acquisition or second language learning. The second language acquisition is influenced by both intrinsic and extrinsic affective factors that contribute to the success of language learning.²⁷

Achievement is gain or reach something by effort and get something done.²⁸ achievement in other word we can say a skill or ability. So, achievement is the result from something that we done.

²⁷ *Ibid.*, p. 31.

²⁸ A. S. Hornby, *ibid*, p. 1344.

According to Nana Sudjana: achievement is activity result and assessment/effort which have been by which is expressed in the form of letter or number and can express reached result of certain someone within.²⁹

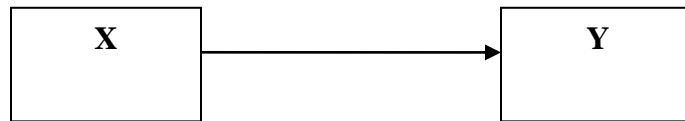
Self confidence is the belief that you can achieve success and competence. in other words believing yourself to be capable. self confidence might be inference to specific tasks ar a more wide ranging attitude you hold about your abilities in life. self confidence is belief or degree of certainly that the study has on his ability to be success in lesson. in study believe that they can performance certain skill or behavior successful and than self confidence is essentially the feeling students' have that they can do it, that they have what it takes to success. The ability to English achievement is necessary for people and also to understanding English, people have to able to communicate English. The purpose of teaching English of a foreign language to Indonesian people is that can students' achievement, grasp the idea and understand in study English.

Based on the explanation above have a correlation between students self confidence and students English achievement in learning English.

²⁹ Nana Sudjana, *ibid*, p. 48.

D. Paradigm of the Research

Correlation is a reciprocal relation between two or more things. correlation is computed into what is known as the correlation coefficient, which ranges between positive and negative. correlations are useful because they can indicate a predictive relationship that can be exploited in practice.³⁰



The picture the both of variable X and Y, and the purpose of two variable that are correlation between students' self-confidence and students' English achievement in learning English. Based on explanation above correlation is a reciprocal relation between two or more things. So, the researcher conclude that the students' self-confidence has the significant correlation of students' English achievement at SMP Negeri 9 Padangsidimpuan.

E. Hypothesis

Based on the formulation of the research above, the hypothesis there is correlation of students' self confidence and students' English achievement at grade SMP Negeri 9 Padangsidimpuan.

³⁰ L. Gray, *ibid*, p. 2000.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research is conducted at Grade VIII SMP Negeri 9 Padangsidempuan in 2015/2016 Academic year, which the complete address is on Jl. Merdeka Km.4,5. This school is chosen by the writer as the place because of some reasons, 1) the data which is needed for the research is available in the school, 2) it is one of the national schools in Padangsidempuan and, 3) the title has never been researched in this school.

B. Research Design

This research is quantitative method is done by research method by systematic, control empiric, and hypothesis critics with have nature relation Gathering and analyzing the data necessary to answer the question in the research. The writer use descriptive method as an approach to see the relation between both variables.

Gay and Airasian states that “descriptive method is useful for investigating a variety of educational problem an issues and it is uses to determine and describe the way thing”.³¹ It means descriptive research means to analyze and give the fact with systematically, so more easier to be known and conclude. So, it can be conclude that descriptive research

³¹L.R. Gay & Peter Airasian, *ibid* , P. 9.

means to analyze or make a sense perception (descriptive) about situation or events. It is use to describe how the students' ability in identifying adjective and adverb in sentence at grade VIII SMP Negeri Padangsidimpuan.

C. Population and Sample

1. The Population of the Research

To take the data, researcher made some test and use correlation method. According to L.R Gay and Peter Airisian, correlation research is the only type of research that can test hypothesis to established cause and effect relationship³². According to Sugiono³³ in Ruslan that Population is generalization area consist of object / subject have special quantity and characteristic which determine by researcher to get concluding. From the statement above, the researcher decide to choose population of grade VIII of SMP Negeri 9 Padangsidimpuan which consist of 99 students from one class.

Actually, population is number of person or things to be observe in research. Population as all the people or animals in country or a religion, but statistically population is define as the total

³²L.R. Gay and Peter Airasian, *ibid*, p. 219.

³³Sugiyono and ruslan. *Metode Penelitian Kuantitatif dan Kualiatatif dan R &D* (Bandung: Alfabeta, 2009).p. 9.

sets of items, things, person, from which the sample is take.³⁴

Population is the totality of possible values due to the calculation, measurement either qualitative or quantitative perspectives toward certain characteristic of all complete members or groups in which the characteristic will be studies or investigate.³⁵

Based on the quotation previously, the population is taken from all students in English department at grade VIII SMP N 9 Padangsidimpuan In order to be clear and brief, the population can be seen on the table below :

Table 1
The population of the grade VIII of English in SMP Negeri 9 Padangsidimpuan in 2015-2016 Academic Year

NO	Classes	Male	Female	Total
1	VIII – 1	10	13	23
2	VIII – 2	10	12	22
3	VIII – 3	12	13	25
4	VIII– 4	10	13	23
5	VIII– 5	9	12	22
6	VIII– 6	7	15	22
7	VIII– 7	12	13	25
8	VIII– 8	10	12	22
9	VIII –9	15	17	31
10	VIII –10	13	12	25
TOTAL				240³⁶

³⁴ Webster, *definition of population* (1996: 86) and longman, (1982: 97)

³⁵ Suharsimi arikunto, *pengertian populasi*(1991: 102)

³⁶ SMP Negeri 9 Padangsidimpuan, DKN/Daftar Kumpulan Nilai, (Padangsidimpuan, 2014/2015)

2. The Sample of the Research

According to L.R Gay, Sample is a part of representative population, which investigate and sample is define as a part of population take as representation of the concern population.³⁷ Sample is the representatives of the total population that should be research directly. It meant that sample is part of population to be research assume can draw population or part of number or characteristic who have been had by population.

So, it can be conclude that sample which take can believe and representative characteristic of population. in selecting the sample, the writer applies the random sampling. sampling random is technique intake of data of population which in doing/conducting at random regardless of level exist in that population.

The researcher took one classes from the population by random sampling are VIII consisted of 50 students. The reason is chose sampling based on their background of knowledge they are low in English achievement. In this research, research use random sampling and For this technique, the using a lottery technique based on the opinion above, so group of population is class parallel, they are 4 classes. The class which is choose sample is class VIII that consist of 50 students.

³⁷ L.R Gay, *ibid*, p.122.

a. Normality

In Normality test, the data can be tested with Chi-quadrat:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)^2$$

Where:

x^2 =Chi-Quadrate

f_o =Frequency is gotten from the sample/result of questioner.

f_h =Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of Chi- Quadrate uses significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k-3$). If result $x^2_{count} < x^2_{table}$. So, it was could be concluded that the data was distributed by normal.

After do the research, the researcher concluded that the data of research was normal can be seen from result that $x^2_{count} = 3.571$ while $x^2_{table} = 5.991$ cause $x^2_{count} < x^2_{table}$ ($3.571 < 5.991$) with degree of freedom $dk = 5 - 3 = 2$ and significant level $\alpha = 5\%$. So that H_0 was accepted . So, it can can be concluded that data wa distributed by normal. Next, the calculation how to get in can be seen in appendix.

b. Homogeneity

Homogeneity test was used to know whether value of analysis research have the same variant or not. If the both of population are same, it is can be called homogeneous. To test it, researcher used formula as follow:³⁸

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Where: n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

Hypothesis is rejected if $F \leq F_{\frac{1}{2} \alpha, n_1-1, n_2-1}$ While if

$F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator is $n_1 - 1$ while dk denominator is $n_2 - 1$.

Table II
Sample of the Research

Class	Gender			English Achievement			Sample	
	M	F	Total	Result	M	F	M	F
VIII-1	10	13	23	76-85	9	13	5	7
				66-75	-	-		
				56-65	1	-	0	
VIII-4	10	13	23	76-85	10	13	5	7
				66-75	-	-		
				56-66	-	-		
VIII-8	10	12	22	76-85	10	12	5	6
				66-75	-	-		
				76-85	-	-		
VIII-9	15	16	31	76-85	17	14	8	7
				66-75	-	-		
				76-85	-	-		

³⁸ Ibid. p. 250.

Total	23	27
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Because in SMP Negeri 9 Padangsidimouan researcher only take four class and there are researcher take of DKN (daftar kumpulan nilai) from class VIII-1, VIII-4, VIII-8, VIII-9³⁹. Hence from that researcher making the sample four class and take the counted 25 students’.

D. Instrument of Collecting Data

a. Questioner

Questioner is the research instrument which in the form of questionnaire to obtain; get boldness from a number of responder (source of which is take its data through (angket). So, this questioner is one of the techniques of collecting data by doing oral questioner in individual meeting. Questioner is given for grade VIII students in SMP Negeri 9 Padangsidimpuan, the questions are appropriate with the list of questioner.

Table III
The try-out of Questionnaire validity (X)

No	Indicators	Sub indicator	Item	Total
1	Believe	Performance and skill	1,2,3,4,5, 6,7,8,9,10,11,12,	12
2	Braving	Bravery, body language and fluency in speaking	13,14,15,16, 17,18,19,20,21,22	10

³⁹ SMP Negeri 9 Padangsidimpuan, DKN(daftar kumpulan nilai), kelas VIII 1,4, 8, 9. Padangsidimpuan

3	Comfortable	Relax and enjoy	23,24,25,26,27,28 ,29,30,31,32	10
4	Emotional	Mood and emotion.	33,34,35,36,37	5
5	Internal locus of control	Eye Contact and Smiling	38,39,40,41,42,43 ,44,45	8
6	Positive thinking	Optimistic	46,47,48,50	4
Score				50

b. Test

A test in simple terms is a method of measuring a person's ability, knowledge or performance in a given domain. It is an instrument a states of technique, procedure, or item that requires performance on the part of the test taker.⁴⁰ To giving the students at grade VIII students of SMP Negeri 9 Padangsidempuan as informant of this research. The test is giving them Indonesian text to be translate to English text. This is very fundamental for students to improve their thoughts or ideas to build a self-confidence, Student achievement is a student doing well academically, obtaining life skills and giving back to their community. There are two variables of this research; they are self confidence as independent variable (X) and Students English Achievement as dependent variable (Y).

⁴⁰H.Dauglas Brown, *Language Assesment Principle and Classroom Practice*, (America: Longman, 2004), p. 3.

The students were given a test to know and to get the data about students' English achievement about speaking that consists of 30 questions, reading that consists of 32 questions, writing consists of 4 questions, The test for speaking and reading was multiple choice test and writing was essay. Then, essay test for writing, the score of the essay test was content, organization, language use, vocabulary, mechanics. To explain the essay test for writing there are :

- 1) Content : One idea expressed; Supporting, relevant, carefully selected details and creative; an easily identifiable purpose.
- 2) Organization : Effective lead; effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow, a strong, inviting beginning that draws the reader in, A strong, satisfying sense of resolution or closure. Smooth, effective transitions among all elements =(sentences, paragraphs, ideas). logical order (time-space-importance) effective connecting/transitional words, conclusion
- 3) Language Use : Sentence variety; extensive variation in sentence structure, length and beginnings that add interest to the text. Sentence structure; that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas, complete sentences; strong control over sentence structure; fragments, if used at all, work well. Correct verb tenses, correct word order, and agreement.

- 4) Vocabulary : Specific and effective wording; idiomatic and no spelling error dull and repeated wording; occasional errors of word/idiom.
- 5) Mechanics : Mastery of spelling, capitalization, and punctuation, strong control of conventions.

In measuring in self confidence, the writer takes the indicator of the test for this variable, as follows:

- 1) Believe and Braving,
- 2) Comfortable and Emotional
- 3) Internal locus of control and positive Thinking

The content of the text is concerning about ability had by students' dealt only with test content to in test to each every students'. The use of technique in test with curriculum/syllabus so that every students' can understanding every content in test. Than the researcher give the score with counting all result of that done each every good students' in form multiple choice of essay test. So, researcher can use test as a means of measure ability students'.

The researcher to score writing

Table IV
The try-out of test validity (Y)

No .	English skill	Indicator	Number of Item	Total
	1. Speaking	1. Greeting	1,2,3,6,7,8,	6
		2. Prohibition	9,10,12,13	4
		3. Instruction	4,11,14,15,16,17	6

		4. Asking and giving information and opinion	5,18,19,20,21,30,34	7	
		5. Thank you, forgive and respectful	22,23,24,25,31	5	
		6. Clarification	26,27,28,29,32,33	6	
		7. Expressing like and dislike	29,32,33	3	
		8. Congratulation	35,36,37	3	
		9. Announcement	38,39,40	3	
		10. Shopping list	41,42,43	3	
		2. Reading	1. Prohibition	44,45,46	3
			2. Instruction	47,48,49,50,51	5
			3. Congratulation	52,53,54,75	4
	4. Announcement		55,56,57,58,59,60	6	
	5. Shopping list		61,62,63,64,65,66	6	
	6. Procedure text		67,68,69,70	4	
	7. Descriptive text		71,72,73,74	4	
	3. Writing	1. Descriptive text	1	1	
		2. Mention thing vocabulary	2	1	
		3. Arrange the word about instruction	3	1	
		4. Greeting card and congratulation	4	1	
	Total				75

E. Validity and Reliability Instrument

1. Validity

Suharsimi Arikunto said validity is the chance which show the level of instrument about measurement something. Researcher test the students' by questioner that is giving the questioner counted 50 items, and students; will answer the questioner with had ability by the each students'. Than the researcher this conducting after the students' have gone to school, and many students' ambitious to do it

questioner in my place. In this page the researcher take some data from another school but the class is same.

The get data item validity of questionnaire and test researcher will analyze by product moment formula *version pearson*. Then, the realiable of instrument the researcher uses *cronbach alpha* formula. The researcher analyze the data instruments of collecting data used SPSS 22 The results of the analysis could be used to predict the reliability and validity of the instrument.

The researcher give the questionnaires to students; in the same grade with the sample but different school on Tuesday 05 October 2015. The sample use in questionnaires validity from MTs N 2 Palopat, Padangsidimpuan.

2. Reliability

Questionnaire of reliability with the internal consistency, done in a way try-out the instrument once, and then were analyzed with a specific technique. The results of the analysis could be used to predict the reliability of the instrument. Testing of instrument reliability could be done with the technique of (Kurder Richardson).

F. The Result Try-Out Validity and Reliability Instrument

a. The Result of The-Out Questionnaires

The researcher get the data of questionnaire of about self-confidence from 50 respondent of students, and the result of validity of questionnaire by 50 items, there are 25 items are valid and 25 items are invalid. The researcher give the questionnaires to students; in the same grade with the sample but different school on Tuesday 05 October 2015. The sample use in questionnaires validity from MTs N 2 Palopat, Padangsidempuan.

Table V
The Result of questionnaire validity (X)

No	Indicators	Sub indicator	Item	Total
1	Believe	Performance and skill	2, 6,7, 10	4
2	Braving	Bravery, body language and fluency in speaking	13,14,16, 21	4
3	Comfortable	Relax and enjoy	23,24,25,26,28,29, 31,32	8
4	Emotional	Mood and emotion	33,34,40	3
5	Internal locus of control	Eye Contact and Smiling	43,44,45	3
6	Positive thinking	Optimistic	46, 48,50	3
Score				25

The reliability of instrument is to know the good character items of questionnaire to uses item validity to get the data. Base on the significant level 5% (0,05) and n-50 is get $> r_{table} = 0, 279$ and $r_{count} =$

0,696. So, the questionnaire is reliable, then it can use instrument to collecting data.

b. Result of Try-Out Test

The researcher give the test to students' to get data of English achievement on the sample grade but different school with the sample. The researcher give the test to students on Friday and Saturday, they can answer on two hours.

Table VI
The Result of Test Validity (Y)

No .	English skill	Indicator	Number of Item	Total
	Speaking	1. Greeting	6,7,8,	3
		2. Prohibition	9 ,12,13	3
		3. Instruction	4,15,17	3
		4. Asking and giving information and opinion	19,20,21	3
		5. Thank you, forgive and respectful	22,24,25	3
		6. Clarification	26, 27, 28	3
		7. Expressing like and dislike	29,32,33	3
		8. Congratulation	35,36,37	3
		9. Announcement	38,39,40	3
		10. Shopping list	41,42,43	3
	Reading	1. Prohibition	44,45,46	3
		2. Instruction	47,48,49	3
		3. Congratulation	52,53,54	3
		1. Announcement	55,56 ,60	3
		2. Shopping list	61,62,63	3
		3. Procedure text	67,68,69	3
		4. Descriptive text	71,72,74	3
	Writing	1. Descriptive text	1	1
		2. Mention thing vocabulary	2	1
		3. Arrange the word about instruction	3	1
		4. Greeting card and	4	1

		congratulation		
Total				51

From the table can conclude the result of test validity that 51, if the students can answer all the questions correctly, the score was 100. It means that the correct answer would be given score 0,5 while the wrong answer would be given 0.

G. Technique of Data Analysis

The process of data analysis involve making sense out of text. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.

Quantitative data is uses to analyze the score of students. The quantitative data is collect and analyze by computing the score of self-confidence by using the spoken test. To know the difference between the two groups, the writer uses t-test formula as the follows :

a. Examine the Hypotesis

Based on the hypotesis, the researcher get to the result of data analyze, and the hypotesis to get the answer the result of the researcher.

1) The Interpretation of Hypotesis

Table VII
The Interpretation of Hypotesis

No	Interpretation
----	----------------

1.	$F_{count} \leq F_{table}$ hypotheses is accepted
2.	$F_{count} \geq F_{table}$ hypotheses is rejected

2) The Interpretation of Correlation

Table VII
Table of Interpretation of Coefficient Correlation

No	Score	Interpretation of the Product Moment
1	0.00-0,20	Lowest
2	0.20-0.40	Low
3	0.40-0.70	Enough
4	0.70-0.90	High
5	0.90-1.00	Very High

To know the contribute of variable X an Y, it can be definite with the formulSa determinan correlation

$$KP = r^2 \times 100$$

Where =

KP = definite correlation (determine)

R = coeficient correlation

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Data

In this chapter the author discussed the result of testing the research instrument in the form of a questionnaires and a test the result of research on the correlation of students' self confidence and students' English achievement at grade VIII SMP Negeri 9 Padangsidimpuan. The researcher wanted to describe the data, by seeing to the research, it's find clearly that this research to find out the mean score of the students to both variables namely students' self confidence as X variable and students' English achievement as Y variable.

1. Students' Self confidence

Based on the result of analyze the respondent answer by using questionnaires. The result of variable for students' self confidence is described on the tab below and the research that forward X variable namely students' self confidence which

proposed was 25 items questionnaires for the students. So that, the students score drawn as table below:

Table IX
The Resume of Score Students' Self Confidence

High score	105
Lowest score	55
Range	50
Many class	7
Interval	7
Mean	81,24
Median	117.5
Modus	87.75
Standard deviation	3.445

After applying the instrument of the research, the researcher found the students' score in variable X as shown in appendix.

Based on the table above the result of questionnaire of 50 samples students, the calculation of how to get it can be seen in the appendix. The highest score was 105 and lowest score was 55, range was 50, many class was 7, interval was 7, mean was 81,24median was 117.5modus was 87.75and standard deviation was 3.354. Then, Based on the computed of the frequency distribution of the in students' self confidence, it had been applied into table frequency distribution follows:

Table X
The Frequency Distribution of Self Confidence

No	Interval	Frequency	Cumulative Frequency
1	55-61	4	58
2	62-68	3	65
3	69-75	12	72
4	76-82	9	79
5	83-89	8	86
6	90-96	7	93
7	97-103	4	100
8	104-110	3	107
Total		50	660

Based on the table above, it can be drawn at histogram as below :

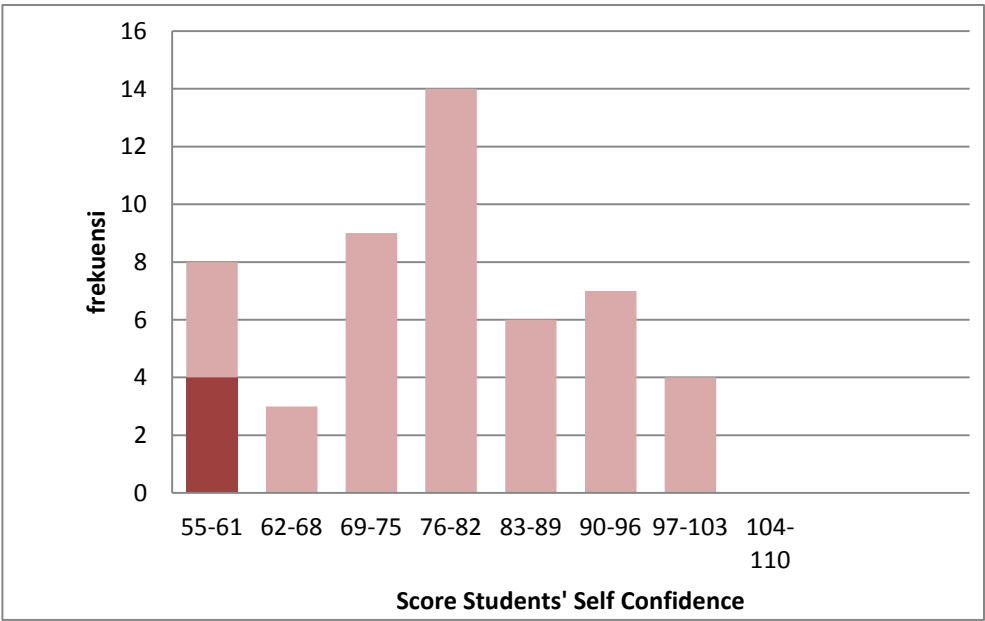


Figure 1 : The Histogram of Students' Self Confidence at SMP Negeri Padangsidempuan

From the previous distribution of frequency, students who gets score 100 is 3 student or can be said, the students who get score 95 are 4 student, the students who get score 90 are 7 students, the students who

gets score 80 are 8 students, the students who get score 70 are 9 student, the students who get score 65 are 12 students, the students who get score 60 are 3 students, the students who get score 55 are 4 students.

2. Students' English Achievement

After the above table and histogram, it had been know that the variable of students' English achievement indicate that respondent there were data collected from the research of Y variable namely Students' English achievement that used test speaking, reading, writing to get the result of students' English achievement. So that, the students' score has in the table below:

Table XI
The Resume of Score Students' English Achievement

High score	86
Lowest score	26
Range	60
Many class	7
Interval	9
Mean	72
Median	76.62
Modus	75.297
Standard deviation	3.445

After applying the instrument of the research, the researcher found the students' score in variable X as shown in appendix 2 and 6. From the data appendix, it had been known that the high score was 86, low score was 26, range was 60, many class was 7, mean score 72, median score was 76.62, modus score was 75.297, and standard deviation was 3.445. Total of all score was 476.213. Then, Based on the

computed of the frequency distribution of the in students' motivation, it had been applied into table frequency distribution follows:

Table XII
The Score Variable Distribution of Students' English Achievement

No	Interval	Frequency	Cumulative Frequency
1	26 – 34	1	30
2	35 – 43	1	39
3	44 – 52	4	48
4	53 – 61	6	57
5	62 – 70	8	66
6	71 – 79	16	75
7	80 – 88	14	84
	Total	50	399

Based on the table above, it can be drawn at histogram as below :

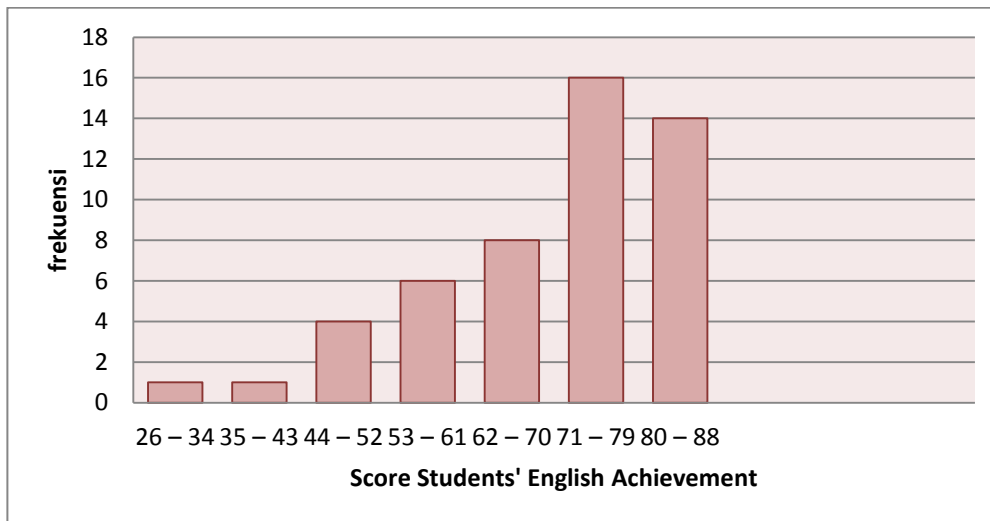


Figure 2 : The Histogram of Y Variable (Students' English Achievement)

From the above table and histogram, it had been known that variable revelation of students' English Achievement indicate that respondent there were interval 26 – 35 for 1 students, interval 36 – 45 for 1 students, interval 46 – 55 for 4 students, interval 56 – 65 for 7 students, interval 66 – 75 for

11 students, interval 76 – 85 for 15 students, Interval 86 – 95 for 10 students, interval 96 – 105 for 1 students

B. Testing Hypothesis

After collecting and calculating the data, the data are processed and analyzed by applying “r” Product Moment correlation by Pearson because the researcher want to describe the correlation between two variables or X variable (students’ self confidence) and Y variable (Students’ English Achievement). The statistic calculation of testing hypothesis research of the correlation students’ self confidence and students’ English Achievement at grade VIII SMP Negeri 9 Padangsidimpuan.

There are some steps that have to be done to get the score of Product Moment correlation as follows :

- a. Making the work table contain both variables
- b. Making the index correlation Product Moment between X variable and Y variable.
- c. Giving interpretation r_{count} and getting the conclusion

The researcher used the significant in 5% level with 50 samples. The researcher found that the score of 5% significant level is 0.279. So, the score of r_{xy} is higher than r_{table} ($r_{xy} > r_{table}$), $0.728 > 0.279$ the hypothesis is accepted. It means that there is correlation between

students' self confidence and students' English Achievement at grade VIII SMP Negeri 9 Padangsidempuan.

Based on the calculation of product moment formula, it had been known that the value of r_{xy} was 0.728. Then, the researcher has to test the hypothesis "there is a correlation of students' self confidence and students' English Achievement at grade VIII SMP Negeri 9 Padangsidempuan". The correlation of students' self confidence and students' English achievement at grade VIII SMP Negeri 9 Padangsidempuan can be categorized into high categories. Then, to know the categorize how far the correlation of students' self confidence and students' English achievement it would be interpreted from the table below :

Table XIII
Table of Interpretation of Coefficient Correlation

No	Score	Interpretation of the Product Moment
1	0.00-0,20	Lowest
2	0.20-0.40	Low
3	0.40-0.70	Enough
4	0.70-0.90	High
5	0.90-1.00	Very High

Based on X variable (students' self confidence) and Y variable (Students' English Achievement) the result of contribution was 0.728. It

means the contribution variable X has Kp:52.9%. So, $100\% - 52.9 = 47.1$ and the influenced contribution other variable.

B. Discussion

After analyzing the collecting data, it was gotten three another thesis that are significant correlation. The researcher discussed the result of this research and compare with related finding.

The First, Sulastri is research improving students' self confidence in speaking ability through simulation technique at grade X SMA Negeri 8 Padangsidimpuan. There was any significantly correlation between classroom interaction and students' speaking at grade X SMA Negeri 8 Padangsidimpuan. Because the value that the research findings from cycles had shown students' self-confidence in speaking ability well improved by simulation technique. It can be proven by students' mean score percentage from 5.77 to 8.71 %.⁴¹

Next is Benny Azhari Hsb is research An analysis on students' selves confidence in speaking class at second years of English education department (TBI) IAIN Padangsidimpuan.⁴² Finally on this thesis, he conclude the researcher will find that speaking have correlation to students' selves confidence in speaking ability.

⁴¹ Sulastri, improving students' self confidence in speaking ability through simulation technique at grade X SMA Negeri 8 Padangsidimpuan, 2013)

⁴²Benny Azhari Hsb, *An analysis on students' selves confidence in speaking class at second years*, (IAIN Padangsidimpuan, 2015)

The last, while the thesis of Ida Marwah in University Muhammadiyah of South Tapanuli (UMTS) had done research about : The correlation between self confidence and students' ability in speaking the grade XI SMA Negeri 6 Padangsidimpuan in 2011-2012 academic year.⁴³ The result she conclude the research will find that speaking have correlation to students' self confidence in students' ability in speaking. The result of this research show that students' self confidence and speaking ability. The researcher consulted the score of r_{xy} into r_{table} . The researcher used the significant in 1% and 5% level with 50 samples. In $df = 50 - 2 = 48$. The researcher found that the score of 1 % significant level is 0.478 and in 5% significant level is 0.374. So, the score of r_{xy} is higher than r_{table} ($r_{xy} > r_{table}$), the hypothesis is accepted.

The research with my thesis “ The correlation of students' self confidence and students' English achievement, $r_{count} > r_{table}$ (0.728 > 0.284) because value of r_{xy} was greater than t_{table} so, the hypothesis was accepted $r_{count} > r_{table}$. Finally, the researcher conclude students' self confidence very needed of students' English achievement.

Based on explanation above it is prove that this research about the students' self confidence and students' English achievement

⁴³Ida marwah, *The correlation between self confidents' and students' ability in speaking the grade XI*, (SMP 6 Padangsidimpuan, 2012)

was rather same with the other although it was in this different location. It can be stated that the students self confidence and English achievement is high.

C. The Threats of the Research

The research found the threats in this research. The data in this research are not objective because it needed to describe the mark on the self confidence to the students. It also supported by the students, Not many of them who notice to process learning that be happen. In doing the questionnaire and test some students don't enthusiastically because it was not important for them. And they were many mistakes and weakness, mistakes and weakness were caused by limitation of the researcher time, the original answer of the students'. Besides, some students that the admitted that they do not tack on learning, partly again said study English very difficulties and self confidence very important inside the learning process more effective and efficient.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzing the data, the writer has some conclusions namely:

Based on the result of the research, the researcher made conclusion was the correlation of students' self confidence and students' English achievement at grade VIII SMP Negeri 9 Padangsidempuan is correlation. Because the value of "r" calculated are 0.728, while the value of the r_{table} in Pearson Product Moment formulated on the degree of freedom 5% significant is 0.279. It shows "r" calculation is higher than r_{table} or $0.728 > 0.279$. It has high correlation and it means that the hypothesis was accepted.

The correlation of students' self confidence and student's English Achievement is significant. The value of "r" calculated is 0.728. The value of the r table in Pearson Product Moment formulated on the degree of freedom 5% significant is 0.279. It shows "r" calculation is bigger than r table or $0.728 > 0.279$.

B. Suggestions

Based on the conclusion and implication of the research that have been mention previously, the writer offer some suggestion as follows:

1. The headmaster should give motivation to the teachers so that teaching and learning process can be improved quality good to students'.
2. English teacher should improve their English teaching and learning process especially in students' self confidence and student's English Achievement at grade VIII SMP Negeri 9 Padangsidempuan.
3. For the reader who wants to make the similar topic in future, the writer suggest to make another variable that influence students' self confidence.

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Appendix 2

NO	NO ITEM																																			Xt	Xt ²											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35													
1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	0	1	0	1	0	0	1	0	1	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0	1	1	1	32	1244					
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	43	2311					
3	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	0	1	1	1	0	36	1296				
4	1	1	1	0	0	0	0	1	1	1	0	0	0	0	1	0	1	0	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	1	1	1	1	0	24	620			
5	1	1	0	1	0	0	1	1	1	0	0	0	1	1	0	0	1	1	0	0	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	1	0	22	504	
6	1	0	1	1	1	0	0	0	1	0	1	1	1	0	1	0	0	0	0	1	1	0	0	0	0	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	1	1	0	1	0	26	676	
7	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	0	0	1	1	0	1	1	0	1	0	1	0	1	0	1	1	0	1	0	1	1	1	0	0	1	1	33	1296		
8	1	1	1	1	0	1	0	1	1	1	0	0	0	0	1	0	1	0	1	0	0	0	1	1	0	0	1	1	0	0	1	0	0	0	0	0	1	1	0	0	1	1	1	1	1	28	784	
9	1	1	1	1	1	1	1	0	1	0	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	1	0	0	1	1	1	0	0	1	1	0	1	1	0	0	1	0	1	0	30	900		
10	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	0	0	0	0	0	1	1	1	1	1	0	36	1296	
11	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	1	1	1	1	1	37	1369	
12	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	0	0	0	0	1	1	1	1	0	0	1	0	1	1	0	0	0	0	1	1	1	1	1	0	36	1296	
13	1	1	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	13	169	
14	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1	0	1	0	1	1	0	0	1	0	0	1	1	1	0	0	0	0	0	1	0	0	1	1	31	961
15	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	0	41	1681	
16	1	1	1	1	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	1	1	21	441
17	1	0	1	0	0	0	1	0	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	0	1	26	676	
18	0	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	1	0	1	0	0	0	1	1	1	0	0	0	1	0	0	1	0	1	1	1	1	0	0	1	0	31	961	
19	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	0	1	1	1	1	0	0	0	0	0	1	1	0	0	0	1	1	30	900
20	1	1	1	0	0	1	1	0	1	1	0	0	0	0	1	1	1	0	0	1	1	0	1	1	0	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	1	0	0	22	484	
21	1	1	1	0	0	1	0	1	1	1	0	0	1	1	1	1	0	0	0	1	0	1	0	0	0	1	1	1	0	0	0	1	1	1	1	1	1	1	0	1	0	1	0	0	1	29	841	
22	1	1	1	1	1	1	1	0	0	0	0	0	0	1	0	1	0	1	1	0	1	0	0	0	0	0	1	1	1	1	0	1	1	1	0	0	0	0	0	1	0	0	1	1	0	27	729	
23	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	0	0	1	0	1	0	0	1	1	1	1	0	1	0	1	1	0	0	0	1	0	0	34	1156	
24	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	28	784	
25	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	25	625	
26	1	1	1	1	1	0	0	0	0	1	0	0	1	1	1	0	1	1	0	0	1	0	1	0	0	0	1	0	1	1	0	1	0	0	0	0	0	0	1	1	1	0	0	1	0	27	729	
27	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	0	1	1	1	0	0	0	1	0	0	1	1	1	1	0	0	1	1	0	1	1	0	1	0	1	0	0	1	1	1	33	1089	
28	1	1	1	1	1	1	0	0	0	1	1	1	0	1	0	0	0	1	0	1	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	27	729	
29	1	0	1	0	1	0	0	0	1	1	1	1	1	1	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	1	0	26	672		
30	1	1	1	0	0	1	1	1	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	0	1	0	0	1	1	34	1156	
31	0	0	1	0	0	1	1	0	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	33	1089

Appendix 3

Result of Validity Instrument Questionnaire

Number of Item	Score of r_{xy}	r_{table}	Official Statement
1	0,36232	The significant 50% (0,0279)	Valid
2	0,02843		Invalid
3	0,43033		Valid
4	0,48528		Valid
5	0,64521		Valid
6	0,09634		Valid
7	0,49234		Valid
8	0,40092		Valid
9	0,06470		Invalid
10	0,34233		Valid
11	0,34396		Valid
12	0,23643		Invalid
13	0,64342		Valid
14	0,06470		Valid
15	0,09634		Valid
16	0,23407		Invalid
17	0,09634		Valid
18	0,28922		Invalid
19	0,12832		Invalid
20	0,36232		Valid
21	0,12843		Invalid
22	0,43033		Valid
22	0,23903		Invalid
23	0,34219		Valid
24	0,13332		Invalid
25	0,19232		Invalid
26	0,34196		Valid
27	0,12832		Invalid
28	0,35432		Valid
29	0,48222		Valid
30	0,48222		Valid
31	0,24321		Invalid
32	0,04843		Valid
33	0,43242		Valid
34	0,32438		Valid
35	0,29476		Valid
36	0,02054		Invalid
37	0,25432		Invalid
38	0,28962	Invalid	

39	0,46454		Valid
40	0,12105		Invalid
41	0,25124		Invalid
42	0,03234		Invalid
43	0,04754		Invalid
44	0,03707		Invalid
45	0,03243		Invalid
46	0,04807		Invalid
47	0,04804		Invalid
48	0,07206		Valid
49	0,01210		Invalid
50	0,16542		Invalid

APPENDIX 4

ANGKET PENELITIAN

Petunjuk pengisian :

Di dalam kolom ini berisi tentang gambaran diri anda. Berikan jawaban menurut anda dengan menandai salah satu dari kolom SS, S, R, TS, dan STS dengan tanda (✓). Jawablah dengan jujur menurut dirimu sendiri.

Keterangan :

- SS : sangat setuju
- S : setuju
- R : ragu-ragu
- TS : tidak setuju
- STS : sangat tidak setuju

No	Pernyataan	SS	S	R	TS	STS
1	Saya merasa mampu mengerjakan soal-soal bahasa inggris diluar contoh yang ada					
2	Dalam ujian bahasa inggris, saya merasa mampu mengerjakan tanpa bantuan dari orang lain					
3	Jika saya merasa kesulitan dalam mengerjakan soal-soal bahasa inggris, saya tetap akan berusaha menyelesaikannya sendiri sambil mempelajari kembali					
4	Tugas bahasa inggris akan saya selesaikan tepat pada waktunya					
5	Ketika ada mata pelajaran yang tidak dimengerti saya mencoba memberanikan diri untuk bertanya					
6	Saya yakin kalau belajar dengan giat maka saya akan mendapat nilai yangt bagus					
7	Saya merasa mampu apabila guru menyuruh saya mengerjakan soal bahasa inggris di depan kelas					
8	Setiap ujian berlangsung, saya yakin atas jawaban yang saya kerjakan					
9	Saya lebih suka menyendiri bila ada masalah daripada berbaur dengan teman yang lain					
10	Saya nyaman apabila tampil sendirian					
11	Saya mudah bergaul dengan orang yang belum dikenal					
12	Saya merasa tidak sabar untuk segera belajar bahasa inggris di sekolah					
13	Saya berusaha menyelesaikan tugas tanpa bantuan orang lain					

14	Saya tidak akan mengerjakan tugas bahasa inggris jika tidak memahami materi yang diajarkan guru					
15	Saya bersedia membantu teman jika memerlukan bantuan dalam menguasai pelajaran bahasa inggris					
16	Saya berani mengerjakan soal bahasa inggris di depan kelas					
17	Saya berusaha rileks untuk mengurangi ketegangan saat tampil di depan					
18	Saya mampu menetralisasi ketegangan yang muncul dalam berbagai situasi					
19	Saya merasa tidak sabar untuk segera belajar bahasa inggris di sekolah					
20	Saya sering kali depresi dan putus asa jika mengerjakan soal bahasa inggris yang sulit					
21	Setiap tugas bahasa inggris yang saya kerjakan, kebanyakan hasilnya baik dan memuaskan					
22	Saya merasa mempunyai prestasi belajar yang baik di sekolah					
23	Saya berusaha menyelesaikan tugas tanpa bantuan orang lain					
24	Saya mempunyai kemauan yang kuat bila menginginkan sesuatu supaya nantinya berjalan dengan baik					
25	Saya membahas kembali soal-soal yang berhubungan dengan mata pelajaran bahasa inggris					

Appendix 5

The Calculation of Statistic Mean, Median, Modus, Standard Deviation, and Trend Quality Score of X variable (Students' Interest)

1. The minimum and maximal score found with arrange score of variable from lower and higher.

53 60 61 63 65 68 68 70 71 72 72
73 73 73 74 74 75 78 78 79 79 79
82 83 84 84 86 86 86 87 88 88 90
91 92 92 93 95 96 96 97 100 100 102
104 105 106 107 108 109

2. From data above, higher score = 109, and lower score = 53

3. Range

$$\begin{aligned} R &= \text{higher score} - \text{lower score} \\ &= 109 - 53 \\ &= 56 \end{aligned}$$

4. Many class (K)

$$\begin{aligned} K &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 50 \\ &= 1 + (3,3) 1, 698 \\ &= 1 + 5, 6034 \\ &= 6, 6034 \\ &= 7 \end{aligned}$$

5. Interval (i) = $\frac{\text{Range}}{\text{Many Class}}$

$$= \frac{56}{7} = 8$$

$$= 8$$

6. From data above, higher score = 87, and lower score = 57.

Appendix 6

Validity Of Test

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	Y	Y ²		
AA	2	2	2	2	2	2	0	2	2	2	2	2	2	0	0	0	2	2	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	0	2	2	2	0	0	0	2	2	0	0	0	0	0	60	3600			
AJ	2	2	2	2	2	0	2	2	0	2	2	0	2	2	2	2	2	2	2	2	2	2	2	0	2	2	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	0	2	2	0	2	2	2	2	62	3844			
AM	2	2	0	2	0	0	0	0	0	0	2	2	0	0	0	0	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	68	4624			
AS	2	2	2	0	2	2	0	2	2	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	0	2	2	0	2	0	2	2	2	2	2	2	2	2	2	80	6400			
AR	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	0	0	2	0	0	2	2	2	2	2	0	2	2	82	6724		
AU	2	2	2	2	0	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	0	0	0	2	2	0	2	2	0	0	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	80	6400			
CM	2	0	2	0	0	0	0	2	0	0	2	0	0	0	0	0	0	2	2	2	2	0	0	0	0	2	0	2	0	2	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2	0	2	0	26	676	
DC	2	2	2	2	2	0	0	2	2	0	2	2	2	2	2	2	0	2	0	2	0	2	2	0	0	0	0	2	0	2	0	0	2	0	0	2	0	0	2	0	0	0	0	2	0	2	2	0	2	0	2	54	2916		
DH	2	2	2	2	0	0	0	2	2	2	2	2	0	0	0	0	2	0	0	2	0	2	2	0	0	2	0	2	0	2	2	2	2	2	2	0	0	0	2	2	0	0	0	0	2	0	0	2	2	0	2	48	2304		
DM	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	0	2	0	2	2	2	2	2	2	2	2	0	2	0	0	0	0	0	0	0	0	0	2	2	2	2	0	0	2	2	2	0	2	2	68	4624			
DS	2	2	2	2	2	0	0	0	2	0	0	0	0	0	0	0	2	0	2	0	0	2	0	0	0	2	2	2	0	0	0	2	2	0	0	2	2	2	2	2	0	2	2	2	2	0	0	0	0	2	2	44	1936		
HP	2	2	2	2	2	2	0	2	2	0	2	2	2	2	2	2	0	2	2	2	2	0	0	2	2	2	2	2	2	0	0	0	2	0	2	0	0	0	0	0	0	0	0	2	0	0	2	2	2	2	0	0	2	64	4096
IF	2	2	2	2	0	2	0	2	2	2	0	2	2	0	0	2	2	2	2	2	2	2	2	2	0	0	2	2	2	2	2	2	2	2	0	2	0	0	0	2	2	2	2	0	0	0	2	2	2	2	0	0	68	4624	
IH	0	0	2	2	2	2	0	2	2	0	2	2	0	2	2	0	2	2	2	2	2	2	2	0	2	0	2	2	2	0	0	2	2	2	0	0	0	0	0	2	2	0	0	0	2	2	0	2	0	0	2	60	3600		
IP	2	2	2	2	2	2	2	2	2	0	2	0	0	0	0	2	2	2	2	2	2	2	2	2	0	2	0	2	2	0	0	2	0	0	0	0	0	0	2	2	2	2	2	2	2	2	0	2	2	2	0	0	2	62	3844
IS	2	2	2	2	2	2	0	2	0	0	2	0	2	0	2	2	2	2	2	2	2	0	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	76	5776		
JF	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	54	2916		

Appendix 4

Reliability Test

To get reliability of the test, the researcher uses formula KR-20:

$$R_{11} = \frac{n}{n-1} \frac{S_t^2 - \sum pq}{S_t^2}$$

$$N = 50$$

$$\sum Xt = 1647$$

$$\sum Xt^2 = 55847$$

$$\sum pq =$$

$$\begin{aligned} S_t^2 &= \sum Xt^2 - \frac{(\sum Xt)^2}{N} \\ &= 5666 - \frac{360^2}{25} = 5666 - \frac{129600}{25} = 5666 - 5184 = 482 \end{aligned}$$

$$S_t^2 = \frac{\sum Xt^2}{N} = \frac{482}{25}$$

$$S_t^2 = 19.28$$

$$R_{11} = \frac{n}{n-1} \frac{S_t^2 - \sum pq}{S_t^2}$$

$$R_{11} = \frac{25}{25-1} \frac{19.28 - 5.268}{19.28} = \frac{25}{24} \frac{14.012}{19.28}$$

$$= (1.04) (0.72)$$

$$= .0.75 \quad (r_{11} > 0.70 = \text{reliable})$$

Test is reliable if $r_{\text{count}} > r_{\text{tabel}}$. Based on calculation above, the test have very high reliable.

Appendix 15

Reliability Post Test

To get reliability of the test, the researcher uses formula KR-20:

$$R_{11} = \frac{n}{n-1} \frac{S_t^2 - \sum pq}{S_t^2}$$

$$N = 25$$

$$\sum X_t = 405$$

$$\sum X_t^2 = 7189$$

$$\sum pq = 4.979$$

$$\begin{aligned} S_t^2 &= \sum X_t^2 - \frac{(\sum X_t)^2}{N} \\ &= 7189 - \frac{405^2}{25} = 7189 - \frac{164025}{25} = 7189 - 6561 = 628 \end{aligned}$$

$$S_t^2 = \frac{\sum X_t^2}{N} = \frac{628}{25}$$

$$S_t^2 = 25.12$$

$$R_{11} = \frac{n}{n-1} \frac{S_t^2 - \sum pq}{S_t^2}$$

$$R_{11} = \frac{25}{25-1} \frac{25.12-4.979}{25.12} = \frac{25}{24} \frac{20.141}{25.12}$$

$$= (1.04) (0.80)$$

$$= 0.83 \text{ (} r_{11} > 0.70 = \text{reliable)}$$

No.																										X
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
AA	1	5	4	5	1	4	2	3	4	3	4	3	4	5	4	2	1	3	3	3	4	3	2	5	3	81
AL	4	3	3	1	2	3	3	2	3	4	3	3	1	1	3	4	3	3	3	4	3	4	2	2	3	70
AM	3	3	3	3	2	4	3	3	3	2	4	3	3	2	2	4	4	3	4	3	4	3	4	3	3	78
AU	5	2	3	3	2	3	4	4	4	4	3	3	5	4	1	5	3	1	4	4	3	1	2	3	4	80
AR	5	2	2	3	3	3	3	3	3	4	4	3	4	2	2	2	3	2	3	4	3	2	2	3	2	72
AS	4	4	4	3	3	3	4	4	4	3	4	3	4	5	4	2	4	4	4	3	5	5	2	5	2	92
AY	2	4	4	3	5	3	3	5	3	3	3	3	4	2	4	2	2	3	2	3	4	3	3	4	3	80
BA	4	3	1	5	3	5	5	3	4	3	4	3	4	5	1	5	3	1	4	3	4	5	3	5	1	87
BH	5	2	3	2	3	4	3	4	4	4	3	3	5	3	5	3	4	2	3	4	3	2	4	3	2	83
CM	4	3	1	4	3	4	4	4	4	4	3	3	3	5	4	3	2	4	3	2	3	3	4	5	3	85
DA	2	3	5	3	3	2	3	4	3	4	3	3	3	2	3	2	2	4	2	4	4	4	3	4	3	78
DH	3	4	4	5	4	5	4	4	5	5	4	3	5	5	4	4	3	4	4	5	5	4	2	5	4	104
DM	4	3	3	4	5	3	5	5	5	4	4	4	3	5	3	4	4	4	3	2	4	4	5	3	2	95
EA	4	3	2	4	3	3	5	5	4	3	4	4	3	4	3	4	4	3	3	3	4	3	4	5	4	91
EP	5	3	3	3	5	5	4	4	4	3	3	3	3	5	4	3	5	4	3	3	3	1	4	4	2	89
FS	3	2	2	1	3	2	3	4	3	2	2	3	3	2	3	2	3	3	2	2	2	1	1	3	3	60
GH	4	4	1	3	1	5	4	3	3	3	3	2	2	2	4	2	4	2	1	3	2	5	1	2	3	69
HF	4	3	5	3	3	3	3	3	4	3	4	2	5	3	4	1	5	1	3	3	4	5	4	3	1	82
IF	3	2	3	3	3	2	2	3	4	2	3	3	2	3	4	3	3	3	2	2	3	3	4	3	4	72
IH	4	3	5	4	3	4	3	4	3	3	3	4	4	3	4	4	3	4	3	3	3	3	4	3	3	87
IP	4	3	4	4	5	5	5	5	4	4	4	4	4	5	3	4	5	4	4	4	4	4	4	5	4	105
IS	3	2	1	3	1	1	2	1	4	3	3	1	1	3	3	3	3	1	3	3	3	2	5	5	1	61
JF	2	3	2	1	2	2	4	2	3	2	2	2	2	5	2	2	5	2	3	2	3	2	5	5	2	67
JK	4	3	2	2	2	4	1	3	3	2	2	3	3	4	3	4	3	4	3	2	3	1	3	5	3	72
JR	4	2	5	3	3	5	3	3	4	3	3	3	3	3	3	5	3	2	3	3	3	3	4	4	3	83

KH	5	2	2	2	3	4	4	3	4	3	3	3	4	5	3	4	1	4	1	3	3	5	1	5	2	79
KP	1	2	2	2	2	1	3	2	3	1	2	2	2	1	4	3	1	1	2	1	2	3	2	5	5	55
LM	4	2	3	2	2	3	2	3	4	2	4	3	4	3	2	3	3	2	2	2	3	4	2	4	4	72
LY	5	4	2	3	3	4	3	4	4	4	5	3	5	5	2	2	5	4	3	4	5	5	2	4	2	92
MA	4	3	2	3	4	4	4	4	4	3	4	3	5	4	1	3	4	4	3	3	4	4	5	3	4	89
MH	5	2	3	3	4	3	4	4	4	4	4	4	5	4	2	2	5	4	3	3	5	5	3	5	1	91
MT	3	3	5	5	5	3	4	5	4	4	4	5	5	5	1	3	4	4	4	4	5	5	3	4	3	100
MJ	2	4	2	3	2	2	2	3	4	2	2	3	2	2	2	1	2	4	2	2	3	2	4	2	3	62
NH	5	3	5	3	5	5	4	5	3	5	5	3	5	4	1	4	5	3	5	3	5	5	4	2	1	98
PA	4	4	3	3	2	4	3	3	3	2	1	2	3	2	2	3	3	4	4	2	3	3	3	4	3	73
PS	5	4	4	4	4	4	4	3	5	5	5	5	4	5	2	4	5	4	4	5	3	4	5	4	4	105
RD	4	2	3	3	4	4	3	4	3	3	3	3	2	4	5	4	3	2	2	3	3	3	4	3	3	80
RR	5	4	4	5	4	5	4	5	5	5	4	3	5	5	2	5	3	2	3	4	5	1	5	5	5	103
RS	2	3	3	3	2	3	3	3	3	2	2	2	2	2	1	3	3	2	3	2	2	3	2	2	1	59
SA	4	2	3	3	3	3	3	4	4	2	4	4	4	5	1	4	5	2	4	2	5	5	3	4	4	87
SD	4	5	4	4	4	4	5	4	5	4	4	5	5	5	2	4	2	5	4	4	4	4	5	2	3	101
SH	3	2	2	3	2	2	4	3	3	4	2	2	4	3	1	3	3	2	3	4	4	4	4	4	1	72
SP	4	4	2	2	2	3	3	3	2	2	2	3	3	5	5	3	1	4	1	2	3	1	2	1	2	65
SZ	3	3	4	3	2	2	2	2	2	3	2	1	4	4	4	3	3	3	3	3	3	3	2	4	4	72
TH	3	4	2	2	3	4	2	3	2	3	3	4	4	4	3	3	2	4	2	4	2	4	3	3	2	75
TP	5	3	1	4	1	3	4	3	3	3	2	1	4	1	4	4	3	3	3	3	2	1	3	4	1	69
UT	3	4	3	4	2	4	2	3	2	3	3	3	3	3	3	3	4	3	4	3	4	4	4	4	4	82
YA	4	4	4	3	4	4	3	4	3	4	4	3	5	5	2	5	4	2	5	3	2	5	3	5	5	95
YAY	3	4	3	4	4	4	4	5	5	4	5	3	4	4	1	3	5	4	3	3	5	4	4	3	1	92
YI	4	3	2	2	4	4	3	3	3	4	4	3	3	4	4	4	2	4	3	3	3	2	1	2	2	76

Appendix 10

Table XII
The Correlation between Students' Self Confidence
and Students' English Achievement

No	X	Y	X ²	Y ²	XY
1	81	60	6561	3600	4860
2	70	62	4900	3844	4340
3	78	68	6084	4624	5304
4	80	80	6400	6400	6400
5	72	82	5184	6724	5904
6	92	80	8464	6400	7360
7	80	26	6400	676	2080
4	87	54	7569	2916	4698
9	83	48	6889	2304	3984
10	85	68	7225	4624	5780
11	78	44	6084	1936	3432
12	104	64	10816	4096	6656
13	95	68	9025	4624	6460
14	91	60	8281	3600	5460
15	89	62	7921	3844	5518
16	60	76	3600	5776	4560
17	69	54	4761	2916	3726
18	82	74	6724	5476	6068
19	72	62	5184	3844	4464

20	87	60	7569	3600	5220
21	105	84	11025	7056	8820
22	61	74	3721	5476	4514
23	67	86	4489	7396	5762
24	72	50	5184	2500	3600
25	83	82	6889	6724	6806
26	79	50	6241	2500	3950
27	55	82	3025	6724	4510
28	72	70	5184	4900	5040
29	92	54	8464	2916	4968
30	89	72	7921	5184	6408
31	91	74	8281	5476	6734
32	100	74	10000	5476	7400
33	62	42	3844	1764	2604
34	98	76	9604	5776	7448
35	73	78	5329	6084	5694
36	105	82	11025	6724	8610
37	80	78	6400	6084	6240
38	103	86	10609	7396	8858
39	59	84	3481	7056	4956
40	87	84	7569	7056	7308
41	101	86	10201	7396	8686
42	72	86	5184	7396	6192
43	65	84	4225	7056	5460

44	72	74	5184	5476	5328
45	75	84	5625	7056	6300
46	69	78	4761	6084	5382
47	82	78	6724	6084	6396
48	95	78	9025	6084	7410
49	92	78	8464	6084	7176
50	76	72	5776	5184	5472
Total score	4067	3512	339095	255992	286306

This is the calculation of r_{xy} :

$$N : 50$$

$$\sum X : 4067$$

$$\sum Y : 3512$$

$$\sum X^2 : 339095$$

$$\sum Y^2 : 255992$$

$$\sum XY : 286306$$

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N(\sum x^2) - (\sum x)^2\} \{N(\sum y^2) - (\sum y)^2\}}}$$

$$\begin{aligned}
& \frac{50.286306 - (4067)(3512)}{\sqrt{50.339095 - (4067)^2 + 0.255992 - (3512)^2}} \\
& \frac{14315300 - 14283304}{\sqrt{10954750 - 16540489 + 799600 - 12334144}} \\
& = \frac{31996}{\sqrt{(414261)(465456)}} \\
& = \frac{31996}{\sqrt{1.928202611}} \\
& = \frac{31996}{4.3911} \\
& = 0.728
\end{aligned}$$

Appendix 11

The Calculation of Statistic Mean, Median, Modus, Standard Deviation, and Trend Quality Score of X variable (Students' self confidence)

1. The minimum and maximal score found with arrange score of variable from lower and higher.

2.	55	59	60	61	62	65	67	69	69	70
	72	72	72	72	72	73	75	75	75	78
	78	79	80	80	80	81	82	82	83	83
	85	87	87	87	89	89	91	91	92	92
	92	95	95	98	100	101	103	104	105	105

3. From data above, higher score = 105, and lower score = 55

4. Range

$$\begin{aligned} R &= \text{higher score} - \text{lower score} \\ &= 105 - 55 \\ &= 50 \end{aligned}$$

5. Many class (K)

$$\begin{aligned} K &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 50 \\ &= 1 + (3,3) 1,698 \\ &= 1 + 5,6034 \\ &= 6,6034 \\ &= 7 \end{aligned}$$

$$6. \text{ Interval (i)} = \frac{\text{Range}}{\text{Many Class}}$$

$$= \frac{50}{7} = 7$$

$$= 7$$

7. Mean

Interval	X	F	FX
55-61	4	58	232
62-68	3	65	195
69-75	12	72	864
76-82	9	79	711
83-89	8	86	688
90-96	7	93	651
97-103	4	100	400
104-110	3	107	321
Total score	50	660	4062

$$\frac{\sum fixi}{fi}$$

$$= \frac{4062}{50}$$

$$= 81,24$$

8. Median

No.	Interval	Frequency (F)
1	55-61	4
2	62-68	3
3	69-75	12
4	76-82	9
5	83-89	8
6	90-96	7
7	97-103	4
8	104-110	3
Total		$n = \sum f = 50$

$$\begin{aligned}
& \left(\frac{\frac{1}{2}n - F}{f} \right) \\
& = 75.50 + 7 \left(\frac{\frac{1}{2}50 - 19}{1} \right) \\
& = 75.50 + 7 \left(\frac{25 - 19}{1} \right) \\
& = 75.50 + 7 \left(\frac{6}{1} \right) \\
& = 75.50 + 7 \cdot 6 \\
& = 75.50 + 42 \\
& = 117.5
\end{aligned}$$

9. Modus

No.	Interval	Frequency (F)
1	55-61	4
2	62-68	3
3	69-75	12
4	76-82	9
5	83-89	8
6	90-96	7
7	97-103	4
8	104-110	3
Total		$n = \sum f = 50$

$$\begin{aligned}
\text{Modus} & = Bb + p \left(\frac{F1}{F1 + F2} \right) \\
& = 75.50 + 7 \left(\frac{12}{12 + 9} \right) \\
& = 75.50 + 7 \left(\frac{12}{21} \right) \\
& = 75.50 + 7 \cdot 0.75
\end{aligned}$$

$$= 75.50 + 12.25$$

$$= 87.75$$

10. Standard derivation

<i>Interval</i>	f_i	x_i	$(f_i x_i)$	x_i^2	$f x_i^2$
55-61	4	58	232	3364	13456
62-68	3	65	195	4225	12675
69-75	12	72	864	5184	62208
76-82	9	79	711	6241	56169
83-89	8	86	688	7396	59168
90-96	7	93	651	8649	60543
97-103	4	100	400	10000	40000
104-110	3	107	321	11449	34347
Total	50	107	4062	56508	338566

$$S = \frac{\overline{f x_1^2}}{f}$$

$$= \frac{338566}{50 - 1}$$

$$= \frac{338566}{49}$$

$$= 11.874$$

$$= 3.445$$

Table V
The Score of Students' Self Confidence about questionnaire

No.	Name	Score	No.	Name	Score
1.	AA	81	26.	MH	79
2.	AJ	70	27.	MJ	55
3.	AM	78	28.	MR	72
4.	AS	80	29.	MS	92
5.	AR	72	30.	MHA	89
6.	AU	92	31.	MHS	91
7.	CM	80	32.	NL	100
8.	DC	87	33.	PA	62
9.	DH	83	34.	PC	98
10.	DM	85	35.	PES	73
11.	DS	78	36.	PR	105
12.	HP	104	37.	PS	80
13.	IF	95	38.	RA	103
14.	IH	91	39.	RAS	59
15.	IP	89	40.	RD	87
16.	IS	60	41.	RAM	101
17.	JF	69	42.	RS	72
18.	JK	82	43.	RSH	65
19.	KD	72	44.	RT	72
20.	LY	87	45.	SD	75
21.	LM	105	46.	SH	69
22.	MA	61	47.	SS	82
23.	MAP	67	48.	UY	95
24.	MAS	72	49.	WS	92
25.	MF	83	50.	YA	76
Total					4067

Table V
The Score of Students' English Achievement about Test

No.	Name	Score	No.	Name	Score
1.	AA	60	26.	MH	50
2.	AJ	62	27.	MJ	82
3.	AM	68	28.	MR	70
4.	AS	80	29.	MS	54
5.	AR	82	30.	MHA	72
6.	AU	80	31.	MHS	74
7.	CM	26	32.	NL	74
8.	DC	54	33.	PA	42
9.	DH	48	34.	PC	76
10.	DM	68	35.	PES	78
11.	DS	44	36.	PR	82
12.	HP	64	37.	PS	78
13.	IF	68	38.	RA	86
14.	IH	60	39.	RAS	84
15.	IP	62	40.	RD	84
16.	IS	76	41.	RAM	86
17.	JF	54	42.	RS	86
18.	JK	74	43.	RSH	84
19.	KD	62	44.	RT	74
20.	LY	60	45.	SD	84
21.	LM	84	46.	SH	78
22.	MA	74	47.	SS	78
23.	MAP	86	48.	UY	78
24.	MAS	50	49.	WS	78
25.	MF	82	50.	YA	72
Total					3512

APPENDIX 13

Statistic Examine Look for Mean, Median, Modus, Range, Total of Classes, Interval, and Standard Deviation of Students' English Achievement

1. Score

26	42	44	48	50	50	54	54	54	60
60	60	62	62	62	64	68	68	68	70
72	72	74	74	74	74	74	76	76	78
78	78	78	78	78	78	80	82	82	82
82	84	84	84	84	84	86	86	86	86

2. Highest score : 86

Lowest score : 26

3. Range = High Score – Low Score

$$= 86 - 26$$

$$= 60$$

4. Total of classes (BK)

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 50$$

$$= 1 + 3.3 (1.698)$$

$$= 1 + 5.6034$$

$$= 6.6034 (7)$$

5. Interval (i)

$$i = \frac{R}{BK}$$

$$= \frac{60}{7}$$

$$= 8.57 (9)$$

6. Mean

<i>Interval</i>	f_i	x_i	$(f_i x_i)$
26 – 34	1	30	30
35 – 43	1	39	39
44 – 52	4	48	192
53 – 61	6	57	342
62 – 70	8	66	528
71 – 79	16	75	1125
80 – 88	14	84	1344
Total	50	399	3600

$$\begin{aligned} (\bar{x}) &= \sum \frac{f_i x_i}{f_i} \\ &= \frac{3600}{50} \\ &= 72 \end{aligned}$$

7. Median

<i>Interval</i>	f_i	Fk_b	Fk_a
26 – 34	1	50 = N	1
35 – 43	1	49	2
44 – 52	4	48	6
53 – 61	6	44	12
62 – 70	8	38	20
71 – 79	16	30	36
80 – 88	14	14	50 = N
Total 50			

$$\begin{aligned}
Me &= b + p \left(\frac{\frac{1}{2}n - F_{kb}}{f_i} \right) \\
&= 70.50 + 9 \left(\frac{\frac{1}{2}50 - 14}{16} \right) \\
&= 70.50 + 9 \left(\frac{25 - 14}{16} \right) \\
&= 70.50 + 9 \left(\frac{11}{16} \right) \\
&= 70.50 + 9 \cdot 0.6875 \\
&= 70.50 + 6.12 \\
&= 76.62
\end{aligned}$$

8. Modus

<i>Interval</i>	<i>f_i</i>
26 – 34	1
35 – 43	1
44 – 52	4
53 – 61	6
62 – 70	8
71 – 79	16
80 – 88	14
Total 50 = N	

$$\begin{aligned}
\text{Modus} &= Bb + p \left(\frac{F_1}{F_1 + F_2} \right) \\
&= 70.50 + 9 \left(\frac{16}{16 + 14} \right)
\end{aligned}$$

$$\begin{aligned}
&= 70.50 + 9 \left(\frac{16}{30} \right) \\
&= 70.50 + 9 (0.533) \\
&= 70.50 + 4.797 \\
&= 75.297
\end{aligned}$$

9. Standard Deviation

Interval	f_i	x_i	$(f_i x_i)$	x_i^2	$f x_i^2$
26 – 34	1	30	30	900	900
35 – 43	1	39	39	1521	1521
44 – 52	4	48	192	2304	9216
53 – 61	6	57	342	3249	19494
62 – 70	8	66	528	4356	34848
71 – 79	16	75	1125	5625	84375
80 – 88	14	84	1344	7056	112896
Total	50	399	3600	25011	263250

$$\begin{aligned}
s &= \frac{\overline{f x_i^2}}{f - 1} \\
&= \frac{\overline{263250}}{50 - 1} \\
&= \frac{\overline{263250}}{49} \\
&= \overline{5372.448} \\
&= 73.296
\end{aligned}$$

Appendix

The Calculation of Statistic Mean, Median, Modus, Standard Deviation, and Trend Quality Score of X variable (Students' self confidence), and Result of the Normality Test

1. The minimum and maximal score found with arrange score of variable from lower and higher.

2.	55	59	60	61	62	65	67	69	69	70
	72	72	72	72	72	73	75	75	75	78
	78	79	80	80	80	81	82	82	83	83
	85	87	87	87	89	89	91	91	92	92
	92	95	95	98	100	101	103	104	105	105

3. From data above, higher score = 105, and lower score = 55

4. Range

$$\begin{aligned} R &= \text{higher score} - \text{lower score} \\ &= 105 - 55 \\ &= 50 \end{aligned}$$

5. Many class (K)

$$\begin{aligned} K &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 50 \\ &= 1 + (3,3) 1, 698 \\ &= 1 + 5, 6034 \\ &= 6, 6034 \\ &= 7 \end{aligned}$$

$$6. \text{ Interval (i)} = \frac{\text{Range}}{\text{Many Class}}$$

$$= \frac{50}{7} = 7$$

$$= 7$$

7. Mean

Interval	X	F	FX
55-61	4	58	232
62-68	3	65	195
69-75	12	72	864
76-82	9	79	711
83-89	8	86	688
90-96	7	93	651
97-103	4	100	400
104-110	3	107	321
Total score	50	660	4062

$$\frac{\sum fixi}{fi}$$

$$= \frac{4062}{50}$$

$$= 81,24$$

8. Median

No.	Interval	Frequency (F)
1	55-61	4
2	62-68	3
3	69-75	12
4	76-82	9
5	83-89	8
6	90-96	7
7	97-103	4
8	104-110	3
Total		n = $\sum f = 50$

$$\begin{aligned}
& \left(\frac{\frac{1}{2}n - F}{f} \right) \\
& = 75.50 + 7 \left(\frac{\frac{1}{2}50 - 19}{1} \right) \\
& = 75.50 + 7 \left(\frac{25 - 19}{1} \right) \\
& = 75.50 + 7 \left(\frac{6}{1} \right) \\
& = 75.50 + 7 \cdot 6 \\
& = 75.50 + 42 \\
& = 117.5
\end{aligned}$$

9. Modus

No.	Interval	Frequency (F)
1	55-61	4
2	62-68	3
3	69-75	12
4	76-82	9
5	83-89	8
6	90-96	7
7	97-103	4
8	104-110	3
Total		$n = \sum f = 50$

$$\begin{aligned}
\text{Modus} & = Bb + p \left(\frac{F1}{F1 + F2} \right) \\
& = 75.50 + 7 \left(\frac{12}{12 + 9} \right) \\
& = 75.50 + 7 \left(\frac{12}{21} \right) \\
& = 75.50 + 7 \cdot 0.75 \\
& = 75.50 + 5.25 \\
& = 80.75
\end{aligned}$$

$$= 75.50 + 12.25$$

$$= 87.75$$

10. Standard derivation

<i>Interval</i>	f_i	x_i	$(f_i x_i)$	x_i^2	$f x_i^2$
55-61	4	58	232	3364	13456
62-68	3	65	195	4225	12675
69-75	12	72	864	5184	62208
76-82	9	79	711	6241	56169
83-89	8	86	688	7396	59168
90-96	7	93	651	8649	60543
97-103	4	100	400	10000	40000
104-110	3	107	321	11449	34347
Total	50	107	4062	56508	338566

$$S = \frac{\overline{f x_1^2}}{f}$$

$$= \frac{\overline{338566}}{50 - 1}$$

$$= \frac{\overline{338566}}{49}$$

$$= \overline{11.874}$$

$$= 3.445$$

Table of Normality Data Test with Chi Kuadrat Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
91 – 95	95.5	-6.38	0.3152	1.576	1	0.15
86 – 90	90.5	-7.83	0.4721	2.3605	10	0.23
81 – 85	85.5	-9.28	0.2420	1.21	11	2.1
76 – 80	80.5	-2.7	0.0035	0.175		0.17
71 – 75	75.5	-3.02	-0.0013	-0.065	3	-0.065
66 – 70	70.5	-4.9	0.1736		11	0.868
61 – 65	65.5	-6.7	0.2236	0.868	9	0.118
55 – 60	60.5	-2.97		1.118	5	
						2.383

Based on table above, researcher found that $x^2_{count} = 2.383$ while $x^2_{table} = 3.451$ cause $x^2_{count} < x^2_{table}$ ($= 2.383 < 3.451$) with degree of freedom $dk = 5 - 3 = 2$ and significant level $\alpha = 5\%$. So distribution sample was normal.

APPENDIX 11

Statistic Examine Look for Mean, Median, Modus, Range, Total of Classes, Interval, and Standard Deviation of Students' English Achievement

1. Score

26	42	44	48	50	50	54	54	54	60
60	60	62	62	62	64	68	68	68	70
72	72	74	74	74	74	74	76	76	78
78	78	78	78	78	78	80	82	82	82
82	84	84	84	84	84	86	86	86	86

2. Highest score : 86

Lowest score : 26

3. Range = High Score – Low Score

$$= 86 - 26$$

$$= 60$$

4. Total of classes (BK)

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 50$$

$$= 1 + 3.3 (1.698)$$

$$= 1 + 5.6034$$

$$= 6.6034 (7)$$

5. Interval (i)

$$i = \frac{R}{BK}$$

$$= \frac{60}{7}$$

$$= 8.57 (9)$$

6. Mean

<i>Interval</i>	<i>f_i</i>	<i>x_i</i>	<i>(f_ix_i)</i>
26 – 34	1	30	30
35 – 43	1	39	39
44 – 52	4	48	192
53 – 61	6	57	342
62 – 70	8	66	528
71 – 79	16	75	1125
80 – 88	14	84	1344
Total	50	399	3600

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$$

$$= \frac{3600}{50}$$

$$= 72$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$	
80-88	88,5	0,25	0,2988					
				0,0701	1,9628	2	0,018	
71-79	79,5	0,128	0,2910					
				0,1285	3,3598	5	0,488	
62-70	70,5	0,041	0,0160					
				0,2326	6,5128	7	0,074	
53-61	61,5	-0, 11	0,0040					
				-0,2577	-7,2156	5	-1,692	
44-52	52,5	- 0,24	0,2324					
				0,1805	5,0454	5	-0,008	
35-43	43,5	-0.36	0,010260					
				0,0858	2,4024	3	0,247	
26-34	34,5	-0,48	0,002966					
				0,0282	0,7896	1	0,266	
								-0,607

Based on table above, researcher found that $x^2_{count} = -0607$ while $x^2_{table} = 9,488$, cause $x^2_{cause} < x^2_{table}$ ($-607 < 7,815$) with degree of freedom $dk = 7 - 3 = 4$ and significant level $\alpha = 5\%$. So distribution of control class by using conventional method in (Pre-test) was normal.

7. Median

Interval	f_i	Fk_b	Fk_a
26 – 34	1	50 = N	1
35 – 43	1	49	2
44 – 52	4	48	6
53 – 61	6	44	12
62 – 70	8	38	20
71 – 79	16	30	36
80 – 88	14	14	50= N
Total 50			

$$\begin{aligned}
Me &= b + p \left(\frac{\frac{1}{2}n - F_{kb}}{f_i} \right) \\
&= 70.50 + 9 \left(\frac{\frac{1}{2}50 - 14}{16} \right) \\
&= 70.50 + 9 \left(\frac{25 - 14}{16} \right) \\
&= 70.50 + 9 \left(\frac{11}{16} \right) \\
&= 70.50 + 9 \cdot 0.6875 \\
&= 70.50 + 6.12 \\
&= 76.62
\end{aligned}$$

8. Modus

<i>Interval</i>	<i>f_i</i>
26 – 34	1
35 – 43	1
44 – 52	4
53 – 61	6
62 – 70	8
71 – 79	16
80 – 88	14
Total 50 = N	

$$\begin{aligned}
\text{Modus} &= Bb + p \left(\frac{F1}{F1 + F2} \right) \\
&= 70.50 + 9 \left(\frac{16}{16 + 14} \right) \\
&= 70.50 + 9 \left(\frac{16}{30} \right)
\end{aligned}$$

$$= 70.50 + 9 \cdot 0.533$$

$$= 70.50 + 4.797$$

$$= 75.297$$

9. Standard Deviation

<i>Interval</i>	<i>f_i</i>	<i>x_i</i>	<i>(f_ix_i)</i>	<i>x_i²</i>	<i>fx_i²</i>
26 – 34	1	30	30	900	900
35 – 43	1	39	39	1521	1521
44 – 52	4	48	192	2304	9216
53 – 61	6	57	342	3249	19494
62 – 70	8	66	528	4356	34848
71 – 79	16	75	1125	5625	84375
80 – 88	14	84	1344	7056	112896
Total	50	399	3600	25011	263250

$$S = \frac{\overline{f x_i^2}}{f - 1}$$

$$= \frac{\overline{263250}}{50 - 1}$$

$$= \frac{\overline{263250}}{49}$$

$$= \overline{5372.448}$$

$$= 73.296$$



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

Nomor : In.19/E1.5/PP.00.9/Skripsi/2014/2014 Padangsidempuan, November 2014
amp
erihal

Pengesahan Judul dan Pembimbing Skripsi

Kepada
Yth. 1. Magdalena, M.Ag
2. Sojuangon Rambe, S.S., M.Pd
di Padangsidempuan

Asslamu 'AlaikumWr. Wb

Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah di tetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut :

Nama : Irna Suty
Nim : 11 340 0108
Sem/TahunAkademik : VII (Tujuh)
Jurusan : Tadris Bahasa Inggris
JudulSkripsi : The Correlation of Students' Self Confidence and Students' English Achievement Grade VIII SMP Negeri 9 Padangsidempuan.

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan pembimbing II penelitian penulisan skripsi yang dimaksud.

Demikian kami sampaikan, atas kesedian dan kerjasama yang baik, kami ucapkan terimakasih.

Ketua Jurusan
Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Sekretaris Jurusan
Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum
NIP. 19820731 2009122004

Wakil Dekan
Bidang Akademik

Dr. Lelva Hilda, M.S.i
NIP. 19720920 200003 2 002

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I

10/2/15

Magdalena, M.Ag
NIP. 19743019 200003 2 001

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING II

Sojuangon Rambe, S.S., M.Pd
NIP. 19790819 200604 1 003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : In. 19/E.8b/TL.00/1640 /2015

Padangsidimpuan, 15 Juni 2015

Hal : **Mohon Bantuan Informasi
Penyelesaian Skripsi.**

Kepada
Yth. Kepala SMP Negeri 9
Padangsidimpuan

Dengan hormat, Rektor Institut Agama Islam Negeri (IAIN) Padangsidimpuan menerangkan bahwa :

Nama : Irna Suty
NIM : 113400108
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Jln. Imam Bonjol Gg. Bahari

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation of Students' Self Confidence and Students' English Achievement Grade VIII SMP Negeri 9 Padangsidimpuan"**. Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul di atas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.



Sulhingga, S.Ag., M.Pd
NIP.197207021997032003



PEMERINTAH KOTA PADANGSIDIMPUAN
DINAS PENDIDIKAN DAERAH
SMP NEGERI 9 PADANGSIDIMPUAN
Jalan Sudirman Km 4,5 Padangsidimpuan Kode Pos 22736
PADANGSIDIMPUAN

SURAT KETERANGAN

Nomor : 422/209/SMP.09/2015

Yang bertanda tangan dibawah ini Kepala SMP Negeri 9 Padangsidimpuan dengan ini menerangkan bahwa :

Nama : IRNA SUTY
N I M : 113400108
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Tahun Akademik : 2015-2016

Adalah benar telah melaksanakan riset di SMP Negeri 9 tertanggal 20 s/d 22 Oktober 2015 Padangsidimpuan sebagai syarat untuk melengkapi data-data penelitian yang bersangkutan sesuai dengan judul skripsi :

“THE CORRELATION OF STUDENTS’ SELF CONFIDENCE AND STUDENTS’ ENGLISH ACHIEVEMENT AT GRADE VIII AT SMP NEGERI 9 PADANGSIDIMPUAN ”

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 22 Oktober 2015
Kepala Sekolah,


Drs. MULATUA
NIP. 19610512 198403 1 004